

**METHODOLOGIES USED IN TEACHING ORAL COMMUNICATION  
SKILLS IN SECONDARY SCHOOLS IN LUSAKA URBAN, ZAMBIA**

**BY  
SIKAINDO PETRONELLA**

**A dissertation submitted to the University of Zambia in Partial fulfillment of the  
requirements for the award of the Master of Education in Literacy and Learning.**

**The University of Zambia  
Lusaka**

**2017**

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced, stored in any retrieval system, or transmitted in any form or by means of electronic, recording, photocopying or otherwise without written permission from either the author or the University of Zambia.

© **Petronella Sikaindo 2017**

## DECLARATION

I, **Sikaindo Petronella**, do hereby declare that this piece of work is my own, that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this University and indeed at any other Universities for similar purposes.

Author's Signature: .....

Date: .....

Supervisor's Name: .....

Signature: .....

Date: .....

## **CERTIFICATE OF APPROVAL**

This dissertation by Sikaindo Petronella is approved as fulfilling part of the requirements for the award of the degree of Master of Education in Literacy and Learning.

### **Examiner 1**

Name: .....

Signature: .....

Date: .....

### **Examiner 2**

Name: .....

Signature: .....

Date: .....

### **Examiner 3**

Name: .....

Signature: .....

Date: .....

## ABSTRACT

In recent years, a definite and clear recognition of the significance of teaching the spoken English language has been on the scene. This study focuses on the choice and effectiveness of methodologies that English Language teachers use to teach Oral Communication Skills (OCSs) to Grade 10 pupils. The study adopted Vygotsky's (1978) theory of social interaction and Eisenhart's (1990) *Five Components of Effective Oral Language Instruction* for its theoretical and conceptual frameworks, respectively. A total of 54 participants were sampled. 12 of these were English language teachers, 40 Grade 10 pupils, 1 Standards Officer and 1 Senior Language Curriculum Specialist. The study applied a case study design, in which data were generated using lesson observations, semi-structured interviews and analysis of documents in the named schools. The data were analysed by categorizing them into identified themes and sub-themes according to research objectives and their corresponding questions. The findings showed that most teachers used the Task-based (TB) and the Text-based Instruction (TBI), and applied various instructional strategies and teaching/learning materials supporting the use of these teaching methods. Successful teaching of these skills, however, remains a challenge as English, the official language of instruction, is a second and foreign language for both teachers and pupils. Lack of adequate training in teaching methodology and the laxity of both teachers and pupils also posed a great challenge. The study also revealed that limited resources which include prescribed teaching/learning materials that go along with the recommended methods impede successful delivery of lessons and in turn affect learners' English language communicative competence. The findings of this study, however, may not be generalised due to the limited scope, but may apply in other public schools with similar set-up. Conclusively, the study recommends serious commitment to the teaching of Oral Language (OL) skills in secondary schools, which include; the provision of necessary teaching/learning materials to support both the teachers' and learners' proficiency in the spoken English Language.

**KEYWORDS:** Oral communication skills, Listening, Speaking, Methodology, Methods, English as a foreign and second Language, Curriculum Development Centre (CDC)

## **DEDICATION**

I wish to dedicate this dissertation to my late parents, Francis M. Sikaindo and Ruth A. Simonde.

## **ACKNOWLEDGEMENTS**

I am very grateful to Dr K.M. Mambwe for accepting to supervise my research. Despite his busy schedule, he went through my work and gave me feedback on time. He was very patient with me and consistently guided me up the ladder of academic excellence until I finished the programme.

I also wish to extend my thanks to our course co-coordinator and mentor Dr D. Banda for his encouragement and continual guidance throughout the course.

My gratitude goes to my loving and supportive husband, Mr. Smart Phiri who not only sponsored my studies but also stood by me throughout the period of my studies. Close to my heart as well are my three lovely children; Rachel, Miracle and Edmund that gave me moral support and so much love as I pursued my studies.

To all the staff of the Directorate of Research and Graduate Studies (DRGS) at the University of Zambia, I convey my gratitude. I appreciate and thank them very much for molding me into a scholar that I have become today.

My special thanks also go to my colleagues: Mwila Magdelene, Precious Mubanga, Kondwelani Tembo, to mention a few that I labored with and whose support I cannot ignore.

Lastly, I salute everyone that took an active role in making my success possible and worthwhile. I wish them God's blessings.

## TABLE OF CONTENTS

<b>COPYRIGHT .....</b>	<b>i</b>
<b>DECLARATION.....</b>	<b>ii</b>
<b>CERTIFICATE OF APPROVAL .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>DEDICATION.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENTS.....</b>	<b>vi</b>
<b>ACRONYMS .....</b>	<b>xi</b>
<b>LIST OF APPENDICES .....</b>	<b>xii</b>
<b>LIST OF FIGURES .....</b>	<b>xiii</b>
<b>CHAPTER ONE.....</b>	<b>1</b>
<b>INTRODUCTION.....</b>	<b>1</b>
1.1 General .....	1
1.2 Background to the Study .....	1
1.3 Statement of the Problem .....	5
1.4 Aim of the Study .....	6
1.5 Objectives.....	6
1.6 Main Research Question .....	6
1.7 Specific Research Question.....	6
1.8 The Significance of the Study .....	6
1.9 Delimitation of the Study .....	7
1.10 Limitation/s of the Study.....	7
1.11 Operational Definitions of Terms .....	7
1.12 Ethical Considerations .....	8
1.13 Outline of the Dissertation .....	9
<b>CHAPTER TWO .....</b>	<b>10</b>
<b>LITERATURE REVIEW.....</b>	<b>10</b>
2.1. General .....	10
2.2 Studies Done in Zambia on Methods used to teach Oral Communication Skills (OCSs) ..	10



2.2.1 Studies Done in Zambia on Instructional Strategies/Activities used to teach OCSs .....	13
2.2.2 Studies Done in Zambia on Learning/Teaching Materials used to Teach OCSs .....	15
2.3 Studies Done in Other African Countries on the Teaching of Spoken Language .....	16
2.3.1 Studies on Methods Used to Teach OCSs.....	16
2.3.2 Instructional Strategies applied in the Teaching of OCSs .....	19
2.3.3 Teaching and Learning Materials used to teach OCSs .....	24
2.4 Studies Done in Countries outside Africa on the Teaching of Listening and Speaking Skills .....	26
2.4.1 Studies on Methods used in the Teaching of OCSs .....	26
2.4.2 Instructional Strategies used to teach OCSs.....	38
2.4.3 Teaching and Learning Materials used to teach OCSs .....	43
2.5 Summary .....	44
 <b>CHAPTER THREE .....</b>	 46
<b>THEORETICAL AND CONCEPTUAL FRAMEWORK.....</b>	<b>46</b>
3.1. General .....	46
3.2 Theoretical Framework .....	46
3.3 Conceptual Framework .....	48
3.3.1 Summary .....	52
 <b>CHAPTER FOUR.....</b>	 54
<b>RESEARCH METHODOLOGY .....</b>	<b>54</b>
4.1 General .....	54
4.2 Research Design.....	54
4.3 Study site .....	55
4.4 Target Population .....	55
4.5 Sample Size and Sampling Techniques .....	55
4.6 Data collection methods .....	56
4.6.1. Lesson Observation .....	56
4.6.2. Semi-structured interviews.....	56
4.6.3. Document Analysis .....	57

4.7 Research Instruments .....	57
4.7.1 Lesson Observation Checklist.....	57
4.7.2 Semi-structured Interview Guides.....	57
4.7.3 Document Analysis Checklist.....	57
4.8 Data Collection Procedure .....	58
4.8.1 Lesson Observations .....	58
4.8.2 Semi-structured Interviews .....	58
4.8.3 Document Analysis .....	58
4.9 Data Analysis .....	59
4.10 Summary .....	59
 <b>CHAPTER FIVE.....</b>	 <b>61</b>
<b>PRESENTATION AND DISCUSSION OF FINDINGS .....</b>	<b>61</b>
5.1. General .....	61
5.2 Findings on Methods used by Teachers to Present OCSs.....	61
5.2.1 Task-Based (TB) Teaching .....	62
5.2.2 The Text-Based Instruction (TBI).....	66
5.3 Findings on Instructional Strategies Employed in the Teaching of OCSs.....	71
5.3.1 Creating a Conducive Language Learning Environment .....	72
5.3.2 Giving Corrective Feedback to learners.....	72
5.3.3 Engaging Learners in various Interactional Activities.....	73
5.3.3.1 Group Work/Presentations .....	75
5.3.3.2 Debate .....	78
5.3.3.3 Role Play .....	78
5.3.3.4 Class Discussion.....	79
5.3.4 Challenges Faced in Teaching the Spoken Language.....	82
5.4 Findings on Teaching/Learning Materials used in the Teaching of OCSs .....	86
5.4.1 The Syllabus.....	87
5.4.2 Text Books .....	88
5.4.2.2 Progress in English.....	90
5.4.2.3 MK .....	91

5.4.3 Schemes of Work .....	94
5.4.4 Lesson Plans .....	95
5.4.5 Learning and Teaching Aids .....	97
5.6. Implications of the Findings on the Teaching Methodologies Applied in Teaching Oral Language Skills .....	101
5.6.1. Curriculum on Language Teaching .....	101
5.6.2. Methodologies .....	101
5.6.3 Teaching/learning Materials .....	102
 <b>CHAPTER SIX</b> .....	103
<b>CONCLUSION AND RECOMMENDATIONS</b> .....	103
 <b>REFERENCES</b> .....	106
 <b>APPENDICES</b> .....	112

## **ACRONYMS**

BNS- Barotse National School  
CBI- Content-based Instruction  
CDC- Curriculum Development Centre  
CLT- Communicative Language Teaching  
ELD- English Language Development  
ESL- English as a Second language  
GMT- Grammar Translation Method  
HOD- Head of Department  
LAD- Language Acquisition Device (LAD)  
L2- Second Language  
MKO- More Knowledgeable Other  
OCS-Oral Communication Skills  
SCT- Social Cultural Theory  
SLCS- Senior Language Curriculum Specialist  
SO- Standards Officer  
TB- Task-Based teaching  
TBI-Text-Based Instruction  
TPR- Total Physical Response  
ZPD- Zone of Proximal Development

## LIST OF APPENDICES

<b>Appendix 1:</b> Oral Language Observation Checklist for Learners.....	112
<b>Appendix 2:</b> Oral Language Observation Checklist for Teachers.....	113
<b>Appendix 3:</b> Semi-Structured Interview Guide for Language Teachers.....	114
<b>Appendix 4:</b> Semi-Structured Interview Guide for Heads of Languages Department.....	115
<b>Appendix 5:</b> Semi-Structured Interview Guide for the Standards Officer and Language Curriculum Specialist.....	116
<b>Appendix 6:</b> Document Study (Analysis) Checklist.....	117
<b>Appendix 7:</b> Consent Form.....	119

## LIST OF FIGURES

<b>FIGURE 1:</b> Basic stages of listening process and their functions. (Nunan, 2001:24) .....	3
<b>FIGURE 2:</b> Four components of Communicative Competence (Adapted from Chomsky, 1965).....	48
<b>FIGURE 3:</b> Five Components of Effective Oral Language Instruction (Adapted from Eisenhart C. 1990) .....	49
<b>FIGURE 4:</b> A Summary of the Research Methodology (Owners' Source, 2016) .....	60
<b>FIGURE 5:</b> Methods Teachers used in the teaching of OCSs in the selected secondary schools of Lusaka urban in Zambia.....	62
<b>FIGURE 6:</b> Instructional strategies employed in teaching OCSs.....	71-72
<b>FIGURE 7:</b> Activities used to teach OCSs in the two selected Secondary Schools in Lusaka, Zambia.....	73
<b>FIGURE 8:</b> Schemes of Work used in the Two Schools under Study.....	87-88
<b>FIGURE 9a:</b> ZBEC Text books used in both Schools X and Y to teach OCSs.....	89
<b>FIGURE 9b:</b> Progress in English Text books used in School X to teach OCSs.....	90-91
<b>FIGURE 9c:</b> MK Text books used in School X to teach OCSs.....	92-93
<b>FIGURE 10:</b> Schemes of Work for the two Schools under Study.....	94-95
<b>FIGURE 11:</b> Lesson plans used by teachers to teach OCSs.....	96
<b>FIGURE 12:</b> A Teaching Aid used by one of the Teachers Observed.....	98
<b>FIGURE 13:</b> Teaching/learning materials used in teaching the listening and speaking skills.....	99

# CHAPTER ONE

## INTRODUCTION

### 1.1 General

The first part of this chapter presents a general background to the research on *Methodologies used in teaching Oral Communication Skills (OCSs) in Secondary Schools in Lusaka Urban, Zambia*. It accounts for the researcher's choice of the topic under study. The chapter also explains the research problem. In addition, research questions and corresponding research objectives are presented. The chapter proceeds to explain the purpose of the study, the significance of the study, delimitation, limitations and the definition of terms used in the dissertation. It closes with a section on Ethical Considerations.

### 1.2 Background to the Study

The skill of reading and writing letters was first introduced in Zambia, then Northern Rhodesia, in the late 19<sup>th</sup> century alongside Christianity. The focus of the early missionaries was to produce converts that could read the Bible and whom they could eventually use as helpers in spreading the gospel. Some of these missionaries, as a result, opened up schools through which this could be achieved. The first conventional school, the Barotse National School (BNS), was opened by Francis Coilard in 1907 at Kanyonyo in Western Province, then Barotseland. By then, Northern Rhodesia had become a British protectorate, and local languages were used to teach literacy at the time.

Later when Zambia gained her independence, it was decided that English be used, in not only delivering literacy skills, but also as the official language. This was for reasons of national unity plus a belief that the earlier a language was started, the better (Linehan, 2004). Though English remains as the official language and the language of instruction in upper grades, however, the use of local languages in delivering literacy in early grades has been the emphasis especially in the current curriculum. This is because it has been established that doing so aids in facilitating the transference of literacy skills into the target language, English, which is used as the language of instruction and learnt as a subject from Grade 3 to tertiary level.

Language is a very important aspect of people's lives as it is the means by which communication is facilitated. The importance of language is evident in all daily activities that human beings engage themselves in. Furthermore, language acts as a purveyor through which cultural identity and emotional states of people can be realized. More importantly, language facilitates learning. Owing to the importance of language in facilitating learning, the Zambian school curriculum puts a premium on the ability for learners to use English in the learning process. This is because all aspects of the curriculum depend, to a greater or lesser extent, on learners' proficiency in all the language skills in English. These include; reading, writing, speaking and listening. According to Kisilu and Lelei (2008), the four basic language skills mainly develop in the following order: listening, speaking, reading, and writing. This means that pupils will only be able to read and write what they can understand and speak. Reading and writing, thus, greatly depend on listening and speaking. Consequently, Oral Communication Skills (OCSs), which involve listening and speaking skills, form the foundation to the teaching of the English Language.

Over the years, a number of teaching methodologies have been used in teaching English Language skills in Zambian schools. The changes in teaching methodology have been greatly impacted by advancements in the theories and psychology of learning. Communicative Language Teaching (CLT), which is an eclectic approach to language teaching, remains the emphasis in the Zambian school curriculum to-date. This methodology focuses is more on the functional as opposed to the formal/grammatical aspects of a language. In other words, the method is ideal for teaching OCSs.

Oral communication is a skill that helps learners to perform various educational functions. Learning to listen and speak effectively, thus, is important because it equips learners with specific skills that they can use for the rest of their lives. Listening can be defined as 'paying attention to somebody or something that you can hear' (Hornby, 2005:863). Nunan (2001) suggests seven basic stages of the listening process and their functions. These involve receiving raw data to begin with. This is followed by choosing stimuli which will then require that a learner focuses attention on what he or she is learning. Focusing attention will help a learner to assign meaning. Following this is being able to analyse and judge and consequently drawing on memory. Finally, he or she will have to give feedback on what he or she has learnt. This is represented by Figure 1.





**Figure 1:** *Basic stages of listening process and their functions. (Nunan, 2001:24)*

If carried through this process successfully, learners will be able to listen and speak effectively in their personal lives, future workplaces, social interactions, and political endeavors. This is important because they will be expected to attend meetings, make presentations, engage in discussions and arguments, as well as, participate in group activities (<http://www.com.uri.edu/comfund/cxc.shtml>). Taking into consideration methodologies used to teach the listening and speaking skills, therefore, is of great importance in English language teaching.

According to <http://www.com.uri.edu/comfund/cxc.shtml>, on the other hand, speaking is also defined as the means of communication which is mostly used in expressing opinions, making arguments, offering explanations, transmitting information, and making impressions upon others. It is an interactive process of constructing meaning that involves producing and receiving and processing information (Efrizal, 2012). Further, Efrizal (2012) writes that, speaking is “speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions” (128). He also states that speaking depends on the complexity of the information to be communicated. However, the speaker sometimes finds it difficult to clarify what they want to say. It has also been established

that speaking is the most important of the four skills. Efrizal (2012) goes on to argue that, one frustration commonly experienced by learners, however, is that they have spent years studying English but still cannot speak it. This is because of the complexity of the skill in which one is expected to construct words and phrases with individual sounds, and to also use pitch change, intonation, and stress to convey different meanings.

The Zambian Senior Secondary School English Syllabus, which is an extension of the Junior Secondary School Syllabus, comprises four parts: Listening and speaking, Structure, Reading and Summary, and Writing. According to Kayi (2006), however, the teaching of the spoken language has been undervalued despite the importance attached to it. Commenting in the ‘Teachers of English to Speakers of Other Languages, Inc. (TESOL)’ Murphy (2016) further brought out the pointed out the following:

In the literature and in practice the improvement of oral language has received little attention in the full scope of the language arts program. It can be seen that development of oral communication skills has been seriously neglected in relationship to the time spent in these other areas. There is apparent lack of emphasis in formal oral language instruction, and it is in- escapable that many children's ability to handle oral communication is poorly developed (p.122).

It is therefore emphasised in the Zambian Senior Secondary School English Syllabus that the listening and speaking skills must be given as much attention as other language skills like reading and writing (Curriculum Development Centre (CDC), 2013). William and Roberts (2012) are in agreement when they mention that, in a similar way that teachers are strategic in teaching reading and writing, they must have the same attitude towards the delivery of explicit oral language skills. They also acknowledge that, in most cases, oral language gets ‘the short end of the stick’ in an effort to develop the language skills. Riley et al. (2004) in Cregan (2010), however, conclude from their review of existing literature that “It would seem that fluency, competence in and comprehension of spoken language is Key to being able to learn effectively” (658). It is also stated that one of the general outcomes of listening and speaking as skills in language teaching according to the Senior Secondary School English syllabus is to “understand and speak English well enough to function effectively...” (CDC, 2013:6)

The Senior Secondary School English syllabus, like the Junior Secondary School Syllabus is presented in form of outcomes and stated in result terms. Specific outcomes are followed by the content in form of knowledge, skills and values which learners must master in order to achieve the desired outcomes (CDC, 2013). Fletcher (2009) further contends that oral language skills

must be taught explicitly and systematically. He argues that learners should be accorded an opportunity to revisit, practice, apply and extend these skills. He is also of the idea that, skill in oral language is essential if learners have to actively participate in instructional interactions that promote effective learning of vocabulary and comprehension skills. The teacher's task, thus, is to provide effective learning experiences or activities which will enable the learners to achieve the intended objectives and these relate to teaching methodologies.

CDC (2013) suggests two methodologies for teaching English language and Oral Communication Skills, in particular. These are Communicative Language Teaching (CLT) and the Text-based, Integrated Approach. The specific methodologies teachers should use to deliver these skills, however, are not stated. This study, thus, is an investigation of these methodologies. It is an analysis of the teaching of OCSs to learners in High schools in Zambia. The document describes the dimensions of the prescribed methodologies, with particular emphasis on those suggested by CDC (2013). It further discusses the instructional strategies recommended for effective delivery of OCSs. The study finally delves into determining the type of teaching and learning materials used as suggested by the methods applied.

### **1.3 Statement of the Problem**

Despite the need and the varied ways of including the listening and speaking skills in the syllabus, there seems to be little research conducted in Zambia that gives a precise understanding of the methodologies used in teaching the skills, particularly at senior secondary school level. It follows then that children leave schools in Zambia without attaining appropriate communicative competence levels (Linehan, 2004). Murphy (2016:122) contends that “the development of oral communication skills has been seriously neglected in relationship to the time spent in these other areas.” It has been observed that learners' lack of English literacy skills is due to teachers' lack of pedagogical knowledge (Krugel and Fourie, 2014). Curriculum Development Centre (CDC), however, gives freedom to teachers to select their own methodologies for teaching English Language skills such as listening and speaking. This is explicitly stated in the following quotation: “The onus is on the teacher to find different methodologies for effective teaching” (CDC, 2013:6). The question therefore is: ‘Do language teachers in senior secondary schools in Zambia employ effective methodologies to teach OCSs?’ Effective teaching, according to Cohen and Manion (2007:116) “... requires teachers to be able to make the transition from personal knowledge and understanding of a subject to the representation of that subject to their pupils”.

Arising from the above, thus, the study was designed to investigate the teaching methodologies that selected teachers of English apply in teaching of the listening and speaking skills.

#### **1.4 Aim of the Study**

The aim of the study was to investigate the type of methodologies teachers in the senior secondary schools in Zambia use to teach Oral Communication Skills (OCSs).

#### **1.5 Objectives**

The objectives of the study were to:

- (i) Identify the methods teachers in High Schools use to enhance learners' competence in English OCSs.
- (ii) Establish the instructional strategies utilized in teaching the spoken English Language in senior secondary grades.
- (iii) Determine the kind of teaching and learning materials used to facilitate the teaching of English listening and speaking lessons in senior secondary schools.

#### **1.6 Main Research Question**

What sort of teaching methodologies do teachers in senior secondary schools use to teach OCSs?

#### **1.7 Specific Research Question**

- (i) What methods do teachers in High Schools under study use to enhance learners' competence in the spoken English language?
- (ii) What instructional strategies do teachers use to assess learners' English language listening and speaking skills in the selected senior secondary schools?
- (iii) To what extent are the teaching and learning materials used to present OCSs in senior secondary schools under study appropriate?

#### **1.8 The Significance of the Study**

Given the fact that the teaching of OCSs has received little attention in scholarship, and particularly in Zambia, the findings of this study are an important contribution to knowledge in

the area of literacy. Furthermore, the findings of this study will likely input and influence the formulation and implementation of policy on the provision of OCSs in language teaching, especially in senior secondary schools.

### **1.9 Delimitation of the Study**

The study had the following delimitations; firstly, it focused on the extent to which the instructional strategies used by High school language teachers to present oral communication skills are proving effective. Secondly, it was limited to lesson observations, interviews and document analysis. The study was restricted to two secondary schools, Lusaka Girls and Kamwala South Secondary Schools in Lusaka urban, one (1) Senior Language Curriculum Specialist (SLCS), one (1) Standards Officer (SO), two (2) Heads of Department, ten (10) Grade 10 language teachers and forty (40) Grade 10 pupils.

### **1.10 Limitation/s of the Study**

Although the findings obtained in this study were highly encouraging, a number of limitations should be noted. Out of the four secondary schools the researcher intended to collect data from, data was only collected from two schools. The other schools were conducting examinations at the time. The uncooperative nature of some of the intended respondents posed as a great challenge, as well. Further, power deficits, among other personal challenges, made it very difficult for the researcher to do the work within the scheduled time.

In addition, as the report draws mainly from interpretative data and includes relatively few respondents, it does not claim much generalization. Future research should include larger sample. Closely related to this is the fact that, since the purposive sampling procedure (of teachers) decreases the generalization of findings, the results will not be generalized to all senior secondary schools in Lusaka urban.

Another limitation reflects the brief duration of this research. A longer period of observation and data collection, therefore, should be conducted in further research. Thus, this research model could be replicated and evaluated in different contexts and with different populations to check its validity, reliability, and generalizability.

### **1.11 Operational Definitions of Terms**

**Activity:** refers to actions taken in order to attain set objectives.

**Method:** refers to a procedure to accomplish or approach something.

**Methodology:** refers to a system of methods used in a particular field.

**Oral Language/communication skills:** involves listening and speaking language skills.

**Early Childhood/ Pre-school:** refers to both non-formal and formal service provision which prepares children for entry into Primary School Education.

**High School:** these are institutions of learning that provide Grade 10 to 12 in Zambia.

**Primary School:** refers to institutions of learning that provide Grade 1 to 7 in Zambia.

**Junior Secondary School:** these are institutions of learning that provide Grade 10 to 12 education in Zambia.

**Senior Secondary School:** refers to institutions of learning that provide Grade 10 to 12 education in Zambia

**Outcomes:** these are precise statements which state what learners have to do in order to show what they have learnt and what is taught during the learning process.

**Instructional strategy:** entails a plan designed for the purpose of achieving intended objectives when teaching.

### **1.12 Ethical Considerations**

Ethical issues such as confidentiality, informed consent, protection of participants from harm and participants rights to privacy were upheld during the collection, analysis and publication of this study. Data that was collected from the participants was not and will not be exposed to unofficial persons. The study will also protect participants from risks of harm, embarrassment and psychological abuse by not exposing them to undue physical or psychological pressure. All participants were briefed about the purpose of the research and their right to withdraw anytime they wished to. The researcher also ensured that all participants voluntarily participated in the study.

### **1.13 Outline of the Dissertation**

This study is organized into six chapters. The first chapter sets the scene by explaining the general conceptualization about oral language teaching. Chapter one also focuses on the statement of the problem, the purpose of the study, research objectives, research questions, and significance of the study. Included in this chapter are the delimitation, limitations, operational definition of terms and the theoretical framework.

Chapter two reviews the literature that was consulted during the research. The main thematic areas under this chapter include literature related to; language teaching methods, instructional strategies used to teach oral language lessons and teaching and learning materials.

Chapter three is a discussion of the Theoretical and Conceptual Framework. It gives the theory on which the study hinges. In addition, it discusses in detail main concepts highlighted in the study.

Chapter four describes the research methodology. This comprises a description of the research design, sample size, sampling techniques, data collection methods, and data analysis in addition to issues of validity, reliability and research ethics.

Chapter five deals with the presentation and discussion of the research findings, and these are divided into various themes derived from each of the research questions. The first part in this chapter is the introduction. Thereafter, the researcher presents the research findings under each theme and discusses it in detail by relating it to the literature reviewed and/or the theory applied. Findings on sub themes emerging from the main ones have also been presented and discussed in the same way as well.

Finally, chapter six presents the conclusion, recommendations and summary of the research findings. In addition, it suggests topics for future research. The next chapter provides the literature reviewed on the topic under study. It will also discuss the gaps left out in these studies which the current study attempted to fill.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. General**

This chapter presents a review of the relevant literature on the main themes of the topic under study. The chapter has been divided into sub sections. The main themes discussed under each sub section are Studies done in Zambia, Studies done in Other African Countries and Studies Done outside Africa on Methods, Instructional Strategies, and Teaching/Learning Materials used to teach the listening and speaking skills. The first sub section is a review of the literature on the studies done in Zambia.

#### **2.2 Studies Done in Zambia on Methods used to teach Oral Communication Skills (OCSs)**

There are a few studies in Zambia on the methods used to teach the English language skills in general, and the notable ones of these include: Matafwali (2014); Chipili (2010); Linehan (2004) and Kashoki (1990). Of these, one which is more related to this study is the one done by Chipili (2010).

In his study on: *The use of Short Stories for Communicative Language Teaching (CLT) in Senior ESL Classes in Zambia*, Chipili (2010) argues that traditional English, as a second language (L2) instruction in Zambia, focuses on teacher-centered, audio-lingual and examination oriented approaches that fail to meet pupils' needs when they communicate with English speakers. He contends that the methodology preferred in Zambia is the behaviouristic-structural approach, a language teaching approach advocated for in the 1950's and 1960's. He further records that, the use of outdated methodologies such as the behaviourist-structural approaches in Zambia has resulted in a number of school leavers with high marks in the School Certificate Examinations in English failing to attain communicative competence. He therefore concludes that, it is as a result of such discrepancies that the Ministry of Education has recommended the use of Communicative Language Teaching (CLT) and Text-Based Integrated (TBI) methods to teach English Language skills, of which, the listening and speaking skills are a component in the senior secondary school syllabus. He is, however, of the idea that the implementation of these language



teaching methods remains a challenge for teachers mainly due to inadequate pedagogical knowledge (Chipili, 2010).

In addition, Chipili (2010) argues that CLT practitioners, on the other hand, claim that there seems to be a gap between the pupils' short-term goal of passing examinations and the long-term goal of attaining communicative competence. This is because a more communicative way of teaching seems not to give an assurance of high examination achievements which the traditional way does. As a result, learners' long term-goal is barely attained using the present English teaching strategies like CLT.

Despite such a challenge, however, Chipili (2010) contends that Communicative Language Teaching (CLT) still yields positive results. For instance, it recognises the need for language learners to use the language in order to become proficient. Nevertheless, this does not mean that knowledge of the correct forms of the language is not important. It is obvious that pupils must be aware of the way the language works and know what forms are correct and acceptable. However, formal knowledge alone is not sufficient if the learner is to communicate effectively. In order to develop learners' competence in the English language, therefore, teachers of English must provide them with opportunities to use the language effectively in meaningful situations using communicative methods.

While Chipili's (2010) research suggests the use of CLT for delivering English language skills such as listening and speaking in Senior Secondary schools, his study mainly focused on the designing of teaching materials such as short stories with which to teach all English language skills, in general. The current study, on the other hand, was meant to establish the kind of teaching methodologies used in the schools under study to teach OCSs, specifically.

Another study worth noting in Zambia was done by Linehan (2004). He carried out a research on: *The Language of Instruction and the Quality of Basic Education in Zambia*. In his study, Linehan (2004:4) concurs with Chipili (2010) when he argues that, "rote learning was the only way to approach a situation where understanding was absent from school, with mindless repetition replacing problem solving and inventiveness." In other words, the methods employed in Zambian schools do not promote critical thinking in learners as they do not promote understanding, but mere memorization of language structures. Unlike the research at hand, however, Linehan's (2004) study was mainly concerned with the use of familiar language in

teaching initial literacy and not just oral language. The interest of his study was on early grades and not secondary schools which is the main focus of the current study.

