

TRANSCRIBED INTERVIEW FOR Ms. C. Albrecht (Teacher D4: TD4)

Interviewer

OK, good morning, ma'am.

Teacher D4

Good morning.

Interviewer

How are you doing?

Teacher D4

I'm fine. I can't complain.

Interviewer

OK. It's good to hear. I I just want to, since we have already, we had the discussion already during our focus group. Welcome to today's session. I just want to remind you of the topic that we are dealing with and also to assure you of confidentiality of the data that we are going to discuss today.

Teacher D4

OK.

Interviewer

The topic for my research is exploring the self-directed needs of English second language teachers in Namibian secondary school. So let me just give you a highlight of the keywords. CPD is the activity that teachers participate in that facilitates the acquisition of knowledge and skills to upgrade and upskill their knowledge, and also to enable teachers to remain current and maintain a certain level of competency in their areas of specialization. Self-directed is a new approach that refers to professional development that comes from the teachers' own initiative where the process is internally determined, and the teacher takes responsibility for their own learning. So altogether what we are going to discuss is the nature of CPD needs, your needs whether it is self-directed and how your classroom experiences and social experiences determine the CPD you require.

Speaker

OK.

Interviewer

So, my first question to you would be, how long have you been teaching English as a second language?

Teacher D4

I have been teaching English as a second language now for 18 years, so it's been 18 years of teaching and conveying the subject and conveying my subject knowledge and all that experience, that it boils down to, like I said, 18 years of teaching English.

Interviewer

Which grades have you been dealing with for the past 18 years?

Teacher D4

OK. When I started teaching at the beginning, I started teaching the grade 8s and the Grade 9s and then I slowly moved up to grade 10, Grade 11 and later on grade 12. Like I would say, by my sixth year of teaching I started with the grade 10s, 7th, 8th year of teaching that would have been the grade elevens and twelves. Currently, most of the time, or mostly I'm only teaching grade either grade 10 and 11, or AS (Advanced subsidiary).

Interviewer

So you basically have experience all the way in secondary school from grade 8 all the way to the last grade of secondary school.

Teacher D4

To the last grade, from the beginning, from the first one to the last one, yeah.

Interviewer

OK, ma'am, tell me what motivated you to be an English teacher?

Teacher D4

I was motivated to be an English teacher because of the fact that I really love how versatile it is to teach a language. The fact that you're not stuck on one thing or just one topic the whole time that you have to repeat all the time. In fact, you can be so selective in what you prepare and what you do and what you select. Of course, it has to be based on and adhere to certain prescriptions, which is also fine, but still, you can have that choice, are you going to convey it in a poetry form? Are you going to teach it in a...there are so many different ways of teaching English and so many different **aspects to it. I like the fact that, it keeps it fluid and it doesn't become stagnant.**

Interviewer

Yes, I understand. So that means you really enjoy teaching English.

Teacher D4

Yeah, because I like the fact that I can change and move around.

Interviewer

OK, so, ma'am, tell me, what specific thing do you love about teaching ESL? Do you have favorite topics in the syllabus? Or have you encountered any special year or years in your teaching experience?

Teacher D4

I think I must be honest with you, AS (Advance Subsidiary level) actually stood out for me.

Interviewer

OK.

Teacher D4

Because due to the fact that it was teaching on a much deeper level. It was really like I had to, uhh that skill that you talked about, CPD, self-directed CPD. I really had to embrace that. I really had to start looking for ways to teach topics that were global topics and topics that were really recent topics. And it stood out for me because it made me so much aware of what was going on in the world at that time also. Like it almost felt to me like I was crawling out from underneath the rock.

You know, like your eyes opened up and you started realizing what is going on in this world around us? and it just made me so much self-aware, so much more self-aware, like even now that I'm not teaching (AS), I'm teaching Grade 10s, when I'm teaching my Grade 10s, I teach them with the focus of, you know, I need to teach them global issues, I need to teach them, I want to prepare them, whether they are going to take AS at the end of the day or not, but I need to make them aware of things which are going on, not just in Namibia, but also around the world

Interviewer

Yeah, that's interesting. So, Speaking of AS and knowing that it's a level that was recently introduced after the reform of the curriculum, uhmm, what have you, have you received any, before the inception of AS, have you received any specific training that prepared you to the level where you feel you should be for, an AS teacher?

