

## **TRANSCRIBED INTERVIEW FOR Ms. K. Basimike (Teacher E5: TE5)**

**INTERVIEWER**

Good afternoon, ma'am.

**TEACHER E5**

Good afternoon.

**INTERVIEWER**

Thank you for agreeing to be part of this study as I have introduced myself in the Focus group discussion, my name is Hilma Amakutuwa, a student at Rhodes University, doing my Master in Education, majoring in English language teaching. The topic for my study is exploring self-directed learning needs of English second language teachers in Namibian secondary schools. To highlight the keywords in the topic. CPD, I am exploring CPD, which refers to a vehicle that facilitates the acquisition of knowledge and skills enabling teachers to remain current and maintain certain levels of competencies in their areas of specialization, and self-directed CPD refers to the new approach that refers to professional development that arises from teachers own initiative, where the process is internally determined, and teachers take responsibility for their own learning. So, in a nutshell, it emphasizes that the teachers voice is a critical factor in identifying in planning and in executing professional development activities. So, to start the interview, I just want you to share how long have you been teaching English and what motivated you to be an English second language teacher?

**TEACHER E5**

OK, I have taught English for, I've been teaching English for many years now. Plus minus 11 years.

**INTERVIEWER**

OK.

**TEACHER E5**

I just liked English as a language itself. Yeah, and, I don't think at the beginning I really had anything, any motivating factor, but as I continued teaching it, I developed the passion and the liking for the subject, yeah.

**INTERVIEWER**

OK. OK, tell me about your classroom experience. When teaching English, either from the past years or what you are experiencing now. What are you experience, whether good or bad? Any experiences? What have you picked up over the years?

**TEACHER E5**

UM. Other than that it's **challenging for learners and they really shy away from participating especially in class** because they are scared of making mistakes, but when they become comfortable and what I've seen is when I make them aware that it's OK for them to make mistakes and that it's a second language it's not their mother tongue, they are not afraid to explore anymore and yeah, it becomes fun when that element of fear is removed. It becomes fun. Yeah.

**INTERVIEWER**

For you tell me about your instructional practices. What kind of methods do you use when teaching English or which area do you enjoy teaching?

**TEACHER E5**

Which area do I enjoy teaching?

**TEACHER E5**

UM. It's very hard to pinpoint because it English can be very integrated. You can be tackling a grammar aspect, but you know doing **it through writing or reading or speaking**. So, I don't really think I have a specific area, but like I said, my method mostly is **integrated approach** if there's anything like that.

**INTERVIEWER**

MMM yeah, you integrate all the skills in in the lessons.

**TEACHER E5**

In one lesson.

**INTERVIEWER**

OK. Yeah, this is now the reading the writing, the speaking, and the listening?

**TEACHER E5**

Yes, maybe not possible to do all four in one lesson, but maybe three or two. I find it helps cater to a larger number of the learners in the class, because some enjoy just being alone and with their paper writing, others want to talk, they want to participate. So, I find that the integrated approach is all-encompassing, and it helps.

**INTERVIEWER**

All right tell me about the challenges that you experience in your class and how do you address those needs? Or those challenges that makes it now the needs of the learners.

**TEACHER E5**

It's mainly **vocabulary** and reading for some. **I do have children who cannot read at all.**

**INTERVIEWER**

In which grade is this?

## **TEACHER E5**

Grade 8? I have children who cannot read at all in grade 8 and it becomes difficult to include them because, reading is one of the modes through which one would understand what you are teaching them. So if they cannot read it, then they are sort of left out and sometimes you completely forget that there are children who need to be included, and it's really difficult to include them because even if you try to help them read, it just takes away from the lesson because the others will be waiting. So, it calls for multiple approach where maybe if you have to engage those ones that cannot read, the others have to be engaged with a completely different tasks so that they don't lose focus of the lesson and stuff like, it's quite challenging really to do that. Vocabulary. It means that when we read texts most of the times at the beginning I really have to explain most of the words in the text, so that means always needing to engage with the text before taking it to them, maybe simplifying it which takes time, a lot of planning. So, it's not just direct anymore it involves a lot of planning for years.

## **INTERVIEWER**

Yeah, I can imagine. So sometimes you go with a lesson plan, planning what to teach, but you end up not doing it because you have to almost do like a catch up.

## **TEACHER E5**

Oftentimes, oftentimes, and grammar also, so most of the times I do a lot of scaffolding, a lot of scaffolding.

## **INTERVIEWER**

Before you actually get to teach the lesson that you need to teach

## **TEACHER E5**

And that's time consuming a lot of time is left is wasted on trying to scaffold, as opposed to just getting into the skill that they really need to practice at that level.

## **INTERVIEWER**

So, yeah, you say you do scaffold and all that. Do you get any other support? Because I'm not sure if when you were trained as a professional teacher for a secondary school, you had prepared for something like that, because in your mind you are just thinking, I'm going to teach grade 8, this is the syllabus. Well, how does you know?

## **TEACHER E5**

I find myself advantageous or at an advantage, because before I did High school before I did before I trained to become a high school teacher. I was a primary school teacher, and when I finished my training as an upper primary school teacher,

**INTERVIEWER**

Grade this is grade 5 to 7?

