E-Journal of Humanities, Arts and Social Sciences (EHASS)
ISSN – Online 2720-7722 | Print 2821-8949
Volume 6 Issue 4 SASE Special Issue March 2025 pp 54 - 70
Available online at: https://noyam.org/journals/ehass/
DOI: https://doi.org/10.38159/ehass.2025645

Challenges Experienced by Educators During the Implementation of Teaching, Learning and Assessment Policy in English First Additional Language, Capricorn District, Limpopo Province, South Africa

Tonny Kolo Mengwai [1] & Tsebe Wilfred Molotja [1]
[1] Department of Language Education, School of Education, University of Limpopo, Republic of South Africa.

ABSTRACT

The implementation of the Teaching, Learning and Assessment of the English First Additional Language (EFAL) policy has brought frustration to both educators and learners. The purpose of the study was to explore the challenges experienced by educators during the implementation of the EFAL teaching, learning and assessment policy. The researcher adopted an explorative qualitative approach to conducting the study. Permission to conduct the study was obtained from UL TREC and the Department of Basic Education (DBE). Participants received consent forms for their voluntary participation in the study. Four English First Additional Language educators were purposefully selected to participate in the study. They were selected for their expertise in teaching EFAL. Data were collected through in-depth interviews and observations. The data was analysed using thematic analysis in emerging themes following the six stages of the thematic approach. The findings show that excessive administration duties, lack of resources, overcrowded classrooms, insufficient planning and preparation, lack of interest and time management are some of the challenges educators experience during the implementation of the EFAL policy. The study reflects a representation of a population of rural, understudied and low socio-economic status which is mostly less represented in literature. The study adds to the body of knowledge and highlights context specific factors that affect the implementation of teaching, learning and assessment policy in EFAL, in the Capricorn district, Limpopo province, South Africa. The recommendations are to increase contact time, develop a resource pack for informal assessment activities, improve infrastructure, strengthen support, intensive monitoring and moderation of teaching, learning and assessment activities.

Keywords: *Teaching, Learning, Assessment, Challenges, Implementation*

Correspondence
Tsebe Wilfred Molotja
Email:
wilfred.molotja@ul.ac.za

Publication History
Received:
26th October, 2024.
Accepted:
3rd April, 2025.
Published:
25th April, 2025.

INTRODUCTION

Studies show that teachers have been experiencing challenges during the implementation of teaching, learning and assessment of English First Additional Language policy.[1] Factors such as language

[1] Lelingoana Lerotholi, "A Critical Analysis of Teaching English in English as a Lingua Franca Context: A Case Study of Lesotho," *Journal of Gender, Information and Development in Africa (JGIDA)* 8, no. Special Issue 2 (2019): 267–79; David Sani Mwanza, "Critical Reflections on the Zambian Education System and the Teaching of English in Post-Colonial Zambia.," 2020; Busani Maseko, "Teachers' Language Ideologies, Conflicting Language Policy and Practices in Zimbabwean Education System," *Southern African Linguistics and Applied Language Studies* 39, no. 1 (2021): 30–42; Oris Tom-Lawyer, Michael Thomas, and M Kalane, "Examining the Status of English as a Medium of Instruction in Sub-Saharan Africa: A Comparative Study of Botswana and Nigeria," *European Scientific Journal* 17, no.

© 2025 The Author(s). Published and Maintained by Noyam Journals.
This is an open access article under the CCBY license (http://creativecommons.org/licenses/by/4.0/).

competence, lack of supporting facilities, limited time, students' motivation, the use of a student's mother tongue when learning English language, teacher unfamiliarity in technology, and managing overcrowded classes contribute to these challenges.[2]
Also, the teaching and learning environment, lack of authentic materials and multilevel students in the same class are the main critical challenges to the teaching and learning of EFAL in schools.[3]

Improper teaching of the writing formats, language-related issues, time allocated to the skill and lack of motivation to learn contribute to the poor development of English language.[4] Moses and Mohamad avow that other challenges faced by teachers during the teaching of writing skills are caused by a lack of parental support for their children's learning processes.[5] In addition, lack of professional experience would lead to stress and tension to teach the writing skills.[6]

Kusmaryati and Sulistyowati disclose that most teachers are the reasons for the difficulties in teaching and learning listening skills, which is due to failure to plan activities that cater for all different learning abilities.[7] On speaking skills, learners lack the confidence to develop their speaking skills, lack enthusiasm to take part in speaking skill activities, insufficient time to work on their speaking abilities, and the fear of making mistakes when speaking the language.[8]

The challenges of teaching and learning reading skills, especially in teaching literature, are due to the negative attitude portrayed by the learners towards learning literature aspects, the difficulty in inheriting literature aspects, lack of prior knowledge and learners' lack of motivation to learn literature.[9] The teaching of literature is one important aspect in developing reading skills, and how one receives this aspect determines their reading skill development.[10]

The subsequent sections comprise of problem background, theoretical framework, methodology, presentation of findings, discussion of findings, recommendations, conclusion and bibliography.

Educators experienced challenges during the implementation of the teaching, learning and assessment policy in EFAL in the Capricorn District of Limpopo Province, South Africa. Therefore, language skills are being compromised. In fact, teaching for knowledge is being replaced by teaching for assessment. This creates a gap in the language skills and deviates from the main aim of teaching and learning English as a First Additional Language. Exploring the challenges experienced by educators during teaching, learning and assessment policy in EFAL is considered an important issue as its results might be taken to curb the problem.

Therefore, the purpose of the study was to explore the challenges experienced by educators during the teaching, learning and assessment policy in EFAL in the context of Capricorn District, Limpopo Province, South Africa.

---

36 (2021): 51; Alimova Sharipa Mirzaevna, Alaberdieva Gulshodakhon Bakhtiyorovna, and Tashmatova Madina Abdukarimovna, "Challenges in Teaching English Language Learners," *Вестник Науки и Образования*, no. 19-3 (73) (2019): 34–36.

[2] Lenny Marzulina, "Challenges in Teaching English," *Theory and Practice in Language Studies* 11, no. 12 (2021): 1581–89; Sabaruddin Sabaruddin et al., "Student with Special Needs and Mathematics Learning: A Case Study of an Autistic Student," *JRAMathEdu (Journal of Research and Advances in Mathematics Education)* 5, no. 3 (August 30, 2020): 317–30, https://doi.org/10.23917/jramathedu.v5i3.11192.

[3] Fahim Rahimi and Hangama Samadi, "English Teachers' Opinions on Challenges Face in Teaching English as Foreign Language: The Case of Jalalabad Selected Secondary Schools," *Journal of Research Initiatives* 6, no. 1 (2022): 7; Daneth Heng, Sina Pang, and Sereyrath Em, "Challenges of Teaching Mixed-Ability EFL Classes: A Study of Two Private Schools," *PROJECT (Professional Journal of English Education)* 6, no. 3 (2023): 591–604.