Further, a study by Matafwali (2010) on the relationship between oral language and early literacy development asserts that “children’s poor oral language abilities have been identified as the underlying factor explaining the difficulties in the development of literacy skills (161).” This explains why very few are able to express themselves fluently in the English language while still in school and when they are in tertiary school or in employment, she argues. In as much as Matafwali (2010) looked at oral language as well, it was from a different perspective. Her focus was on the relationship between oral language and early literacy development in early grades. Apart from that, her intention was to establish how the relationship between the use of Zambian languages and English Language in delivering literacy skills was. Her study did not go beyond teaching methodologies used in the transmission of Oracy. Instead it sought to establish the importance of language to literacy development in order to examine how lack of proficiency in the language of instruction can help explain reading difficulties observed in the majority of school going children in Zambia. This departs from the current study which was an investigation of methodologies used to teach oral language skills in secondary schools.

According to Kashoki (1990:81) in his book: *A Factor of Language in Zambia*:

The basic and crucial questions relate to: the aims and objectives of language teaching, the methodology or methodologies to be used, the choice of mode or variety of the language to be taught, the complex and varied linguistic and social background of the learners, the degree of language proficiency envisaged, the suitability, training and competence of the classroom model, that is the teacher and the effectiveness of the aids used.

From Kashoki’s (1990) sentiments, it is clear that methodology in language teaching is crucial to learner’s acquisition of the target language. This means that language teachers have the responsibility of involving appropriate methods, among other aspects of methodology, to deliver English Language skills, such as listening and speaking, effectively.

CDC (2013:39) therefore suggests that, “One of the key competences for teachers at the senior secondary school level should be directed towards developing a learner who is accountable, well-educated and capable of communicating effectively in both speech and writing.” As a result, OCSs are as significant as all other language skills like reading and writing in facilitating learners’ literacy development. It is further recommended that learners across all grades in senior

secondary school, thus, must develop a number of competences as regards OCSs. Firstly, they need to be able to “communicate effectively and appropriately in English in various social contexts”. Secondly, they need to “understand and speak English at an acceptable international standard”. Thirdly, learners must “recognise and apply the difference between spoken and written English”. Lastly, they need to “understand and speak English well enough so as to effectively use it in tertiary education and in the world of work”. Such competences, however, are impossible to achieve if appropriate methods are not employed. This shows the need for various educational stakeholders, particularly language teachers, to employ effective methodologies with which to teach these skills.

From the studies done in Zambia discussed, it is clear that none focused on establishing the kind of methods used to teach OCSs in High Schools in Zambia.

### **2.2.1 Studies Done in Zambia on Instructional Strategies/Activities used to teach OCSs**

There is very little that has been done by scholars in Zambia on Instructional strategies/activities used in teaching listening and speaking as skills in English language teaching. The traceable one was done by Chipili (2010). His study was more focused on designing materials such as short stories with which to teach English language skills in a communicative way. He therefore suggests instructional strategies/activities that can help to ensure that CLT takes center stage in the learning process.

One of the instructional strategies he proposes is that teachers should endeavour to create an atmosphere where learners should feel safe to learn, explore and express themselves (Chipili, 2010). He further argues that literature provides the ideal way for teaching in which learners can give personal opinions about what they hear or read. He also claims that, taking a different point of view from the teacher; having open class discussions; debates; or freedom to question, however, is what is not necessarily accepted in the African context. As a result, it becomes necessary that the teacher keeps in mind the fact that cultural background may have a significant influence on how learners react. It is the teacher’s responsibility, thus, to create a conducive learning environment for his or her learners, he concludes.

Chipili (2010) further contends that, a teacher-centered use of a literary text is more advantageous as it enables him or her to detect learners’ problems. It also helps to ensure that learners who are holding back get involved in the lesson, thereby gaining comprehension. He

states that, the use of oral reading of literature by learners helps them develop their speaking ability and is consequently ideal for improving pronunciation. He goes on to argue that oral reading can be a “stimulating supplemental activity to analytical explanations and exercises, integrating pronunciation study with authentic materials”. (61) The use of conversation and discussion generated by literary texts is another effective way of developing learners’ oral language skills, he adds. In addition, he says that asking learners to read some parts of a text loudly while absorbing the story with appropriate emotion is effective for teaching speaking.

Apart from oral reading, he also claims that drama is another useful tool for developing learners’ OCSs. He therefore suggests the use of the following activities when employing the Text-based approach: dramatization of key scenes from the text, text discussions, and review of themes of the text. He further says that the use of debate and discussion of opposite viewpoints using texts which are relatively open and inexplicit enhance the oral work in the classroom. (Chipili, 2010)

Chipili (2010) also advises that pupils should use English purposefully in a variety of activities. These should include conversations, information gap exercises, describing processes, giving explanations and directions, and role-plays. He observed that the teachers in his study used group work discussion activities, pair work and interviews, extensively. He claims that learners found these activities very interesting and always looked forward to other related activities. The purpose of these activities, he argues, was to develop the pupils’ oral competence and to increase their confidence in speaking English. Formal debates were also used as a way of developing pupils’ oral skills, he adds. The lessons he observed included pre-reading activities, pair and group work, ‘hot seating’ characters, debates, role-playing, class discussions and conversations such as telephone conversations.

Further in his study, Chipili (2010) highlights that another activity that proved useful was dictation. Dictation is one of the recommended activities to be used in the process of meeting syllabus objectives in the senior secondary syllabus, he writes. He is of the idea that this activity brought together in a controlled situation a variety of language skills and aspects such as transforming the spoken language into the written form. The passages to be used had to be fairly long, beyond rote memory, so that the students were able to decode, store, and then re-decode what they had heard, he says.

The activities suggested by Chipili (2010) are what are prescribed by CDC (2013) in teaching English language skills, particularly, oral language in senior secondary schools. These include:

language games, role-plays, social-interaction activities and simulations, as well as the conventional guided conversations and formal debates. It is stated that, if properly utilized, these activities can improve learners' OCSs thereby enhancing their confidence to engage in dialogue or any other kind of discourse currently or in future.

Of the literature reviewed pertaining studies done in Zambia on instructional strategies/activities used in the teaching of OCSs, the researcher needed to ascertain whether or not teachers in the selected schools were applying similar instructional strategies. It was for this reason that the study was designed; to determine the type of instructional strategies employed in teaching OCSs in the selected secondary schools in Zambia.

### **2.2.2 Studies Done in Zambia on Learning/Teaching Materials used to Teach OCSs**

Chipili (2010), in his study also discusses the teaching and learning materials that can be used to effectively teach English language skills. According to him, the best teaching materials are those that the teacher, him/herself, designs. He is of the idea that these materials must be based on CLT principles so as to ensure learning is authentic. He further says that these materials must be varied, and that teachers must use them solely as a guide to teaching the skills.

He goes on to propose that, in order to enhance the development of OCSs, teaching materials are a necessary prerequisite and one of the key elements needed in achieving effective delivery of the skills. He therefore suggests that, teachers must be trained on how they can design literature based teaching materials to be able to meet syllabus demands (Chipili, 2010).

It has further been recommended in the Senior Secondary School English language syllabus that there is need to use authentic materials such as newspaper extracts; media based teaching materials such as films; literary texts and other subject-based materials in the teaching of English language skills within the context of communicative language teaching in senior secondary English in Zambia (CDC, 2013).

Chipili (2010) further writes that his motivation to choose a short story book, '*Winners*' arose from Elley's (2000:235) report that confirmed that English language skills amongst learners could be raised if language programmes were based on short story books. He also argues that the focus of his study was to investigate whether the short story based on communicative language teaching materials could suffice as teaching materials for ESL skills in senior secondary classes in Zambia. He concludes that materials to teach ESL, therefore, need to employ a communicative

teaching style in a way that even teachers who have never used communicative language teaching approach before would be able to improvise teaching materials, as well (Chipili, 2010).

Chipili's (2010) study, therefore, is of relevance to the current study as one of its main focuses is to establish the appropriateness of the teaching/learning materials used to deliver OCSs in the schools under study in Zambia. The literature reviewed has suggested materials to use for effective teaching of the skills, one of which is the use of short stories. It was not known, in the current study, what kind of teaching/learning materials were used in the schools under study and the extent to which they were sufficient and appropriate for use in teaching OCSs.

## **2.3 Studies Done in Other African Countries on the Teaching of Spoken Language**

Several significant studies have been done on the teaching of English Language skills, in general, and OCSs, in particular, by different scholars in Africa. Of these studies, the significant ones have been reviewed in the discussion that follows, and the knowledge gaps consequently established.

### **2.3.1 Studies on Methods Used to Teach OCSs**

Lenyai (2011) carried out a research in South Africa on: *The Teaching of the First Additional Language in the Foundation Phase of Schools in Disadvantaged Areas*. In her study, she notes that the danger of a lack of knowledge as regards language teaching methods can lead to the choice of inappropriate content and the use of unsuitable teaching strategies. She contends that the curriculum policy on additive bilingualism in South Africa is based on the functional theories and, therefore, recommends the use of Total Physical Response (TPR) and Communicative Language Teaching (CLT) methods, which according to her are currently regarded as most suitable methods in Second Language (L2) teaching. Her justification for the use of these methods in South Africa is that they develop learners' communicative skills and, at the same time, teach concepts that will prepare them to engage with subject matter presented in English in Grade 4. This entails that children must be exposed to a lot of spoken language so as to develop their listening skills and speaking skills.

Lenyai (2011) therefore concludes that TPR and CLT are the most suitable methods currently in South Africa's curriculum policy on additive bilingualism, a situation similar to Zambia's. Her study however was concentrated in the early grades of disadvantaged areas. What needed to be

established in this study is whether the methods Lenyai (2011) recommends are also used in the selected secondary schools of Lusaka in Zambia. The researcher also intended to ascertain whether or not these methods are effectively implemented.

Hedge (2000), on the other hand, conducted a research on *The Teaching of OCSs in Malaysian School*. In this study, Hedge (2000) was quick to note that Malaysian children were usually silent in class. He added that, these children were more eager to listen than to speak, and he attributes this to teachers' lack of pedagogical knowledge in teaching the listening and speaking skills. His conclusion was that, teachers needed to, not only have knowledge in the various language teaching methods, but were also supposed to be able to utilize them effectively in delivering lessons in oral language and all language skills.

Though Hedge's (2000) study was also looking at methods used to teach the spoken language as is the case with the current study, his study mainly targeted children in primary grades and was done in Malaysia. This study, however, aimed at determining the type of methods used to teach the spoken language in Grade 10 classes in selected secondary schools in Lusaka, Zambia.

Another scholar, Roy- Campbell (2014), did a comparative study on the teaching of English as a second language in Kenya and the United States. In his study, Roy-Campbell (2014) observed that, the Kenyan secondary school English syllabus adopts an integrated approach to teaching English. He argues that, this method to language teaching is done by integrating the teaching of literature with the teaching of language skills. It also focuses on the all the four language skills: reading, writing, listening and speaking. He further describes the integration of content and language as an instructional approach where the focus is on meaning in context rather than on form, and claims that this can assist in developing fluency and accuracy in all four language skills (Roy-Campbell, 2014). He also advises that, in order to improve the teaching of English at the secondary school level and maximize student success, teachers have to acquire pedagogical knowledge to help their learners access the language in academic contexts across the curriculum.

Unlike Roy-Campbell's (2014) study which was comparative in nature, however, this study is a case study of two secondary schools. Not only that, Campbell's study was done on a larger scale as it was looking into the teaching of English, in general, in the education curricular of the two countries under study while the current study, on the other hand, only focuses on methods used to teach listening and speaking skills to Grade 10 learners in Zambia.

Another significant study in Africa on methods used to teach Oracy was done by Gudu (2015). He carried out a research on: *Teaching Speaking Skills in English Language Using Classroom Activities in Secondary School Level* in Kenya. In his study, Gudu (2015) encourages teachers “to equip learners with comprehensive language usage that can enable them to express themselves in all situations” (57). He further observes that there is still a problem with the teaching of speaking skills in secondary schools in Kenya, and this is evident in the persistent lack of communicative competence by secondary school leavers. He adds that speaking is an undervalued skill and very little research has been conducted into the teaching of the speaking skill. There also seems to be limited possible remedies for the generally low English language proficient learners in the Kenyan context, he further contends.

Consequently, Gudu (2015) suggests that curriculum for teaching the speaking skills should endeavour to expose learners to authentic, practical settings for speaking English that encourage active learner involvement in the lesson. In addition, he argues that the English-speaking curriculum should take note of international and local cultures which should mutually coexist. His conclusion is that CLT is what can be applied if such a curriculum is to be realized.

The study Gudu (2015) did, however, was focused on activities that could enhance the teaching of speaking as a skill in English as a Second Language (ESL) teaching. This study, on the other hand, delved into identifying specific methods, and not just activities, teachers in selected secondary schools of Lusaka urban in Zambia applied in teaching both the listening and speaking skills to Grade 10 learners in particular.

Further, a study on: *Language, Literacy and Learning in Primary Schools: Implications for Teacher Development Programs in Nigeria* by Adekola (2004) records that teacher knowledge is required for effective teaching of oral language in school. The case study he did indicates that:

When teachers were empowered with knowledge about language, the practice of oral language development improved, with the consequent effects of enhanced oral language skills on the part of the children and reduced levels of frustration on the part of both teachers and children. (5)

His findings further indicate that:

Teachers perceive the language skills of many of the children as poor. Many are not sufficiently clear about the content of language teaching required to alleviate the mismatch which occurs for these children in school and may not engage sufficiently or frequently in those pedagogies which are found to develop oral language skills effectively



and fail to reach out meaningfully to parents in an attempt to garner support for the development of children's oral language skills (5).

Adekola's (2004) research, however, departs from this study in that, it does not only have a broader scope, but also that its main focus are primary schools in Nigeria. This study, on the other hand, was an investigation of the methods used in teaching the listening and speaking skills in secondary schools in Lusaka, Zambia.

Considering all the studies that have been discussed in this section on the teaching of listening and speaking skills, it is clear that all these studies were done in other African countries, and none was precisely relating to the Zambian context. Therefore, it became inevitable that this study be carried out.

### **2.3.2 Instructional Strategies applied in the Teaching of OCSs**

Research done in Africa has suggested a number of instructional strategies language teachers can use to teach OCSs. Studies done by scholars such as Gudu (2015); Mbanga (2015); Krugel and Fourie (2014); Campbell (2014); Syomwene (2013); Lenyai's (2011); Kadenge, Mabugu, and Dube (2009) in Farrell and Makalela (Eds) (2009); and Gowon (2009) are the most significant ones.

To begin with, Lenyai (2011) in her research on *First Additional Language Teaching in the Foundation Phase of Schools in Disadvantaged Areas in South Africa* contends that the key to achieving the goal for English literacy lies in teacher expertise. She argues that good teachers promote language learning by recognising that learners make errors as they learn, but that they ultimately correct the incorrect utterances once they are given the opportunity to do so. Teachers that are aware of the system in language learning accept nonverbal language and reward telegraphic language and short phrases, as well. She suggests that:

Songs which are seen to increase vocabulary, stories that are usually regarded as most suitable for encouraging young learners' oral abilities, and conversation for putting language structures in place are strategies or techniques that could be used to promote English literacy (71).

The success of the strategies, however, would depend on teachers' skill, for instance, of being able to integrate a strategy with content, she adds. Lenyai's (2011) study focuses on the training of teachers in teaching the second language. Her focus is in the early grades of disadvantaged

learners in South Africa. Not only that, it does not address the issue the teaching process in addressing older learners' spoken language, specifically, as is the case with this stud.

Gudu (2015), on the other hand, carried out his research on the teaching of speaking skills in secondary schools, and he recommends that a curriculum should be designed in such a way that it recognizes the classroom activities of learners in order to enhance learning outcomes. He therefore cites factors such as motivation, confidence, anxiety, time, planning, amount of support, standard performance, listening ability and feedback as affecting learners' speaking performance during speaking activities. He also suggests that learners must have good listening skills in order to understand what is said to them. He concludes that, CLT approaches, hence, must be engaged as they promote learners' active participation in activities that require sharing ideas and speaking freely. Such helps to ensure that every speaker plays the role of listener and speaker. He therefore recommends the use of learner-centered classroom activities like group discussions, speeches, storytelling, drama, debates, poem recitation, songs, and tongue-twisters which help to alleviate the problem of low oral skills. These classroom activities, he contends, improve learners' active participation, motivate and expose them to authentic use of English language in context. He cites a number of researchers that have also proven that students are much readier to interact with each other with more complex responses than with their teacher. This is because learners feel comfortable working, interacting and making mistakes with their peers rather than with their teachers and corrective feedback from peers are found to be less daunting than the correction by teachers.

Although Gudu's (2015) also looks into the teaching of speaking skills in secondary skills in Kenya, his study does not explicitly consider the listening skills. The current study, however, focuses on both the listening and speaking skills. Apart from that, it is specifically interested in methods teachers use to teach these skills.

A similar study also done in Kenya was by Syomwene (2013). In her study on *The Teaching of Oral Communication Skills in the English Curriculum in Primary Schools in Kenya*, Syomwene (2013) notes that, the appropriate instructional strategies for teaching OCSs should be those that foster interaction. She argues that English Language is a skill subject in which the learner can only be successful if he or she actively participates in the teaching/learning process. She further cites Chomsky's (1986) notion that learners' Language Acquisition Device (LAD) is realized in an interactive environment. This facilitates the interaction between the teacher and the learning

situation which is fundamental in oral language lessons. According to Chomsky (1986) the stimulation given to the child through their interaction with the world around them is what promotes language development. Syomwene (2013) therefore observes that teachers must provide their learners with an interactive environment and meaningful activities if they are to realize effective delivery of the listening and speaking skills. She claims that providing such an environment and activities activates learners' Language Acquisition Device (LAD) as proposed by Chomsky (1986).

In as much as Syomwene's (2013) study is, to a larger extent, related to this study, her area of research are Primary schools in Kenya. This study, on the other hand, is an investigation of methods used to teach OCSs to Grade 10 learners in secondary schools in Lusaka urban in Zambia.

A related study was done by Krugel and Fourie (2014). They expressed concern over the language skills of South African learners and their teachers. Therefore, they carried out a research on the same. In their study, they established that teachers need an in depth understanding of the Cognitive Academic Language Proficiency (CALP) that is fundamental to the teaching of higher order thinking to enable learners to express their thoughts in clear, logical and well-constructed sentences in the second language. They argue that language is regarded as the primary vehicle of communication through which people socially interact. This social interaction, they further contend, is the very basis of cognitive development, hence, making language an important tool of cognitive development.

Krugel and Fourie (2014) go on to say that, English as Second Language (ESL) learners have very little or no opportunity to use English in a real-life situation. They have thus suggested that, through co-operative teaching, teachers can group English first language learners with English second language learners so that first language speakers can assist second language speakers to remedy their problems and at the same time according them an opportunity to hear English spoken by first language speakers. Therefore, they have suggested that, there is need to upgrade language teachers' English language proficiency so as to get rid of the vicious circle contributing to learners' lack of English literacy skills. This of course entails equipping them (teachers) with, not only effective instructional strategies, but also a variety from which they can select and use according to particular needs.

Further in their study, Krugel and Fourie (2014) postulate that, learners must be given ample opportunity to do listening and reading comprehensions, and what he calls the ‘old fashioned’ spelling and dictation tests regularly in order to “help solve their educational challenges regarding the sound system of the English language.” (227) Activities like role play and simulation may also improve second language learners’ English proficiency, they add.

While Krugel and Fourie’s (2014) study was focused on South African learners’ and teachers’ language skills in general, the current study’s aim was to establish the type of instructional strategies teachers in secondary schools in Zambia use to teach the spoken language, specifically.

Furthermore, Kadenge, Mabugu, and Dube (2009) in Farrell and Makalela (Eds) (2009) carried out a research focused on the pronunciation difficulties Shona speaking undergraduates in Zimbabwe have when learning English. To address this question, the researchers established an inventory of pronunciation errors, and the corrective feedback given to the learners was based on this inventory. The researchers concluded that giving students corrective feedback tailored to the errors that they committed results in more native-like pronunciation. As such teachers needed to engage activities that helped learners to attain native-like pronunciation of new vocabulary items learnt.

While Kadenge, Mabugu, and Dube (2009) in Farrell and Makalela (Eds) (2009) did a study that was solely focused on pronunciation, the current study had a broader scope of investigation as it was looking into all the different forms of instructional strategies other than the aspect of pronunciation only. The researcher is, however, in agreement with the reviewed study on the need to give learners feedback each time they error so as to improve their English Language pronunciation.

Another scholar bringing out quite a unique view on instructional strategies used in teaching the spoken language is Gowon (2009). His research focused on the effects of the Television (TV) and radio for teaching speaking skills in Senior Secondary Schools in Nigeria. To start with, he argues that English language is the most significant but controversial subject taught in Nigerian schools and is a major requirement for University and further education. Students, however, generally perceive it as an obstacle to tertiary education because they find it difficult to pass in the School Certificate O level examinations. This frustration appears to cause resentment among learners as the subject continues to receive great significance in the school curriculum. The

frustration has led to learners not only performing poorly in examinations, but to also be poor communicators in the English language.

Gowon (2009) further claims that, when children enter pre-school, they are able to name fictional characters from TV and radio and not people in real life due to the fact that the TV and radio give a variety of information well beyond what children might be expected to get from their families and their school. He observed that TV and radio programmes are also designed in such a way that they can reach children in both rural and urban areas. He cites the British Broadcasting Corporation (2000) as presenting two features of programmes aimed at teaching language using the TV and radio. He adds that, most audio-lingual, audio-visual and television language courses emphasises the primacy of the spoken English and must, therefore, be engaged in teaching the skills.

Gowon (2009) in his study, however, does not consider other options, such as, in cases where financial constraints limit the provision of radios and TVs in schools. His study also considers the use of these devices in teaching all English language skills unlike the current study which is only interested in the listening and speaking skills. The study at hand also looks into all other instructional strategies other than the use of radio and TV in teaching the spoken language.

In addition, Mbaga (2015), in her study on: *Classroom Interaction as Key to Effective Teaching and Learning in Secondary Schools in Tanzania*, argues that learners are supposed to be given opportunities to use language naturally rather than only memorising dialogues and pattern practices. She contends that most of the studies that have been conducted in Tanzania have revealed that the use of such traditional teaching strategies has led to the deteriorating quality of education, and this is seen in learners' poor language proficiency in the English Language (2).

Mbaga (2015) has also observed that learners in secondary schools are often further disadvantaged because they lack opportunity of using English, the language of instruction, and thus find learning difficult. For learning to be effective, therefore, she suggests that teachers need to use a range of pedagogical strategies much more explicitly unlike when they were teaching through the medium of mother tongue. She notes with concern the fact that language teachers in Tanzania employ a restricted range of strategies in teaching English as a Second Language (ESL), and she attributes this to limited language ability or training among teachers.

Although Mbanga's (2015) study was looking at the use of effective strategies, such as classroom interaction, in teaching ESL in general, the study does not account for other teaching strategies that are ideal for teaching English language skills. This study, on the other hand, considered all instructional strategies necessary for the delivery of OCSs, specifically. This is because taking such a wider view would help to ensure that language teachers have a variety.

Roy-Campbell (2014), in his comparative study of Kenya and the United States on the teaching of English as a Second Language (ESL), claims that improving learners' English language proficiency is cardinal. Proficiency, he argues, is related to the amount of practice one receives in specific domains, and can be improved by instruction. For listening and speaking, specifically, he emphasizes the use of pronunciation drills, listening comprehension, oral literature, role play, debates, presentation of oral reports, and drama. The point of departure in the current study, however, is that the suggested activities are considered ideal for the two countries under study and not specific to the selected schools in Zambia.

From the foregoing research findings in the literature reviewed, the following instructional strategies have been suggested: teacher expertise; fostering interaction; recognizing classroom activities by learners; and use of TV and radio. According to the literature reviewed, the suggested instructional strategies are ideal for enhancing learners' English Language skills especially the spoken expression. The current study, therefore, is an investigation into various instructional strategies teachers in the selected secondary schools in Lusaka, Zambia, use to teach the listening and speaking skills.

### **2.3.3 Teaching and Learning Materials used to teach OCSs**

One of the scholars that have suggested appropriate learning and teaching materials in for teaching English Language skills in Africa is Roy-Campbell (2014). He contends that school-based texts require a different set of linguistic resources than everyday language, and this becomes increasingly complex as students move from primary school to secondary school and into higher education. He purported that this does not come naturally as a part of language development. As a result, students need to be taught these registers. Students have varying access to the form of language used in text books and this depends on their language background or prior experiences. He therefore suggests that, just as the current integrated syllabus in Kenya uses literary works as the content for English language instruction, "selected texts from other subject areas could also be used as instructional texts to practice English language skills and

competencies (93)”. Syomwene (2013), on the other hand, argues that teaching aids are helpful in conveying the meaning of new language items. She contends that, a well-designed aid should promote perception, promote understanding, help reinforce the spoken word, aid memory retention, motivate and arouse interest through requiring learners to use different senses to learn and make effective use of the teaching time available to learn.

She also argues that, when teaching the meaning of new words, teachers should establish a direct link between the word and the meaning using real things such as tables, desks, drawings and photographs. Real objects, she says, are things that the teacher and/or the students bring into the classroom. By using real objects, learners are able to conceptualize teacher’s explanations of abstract ideas. In addition, they add interest and relate language to the real world (Syomwene, 2013).

In addition, pictures and drawings can be used (Syomwene, 2013). These can be obtained from magazines, newspapers or photographs. The teacher can, then, devise questions based on the pictures to practice a particular structure. The pictures used should also be clear, recognizable and visible to all pupils. Syomwene (2013) further postulates that pictures supply the “here and now” for the Second Language learner. They supply the extra linguistic context that helps the acquirer to understand and thereby to acquire the language.

Another study that touched on learning/teaching materials in Africa was by Adekola (2004). His study was on the research topic *Language, Literacy and Learning in Primary Schools: Implications for Teacher Development Programs in Nigeria*. He records that teachers need to be able to use appropriate methods and materials to teach English orally as a subject in the curriculum. He further advises that efforts to meet teachers’ pedagogical needs must go hand in hand with improvements in provision of textbooks and reading materials in the appropriate languages. He however observes that, “even when textbooks are available, they are often not in the right language and at the right reading levels for students or in compliance with national policies on language in education.” (12) Such a situation, he concludes, leads to learners’ poor communicative competence in the second language.

Adekola’s (2004) study, however, departs from this study in that his study covered a large scope. This is because, it is not just limited to methods used in teaching the spoken language, but focuses on language, literacy and learning in general. Not only that, his study was on *teacher implications for teacher development in the primary schools of Nigeria*. This study, on the other

hand, targeted English language teachers of Grade 10 classes in selected secondary schools in Zambia.

Conclusively, it can be stated that, in as much the literature reviewed has suggested learning/teaching materials appropriate for effective teaching of OCSs and their importance, it needed to be ascertained whether or not similar learning/teaching materials were used in teaching the listening and speaking skills in secondary schools in Lusaka urban, Zambia. In addition, the study also intended to establish the appropriateness of these learning/teaching materials in facilitating effective learning of the skills. The availability of these learning and teaching materials was also a concern for the researcher. This is because the studies reviewed had been carried out in other African countries and not in Zambia.

## **2.4 Studies Done in Countries outside Africa on the Teaching of Listening and Speaking Skills**

There are many more studies that have been done on methodologies used in teaching OCSs in countries outside Africa than in Africa and in Zambia, particularly. These studies are too numerous to mention. As a result, only a few significant ones have been reviewed in this study. As has been discussed in the studies done in Zambia and in other African countries, studies done outside Africa will be reviewed as follows: Methods used to teach OCSs; Instructional Strategies applied in teaching the spoken language; and learning/teaching materials used in teaching the listening and speaking skills and their appropriateness. The beginning point is a discussion of methods used to teach OCSs.

### **2.4.1 Studies on Methods used in the Teaching of OCSs**

Most of the studies done outside Africa on methods used in the teaching of OCSs have recommended Communicative Language Teaching (CLT) as the most appropriate method. They mainly claim that CLT facilitates the communicative skills of learners.

For instance, Rahman (2010) conducted a research on *Teaching OCSs using a Task-based Approach* in which he claims that Communicative Language Teaching (CLT) is the most commonly used method in language teaching, in general, and for teaching OCSs specifically today. He writes that the CLT is based on the idea that learning language successfully comes through having to communicate real meaning. This is because, when learners are involved in real



communication, their natural strategies for acquiring language will be used, thereby enhancing their use of the target language. He further contends that the target language in interaction enhances learners' language acquisition, and CLT helps in realizing this. He therefore concludes that CLT, whose emphasis is on interaction as a means of creating meaning, must be used in second or foreign language learning. In his study, he argues that despite the need by learners all over the world to effectively communicate orally, there seems to be little research available on the approaches and methods to apply for effective teaching of oral communication skills. Otherwise, there are several elements which the speaker should learn so as to communicate effectively. These, according to Rahman (2010:5), are "eye contact, body language, style, understanding the audience, adapting to the audience, active and reflexive listening, politeness, precision, conciseness, etc." A teacher thus must first know the individual needs of his or her students. In order to know precisely what these needs are, learners need to be exposed to certain tasks in the classroom. Rahman (2010) therefore suggests that the task-based approach is the most suitable method for teaching and learning the spoken language. He describes task-based language teaching as 'a task that is based on the assumption that linguistic abilities are developed through communicative activity (5)'. He further cites Willis (1996: 35-36) as having come up with eight purposes of task-based language teaching and these include to:

1. give learners confidence in trying out whatever language they know;
2. offer learners experience of spontaneous interaction;
3. accord learners the chance to benefit from noticing how others express similar meanings;
4. provide learners chances for negotiating turns to speak;
5. engage learners in using language purposefully and cooperatively;
6. make learners participate in a complete interaction, not just one-off sentences;
7. present learners with chances to try out communication strategies; and
8. develop learners' confidence that they can achieve communicative goals.

