

## **TRANSCRIBED INTERVIEW FOR Ms. Malukolo (Teacher G7: TG7)**

**INTERVIEWER**

Good morning, ma'am.

**TEACHER G7**

Good morning, ma'am. How are you?

**INTERVIEWER**

I'm fine, thank you. How are you?

**TEACHER G7**

I am very well, thank you.

**INTERVIEWER**

OK, as I have introduced myself in the focus group discussion, my name is Hilma Amakutuwa, I am a Master student at the Rhodes University majoring in English language teaching. My topic is exploring the self-directed learning needs of English Second language teachers in Namibian secondary schools. I would like to assure you of confidentiality of the information that we are going to discuss today, that it will just be used for my study and nothing else.

**TEACHER G7**

OK.

**INTERVIEWER**

Let me just highlight the main words in my topic, the first one being CPD: Continuous professional development, which refers to activities that teachers engage in that facilitates the acquisition of knowledge and skills, enabling the teachers to remain current and maintain certain levels of competence in their areas of specialization in this case English second language. And another main word is self-directed CPD. This is a new type of CPD, a new approach that refers to professional development arising from the teachers' own initiative, where the process is internally determined, and teachers take responsibility for their own learning. Therefore, it emphasized the teachers voice as a critical factor in identifying, planning, and executing CPD activities. To start with, I would like to ask you how long have you been teaching English as a second language?

**TEACHER G7**

OK, so I've been teaching English as second language for six years now.

**INTERVIEWER**

OK? Tell me a little bit about your experience as an English teacher over the six years that you've been teaching, how has your experience been?

**TEACHER G7**

It has been good. I love teaching English and I think I can say it gets better with time, as the years goes by and you're teaching the same subject, it just becomes more comfortable and. Yeah, I feel

**INTERVIEWER**

OK, that's good. Tell me what motivated you to become an English teacher.

**TEACHER G7**

Uhm, I don't really know what motivated me, but all I know is that growing up I knew I always used to play teacher and I would always, I vividly remember myself standing in front of a group of my friends teaching them verbs and nouns. Yeah, when I was growing up.

**INTERVIEWER**

When you were growing up. OK.

**TEACHER G7**

I knew then and then that I wanted to be an English teacher and I always loved my English teachers throughout, I always had a good relationship with them, and I think seeing them also just elevated the desire.

**INTERVIEWER**

OK, that's nice. OK, since we are talking about professional development, have you ever engaged in CPD, may be developed by the regional office or at your school level in the past six years, how often have you participated in CPD activities?

**TEACHER G7**

Well, I don't know if some of the activities can be defined as CPD to us, but maybe they are. I mean, I've attended workshops on marking, how to mark from the people who are marking the national exams. So, I've attended those, and I think it's mostly those, I don't think I've attended any other activity from the regional office that has to do with CPD.

**INTERVIEWER**

OK. what about Content have you ever attended, or have you ever had any support on delivering your lessons on the methodologies that you are using in class in terms of English on how to manage classroom and things like that? Because that is also part of your professional learning, has there been anything like that?

**TEACHER G7**

The last time I did that was when I was in university, doing those modules that taught us teaching methodologies and all that but other than that I have not and I would really love to.

**INTERVIEWER**

Yeah, something like that. OK, tell me about **the challenges that you have faced** over the past six years that you've been teaching English in your classroom, what are the challenges that you have encountered?

**TEACHER G7**

I think the main challenge is **teaching methodologies**, applying different teaching methodologies in the same classroom. I think learning it from school and actually coming to apply it in the classroom is actually very challenging. And henceforth, if we could have **initiatives where we practically being at least trained on how to practically do apply different teaching methodologies**, because we are dealing with different learners with **different special needs**, and sometimes you tend to just focus on the method that even works for you, that is easier for you to apply forgetting that the classroom is dynamic. Yes, so I think **that has been the main challenge**. Yeah, and from the **learner's side**, I think it's just **the lack of interest**, especially they feel like English is easy. They have that belief that it's easy and not **something they study for**, like they can just wake up and come and write. And I think, yeah.

**INTERVIEWER**

How has that been for them? How has now the performance reflected their...?

