

AN INVESTIGATION OF A SOCIO-CULTURALLY AND LINGUISTICALLY
RESPONSIVE TEACHING MODEL: A CASE OF ENGLISH AS A SECOND
LANGUAGE (ESL) TEACHERS IN A SENIOR PRIMARY SCHOOL OF ||KHARAS
REGION IN NAMIBIA

BY

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DECLARATION

I, the undersigned, declare that “An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of ||Kharas Region in Namibia” is my work and that all the sources I have used or quoted have been indicated and acknowledged with complete references.



Leena Kaunapawa Iitula

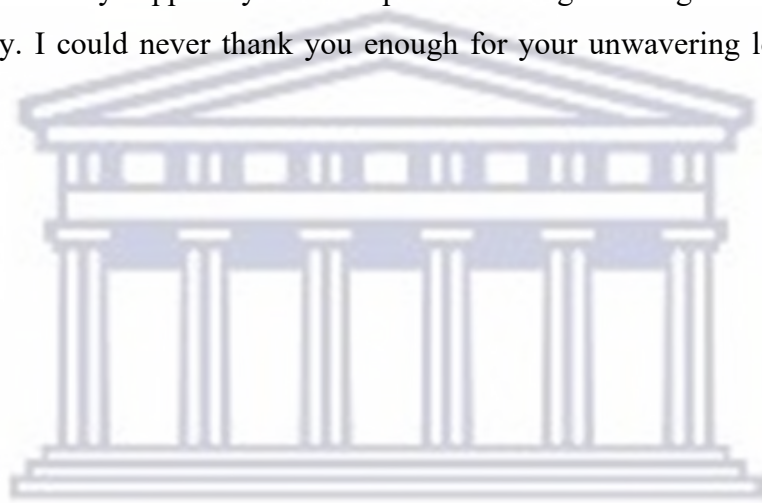
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DEDICATION

This thesis is dedicated to my parents, Meme Justina Niilonga and Tate Timotheus Tangeni Iitula. You have been my support system and pillar of strength throughout my schooling and academic journey. I could never thank you enough for your unwavering love, support, and encouragement.



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ABSTRACT

This study aims to investigate a culturally and linguistically responsive pedagogy (CLRP) in the English as a Second Language (ESL) classroom. The pedagogy advocates for language instruction that is relevant to the learners' frame of reference in terms of cultural and linguistic experiences. Namibia is a multi-cultural and multi-lingual society, and English is the language of instruction in schools from Grades 4–12 as well as the official language of the country. Studies on cultural and linguistic responsiveness are prominent in countries such as the USA due to the increasing number of culturally and linguistically diverse learners with limited exposure to the English language (Bellas, 2015). In Namibia, most learners have limited exposure to the English language, although it is the official language and the language commonly taught as a second language. Most of the Namibians' mother tongue is one of the indigenous languages or one of the foreign languages (Hamakali & Mbenzi, 2016). This study deems it necessary to investigate a socio-culturally and linguistically responsive pedagogy in the diverse Namibian ESL classroom context where learners bring to the classroom a wealth of varied cultural and linguistic experiences that can serve as funds of knowledge in the learning of ESL.

The participants in this case study are ESL Senior Primary (Grade 4–7) teachers, including the HOD in one of the primary schools in the ||Kharas region of Namibia. The study also deemed it necessary to include the views of a Senior Education Officer (English subject advisor) who monitors the teaching of ESL and offers in-service teacher training to the ESL teachers in the region. In addition to the qualitative study design, the study employs triangulation, where qualitative data is gathered through teacher focus group discussions, HOD interview, SEO interview, lesson observations, and document analysis. The thematic approach to data analysis is employed, whereby data is analyzed under emerging themes from the research questions as well as the research objectives. The study embraces constructivist and interpretivist philosophical assumptions.

The findings indicate that several factors influence the incorporation of culturally and linguistically responsive pedagogy in the teaching of ESL. These factors include limited knowledge and skills of the concept, a lack of resources, and limited in-service training. The findings also indicate that more still needs to be done in terms of in-service training, guiding documents and frameworks, and the provision of resources in order for the teachers and other stakeholders involved in the teaching of ESL to be able to effectively incorporate culturally and linguistically responsive pedagogy in the teaching of ESL. However, the findings also

reveal that the teachers are willing to embrace the learners' cultures and first languages in the teaching of ESL if provided with the necessary training and support.

My study could be useful in informing material developers, policy makers, language teacher trainers, and curriculum designers on the factors influencing teachers in implementing a pedagogy that is more culturally and linguistically relevant to the needs of the learners. The study suggests integrating a culturally and linguistically responsive pedagogy into the teaching of ESL. The study further proposes a comprehensive framework that could assist in the integration of CLRP in an ESL classroom. The framework includes crucial elements of CLRP that may guide the planning, instruction, and assessment of ESL.



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Lastly, to my siblings, Tangeni, Niilonga, Tuli, and Tuna, thank you for rendering me your listening ear whenever I needed someone to talk to when the academic stress became overwhelming.



