

CLASSROOM INTERACTION PEDAGOGY IN TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE TO ENHANCE LEARNERS' COMMUNICATIVE COMPETENCE

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Verbal communicative competence in English First Additional Language (EFAL) is particularly important in the intermediate phase (grades 4-6) of South African public primary schools. This article is part of the researcher's doctoral study conducted in Ekurhuleni North District, in the Gauteng Province of South Africa. The purpose of this study was to investigate how teachers in the intermediate phase implemented a classroom interaction pedagogy (CIP) in teaching EFAL to enhance learners' communicative competence. The study was constructivist in nature, informed by teacher efficacy and social interaction theories. A qualitative exploratory case study design was used. Five intermediate phase EFAL teachers from two public primary schools were purposely selected to participate in the study. Document analysis, observations and semi-structured interviews were utilised to collect the data. Data collected were categorised and themes were identified. It was found that teachers relied heavily on the use of charts and pictures, and appeared to ignore or be unfamiliar with some of the kinds of interactive activities and other classroom resources that can enhance communicative competence in EFAL. The study concluded that teachers need development in CIP interactive activities. For this reason, in-service training is recommended. Further recommendations suggest that, in order to maintain the use of EFAL in the classrooms, teachers should act as role models and use the target language at the learners' level by employing gestures and scaffolding their speaking skills.

Keywords: classroom interaction pedagogy, Curriculum and Assessment Policy Statement, interactive activities, social interaction, speaking skill, verbal communicative competence

INTRODUCTION

Classrooms are learning communities in which teachers and learners interact with each other on a daily basis in a social and interactive space. Classroom interaction pedagogy (CIP) is a theoretical phenomenon and a pedagogical approach that provides English First Additional Language (EFAL) practice opportunities and contributes to learners' language development towards communicative competence (Fielding, 2016; Van Laere, Rosiers, Van Avermaet, Slembrouck & Van Braak, 2017). Zhang and Wang (2012: 111) and Savignon (2018: 1) affirm that communicative competence is the ability to convey and interpret messages and to negotiate meaning in a target language wherever social interaction occurs.

For the purpose of this study, social interaction is defined as meaningful engagement among learners. In order for intermediate phase (grades 4-6) learners to gain experience in EFAL communication, they need to interact regularly using the target language, since interaction is the heart of communication (Nisa, 2014: 124). This implies that CIP is an approach that develops proficiency in the additional language, and that its success depends on learners having ample opportunities to use the English language. The National Curriculum Statements

for grades R to 12 aim at equipping learners, irrespective of their socioeconomic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment and meaningful participation in society as citizens of a free country (Department of Basic Education (DBE), 2011: 4). Likewise, the promotion and progression requirements for grades R to 12 require moderate achievement (Level 3; 40%-49%) in the second required official language at first additional language level from the intermediate phase (DBE, 2012: 17).

However, learners in some intermediate phase EFAL classrooms struggle to communicate competently in English during their verbal activities. The DBE (2011: 9) indicates in the Curriculum and Assessment Policy Statement (CAPS) document that learners in the intermediate phase need to use listening and speaking skills to interact and negotiate meaning by carrying on more sustained conversations, discussions and oral presentations. International reading benchmarks require high levels of a wide English vocabulary. A Progress in International Reading Literacy Study report for 2016 found that South African grade 4 learners did not reach the international benchmarks and lacked basic reading skills by the end of the grade 4 school year (Howie, Combrinck, Roux, Tshela, Mokoena & Mcleod-Palane, 2017: 72). The purpose of this study was to investigate how teachers in the intermediate phase implemented CIP in teaching EFAL to enhance learners' communicative competence. The study sought to answer the following question: How do intermediate phase teachers implement CIP to enhance learners' communicative competence?