**TEACHER E5**

Yeah. I had the first teaching experience I did in grade one to two. So, there they had trained me, I had to shadow a teacher for about two weeks just to observe and see what they were doing. So, I had a better advantage. The only **problem now is material development** because it means you need to create your own material, to fit such needs **and time**, I'm always pressed for time because I don't **get to finish my syllabus for the year in time.**

**INTERVIEWER**

Yeah, because you still have to do primary school

**TEACHER E5**

Yeah, because I have to integrate the others grade as far as grade one because if I have to teach somebody phonics to help them read, then it's Grade 1 syllabus that I'm integrating.,

**INTERVIEWER**

OK. Have you attended or received any CPD in the past five years? That meets the that type of need that you have, or if not, what kind of CPD do you receive?

**TEACHER E5**

**Hardly ever.** There was one, there was an **initiative from the school level**, I think **two or three years** back where they engaged, she calls herself a learning support coach, a certain lady from the South, she was a principal there and she's also, I think she teaches lower primary. So, she tries to help schools train their teachers in learning support. Yeah. So that was the only one. The rest was mostly **syllabus interpretation.** Yeah, most of it was syllabus interpretation from the regional level.

**INTERVIEWER**

Meaning, the CPD...

**TEACHER E5**

Just workshops, not really training per say, like now in this particular challenge that I find myself in because I think it will need inclusive and all, so not really.

**INTERVIEWER**

Sure. Who initiated that initiative for the learning support?

**TEACHER E5**

It was the school principal, when he realized, or noticed that we have a lot of, a large number of learners coming to high school without having attained the basic competencies necessary for them to cope in high school, yeah.

**INTERVIEWER**

So, it might be right to say that the CPD that you mostly receive, especially from the regional level that covers most of the teachers, might not meet your current learner's needs.

**TEACHER E5**

No, it doesn't. It doesn't really meet the learner's needs.

**INTERVIEWER**

OK. As an ESL teacher, now that you have mentioned the challenges, what areas do you need further CPD? You mentioned I understand it could be now learning how to catch up maybe catch-up learners that are coming with competencies that are less than expected in the specific grade. That's one of them. Any other further CPD that you think you require?

**TEACHER E5**

Mhhh I don't think so?

**INTERVIEWER**

OK.

**TEACHER E5**

Ahh it looks like there's a divide this gap. I don't know how to put it, but there's an expectation for teachers to have schemes of work and these schemes of works are really a replication of or duplication of the syllabus. So maybe if the ministry can perhaps have a training on what they expect teachers to, or how they expect teachers to come up with that thing. Because it's always been a challenge. Oftentimes we find ourselves, personally, I find myself copying schemes of works from previous years.

**INTERVIEWER**

The skin of scheme of work. From the syllabus, oh from previous years

**TEACHER E5**

Personally, I feel like it should be enough to just have topics or skills that I should cover, but now to have that whole thing written down, which in the end does not even materialize because of time, I have always found that to be a challenge.

**INTERVIEWER**

Hmm. Mm-hmm.

**TEACHER E5**

The other challenge would be, maybe material development in the sense of?

**INTERVIEWER**

OK. You want like teachers to be trained on how to come up with materials.

**TEACHER E5**

Yeah, especially so that one does not compromise on the standard because coming up with, for instance learning material is a challenge, really it is because of time constraints and I think just actual knowledge on how to do it.

**INTERVIEWER**

OK, the last question is on collaboration with other teachers. Is there any initiative at your school or that you are involved in where you collaborate with other teachers, maybe if finding another teacher in the school that is an expert in a certain topic that can come to your class and teach it instead of you or them coming to observe a certain topic that you are good at in your classes that they can model it. How is the collaboration between you and the teachers at your school or other English teachers in the second level or in the region?

**TEACHER E5**

Very minimal at my school, very minimal. On a personal level, I have met a teacher there who's a senior and she was really instrumental in helping me understand, for instance, how to mark, because it's not straightforward, there is particular standard I think that is required from external marking and she has been an external marker for years and yeah, she had been instrumental in that aspect for me, but that's now on a personal level because we co-taught grades for about two years and the sharing of materials and coming together to plan was really helpful, but I've never experienced that with other teachers. I think other teachers are not really open to that, I don't know what it is that makes teachers shy away from that collaboration.

**INTERVIEWER**

Yeah, OK.

**TEACHER E5**

But yeah, not all most...

**INTERVIEWER**

OK. So, the school does not have that system in place where it's just there that teachers should do that.

**TEACHER E5**

No.

**INTERVIEWER**

OK, what about research? Do you guys do certain research that you can use as a basis for addressing your challenges in school? Let's say you just do mini research for a week or two where you are saying that there is this problem that came up in grade two. Can we as teachers do a mini research and find out so that we can come up with solutions? Nothing of that sort?

**TEACHER E5**

No.

**INTERVIEWER**

All right.

**TEACHER E5**

I think maybe teachers would be open to doing that, but I think their workload and....

**INTERVIEWER**

Will not allow, yeah.

**TEACHER E5**

It just does not allow; everybody is just trying to (use hands to signal pressed on time) It's crunch time all the time. One just wants to finish those many assessments,

**INTERVIEWER**

Yeah. administrative work.

**TEACHER E5**

Administrative work, disciplinary, especially disciplinary issues, finishing the syllabus that is so packed, yeah, the syllabus is really packed. It's packed. Not practical. Yeah.

**INTERVIEWER**

Alright. Thank you so much, ma'am, for your time and if you have anything that you would like to say in conclusion, you may or otherwise we have come to the end of the interview.

**TEACHER E5**

OK. Thank you very much for the opportunity

**INTERVIEWER**

All right, OK.