[4] Nurhardiyanti Adam, Abid Abid, and Yusna Bantulu, "Challenges in Teaching English Writing Skills: Lessons Learnt from Indonesian High School English Language Teachers," *Jambura Journal of English Teaching and Literature* 2, no.1(2021):12–21.

[5] Rachel Nyanamoney Moses and Maslawati Mohamad, "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review," *Creative Education* 10, no. 13 (2019): 3385.

[6] Hatice Degirmenci Gündogmus, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties.," *Universal Journal of Educational Research* 6, no. 2 (2018): 333–39.

[7] Slamet Utomo, Sri Endang Kusmaryati, and Titis Sulistyowati, "The Challenges and Difficulties in Teaching Listening: An Exploratory Research in a Junior High School in Kudus," *Language Circle: Journal of Language and Literature* 14, no. 1 (2019): 27–38.

[8] Azlina Abdul Aziz and Saraswathy Kashinathan, "ESL Learners' Challenges in Speaking English in Malaysian Classroom," *Development* 10, no. 2 (2021): 983–91.

[9] Hammad Ali Alshammari, Elsayed Abdalla Ahmed, and Mukhled Atta Abu Shouk, "Challenges to Studying English Literature by the Saudi Undergraduate EFL Students as Perceived by Instructors.," *English Language Teaching* 13, no. 3 (2020): 8–19.

[10] Louisa C Moats, "Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do," 1999, 4.

THEORETICAL FRAMEWORK

The study was grounded by the Social Constructivism Theory, which was invented by Vygotsky in 1978. The theorist maintains that social interaction is an integral part of learning. He further believes that individuals seek understanding of the world in which they live and work, where they develop their subjective experiences and meanings. The study was about exploring challenges experienced by educators during the implementation of EFAL teaching, learning and assessment policy. Thus, the same policy is implemented in a social interactive setting, that is, the school classroom. Hence, the study was conducted in a school setting using educators as immediate policy implementers.

METHODOLOGY

Research Design

The study adopted an exploratory design. Exploratory design occurs when there is insufficient information on a phenomenon or a problem that has not been clearly defined.[11] Instead of attempting to address the research issues definitively, the researcher merely explores the research topic with varying levels of depth.[12] The researcher in this case is the explorer. The exploration was on the challenges experienced by educators during the EFAL teaching, learning and assessment policy implementation.

Swedberg considers the six methods of exploratory as follows: standard exploratory type one, standard exploratory type two, informal exploratory study, the high-risk exploratory study, pilot study, and the exploratory study used in student exercises.[13] In the context of the researcher, especially in Capricorn District, Limpopo province, South Africa, there is no research on the exploration of challenges experienced by educators during the implementation of teaching, learning and assessment policy in EFAL. As a result, the researcher used the standard exploratory type one, as its goal is to explore a topic that is little known and to produce a publishable work.

Population

The population of this study was the Limpopo Department of Education (LDoE), Capricorn District, Limpopo Province, South Africa. The Limpopo Department of Education has 59 curriculum officials which include 15 Chief Education Specialists (CES), 41 Deputy Chief Education Specialists (DCES), 3 Senior Education Specialists (SES) and 10 districts. Capricorn District, both South and North combined, has about 162 officials. The 160 officials constituted 2 District Directors (DD), 30 Circuit Managers (CM), 7 Chief Education Specialists, 26 Deputy Chief Education Specialists, 97 Senior Education Specialists, and 1 Education Specialist (ES). In addition, the districts have 33 circuits, over 300 secondary schools, and over 500 English educators, including the School Management Teams.

Sampling

The study adopted purposive sampling. This sampling method involves the purposive selection of units of the universe to form a sample. Berndt confirms that this sampling technique makes use of methods that depend on the researcher's judgment when choosing participants.[14] For example, typical case sampling, expert sampling, and maximum variation sampling are some of these methods.

Due to time and accessibility, the study sampled Capricorn North District (CND) as the most relevant district, with two underperforming circuits in the district, and two underperforming schools per circuit in the district, which was determined by Term 4 Grade 12 National Senior Certificate (NSC) results. Additionally, the study comprised one Grade 12 English educator from each school. Therefore, the study consisted of four participants.

Data Collection

Qualitative data was collected through in-depth interviews and observations. Data were collected from the LDoE, one district, two circuits, four secondary schools and four participants, viz., four educators.

[11] Richard Swedberg, "Exploratory Research," *The Production of Knowledge: Enhancing Progress in Social Science* 2, no. 1 (2020): 17–41.
[12] D. Ary et al., *Introduction to Research in Education.* (Florence: KY Thomson/Wadsworth, 2020).
[13] Swedberg, "Exploratory Research."
[14] Andrea E Berndt, "Sampling Methods," *Journal of Human Lactation* 36, no. 2 (2020): 224–26.

Four educators who teach English First Additional Language in the FET band, specifically, Grade 12 in the selected schools were part of the participants. The study adopted in-depth interviews, which allowed participants to explain, in their own words, how they understand and interpret the world around them by interacting, posing and answering questions. The researcher was also a non-participant observer in the study. Additionally, the researcher observed educator participants in the classroom using an observation schedule on how they implement language skills as per expectations of the CAPS document.

Data Analysis

Data were analysed using the thematic analysis technique.[15] Information from the interview schedules and observation schedules was coded and organised into themes, then categories. This means that each common codes, created emerging themes.

The researcher used the six stages of the thematic approach to analyse the collected data. In the first stage, the researcher read and re-read the semi-structured interviews and observation schedule. The process applied in the two mentioned data collection tools was also applied to the document analysis. That was done before each data set was analysed. In all three primary data sets, the second stage involved coding and collating. The researcher grouped and categorised similar codes and eventually formed themes out of them. The researcher recapped the themes in the fourth stage and collapsed the themes that appeared in all the data sets. The fifth stage involved the definition and naming of the themes. In the sixth stage, the researcher used the themes formed in the fifth stage to report on the findings based on the participants' perceptions, opinions, and experiences concerning the implementation of the EFAL teaching, learning and assessment policy, CAPS in particular.

Ethical Considerations

Request letter to conduct the study, informed consent, confidentiality, anonymity, no harm to participants, respect, dignity and standard of care were considered during data collection to observe ethics.

PRESENTATION OF FINDINGS

a. Participants Profile

The study comprised one Deputy Chief Education Specialist (DCES) in English FAL from the Limpopo Department of Education (LDoE), two Senior Education Specialists (SES) in English FAL from Capricorn North District (CND), one Grade 12 English educator and one FET Departmental Head (DH) in Languages from each of the four schools. As a result, the study embraced eleven participants. The table below summarises the participants' profiles.