These purposes, he argues, are meant to promote the communicative effectiveness and second language (L2) acquisition in learners. From these purposes, it is clear that task-based teaching is

mainly directed at improving learners' abilities to use the target language and not just acquiring new linguistic skills (Rahman, 2010).

Richards (2006) is in support of these views in his study on *Communicative Language Teaching Today*. He writes that children learn a language by using it and that, communication that is meaningful to the learner provides a better opportunity for learning than a grammar-based approach. He describes CLT today as referring to "a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on (12)". He further claims that CLT is approached in such a way that its methodology draws on both principles of CLT and on traditional methods. In other words, it is eclectic. Richards (2006) is also of the idea that, as there is no single syllabus model that has been universally accepted, "a language syllabus today needs to include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions" (25).

Efrizal (2012) in his study on *Improving Students' Speaking through Communicative Language Teaching Method in Indonesia* observed that:

English Language teachers in Indonesia prefer to use Arabic or Indonesia language than English as a medium of communication. This is because the traditional methods used in teaching English Language skills in the classroom are boring. There is no innovation on the part of the teacher in teaching English. The teachers used traditional methods that made the English atmosphere in the classroom monotonous. (p.127)

In order to establish whether CLT would enhance the teaching of learners' spoken language, therefore, he applied the approach on Indonesian learners. His findings were that CLT helped improve learners' spoken English language.

Concluding with similar views is HeydariAslet.al (2015). These carried out a comparative analysis of two known methods popularly used by most language teachers: the traditional Grammar Translation Method (GTM) and the modern Communicative Language Teaching (CLT) Method. Their study attempted to analyze the effectiveness and weakness of these two most influential teaching approaches/methods so as to have a better understanding and application in the future teaching practice. In their preamble, they are quick to note that English language teaching has become very important because of the global status of English. They point out the fact that people all over the world are learning the English language and that teachers, today, can choose methods they want to use in their lessons. This is in line with Curriculum

Development Centre's (CDC) stand that the onus is on the teacher to find suitable methods with which to teach English Language skills including the spoken language (2013). HeydariAslet.al (2015:1) further contend that "though this is a big advantage, it is also a big challenge because it is very difficult to find an approach suitable for all learners." They have however commended CLT as having made major contributions to modern foreign language teaching. Amongst several other advantages, they claim that it passes the responsibility of learning on to the learners thereby making it learner centered. Being learner-centered, however, "does not mean that there is no role played by the teacher in this approach. On the contrary, a highly competent and imaginative teacher is a major requirement for the successful application of the approach." (22) Such a teacher helps in facilitating learner's ability to speak fluently and confidently thereby improving their communicative competence in the target Language.

HeydariAslet.al (2015) further claim that CLT is highly recommended for teaching all language skills though not many teachers use it. Consequently, they have advised that, in order to apply these methods effectively and efficiently, language teachers should consider these questions:

Who are the learners? What is their current level of language proficiency? What sort of communicative needs do they have? What are the circumstances in which they will be using English in the future, and so on? (p.22)

This is because, in the final analysis, no single method could guarantee successful results.

Another recent study by Murphy (2016) on *Oral Language in TESOL: Integrating Speaking, Listening and Pronunciation* records that teachers of oral communication commonly turn to widely accepted L2 teaching methods. He argues that teachers of ESL must understand the role played by language in the classroom as learners are expected to interact with their peers, teachers, and other target language speakers in qualitatively different manners using various methods. He says that teachers are also supposed to consider the fact that "several methods and approaches presented in the literature seem less appropriate for intermediate or advanced levels of speaking proficiency (e.g., Total Physical Response, the Silent Way, or Suggestopedia)" (p.52). Teachers thus must be knowledgeable on how to make adaptations to some approaches in order to meet their learners' needs. This is because, "these methods are founded upon diverse theories of language and language learning which individual teachers of ESL oral communication will need to evaluate for themselves" (p.53). Though he acknowledges that CLT is one of the most widely accepted and current approaches in the teaching of second languages, he also writes that the approach is often "criticized for overemphasizing the acquisition of

spoken fluency while neglecting to address adequately issues related to gaining accurate control over phonology and syntax” (p.53). He therefore says that learners must be given opportunities to improve their linguistic accuracy in the spoken language. The researcher agrees with this as learners levels of comprehension vary, hence, the need to allow them to practice the learnt structures regularly.

Some scholars like Chung and Huang (2009) have also written that the implementation of CLT poses a big challenge. Though he recognises the useful function that CLT brought about in the pedagogical changes of previous methodologies, he claims that CLT is having a “negative effect on language teaching and needs to be replaced as our main focus” (p.76). He also argues that, CLT has always neglected the context in which language teaching takes place. It is because of this that “we need to demote CLT as our main paradigm and adopt something more similar to a ‘Context Approach’” (Chung and Huang, 2009:76).

Chung and Huang (2009) also claim that the use of CLT creates a gap between the pupils’ short-term goal of passing examinations and their long-term goal of attaining communicative competence. He adds that “a more communicative way of teaching cannot seem to guarantee high examination achievements which the traditional teacher-dominating class can” (p.76). As a result, the pupils’ long term-goal is hardly achieved by the CLT approach in schools.

Chung and Huang (2009) further cite what they call ‘a mismatch’ between ‘the imported terminology’, CLT, and the reality of the situation in which its principles are applied. To further clarify this point, he gives an example of an education system which encourages teachers to adopt CLT without providing an environment where the same teachers could feel ‘safe’ to apply its principles.

HeydariAslet.al (2015), on the other hand, argue that CLT is rarely criticized and is considered the best approach nowadays. They are however in agreement with Chung and Huang (2009) in their assumption that “a teacher should not overdo certain features of this approach; they have to combine it with common sense and balance the approach moderately.”

Another study by Lee (2009) was carried out in Australia among Asian students. He claims that the best way to improve speaking skills is to combine both communication Task-Based Language (TB)teaching and Grammar Translation Method (GTM). According to him, the TB teaching is a method which shares a number of features with Text-Based language instruction

(TBI). Both the Task-Based and Text-Based methods focus on teaching English that is based on real-life situations. The only difference, he argues, is that while TB teaching involves learners' participation in different tasks, TBI teaching is where texts are used as the basis for teaching language.

Lee (2009) further contends that, the Text-Based (TBI) teaching proposes the use of a mixed syllabus which integrates reading, writing and oral communication. He adds that grammar is also taught in such a way that there is mastery of texts and, as opposed to learning individual structures; it involves explicit teaching of the structures based on different types of texts. The focus of teaching is mainly the end results or products of learning rather than the processes involved.

Task-Based teaching (TB), on the other hand, is where learners participate in communicative tasks in English. In this type of instruction, basic pair and group work are often used to increase student interaction and collaboration. For instance, learners work together in joint tasks. Because learning tasks are more cooperatively structured in this model, it makes it ideal for all levels of language proficiency though, as earlier stated, the nature of tasks vary according to levels. The tasks also become more complex as one progresses in proficiency. For example; learners in early grades may be requested to express themselves in English by simply greeting each other, while those in higher grades may be asked to conduct an interview or debate a given topic (Lee, 2009).

In as much as the two may function differently, Lee (2009) adds that, some outcomes in OCSs instruction may be integrated in other components of the English Syllabus such as; structure, comprehension and composition. In fact, oral language is identified as being "the single most important element in realising the integrated language learning experience" (p.26).

Further, Lee (2009) goes on to state that, the integrated approach, generally, promotes the use of language in real life situations and encourages learners to interact naturally. This approach to language learning is not just meant to learn English for interests' sake or for the purpose of exams, but it fosters real interaction and sharing of ideas among learners through the use of the target language, he further claims. He also contends that the method accords teachers with an opportunity to assess learners' progress at the same time in all four language skills. It also enhances learners' general performance in other content subjects, he argues. Lastly, he postulates that the integrated approach can highly be motivating to learners of all ages and backgrounds, if well utilized.

Although Lee (2009) recommends the use of the Grammar Translation method to be ideal for teaching the spoken language if used together with Task-Based (TB) teaching, other scholars like Luchini and Jurado (2015) have observed otherwise. They contend that, traditional methods like the Grammar Translation method tend to be limited to an artificial environment in which the teacher takes center stage by merely explaining grammar points or vocabulary items, conducts drills, and usually leads whole-class discussions in which learners only have a few chances to express themselves. Chung (2009) is in agreement with Luchini and Jurado (2015) when he argues that traditional grammar-translation teaching/learning approach has made both teachers and students to neglect the value of communicative competence. He states that it is unfortunate that training learners to obtain good grades on English tests has become one of the most vital criteria for being a good English teacher. This is because it is generally acknowledged that the higher the marks, the higher the pupils' English proficiency, he further argues.

Regarding the use of communicative methods such as the Task-Based (TB) and Text-Based Instruction (TBI) in language teaching by Lee (2009), Richards (2006) is in agreement. He recommends the use of what he refers to as process-based methodologies such as Content-Based Instruction (CBI) and Task-Based instruction (TB) as ideal for teaching English language skills such as listening and speaking. He defines CBI as “the teaching of content or information in the language being learned with little or no direct or explicit effort of teaching the language itself separately from the content being taught (27)”. Decisions about content are made first, and other kinds of decisions concerning grammar, skills, functions, and all such are made later when employing CBI.

Content-Based instruction is based on the following assumptions about language learning:

- People learn a language more successfully when they use the language as a means of acquiring information, rather than as an end in itself
- CBI better reflects learners' needs for learning a second language.
- Content provides a coherent framework that can be used to link and develop all of the language skills.

Content-Based instruction, however, raises a number of concerns (Richards, 2006). According to Richards (2006), one of the main concerns is “the extent to which focusing on content provides a sufficient basis for the development of the language skills”. For instance, when English is used as the basis for teaching school subjects, learners usually concentrate less on grammatical

accuracy as their main concern is mastery of content and not the development of accurate language use, he further says. Another concern he raises is as to whether language teachers have the necessary subject-matter expertise. Finally, he raises the issue of whether learners will be assessed according to content knowledge, language use, or both.

Task-Based (TB) instruction, according to Richards (2006), is focused on interactional processes, and is made possible through the use of specially designed instructional tasks. Its main principle is that communicative competence is effectively developed by engaging learners in interactive activities. He is however quick to note that, since TB approach addresses classroom processes rather than learning outcomes, its use poses great challenges. This is because, in cases where there are specific instructional outcomes to attain like examination targets, and “where specific language needs have to be addressed rather than the general communication skills targeted in task work, TB instruction may seem too vague as a methodology to be widely adopted.” (36)

Further, however, Richards (2006) suggests two other approaches which focus more on the outcomes of learning than on classroom processes. These approaches emphasise the need for learners to master certain language uses by the end of a given period of instruction. These include the Text-Based Instruction or genre-based approach and Competency-Based Instruction. While the former “sees communicative competence as involving the mastery of different types of texts,” the later “seeks to teach students the basic skills they need in order to prepare them for situations they commonly encounter in everyday life (p.36-42).” Richards (2006) is in agreement with Lee’s (2009) suggestion that Text-Based Instruction is ideal for teaching English language skills such as listening and speaking.

Another study worth noting was conducted by Khanjani (2015). He carried out a research on the *Effects of Task-based Academic Listening on High School EFL Students’ Listening Comprehension: Does Experiential Learning Style Matter?* The focus of his study was on how Pakistani Public School's students’ Oral Communication Skills (OCSs) in English could be improved. He records that:

Task-Based Language Teaching (TBLT) has been considered as an effective language teaching methodology. However, its applicability for lower-proficiency learners in EFL contexts has not been adequately justified. (p.71)

Task-Based (TB) teaching which is built upon the experiential learning theory, constructivist and socio-cultural theories of learning, however, can provide an ideal framework for collaborative

learning (Khanjani,2015). This entails creating a context for interactional scaffolding of other significant people in the learning process, he adds. He also reports that TB teaching was introduced in the circles of second and foreign language teaching from CLT, which mainly emphasises on meaning, learner-centeredness and authenticity. Khanjani (2015) further states that the TB instruction was developed as a reaction to the inadequacy of the processes employed in CLT.

According to DeLawter and Eash (2016), in their study on *Focus on Oral Communication Teachers of English to Speakers of Other Languages* (891), however, teachers of English as a Second Language (ESL) must take into consideration the fact that the various methodologies mostly discussed by different scholars may not address adequately the role played by language in the classroom. This is because, when learners are engaged in conversation, they are expected to interact with, not only their peers, but also with teachers and other significant people in their environment, and this takes place in different ways using various methods.

DeLawter and Eash (2016), hence, recommend various methods such as Total Physical Response in which students rarely speak, but are challenged to physically demonstrate listening comprehension. They also say that Audio- Lingualism, an approach whereby learners are made to repeat and orally manipulate language forms, can also be ideal for teaching the spoken language. Further, they are of the idea that the Direct Method and Situational Language Teaching, in which teachers do most of the talking while students engage in many controlled, context-explicit, speaking activities, can also be used in collaboration with other methods. Another method recommended by DeLawter and Eash (2016) is the Comprehension Approach which emphasizes listening and reading comprehension. The Natural Approach, a method which initially emphasizes listening comprehension, and later reading, while leaving room for guided speaking activities, can also be engaged to teach OCSs (DeLawter and Eash, 2016). These scholars have also pointed out that the Silent Way, a method in which teachers rarely speak and learners' speaking is focused upon grammatically sequenced language forms, is another ideal method for teaching these skills. Though not commonly used, the two researchers mention Suggestopedia, as well, to be effective for teaching oral language. They describe it as involving controlled speaking activities which are based upon lengthy written scripts and dramatic teacher performances. Lastly, Community Language Learning is suggested by DeLawter and Eash (2016). They have recorded that, this method is where many peer-to-peer interactions that contribute to a community spirit among students are involved. Learners, on the other hand, are



called upon to suggest the spoken forms to be incorporated into the syllabus, they further contend.

DeLawter and Eash (2016) conclusively write that adapting any approach is necessary so as to meet the needs of each and every learner. This is because these methods are based on various theories of language and language learning, and individual teachers of ESL spoken language will have to determine the method or methods suitable for his or her learners.

Another study by Zainuddin *et al* (2011) on the *Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms*, recommends a number of methods to use in teaching the spoken language. To begin with, they suggest the use of the Direct or Natural Method. Unlike the GTM, which is mostly ideal for teaching the reading and writing skills, the main focus of the Direct method is the listening and speaking skills, they argue. They say this approach to language teaching requires that all teaching is done in the target language and is without translation of any kind. They also go on to say that this method, however, is not very ideal due to its emphasis on merely learning the language without much understanding of what is learnt. On the other hand, though, they argue that it may be very effective if used in collaboration with other methods.

Zainuddin *et al*, (2011) further claim that this method requires the use of visuals to convey meaning so as to avoid translation. The emphasis in the direct method, they add, is on developing proficient thinkers and speakers in the target language. Not only that, they say that the method takes its name from the emphasis in the “direct” use of the target language.

In addition, Zainuddin *et al* (2011) have also recommended the use of the Audio-Lingual (AL) or the Aural-Oral Method for teaching English language skills such as listening and speaking. As the name suggests, it is an approach which focuses on listening to language models the target language in everyday situations. They write that the AL method is based on behavioristic psychology which emphasises habit forming as a way of developing language proficiency. The main goal of the AL method, Zainuddin *et al* (2011) further claim, is to develop fluent speakers of the languages studied. These scholars also say that the emphasis in the AL method is on the rote memorization of dialogues and language structures. They contend that this method involves a lot of oral practice which would result in communicative competence. To elaborate this claim, they suggest giving learners short dialogues to memorize from a tape and then present the structures learnt as accurately as possible to the rest of the class. The learners are, then, made to

practice these patterns of language and are drilled until the response becomes automatic. They however criticize the method, as well, saying that in as much as learners can recite dialogues, they cannot “communicate” in the target language.

The researcher concurs with Zainuddin *et al* (2011) in their concluding remarks citing the AL method as limited in its use for teaching English language skills such as OCSs. This is because though learners can recite language structures and dialogues, application of these structures in real life situations may pose a great challenge due to lack of comprehension which is attached to memorization.

Further, Zainuddin *et al* (2011) have discussed other methods recommended for effective delivery of English language skills including listening and speaking. Another such method is the Total Physical Response (TPR) method based on ‘speech in action’. They say that this method is based on the supposition that teachers of language should focus on first developing learners’ listening comprehension before going on to teach the other language skills. TPR is also based on the principle that in order for the learning of language skills to be effective, learners needed to be exposed to both physical and mental activities, they argue. This means that, learners must be actively involved in the language acquisition process and this is made possible by making them respond to given tasks nonverbally or, merely, physically, it is said. These scholars believe that this method is mostly effective when learners of English as a Second language (ESL) are in the silent period or what other scholars refer to as the comprehension or preproduction period. According to them, the TPR method, hence, makes it possible for teachers to determine learners’ comprehension levels long before the learners become competent enough to be able to respond verbally. They say that this method helps second language learners or new learners to develop a sense of belonging and feeling of accomplishment whilst still in the silent period. They further claim that learning and teaching aids such as pictures, objects, and realia are effective in enhancing and expanding the use of TPR in the classroom.

Zainuddin *et al* (2011) have gone on to recommend the use of a method called ‘Silent Way’ in teaching English language skills, such as the spoken language. As the name suggests, it is a method which requires that a teacher remains silent most of the time during the learning process. Using the Silent Way as a method to language teaching means that learners become responsible for their own learning. It is based on the belief that learners are initiators of learning and, therefore, have the capability of acquiring language on their own. Since this method is learner-

centered, it provides a classroom environment in which learners can discover things on their own, independent of the teacher's instruction. In this method, the teacher only models the language structures once, after which learners are expected to work out given tasks in collaboration so as to come up with a correct version of what the teacher modeled.

The Silent Way, however, is quite an involving method that requires that the teacher receives extensive training in the use of the methodology. Learners also need to be knowledgeable in the use of the charts and the rods to participate effectively in the lessons. This is because, according to research, teachers speak from 65 to 95 percent of the time in traditional classrooms. There are very few teachers, therefore, who are comfortable with the required "silence" of the Silent Way. This consequently results in the numbers of teachers available to teach using this method very limited (Zainuddin *et al*, 2011).

Further in their study, Zainuddin *et al* (2011), also suggest that Suggestopedia is ideal for teaching English Language skills, as well. This method uses "drama, art, physical exercise, and de-suggestive-suggestive communicative psychotherapy". Not only that, it also employs some traditional modes of listening, speaking, reading, and writing to teach a second language. "The influence of the science of suggestology is clear in this method that calls class meetings 'sessions'" (66). They (2011) go on to argue that, the classroom atmosphere is crucial in this method. It involves creating of a relaxed, non-threatening learning environment in which learners can freely assimilate the content of the lessons without being stressed or fatigued in any way. Classrooms which employ this method must be equipped with comfortable seating arrangements and dim lighting so as to provide an inviting and appealing environment for learners. Soothing music is also supposed to be played in order for learners to feel relaxed and comfortable in the learning process. Interestingly, the use of the native language is allowed when using this method, especially when giving directions. This is because doing so helps create a welcoming atmosphere for effective learning. Based on the belief that, how students feel about learning will make a difference in the learning process, therefore, Suggestopedia takes into consideration the affective domain.

With such a wide variety of methods, among others, suggested by Zainuddin *et al* (2011) as effective for teaching OCS, it is evident that teachers can choose a method or a combination of methods to apply during the different stages of the teaching process. The selection however should be determined by the students' age, educational background, class size, school

requirements, learning objectives and other factors. The teacher has to decide how to design a course, prepare teaching materials, select textbooks, and write lesson plans to meet the intended objectives.

Considering the literature reviewed on the kind of methods employed in teaching OCSs, however, it was not clear what type of methods teachers in the secondary schools under study in Zambia use to teach the listening and speaking skills to Grade 10 pupils. It was therefore necessary to establish whether the language teachers in these schools use similar methods to teach the skills. It was also not known whether the methods used by these language teachers are effective enough to bring about the desired results in learners. The effectiveness of the method/s one employs, however, depends on the choice of ‘Instructional Strategies’.

#### **2.4.2 Instructional Strategies used to teach OCSs**

On the international scene, different scholars have come up with strategies that can be used to teach OCSs effectively. These strategies can be applied differently depending on the circumstances surrounding a particular teacher. The use of these strategies may also depend on the teachers’ pedagogical skills and level of learners.

McCandlish (2012) wrote on *Instructional Strategies for Developing Oral Language* and he suggests a number of strategies that can be employed in the teaching of OCSs. One of these strategies is ‘Conversations & Wait Time’. He is of the idea that engaging in conversations gives learners opportunities to, not only listen to and speak language, but to provoke learners’ interest in what they are doing. Conversations are important both amongst learners and between learners and their teachers, he adds. He further writes that children who often engage in conversations are more likely to develop their language skills, especially vocabulary. This is because conversation involves one’s ability to develop skills that can enable him or her to correctly apply stress, intonation and meaning in speech.

On the other hand, Troute (2012) in her booklet on *Oral Language* wrote on ‘Five Components of Effective Oral Language Instruction’ agrees with McCandlish (2012) when she adds that the use of question tags is essential in conversation. She also writes that learners must have the skill of how to start, maintain and end a conversation. According to her, appropriate conversational exchange is one in which Spoken language idioms are used as well. In addition, effective listening and giving others the necessary attention is equally important, and most importantly she

argues, good conversation needs to be spiced up with gestures and body language. She further argues that, conversation can easily take place if teachers use comments rather than direct questions. This is because comments are more inviting. As a result, children feel less pressured to talk, and this is especially true for children who are reluctant to talk. Examples of comments that can help to create an atmosphere in which children can talk freely involve: commenting on what a child or teacher is doing; giving an explanation about what is happening, and all such comments. In addition, the use of interesting or 'rare' words in conversations by the teacher provides an opportunity for learners to learn new words and expand their vocabulary. Such conversations can be facilitated through the use of open ended questions and those that require children to think, such as, "Can you tell me more about yourself?" or "How do you think you can solve this problem?"

Another study by William and Richards (2012) on *Strategic Oral Language Instruction in ELD: Teaching Oracy to Develop Literacy*, also concurs with McCandlish (2012) and Troute (2012) when it records that, the best way children can be helped to participate in conversations is when teachers themselves model good listening and speaking techniques.

Cregan (2010) in his research report on the subject *From Policy to Practice: The Oral Language Challenge for Teachers*, also confirms what the other scholars say in his assertion that, when learners engage in conversations, they encounter opportunities that can allow them to use language in ways that are meaningful, for not only social, but also academic purposes. Consequently, this provides them with the practice they need to enable them to internalize a new language. This is because oral language is as intellectually demanding as is literacy in that it involves the participation of learners in conversation for purposes of presenting an argument, contrasting an idea, defining, persuading someone, making a prediction, or summarizing. He further puts it that, "it is currently not enough for English language learners to merely listen to what is understandable and meaningful, but that they respond to what they have comprehended in such a way that they attain grammatical accuracy and purposeful usage of language in various contexts" Cregan (2010: 63). This means that speaking as a skill in language teaching cannot be learnt in isolation, but requires that the listening aspect be addressed, as well.

Richards (2008), in his booklet on *Teaching Listening and Speaking: from Theory to Practice*, on the other hand, contends that courses in listening and speaking skills have a prominent place in language programs around the world today. He discusses aspects of top-down and bottom-up

processing in spoken language and two different perspectives: listening as comprehension and listening as acquisition as necessary when teaching listening as a skill in language teaching. Not only that, he suggests some listening strategies such as cognitive and meta-cognitive strategies that teachers can employ in teaching the skills. Richards (2008) further looks at speaking to be a language skill that can be interactional, transactional, or a performance, and considers each of them to be “quite distinct in terms of form and function and require different teaching approaches.” (21) He however concludes that the increasing demands for fluency in English all over the world is as a result of the role of English as the world’s international language, and this has led to efforts by English Language scholars to find more effective ways of teaching English. He adds that reviewing the current assumptions and practices of the teaching of the speaking and listening skills, hence, is a timely undertaking as our understanding of the nature of listening and speaking has undergone a number of changes in the recent past.

Though the studies reviewed on instructional strategies applied in teaching the listening and speaking skills are significant to this study, they did not just look at methodologies, but rather did thorough evaluations of processes that need to be followed in the teaching of OCSs. These studies are more detailed as they considered several aspects involved in the teaching of the spoken English Language which this study did not look into. Instead, it merely carried out an investigation of methods employed in teaching OCSs in secondary schools.

This study however is incomplete if studies done concerning activities ideal for assessing learners’ communicative competence are not looked into. This is because classroom activities are a component of the instructional strategies used in teaching. There are a number of scholars that can be cited. As a general assumption, Troute (2012:17) asserts that, “effective oral language communication activities should be two-way, ongoing, comprehensible, instructional, and enjoyable”. His assertion means that, there should be rapport between the teacher, the learners and learning tasks. The teacher needs to act as facilitator and ensure that learners are active participants in the given tasks.

A study done by Rahman (2010) on *Teaching Oral Communication Skills: A Task-based Approach*, therefore, suggests the following interactive activities for use in assessing learners’ OCSs:

Debate: This involves engaging learners in a formal or informal discussion on an assigned topic. The activity tends to be more effective if learners take up all the roles of, for instance,

chairperson, time keepers, adjudicators and presenters. It should also involve both group discussions or debates, and oral presentations. After the performance, learners must be given feedback individually. This entails informing each one of the participants the errors they made. Such an intervention helps learners to take note of their errors when engaged in a later similar activity. In this way they gradually improve their oral language skills. The later adds that debate helps children “to think on their feet, change their tone and volume when supporting their point-of-view, and develop a clear and concise argument”.

**Oral presentations:** These are done during the discussion or debate activity. Presentations, as the term suggests, are activities in which learners present a report on a topic of their choice. Learners on the other hand can be asked by the teacher to discuss a topic assigned to them and then make formal oral presentations in class. These reports must be persuasive and bring out learners’ engagement in critical thought and analysis of issues. They may even be more interesting and effective if learners use visual aids and involve the class as they present.

Presentations must further be followed by a question and answer session, and finally concluded with a comment by the teacher. He is also of the idea that presentations can be more effective if other learners in the classroom make the final evaluation of the presentation. For instance, learners can choose three of their classmates to give a feedback by focusing on specific aspects of the presentation that they liked or did not like. They can also consider pointing out what could have interested or caught their attention most.

**Speeches:** This is when learners are given a chance to pick a topic that interests them. Unlike presentations, speeches require that learners first conduct a research on the chosen topic. Following this is a reflection on what they found which may then be written down and presented to the rest of the class. Speeches therefore do not only help to improve learners’ oral communication skills, but also facilitates learners’ creativity.

**Role-play:** For this activity, learners are asked to be in groups of about three to five. These are first given situations which they are supposed to role-play after practicing through. Learners are given roles and are asked to act out specific scenes to texts from novels, poems or plays. It is suggested that learners can even write their own script and perform it in front of the class. After role-playing, the teacher comments on the individual performances by pointing out the errors of each pupil.

Interviews: These are yet another effective, though, rarely used activity for oral language lessons. Learners pick partners in order to perform an interview of each other on a topic of their choice. They can then show it in class and describe the different techniques and strategies they used.

Give a lesson: This activity is rarely used but can be very effective in presenting oral language lessons. The teacher can first divide learners into groups of 4 and give a novel to each group to read. The learners can then prepare a 20 minutes lesson which they are to teach the rest of the class the contents of the novel that they had been assigned to read. In giving the lesson, the learners must concentrate on themes, symbols, meanings, and the like as presented in the novel they read. Learners can also be encouraged to prepare teaching and learning aids such as videos, posters, or models related to the text read. This activity also promotes learners' creativity.

Other scholars such as Murphy (2016); Heydari *Asl et.al* (2015); Shouf (2011); and Morozova (2013); Richards (2006) and Kayi (2006) have also suggested similar activities.

Murphy (2016:57), in his study on *Oral Communication in TESOL: Integrating Speaking, Listening, and Pronunciation* writes that:

The L2 literature is rich in resources for engaging students in speaking activities such as rehearsing dialogues, completing information-gap activities, playing interactive games, discussing topical issues, problem solving, role playing, and completing speaking tasks. Teachers need to make decisions concerning how to integrate these alternative structures for speaking activities based upon knowledge of their students' proficiency levels and educational needs.

Heydari *Asl et.al* (2015), on the other hand, claims that pair work and group work are very common activities which require cooperation between learners in the classroom. He adds that it is, therefore, very important that a teacher develop learners' confidence by engaging them in lots of fluency-based activities which may include role play, interviews, information gap, and games, pair work, learning by teaching or surveys.

Further, Richards (2006) suggests what he refers to as "information-gap and information-sharing activities" (30). He adds that, when employing the Task-Based Instruction (TBI), the following tasks are recommended: Listing Tasks, Sorting and Ordering, Comparing, Problem-solving, Sharing personal experience, Creative tasks and many more. He however argues that, "Many classroom activities do not share the characteristics of these tasks and are, therefore, not tasks and are not recommended teaching activities in TBI (32)."



It was not known, however, the type of activities that constitute the classroom practices used to assess learners' oral language skills in the secondary schools under study in Zambia. This coupled with lack of studies documenting such a situation, among other factors, influenced the researcher to carry out the study. The next part is a discussion of the teaching/learning materials used to deliver lessons in oral language.

#### **2.4.3 Teaching and Learning Materials used to teach OCSs**

On the international scene, a few studies on teaching/learning materials used in teaching English Language skills, particularly the listening and speaking skills, have been done. The literature reviewed in this study, therefore, took note of studies done by Seferaj (2015) and Heydari Asl *et.al* (2015).