This article is part of the researcher's doctoral study that was conducted in the intermediate phase at Ekurhuleni North District public primary schools. The district is situated in one of the Gauteng Province townships (urban areas occupied by black Africans). In these schools, home languages (HLs) (Sepedi and Setswana) were the language of learning and teaching (LoLT) for grades R to 3 (foundation phase), while EFAL was the LoLT for grades 4 to 7 (intermediate and senior phases). Before the introduction of the CAPS in 2012, learners began learning English as a LoLT in grade 4, the first year of the intermediate phase. Now, post-CAPS, the curriculum has changed and EFAL is introduced in grade 1 classrooms, though it is **less used** than the HL. In these two schools, the learners were from black African families of different languages with diverse ethnic groups and religious beliefs. However, Sepedi was taught as HL in one school and Setswana was taught as HL in the other school. Although the languages mentioned above were learners' HLs, they could not competently and fluently use or speak them because of the multiple languages spoken in this township. A large number of these learners were from poor socioeconomic backgrounds, influenced by high rates of unemployment and poverty (Robinson & Diale, 2017: 2). Learners were generally ill-disciplined, poor academic achievers, had poor motivation to use English at home and experienced a lack of parental support (Hompashe, 2018: 10). They were learners of mixed learning abilities between the ages of nine and 12. This situation is similar to that in Australia and Canada, where teachers have to cater for the educational needs of learners from diverse ethnic, cultural, religious and socioeconomic backgrounds (Moloney & Saltmarsh, 2016: 79). The schools were poorly resourced, and one school was overcrowded.

In the South African context, the usage of the English language forms a part of growing business markets and many developments in technology. Furthermore, English is a global language that often provides common ground for speakers who do not speak each other's native languages, is required at many top universities, and is the language of science and

technology (Admin, 2017: n.p). Therefore, learners need to move beyond their HLs and meet the standards of corporate marketplaces in order to function in the cumulative economical global atmosphere. Studies such as Barnard (2010), Taylor and Coetzee (2013) and Odeku (2018) maintain that a solid knowledge of English definitely opens socioeconomic doors for South African learners. Therefore, the requirement to develop confidence in English-language communication is vital in advancing meaningful admittance to education and the marketplace, as well as wider public functioning. Lydy, Oyelana, Ejidike, Akintoye and Olufunmilayo (2016: 114) assert that teachers who interact with learners in South Africa, where local languages are also used as LoLTs in public primary schools, should endeavour to use appropriate techniques that will facilitate effective and efficient understanding for the learners. According to Houghton Mifflin (2002: n.p.), a technique is an ability to apply procedures or methods so as to effect a desired result. In accordance, the DBE (2011: 9) has instructed EFAL teachers to make provisions to use techniques that create opportunities for learners to practise the additional language.

The techniques for implementing CIP are:

- teacher-to-learner/a group of learners;
- learner-to-learner; and
- learners-to-learners.

Firstly, according to Dagarin (2016: 129), teacher-to-learners is a form of interaction that occurs when a teacher talks to the whole class, playing the role of a leader or controller and deciding the type and process of the activity. Hence, the primary function of such interaction is controlled by practising language structures or structures modelled by the teacher. This type of practice is also referred to as ‘drill’ (Rathakrishnan, Raman, Haniffa, Mariamdarani & Haron, 2018: 102). Dagarin (2016: 129) indicates that teacher-to-learner/a group of learners is conducted when the teacher addresses the whole class, but expects only one learner or a group of learners to respond. This form of interaction is often used for the evaluation of individual learners. The same approach can be used for an informal conversation at the beginning of the lesson to share ideas, opinions and experiences that can contribute to the learning process (Tanveer, 2008: 4).

Secondly, Rao, Newlin-Haus and Ehrhardt (2016: 227) assert that, when using the learner-to-learner or pair work technique, learners are given an assignment that they must complete in pairs. In this case, the teacher plays the role of a consultant or adviser, helping when necessary. After the activity, the teacher puts the pairs into a group and each pair reports on its work (Dagarin, 2016: 129).

Lastly, Rao, Newlin-Haus and Ehrhardt (2016: 227) show that learners-to-learners/group work functions in the same way as pair work. These practices are useful for encouraging interaction among peers. As a result, such work encourages independent learning and passes on some responsibility for learning to learners since it approaches real-life communication where learners talk to their peers in small groups or pairs (Tanveer, 2008: 4).