	Institution	Gender	Age	Qualifications	Experience
Educator 1	School A	Female	25 - 30	Masters (Curriculum Studies)	8 years
Educator 2	School B	Male	25 - 30	Bachelor of Education	4 years
Educator 3	School C	Female	30 - 35	Honours (Teacher Education)	8 years
Educator 4	School D	Male	25 - 30	Bachelor of Education	1 year

b. Presentation of Data from the Interview Schedules

Challenges to EFAL Policy Implementation

Question 9: Discuss the challenges that you encounter on the implementation of the EFAL CAPS document on teaching, learning and assessment of language skills. (Interview Schedule).

Presentation

Educator 1 replied, "*I find it difficult to cover everything within the given timeframe because learners learn differently. Sometimes others do not understand at all, and I end up going back to the topic before I start with a new one*."

[15] J. W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Upper Saddle River, NJ: Prentice Hall, 2012).

In contrast, Educator 2 stated, "*Most of the challenges are particularly with me, and not the EFAL CAPS policy document. Challenges of not knowing how best I can teach the skills, especially when I have to integrate them.*"

Educator 3 responded, "*My main challenges are on large class size, limited resources or teaching materials, time management, for example, balancing teaching, assessment and administrative tasks within the school day*."

Educator 4 asserted, "*The lack of resources is the most hindering factor. However, lack of enough time is also a challenge. For example, if I need to teach or assess listening and speaking, I may not finish within the stipulated time by CAPS. This means that I need to sacrifice time for other skills in order to finish, and that leads to content gaps*."

Analysis

It is evident in the data set that time management and lack of resources are the most contributing factors in the EFAL policy implementation, especially for educators 1, 3, and 4. Poor planning and management can have several negative effects on the duration and completion of the task.[16] Educator 2 indicated how his lack of knowledge affects their implementation processes. Therefore, the researcher continued to ask how they have managed to deal with these challenges within their reach, and educator 1 responded as follows, "I try to develop a remedial plan, but unfortunately it does not materialise." Interestingly, Educator 2 said that, "I often run to the internet to check how best I can deal with that, although the results are not always as accurate and effective, I never address the challenges to my superiors." Educator 3 avowed that, "Large classes could be split or providing additional support stuff. They could ensure that all teaching materials are available for teaching and learning. Providing teachers with training workshops, minimizing administration, and allocating sufficient time for teaching and assessment." Educator 3 concluded that "I think using or revisiting the CAPS document more often would help. Adhering to time allocated by CAPS is also important."

The researcher learnt that every institution has its own challenges and time seems to be the main factor. That is, workshops, administration, addition of staff, and splitting of classes can require time. Mirzaevna, Bakhtiyorovna, and Abdukarimovna affirm that the main challenges in the teaching and learning of English as a foreign language are due to limited time.[17] Gul, Tahir and Batool suggest that "It is possible only if institutions are provided with training related to workload and time management skills".[18] This statement means that professional support is vital in every work institution.

c. Presentation of Data from the Observation Schedule

The observation schedule for educators comprised three focus areas, namely, lesson planning and preparation, learning environment and presentation, and, last, assessment techniques that look into the four language skills.

Lesson Planning and Preparation

1. Listening and Speaking

Table 1: Competency Levels – Listening and Speaking

Educator 1 – School A				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Pacing	X			
Preparation			X	

[16] Khaled Abou El-Fadl, *Shared Ethics: A Foundation for Christian-Muslim Cooperation* (Cairo: Crescent Moon Press, 2017).
[17] Mirzaevna, Bakhtiyorovna, and Abdukarimovna, "Challenges in Teaching English Language Learners."
[18] Rani Gul, Ishfaq U Tahir, and T Batool, "Impact of Teachers Workload on Their Time Management Skills at University Level," *Indian Journal of Economics and Business* 20, no. 3 (2021): 819–29. 819

Recording	X			

The results indicate that Educator 1's lesson planning and preparation is unacceptable. This is due to the fact that there was no evidence of lesson planning for the lesson delivered. Even though the preparation was visible, the pace of the lesson did not align with the EFAL CAPS annual teaching plan. Recording simply means how long the lesson would take in terms of dates and time, which in this case, there was no evidence of recording as the lesson plan was not in place.

2. Reading and Viewing

Table 2: Competency Levels – Reading and Viewing

Educator 2 – School B				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Pacing	X			
Preparation	X			
Recording			X	

Educator 2 had lesson plans in place, which did not align with the EFAL CAPS annual teaching plans. The lesson plan was not well structured and there was no reflection of important aspects to be taught. However, the dates and times of the lesson were captured, and the progress of teaching and learning was reflected. Hence, the educator was allocated level 3, as compared to level 1 for pacing and preparation.

3. Writing and Presenting

Table 3: Competency Levels – Writing and Presenting

Educator 3 – School C				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Pacing	X			
Preparation			X	
Recording			X	

On the other hand, Educator 3 also had a lesson plan that did not align with the EFAL CAPS annual teaching plan. The preparation reflected teaching and learning activities and differentiation with dates of completion recorded. The fact that the educator is still not outstanding in their preparation and recording creates room for improvement.

4. Language Structures and Conventions

Table 4: Competency Levels – Language Structures and Conventions

Educator 4 – School D				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Pacing	X			
Preparation	X			
Recording	X			

The lesson plan was not presented, but the researcher could verify that the lesson presented was not aligned with the EFAL CAPS annual teaching plan. There was a lack of preparation, with no reflection on essential aspects to be taught and no completion of lesson and teacher reflections recorded. Hence, the educator was awarded level 1.

5. Learning Environment and Presentation

Table 5: Competency Levels – Listening and Speaking

Educator 1 – School A				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Classroom Organisation		X		
Knowledge of the Subject		X		
Classroom Management			X	
Presentation			X	

The classroom was satisfactory, but did not encourage learning through the display of relevant materials. Moreover, enough space that could enable effective use of teaching and learning resources, or creativity that allowed the learners to productively be engaged in their learning was not created. Karya, et.al., state that inadequate teaching and learning activities for listening and speaking skills result in a lack of implementation of the skills.[19] The lesson was on documentary and although The educator knew what a documentary was, he did not establish the listening and speaking stages during the lesson. The lesson was unfair, as learners were not allowed to watch, but rather read a documentary as per the annual teaching plan. This showed no in-depth understanding of how the listening and speaking stages are to be incorporated into the sub-topic. Semono states that teachers lack knowledge and skills to administer activities, applying appropriate approaches, and use the available literacy resources to develop listening and speaking skills.[20] Level 3 of classroom management and presentation has hope. This indicates that learners were involved, and the lesson was relatively and clearly presented.