Teacher D4

We did indeed have a workshop, and it helped a lot. It contributed a lot to my understanding of what I should do with the learners, where I was going with them, how I should approach the whole curriculum, the syllabus, everything. So, the workshop did this.

Interviewer

Who did the workshop?

Teacher D4

I think it came from the Ministry of Education. Yes, and there were several stakeholders involved from NIED (National Institute of Education Development)

Speaker 3

OK,

Teacher D4

to teachers,

Interviewer

Yes, those are all ministries' sections. Yeah. OK.

Teacher D4

Yes, Ministry of Education, but I will also be honest with you, the fact that we were all new in this, you could see that, it was a totally new...

Interviewer

Everyone was almost scratching for..

Teacher D4

Everyone was like, scratching for, you know like how we should do this or how should we approach it or whatever. And people were just basically coming up with just the best ways in which we could approach it, but I personally feel that workshop, although it was good, although it prepared me...

Speaker

Hmm hmm. Yeah

Teacher D4

I personally feel there is much more that one can do much more, especially when it comes to, especially when it comes to AS because it's really hectic and very full...

Interviewer

Yeah, yeah.

Teacher D4

Curriculum. So, teachers need to learn #1 how to convey the information in a condensed, concise way, because of the fact that there's so much information. Teachers need to be trained on how to select the correct information because it's so wide and the topics are so general, some topics are very general. Teachers need to learn how to convey that in the best possible manner to make the learners interested. Ooh there are many things I have on that, but that's just a few, yeah.

Interviewer

OK, wow. Thank you. Ma'am. I just want to take you back a little bit. The CPD that not just the AS, but I believe maybe you have also been involved in other CPD activities before. Can you tell me about them in terms of how often were, how often they have been, how consistent, have they been? where you involved? Maybe someone to come to you and ask you, what do you want CPD in? Can you involve them in the training that we are going to conduct next month, or you just hear there's a training going on and then come?

Teacher D4

I was actually involved by the ministry, and they asked me, you know, there were several things they wanted to do training on and then I was given an option or a choice and then I stated what I would like to do and then I was given the freedom of choice. You know what to do with regards to do my own research according to the OR in that topic. And then what aspects of the topic I wanted to or what aspects I thought were important for teachers to know.

Interviewer

OK, OK. OK.

Teacher D4

So I was definitely involved, consistently, I think that was basically the 1st, when it comes to consistency that was the first time though in the 18 years that I've been teaching that I was actually involved. So yeah, that was the first-time and...

Interviewer

But have you been getting other CPD's before?

Teacher D4

Yes, they were other ones which I was not directly involved with yes, but I received it.

Interviewer

OK. How did you find that experience? The CPD, where you are involved in and the CPD where you are just invited to attend. How did you find when you are comparing? How is useful? Is it you know.

Teacher D4

When I was involved, when I have to make a comparison between when between the two, when I was involved, it was like, how would I put it, like you take it much more seriously even because you're also a part of it now. So, you kind of, you don't want to miss any of it, you really want to know, it's like you, you understand the kind of work and the planning that is involved behind everything and therefore you are just so much more attuned, that's the word that I'm looking for.

You are so much more attuned to what is, you know, it's like if somebody makes you, it's the same with teaching. If you make the learner a part of the lesson and you make them a part of the environment, the immediate environment where you are, the learner learns, the learner actually integrates what you are teaching them, and they remember it. But if you don't make them a part of that environment, it's like, it just goes over the heads. And it's the same with what happened with me being involved compared to when I was not involved, when I was not involved, you know, it was just like I would attend it and everything and try my best and everything...

Interviewer

Yeah, whether it speaks to my needs or not, yeah...

Teacher D4

Exactly. Exactly. Yeah. But on the other hand, it's also good when you are just there as a listener because then you are more relaxed and you are more, you know, you are more relaxed and they've also aids with learning actually, when someone is more relaxed, and they learn better. But yes, it was a good experience to have both.

Interviewer

OK. Very good. Let's move on to your experience as an English teacher over the past years, what challenges have you encountered in teaching English in our children whether it's from, basically from your classrooms over the years, what were the significant challenges for you?