Seferaj (2015) carried out a research in Sweden on *The Relationship between Styles of Classroom Delivery and Western Teaching Resources*. In this study, he carries out an investigation on four English as a Foreign Language Learners (EFL) teachers' decisions on the use of Communicative Language Teaching (CLT)-oriented textbooks. In his preamble, he postulates that authorities in several countries that intend to improve and westernize their educational systems have resorted to using communication-based textbooks so as to facilitate change in the area of language teaching. This is because it is generally believed that textbooks can also be helpful to teachers in improving their teaching skills because they offer a clear guideline to follow. He claims that communication-based textbooks are used in a number of EFL classrooms around the world to assist teachers to wholly understand their appropriateness. However, Seferaj (2015) also expresses concern over the lack of empirical research on the role these materials play in the classroom, and in particular the role of the textbook in facilitating change. He adds that research in this area is still very little, and what exists is quite inconclusive, hence the need to carry out further research.

Seferaj (2015) further contends that practitioners of Communicative Language Teaching (CLT) view materials as means of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. Consequently, he cites three kinds of materials as being currently used in CLT, namely; text-based, task-based, and realia. Teaching and learning materials that are text-based, Seferaj (2015) claims include: visual cues, taped cues, pictures, and sentence fragments to initiate conversation. For task-based materials, he cites exercise handbooks, cue cards, activity cards, pair-communication practice

materials, and student-interaction practice booklets as some of them. He further mentions the following to make up realia materials: language signs, magazines, advertisements, and newspapers. He also suggests graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts as effective for English as Foreign Language (EFL) teaching.

To conclude on literature on learning/teaching materials, it becomes inevitable to refer to Heydari *Asl et.al* (2015:23) in his sentiments that, “very important are the materials used in the classroom. They have to be authentic and relate to pupils’ own lives; otherwise it cannot be interesting and motivating.”

It can thus be concluded that, while the strategies discussed above were used in early grades, this study attempted to determine the kind of strategies used by the language teachers to teach listening and speaking skills to Grade 10 pupils in selected secondary schools in Lusaka urban in Zambia where English is learnt as a second language.

While the literature reviewed mainly centers on the connections among teacher decision making, teaching resources, and classroom practices when textbook use in the classroom does not match teachers’ views of how languages are learnt and taught, this study, on the other hand, mainly investigates methodologies, which include learning/teaching materials, teachers in secondary schools in Zambia use to teach the listening and speaking skills, specifically. The researcher, however, concurs with these scholars on the use of CLT-oriented teaching/ learning materials he suggests as ideal for the teaching of English language skills. It can also be pointed out that the learning/teaching materials, suggested by these scholars, are not only ideal for use in EFL classrooms as suggested by Seferaj (2015), but in English as a Second Language (ESL) classrooms, as well.

## **2.5 Summary**

The foregoing discussion of literature expresses the significance of using effective methodologies in teaching OCSs in High schools. Studies done in Zambia, other African countries and countries outside Africa have brought to the fore a number of methods that can be used in teaching various language skills including listening and speaking. These methodologies have been discussed under sub headings namely: Methods, Instructional Strategies, Activities,

and Learning/Teaching materials. Under these sub-headings, detailed discussions and concluding remarks by the researcher have been done.

Before this study was conducted, it was not known what methodologies teachers in the secondary schools under study in Zambia used to teach the Grade 10s Oral Communication Skills (OCSs), and how effective these methodologies were. This study, therefore, attempted to establish the extent to which the various teaching methodologies employed in the two secondary schools under study enhanced learners' spoken English Language. This was done against the researcher's observation that the teaching of the skills has received little attention in scholarly work and by respective language teachers, as well, especially in senior grades. The findings of this research were, hence, meant to provide feedback and ascertain the extent to which the implementation on the ground meets syllabus aims. The next chapter is a discussion of the Theoretical and Conceptual Frame work.

## **CHAPTER THREE**

### **THEORETICAL AND CONCEPTUAL FRAMEWORK**

#### **3.1. General**

The chapter describes the theoretical and conceptual framework on which this study is anchored. Kombo and Tromp (2006) define a theoretical framework as a collection of interrelated ideas based on theories; derived from and supported by data or evidence. A theoretical framework accounts for or explains phenomena. In other words, it attempts to clarify why things are the way they are based on theories. A conceptual framework, on the other hand, is said to be “an analytical tool with several variations and contexts. It is the way ideas are organized to achieve a research project’s purpose... and to make conceptual distinctions...” (Shields and Rangarajan, 2013:24)

#### **3.2 Theoretical Framework**

This study employed Vygotsky’s (1978) Social Cultural Theory (SCT). Vygotsky’s (1978) theory relies on three things: culture and society, language, and the Zone of Proximal Development. In each category, he speaks about the influence that each aspect has on the child as he or she is being raised.

According to Vygotsky (1978), culture plays an important role in a child’s development of language. He believed that the social environment around an individual played the largest part in their development. A person cannot develop language the way he/she is supposed to without learning from others in his/her social environment (Vygotsky, 1978). Development, according to him, is an active process in which the child transforms socially shared processes into internal constructs (Vygotsky, 1978: 34). Children are immersed in culture and society and thereby construct knowledge based on experience within that context. Vygotsky’s Social Cultural perspective has informed research on parent - child and child - teacher interactions. This is because this theory asserts that a child’s intellectual development can be facilitated by interactions with his environment and significant others like parents, teachers and more knowledgeable peers. This is because social interaction, whereby a child learns through problem solving activities with others, develops their cognitive faculties. Such a process can be made

possible when the More Knowledgeable Other (MKO) first guides (scaffolds) the child through an activity after which he or she gradually lets the child solve the problem on his/her own. In order to accomplish this, Vygotsky (1978) argues that a child should reach what he calls the Zone of Proximal Development (ZPD). The ZPD is the difference between what a child can do on his/her own and what the child can do with help. Realizing this entails a child's actual development level, which refers to all the activities that a child can perform on his/her own, without the help of anyone else. The achievement of this ZPD, according to Vygotsky (1978), depends on his/her level of social interaction.

In this study, learners have been perceived as beneficiaries of such an environment. As a result, the researcher employed Vygotsky's (1978) Social Cultural Theory (SCT) so as to establish the nature of interactions that take place in the classroom between the learners and teachers or amongst the learners themselves, and how the interactions affect the process of learning to listen and speak effectively.

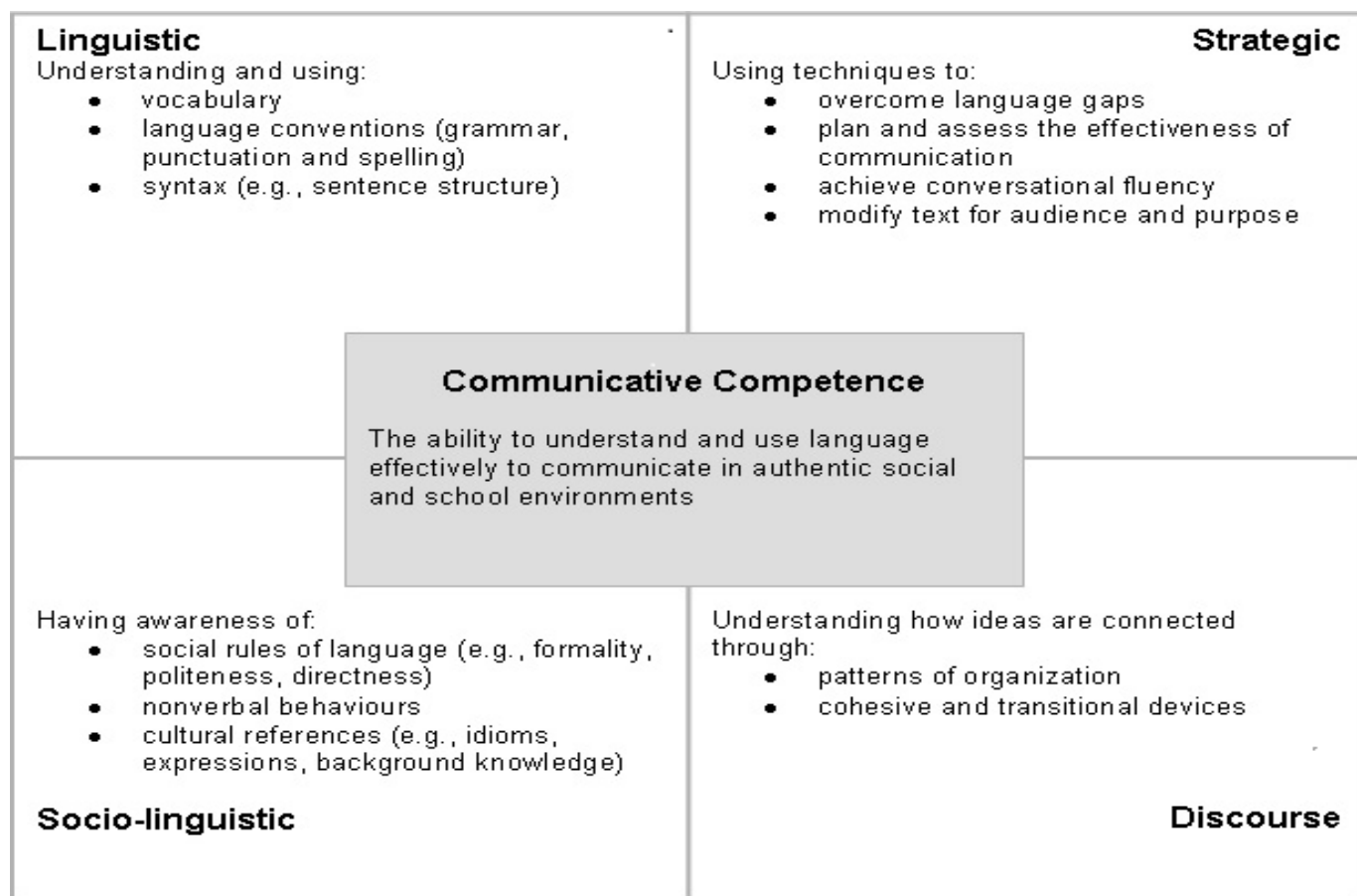
The implications of Vygotsky's theory for this study is that effective teaching of oral communication skills is dependent on interaction between the teacher, the pupils and the learning tasks. This study was an investigation into methods teachers use to teach oral communication skills and their effectiveness. It also delved into establishing teachers' selection of learning activities to assess learners' oral communication skills. Lastly, the study attempted to determine the appropriateness of the teaching/learning materials used to deliver oral communication lessons. Based on Vygotsky's theory, the variables should facilitate interaction between the teacher, the pupils and the learning tasks. This way, the teacher can help or guide pupils to attain the Zone of Proximal Development (ZPD).

In order for oral communication lessons to be effectively delivered, therefore, learning activities should be those that encourage learners to interact. This is because English Language, as a subject, is a skill in which learners' active participation enhances successful teaching/learning.

Chomsky (1986) is of a similar view when he argues that the Language Acquisition Device (LAD) can only be supported by a learning environment that facilitates interaction among learners. The interaction of the teacher with the learning tasks, therefore, is critical in oral language lessons. He adds that, activities that promote a child's interaction with his/her environment are what stimulate their language acquisition. In the same way, teachers should stimulate the LAD in their learners by exposing them to an interactive environment and

meaningful activities. The implication of this is that, the best way teachers can promote successful interaction among learners is to equip them with, not only vocabulary, structures and functions, but also appropriate communication strategies.

Appropriate communication strategies are realised when one attains communicative competence. Defining communicative competence, therefore, Brown (2000:246) states that, “communicative competence is that aspect of our four competences that enables us to survey and interpret messages and negotiates meaning within specific contexts”. He identified the four components of communicative competence as grammatical, sociolinguistic, discourse and strategic competence. These are further illustrated by Figure 2.



**Figure 2:** *Four components of Communicative Competence (Adapted from Chomsky, 1965)*

### 3.3 Conceptual Framework

This conceptual framework explains both in a narrative form and graphically, the main variables studied. The study was guided by the Eisenhart’s (1990) model of effective oral language instruction. According to [www.pdst.ie](http://www.pdst.ie), this model comprises five components as in Figure 3.



words between people. [www.pdst.ie](http://www.pdst.ie) cites Halliday (1978) as having termed it a ‘sociological encounter’. The purpose of language, generally, is to communicate needs, wants, ideas, information and feelings. It is further recorded that Halliday (1975:11-17) came up with 7 functions of language which include:

1. the instrumental function: using language to get things;
2. the regulatory function: using language to control the behaviour of others;
3. the interactional function: using language to create interaction with others;
4. the personal function: using language to express personal feelings and meanings;
5. the heuristic function: using language to learn and to discover;
6. the imaginative function: using language to create a world of the imagination;
7. the representational function: using language to communicate information.

Learning a second language was similarly viewed by proponents of Communicative Language Teaching (CLT) as acquiring the linguistic means to perform different kinds of functions.

Secondly, teachers have the task of promoting learners’ auditory memory. This entails developing learners’ “ability to assimilate information presented orally, to process that information, store it and recall what has been heard” (p.3). Most importantly, it involves the following tasks: attending, listening, processing, storing, and recalling. However, this may be challenging, especially, for children with learning difficulties. Learners that are weak in this area may encounter difficulties comprehending what is taught, and may not be easily detected by a teacher. Children with such a problem appear to be very attentive and this may mislead the teacher who may assume that such a child has taken in what is being taught. Children with this deficiency usually find it difficult to comprehend directions that are given orally. This may consequently result in a failure to comprehend information presented orally ([www.pdst.ie](http://www.pdst.ie)).

Developing learners’ listening and speaking skills is also critical in ensuring that learners become competent speakers of the second language. Archer *et al.* (2012) define ‘Oral Language’ as the basic way in which a child can structure, evaluate, describe and control his or her experiences. In addition and most significantly, it is the primary mediator of culture, the way in which children locate themselves in the world, and define themselves with it and within it. The



listening and speaking skills, therefore, must involve the knowledge of syllables, stress and intonation. They are oral skills in which oral communication is involved. In other words, these skills can be described as the interaction between two or more people using the spoken language. It is basically about communicating with other people. It involves a process of utilizing thinking, knowledge and skills in order to speak and listen effectively. As such, it is central to the lives of all people (McCladish, 2012). Teachers thus must ensure that methodologies they employ in teaching these skills must integrate both skills (listening and speaking). He is of the idea that, any effective oral communication will depend on the learner's ability to speak and listen effectively. Speaking and listening skills, therefore, can help learners to acquire acceptable communication skills. They also give them the ability to respond to information correctly. In addition, they aid them in adhering to other language conventions and pronounce sounds correctly. McCladish (2012) further contends that it is the teacher's duty to ensure that learners use and practice the language. This can be achieved when the teacher first models the language which learners must practice by interacting with others. Doing so helps to ensure that meaning is conveyed, thoughts and ideas exchanged, and problems solved. McCladish (2012) says that 'Conversation' is talk about a topic involving taking turns between speakers. In other words, when people listen and respond, it entails conversation. Learners' ability to effectively listen, thus, is critical in conversation. This is because conversation is a two-way process. Though the emphasis is mostly on speaking, listening is of equal importance as it is Key to learning. Efrizal (2012:128), on the other hand, defines speaking as "speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions". He further states that speaking depends on the complexity of the information to be communicated. However, the speaker sometimes finds it difficult to clarify what they want to say. Further, speaking has generally been described as the most important of the four skills. He contends that, one frustration commonly voiced by learners is that they have spent years studying English, but still they cannot speak it. He further explains that, when speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings. Discussions, speeches and role-play, among others, are the most typical speaking activities. These activities involve conversations between learners among themselves and with the teacher.

Effective teaching of the oral language skills also requires that teachers engage a variety of spoken texts such as listening comprehension, dictation, note-taking among others. Cregan (2010) cites current research as confirming that, when learners engage in conversations, they

encounter opportunities that can allow them use language in ways that are meaningful, for not only social, but academic purposes. Consequently, this provides them with the practice they need to enable them internalize a new language. This is because oral language is as intellectually demanding as is literacy in that it involves the participation of learners in talk for purposes of presenting an argument, contrasting an idea, defining, persuading someone, making a prediction, or summarizing.

Finally, successful delivery of oral language skills, according to Eisenhart (1990) in McCladish (2012) calls for learners' acquisition of a wide range of vocabulary and conceptual knowledge. McCladish (2012) further contends that oral language knowledge involves: "word knowledge, expressive and receptive vocabulary, knowledge of syntax, and conceptual knowledge" (p.15). He has cited how oral language plays a significant role in laying the basis for literacy skills. Cregan (2010: 63), on the other hand, puts it this way:

It is currently not enough for English language learners to merely listen to what is understandable and meaningful, but that they respond to what they have comprehended in such a way that they attain grammatical accuracy and purposeful usage of language in various contexts.

This means that teachers must use methodologies that can engage learners in challenging and rigorous tasks that can bring out the kind of language and knowledge needed of them to internalize the second language.

Basing on the above outlined facts concerning the oral language instruction model, one would clearly deduce the fact that, the model is related to the study. This is because it addresses the study's major concerns and brings out an understanding of the components teachers need to focus on when teaching OCSs. Not only this, measures to be taken in consideration, if effective OCSs instruction is to be achieved, are also dealt with.

### **3.3.1 Summary**

The theoretical framework that this study anchors on is Vygotsky's (1978) theory of social cultural theory. This theory basically claims that, in order for a child to learn a language, he or she needs to interact with his environment. These could be his peers, siblings or parents. A child's environment may also comprise of objects or situations that he or she can manipulate and learn from. In order to learn how to speak English as Second Language (ESL), therefore, learners need to interact with their teacher, other pupils and the learning tasks.

The conceptual framework proposed, on the other hand, emphasizes focused attention upon five components for effective oral communication, namely: creating a conducive learning environment; promoting learners' auditory memory; engaging a variety of spoken texts; and enhancing learners' acquisition of a wide range of vocabulary and conceptual knowledge. The next chapter will describe and explain the design of the research undertaken to investigate the questions of concern in this study.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4.1 General**

Methodology refers to a set of methods and principles used to perform a particular task. Research methodology, hence, are the various steps and techniques that are generally adopted by a researcher in studying his or her research problem logically (Descy, 2004). This chapter explains the methodology adopted for the study in terms of the research design, the study population, sample size and sampling techniques, data collection methods, research instruments, data collection procedure and data analysis. Finally, the chapter highlights some of the ethical issues that were taken into account during the research.

#### **4.2 Research Design**

Orodho (2003) defines ‘research design’ as “the scheme, outline or plan that is used to generate answers to research problems” (70). It involves arranging certain conditions to facilitate for the collection and analysis of data in such a way that what is relevant is obtained during the process of the research. The study employed a qualitative research design examining classroom practices so as to gain a deeper understanding on how English language teachers deliver lessons in Oral Communication Skills (OCSs). A Qualitative study, according to Kasonde-Ngandu (2013:5) “...seeks to describe and analyse the culture and behaviour of humans and their groups from the point of view of those being studied”. Denzin and Lincoln (2000:3) further argue that “qualitative research involves an interpretive and naturalistic approach”. This means that qualitative researchers study things in their natural settings and try to make sense of, or interpret phenomena so as to bring out what is meaningful according to people’s opinions. They also state that this kind of study involves interactive techniques such as observations, discussions and interviews. In a similar way, therefore, the researcher in this study attempted to assess the teaching and learning process with particular focus on the effectiveness of the oral language instruction in second language learning.

A Case study research design was used in soliciting data from learners, teachers, the standards officer and languages curriculum specialist. Case studies involve a rich and clear description of

events relevant to the case. A case study also portrays what it is like to be in a particular situation (White, 2003). Mugenda and Mugenda (1999), on the other hand, define a case study as an in-depth investigation of an individual, group, institution or phenomenon. When using a case study to carry out an investigation, Descy (2004) states that it can be a complicated process. He however justifies the use of a case study to investigate a process because “it seeks to follow the programme implementation, intervention or impact on an individual, group or organization”. He also states that, “the use of a case study is an excellent way to collect anecdotal evidence of programme effectiveness, to increase understanding of how an intervention is working in particular settings and inform a larger and more rigorous study to be conducted later” (12).

Therefore, for purposes of this research, a case study was used to collect evidence about how effective the teaching of oral language skills is in the senior secondary schools under study.

### **4.3 Study site**

The study was carried out in two recently upgraded secondary schools in Lusaka urban, the capital city of Zambia, a country in Sub-Saharan Africa. One of the schools, Lusaka Girls secondary School, is located near the central business area and low residential area of the city, while the other one, Kamwala South Secondary School, is right in the suburbs and high density residential areas of the city.

### **4.4 Target Population**

According to White (2003), a population is the universe of units from which the sample is to be selected. Best and Kahn (2006), therefore, describes a target population as consisting of the specific group or sample to whom one plans to generalize the findings. The target population in this study comprised Grade 10 pupils and school teachers of English language in the two randomly sampled secondary schools under study.

### **4.5 Sample Size and Sampling Techniques**

According to White (2003), a sample is a subset of a population that is used to represent the entire group as a whole. Kahn and Best (2006), on the other hand, define it as a small proportion of the population that is selected for observation and analysis. They add that, by observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it was drawn.

There were basically two sampling techniques employed in this study. These were simple random and purposive sampling procedures. Kombo and Tromp (2006:79) describe simple random sampling as ‘a procedure in which all the individuals in the defined population have an equal and independent chance of being selected as a member of the sample’. A similar definition is given by White (2003) when he writes that a simple random technique is a selection technique that provides each population element an equal chance of being included in the sample. In this study, a simple random sampling procedure was used to draw the Grade 10 pupils in the two schools under study. This selection considered both sexes, that is, girls and boys.

The teachers, on the other hand, were purposively sampled so as to include the heads of English Department and the teachers of English Language who handle Grade 10 at the two randomly selected secondary schools in Lusaka urban in Zambia.

Basically, 6 teachers and 20 pupils from each school took part in the study. This translates to 12 teachers (include the Languages Heads of Department (HOD) from the two schools) and 40 pupils from the two schools under study. Data was also elicited from the languages Standards Officer (SO) in the district and the Senior Language Curriculum Specialist (SLCS) at Curriculum Development Centre (CDC).

#### **4.6 Data collection methods**

In this study, the techniques that were used for the collection of data include: Lesson Observation, Semi-structured Interviews, and Document Analysis.

##### **4.6.1. Lesson Observation**

During the research, classroom practices were observed with particular focus on how the teaching strategies used enhanced learners’ reading and writing skills in the two schools. Learners’ proficiency in the pronunciation of English words using correct stress, pitch and tone, and the use of correct grammar in speaking the target (English) language was also observed. Further, the teaching/learning materials used to facilitate the delivery of oral language skills were examined as well.

##### **4.6.2. Semi-structured interviews**

Respective language teachers were interviewed on how the instructional strategies they used helped to improve learners’ competence in the target language.

### **4.6.3. Document Analysis**

The Curriculum Framework, the Senior Secondary School English Syllabus, Schemes of Work, Lesson Plans, and other supplementary materials such as Learning/Teaching Aids were analysed in depth so as to determine whether or not they effectively met the recommended requirements for oral language teaching/learning in senior secondary grades.

## **4.7 Research Instruments**

According to Hofstee (2006:115), a research instrument is anything that you use to get data that you are going to analyse. The following instruments, therefore, were used in collecting data: Observation Checklists, Semi-structured Interview Guides, and Document Analysis Checklists.

### **4.7.1 Lesson Observation Checklist**

This was used to guide the researcher in assessing the effectiveness of oral language lessons. The data collected from lessons observed was recorded on lesson observation checklists.

### **4.7.2 Semi-structured Interview Guides**

Patton (1990: 283) says that,

Interview guides provide topics or subject areas within which the interviewer is free to explore, probe, and ask questions that will elucidate and illuminate that particular subject. Thus the interviewer remains free to build a conversation within a particular area, to word questions spontaneously and to establish a conversation style but with focus on a particular subject that has been predetermined.

In this study, Semi-Structured Interview Guides were used to elicit data from the interviewees namely; Language Teachers, Languages Heads of department and the District Education Standards Officer and languages curriculum specialist.

### **4.7.3 Document Analysis Checklist**

Weiss (1998: 260) holds that documents are “a good place to search for answers. Documents provide a useful check on information gathered in an interview.” He also adds that, when “techniques fail to resolve a question, documentary evidence can provide a convincing answer.” The researcher analysed documents ranging from the syllabus to learning and teaching aids. This was done in order to establish whether or not documents used in senior secondary schools to present oral language lessons were used effectively and as per requirements. The document

analysis checklist was, therefore, comprised of a list of prepared questions that guided the researcher during the document analysis. It was also used to record data obtained from the study of documents such as text books and the syllabi among other materials that are used by teachers to prepare oral language lessons.

#### **4.8 Data Collection Procedure**

Data collection procedure refers to the gathering of information to answer research questions (Kasonde-N'gandu, 2013). In this study therefore, teachers' delivery of OCSs and pupils' participation in these lessons were observed. Fourteen (14) teachers, one (1) Standards Officer and one Languages Curriculum Specialist took part in interviews, as well. The syllabus, text books, schemes of work, lesson plans and learning and teaching aids were also analysed in depth.

Data collection was preceded by the researcher requesting for permission from authorities in charge of the research sites. This was followed by making appointments with concerned parties regarding when and where the interviews, analysis of documents, administering of assessment tests and lesson observations were to take place. At each of the two research sites, the researcher followed the same sequence in the collection of data.

##### **4.8.1 Lesson Observations**

The first activity to be conducted was the lesson observations. Both the teachers and learners and pupils that were randomly selected were targeted at. The focus during these observations was the methods, instructional strategies and activities that the respective teachers were using to teach OCSs. The main concern when it comes to the learner participants was their response during these lessons. The researcher was especially interested in these learners' use of, not only grammatically correct sentences, but their confidence in using the target language.

##### **4.8.2 Semi-structured Interviews**

Afterwards, teachers were interviewed and this helped in addressing gaps that may come up after carrying out the lesson observations. Later, interviewing of Heads of Departments was done before proceeding to interview the Standards Officer (SO) and languages curriculum specialist.

##### **4.8.3 Document Analysis**

The researcher concluded her study at each research site by analysing the documents, which included: the Curriculum Framework, the Senior Secondary English Language Syllabus, the Text



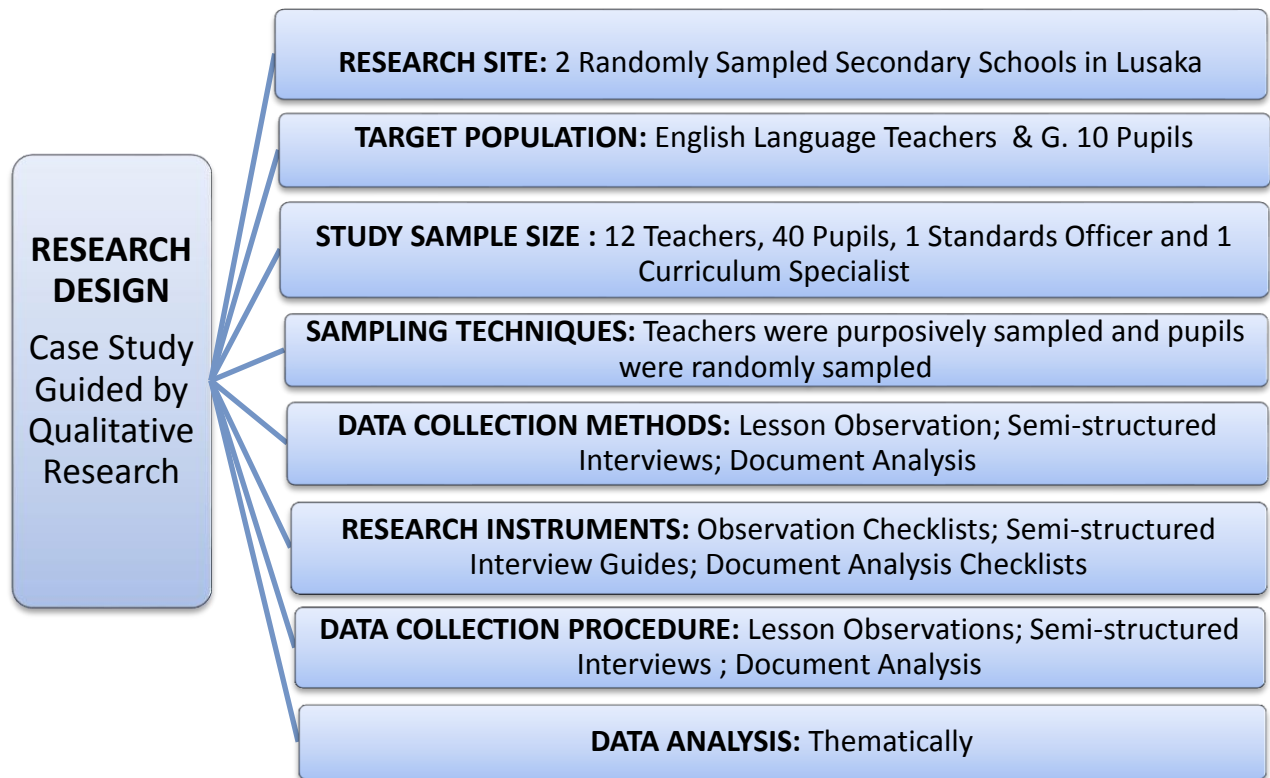
Books, the Schemes of Work and the Lesson Plans and other supplementary materials such as Learning and Teaching Aids.

#### **4.9 Data Analysis**

Data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences (Kombo and Tromp, 2006). The qualitative approach was used to analyse data that was collected. Since the study was hinged on four research objectives and four corresponding research questions, it was on the basis of each of these research objectives and questions that the collected data was put according to identifiable themes and sub themes. Interpretations and discussions were then done. These were further transcribed as a way of establishing learners' proficiency or inadequacies in key areas that the study focused on, such as aspects of fluency, comprehension, and grammar. The data that was collected from the analysing of documents was used to validate the data collected during class observations and interviews.

#### **4.10 SUMMARY**

The summary of this chapter on the research methodology used is illustrated in Figure 5 below. The figure includes: Research Design, Research Site, Target population, Study Sample Size, Sampling Techniques, Data Collection Methods, Research Instruments, Data Collection Procedure and Data Analysis.



**FIGURE 4:** *A Summary of the Research Methodology (Owners' Source, 2016)*

The next chapter will describe and explain the findings of the research undertaken by stating explicitly the observations made and the views of the participants in the study.