These techniques can be facilitated through interactive activities such as discussion, storytelling, role-play, reading aloud and debates (Nisa, 2014: 125). Therefore, these interactive activities, linked to the techniques for employing CIP, stimulate classroom

interaction in EFAL. CIP is also used to develop other skills additional to listening and speaking mentioned in the CAPS (DBE, 2011: 9), namely reading and viewing, writing and presenting, and language structures and conventions. The researcher asserts that these interactive activities are likely used to teach any EFAL skill in the intermediate phase curriculum.

Thomas and Goering (2018: 104) found that discussion activity promoted an active learning environment in which learners learned to evaluate information and develop a more sophisticated approach to various problems. Alabsi (2016: 232) found that Saudi English learners' vocabulary was improved after using role-play. Fauzan (2016: 55) established that, after the debate practices in an English department class of Samarinda, the learners gradually expressed their thoughts and opinions in debate practice. Sharma (2018: 103) also found that, after the implementation of a two-week-long storytelling interactive activity in a Nepalese secondary school, learners participated in a contest and were able to tell stories that they had heard before. Rao, Newlin-Haus and Ehrhardt (2016: 233) confirmed that, in a kindergarten class in Kalamazoo, United States of America, after several aloud readings of stories in an English class, learners' existing knowledge of the words guided them to deeper understanding of the read stories. These interactive activities led to teamwork. The researcher opines that CIP is essential to facilitate the learning envisaged in the CAPS documents for grades R to 12, which speak of producing learners who can effectively work as a team by communicating effectively.

THEORETICAL FRAMING

This article is based on two theoretical perspectives – that of teacher self-efficacy by Bandura (1986) and that of social constructivism by Vygotsky (1962). The reason for choosing these two theories over others is because a teacher who possesses a high self-efficacy is able to provide opportunities for social interaction learning opportunities. Tschannen-Moran and Barr (2003: 189) show that teachers' sense of efficacy, that is, their belief or conviction that they can influence how well learners learn (even those who may be difficult or unmotivated) has been linked to productive teacher behaviour and positive learner outcomes. On the other hand, through social interaction, verbal language shared with learners enables them to develop a more complex and complete understanding of the world (Louis, 2009: 20). The theories were both needed as frames of reference in terms of the teachers' efficacy in planning the interactive activities and in creating a social interaction environment for learners in support of their learning of EFAL. Teacher self-efficacy is the teacher's personal belief in his or her own ability to plan instruction and accomplish instructional objectives (Gavora, 2010: 17). According to this theory, when a teacher believes in his or her own ability to teach, learners are likely to succeed due to the teacher's persistence and his or her innovative ideas in attempting to employ CIP in the classroom. In classrooms, teachers with high self-efficacy create social interactive activities and develop language for communication purposes (Raofi, Tan & Chan, 2012: 61). This implies that teachers who are confident in social interactive activities will enable learners to develop verbal communicative competence.

According to Powell and Kalina (2009: 244), Vygotsky believed that attainment of an additional language occurs more effectively in a relaxed social interaction environment. This implies that, in classrooms where there is relaxed social interaction, there is an atmosphere of security and of trust between the learners and the teacher, which enables learners to learn in a

more relaxed manner. In this journey, verbal communicative competence is reached when the learner is active in this interaction (Topçiu & Myftiu, 2015: 172). Topçiu and Myftiu (2015: 172) further affirm that the education environment of intermediate phase learners should promote techniques that favour social interaction.

METHODOLOGY

The study was grounded in constructivism, using a qualitative exploratory case study. Qualitative case studies afford researchers the opportunity to explore a phenomenon in context using a variety of data sources (Baxter & Jack, 2008: 544). Baxter and Jack (2008: 544) further state that the advantage of this approach is the close collaboration that is possible between researcher and participant, a factor that enables participants to tell their stories. This study was conducted during the second school term as learners and teachers were settled in their new grades. In working from a constructivist perspective, it is the researcher's assumption that people's personal understandings ought to be considered earnestly.

Five intermediate phase EFAL teachers from two public primary schools were purposively sampled to participate in this study. Nieuwenhuis (2007: 79) shows that purposeful sampling simply means that participants are selected because of some defining characteristic that makes them the holders of the data needed for the study. The two public primary schools were selected because English was taught as an additional language in the intermediate phase.