6. Reading and Viewing

Table 6: Competency Levels – Reading and Viewing

Educator 2 – School B				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Classroom Organisation	X			
Knowledge of the Subject	X			
Classroom Management	X			
Presentation	X			

First, the learning environment was unfavourable. The classroom was not suitable for the lesson. For example, the desks were broken, some shared desks, and the learners were also congested. As the educator was teaching comprehension, the knowledge of the content was limited and inaccurate in some instances. For example, learners did not go through all the reading and viewing stages. Rather, the educator brought a previous question paper and instructed the learners to read on their own and respond to the questions without preparing them on how to read for understanding. This means that the pre-reading

[19] Paris Jiwa Karya et al., "Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills," *Journal of Language and Literature Studies* 2, no. 2 (2022): 109–16.
[20] Bonolo Koruakae Nchabeleng, "An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: A Case of Two Selected High Schools in Mahwelereng Circuit, Limpopo Province" (2022).

stage was not taught, during reading stage was partially taught and the post-reading stage was only evident through learners answering the questions from the previous question paper text. Rautenbach, Olifant, and Cekiso affirm that reading skills cannot be fully implemented in schools when students do not regularly interact with texts, see printed materials, and read intensively.[21]

The learners showed no interest in the lesson and a lot of time was wasted as the educator tried to discipline the learners without success. The lesson was not clearly presented; therefore, the educator only scored level 1 across the criteria.

7. Writing and Presenting

Table 7: Competency Levels – Writing and Presenting

Educator 3 – School C				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Classroom Organisation		X		
Knowledge of the Subject			X	
Classroom Management			X	
Presentation		X		

Needless to say, level 3 for content knowledge and classroom management could mean that the implementation of writing and presentation skills is heading in the right direction. The educator was teaching essays, and not transactional texts. The writing and presenting pre or planning stages were followed during the lesson presentation, except for the drafting, editing and proofreading stages. This approach sent a wrong message on how writing skills should be implemented. Dlamini and Mabusela allude that the lack of content methodologies in teaching writing skills is the main cause of deviation in teaching and learning the skill.[22]

Additionally, the educators switched codes. This was observed almost in all the lessons in all skills. Ntombela, Ngubane, and Govender stipulate that the writing and presentation of the lesson analyses indicate that teachers used code-switching to better clarify writing concepts.[23] Similarly, Makhwathana maintains that it is always difficult for teachers to consistently use the English language when they teach.[24] As a result, teachers switched to their Home Language to explain difficult vocabulary to learners. However, the overcrowding of learners and the dilapidated buildings in this institution distract teaching and learning. The researcher experienced that teaching and learning need a safe environment that encourages learning, and creativity and all learners should be productively engaged and supported. Marzulina, et.al. attest that the main challenge teachers face in implementing the English language policy is managing over-crowded classes.[25]

The educator still needs support in order to improve from level 3 (good) to level 4 (outstanding) in terms of the ratings.

[21] Eunice Rautenbach, Tilla Olifant, and Madoda Cekiso, "Teachers' Perceptions of Grades 8–10 English First Additional Language Learners' Reading Habits, Attitudes and Motivation," *Reading & Writing-Journal of the Reading Association of South Africa* 10, no. 1 (2019): 1–11.

[22] Zodwa Dlamini and M. S. Mabusela, "In-Service Training Needs of Educators in the Teaching of Writing Skills: A Case Study of Primary Schools at ESwatini" (University of Zululand, 2019).

[23] Berrington Ntombela, Nomalungelo I Ngubane, and Samantha Govender, "Writing Approaches and Strategies Used by Teachers in Selected South African English First Additional Language Classrooms," *Reading & Writing-Journal of the Reading Association of South Africa* 11, no. 1 (2020): 1–8.

[24] Rendani Mercy Makhwathana, "Strengthening English Second Language Competence of Foundation Phase Teachers in Vhembe District, South Africa" (2020).

[25] Lenny Marzulina et al., "Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voices," *Theory and Practice in Language Studies* 11, no. 12 (December 2, 2021): 1581–89, https://doi.org/10.17507/tpls.1112.10.

8. Language Structures and Conventions

Table 8: Competency Levels – Language Structures and Conventions

Educator 4 – School D				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Classroom Organisation			X	
Knowledge of the Subject		X		
Classroom Management		X		
Presentation		X		

The data from the table suggest level 2 of the three criteria, and level 3 of the classroom organisation. Classroom organisation encourages learning and the effective use of teaching and learning resources. In contrast, the educator had limited knowledge of the grammar or parts of speech during lesson presentation and could not manage the classroom well. For instance, during teaching, some learners would be busy doing something different from what they were taught. In other words, some would be completing their home activities for other subjects during the English lesson. Heng, Pang and Em affirm that effective classroom management promotes efficient teaching and learning of English as a first additional language, as learners are kept intact.[26]

The lesson was relatively presented with limited examples of the usage of the language aspects. The learners were mostly taught parts of speech in isolation. For example, the educator was teaching definitions of nouns, pronouns, verbs, adverbs, adjectives, conjunctions, prepositions and interjections separately without using a text. It is important to mention that grammar can only be taught in context as per the EFAL CAPS prescripts. Teaching grammar in context requires learners to acquire parts of the language in a sequential trend.[27] This is because a lack of grammar in students contributes to a lack of academic writing, an inability to read and speak fluently, and almost all language skills are affected.[28]

Consequently, an organised classroom needs an educator who has more insight into what the teaching and learning of language structures and conventions entails.

9. Assessment Techniques

Listening and Speaking

Table 9: Competency Levels – Listening and Speaking

Educator 1 – School A				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Focus on lesson objectives	X			
Diversity			X	
Learner Motivation			X	

The educator allowed learners to discuss aspects of the documentary, such as ‘What informed the documentary?’, ‘Who are the characters in the documentary?’, and ‘What message did you learn from the documentary?’ Through the discussion, the assessment, which was informal, did cater for, promote and motivate the learners. In their discussions, both the educator and learners were unable to pronounce some words, enunciate, follow instructions, positively engage, and share knowledge equally. Hence, the objectives were not fully addressed. The educator did not have any proper rubric or checklist to assess

[26] Heng, Pang, and Em, “Challenges of Teaching Mixed-Ability EFL Classes: A Study of Two Private Schools.”
[27] Khayrulloyeva Sitora Lutfulloyevna, “Teaching Grammar In Context,” *International Journal Of Social Science & Interdisciplinary Research,* 12, no.05 (2023): 66–68.
[28] Y. A. Omar, “Wanted Political Entrepreneurs to Forge a Common Nationhood in SA,” *Sowetan*, October 4, 2019.

the learners as they were discussing. For this reason, teaching without assessment may suggest that learners were not taught. This is due to a lack of evidence on what the learners were doing in the classroom, especially if the activity books were to be monitored by the departmental head or departmental officials. Assessing learners tests learners' ability to translate knowledge into practice.[29]

10. Reading and Viewing

Table 10: Competency Levels – Reading and Viewing

Educator 2 – School B				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Focus on lesson objectives	X			
Diversity	X			
Learner Motivation	X			

No objectives were addressed by the assessment provided. Learners were taught using previously administered paper. During teaching, there was no informal assessment such as teacher-learner discussions, peer-to-peer discussions, group activities, classwork, or homework given. For instance, the educator would only read the passage, pause, and read the question, allow the learners to answer it verbally, refer to the memorandum and provide the right answer, and then proceed. For this reason, this kind of assessment does not cater for learners with different learning styles and feedback is not meaningful. Therefore, assessment feedback left the learners unmotivated. The role of teacher-student interaction, peer assessment, and self-assessment encourages active student participation in the classroom.[30]