**TEACHER G7**

No, no, no, no. No, they could have done way, way much better, because you could tell that when you go through their exam papers, they are missing out on the little things **that they would have actually studied**. Take your book and check the format, how to introduce, how to conclude. So right now, they are just winging it, because it's English you can just write, but the structure is not really there, so they actually need to take their books and study. So mostly it's that it's just lack of commitment and interest from their side, yeah.

**INTERVIEWER**

OK, would you say then that the CPD that you have received so far does not meet the current CPD needs that you have.

**TEACHER G7**

Definitely, we have quite a lot of needs in terms of CPD and...

**INTERVIEWER**

OK. Can you maybe say them and then say the type of CPD that you think might address those type of needs?

**TEACHER G7**

Yeah, learner support for example like, how do we support really, like practically support the learners apart from the things that we are already doing, like remedial classes, I mean we have been doing this for ages.

**INTERVIEWER**

But it's not working.

**TEACHER G7**

It's not working, so I just feel like, you know, we could come up with more stuff that we could corporately receive in terms of training and help the students, professional development for example, communication skills, all those things we could, lesson plans, I mean.

**INTERVIEWER**

So many things.

**TEACHER G7**

Yeah, so many things, because we do these things in university and then you are still using that method from university but then....

**INTERVIEWER**

Even if the context has changed.

**TEACHER G7**

Yeah, the context has pretty much changed. So, we need to review all these things and really come to the standard or update the stuff please.

**INTERVIEWER**

Yeah. OK, tell me about your support from your HOD's or from your principal in terms of teaching English. Are they supporting you in any way to make your classroom better or effective and if they are, which ways are these?

**TEACHER G7**

Yeah. No, I would say if I submit my lesson material that I need copied, they're very quick to copy that and to...

**INTERVIEWER**

What do you mean copy?

**TEACHER G7**

To duplicate for me to use in the class

**INTERVIEWER**

Oh, oh, so they do that for you, you don't make your own copies?

**TEACHER G7**

No, no, no, no, we you just submit, you submit what you need copied, and then there's already like a committee or management, they take care of that and you just come and check if your copies are done and then...

**INTERVIEWER**

Oh, my goodness. Professionally, I mean your age HOD is supposed to be some sort of expert in the language, do they not?

**TEACHER G7**

Ahh I can't really say, all she does is ask for the marks, continuous assessment, she literally asked from me more than I get from her, so that's what I can say I don't think...

**INTERVIEWER**

Because I was talking to another teacher, he's telling me that most of the teachers feel like they are just left to do things on their own.

**TEACHER G7**

No, definitely, 100%, you are literally on your own, the only relationship you have with your HOD is submit your stuff, your files so that she can check and that's it. So, there isn't any.

**INTERVIEWER**

OK, so that means also in this area it may, it looks like this is also one of your needs, yes, that you would want to get support in, From your HOD in terms of professional development. OK.

**TEACHER G7**

100% yeah.

**INTERVIEWER**

So, from the workshops that you have attended, that were organized by the regional office or at the national level, did you have any say in it or how was it determined, who came up with the content of what the teachers must get?

**TEACHER G7**

OK. No, I think I left out one. I remember attending one workshop on the approach or rather, the materials that we should be using for literature grade 8 and 9, I remember our subject advisory, I guess she arranged the meeting, and then she called all the language teachers so that we can have

**Commented [HA1]:** The need to get support from supervisor

a review of what materials will you be using, what books, what poems will we be using in grade 8 and 9 and I remember she really opened the floor for us to say: OK how are we going to structure this? Which poems should we keep for grade 8, and which one should we use for grade 9. She allowed us to select the poems and the books. Even though the books were already there, it was more a thing to say, for example, The Pearl is a long and difficult book, so I remember us suggesting to her that: what if we start it grade 8 because Grade 8 and 9 is, so that you know when we get to grade 9 because at the end of grade nine, they are then writing a semi external exam. So, we start it in Grade 8 and then we continue with it to Grade 9, still analyzing it for them to understand it better because to just do it in grade 9, sometimes time is not enough, and then she, I remember she agreed that we if we do it that way.

**INTERVIEWER**

That's good. So, they got at least some input from the teachers.

**TEACHER G7**

Yeah, I felt like we were involved in terms of, making decisions

**INTERVIEWER**

Other than that, apart from the literature, since there is also not a lot of CPD activities available..