School A had two intermediate phase EFAL teachers, with between 38 and 40 learners in a class. School B had three intermediate phase EFAL teachers, with between 50 and 62 learners in a class.

Teacher 1, from School A, was a man between 25 and 30 years of age. He claimed that teaching was dear to him, and had wanted to become a primary school teacher since his high school years as he considered the primary school level to be the foundation for success. He was a public speaking coach and helped other teachers to develop learners' public speaking skills in EFAL at his school. Though Teacher 1 had only two years' experience of teaching grades 4 and 5, he showed dedication in all the activities performed. He had a BEd degree with English as his major subject, and he indicated that he was busy upgrading his qualification.

Teacher 2, from School A, was a man between 35 and 40 years of age. He was fluent in English and had 10 years' experience of teaching grade 6. He was a dedicated EFAL teacher who liked to see his learners progress in their reading. He indicated that he wished to see intermediate phase learners achieving great success in reading. Hence, in his teaching, he made sure he knew his learners' backgrounds so that he could employ CIP suitable for diverse learners. Teacher 2 had a BEd honours degree.

Teacher 3, from School B, was a woman between 41 and 45 years of age. She was a committed, hard-working, middle-aged, well-spoken EFAL teacher who was dedicated to her career. She had been teaching grade 4 for 16 years and was thus well experienced. She understood and loved diverse learners. She mentored Teacher 4, and had a BEd honours degree.

Teacher 4, from School B, was a woman between 29 and 35 years of age. She was still new to the education fraternity, and was struggling to use and teach EFAL with her one year's experience of teaching grade 5. She had completed a BEd degree and was willing and ready to develop her teaching career. According to her mentor, she asked when she did not understand, was eager to learn and listened carefully.

Teacher 5, from School B, was a man between 50 and 55 years of age. He was an experienced EFAL teacher with 27 years' experience of teaching grade 6. He used English as medium of instruction and was well-versed in strategies that prompt interaction and enhance learners' communicative competence. He showed confidence, loved his teaching career and held his learners close to his heart. He had a BEd honours degree and was pursuing further studies.

Multiple data collection methods, such as observations, semi-structured interviews and document analysis, were employed as primary instruments in collecting data. Creswell (2012: 213) indicates that observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. The designed observation protocol indicated a 30-minute EFAL lesson observation. A semi-structured interview is a qualitative method of inquiry that combines a predetermined set of open-ended questions with the opportunity for the interviewer to explore particular themes or responses further (McMillan & Schumacher, 2010: 356). The interviews lasted for approximately 45 minutes. Document analysis was used to analyse the CAPS document. Creswell (2012: 223) affirms that documents are ready for analysis without the transcription that is necessary with observational and interview data.

The thematic data analysis advocated by Braun and Clarke (2006) was used to analyse the collected data. Braun and Clarke (2006: 16-24) mention the following six phases of thematic data analysis: familiarising oneself with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing a report. In this study, the notes were read and re-read, the recordings were listened to several times, codes were developed, and from these codes, themes emerged.

Credibility for this study was achieved through theoretical and methodological triangulation, which is described by Creswell (2012: 259) as a process of corroborating evidence from different individuals, types of data, or methods of data collection in description and themes. Creswell (2012: 262) suggests that, to check the accuracy of the research, qualitative inquirers employ procedures such as member checking. Member checking was applied by sending the analysed data to the participants so that they could verify the data. Before the study could commence, the researcher applied for ethical clearance, and a certificate (Ref: 2017/09/13/90233522/01/MC) was issued. Pseudonyms were used to ensure confidentiality.

FINDINGS AND DISCUSSION

The table below shows the biographical information of the participants.

Table 1. Participants' biographical information

School	Number	Gender	Age category	Qualification	Teaching experience	Grade
School A	1	Male	25-30	BEd degree	2	4-5
School A	2	Male	35-40	BEd (honours) degree	10	6
School B	3	Female	41-45	BEd (honours) degree	16	4
School B	4	Female	29-35	BEd degree	1	5
School B	5	Male	50-55	BEd (honours) degree	27	6

Three themes emerged from the analysed documents, semi-structured interviews and observations.