## **CHAPTER FIVE**

### **PRESENTATION AND DISCUSSION OF FINDINGS**

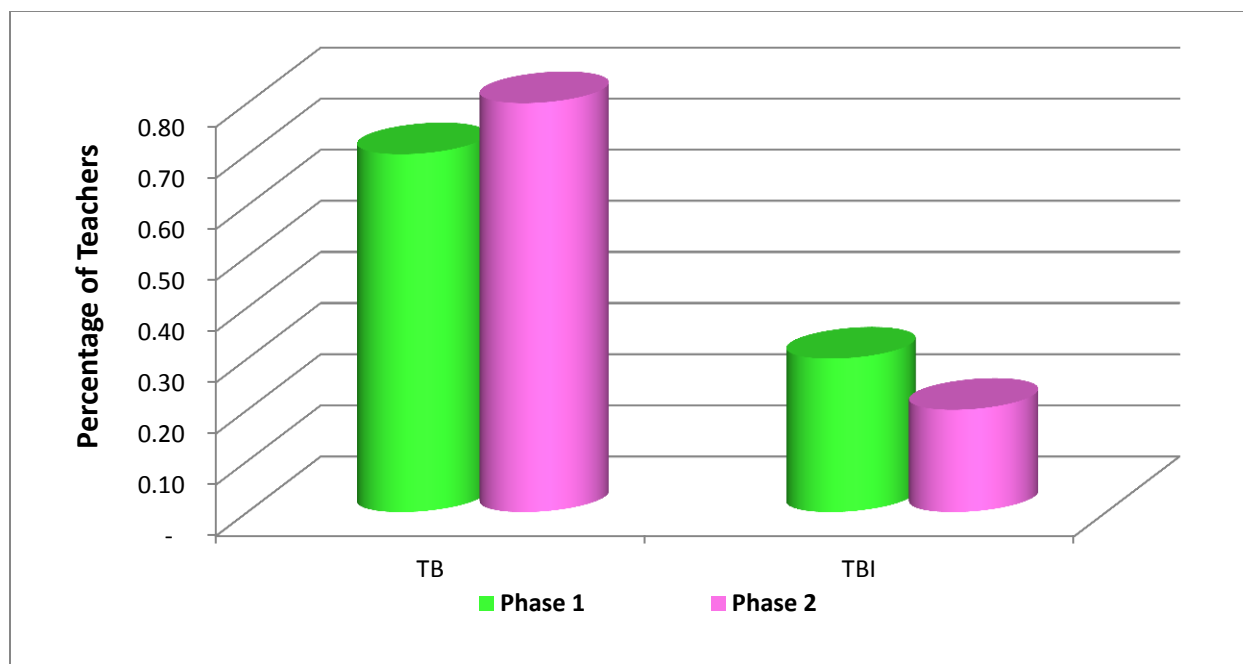
#### **5.1. General**

This chapter presents the findings of the study arranged according to themes and sub-themes derived from research objectives and their corresponding questions. It has taken into account attitudes, views, suggestions, and assumptions of the various categories of respondents that participated in the research. This helped to validate the information they brought forward since they were categorised as either recipients of the learning programs, or designers of learning and teaching materials and implementers of education policies. In addition, it also made it easier to counter check where the views of various respondents in the study departed or met and the attitudes each group had towards the other and the topic under study (Banda, 2012).

#### **5.2 Findings on Methods used by Teachers to Present OCSs**

Research question number one intended to establish the kind of teaching methods teachers in the secondary schools under study in Lusaka urban in Zambia utilize in teaching the listening and speaking skills to Grade 10 pupils. It further aimed at determining the effectiveness of these methods in achieving desired results. The researcher observed some lessons and interviewed the respondents so as to establish this.

The findings revealed that the teachers mainly used the Text-based Instruction (TBI) and Task-based (TB) teaching to teach (OCSs). Some of the language teaching methods suggested in the literature reviewed, however, were not used as shown in Figure 5:



**FIGURE 5:** *Methods Teachers in selected secondary schools of Lusaka urban in Zambia used to teach OCSs*

### 5.2.1 Task-Based (TB) Teaching

According to the information given in Figure 5, it is clear that Task-Based(TB)teaching was used by most teachers. 60% and 70% of the teachers used it in the first and second phases, respectively. They gave justifications for using this method during the interview sessions that followed the lesson observations. Instead of mentioning the method they used when asked, however, 8 out of the 12 teacher respondents mentioned activities or techniques that constitute the method. Teacher F, for instance argued that:

*I mostly use group work because it involves learners in the lesson. It is a pupil-centered method in which learners are given the opportunity to interact with each other and their teacher.*

From this response, it was clear that most teachers do not have knowledge of the various teaching methods used in language teaching. It is obvious from teacher F's remarks, however, that she was referring to a Communicative method such as the Task-Based (TB) teaching. Rahman (2010) describes TB language teaching as 'a task that is based on the assumption that linguistic abilities are developed through communicative activity (5)'. Richards (2006) is in agreement when he asserts that TB teaching is focused on interactional processes, and is made

possible through the use of specially designed instructional tasks. Its main principle is that communicative competence is effectively developed by engaging learners in interactive activities. Khanjani (2015) further states that the TB instruction was developed as a reaction to the inadequacy of the processes employed in Communicative Language Teaching (CLT). On the contrary, HeydariAsl *et.al* (2015) write that CLT is highly recommended for teaching all language skills, including listening and speaking though not many teachers use it. The idea that few teachers use the method, though, is contrary to what was observed in this study. This is because most teachers used this method.

The response Teacher F gave was also in line with what was observed during one of the lessons that she taught. The lesson was well presented and pupils actively participated by discussing given tasks collaboratively in groups.

Communicative Language Teaching (CLT), however, seems to be misunderstood by the participants in this study. It is perceived differently by some scholars like Gudu (2015) and Lenyai (2011), as well. Evidence of this is the way the method is referred to as a single entity and not considered as eclectic by the said. This study therefore hinges on the views of scholars such as Murphy (2016); Heydari Asl *et.al* (2015); Rahman (2010) and Richards (2006) when it comes to language teaching methods.

Rahman (2010), for instance, claims that the Communicative approach is “a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on (12).” Therefore, he believes that CLT is a language teaching method which borrows from both principles of the Communicative approach and traditional approaches. Murphy (2016) adds that teachers, however, must be knowledgeable on how to make adaptations to some methods so as to meet their learners’ needs. This is because, “these methods are founded upon diverse theories of language and language learning which individual teachers of ESL oral communication will need to evaluate for themselves” (p.53). In addition, Richards (2006) and HeydariAsl *et al* (2015) are both of the idea that, there is no single method that has been universally accepted. Instead, “a language syllabus today needs to include systematic coverage of the many different components of communicative competence, including language skills, content, grammar, vocabulary, and functions” (p. 25).

Some scholars like Chung (2009), however, contend that the implementation of CLT poses a big challenge. He adds that, while it brought about a useful function in the pedagogical changes of previous methodologies, CLT is having a “negative effect on language teaching and needs to be replaced as our main focus” (76). He argues that, CLT has always neglected the context in which language teaching takes place. He claims that the consequences of this are serious to the extent that “we need to demote CLT as our main paradigm and adopt something more similar to what he terms a ‘Context Approach’” (76). Chung (2009) has also cited what he calls ‘a mismatch’ between, ‘the imported terminology’, CLT, and the reality of the situation in which its principles are applied. He further gives an example of an education system which encourages teachers to adopt CLT without providing an environment where the same teachers could feel ‘safe’ to apply its principles. The findings of this study confirm this assertion as it was clear that, though most teachers applied the method, they seemed not to understand its application in full.

While acknowledging Chung’s (2009) concerns, however, the researcher is of the idea that CLT as compared to other language teaching methods seems to win more recognition due to its eclectic approach and learner centeredness. This is further supported by Brown (2001) in his assertion that, interaction is the heart of the communicative approach because during interaction learners ‘receive input and produce output’. Learners therefore get an opportunity to use the language naturally rather than memorizing dialogues in which there is no understanding.

Another respondent, teacher A, had this to say:

*I prefer using CLT for teaching English because it is the best method to teach our children, here Zambia, who learn English as a second language. This is because it helps them to understand better what they are learning as communicative activities involve the learners in speaking English while the teacher just guides them. This method is also not very involving for the teacher as pupils do most of the work.*

From what teacher A had to say, it is evident that he understands the principles of the method well. His idea that CLT is the best method for teaching English as second Language (ESL) confirms this. This is because the it engages learners in interactive activities that can help to foster their Oral Communication Skills (OCSs). Lenyai (2011) additionally contends that the curriculum policy on additive bilingualism in South Africa is based on the functional theories such as Total Physical Response (TPR) and CLT, and the two are the currently most suitable methods for second language teaching. Though some teachers in the current study used the TB approach, based on CLT principles, none of them used TPR, a method highly recommended by

Lenyai (2011). This may be due to their lack of training on the use of methods such as TPR. This is confirmed by Adekola (2004:13) when he states that, “teachers are not well informed of language policies or well trained to teach English as a second language (ESL). Their own communication skills are poor...”

On the other hand, it has been observed that, while CLT may be an appropriate method for teaching English Language skills such as listening and speaking, it may not be workable in contexts such as the Zambian one. This is because, as Chung and Huang (2009) put it, our schools do not provide an environment in which CLT principles can be realized. The situation in the schools under study may not have been very conducive to support communicative teaching as most classes were too large to handle the teaching of oral language.

Commenting on the issue of methods ideal for teaching OCSs, the Senior Language Curriculum Specialist was of the following views:

*Communicative Language Teaching is an ideal method for teaching all language skills including ‘Speaking and Listening’, and it can be more effective if it is supplemented with the use of media devices like computers, radios and television. Doing so can help improve the pupils’ use of the English Language in that they will be able to hear it being used by the native speakers.*

Though the idea of using media devices to teach OCSs is a good one, its practicality is farfetched for a country that is still developing. This can however be possible in private schools which are not funded by government. On the other hand, such initiative can be engaged by innovative teachers. For instance, Mozorova (2010) admits that linguistic skills such as familiarity with grammatical structures, vocabulary, and phonetics should be emphasized by the teachers as they teach. Learners can develop these skills by being in the habit of listening to BBC, CNN and other similar programs. Gowon (2015) additionally suggests that, “language teachers should ensure that they occasionally invite native speakers of English to interact with learners,” especially, when teaching oral language skills (5). This strategy can motivate and consequently enhance learners’ acquisition of native-like pronunciation. Gowon’s (2015) suggestion may not be very practical, however. This can only be actualized by individual teachers. It may, of course, be very difficult, if not, impossible, to find English native speakers that can avail themselves for such a purpose, let alone, meeting the required number to occasionally visit all the secondary schools in Zambia.

### 5.2.2 The Text-Based Instruction (TBI)

Figure 5 also shows that 20% of the teachers under study used the TBI in the first phase while only 10% used the approach in the second phase. This means that these teachers did not use the two methods exclusively, but integrated them. However, considering the number of teachers that used the method in both phases, it is obvious that the TBI was less understood by the teachers.

It was further observed that teachers in both schools integrate some aspects of other language skills such as reading when teaching OCSs. While School X was more oriented towards lessons that were more on oral language skills, however, School Y mostly integrated the skills in each lesson. Oral language lessons in school Y were mainly focused on the other language skills, that is, reading and writing. Very little attention was given to the teaching of OCSs. Teacher D at this school used a method which was more teacher-centered and did not involve learners in interactive activities. Luchini and Jurado (2015) admittedly contend that traditional methods tend to be limited to an artificial environment in which the teacher takes center stage by merely explaining vocabulary items and usually leads whole-class discussions in which learners only have a few chances to express themselves. This seemed to have been the case with teacher D. The method she used in the first phase did not in any way enhance learners' communicative competence. This was another sign of inadequate knowledge in language teaching methods by teachers to, particularly, teach OCSs.

From these findings, it is clear that, most teachers do not fully understand the principles of the language teaching methods, hence, faced challenges in applying them. This is supported by Richards (2006:42) when he writes that:

Employing these communicative approaches in language teaching for most language teachers, however, has been a great challenge mainly because most teachers have not had any in service teacher training since they graduated from their initial teacher training program and have become “deskilled” by the challenging environments in which they have to work.

As Richards (2006) rightly puts it, the conditions under which the methods were used were equally not favourable (This is discussed in details under ‘Instructional Strategies’). Chipili (2010) agrees with Richards (2006) in his assertion that the implementation of these language teaching methods remains a challenge for teachers mainly due to inadequate pedagogical knowledge.



It was further established that the interviews that were done had similar findings concerning the use of Text-Based Instruction (TBI). Most teachers at school Y, for instance, preferred integrating the skills in each lesson as recommended by CDC (2013). Though their argument was valid, the way they integrated the listening and speaking skills in their lessons seemed not to be appropriately done. This is because they were not actually teaching the skills, but merely concluded that each time learners were given time to speak when learning English, the lesson involved the teaching of the speaking and listening skills.

Teacher C, for instance, agreed that:

*When teaching these skills, we automatically involve other skills like reading and writing. For example, in the lesson I was teaching, the pupils were not just listening and speaking. They were also writing what they were discussing. And when they were presenting, they had to read what they had written before explaining. So the Integrated approach is used in all lessons.*

As earlier noted, the Text-Based Instruction (TBI) also seems not to be fully understood by these teachers. It was clear that some teachers like Teacher C had little knowledge of what is involved when using this method. According to CDC (2013), TBI requires that learners first read or listen to a text before engaging in interactive tasks such as role play or group discussions. As the term suggests, thus, the method involves the use of texts such as a short story. The use of short stories is what was proposed by Chipili (2012) in his study on: *The use of Short Stories for Teaching CLT in Senior Secondary Grades*. In his study, he argues that there is need for teachers to develop the initiative of designing teaching materials such as short stories to use in teaching ESL in a communicative way. (This is discussed in detail under ‘Learning and Teaching Materials’)

Teacher D, as well, reiterates the views of teacher C when she states that:

*Teaching of oral skills does not mean that I should be preparing it as a lesson on its own. We teach the skills each time we are teaching English as there is always a part when the teacher asks pupils to answer questions after explaining, and this is usually done orally. We cannot teach these skills without including reading or writing, or both.*

The researcher, however, disagrees with Teacher D’s position. This is because it is not true that OCSs are covered in every lesson in English language. Involving learners in listening and speaking activities does not necessarily mean one is teaching the skills. The skills must be taught to the learners, and learners must be given an opportunity to practice them. Syomwene (2013) therefore suggests that, teacher professional development needs to be mandatory, ongoing, and part of the normal working requirements for teachers. Professional development for teachers in

relation to the content of the language for teaching and learning, with particular focus on the development of academic and literate language style, should be prioritized. This is because teachers can improve their pedagogical knowledge if accorded more opportunities to hold Continuous Professional Development (CPD) meetings and workshops where they can receive further training, particularly, on how to utilize modern methodologies in language teaching, in general, and in the teaching of OCSs, in particular. In fact, the idea that Teacher D forwarded when she stated that, ‘*oral language should not be prepared as a lesson on its own*’ is also not right because, in as much as integrating all language skills is recommended when teaching the spoken language, lessons must be prepared in such a way that they are meant to teach OCSs.

However, it was further observed that the languages Head of Department (HOD) at School Y, though bringing in a new issue, shared similar views with Teacher D when she argued that:

*The listening and speaking skills are not given special attention in our school because they are not examinable. We concentrate on teaching what is examinable like structure, comprehension and composition. This is because it is impossible to teach English Language without integrating all the skills. There is no lesson where the teacher can teach only one skill.*

Agreeing with the HOD and to an extent, the researcher’s assumption is that, it is obvious that English language involves the integration of the language skills. This idea and practice needs to be encouraged because doing so means that learners can benefit from all the four macro skills; reading, writing, speaking and listening during one lesson. Salem (2016) is in agreement when he says that some outcomes in OCSs instruction may be integrated in other components of the English Syllabus such as; structure, comprehension and composition. In fact, oral language is identified as being “the single most important element in realising the integrated language learning experience” (p.26). Further, Lee (2009) shares a related view when he contends that, Text-Based Instruction(TBI) promotes a mixed approach which integrates reading, writing and oral communication.

The issue of listening and speaking skills not being examinable was of great concern to all the teachers. The general feeling was that there was need for learners to be subjected to oral and aural examinations as was the case previously at Grade 9. Teacher E for instance had this to say:

*The aim of teaching is not just for the purpose of preparing learners for examinations, but to instill in learners the necessary knowledge and skills that can prepare them for the world of work. Some teachers, though, may be reluctant to teach the skills because they are not examinable. This may consequently affect learners’ attitude towards the spoken*

*language, thus, making them concentrate on the other language skills that are examinable.*

The researcher partly shares similar views with Teacher E in that the fact that OCSs are not examinable makes them appear unnecessary to both the teacher and learners. In order for these skills to be appreciated by learners, they need to be assessed. Assessment has a positive effect on learners' performance. This is because it challenges them to put in their best. McGregor (1971) writes that pupils in African Schools enter secondary school unfamiliar with informal English conversation because teachers are of the narrow view that there is no time for English conversation in the syllabus because it is not examinable. Examining the skills, though, may not be very practical at the moment because of the large number of learners that are currently enrolled in the schools such as the ones under study. Further, the researcher is of the idea that the integrated-skill approach is a language teaching method which must be recommended for teaching language skills such as the spoken language because it also promotes the use of language in real life situations and encourages learners to interact naturally. This method to language learning is not just meant for learning English for interests' sake or for the purpose of exams, but to foster real interaction and sharing of ideas among learners through the use of the English language. It can also be acknowledged that the method accords teachers an opportunity to assess learners' progress at the same time in all four language skills. In addition, it enhances learners' general performance in other content subjects. Most importantly, the integrated approach can highly be motivating to learners of all ages and backgrounds, if well utilized. This is because confidence and competence are believed to reinforce English speaking skills. These two skills in speaking, hence, could be developed from appropriate syllabus design, methods of teaching, and adequate tasks and materials for teaching of OCSs.

It was further pointed out by the Senior Language Curriculum Specialist (SLCS) that she highly recommends the use of the TBI approach for teaching oral language. This she clearly stated in the following:

*The teaching of the speaking and listening skills in senior secondary schools can be improved by recognizing the fact that there is already a guide necessitated by research on how to teach English language skills including oral language. Involving all the five (5) components of language learning is necessary as this helps learners to speak correctly, fluently, and effectively.*

This emphasis on the need to integrate all the five components in teaching Oracy helps to re-emphasise the idea that doing so is cost effective as all the four language macro skills can be

taught at the same time. Though not explicitly stated, however, the SLCS, further, embraces both methods suggested by CDC (2013): CLT and TBI and considers them appropriate for teaching OCSs and all English Language skills, in general. The two methods, TB and TBI, employed by the teachers under study to teach OCSs, therefore, may be considered appropriate because they enhance both learners' communicative and linguistic skills. It is just the way these methods are used that leaves much to be desired. It can however be argued that, though each and every teacher is expected to be creative, the situation on the ground is completely different.

The Standards Officer (SO), hence, remarked that:

*CDC has suggested some methodologies which Language teachers should use to teach English Language. It is up to the teachers themselves to use the method that best suits the needs of their learners.*

The SLCS adds that:

*Curriculum Development Centre wouldn't want teachers to be tied to specific teaching methodologies, and this explains why the syllabus merely guides the text book developers to give guidelines. It is in these teaching materials that specific ways on how to deliver the content to learners is given, though not in details.*

It is clear from these statements that the two officers were simply re-emphasizing what is reflecting in the Senior Secondary School English Syllabus (SSSES) on the need for teachers to select methods of their choice to teach English Language skills. Although it has been left to the discretion of teachers to use any method of their choice, however, it is not clear how suggesting the two general methodologies. This is of much concern as the two methodologies, though different in some aspects; share a number of principles in common.

The researcher further chooses to differ with the DESO in his assertion that:

*Teaching the listening and speaking skills at high school level is not supposed to be some problem as respective teachers and their supervisors are knowledgeable of the teaching methodologies they are supposed to use because they are taught these methods during their training...guidelines are also given in the syllabus on how to go about teaching all the language skills including Oral Language.*

While it may be true that language teachers and all teachers, at large, have been taught the various methods they can engage in teaching, most of this is theory and may not be fully understood when it comes to actual application in the classroom. This was observed in the current study. Most teachers seemed not to understand how to teach using appropriate methods

despite receiving training in teaching methodology. Krugel and Fourie (2014) are in agreement when they contend that learners' lack of English literacy skills is due to teachers' lack of pedagogical knowledge concerning OCSs.

Though the English language teachers used the above stated methods to teach OCSs to Grade 10 learners, there was some amount of ignorance concerning the two general methodologies: Communicative Language Teaching and the Text-Based Integrated approach, suggested by CDC. This may be as a result of not receiving sufficient training in English Language teaching methodology or it may just be laxity on their part. Leaving it to the discretion of teachers to come up with their own methodologies, as a result, may not be ideal as most teachers express ignorance of these methodologies, let alone engage other language teaching methods such as the ones suggested in the literature reviewed.

### **5.3 Findings on Instructional Strategies Employed in the Teaching of OCSs**

The second objective intended to determine the instructional strategies employed in the teaching of listening and speaking skills. (In this dissertation, the term 'Instructional Strategies' is used to refer to initiatives a teacher's puts in place in order to facilitate effective instruction. Instructional Strategies thus may include: conducive classroom environment, choice of activities and lesson procedure, and selection of teaching materials). In order to establish what instructional strategies were used in the secondary schools under study, the researcher observed lessons in OCSs. Each teacher was observed in two different lessons as shown in the pictures in Figure 6:





**FIGURE 6:** *Instructional strategies employed in teaching OCSs: Presentations, Debate, Group Work, Individual Work*

### **5.3.1 Creating a Conducive Language Learning Environment**

The researcher observed that the teachers engaged various instructional strategies to teach OCSs. As can be seen in Figure 6, teachers observed endeavoured to create an enabling environment to facilitate the learning of oral language skills. This was seen in the way they facilitated for their learners' participation in the lessons by engaging interactive activities such as group work. Not only that, some teachers were observed to have been calling upon nearly each and every learner to take an active role in the given activities. Others would even call each learner by name and praise them for their responses. According to Rahman (2010), for successful communication to take place, learners do not only require the formal ability to speak well, but also a variety of 'formulaic expressions'. Successful communication, he adds, is context dependent and therefore embedded in its particular discourse community. Creating a conducive learning environment for learners to freely express themselves and actively participate in a variety of methods, activities and teaching resources is necessary if OCSs are to be effectively taught.

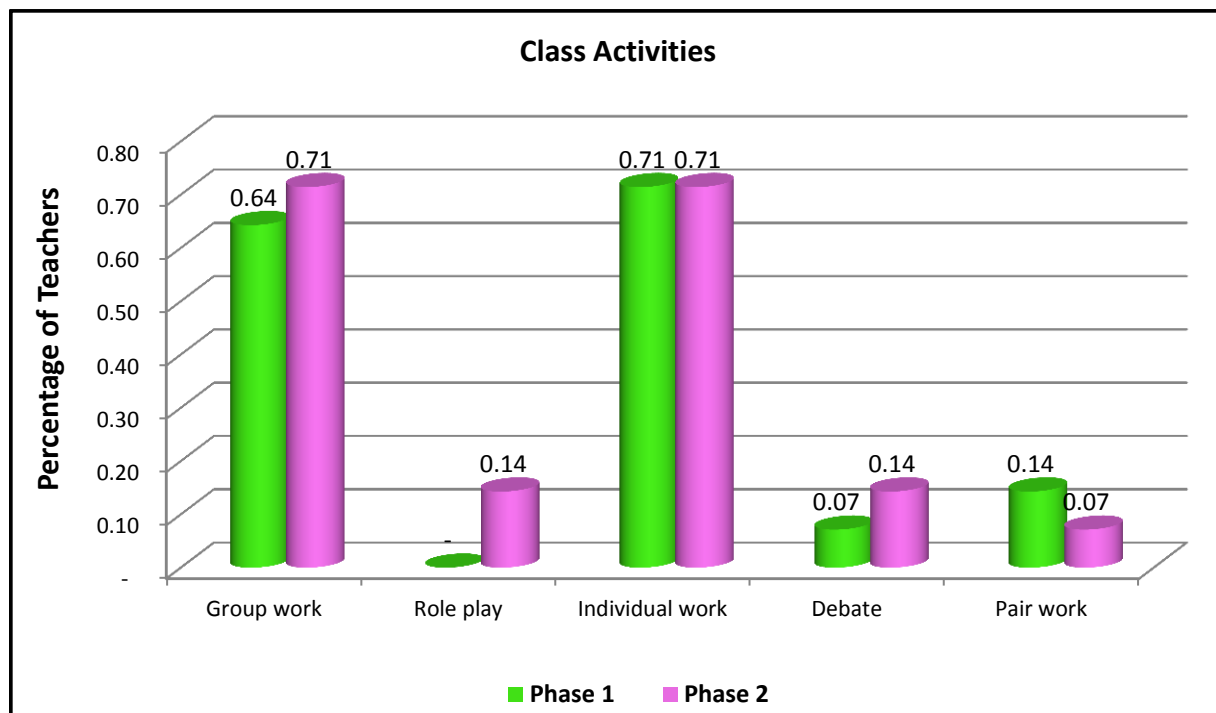
### **5.3.2 Giving Corrective Feedback to learners**

From the findings, some teachers, such as Teacher A, I and J never made an effort of giving corrective feedback to learners that responded inappropriately. It was noted that they left some pupils' errors in their use of English vocabulary structures unchecked. For instance, during Teacher A's first lesson, Pupil C kept pronouncing the word 'Literacy' wrongly and the teacher did not correct her by providing the correct pronunciation. This was detrimental, not only to this pupil, but to her friends also. This is because pupils who may not have known how to pronounce the word may take it as the correct pronunciation. Lenyai (2011) contends that the key to

achieving the goal for English literacy lies in teacher expertise. She adds that good teachers promote language learning by recognising that learners make errors as they learn, but that they ultimately correct the incorrect utterances once they are given the opportunity to do so. Mbanga (2015) concludes that, language teachers in Tanzania employ a restricted range of strategies in teaching English as Second Language (ESL) because of limited language ability or training.

### 5.3.3 Engaging Learners in various Interactional Activities

Further, it was observed that most teachers engaged learners in interactive activities such as group work, pair work and debate. Only one teacher used class discussions throughout during one of her lessons. The specific details of the findings on the activities employed during this study are as follows; all the ten (10) teachers used group work followed by presentations. Two (2) of these teachers, further, utilized role-plays, two (3) used debate and (1) engaged pair work during the first phase. All the teachers, however, engaged individual learners in class discussions. Similar observations were made in the second phase with only a few or more teachers using some of these activities. On average each teacher used two activities during each phase though not exclusively. Some used other methods as well. These are presented in Figure 7.





**FIGURE 7:** *Activities teachers in the two selected Secondary Schools used to teach OCSs. Phase 1 shows the first cycle of lessons observed, while Phase 2 refers to the lessons observed during the second cycle of the lessons observed.*

From the information given in Figure 7, it is obvious that teachers are aware of activities that facilitate learners' active participation in the given tasks. Activities like group work were given priority because they are learner-centered, thereby, helping to ensure that learners interacted freely with, not only their teacher, but with each other and the learning tasks, as well. According to Syomwene (2013), the appropriate instructional strategies for teaching OCSs should be those that foster interaction. She argues that English Language is a skill subject in which the learner can only be successful if he or she actively participates in the teaching/learning process. This is further supported by this study's theoretical framework which is based on Vygotsky's (1978) theory of social interaction. Chipili (2010) adds that teachers should endeavour to create an atmosphere where learners should feel safe to learn, explore and express themselves. As a result, it becomes necessary that the teacher keeps in mind the fact that cultural background may have a significant influence on how learners react. This aspect of teaching was noted in some of the lessons observed. In some classrooms, however, it was difficult to use interactive activities as the classes were too large. Such an environment posed a great challenge for teachers to teach the skills effectively.

The researcher, on the other hand, noted with concern the use of plenary discussion throughout one of the lessons presented by teacher D at School Y. It appeared the concerned teacher was not prepared to teach that lesson as she did not even have a lesson plan. In the second phase of the observations, however, she appeared readier as she presented a lesson which was more interactive for learners. Syomwene (2013:10) is of the view that:

The learning activities selected for oral communication lessons should reflect actual listening and speaking by the pupils. Such learning activities foster interaction between the learner and the learning tasks by allowing the pupils to engage in real communication. A variety should also be provided.

Teacher D therefore should have engaged learners in more interactive activities in which learners should have practiced the English language so as to improve their communicative competence in the language. The class discussion she used throughout the lesson denied learners the opportunity of working collaboratively.



It is the researchers' assumption, however that, although most language teachers may not be very conversant with some of methods used in teaching language skills such as listening and speaking, their knowledge of activities that promote learners' communicative competence was clearly seen.

These activities as presented in Figure 7 were used differently by the individual teachers as follows:

#### **5.3.3.1 Group Work/Presentations**

Of the teachers observed, Teacher A introduced his lesson by first asking learners to discuss in groups some given tasks. As the group discussions were going on, he was going around facilitating the discussions. Afterwards, he invited the respective groups to present to the class what they had discussed in answer to the questions that he had given them. Pupils according to their groups, therefore, sent representatives to present. When presenting, some pupils were reading out their answers to the class while others did it orally as the other group members looked on.

It was the researcher's observation that, though this lesson was generally well presented, the teacher did not make an effort of correcting the learners' errors even at the end of the lesson. Apart from that, he did not thoroughly attend to the learners as they discussed in their groups. Some learners, such as Pupil C, as a result, did not participate in the discussions. Not only that, in cases where the presenters simply read through, he did not encourage them to present orally. One of the girls, however, presented well. She would simply take a glance at her points and then explain orally. She also used some gestures as she presented. As she was presenting, therefore, other learners became very attentive. This is supported by Rahman (2010) when he contends that "gestures and body language" (7) are skills of oral communication; and he defines communication as "symbolic because it involves not only words, but also symbols and gestures that accompany the spoken words ..." (3) As earlier pointed out, however, the teacher did not praise this pupil for the way she presented. Instead of focusing on pupils' communicative abilities, he showed more interest in the correctness of their responses to the given tasks. In the conclusion of his lesson, however, he generally encouraged the class to express confidence when presenting.