Teacher D4

OK for me, when it comes to the learners, really the problem is reading. I've seen that the learners are just not reading anymore and the fact that they are not reading anymore it's just affecting their skills. It's affecting their skills; they aren't reading anymore and we as teachers do not know how to integrate the visual kind of learning so that that will eventually motivate them to also start reading. So, we need to find a way that this life is moving towards a more visual type of learning, but visual learning won't always be the answer to enhancing writing and other skills you need reading skills to enhance writing skills, but we need to find a midway between...

Interviewer

OK. OK.

Teacher D4

Visual skills and other skills so that we can teach, so that we can eventually get to also incorporate those reading skills into visual skills.

Interviewer

Uuhmmm

Teacher D4

That is a difficult thing. I don't know how a person can do that, to be honest. It's like a very complicated thing, because visual and reading...

Interviewer

Reading, it is two different things, yeah.

Teacher D4

It's two different things. Though there are, maybe some similarities, how to integrate the two, so that we can get learners back on that track. That it's not just about just watching television or watching on your phone you need to actually read as well.

Interviewer

Yeah, maybe when you are addressing the visual things, maybe you should, maybe they should be given to maybe go and research on what they're seeing or something. I don't know...

Teacher D4

Yeah, or write the story based on what they've seen or like, integrate that into your classroom, like write the subtitles for what they are seeing.

Interviewer

Ohh yeah, something that can make them write and read.

Teacher D4

Because that's what I've started doing with my daughter, she likes being on the, she likes technology a lot and then what I started doing was, I would encourage her, ok if you were to write a comment on this video, let's say it's a video about a cute dog, go take a piece of paper and write down the comment and it enhanced her spelling so much because she was for every word she wrote in her "comment", she would ask me, Mommy, how do you spell this, mommy? How do you spell that.

Interviewer

Yes

Teacher D4

Integration, because otherwise we're going to lose these children, they are growing up in a different world than ours.

Speaker 3

That's true. OK, so, miss, ma'am.

Teacher D4

Yes

Interviewer

Now after having experience in different teaching levels and having encountered different challenges, what type of CPD do you think you need, further CPD to enhance your own skills or knowledge to make sure that you meet the needs of these learners?

Teacher D4

OK, I think I would need uh CPD in just exactly for example assessment methods. I would like to have that because I think a lot of teachers are very very....

Interviewer

Struggling with that.

Teacher D4

They are confused, how to exactly assess, because there is sometimes this gap between what we teach and what we have to assess and we need to not widen the gap, but close that gap and that is what's also causing confusion with the learners. They don't understand what they are being assessed for. If the teachers, the teachers are teaching one thing, but the assessment is done another way. So that for me is really...

Interviewer

To align, Okay.

Teacher D4

Yes, so, assessment method, research method. I think many teachers don't know, especially when it comes to AS, there's a gross amount of work. I promise you last year when I did AS, I was researching like, like at night when I was home, I would research, I would research, research, research, write it down, research, write it down. We need to get ways of doing this faster or in a less complicated way, because we need to also save time.

Interviewer

Mm-hmm.

And we also need to find ways out to, collaborate and just work together as teachers when it comes to this, how to do research, how to do assessment and how to convey all of this information in an interesting manner to them.

Interviewer

That's true, actually you have already answered my next question where I was going to ask you what do you do from your side to direct your own CPD and already mentioning that you engage in doing research, collaborating with other teachers already shows that you are already doing self-directed CPD which is what we are talking about today and I'm so happy that it's working out for you and it has helped you a lot with your work, especially with AS level. So I think we have come to the end of our interview, if you have anything, do you want to add anything or any last comment from you?

Teacher D4

No, I just think that we should just, you know, it's important that teachers are developed on a regular basis that these things are really necessary for young and old teachers, we cannot even make a comparison and say it's only for the young ones, even old teachers need to constantly, what is that word?

Interviewer

Develop professionally? Yeah

Teacher D4

yes, develop professionally so It's really important otherwise, I think we might lack in some, and thank you very much.

Interviewer

OK. Thank you so much for being part of the interview. Bye.