Theme 1: Seating arrangements

During the EFAL classroom observations, seating arrangements were observed. It was observed that three of the five participants seated their learners in small groups, while the other two participants had their learners seated in the traditional way (in rows, as in a church). With regard to the interviews, those who seated their learners in groups reported that the seating arrangement assisted learner interaction, as they were able to assist each other as pairs or groups. One of the two participants whose learners were seated in the more traditional manner indicated that the learners were writing a formal task, so they were not supposed to assist each other, while the other participant complained of overcrowding and a lack of space. Some of the participants' responses were as follows:

They are seated in groups and I mixed the stronger ones with the weaker ones. In each group I make sure that there are two learners that I am sure that they will explain to the others. So they find it very much easier. (Teacher 1 School A)

I have 62 learners in my class. You can see, the classroom is small and I cannot seat them in groups. (Teacher 3 School B)

My learners were writing a formal task. I changed the seating in this way so that they can write their own work. I want to see whether they have achieved what they have learnt without others' help. (Teacher 4 School B)

The results revealed that the learners seated in groups were of mixed learning abilities. The participants seated gifted, average and slower learners in the same groups so that they would be able to assist each other. One of the strengths of working in mixed groups is that it creates opportunities for peer-teaching and peer-learning (Dudley, 2016: 60).

Learners in the overcrowded classroom were seated in pairs and were given a reading-aloud activity while sharing a book. Although the teacher clearly instructed learners to turn to the page of the reading text, some of them were playful and disturbed their peers who were busy reading. Using one reading book due to a lack of resources results in learners missing out on more academic growth with every passing year as learners are caught in a vicious cycle of

intellectual deprivation (McGill-Franzen & Allington, 2003: 73). Although sharing a reading book might be advantageous, Kriedel (2010: 114) asserts that a cramped classroom may cause friction among the learners as ample space is needed for each learner to promote respectful interaction.

Teacher 4 from school B indicated that she rearranged the classroom during a formal task. It was assumed that the teacher wanted to develop an examination-writing skill where learners had to be self-dependent. Wannarka and Ruhl (2008: 89) indicate that teachers should let the nature of the task dictate seating arrangements. Wannarka and Ruhl (2008: 89) further affirm that there is evidence that learners display higher levels of appropriate behaviour during individual tasks when they are seated in rows.

One of the teachers indicated:

It does not mean when a learner is slow, some learners cannot learn anything from him. (Teacher 5 School B)

In the three classrooms seated in groups, the learners were working in pairs and groups, listening and responding to each other. In one of the three classrooms, the teacher instructed learners to discuss, as a group, the picture on the board, while in another classroom, group leaders were facilitating group-guided reading and helping with the pronunciation of the words. Pair or group work allows a great deal of interaction because learners can reflect on their own ideas in a very active manner (Raba, 2017: 20). The teachers in these classrooms showed themselves to be efficacious in that their activities were well planned, and they provided learners with opportunities to interact by sharing their ideas on the lesson topics with one another. Narvaez, Vaydich, Turner and Khmelkov (2008: 4) affirm that teachers with high instructional self-efficacy are more likely to develop classrooms with mastery goal structures, focused on learning and improvement. The environment was constructive in the three classrooms, with the teachers facilitating where the learners needed help. There were also report-back sessions to the whole class from each group. Social constructivism is a highly effective method of teaching and one that all learners can benefit from, since collaboration and social interaction are incorporated (Powell & Kalina 2009: 243).

In the two other classrooms, learners were passive and were frequently reminded of noise levels during the lesson. Narvaez, Vaydich, Turner and Khmelkov (2008: 4) show that teachers with low self-efficacy are more authoritarian, are more likely to report higher levels of anger and stress, and more frequently use extrinsic inducement and negative reinforcement. The implication is that the teachers in the classrooms where CIP was employed were able to achieve their objectives by planning and organising their interactive activities and creating a conducive teaching and learning environment where learners could learn and interact in a free and relaxed manner. In contrast, higher levels of frustration distracted those two teachers who did not have any ideas regarding how to implement CIP.