11. Writing and Presenting

Table 11: Competency Levels – Writing and Presenting

Educator 3 – School C				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Focus on lesson objectives				X
Diversity			X	
Learner Motivation			X	

Although the lesson did not align with the EFAL CAPS annual teaching plan, it addressed the objectives for that particular subtopic, which was essay writing. Learners were given various topics that promote respect for individuality and diversity to choose from. Due to the prolonged presentation of the educator, learners were pressed with time to complete the assessment on essay writing in class. Therefore, the researcher note that time management was a factor in teaching of the writing and presenting skills. The assessment intrigued the learners, and they were interested in their learning, but time was a key factor. Therefore, the researcher is of the view that the policy should increase time for teaching and learning writing and presenting skills for the purposes of having enough time for assessment. Study findings from Ahmad, et.al. indicate that time management tactics significantly influence academic performance, with personalised analytics-based feedback interventions yielding distinct outcomes.[31]

[29] R. Yudkowsky, Y.S. Park, and S.M. Downing, *Assessment in Health Professions Education* (New York: Routledge, 2019).
[30] Linda Allal, "Assessment and the Co-Regulation of Learning in the Classroom," *Assessment in Education: Principles, Policy & Practice* 27, no. 4 (2020): 332–49.
[31] Ahmad Fauzi et al., "Exploring Students' Acceptance of Google Classroom during the Covid-19 Pandemic by Using the Technology Acceptance Model in West Sumatera Universities," *Electronic Journal of E-Learning* 19, no. 4 (August 11, 2021): pp233-240, https://doi.org/10.34190/ejel.19.4.2348.

Likewise, Wolters and Brady state that time management serves as a fundamental self-regulatory mechanism, empowering students to strategically plan, organize, and allocate time toward goal-oriented academic activities.[32]

12. Language Structures and Conventions

Table 12: Competency Levels – Language Structures and Conventions

Educator 4 – School D				
Criterion	**Competency Levels**			
	Level 1 (Unacceptable)	Level 2 (Satisfactory)	Level 3 (Good)	Level 4 (Outstanding)
Focus on lesson objectives	X			
Diversity		X		
Learner Motivation		X		

The assessment did not address the lesson objectives. Learners were given the task of explaining parts of speech. The second part of the task was dictation, where the educator dictated examples of parts of speech and learners were expected to classify them in their activity books. The assessment minimally accommodated the different types of learners and their learning styles, together with little motivation. Some teachers believe that teaching language structures and conventions deductively reduces their burden more than teaching them inductively, since they need more time and energy.[33] However, the teaching of language structures and conventions should always be taught in context according to the EFAL CAPS prescripts, as learners are also assessed in context. The teaching of language structures and conventions in context encourages multiple teaching and assessment methods, and is essential for fostering English language proficiency.[34]

DISCUSSION

Challenges of EFAL Policy Implementation

Educators face different challenges in the implementation of EFAL teaching, learning and assessment policy. Most of the challenges, such as overcrowded classrooms, codeswitching, time management, and administrative duties, have already been discussed earlier. However, in the educator interview schedules, it was pointed out that most educators could not meet the EFAL CAPS guidelines. The first challenge was that the time allocated to teaching and learning EFAL skills is limited, as learners in the classroom learn differently. Mirzaevna, Bakhtiyorovna and Abdukarimovna contend that the main challenge in the teaching and learning of English as a foreign language is the development of written language due to the limited time allocated for teaching the subject.[35] The trick is that the more time educators spend focusing on a particular skill to accommodate struggling learners, the less time is allocated to teaching and learning other skills. As a result, educators end up shoving other skills aside and focusing on teaching for assessment rather than teaching for knowledge.

The second challenge was to deal with learners who take EFAL for granted and show less interest in learning the subject. Husna, Rozal, and Andriani discovered that a lack of student interest in learning the English language is a major contributor to teaching and learning English as a foreign language.[36] Therefore, this can be time-consuming and most demotivated learners will end up missing out on content knowledge. Thirdly, some educators admitted that the EFAL CAPS document is complex to implement. “Most of the challenges are particularly with me, and not the EFAL CAPS policy document. Challenges of not knowing how best I can teach the skills”, educator 2 confessed. For this reason, the departmental

[32] Christopher A Wolters and Anna C Brady, “College Students’ Time Management: A Self-Regulated Learning Perspective,” *Educational Psychology Review* 33, no. 4 (2021): 1319–51.
[33] V. Rao, “Blended Learning: A New Hybrid Teaching Methodology.,” *Online Submission* 3, no. 13 (2019).
[34] Saksit Saengboon, Panyaatisin Kosin, and Anuchit Toomaneejinda, “The Roles of Grammar in English Language Teaching: Local Viewpoints,” *Pasaa* 63, no. 1 (2022): 179–204.
[35] Mirzaevna, Bakhtiyorovna, and Abdukarimovna, “Challenges in Teaching English Language Learners.”
[36] Edi Rozal and Reni Andriani, “Teachers’ Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi,” *JR-ELT (Journal of Research in English Language Teaching)* 5, no. 1 (2021): 28–36.

head within the school should offer proper support. In a case where the departmental head is also not equipped enough, professional development is needed to assist the educators. That is, a lack of professional experience will lead to stress and tension to teach the language skills.[37] Therefore, proper training is required to support educators who fail to implement the EFAL CAPS document correctly.

It is worthy t note that, the researcher suggests that proper planning and management of tasks can assist in curbing the challenges addressed above. Poor planning and management can have several negative effects on the duration and completion of the task.[38] Plans must be active and followed to the letter so that progress is traced. If this honesty in the tracking of progress is practiced, then proper intervention strategies will be employed for effective teaching and learning of the EFAL skills.

The teaching and learning of the EFAL skills determine how well the policy is implemented. Evans, Bulla and Kieta define teaching as a process of imparting knowledge to change behaviour, and develop interpersonal and academic skills.[39] Learning is the acquisition of skills or knowledge through observation, study, or experience.[40] The findings of both the observation schedules and document analysis show that the teaching and learning of the EFAL skills is erroneous. To this end, the development of language skills is also affected, and thus teaching and learning are affected as well. Therefore, this is against what the teaching and learning of EFAL skills as per the CAPS document aims to achieve. CAPS stipulates clearly that the implementation of the EFAL policy should address one of the following aims: obtain the language skills required to listen, speak, read, view, write, and present the language with confidence and enjoyment.[41] Also, the remarks from the interview schedules confirm what is expected during the implementation of the language skills. For example, Educator 1 affirmed, "…so that EFAL subject can be taught to bridge language gaps."