Another teacher that used group work was Teacher C. She gave pupils tasks to discuss in groups and, as the learners were discussing, the teacher went around to ensure the group discussions were going on. Following this, representatives from the three groups gave reports on what they had discussed. After they had presented, the teacher gave a summary of presentations adding points learners had left out. She then awarded the best performing group with the highest marks and asked the rest of the class to clap for them.

The researchers' immediate concern regarding this lesson was the size of the groups. All the groups had more than 20 pupils which made it difficult for each learner to participate in the discussions, let alone, get the contributions others were making. These large groups, further, made it difficult for the teacher to manage the discussions and the whole class, at large. To a larger extent, the lesson was a flop mainly because the core purpose of the lesson was for learners to engage in interactive activities so as to help improve their spoken English Language.

Teacher H, as well, used group work and the tasks given to learners involved determining whether a given statement expressed sympathy or not. Just as the other teachers had done, she facilitated the discussions by checking on what each group was doing and assisting where necessary. The teacher then proceeded to asking the groups to present their answers to the class. This was followed by further discussions by the whole class to establish whether the respective group presenting was right or wrong. The most interesting thing about this was that learners were engaged in authentic activities. The situations, the teacher referred to, helped the pupils use the English language in a way they would use it in real life. For instance, she asked pupils whether the following statements expressed sympathy or not:

- *Don't worry, everything will be okay*
- *I wish I could help*
- *You should have first thought about it*
- *Sorry about that, you will do better next time*
- *Please don't give up. Keep trying.*
- *It happens. I also lost my mother*

Discussing these situations helped learners to use the English language to forward their points. Consequently, this encouraged the shy pupils to take part in the discussions as well. According to

Seferaj (2015:52), authentic language “prepares learners to participate in “real-world” language events by developing strategies for dealing with its complexity.”

Group work was further used by Teacher I. After discussing with the class, the different titles used to address people of different statuses, the teacher asked pupils to discuss titles used to address church leaders in groups. As pupils were discussing, he went around checking on what they were doing so as to ensure they were doing what was required. He then called for representatives from the groups to present their answers to the rest of the class. After all the groups had presented, the teacher awarded the groups that had performed better than the others and encouraged those that had not performed well to be more attentive so as to perform better the next time. Such a gesture was important as pupils are motivated to put in their best when given another opportunity. This is the reason why teachers should have the necessary skill to deliver English language skills such as listening and speaking effectively. Archer *et al* (2012:223) contend that:

Skill in oral language is crucial to participating in instructional interactions that lead to effective learning of vocabulary and comprehension skills (background knowledge, understanding of argument structure, support for aspects of a situation model and/or enhanced motivation...)

Teachers E and J, as well, utilized group work followed by presentations in their lessons. What was notable in these lessons were the large classes. This made it difficult for the teachers to manage the group discussions. Teacher E, for instance, found it difficult getting all the groups to present after the discussions because of this. She also faced a challenge facilitating the discussions, and because of this, some pupils were using the local language instead of English to express themselves. While this may be necessary at times, it should not be overused as it is retrogressive and defeats the purpose of learning to speak English. It is no wonder Gudu (2015) attributes it to learners’ low proficiency in the target language. She remarked saying, secondary school going children in Kenya have a tendency of code switching to use Kiswahili or Sheng when engaging in some group discussions and this hampered learning of the target language (English).

As was observed during the first phase, a similar trend was observed during the second phase. Only Teacher F and G used different activities by engaging pair work and debate, respectively, after group discussions. The rest of the teachers, on the other hand, used group work followed by presentations during the second phase. It was also observed that a similar procedure was

followed, with some, like Teachers E and G complementing their teaching with teaching/learning aids.

### **5.3.3.2 Debate**

Teacher B and Teacher E used ‘Debate’ in the first phase. Teacher D used it in the second Phase. Teacher B, for instance, started her lesson by first asking pupils to discuss a debate motion in groups. This was followed by representatives from each group presenting their answers to the rest of the class. The debate session was punctuated by comments from members of the respective groups, and interjections to query certain points from the opponents. At the close of the debate, best speakers were selected by the class and the best group was, consequently, rewarded.

What was remarkable about this lesson was the way the teacher conducted the lesson. Though the teacher did not follow, strictly, all the rules of debate, her effort to ensure that each and every learner participated in the lesson was something to reckon with. The fact that the class was given an opportunity to engage in an argumentative kind of conversation encouraged nearly every learner to say something. Apart from that, the way she complimented each child in their efforts to express themselves in English was very impressive. According to Archer *et al* (2012:16):

The pragmatic use of language, its communicative function, is seen as the driving force of language learning for the child, and the motivation for the child’s acquisition of the structural components of vocabulary and grammar ... the adult’s role is seen as rooted in the desire to facilitate the child’s communicative intent and to develop the child’s communicative competence.

Motivation is a very important factor when it comes to the teaching of the spoken language. For learners to develop their communicative competence, teachers should be in the habit of encouraging them to speak and not otherwise.

### **5.3.3.3 Role Play**

Two teachers, Teacher F and Teacher G employed ‘Role-play’. Teacher F started her lesson by first asking a pupil to read a passage on HIV/AIDS after which she gave learners some tasks in groups. As pupils were discussing, the teacher went around facilitating the discussions. Following the group discussions, pupils were asked to role-play their tasks to the rest of class. After all the groups had presented, pupils asked questions on what they did not understand

concerning HIV/AIDS. They also asked for further clarifications on HIV/AIDS related issues that had been raised during the presentations.

This lesson, according to the researcher, was presented using the Text-based Integrated approach. The reading of a text before giving pupils some speaking activities is typical of this. Discussing the given tasks collaboratively in groups and role playing amongst themselves motivated learners to use the English spoken language with confidence. This was mostly because every learner took an active role in the given activities and had a chance of expressing themselves in the target language with ease. Of course, some learners such as Pupil R experienced challenges in pronunciation and grammar. On the overall, most of them spoke with so much confidence during this lesson. It seemed the teacher had adequately prepared herself for the lesson and was knowledgeable of what was required to make her lesson more communicative. Such knowledge coupled with learners' linguistic knowledge made the lesson a success. This is as recorded by Mozorova (2010) in the following sentiments: "Linguistic skills such as familiarity with grammatical structures, vocabulary, and phonetics should be emphasized by the teachers in the classroom..." (3). This is because, once learners have these skills, they will competently be able to speak the second language fluently and with confidence.

Teacher G, on the other hand, first read a short story for pupils after which she gave them questions based on the story read to discuss in groups. Similarly, as the learners were discussing, she went around to ensure pupils were doing the right thing. Afterwards, the teacher asked the pupils to role play what they had discussed in groups. Unlike Teacher F that asked a pupil to read a given text, Teacher G did the reading. The researcher is of the opinion that, a pupil should have been asked to read instead of the teacher reading. This is one way of ensuring that learners are involved in the lesson, making it more pupil-centered. In the literature reviewed, Adekola (2004:12) in his study observed that "children would be actively involved in an individual learning task for about eight minutes -the rest of the time is either unproductive time or teacher monologue of the "chalk and talk" variety..." Gudu (2015) additionally notes that, the success of the instructional strategies depends on teachers' skill, for instance, of integrating a strategy with content.

#### **5.3.3.4 Class Discussion**

Teacher D, as earlier pointed out, used plenary discussions almost throughout her lesson during the first Phase. She seemed not to have been ready for the particular lesson as was observed in

the way she presented it. Though she claimed that the lesson was on ‘Listening and Speaking’, it didn’t appear so. Instead it was on ‘Structure’. This is proof enough that the teaching of oral language receives less attention as compared to the other language skills. There is laxity on the part of teachers to teach these skills, and this has, to a larger extent, contributed to most learners’ lack of communicative competence in the second language.

The findings also established that some teachers did very little to make the lessons interesting for learners. Teacher C for instance argued that she was mostly concentrating on other components of the syllabus that were examinable. They cited learners as not having interest in learning the skills as well. Teachers however need to employ interactive activities in order to maintain this interest. Teacher H, for instance, said that:

*Activities such as conversations, group work, pair work and role play are some of them. Such activities assist teachers enhance learners’ active participation in class and consequently develop high retention levels. Another way would be engaging learners in co-curricular activities such as inter-class debate. Such initiatives can help to enhance the teaching of the skills.*

The researcher is in agreement with Teacher H in the observation that, interactive activities such as group work, pair work and role play facilitate effective teaching and learning of the target language. It was good to see that nearly all the respondents used such activities in their lessons. This is in line with Gudu’s (2015) study in which classroom activities such as discussions, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, story-telling and role play were used during lessons, though with different frequencies. According to him, these activities proved effective in teaching the spoken language. Chipili (2010), on the other hand, claims that language games, role-plays, social-interaction activities and simulations, as well as the conventional guided conversations and formal debates are appropriate for assessing learners’ listening and speaking skills in secondary schools. He adds that, if properly utilized, these activities can improve learners’ OCSs thereby enhancing their confidence to engage in dialogue or any other kind of discourse currently or in future.

The HOD for Languages at School X advised that:

*There is need to be effectively scheming in such a way that appropriate activities are incorporated so as to ensure that the teaching of oral language skills achieves the intended objectives. There is need to balance all the five language skills laid down in the syllabus, and that, despite oral language skills not being directly examinable, the skills help learners to do well in other language skills.*

The languages HOD at School Y, additionally, acknowledged that:

*There is need to engage a variety of activities when teaching speaking and listening in order to help learners become competent speakers of the English target language. Activities such as engaging learners in quizzes, listening to radio programs and news must be used. Learners should then report back.*

Some activities such as listening to the radio or television, however, were not observed in any of the lessons. It is necessary that, once in a while, the teacher exposes children to such activities so as to help improve their spoken English Language. Such activities can, further, enhance learners' use of stress, intonation and pronunciation in their speech. This is supported by Gowon (2009) in his claim that the TV and radio give variety of information well beyond what children might be expected to get from their families and their school.

The Languages HOD at School Y also added that:

*Inviting good orators to motivate learners and emphasizing the use of British English must also be encouraged.*

The HOD's assertion that there is need for learners to listen to native-like spoken English is a necessary intervention, especially in secondary schools where learners' cognitive skills are well developed. This is supported by HeydariAsl *et.al* (2015) who acknowledges that it is very important that a teacher develops learners' confidence by exposing them to various activities such as role play, interviews, games and pair work so as to improve their fluency in the target language. McCandlish (2012), additionally, suggests strategies such as: 'Conversations & Wait Time' 'Think-Pair-Share' 'Think Alouds' and 'Define-Do-Revise'. As the terms suggest, they entail engaging learners in conversations; giving them time to think, allowing them to work in pairs and share as they converse; giving them opportunities to think aloud; and facilitating their vocabulary development and usage. It is the teacher's duty, therefore, to ensure that learners use and practice the language. This is in line with the conceptual framework of this study in which it is stated that, the teacher first needs to model the language which learners must practice as doing so helps to ensure that meaning is conveyed, thoughts and ideas exchanged, and problems solved (McCladish, 2012).

These strategies, though utilized by some teachers in this study, were not effectively applied by others. It is clear, thus, that some teachers lack knowledge in the kind of instructional strategies to use when teaching OCSs. As earlier stated, this may be as a result of lack of proper training or it may just be laxity on the part of the teacher.

### 5.3.4 Challenges Faced in Teaching the Spoken Language

Although teachers were able to employ appropriate strategies so as to teach the spoken language effectively, some of them bemoaned the number of periods allocated to English language of which listening and speaking skills are a component.

The issue of having large classes was also pointed out as a limiting factor. The following was put across by Teacher F:

*Time allocated for teaching English language skills especially Oral Communication Skills is not sufficient to teach learners all that they require in order to become competent speakers of the English Language. No wonder I decided to seriously engage learners in debate so as to accord them more time to practice the language.*

The views of this teacher were shared by the other teacher respondents as well. It is clear from such sentiments that curriculum developers must consider increasing the time allocated to the teaching of English language from the current six periods to eight periods as was the case previously. Since the teaching of oral language skills involves practical activities such as debate, role play and group work, it becomes necessary that more time be allocated if lesson delivery is to be effective. Syomwene (2013) adds that, it is necessary to increase the time allocation for English in schools so that children's facility with that style of language is improved.

In response to the question on whether the scheme of work at his school fully accommodates the teaching of the listening and speaking skills, Teacher E, on the other hand, said that:

*The Scheme of Work which each and every teacher in this school has a copy of thoroughly provides for the teaching of OCSs. It is however, difficult to determine the number of times these skills are scheduled for in the schemes of work since they are taught in integration with other language skills*

Teacher A, however, was not contented with the time allocated to the teaching of English oral Language skills and, therefore, registered disappointment at the little attention oral language receives as compared to other language skills such as structure and reading. He had this to say:

*The teaching of the oral language skills needs to be seriously and constantly monitored. Respective supervisors, however, seem to be comfortable with the situation and pay more attention to skills that require learners to write something. It seems what is written makes more sense for most people.*



The rest of the teachers who are at the same school with Teacher A were also of similar views. However, they could not specify how often the listening and speaking skills were taught as they were integrated with other language skills.

Some of these teachers, therefore, argued that OCSs were difficult to teach especially because of the large classes. '*Effective delivery of these skills*', one of them suggested '*is only possible in schools where pupils are few in classes.*' Teacher J, for instance, gave an example of private schools as having pupils that are competent speakers of the English language. Such sentiments were also pointed out by the teachers interviewed by Törnqvist (2008) in her study on *The Attitudes of some English Teachers and 9th Grade Pupils in Sweden Towards Oral Communication in the English Classroom* says that all the teachers pointed out that the assessment of the pupils' ability to express themselves orally is particularly hard in the assessment of the shy ones. One of the teachers that she observed said that:

It's harder to assess oral communication since it is not as concrete as, for instance, a listening comprehension or a written test that the pupils have studied for (p. 21).

Teacher G, however, advised saying:

*Teachers should be encouraging their learners to use English as much as possible when talking to each other and to do a lot of reading in order to increase their working vocabulary. This is not only necessary for the development of oral language skills, but for the improvement of all other language skills. The listening and speaking skills are a component that cannot be done away with in the teaching of language because they are the basis for the development of the other language skills.*

The researcher agrees with teacher G on her assertion that the spoken language builds the foundation for other language skills and learners must be encouraged to practice speaking English even outside class hours. According to Murphy (2016:67), "students need considerable practice with tightly controlled opportunities to express themselves fluently and spontaneously via longer stretches of self-generated discourse." For learners in higher grades, it becomes necessary, as well, to expose them to public speech as much as possible in order to help improve their fluency in the English spoken language. This is because, public speech not only builds learners confidence, but also improves their linguistic skills.

In addition to observing teachers' use of instructional strategies, the researcher also observed learners' competence in using grammatically correct sentences, stress, tone, pitch and gestures in speech during the classroom activities. These were taken note of by focusing on four (4)

randomly selected pupils during each lesson. The findings during these observations indicated that, though some of the learners were competent speakers, others had difficulties expressing themselves consistently in the target language (English). Consequently, some resorted to code switching to “Chinyanja” (the familiar language spoken in Lusaka urban) to express their views. For example, as pupils were role playing during one of the lessons observed, there were expressions like:

Pupil A: “But *boyi* I have got *ma sores*...”

Pupil B: “He has die *dayi*...?”

Pupil A: “*Ba guy aba, ba guy*...”

Pupil C: “*Ukaonamuzakoalina HIV, ungamukane? Ba guy, mwaonaka.*”

Pupil A: “*Ba boyi, kunyumbasibazanileka, ka!*”

Pupil B: “*kusanvelakwako, iwe.*”

Pupil C: “...*Uwonekache good, good. Ka dollar kakwelanaimwemwakwela,*”

Pupil A: “*When you are like aaah... ningakambewaji?*”

In this study, it was observed that code switching affected learners’ communicative competence in the second language. Occasionally, however, it is necessary to allow learners to be switching to their mother tongue as doing so helps them to confidently express themselves and to improve their English spoken language after being corrected. Allowing learners to use their mother tongue almost throughout a conversation, as was the case in the cited role play conversation above defeats the purpose of learning a second language such as English, in this case. If left unchecked, learners may never attain the required communicative competence at their level in a second language. Learners’ inadequacies in the target language, therefore, can be attributed to teachers’ lack of pedagogical knowledge. This is as cited by Efrizal (2012:127) when he writes that, English Language teachers in Indonesia preferred to use Arabic or Indonesia language than English as a medium of communication. This was because the traditional methods used in teaching English Language skills in the classroom were boring. He claims that there is no innovation on the part of the teacher in teaching English as they lack the knowledge of the appropriate methods.

In addition, some learners experienced serious challenges expressing themselves in English. These can be seen in situations such as that of Pupil X in the following:

*You look sad. You have got a great problem in this community officiated of order. How could you carry this, to participating in this problem, so that we are solving it? ... and you are not there, how do ...aaah... how do and advise them or to ...aaah...or do you please to advise them so that other animals that are not there to advise them so that eeeh...so that tomorrow you have come with tools to dig the well. ...so that carry, hoe animals so that (laughter, Teacher: I'll beat you.) so please, do that and go and tell them, so that tomorrow you have come in the morning and dig the well... But, you are not see the other animals like hyena (instead of but, I could not see the other animals like hyena)*

The teacher's encouragements, however, motivated them, as Mozorova (2010:3) puts it when she says that: "although both teachers and students are responsible for the poor speaking ability of the latter, the teachers, who have the professional knowledge and skills, bear a greater responsibility." This means that, teachers need to have the necessary pedagogical knowledge and skills to use in the effective delivery of OCSs. This in turn will produce learners that are competent speakers of the second language.

There were other challenges faced by learners due to their poor communicative competence. For instance, some faced challenges of mother-tongue interference. As a result, they struggled in pronouncing some of the words as in the following expressions:

- *Education is the process of gaining knowredge through rearning and it also refers to the system of teaching people at school or university... While...riteracy is the abirity to lead and write or having tarent without going to school, for example hunters and fishermen.*
- *Saliva does not contain brood. (Instead of blood)*
- *Government plays a very big 'lole' instead of 'role'. (These girls were using 'r' in place of 'l' and vice versa.*
- *They can have a free education.*
- *We are representing question 3. (Instead of 'presenting')*
- *'Litrace' instead of 'Literacy'*
- *Because he or she can be able to read and write, however, this is necessary for someone who goes to school to understand, read or write.*

While it is necessary at times to correct learners' errors, teachers need to be knowledgeable on why and how this needs to be done. This is because, if not done correctly, some children's self-esteem may be challenged, consequently de-motivating them. This is what may eventually lead to their poor communicative competence in the second language. According to HeydariAsl *et.al*, (2015:22), "Certain errors are considered a natural part of learning language and constant

correction is unnecessary and even counter-productive”. Tornquist (2008) adds that, once demotivated learners express shyness and may not be willing to participate in the given tasks. Once this happens, teachers’ expectations for their learners are challenged and this may eventually lead to compromising their use of language in the classroom. If teachers are demotivated, classroom management may be a challenge especially during oral communication lessons. This can then result in limited use of the recommended instructional strategies for teaching English language skills such as listening and speaking.

Learners’ competence in understanding and speaking the English language, however, largely depends on their background. Learners who have a strong foundation of oral language skills perform better than those who were not taught the skills in early grades. This coupled with inadequate teaching time poses great difficulties for teachers in helping those who have challenges. The spoken language gets learners’ attention and is easier to teach than other language skills. The skills also enhance learners’ self-esteem and promote teachers’ creativity.

In conclusion, it can be argued that, one of the objectives of teaching oral language skills is to produce learners that can communicate effectively. This does not just mean communicating using graphic symbols but it also involves being able to communicate in speech. Doing so requires one to have acquired some oral language skills that can enable him/her to listen and speak effectively. Therefore, teachers need to be more enlightened on the importance of teaching the skills because it is in the teaching of oral language that the objectives of teaching language will be met. Oral Language skills are important skills because a teacher is assured of immediate feedback. Most importantly, they build the foundation for other language skills.

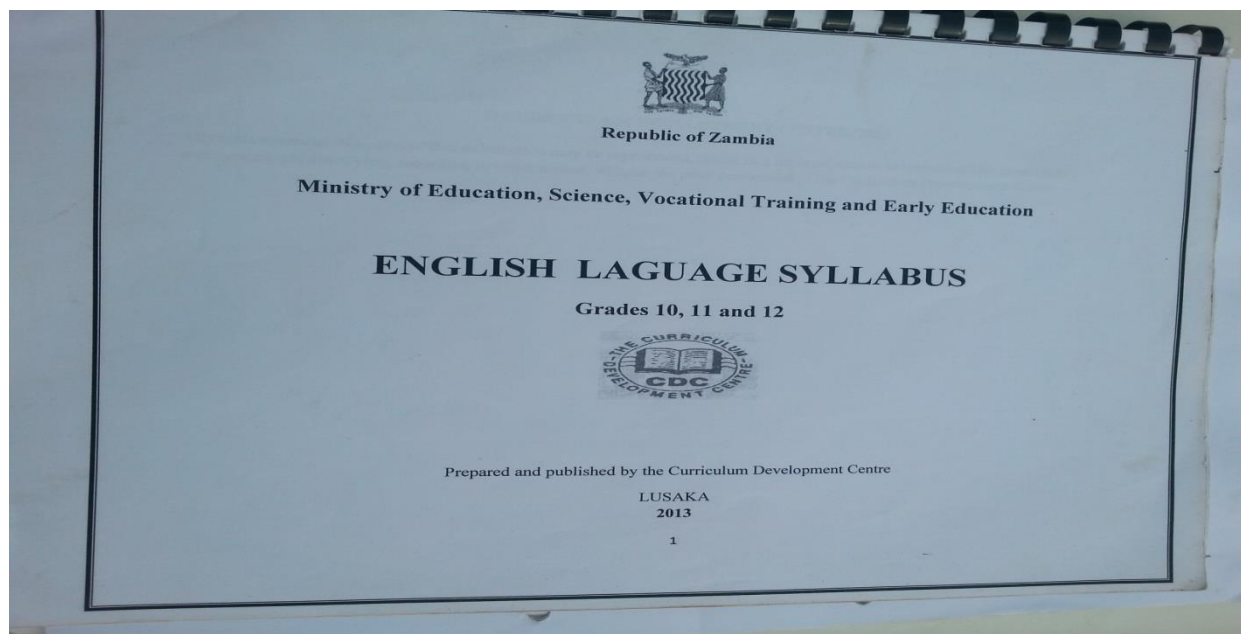
#### **5.4 Findings on Teaching/Learning Materials used in the Teaching of OCSs**

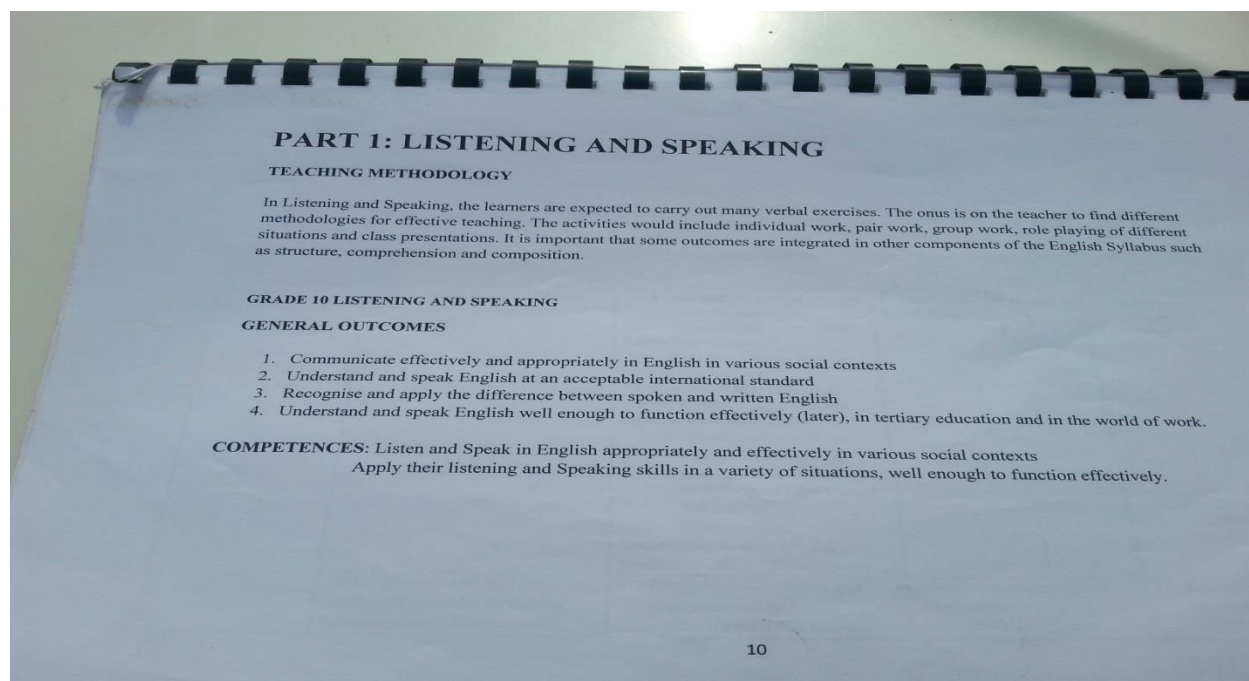
Research question number four sought to determine the kind of teaching/ learning materials used and their appropriateness. Lesson observations, interviews and analysis of the documents reveal similar findings. The teaching and learning materials observed to have been used in teaching OCSs by the teachers under study were the same ones the respective teachers confessed to have used when the researcher interviewed them. These materials, however, varied. Not only this, these materials were utilized in unique ways by the individual teachers. The materials that were analysed include; the syllabus, the text books, the schemes of work and the lesson plans. Others were the learning and teaching aids. Findings from an analysis of the documents indicated that

the teaching/learning materials the selected teachers were observed to have used were similar to what they confessed to have used when they were interviewed. The first reference material used was the syllabus.

#### **5.4.1 The Syllabus**

The syllabus that the schools under study were using is the Revised English Language Syllabus first produced by CDC in 2012. This syllabus, as the name suggests, is simply a revision of the old syllabus. In other words, there have been a few changes and additions in this new syllabus which was still undergoing some revisions at the time this study was undertaken. The one in use currently was published in 2013. This syllabus which is an extension of the Junior Secondary School Syllabus comprises four parts: Listening and speaking, Structure, Reading and Summary, and Writing. Like the Junior Secondary School Syllabus, it is presented in form of outcomes and stated in result terms. Specific outcomes are followed by the content in form of knowledge, skills and values which learners must master in order to achieve the desired outcomes (CDC, 2013). It suggests two general methodologies with which English language skills and listening and speaking skills, in particular, must be taught. These are the Communicative Approach and the Text-based, Integrated Approach. Specific methodologies teachers should use to deliver these skills, however, are not stated. Figure 8 shows pictures of this syllabus:





**Figure 8:** *Schemes of Work used in the Two Schools under Study*

As can be seen in Figure 8, the syllabus clearly outlines the need to teach the speaking and listening skills. This is clarified further by stating the competences to address and expected outcomes of these lessons.