Theme 2: The use of charts and pictures

All the teachers observed used charts and pictures in their teaching, describing them as an effective way of directing learners towards self-discovery learning. Some of their responses were as follows:

That chart has different activities that are happening and my learners will tell and discuss about the pictures and what is happening, who is doing this, where is happening and how. (Teacher 2 School A)

Remember that there are learners who do not want to read at all. When I give them this A4 paper [showing the paper], with the pictures, what they will be doing is start to colour, and when I take some rounds, and when they colour for instance, the flame with a green colour. I will correct them and say what is the colour of the flame? What is the different between the fire and the flame? All the conversation enhances their vocabulary. When we use the charts and the pictures, it enhances their vocabulary. Even the weaker ones will learn. (Teacher 4 School B)

The teachers believed that the use of charts and pictures encouraged learners to construct their own understanding in the learning process and develop new vocabulary, and that it unlocked their memories, thus enabling them to learn different activities in one theme through discussion. Learners should participate in learning activities and be encouraged to be involved in classroom discussions or interactions (Lydy et al., 2016: 115).

The participants also reported that they used charts and pictures to enhance communicative competence and to offer learners opportunities to do viewing-and-reading, since they had to look at the word or sentence displayed on the chart and read it aloud. Reading aloud and viewing excite young readers, as well as helping learners to expand their vocabulary and develop verbal comprehension strategies (Rao, Newlin-Haus & Ehrhardt, 2016: 226). The teacher-to-learner technique was also observed when the teacher walked around the classroom, assisting the slow learners in the colouring in of pictures. Aðalsteinsson, Frímansdóttir and Konráðsson (2014: 541) affirm that efficacious teachers' success develops from their strengths as to what they believe can be achieved in challenging situations. Using a teacher-to-learner technique, the teacher evaluates individual learners in free communicative activities, acting as a consultant or adviser, moving around the classroom, monitoring learners' progress, strengths and weaknesses, and helping where necessary (Dagarin, 2016: 130). In the learning environment, it is essential that the learning atmosphere be learner-centred so that learners can do the activities by themselves (Baş & Beyhan, 2010: 366).

One of the teachers pointed out that there were learners who did not want to read at all, and identified them as 'weak' learners. According to the Specific Learning Difficulties Association of South Australia (n.d.), a slow or weak learner is a learner of below average intelligence, whose thinking skills have developed significantly more slowly than the norm for his or her age. Boas (2015: n.p.) suggests that teachers should stop and think about using this idea of 'weakness' when referring to additional language learners. Boas (2015: n.p.) adds that, instead of referring to learners as weak, it should be considered that perhaps the teacher did not use the correct approaches, strategies or techniques to teach learners to reach their learning goals. Therefore, the teacher's role is to continuously collect information on the learners' achievements that can be used to improve their learning (continuous assessment) (DBE, 2011: 94). The daily monitoring of learners' progress assists in motivating learners to learn and also alerts teachers to the instructional strategies suitable for all diverse learners' levels of learning EFAL. It is assumed that some learners in Teacher 4's class may have not yet acquired the necessary EFAL reading skills.

Theme 3: CIP interactive activities

The interactive activities linked to the techniques for employing CIP were well-attempted in the three classrooms seated in groups compared to the two other classrooms. With reference to the interviews, participants explained the way they implemented CIP in their lessons. Of the five participants, only one participant showed that he did not frequently engage learners in discussion activities. The other four participants illustrated that the discussion, debate, storytelling and role-play activities emanated from the reading aloud of charts, pictures and daily newspapers. However, during the interviews, it emerged that only one teacher had implemented role-play, while two others had implemented debate. Some of the responses were as follows:

Through paired reading, they read while the others are listening. Then, I do group reading, as those who are struggling can feel covered when they are reading aloud with the others. Again, I involve learners where they have to listen, speak and read about contemporary issues. The next day they will discuss this in the classroom then they will be divided into groups of those who agree and those who disagree with an issue. Then the debate starts. (Teacher 1 School A)