To begin with, the outcomes from both the educator observation schedules indicate that the teaching and learning of listening and speaking are flawed due to a lack of lesson planning and relevant teaching materials. Semono states that teachers lack the knowledge and skills for administering activities, applying appropriate approaches, and using the available literacy resources to develop listening and speaking skills.[42] The possibility could be that teachers do not know the correct approach to teaching skills. Therefore, they show less interest in planning and teaching the skills. Bajwa argues that teachers might be using materials developed or selected following the policy's guidelines but fail to engage the learners and teach them how to use language in terms of communicative intent.[43]

In either case, the learners' learning of listening and speaking is compromised. This means that learners' vocabulary in the English language is limited due to less development in communicative skills.[44] Thus, EFAL CAPS aims to develop learners' communication skills, build confidence, and promote self-awareness with the skills.[45] The researcher finds it appropriate to stress that proper planning and preparation can curb the incompetence of the stakeholders in the teaching and learning of listening and speaking skills.

Additionally, from the educator observation schedules, the teaching and learning of reading and viewing skills show deviation on subtopics. Also, in the same schedules, first, it is highlighted that unfavourable learning environments created discomfort during teaching and learning of the same EFAL skills, in which some of the content was missed and incomplete. Second, classroom management and

[37] Gündogmus, "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties."
[38] Khaled Ehsan, "Exploring Power Dynamics of Religious Leaders," *And Dialogue*, 2021, 101.
[39] Amy L. Evans, Andrew J. Bulla, and Andrew R. Kieta, "The Precision Teaching System: A Synthesized Definition, Concept Analysis, and Process," *Behavior Analysis in Practice* 14, no. 3 (2021): 559–76.
[40] Miary Andriamiarisoa, "Redefining the Meaning of Learning," in *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design* (IGI Global, 2022), 71–93.
[41] South Africa. Department of Basic Education (DoE), *The National Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase Grade R-3* (Pretoria: Government Printer, 2011).
[42] T.B. Semono, "An Investigation of the Development of Listening and Speaking Skills in the Foundation Phase: A Case of Two Primary Schools in Maleboho-East Circuit, Capricorn District, Limpopo Province" (University of Limpopo, 2021).
[43] Muhammad Sarwar Bajwa, "English Language Learning Materials Development Policy of Pakistan: Provisions and Execution," *Journal of Educational Research* 24, no. 1 (2021): 152.
[44] Nchabeleng, "An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: A Case of Two Selected High Schools in Mahwelereng Circuit, Limpopo Province."
[45] South Africa. Department of Basic Education (DoE), *The National Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase Grade R-3*.

lack of interest in the lesson of both the learners and educator affected the teaching and learning of the skills. The researcher found this as a lack of motivation and insufficient knowledge of the content, maybe due to the learning environment or the attitude of the learners toward their learning. The main causes of educational challenges were a lack of motivation, poor educational background, discomfort with the English language, and a shortage of knowledgeable teachers.[46] Likewise, Reliefweb contends that institutions should learn the culture of compensation to motivate teachers, as this instills a sense of belonging and appreciation.[47]

The disconcerting factor is code-switching during the teaching of writing and presenting skills, as highlighted in the observation schedule. This may cause some learners to lack vocabulary during their writing process. Makhwathana maintains that it is always difficult for teachers to consistently use the English language when they teach.[48] As a result, teachers tend to switch to their Home Language to explain difficult vocabulary to learners and ultimately end up teaching using the Home Language, instead of the English Language. Also, Songxaba and Sincuba add that the other reason for the inconsistency in writing skills is the influence of social media, where learners use contracted words for communication. The latter could be true.[49] However, it does not promote the fact that learners should not be adequately taught the skills in the classroom.

Furthermore, apart from the outcomes that language structures and conventions are taught in isolation from the educator observation schedule, the same challenges still persist. For example, poor classroom management and learning environments, lack of content knowledge, interest, resources, lesson planning and preparation are rampant. CAPS regards these skills as the cornerstone of the other EFAL skills.[50] This means that language structures and conventions are the building blocks of listening, speaking, reading and writing. Nonetheless, classroom management plays a pivotal role in the teaching of EFAL skills, especially when learners' language aspects are concerned. This is when the educator creates a learning environment that encourages positive engagement, social interaction and self-motivation. [51]. In doing this, learners become proficient in using the EFAL skills and get empowered to analyse and evaluate information available in the rapidly changing world.[52] Failure to manage the class, teaching and learning would be difficult, and the performance of learners would be miscarried.[53]

In conclusion, assessment seems to be lacking in the teaching and learning of skills. The researcher contends that informal assessment is vital as it motivates learners when they sit for their tests or exams, and learners are always ready to tackle activities without fear. Integration of informal assessments significantly improves learner motivation, mitigates assessment anxiety, and cultivates a fear-free learning environment.[54] The effectiveness of informal assessment activities will result in good performance from formal assessment activities. Students perform poorly in the formal assessment because they come across new aspects they were never taught during teaching and learning.[55]

RECOMMENDATIONS

The study findings suggest the following recommendations:

[46] Heba M. N. Alefesha and Dina A. H. Al-Jamal, "Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign Language (EFL)," *Journal of Ethnic and Cultural Studies* 6, no. 1 (2019): 117–29.
[47] Reliefweb, "UNHCR Jordan Factsheet," August 2018, https://reliefweb.int/report/jordan/unhcr-jordan-factsheet-august-2018.
[48] Makhwathana, "Strengthening English Second Language Competence of Foundation Phase Teachers in Vhembe District, South Africa."
[49] Sister L. Songxaba and Limkani Sincuba, "The Effect of Social Media on English Second Language Essay Writing with Special Reference to WhatsApp," *Reading & Writing-Journal of the Reading Association of South Africa* 10, no. 1 (2019): 1–7.
[50] South Africa. Department of Basic Education (DoE), *The National Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase Grade R-3*.
[51] Ping-Hsuan Hsieh et al., "Economic Burden of Rheumatoid Arthritis: A Systematic Review of Literature in Biologic Era," *Annals of the Rheumatic Diseases* 79, no. 6 (2020): 771–77.
[52] Hayley Franklin and Ingrid Harrington, "A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms," *Journal of Education and Training Studies*, 2019.
[53] Mukul Kumar and Ziqian Liu, "Classroom Management Strategies and Student Learning," *Advanced Journal of Social Science* 5, no. 1 (2019): 65–72.
[54] Latifa Sami, "The Role of Informal Assessment in Raising Learner's Motivation," 2019.
[55] Kashif Ishaq, Abdul Majid Khan Rana, and Nor Azan Mat Zin, "Exploring Summative Assessment and Effects: Primary to Higher Education.," *Bulletin of Education and Research* 42, no. 3 (2020): 23–50.

Principals

- Provide necessary support, such as developing their institutions for effective teaching and learning, procuring enough materials, and dealing with unruly learners and uncooperative staff.
- Productively facilitate the implementation of teaching, learning and assessment policies in the school.

