

## **TRANSCRIBED INTERVIEW FOR Ms. Shigwedha (Teacher F6: TF6)**

**INTERVIEWER**

Good afternoon, ma'am.

**TEACHER F6**

Good afternoon, ma'am. How are you?

**INTERVIEWER**

I'm good. Thank you. How are you?

**TEACHER F6**

I'm fine.

**INTERVIEWER**

OK, let me just start our interview with introducing myself again. My name is Hilma. I'm a student at Rhodes University, doing my master's in education, majoring in English language teaching. So, my topic for my study is Exploring the self-directed learning needs of English Second language teachers in Namibian secondary school, the focus of my study is CPD, which can be defined as a vehicle that facilitates the acquisition of knowledge and skills enabling teachers to remain current and maintain certain levels of competency in their areas of specialization. And another focus of my study is self-directed CPD, which refers to a new approach that refers to professional development arising from the teachers' own initiative, where the process is internally determined, and the teacher takes responsibility for their own learning. Let us start with asking you what motivated you to be an English teacher and how long you have been teaching English.

**TEACHER F6**

Thank you for the question. Umm I have been teaching English for many years, but what motivated me to be an English teacher was not really, uh the fact that it was the fact that there were no many English teachers at that time in Namibia, because if I have to recall, well, I did a different qualification, but I was just I couldn't get the job that I was trained for in the 1st place. I found myself in a situation where I have to join educational sector or profession and then that time I could see that in most schools there are many vacancies for English teaching posts or in other ways. And then that was the first fact which which motivated me to be an English teacher and I've been teaching for +- 17 years.

**INTERVIEWER**

Wow. OK. That's good. Tell me about your experience. What did you find interesting in the 17 years that you have been teaching English?

**TEACHER F6**

My experience has a lot. First, I have experience in the old curriculum in which I have started teaching English. I have been teaching in a school in a remote area where most of the learners were not exposed to English speaking in their everyday life, meaning that they have been just in most cases they have been just interact in their vernacular language. Therefore, when it comes to performance, especially in speaking and listening, we had experience low performance. Another thing I have also now seen an improvement in learners, especially learners when I started teaching English in town school because I thought at two different schools, then I realized that when I made a comparison between village learners or,

**INTERVIEWER**

OK

**TEACHER F6**

And the children in schools which are in town. There is a big difference in the fact that the learners in town are exposed, especially they watch television every day, they have more resources when it comes to Library books and so on. That is the difference that I have noticed since I've started teaching English.

**INTERVIEWER**

Yeah. What do you think is the cause of this big difference between urban and rural schools in terms of resources and? If they are all in in Namibia, why do you think the resources are not equally distributed or the schools are not?

**TEACHER F6**

As I have indicated it in the beginning is that exposure when it comes to language acquisition especially in the pre-primary education, especially in the..

**INTERVIEWER**

Is that junior?

**TEACHER F6**

Yeah. Junior primary, The government did not focus more on language exposure, because you can see that in rural area most of the kids are taught in their vernacular language while in town most schools, I mean, most children attend primary education in English. That can be also one of the factors that contribute to low performance and high performance respectively.

**INTERVIEWER**

Alright, tell me. What challenges have you experienced apart from exposure to in the teaching now, even if in you are now teaching in, town, are there still challenges in English as a second language and what are those challenges?

**TEACHER F6**

Yes. The first challenge that I have experienced is that our learners, although they have enough resources, still they do not want to use those resources to at least to acquire more, especially vocabulary, so that at least they can, even if they know how to speak English still many of them their vocabulary and their understanding or their reading skills is not at their grade level. Especially you can see that someone in grade 10 did not acquire enough understanding when it comes to for example, in the reading comprehension. You can clearly see that the person does not have enough understanding of different texts.

**INTERVIEWER**

Yeah.

**TEACHER F6**

Another challenge is that many learners are not motivated. Though they have enough resources, they don't want to read further, especially in depth to get in depth knowledge from different reading texts. And then, it happens that they don't really care to get quality marks there is, though they understand they don't really care to go further and expose themselves to different reading texts , so that at least it will help them to score better marks in the examination. The third and last challenge that I have as a teacher is as teachers we have to find ways on how to improve the performance of our learners, we may find ourselves in a situation whereby schools do not give us enough resources, for example, today technology is advanced and instead of using textbooks we could have used other ICT devices, but because of economic crisis schools are not are not at the position to provide those resources,

**INTERVIEWER**

Yeah sure. OK. That brings me to the next question especially because my interest is more on teacher continuous professional development. In case now that there is an absence of support especially from the school in terms of improving your ways to address the needs of your learners? What do you do as a teacher in that case?

**TEACHER F6**

In most cases.

**INTERVIEWER**

What strategies do you use? Yes.

**TEACHER F6**

In most cases we have to use our own resources. For example, we find ways to get, for example, you go on YouTube, you get videos whereby a topic is taught can be taught by different teachers

with different educational backgrounds, and different pronunciation. It can also expose at least learners to different teaching strategies. Another thing, even as a teacher, have also to watch those topics, and sometimes I have also to invite a colleague from another school **at my own cost**, and then I have to maybe because the kids today they don't just get it, they will see to it that it's very bored or get bored if you teach them the same way every day over and over and. We can also make use of the library facilities whereby you send them to go and at least find books on a specific topic.

#### **INTERVIEWER**

OK. How many CPD activities have you attended and which kind, especially the ones planned at the level of the ministry, maybe from the regional office or from the circuit office or at the national level, especially this year or in the past five?

#### **TEACHER F6**

Yeah, I attended twice workshops which were organized by regional office, especially the advisory services whereby we have to be, they normally give us the highlights on the previous year's examination or examiners report and then we have to get some new ideas and strategies on how to tackle different challenges when it comes to teaching.

#### **INTERVIEWER**

OK, how have these CPD activities organized by the region been helpful for you. Have they met your needs and if not, what kind of CPD do you want to receive from the regional office to assist you in order to equip yourself?

#### **TEACHER F6**

**I'm not really say my challenges were met, but I rather say the government needs to give us more, especially when it comes to technology.** That is the area that I think they are not really focusing on, we are still living in the past whereby you are just told these basic things. But what if we are we have to be to be given training or workshops on how to use different technological tools so that at least we can move from point A to point B.

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#### **TEACHER F6**

#### **INTERVIEWER**

OK. Any other need that you feel you need, if not in conclusion, I just want to ask you if you use any collaboration method, you already mentioned that sometimes you use teachers from other schools to help you or to plan together so that your lessons can be active.

#### **TEACHER F6**

Yeah, when it comes to collaboration, I think the schools, our schools, especially at this cluster level I think there should be a program put in place where so that there will be an exchange of teachers from school to school, maybe once or twice per term so that our learners can be, because we have schools that are performing well there are also schools that are not performing well. What if we put this program so that at least we can get something from other teachers or our learners can benefit from those teachers.

**INTERVIEWER**

Okay I understand that completely. Thank you very much, ma'am. Thank you so much for taking part in the interview. I appreciate you and have a good day.

**TEACHER F6**

Same to you.

**INTERVIEWER**

Alright.