The role-play makes learners to participate and they will say something. I believe that even if they don't understand me, they will understand when discussing in groups and role-playing and learn from the others. (Teacher 2 School A)

The discussion activities are when we are speaking about the charts. These charts have different activities in one. That is where I first engage one-on-one with the learners then we later discuss. (Teacher 3 School B)

In daily occasions, learners bring newspapers, and I let them to take turns to read aloud and discuss what they think about the story. They also debate about the issues happening in their community. (Teacher 4 School B)

I select five learners to tell the story of what they saw on the road coming to school or yesterday going back home or what they have read in the newspaper. (Teacher 5 School B)

The results show that, in most cases, CIP with interactive activities cannot be taught in isolation. For instance, a number of activities could arise from the same topic – such as teaching reading aloud, discussion, storytelling, role-play and debate – even though not all might be taught in the same lesson. The findings also show that most of the teachers did not use role-play during their lessons. One of the teachers indicated that there was no time for role-play as she had a lot of work to do. Ignorance of the use of role-play prevailed in most of the classrooms observed; teachers tended to ignore the verbal interactive activities because they were not perceived as formal activities and thus could not be rated as part of the learners' final mark. This finding concurs with Kaur, Othman and Othman's (2017: 100) finding that learners indicated that their teachers had never exposed them to role-play. In addition, teachers also agreed that they did not engage their learners in adequate and meaningful speaking tasks, which could enhance vocabulary acquisition.

The findings also show that some teachers do not consider debate as part of interactive activities. One of the participants also confessed:

I think learners do not like debate because we are the one who are not giving them an opportunity. (Teacher 1 School A)

Fauzan (2016: 51) and Alasmari and Ahmed (2013: 148) assert that, because it covers a variety of areas and issues, debating can conquer learners' fear, improve their fluency, pronunciation and vocabulary, and also familiarise them with jargon and technical terms. Studies have shown that, if opportunities are not provided for social interaction, learners may be deprived of the opportunity to express their thoughts and opinions, as well as the opportunity to improve their fluency and confidence (Fauzan, 2016; Friesen & Haigh, 2017; Raba, 2017; Sharma, 2018). Learners need to practise English and use it communicatively inside and outside the classroom. They will not be able to speak communicatively outside the classroom if they are not able to do so inside the classroom. Learners need to experience real communicative situations in which they can learn how to express their own views and opinions, and to develop their oral fluency and accuracy, both of which are essential for the success of communicative competence in EFAL. Therefore, CIP is necessary and useful as an educational pedagogy to enhance EFAL learning. The conclusion here is that CIP interactive activities were only minimally implemented in this study.

CONCLUSION

This study investigated how teachers in the intermediate phase implemented CIP in teaching EFAL to enhance learners' communicative competence. The scholarly literature and the CAPS document express the view that the success of additional language development depends on learners having ample opportunities for language usage. The study has shown that CIP, in line with the CAPS interactive activities, can provide learners with opportunities to express and share their experiences using EFAL. It was found that teachers were heavily reliant on the use of charts and pictures, while disregarding interactive activities and other classroom resources that can enhance communicative competence in EFAL. It was concluded that teachers lacked development in CIP interactive activities aimed at enhancing EFAL learners' communicative competence.

The study concludes that teachers need development in CIP interactive activities. After training, teachers should share the successes and challenges in their school zoning areas in order to entrench good practices in their classrooms. It is also recommended that the use of EFAL in classrooms should be maintained, with teachers acting as role models for the use of EFAL at the learners' level, and that this should be achieved by using gestures and scaffolding the learners' speaking skills. Finally, teachers should plan interactive activities and create a conducive social interaction environment for learners to learn EFAL. The findings of this case study cannot be generalised because purposive sampling was used to select participants and the study took place only in the intermediate phase. In addition, the current study only examined how intermediate phase teachers implemented CIP in teaching EFAL in only one district of Gauteng Province. Similar studies should be conducted in the intermediate phase of other districts of Gauteng Province. The question that requires further research is whether the EFAL intermediate phase teachers understand how to implement role-play as an interactive activity in teaching EFAL.

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