Departmental Heads

- Perform their duties as per PAM directives at the school level regardless of the circumstances.
- Trace, evaluate and record minor and major deviations in the implementation of the EFAL policies and effectively hold everyone accountable without fear, favour, or prejudice.

Educators

- Proper planning and preparation prior to teaching, learning and assessment with continuous monitoring is recommended.
- Continuous content development is required.
- Teach for knowledge and not for assessment at all times.

CONCLUSION

The study explored challenges experienced by educators during the implementation of teaching, learning and assessment policy in EFAL. It is evident that dealing with the root, which is the educators' challenges on teaching, learning and assessing EFAL, will subsequently yield good results on the head, which are the learners' learning process and how well they have achieved their learning objectives through assessment.

BIBLIOGRAPHY

Abou El-Fadl, Khaled. *Shared Ethics: A Foundation for Christian-Muslim Cooperation*. Cairo: Crescent Moon Press, 2017.

Adam, Nurhardiyanti, Abid Abid, and Yusna Bantulu. "Challenges in Teaching English Writing Skills: Lessons Learnt from Indonesian High School English Language Teachers." *Jambura Journal of English Teaching and Literature* 2, no. 1 (2021): 12–21.

Alefesha, Heba M N, and Dina A H Al-Jamal. "Syrian Refugees' Challenges and Problems of Learning and Teaching English as a Foreign Language (EFL)." *Journal of Ethnic and Cultural Studies* 6, no. 1 (2019): 117–29.

Allal, Linda. "Assessment and the Co-Regulation of Learning in the Classroom." *Assessment in Education: Principles, Policy & Practice* 27, no. 4 (2020): 332–49.

Alshammari, Hammad Ali, Elsayed Abdalla Ahmed, and Mukhled Atta Abu Shouk. "Challenges to Studying English Literature by the Saudi Undergraduate EFL Students as Perceived by Instructors." *English Language Teaching* 13, no. 3 (2020): 8–19.

Andriamiarisoa, Miary. "Redefining the Meaning of Learning." In *Handbook of Research on Future of Work and Education: Implications for Curriculum Delivery and Work Design*, 71–93. IGI Global, 2022.

Ary, D., L. Jacobs, A. Razavieh, and C. Sorensen. *Introduction to Research in Education.* Florence: KY Thomson/Wadsworth, 2020.

Aziz, Azlina Abdul, and Saraswathy Kashinathan. "ESL Learners' Challenges in Speaking English in Malaysian Classroom." *Development* 10, no. 2 (2021): 983–91.

Bajwa, Muhammad Sarwar. "English Language Learning Materials Development Policy of Pakistan: Provisions and Execution." *Journal of Educational Research* 24, no. 1 (2021): 152.

Berndt, Andrea E. "Sampling Methods." *Journal of Human Lactation* 36, no. 2 (2020): 224–26.

Creswell, J. W. *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Prentice Hall, 2012.

Dlamini, Zodwa, and M. S. Mabusela. "In-Service Training Needs of Educators in the Teaching of Writing Skills: A Case Study of Primary Schools at ESwatini." University of Zululand, 2019.

Ehsan, Khaled. "Exploring Power Dynamics of Religious Leaders." *And Dialogue*, 2021, 101.

Evans, Amy L, Andrew J Bulla, and Andrew R Kieta. "The Precision Teaching System: A Synthesized

Definition, Concept Analysis, and Process." *Behavior Analysis in Practice* 14, no.3(2021):559–76.
Fauzi, Ahmad, Raju Wandira, Domi Sepri, and Afdhil Hafid. "Exploring Students' Acceptance of Google Classroom during the Covid-19 Pandemic by Using the Technology Acceptance Model in West Sumatera Universities." *Electronic Journal of E-Learning* 19, no. 4 (August 11, 2021): pp233-240. https://doi.org/10.34190/ejel.19.4.2348.
Franklin, Hayley, and Ingrid Harrington. "A Review into Effective Classroom Management and Strategies for Student Engagement: Teacher and Student Roles in Today's Classrooms." *Journal of Education and Training Studies*, 2019.
Gul, Rani, Ishfaq U Tahir, and T Batool. "Impact of Teachers Workload on Their Time Management Skills at University Level." *Indian Journal of Economics and Business* 20, no. 3 (2021): 819–29.
Gündogmus, Hatice Degirmenci. "The Difficulties Experienced by Teachers in the Process of Primary Reading and Writing Instruction and Their Solution Offers for Eliminating These Difficulties." *Universal Journal of Educational Research* 6, no. 2 (2018): 333–39.
Heng, Daneth, Sina Pang, and Sereyrath Em. "Challenges of Teaching Mixed-Ability EFL Classes: A Study of Two Private Schools." *PROJECT (Professional Journal of English Education)* 6, no. 3 (2023): 591–604.
Hsieh, Ping-Hsuan, Olivia Wu, Claudia Geue, Emma McIntosh, Iain B McInnes, and Stefan Siebert. "Economic Burden of Rheumatoid Arthritis: A Systematic Review of Literature in Biologic Era." *Annals of the Rheumatic Diseases* 79, no. 6 (2020): 771–77.
Ishaq, Kashif, Abdul Majid Khan Rana, and Nor Azan Mat Zin. "Exploring Summative Assessment and Effects: Primary to Higher Education." *Bulletin of Education and Research* 42, no. 3 (2020): 23–50.
Karya, Paris Jiwa, Kenza Takarroucht, Kufakunesu Zano, and Alex Zamorano. "Developing the Prototype of Picture-Based Learning Materials in the Teaching of Speaking Skills." *Journal of Language and Literature Studies* 2, no. 2 (2022): 109–16.
Kumar, Mukul, and Ziqian Liu. "Classroom Management Strategies and Student Learning." *Advanced Journal of Social Science* 5, no. 1 (2019): 65–72.
Lerotholi, Lelingoana. "A Critical Analysis of Teaching English in English as a Lingua Franca Context: A Case Study of Lesotho." *Journal of Gender, Information and Development in Africa (JGIDA)* 8, no. Special Issue 2 (2019): 267–79.
Lutfulloyevna, Khayrulloyeva Sitora. "Teaching Grammar In Context." *International Journal Of Social Science & Interdisciplinary Research* 12, no. 05 (2023): 66–68.
Makhwathana, Rendani Mercy. "Strengthening English Second Language Competence of Foundation Phase Teachers in Vhembe District, South Africa," 2020.
Marzulina, Lenny. "Challenges in Teaching English." *Theory and Practice in Language Studies* 11, no. 12 (2021): 1581–89.
Marzulina, Lenny, Kasinyo Harto, Dian Erlina, Muhammad Holandyah, Deta Desvitasari, Arnilawati Arnilawati, Fridiyanto Fridiyanto, and Amirul Mukminin. "Challenges in Teaching English for EFL Learners at Pesantren: Teachers' Voices." *Theory and Practice in Language Studies* 11, no. 12 (December 2, 2021): 1581–89. https://doi.org/10.17507/tpls.1112.10.
Maseko, Busani. "Teachers' Language Ideologies, Conflicting Language Policy and Practices in Zimbabwean Education System." *Southern African Linguistics and Applied Language Studies* 39, no. 1 (2021): 30–42.
Mirzaevna, Alimova Sharipa, Alaberdieva Gulshodakhon Bakhtiyorovna, and Tashmatova Madina Abdukarimovna. "Challenges in Teaching English Language Learners." *Вестник Науки и Образования*, no. 19-3 (73) (2019): 34–36.
Moats, Louisa C. "Teaching Reading Is Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do.," 1999.
Moses, Rachel Nyanamoney, and Maslawati Mohamad. "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review." *Creative Education* 10, no. 13 (2019): 3385.
Mwanza, David Sani. "Critical Reflections on the Zambian Education System and the Teaching of English in Post-Colonial Zambia.," 2020.