**TEACHER G7**

Yeah. Most of the time we just go sit and listen to the moderators and that.

**INTERVIEWER**

Sure. OK, and then, how do you, for you to grow yourself professionally, there must be some sort of a trigger for you to, an experience, a personal experience or a social experience. How do you reflect on your lessons to enable you to determine what you need to improve on?

**TEACHER G7**

Mhhhhh

**INTERVIEWER**

What type of activities do you engage in, that makes you think maybe I need to improve myself in this area and then maybe then go ahead and improve in terms of maybe going for an additional course or going to consult other teachers. What type of things in the classroom makes you want to improve yourself.

**TEACHER G7**

No, I think. First of all, I am naturally a driven person and I believe in professionalism and excellence at doing my work. I believe very much in that, and if I'm struggling for example, to

teach speaking or to you know, I would go to YouTube and see how other teachers are doing it and also just for my own growth. I do know that I'm very busy with a lot of other things that are professionally in developing me. For example, I'm currently doing TOAST MASTERS, toast master's is like a platform where you go and learn how to speak.

**INTERVIEWER**

Oh...

**TEACHER G7**

Yes, so it's like a course literally where you have topics and then you have to prepare speeches and you have people assessing, you know. So, I'm currently doing that because I feel like the more, I develop myself, the more I can feed the children.

**INTERVIEWER**

OK.

**TEACHER G7**

Because I also don't like being mediocre at things when I do something I really wanna do it properly. So, I don't wanna be ignorant and say if I'm not doing well in this area, the kids won't notice, but I also just wanna do it for myself fulfillment. And also currently I am also pursuing my Masters in teaching English, so I think that is really also refreshing me on teaching methods, theories of teaching language, So yeah, I'm picking up all these things in the masters course and I'm beginning to really understand again to say okay so I think those two things, yeah and I read a lot, I read books, I am part of a book Club where we read. So yeah,

**INTERVIEWER**

OK, that should help really, those are very nice activities to be involved in, especially as an English teacher you never stop learning and to make your class fun, is a good thing so that learners can enjoy your class, there's so many things to do in the English class to make it...

**TEACHER G7**

Yes, there's quite a lot. So, I'm constantly engaging in this social Activities that can help me improve.

**INTERVIEWER**

All right. In conclusion, what would you advise for an English teacher to be involved in to develop themselves professionally. And what do you think the ministry should focus on in terms of CPD for English teachers?

**TEACHER G7**

I know, most of the English teachers that I know, they are very passionate, language teachers are very, very passionate and sometimes the fire dies because of the support that we are not getting from you know. So, I just feel like more activities would help us develop our classrooms, in terms of, you know, teaching methods, even if just coming together as teachers and learning from each other to say, what are you doing? How do you do this and that? Because most of the time or right now we are isolated so I feel like even just within the region, you know, to say these are the language activities that we have in the region...

**INTERVIEWER**

come together, OK.

**TEACHER G7**

come together do this, do that,.

**INTERVIEWER**

Collaboration

**TEACHER G7**

And also, them just maybe reaching out to us, to say what can we arrange?

**INTERVIEWER**

If they cannot come up with ideas, then the teachers can actually come up with something that can work.

**TEACHER G7**

Yes, because we are on the ground and we might be more aware of the needs that are there..

**INTERVIEWER**

Yes, definitely you are.

**TEACHER G7**

I think they can involve us in organizing. I know a lot of teachers that have brilliant ideas, yeah. So yeah, let them work hand in hand with us.

**INTERVIEWER**

OK.

**TEACHER G7**

In terms of doing that and also just refresher courses, because we have teachers coming from straight from university and they are just thrown into the deep end, they've never received like a refresher course, the newbies and that can also work, because sometimes they really struggle. Just



to look at the question papers, for example: if you're going to teach grade 8 and 9, this is how the question paper look.

**INTERVIEWER**

OK. Nothing of that sort happens?

**TEACHER G7**

Nothing of that sort, they just pass their interview and get in and it disadvantages the kids. So, I feel like that's my take on it.

**INTERVIEWER**

OK, thank you so much, ma'am, for sharing. It was very insightful.

**INTERVIEWER**

Right

**INTERVIEWER**

I'm grateful so much.

**TEACHER G7**

Yeah. Thank you so much.

**INTERVIEWER**

Alright.