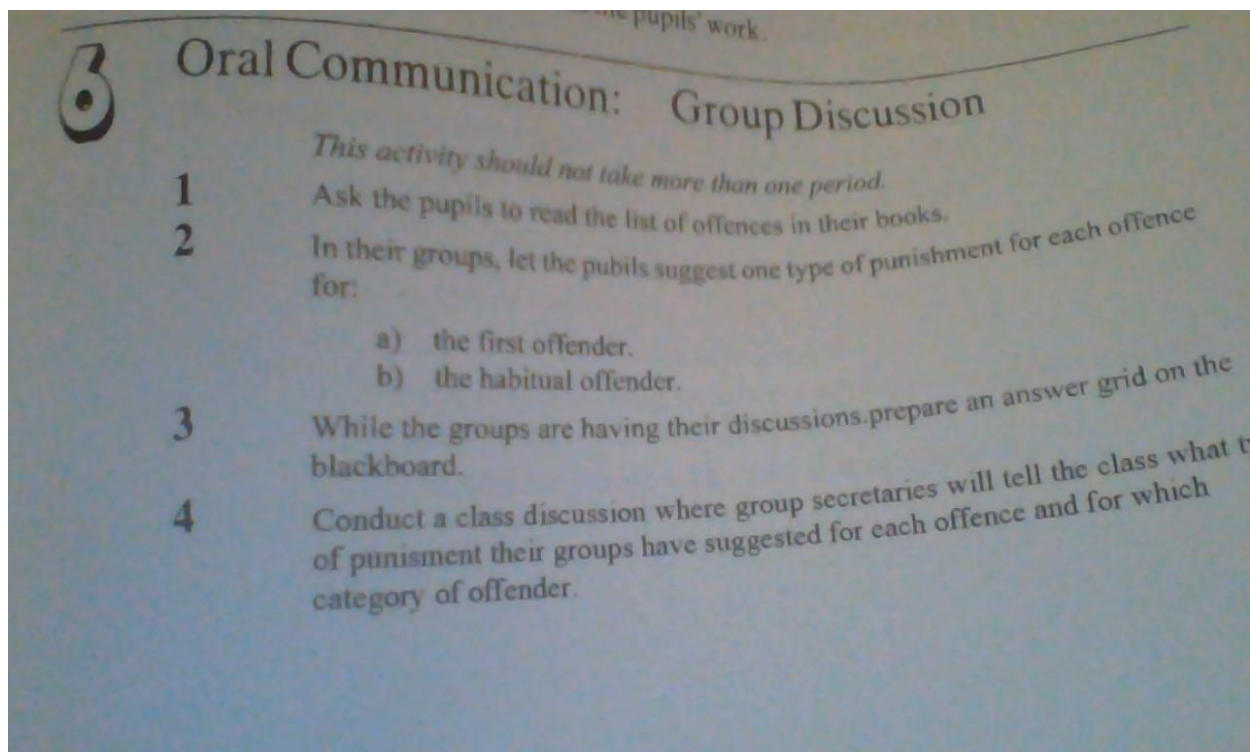
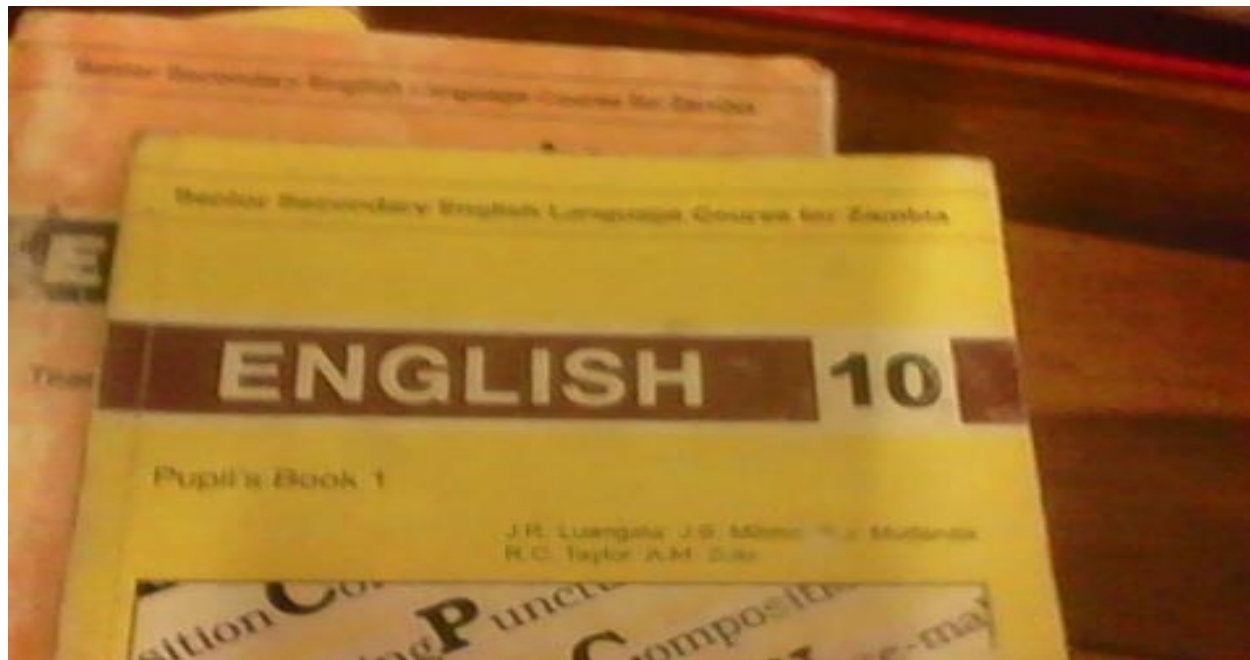
## **5.4.2 Text Books**

Various text books were used to teach the spoken language teachers in the two schools under study. These include; Zambia Basic Education Course (ZBEC), Progress in English and MK. The mentioned text books, however, were not used exclusively by the teachers but other text books and reference materials were used also.

### **5.4.2.1 Zambia Basic Education Course (ZBEC)**

One of the schools (School Y) under study used the old ZBEC text books to teach OCSs to Grade 10s. Though quite detailed and well laid out, some oral communication lessons in the ZBEC books were not authentic. Some of the texts referred to were not related to learners' real-life situations. There were several aspects of western culture used in these text books that learners were not familiar with. The text books are, however, detailed enough and give illustrations that learners can easily relate to the content/text. Teachers however cannot use the Pupils Book without the Teachers Book especially when it comes to the teaching of the spoken

language. This is because most oral activities are mainly explained in detail in the Teachers Book. The *Pupils Books* usually merely have a statement reading: ‘...Your teacher will tell you what to do’. Only a few lessons give details on the teaching procedure in the *Pupils Books* as shown in figure 9a:



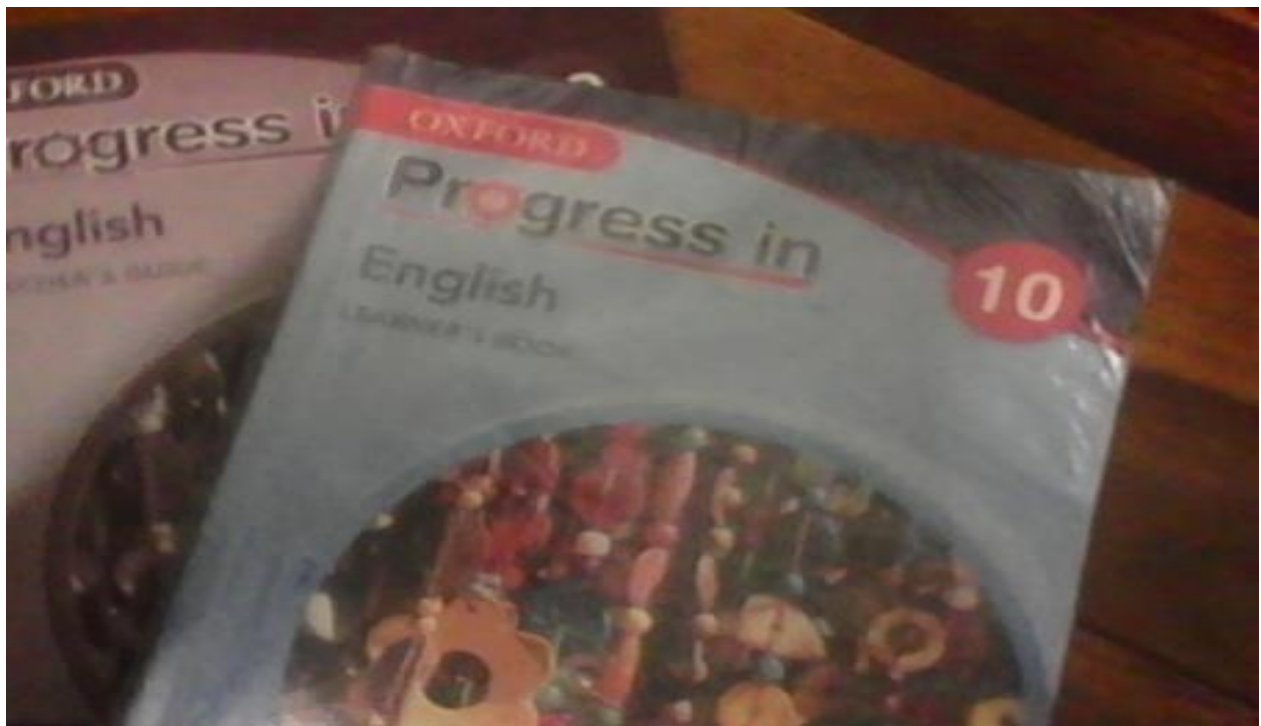
**FIGURE 9a:** ZBEC Text books used in both School X and Y to teach OCSs



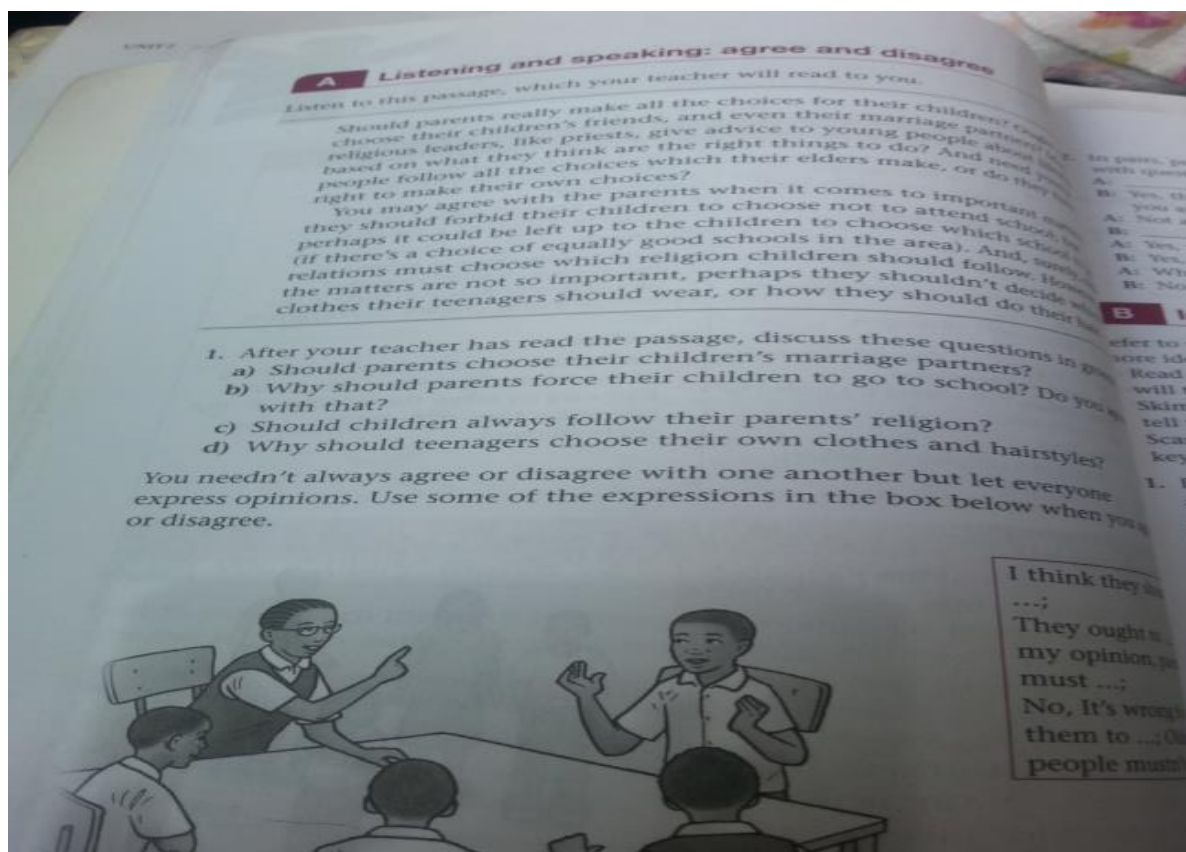
As can be seen in Figure 9a, the ZBEC text books, on the other hand, have an advantage of giving detailed rule explanations for every lesson. These details, as earlier noted, are mostly provided in the *Teachers Book*.

#### **5.4.2.2 Progress in English**

The newly published text books, approved for use alongside the revised syllabus, *Progress in English* were in use at School X though few in number. These new text books also outline detailed content for both the teachers and learners. They however lacked much detail as compared to the ZBEC text books. Some of the illustrations given were also not very clear. The outlined activities, however, are authentic as they are related to learners' real-life situations. This is further depicted in the following pictures in figure 9b:







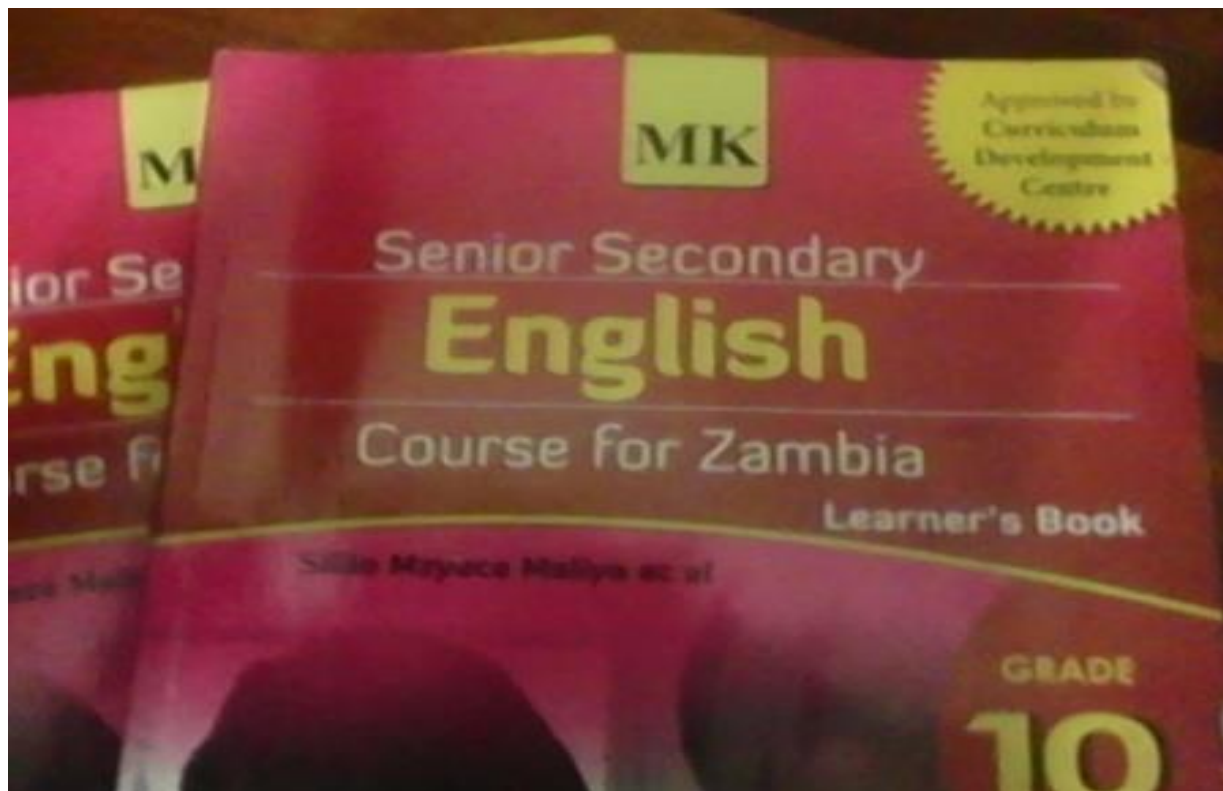
**FIGURE 9b:** *Progress in English Text books used at School X to teach OCSs*

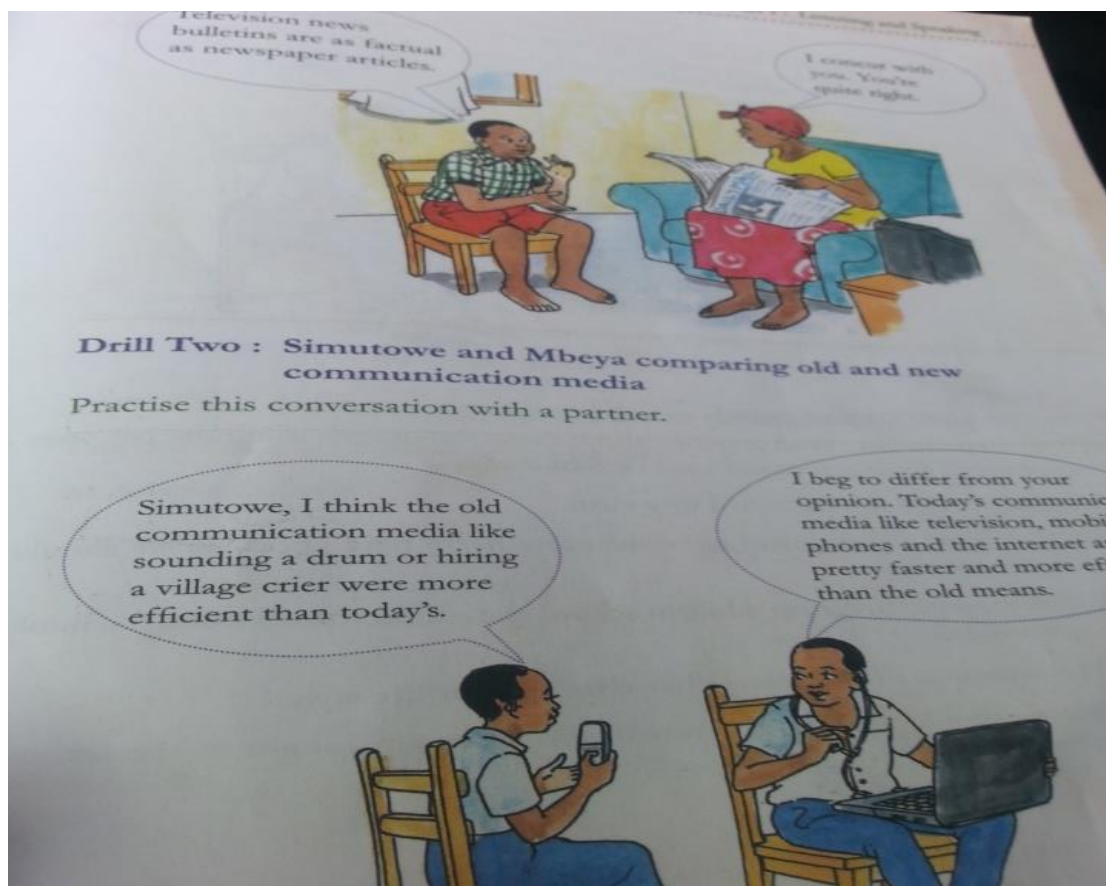
From the contents of the *Progress in English* text books in Figure 9b, it is evident that these books integrate the listening and speaking skills in the teaching of English Language. This makes these books useful, to an extent, in enhancing the teaching of these skills. However, as can be seen in the picture, these text books would have been more pupil-centered if learners had to read the text and not the teacher. Adekola (2004:12), for instance, records that “teachers need to be reminded of the critical importance of a social-constructivist approach to the pedagogy of oral language development and to be encouraged through professional development to emphasise an interactive rather than a transmission model of teaching.”

#### 5.4.2.3 MK

These are also newly published text books which have been approved for use with the revised syllabus. The ‘MK’ text books were, equally, only used by School X. They were also few in number and did not come along with a teachers’ guide. This made them limited in their delivery of OCSs. Of all the text books analysed, the material in the ‘MK’ text books also had a lot of errors and seemed not to have been at the level of the learners. There was very little detail given

especially when it comes to rule explanation. This may explain why they were the least used. Figure 9c shows pictures of these text books:





**FIGURE 9c:** MK Text books used School X to teach OCSs

As can be seen in figure 9c, these text books have very colourful illustrations that can easily capture learners' interest in a lesson. These illustrations depict authentic situations which qualify the books as culturally appropriate for the Zambian context. This is because the people in the pictures are blacks that may represent the Zambian people of which learners are as well. Such pictures help to bring learners to real life situations that have been proved successful in enhancing learners' communicative competence.

It was not every teacher, however, that was very comfortable teaching OCSs using these new textbooks. This is because the books were new to the teachers and they were not yet conversant on how to use them. Teacher H contended that:

*The new text books, especially MK are quite shallow and do not give much detail. There are also a lot of mistakes. I think they need to be revised.*

The comment of this teacher verifies the findings of the analysis of documents. It was also clear during the lessons observed that these text books did not adequately cover what is laid down in

the Syllabus. There is need, therefore, to have the new text books to undergo further scrutiny or to recommend other appropriate materials that will be suitable for students at this level.

### 5.4.3 Schemes of Work

The schemes of work were prepared differently by the two schools. School X had a separate period of 80minutes every two weeks specially dedicated to teaching OCSs. The situation was different at the other school. The teaching of OCSs received very little attention. In fact, there were no lessons allocated for teaching the skills in their schemes of work. Figure 10 shows pictures of the two Schemes of Work:

**KAMWALA SOUTH SECONDARY SCHOOL**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**ENGLISH GRADE TEN SCHEMES OF WORK TERM III 2015**

WEEK BEGINNING	TOPIC	WORK TO BE DONE	REFERENCE
1. 07/09/15	REVISION	OF PAST PAPER WORK	FOR TERM II
2. 14/09/15	_STRUCTURE  _COMPREHENSION  _STRUCTURE	THE 'ING' FORM: Discuss the correct use of the 'ing' form  HIV AND AIDS: Discuss and role play the dialogue  PREPOSITION: {catch up strategy} Discuss how prepositions relate nouns and pronouns to form sentences.	_Progress in Eng. Pbk 10 Pg. 20.  _Progress in Eng. Pbk 10 pg. 14-15  K. C. P. E Golden Tips Eng. Pg. 26-27
3. 21/09/15	_ORAL COMMUNICATION  _STRUCTURE	Sympathy in different situation such as a funeral failing an exam or to people living with HIV/AIDS.  Discuss Verbs followed by infinitive and 'ing' form.	_Progress in Eng. Pg. (157)  _Progress in Eng. pg. 33.



LUSAKA GIRLS SECONDARY SCHOOL  
DEPARTMENT OF LITERATURE AND LANGUAGES  
ENGLISH GRADE 10 SCHEMES OF WORK- TERM III, 2015

WEEK BEGINNING	TOPIC	WORK TO BE DONE	REFERENCE
1 07/09/15	REVISION	End of Term Test	Past papers
2 14/09/15	STRUCTURE	Unit 5- Creative Writing - Rewrites	Eng.10 PBK pp TR's BK pp. 46
	SUMMARY	Unit 5- Creative Writing	Eng.10 PBK pp Eng 11 TR's B
	COMPREHENSION	Unit 6 – Love	Eng.10 PBK p TR's BK pp. 5
3 21/09/15	STRUCTURE	Unit 6- Love	Eng.10 PBK p

**Figure 10:** *Schemes of Work for the two Schools under Study*

As noted earlier, the two schools prepared the schemes of work differently as can be seen in Figure 11. School X included some lessons on Oral Communication Skills while School Y did not. The respondents at School Y claimed that the spoken language was integrated in the other components that are appearing such as Structure, Summary and Comprehension.

#### **5.4.4 Lesson Plans**

Of all the language teachers that were observed, only four of them had prepared lesson plans to guide them in the teaching of the skills. A thorough examination of these lessons, however, indicated that what had been prepared had been in line with what was in the schemes of work, text books and syllabus. Though there were a few hiccups in one or two lesson plans, they were quite minor and it can be stated that the lesson plans were generally well prepared. A sample of these lesson plans is shown in Figure 11:

**KAMWALA SOUTH SECONDARY SCHOOL**  
**DEPARTMENT OF LITERATURE AND LANGUAGES**  
**LESSON PLAN**

**TEACHER:** Fr. Benjamin Chisulo

**DATE:** 20/10/15

**CLASS:** 10 I.

**TIME:** 15:15-16:25

**SUBJECT:** English

**DURATION:** 70 minutes

**TEACHING AIDS:** Chalk/Board

**LESSON:** 12

**TOPIC:** Oral Communication

**REFERENCES:** Own Source

**OBJECTIVES:** At the end of the lesson, PSBAT (1) address different dignitaries appropriately.

LESSON CONTENT	TEACHER ACTIVITY	PUPIL ACTIVITY	DURATION
<b>INTRODUCTION:</b> Greet the pupils and ask them to pay attention to the title they are using to address you.	Greeting the pupils in style with reference to the title they shall use when responding.	Responding to the teacher's greeting.	5 min
<b>RULE EXPLANATION:</b> Appropriate Titles: Express and find out emotional attitudes when addressing people of different classes, age	<ul style="list-style-type: none"> <li>- Sir- man</li> <li>- Madam- woman</li> <li>- Your Excellency- Presidents and Diplomats</li> <li>- Your Worship- Mayor</li> </ul>	Listening and taking short notes	40 min

**LESSON PLAN**

**TEACHER:** Musonda Mushota

**DATE:** 24/06/15

**CLASS:** 10c.

**TIME:** 12:45- 13:55

**SUBJECT:** English

**DURATION:** 70 minutes

**TEACHING AIDS:** Chalk/Board

**LESSON:** 17

**TOPIC:** Oral Communication

**LESSON:** Expressing Agreement and Disagreement

**REFERENCES:** Own Source

**OBJECTIVES:** Having discussed expressions to use when agreeing and disagreeing, PSBAT:

- Use the expressions correctly in sentences

LESSON CONTENT	TEACHER ACTIVITY	PUPIL ACTIVITY	DURATION
<b>INTRODUCTION:</b> To agree is to accept someone's opinion or to do something you are requested.	Ask the pupils what it means to agree	Answer question	5min
<b>RULE EXPLANATION:</b> Express and find out intellectual attitude when making inquiries	Inquire about an agreement or disagreement e.g. Have you agreed to..... Did you accept representing our class at the meeting? Inquire about:	Listen and answer questions	30 min

**Figure 12:** Lesson plans used by teachers to teach OCSs

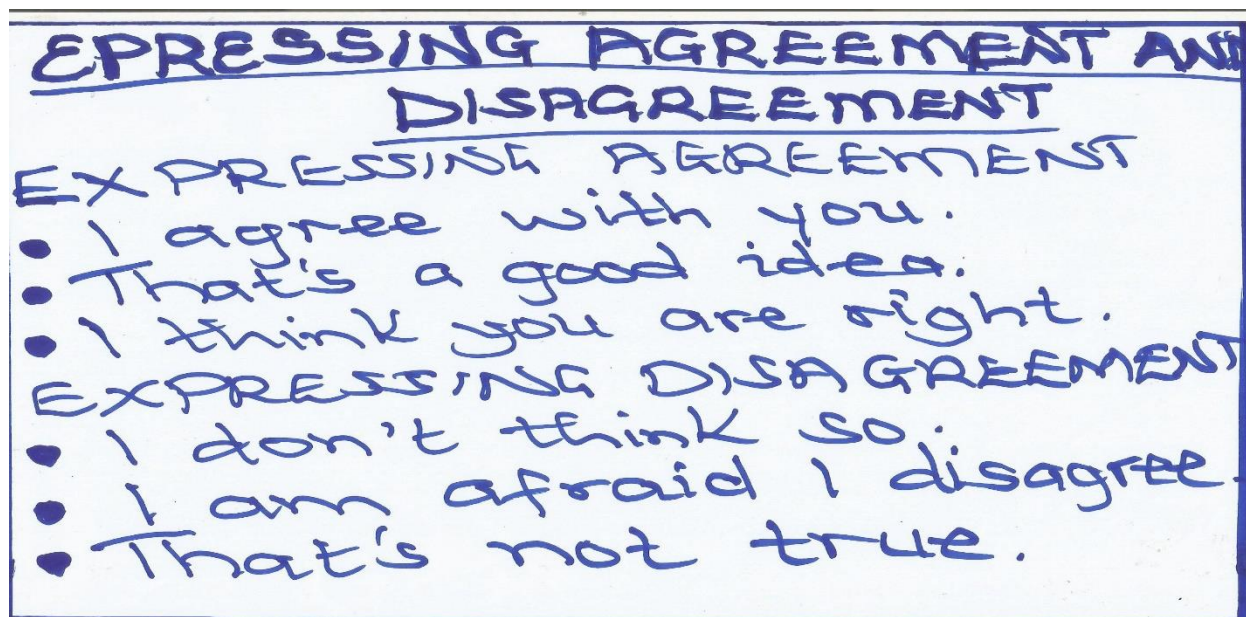
The lesson plans in Figure 12 were prepared by Teachers E and H during the first phase of the lesson observations. The lessons were taught in accordance with what had been prepared and the teachers started with an introduction which helped to capture learners' attention. As can be seen

in both pictures, rule explanation was provided so as to prepare the learners for the given tasks. This helped them to bring out the expected outcomes. Teacher H's lesson plan, however, did not give an introduction that could easily capture pupils' interest in the lesson. It was not sufficient to simply ask learners to define the word agree at this level. She may have probably, instead, asked learners to suggest situations when they had to express agreement or disagreement.

Findings on the preparation of lesson plans are similar to Adekola's (2004:12) when he reports that, "teachers did not regularly plan their lessons, rarely prepared any activity to assist children in the learning process nor developed instructional material for use in lessons."

#### **5.4.5 Learning and Teaching Aids**

Only three teachers had prepared learning and teaching aids to use when teaching OCSs. One of these three teachers, teacher J used a chart to teach on the use of polite expressions to get things done. This chart was well utilized despite not being very legible. Teacher G used a newspaper and work cards to teach on *Expressing Sympathy*. The article referred to in the newspaper was related to the topic. The only problem, however, is that, the pupils never had a chance of seeing what was in the newspaper as there was only one newspaper which the teacher read. The work cards, on the other hand, were well utilized. Learners discussed different tasks that were written down on the work cards in groups. This helped to ensure that there was collaboration among learners as they worked out the given tasks. The third teacher, Teacher G was teaching on *Expressing Agreement and Disagreement* and she also used a chart. The chart used was legible enough for every learner to read as can be seen in Figure12:



**Figure 12:** A teaching aid used by one of the teachers observed

As can be seen in Figure 12, the chart that Teacher H used had clear writing, legible enough for the learners to read even from the back. The content was also related to the lesson. However, sub-headings would have been highlighted so as to distinguish them from the specific expressions. This would have been helpful in ensuring that individual learners correctly get the much-needed linguistic skills that are essential for effective communication in the second language.