Nchabeleng, Bonolo Koruakae. "An Investigation of the Challenges Experienced on the Development of Listening and Speaking Skills: A Case of Two Selected High Schools in Mahwelereng Circuit, Limpopo Province," 2022.

Ntombela, Berrington, Nomalungelo I Ngubane, and Samantha Govender. "Writing Approaches and Strategies Used by Teachers in Selected South African English First Additional Language Classrooms." *Reading & Writing-Journal of the Reading Association of South Africa* 11, no. 1 (2020): 1–8.

Omar, Y. A. "Wanted Political Entrepreneurs to Forge a Common Nationhood in SA." *Sowetan*, October 4, 2019.

Rahimi, Fahim, and Hangama Samadi. "English Teachers' Opinions on Challenges Face in Teaching English as Foreign Language: The Case of Jalalabad Selected Secondary Schools." *Journal of Research Initiatives* 6, no. 1 (2022): 7.

Rao, V. "Blended Learning: A New Hybrid Teaching Methodology." *Online Submission* 3, no. 13 (2019).

Rautenbach, Eunice, Tilla Olifant, and Madoda Cekiso. "Teachers' Perceptions of Grades 8–10 English First Additional Language Learners' Reading Habits, Attitudes and Motivation." *Reading & Writing-Journal of the Reading Association of South Africa* 10, no. 1 (2019): 1–11.

Reliefweb. "UNHCR Jordan Factsheet," August 2018. https://reliefweb.int/report/jordan/unhcr-jordan-factsheet-august-2018.

Rozal, Edi, and Reni Andriani. "Teachers' Challenges in Teaching English at Seventh Grade Students of Junior High School 18 Jambi." *JR-ELT (Journal of Research in English Language Teaching)* 5, no. 1 (2021): 28–36.

Sabaruddin, Sabaruddin, Rosnidar Mansor, Irfan Rusmar, and Fadila Husna. "Student with Special Needs and Mathematics Learning: A Case Study of an Autistic Student." *JRAMathEdu (Journal of Research and Advances in Mathematics Education)* 5, no. 3 (August 30, 2020): 317–30. https://doi.org/10.23917/jramathedu.v5i3.11192.

Saengboon, Saksit, Panyaatisin Kosin, and Anuchit Toomaneejinda. "The Roles of Grammar in English Language Teaching: Local Viewpoints." *Pasaa* 63, no. 1 (2022): 179–204.

Sami, Latifa. "The Role of Informal Assessment in Raising Learner's Motivation," 2019.

Semono, T.B. "An Investigation of the Development of Listening and Speaking Skills in the Foundation Phase: A Case of Two Primary Schools in Maleboho-East Circuit, Capricorn District, Limpopo Province." University of Limpopo, 2021.

Songxaba, Sister L, and Limkani Sincuba. "The Effect of Social Media on English Second Language Essay Writing with Special Reference to WhatsApp." *Reading & Writing-Journal of the Reading Association of South Africa* 10, no. 1 (2019): 1–7.

South Africa. Department of Basic Education (DoE). *The National Curriculum and Assessment Policy Statement (CAPS) for Foundation Phase Grade R-3*. Pretoria: Government Printer, 2011.

Swedberg, Richard. "Exploratory Research." *The Production of Knowledge: Enhancing Progress in Social Science* 2, no. 1 (2020): 17–41.

Tom-Lawyer, Oris, Michael Thomas, and M Kalane. "Examining the Status of English as a Medium of Instruction in Sub-Saharan Africa: A Comparative Study of Botswana and Nigeria." *European Scientific Journal* 17, no. 36 (2021): 51.

Utomo, Slamet, Sri Endang Kusmaryati, and Titis Sulistyowati. "The Challenges and Difficulties in Teaching Listening: An Exploratory Research in a Junior High School in Kudus." *Language Circle: Journal of Language and Literature* 14, no. 1 (2019): 27–38.

Wolters, Christopher A, and Anna C Brady. "College Students' Time Management: A Self-Regulated Learning Perspective." *Educational Psychology Review* 33, no. 4 (2021): 1319–51.

Yudkowsky, R., Y.S. Park, and S.M. Downing. *Assessment in Health Professions Education*. New York: Routledge, 2019.

ABOUT AUTHORS

Tonny Kolo Mengwai (PhD) is an accomplished Senior Education Specialist and researcher specializing in English Education. With a PhD in English Education, along with a Masters, Honours, and B.Ed degree. Dr. TK Mengwai brings extensive expertise in language education. His research interests include language policy implementation, teaching and learning methodologies, assessment strategies, and integrating Information and Communication Technology (ICT) in language educationwai TK

Tsebe Wilfred Molotja is a Full Professor in English language teaching in the Department of Language Education in the School of Education at the University of Limpopo. He lectures modules in Language Education, particularly English Education and has positively contributed to the training of English First Additional language teachers. His research revolves around issues in Academic Reading, Academic Literacy, Multigrade teaching in primary schools, Assessment in Language Teaching, English language teaching methodologies, Developing Reading and Writing Skills in the Primary, Secondary schools and Institutions of Higher Learning. He is currently serving as the Head of Department of Language Education. He has presented papers at National and International conferences on issues pertaining to language teaching (Reading and Writing). He has supervised Honours, Masters and PhD candidates in studies in developing reading and writing skills and has externally examined Masters and PhD students from various universities in the country. He is actively involved in developing literacy skills in primary schools in Mankweng and Dikgale clusters as part of VLIR Project 3 (Multiple Literacies: Science Literacy, Health Literacy and Academic Literacy) where he serves as the Deputy Leader. He is currently serving as the Principal Investigator in Kagiso Trust in Sekhukhune East District, Limpopo Province and the Deputy Chair of Schools as Enabling Environments (NRF Research Chair) under Prof Themane. His involvement in community engagement projects has resulted in the publication of book chapters and articles in peer reviewed books and journals. He is also involved in adjudicating in the Department of Sport, Arts and Culture (Limpopo Province) in developing young writers in English and Sepedi in Limpopo Province. He is serves as a mentor for young and upcoming lecturers in the department in English language teaching.