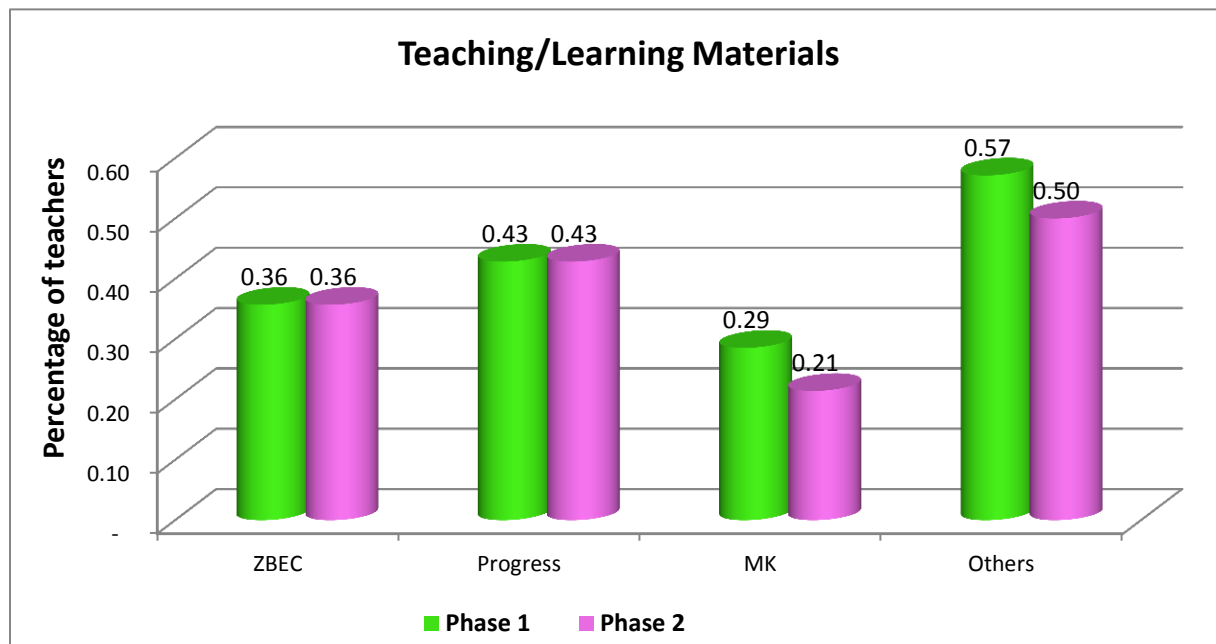
The study findings established that there were very few teachers keen on using some learning and teaching aids to facilitate teaching. Though most teachers acknowledged employing learning and teaching aids, the situation was different during the lessons that were observed. This may explain why some teachers experienced problems managing their classes, let alone capture learners' interest in their lessons. Syomwene (2013:8) suggests that:

Pictures and drawings can be used as well. Pictures can be obtained from magazines, newspapers or photographs ... The teacher can devise questions based on the pictures to practice a particular structure.

As suggested by Syomwene (2013), therefore, the teachers would have improvised teaching aids such as pictures, drawings or real objects representing the structures that were being taught. This makes learning more real and motivating to the learners. The use of learning and teaching aids enhances learners' retention of what they have learnt, as well.



The information in Figure 13 below is a representation of the materials that were used to teach the listening and speaking skills to Grade 10 learners in the two schools under study:



**FIGURE 13:** *Teaching/learning materials used in teaching the listening and speaking skills*

From the information in Figure 13, it can be established that some teachers were using the old Zambia Basic Education Course (ZBEC) text books while others were using the newly prescribed text books ‘Progress in English’ and ‘MK’. There were also few copies of the old ZBEC text books in both schools. These, as indicated by one of the teachers, *are better than the new books because they are very detailed and easy to use*. These materials were, however, not used exclusively as some teachers also referred to other sources such as newspapers, magazines, and the internet. Seferaj (2015) in his study on ‘*The use of Communication Language Teaching (CLT)-oriented Textbooks*’ postulates that, educational systems in a number of countries that want to improve their Second language teaching employ the use of communication-based textbooks. This is because textbooks can be helpful in improving teachers’ teaching skills.

It was also established that some of the learning and teaching materials were too shallow and linguistically and culturally inappropriate. Teachers at school X, however, showed some innovation. This was seen in the way each one of them sourced for extra teaching material from the internet. Others, like Teacher G also used a newspaper article. There is need, hence, for teachers to be creative and source for a variety of materials to use to teach, not only oral language but all English Language, as well. This guarantees effective teaching in that learners

are given a wide scope of materials to use during lessons. This reflects the extent to which the teaching of OCSs is receiving less attention as compared to other language skills. It is also the responsibility of Government through CDC to ensure that adequate teaching materials are availed to schools. Adekola (2004:14), on the other hand, advises that:

Efforts to meet teachers' pedagogical needs will have to go hand in hand with improvements in provision of textbooks and reading materials in the appropriate languages ...Then there may be better student learning outcomes.

He adds that it is, however, unfortunate that even the basics such as chalk, exercise books, pencils and a textbook or teacher's guide are usually not provided. It is because of such a situation that teachers need to be innovative and design their own materials or browse on the internet and all such sources where necessary information can be obtained. Doing so is a skill that is part of the objective as to why English Language is taught in general.

Another teacher respondent added that their school mainly uses the old ZBEC text books as a school in collaboration with the new syllabus. She further stated that there were, however, limited teaching materials to use to teach the skills because apart from the syllabus and text books, language teachers rely on their own sources to prepare lessons specially to do with the listening and speaking skills. In addition, she also said that teachers' and pupils' experiences must be referred to so as to ensure learners relate what is taught to their everyday experiences.

It was then pointed out by another teacher, however, that the usefulness of these materials depended on the way the teachers used them. She added that these teaching materials can only be proved effective if used in collaboration with appropriate instructional strategies and activities. Adekola (2004:12) is in agreement when he says that "even when textbooks are available they are often not in the right language and at the right reading levels for students or in compliance with national policies on language in education."

Further, she was of the idea that the effective preparation to teach these skills had been quite a challenge for most teachers as text books to use alongside the new syllabus have not been in stock. Teachers use their own initiatives of browsing on the internet using their own resources.

The teachers' views are in agreement with what Chipili (2010) noted in his study. He wrote that, one of the greatest challenges language teachers face in secondary schools is the lack of or inadequate teaching and learning materials prescribed by the Ministry of General Education through the Curriculum Development Centre (CDC). He adds that it has now been, however,

realized by many educationists in Zambia that if the teaching of English as a second language does not satisfy purposes that make sense to the pupils due to non-availability of teaching and learning materials, it is unlikely to satisfy general curriculum purposes because the pupils will lack motivation, a basic pre-requisite for effective learning.

## **5.6. Implications of the Findings on the Teaching Methodologies Applied in Teaching Oral Language Skills**

This study brings out a number of implications on several aspects of language teaching such as: ‘Language Teaching Curriculum’, ‘Language Teaching Methodology’ and ‘Teaching and Learning Material’.

### **5.6.1. Curriculum on Language Teaching**

New policy implementation structures need to be set in train by the Ministry of General Education, namely: Teacher Professional Development and Time Allocation for the Teaching of English. In addition, a stronger emphasis should be made on the need for teachers to be abreast with current language teaching methodologies recommended for effective oral language teaching.

### **5.6.2. Methodologies**

Teachers observed in this study showed very little knowledge of language teaching methodologies that can enhance the teaching of the spoken language. This may explain why only two language teaching methods were employed in their teaching of these skills. Though the methods used enhanced learners’ use of the spoken language in that they were able to engage in conversation, some teachers did not put these methods to good use. In addition, none of the teachers under study used some of the language teaching methodologies, suggested in the literature reviewed, such as the Total Physical Response. The use of media devices and other effective techniques for the development of learners’ oral language skills like information gap activities were also not put to use by any of the teachers that were observed. The implication of this is that teachers have limited knowledge in methodologies to use for teaching, not only listening and speaking skills, but all English Language skills, in general.

### **5.6.3 Teaching/learning Materials**

There was little innovation on the part of the teachers when it came to their use of learning /teaching materials. This is because most of the teachers depended on the available materials with only a few sourcing for their own materials with which to teach the spoken language. There is need, therefore, to encourage teachers to develop their own teaching/learning materials to use in teaching all language skills including oral language.

### **5.7. Summary**

This chapter was a presentation and discussion of the findings on the topic: Methodologies used in teaching of Oral Communication Skills in Selected schools in Lusaka Urban, Zambia. The findings revealed that the language teachers in the schools under study mainly used two methods to teach spoken English language: Task-based teaching (TB) and Text-based Instruction (TBI) in teaching oral language. These methods were not used exclusively. Other methods were used also. The methods used, however, were misunderstood by some teachers, thereby being applied inappropriately in lessons. Secondly, the teachers used various instructional strategies as a way of enhancing the teaching of the listening and speaking skills. The use of some of these strategies, however, was difficult due to having large classes and few class periods. Lastly, it was established that the teaching/learning materials in use included the syllabus, text books, schemes of work, lesson plans and learning/teaching aids. It was however observed that these materials were not only insufficient but were also culturally and linguistically inappropriate.

The next chapter discusses the conclusion of the study and makes further recommendations concerning the research that was undertaken.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1. General**

This chapter presents the conclusion and recommendations of the study. This study was an investigation of the methodologies teachers at Lusaka Girls and Kamwala South Secondary schools of Lusaka urban in Lusaka Province of Zambia use to present oral language lessons to Grade 10 pupils.

#### **6.2 CONCLUSION**

It was observed that, while the language teachers in the schools under study used some of the recommended methodologies in the literature reviewed and particularly those suggested by CDC (2013) to teach the OCSs, the methodologies seem not to have been used appropriately. This was mainly attributed to teachers' lack of pedagogical skills and laxity to teach these skills. Learners' poor background, on the other hand, was also considered to have contributed to the way the use of the methodologies turned out. It was also observed that the spoken English

Though some teachers had the necessary pedagogical knowledge to teach the listening and speaking skills at this level, however, others merely applied the methodologies with little understanding of their use in presenting the lessons. Some teachers seemed not to be very conversant with the appropriate methods to use as well.

When it came to instructional strategies, most teachers worked in environments that were not very conducive such as having large classes. As a result of this, some activities were not done effectively: a situation which counters the theory [Vygotsky's (1978) theory of social interaction] on which the study is based. This may have contributed to some of the learners' poor communicative competence in the English spoken language during the lessons observed. They consequently resorted to code switching in a bid to form bridges between the known (the mother tongue) and the new (English). It was also established that learners that faced the most challenges in the English spoken language may have had a poor background pertaining learning of the oral English language in early grades. This is because this is the time they should have built their foundation of their cognitive skills which becomes rather complicated when children

are in senior grades. This explains why the teachers faced many challenges in applying the preferred methodologies.

This study further concludes that some of the teaching and learning materials that are used in the two schools to prepare lessons in oral communication are culturally and linguistically inappropriate. They depict scenes that are based on western culture. As a result, some learners particularly those from low economic status families, were not familiar with some of the scenes.

The study also established that there were inadequate or no recommended text books for use in the schools under study. This posed a great challenge for teachers who had no reference books to use. It was also rather challenging for pupils to share a few books amongst themselves in cases when they needed to refer to certain information in the text books.

From the findings in this research, it is clear that the methodologies that are mostly used in teaching Oral Communication Skills (OCSs) to Grade 10 pupils in the schools under study are the Task-Based teaching (TB) and Text-Based Instruction (TBI). However, while teachers used the two language teaching methods, their understanding was limited to the activities that constitute these methods.

From the foregoing, therefore, respective stake holders will have to take into consideration the recommendations that follow. It is hoped that the recommendations this study have advanced below, aimed at closing up the gaps that have been uncovered through this study, will be implemented in order to provide quality lessons in the teaching of listening and speaking skills at senior secondary school level.

### **6.3 RECOMMENDATIONS**

With reference to the research objectives, the study recommends that:

- i) Teachers in Zambia should be kept abreast with more recently prescribed methodologies in the teaching of oral language skills.
- ii) The learning activities selected for oral communication lessons should reflect actual listening and speaking.
- iii) In conveying the meaning of new language items, teachers should strive to avoid code switching into mother tongue.

iv) Giving of Formal assessment in OCSs should be considered in order to encourage teachers to pay attention to the teaching of OCSs.

Finally, it is hoped that this study will serve as a resource and may be a positive contribution for many teachers and researchers alike who are working on the same types of challenging teaching problems in their own contexts.

#### **6.4 FUTURE STUDIES**

There are a number of studies that can be done in line with the teaching of Oral Communication Skills (OCSs). The researcher therefore suggests the following topics:

1. The role of ICT/media devices in developing learners' listening and speaking skills
2. The use of language labs in facilitating effective oral communication lessons
3. The role of literature genres in teaching oral language
4. The significance of formal assessment of the listening and speaking skills

## REFERENCES

- Adekola, O. A. (2004). *Language, Literacy and Learning in Primary Schools: Implications for Teacher Development Programs in Nigeria*. Washington, D.C.: World Bank Working Paper No. 96
- Archer, P., A. Cregan, A. McGough and G. Shiel (2012). *Oral Language in Early Childhood and Primary Education (3-8 years)*. Dublin: NCCA
- Banda, D. (2012). *Disabling or Empowering: A quick transition from L1 to L2 as LOI. An Evaluation of the Zambia Primary Reading Programme (PRP) Quick Transition from Pupils' Mother Tongue to English*. Herstellung: Lambert Academic publishing.
- Best, W.J. and Kahn, V.J. (2009). *Research in Education*. New Delhi: PHI Learning Private Limited.
- Chipili, D. (2012). *The Use of Short Stories for CLT in Senior ESL Classes in Zambia*. Master of Arts with Specialization in TESOL (Teaching English to Speakers of other Languages) Thesis. University of South Africa. (Unpublished)
- Chomsky, (1986). *Aspects of the Theory of Syntax*. MIT Research Laboratory of Electronics Special Technical Report11. Cambridge, MA: MIT Press
- Chung, I. and Y. Huang (2009). *The Implementation of Communicative Language Teaching: An Investigation of Students' Viewpoints*. The Asian-Pacific Education Researcher 18(1):67. (Unpublished)
- Cohen, L. and Y. Manion (2007). *Research methods in education (6th ed.)*. New York: Routledge.
- Cregan Á. (2010). *From Policy to Practice: The Oral Language Challenge for Teachers*. The research described in this study was supported by a grant from the Research and Development Committee of the Department of Education and Skill. (Research Report)



- Curriculum Development Centre (2013). *Senior Secondary School English Syllabus: Grade 10, 11 and 12*. Lusaka: CDC
- DeLawter, J. A. and M. J. Eash Accessed: 17-08-2016 08:38 UTC. *Focus on Oral Communication. Elementary English*, Vol. 43, No. 8 (DECEMBER, 1966), pp. 880-882, 891, 901. National Council of Teachers of English.  
<<http://www.jstor.org/stable/41387605>>. (Unpublished)
- Denzin, N and Y. Lincoln (Eds.) (2000). *Handbook of Qualitative Research*. London: Sage Publication Inc.
- Descy P. (2004). *Evaluation and Impact of Education and Training: The Value of Learning. Third Report on Vacation Training Research in Europe*: Luxembourg: Office of Official Publications of European Communities.
- Efrizal, (2012). *Improving Students' Speaking through Communicative Language Teaching Method at MtsJa-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu. International Journal of Humanities and Social Science Vol. 2 No. 20 [Special Issue]* Indonesia: State Institute of Islamic Studies (IAIN)
- Farrell, T.S.C. and L. Makalela (Eds) (2009). *Oral communication in the English language Classroom Language Teacher Research in Africa*. Thomas S. C. Virginia: Teachers of English to Speakers of Other Languages, Inc., 2009. Pp. viii + 124. Reviewed by Iris F. Levitis. Germany: Max Planck Institute for Demographic Research Rostock
- Gowon R. P. (2009). *Effects of Television and Radio on Speaking and Writing Skills of Senior Secondary School Students in Jos Metropolis* (Pp. 92-108). An International Multi-Disciplinary Journal, Ethiopia Vol. 3 (2) ISSN 1994-9057 (Print) ISSN 2070-0083 (Online). Nigeria: Department of English, University of Jos
- Gudu, B. O. (2015). *Teaching Speaking Skills in English Language using Classroom Activities in Secondary School Level in Eldoret Municipality, Kenya. Journal of Education and*

Hedge, T. (2000). *Teaching and learning in the language classroom*. US: Oxford University Press.

Heydari, E. Asl et. al. (2015). *Comparative Study of Grammar Translation Method (GTM) and Communicative Language Teaching (CLT) in Language Teaching Methodology*.

Ijsrm. Human, vol.1 (3):16-25. (Unpublished)

Hofstee, E. (2006). *Constructing a Good Dissertation: A Practical Guide to Finishing a Masters, MBA, or PHD on schedule*. Johannesburg: EPE

Hornby, A.S. (2005). *Oxford Advanced Learner's Dictionary of Current English*. New York Oxford University Press.

Kashoki, M. E. (1990). *The Factor of Language in Zambia*. London: Kenneth Kaunda Foundation.

Kasonde-N'gandu, S. (2013). *Writing a Research Proposal in Educational Research*. Lusaka: The University of Zambia Press.

Kayi, H. (2006). *Teaching Speaking: Activities to Promote Speaking in a Second Language*. <<http://unr.edu/homepage/hayriyek>>. Nevada: University of Nevada.

The Internet TESL Journal, Vol. XII, No. 11

Khanjani, A. (2015). *Effects of Task-based Academic Listening on High School EFL Students' Listening Comprehension: Does Experiential Learning Style Matter?* Ph. D student in TEFL Payame Noor University. The Journal of Teaching Language Skills (JTLS) 6 (4), Winter 2015, Ser. 77/4. ISSN: 2008-8191 pp. 67-94 Issue 1 (27), Volume 9, 2010, <http://www.esp-world.info>. (Unpublished)

- Kisilu I. and Lelei K. (2008). *Presentation: Structured “Academic Talk” for English Learners: A Key to Narrowing the Verbal Gap in K-12 Classrooms*. OELA 5th Annual Conference, Washington D.C., October 30, 2006.
- Kombo, D.K. and D. L. A. Tromp (2006). *Proposal and Thesis Writing: An Introduction*. Nairobi: Pauline Publications.
- Krugel R. and E. Fourie (2014). *Concerns for the Language Skills of South African Learners and their Teachers*. South Africa © Kamla-Raj 2014 Int. J EduSci, 7(1): 219-228.  
(Unpublished)
- Lee, G. (2009). *Speaking up: Six Korean students’ Oral Participation in Class Discussions in US Graduate Seminars. English for Specific Purposes*, 28, 142-156. (Unpublished)
- Lenyai, E. (2011). *First Additional Language Teaching in the Foundation Phase of Schools in Disadvantaged Areas*. South Arica: University of South Africa. *South African Journal of Childhood Education*| 2011 1(1): 68-81 ISSN: 2223-7674 |© UJ
- Linehan, S. (2004) *Language of Instruction and the Quality of Basic Education in Zambia: Background paper prepared for the Education for All Global Monitoring Report 2005. The Quality Imperative*. UNESCO. efareport@unesco.org
- Luchini and Jurado (2015). *Towards improvements in Chinese Students' Oral Communication Skills: A cooperative action research project*.  
<<http://www.asian-efl-journal.com>> ©Asian EFL Journal. Shanghai: Shanghai Normal University
- Matafwali, B. (2010). *The Role of Oral Language in the Acquisition of Early Literacy Skills: A Case of Zambian Languages and English*. University of Zambia (Unpublished PhD).
- Mbanga, S. (2015). *Classroom Interaction: A Key to Effective Teaching and Learning in Secondary Schools in Tanzania*. *General Education Journal*; Vol. 4; Issue 1; Pages 44-

- McCandlish, S. (2012). *Taking a Slice of the Oral Language Pie: Instructional Strategies for Developing Oral Language*. Northern Adelaide: Department for Education and Child Development.
- McGregor, G.P. (1971). *A Guide to the Teaching of English as a Second Language with Particular Reference to the Post-Primary School Stages I*. Chichester: Heinemann.
- Mugenda, O.M. and A. G, Mugenda (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: African Center for Technology Studies.
- Murphy, J.M. (2016). *TESOL Quarterly, Vol. 25, No. 1 (Spring, 1991), pp. 51-75*. Teachers of English to Speakers of Other Languages, Inc. (TESOL).  
<<http://www.jstor.org/stable/3587028>>. Accessed: 17-08-2016 09:08 UTC (Unpublished)
- Morozova Y. (2013). Volume 17, No. 1 January 2013 © Copyright *Translation Journal*, the Author, 2013 URL: <http://translationjournal.net/journal/63learning.htm>. (Unpublished)
- Orodho, H. (2003). *Essentials of Education and Social Science Research Methods*. Nairobi: Masola Publishing Company.
- Patton, M, Q (1990). *Qualitative Evaluation and Research Methods*. Newbury Park: Sage.
- Rahman, M.M. (2010). *Teaching Oral Communication Skills: A Task-based Approach*. Department of Humanities and Social Sciences. Indian School of Mines University. Dhanbad: ESP World, Issue 1(27), Vol. 9.
- Richards, J. C. (2006). *Communicative Language Teaching Today*. Cambridge: Cambridge University Press.
- Richards, J.C. (2008). *Teaching Listening and Speaking: From Theory to Practice*. Cambridge: Cambridge University Press
- Roy-Campbell, Z.M. (2014). *Teaching English as a 'Second Language' in Kenya and the United*

*States: Convergences and Divergences.* (Unpublished)

Seferaj J. (2015). *Investigating four EFL Teachers' Decisions on the use of CLT-oriented*

*Textbooks: A study on the relationship between styles of classroom delivery and Western teaching resources.* Albania: Aston University.

Syomwene, A. (2013). *The teaching of Oral Communication Skills in the English Curriculum in Primary Schools in Kenya.* *European Scientific Journal* (PhD). Vol.9 No. 28 ISSN. 1857-7881 (Print) e-ISSN 1857. (Unpublished)

Törnqvist A. (2008). *A study of the Attitudes of some English Teachers and 9th Grade Pupils in Sweden towards Oral Communication in the English Classroom.* English C, 15 ECTS.

Troute, L. R. (2012). *Oral Language and Vocabulary Development Activities for Student-Student Interaction.* Palm Beach County, Florida: Department of Multicultural Education

Vygotsky, L.S. (1978). *Mind in society the development of Higher Mental Processes.* Cambridge, MA: Harvard University Press.

Weiss, C. (1998). *Evaluation: Methods for Studying Programmes and Policies.* New Jersey: Prentice Hall.

White, C. J. (2003). *Research Methods and Techniques.* Pretoria: C. J White.

William and Roberts (2011). *Strategic Oral Language Instruction in ELD: Teaching Oracy to Develop Literacy.* California: Ballard & Tighe, Publishers. <[www.ballard-tighe.com](http://www.ballard-tighe.com)>

Zainuddin et al (2011). *Methods/Approaches of Teaching ESOL: A Historical Overview Chapter 11* (3rd ed.). *From "Fundamentals of Teaching English to Speakers of Other Languages in K-12 Mainstream Classrooms,"* Kendall Hunt Publishing Co. <[www.kendallhunt.com/ariza](http://www.kendallhunt.com/ariza)>

<<http://www.com.uri.edu/comfund/cxc.shtml>>

<[www.pdst.ie](http://www.pdst.ie)>

## APPENDICES

### APPENDIX 1: LEARNERS' ORAL LANGUAGE CHECKLIST

#### SECTION A: Effective Communication Application

Name of School:

Pupil no.:

<b>Listening and Speaking Competencies</b>	<b>Progressing 1</b>	<b>Proficient 2</b>	<b>Mastery 3</b>
Manipulate the English Language in order to use it spontaneously and flexibly to communicate a spoken message.			
Responds to social and academic questions with basic and complete answers/ connected speech			
Carries out oral instructions to get things done			
Asks complex clarification questions			
Applies appropriate oral instructions to advise and warn			
Demonstrates appropriate use of body language in specific situations			
Communicate effectively in the situations they are likely to meet in and out of school.			
Use the spoken language forms which are appropriate in different social contexts.			
Asks relevant questions after listening to information			
Listens and contributes to academic discussions			

**Adapted from an excerpt by Dr. Lisa R. Troute (:18). Department of Multicultural Education, School District of Palm Beach County, FL**

## APPENDIX2: ORAL LANGUAGE OBSERVATION CHECKLIST FOR TEACHERS

Name of School:

Teacher no.:

<b>Oral Language Teaching Skills</b>	<b>Does Not</b>	<b>Sometimes</b>	<b>Usually</b>	<b>Always</b>
Focus on activities that encourage learners to talk in a supportive environment such as in pairs or groups				
Gives information gap activities where learners have to exchange information in order to complete a task				
Gives opinion gap activities where learners share and discuss their own personal feelings, attitudes or preferences about ideas or topics				
Involves activities like; class presentations and role-play				
Gives general communicative activities like pair work, group work and stories				
Demonstrates appropriate use of body language in specific situations				
Engages learners in everyday classroom interactions about their everyday experiences				
Asks learners complex clarification questions				
Engages learners in formal talks, including the oral genres and reports				
Asks relevant questions after giving information				
Rephrases, explains, revises, expands information to check comprehension				
Involves debates to improve learners' oral performance				

Adapted from: [www.pdst.ie](http://www.pdst.ie)

### **APPENDIX 3: SEMI-STRUCTURED INTERVIEW GUIDE FOR LANGUAGE TEACHERS**

Name of school:

Teacher no.:

1. As a language teacher, what do you understand by ‘oral language’, as a skill in language learning?
2. How often do lessons on oral language appear in the schemes of Work?
3. Do you ever discuss the teaching of oral language during Continuous Professional Development (CPDs) meetings in order to improve its effectiveness?
4. What teaching materials do you use in teaching oral language in this school?
5. What instructional strategies do you use to assess learners’ oral language skills in this school?
6. To what extent do you think the instructional strategies you use to assess learners’ English language proficiency enhance their competence in the spoken language?
7. What teaching/learning materials do you use in teaching the spoken English language?
8. Do you think it was a good move for curriculum developers to leave it to the discretion of teachers to choose their own methodologies with which to teach oral language skills?  
Please explain.
9. What is your general view concerning the teaching of the listening and speaking skills in senior secondary schools?
10. In what ways do you think the teaching of the spoken language can improve in senior secondary grades?



## **APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE FOR HEADS OF LANGUAGES DEPARTMENT**

1. How much of oral language do you think is taught in (this) school/s?
2. Do you/ teachers ever discuss the teaching of oral language during Continuous Professional Development (CPDs) meetings?
3. What instructional strategies do language teachers in this school use in teaching oral language skills?
4. How effective do you think the methods used in teaching oral language skills are in this school?
5. To what extent do you think the instructional strategies teachers use to assess oral language lessons enhance learners' communicative competence in the English language?
6. What teaching/learning materials are used in teaching the spoken English language in this school?
7. Do you think it was a good move for curriculum developers to leave to the discretion of teachers to choose their own methodologies with which to teach oral language skills? Please explain.
8. Is oral language learning a necessary skill for learners in senior secondary grades? If so, why do you think so?
9. In what ways do you think the teaching methodologies used in the teaching of oral language can improve in senior secondary schools?

**APPENDIX 5: SEMI-STRUCTURED INTERVIEW GUIDE FOR THE STANDARDS  
OFFICER/ LANGUAGE CURRICULUM SPECIALIST**

1. How much of oral language do you think is taught in schools? (Languages Standards Officer)
2. Are language teachers in senior secondary schools trained in teaching oral language skills, particularly? (Languages Standards Officer)
3. How effective do you think the methodologies used in teaching oral language skills are in High schools? (Languages Standards Officer)
4. What teaching/learning materials are recommended for teaching the spoken English language in senior secondary schools?
5. Do you think it was a good move for curriculum developers to leave it to the discretion of teachers to choose their own methodologies with which to teach the listening and speaking skills? Please explain. (Both)
6. Is oral language learning a necessary skill for learners in senior secondary grades? If so, why do you think so? (Both)
7. In what ways do you think the teaching methodologies used in the teaching of oral language can improve in senior secondary schools? (Both)

## APPENDIX 6: DOCUMENT STUDY (ANALYSIS) CHECKLIST

### Documents Supportive of the Teaching of Oral Language in Senior High Schools

This instrument is designed to;

1. Establish whether or not documents (teaching and learning materials) supportive of teaching oral language skills in senior secondary schools are available.
2. Assess the content of the documents so as to establish whether or not they provide a guideline on methodologies for teachers to use in teaching oral language skills.

**Name of School:** .....

<b>Date:</b>	<b>Title of Document /Material</b>	<b>Available (Tick “√” Symbol)</b>	<b>Not Available (X-Symbol)</b>	<b>Content</b>	<b>Assessment (State Areas of Weaknesses or Strength)</b>

## **APPENDIX 7: CONSENT FORM**

THE UNIVERSITY OF ZAMBIA,  
DIRECTORATE OF RESEARCH AND GRADUATE STUDIES,  
SCHOOL OF EDUCATION,  
DEPARTMENT OF LANGUAGES AND SOCIAL SCIENCES,  
P.O BOX 32379, LUSAKA, ZAMBIA

### **PARTICIPANT CONSENT ON THE STUDY ON ‘METHODOLOGIES USED IN TEACHING ORAL LANGUAGE IN SENIOR SECONDARY: A CASE OF LUSAKA GIRLS AND KAMWALA SOUTH SECONNDARY SCHOOLS’**

Dear Sir/ Madam.

I am a Masters student at the University of Zambia undertaking the above-mentioned research project. I kindly request you to endorse below after reading the attached conditions for participating in this study.

Your participation in this project is entirely voluntary. Your personal particulars will remain anonymous. The information provided will be used for this research project only and will remain confidential.

#### **PARTICIPATION INFORMATION:**

##### **Risks and Benefits**

- You may experience fatigue due to length of time required to take part in this study.
- You may experience emotional discomfort during the process of answering some of the questions.
- Direct benefits may not be guaranteed though you will have an opportunity to contribute to a study that may help the Zambian community in the area oral language skills needed to improve literacy skills and overall academic performance.

## Confidentiality

All information collected shall be kept confidential. No unauthorized persons will be allowed access to the information collected. To enhance confidentiality, the data collection instruments will have no identification of participants.

## Participation Rights

- Participation in this study is purely voluntary. If you decide to withdraw at any point, there will be no consequences to that.
- All personal identification information will be kept confidential and questionnaires will be kept under key and lock in accordance with the standards of the University of Zambia. In case of publication of the study findings, your identity will, still remain private.

## VOLUNTARY CONSENT

I have read (or have had the information explained to me) about the research as contained in the participation information sheet. I have had the opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent voluntarily to be a participant in this project and understand that I have the right to end the interview at any time, and to choose not to answer particular questions that are asked in the study.

My signature below says that I am willing to participate in this research:

Participants name (Printed): .....

Signature: ..... Date: .....

Researcher conducting informed consent (Printed): .....

Signature: ..... Date: .....

Name of witness: .....

Signature: ..... Date: .....

Should you have any queries or comments regarding this research project, you can contact:

**SIKAINDO PETRONELLA**

**Dr. K. MAMBWE**

0977-696046

0955400894

**PRINCIPAL RESEACHER**

**RESEARCH SUPERVISOR**