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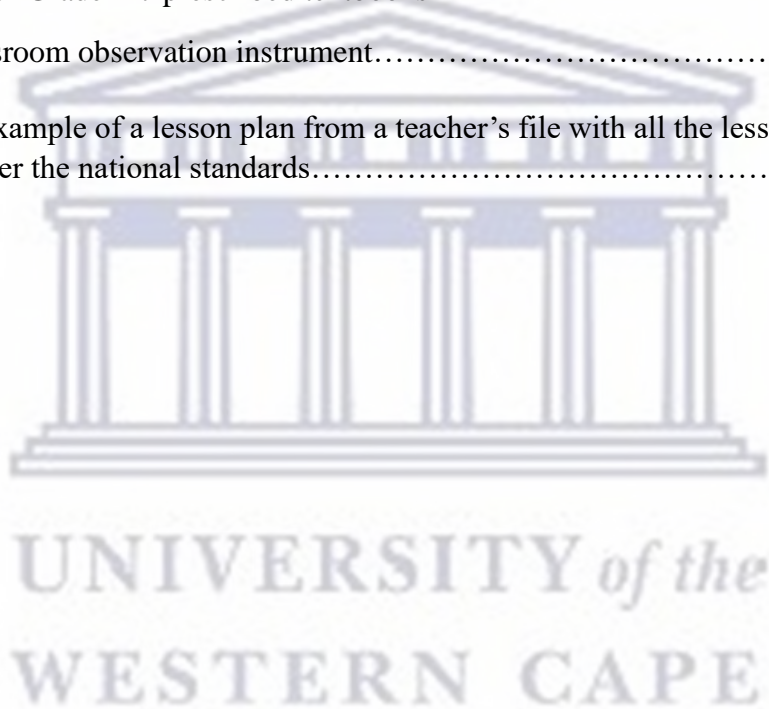
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KEY WORDS

Culture

Language

First Language

Second Language

Framework

Classroom

Teaching

Assessment



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ACRONYMS

CLRP	Culturally and Linguistically Responsive Pedagogy
LRT	Linguistically Responsive Teaching
CRP	Culturally Responsive Pedagogy
SATs	Standardized Achievement Tests
ESL	English as a Second Language
MOE	Ministry of Education
MOEAC	Ministry of Education, Arts and Culture
SCT	Socio-cultural theory
ZPD	Zone of Proximal Development
DA	Dynamic Assessment
ELT	English Language Teaching
L2	Second Language
HOD	Head of Department
SEO	Senior Education Officer
MBEC	Ministry of Basic Education and Culture
NCBE	National Curriculum for Basic Education
ELPP	English Language Proficiency Program

CHAPTER ONE

Introduction

1.1. A point of departure

As a point of departure, I wish to express my experience as an English as a Second Language (ESL) teacher. I began my ESL teaching career at a rural school. I observed how my learners had limited exposure to the English language but had a wealth of learning experience in their L1 as well as in their cultural experiences. The learners struggled to understand concepts in ESL which led to continuous poor performance in ESL. After some years, I became a Subject Advisor responsible for the teaching and learning of ESL. I observed how various ESL teachers incorporated various teaching strategies in their ESL classrooms. A practice that caught my attention was that each teacher was guided by the same guiding documents such as The Language Policy for Teachers in Namibia and the English syllabus from which they develop their scheme of work and eventually their lesson plans. Although these documents were in place, each teacher approached the teaching of ESL differently especially when it comes to considering the learners' experiences both culturally and linguistically in the teaching and learning of ESL. In most cases, there was little to no reference made to the learners' cultural and linguistic backgrounds in the ESL classes. In other cases, the learners would be prohibited from saying any word in their L1 and in some extreme cases, a class monitor would be requested to write down the names of those who used a word in their L1. A learner who was found 'guilty' of using their L1 would be required to pay a small fine to discourage them from speaking their L1. All this is done in an attempt to make the learners' practice the English language. This is however at the expense of their L1 and identity because the two are inevitably linked.

Given the above cited experiences, a keen interest developed in me to attempt to understand how the learners' cultural and linguistic experiences can be considered by the ESL teachers to improve the teaching and learning of ESL. After some years of self-development as an educator, I stumbled across the concept of Culturally and linguistically responsive pedagogy (CLRP), which advocates for the consideration of the learners' experiences both culturally and linguistically in an ESL classroom. I must acknowledge that my study and philosophy of language education are greatly influenced by my experiences teaching ESL and observing teachers teach ESL in Namibian diverse multicultural and multilingual classrooms. At this juncture, I also wish to state that my experience has taught me that learners bring a wealth of knowledge to the ESL classroom, which can be beneficial in the teaching of ESL. I also share

the views of Gay (2000) that learning occurs differently across cultural contexts and that it takes place through the support and facilitation that teachers provide to all of their learners by recognizing and utilizing the cultural experiences and backgrounds of the learners.

Namibia is a culturally and linguistically diverse nation. English plays a crucial role in the lives of citizens, as it is the language in which everyone will learn. The English as a Second Language syllabus for Namibian schools describes the English language as signifying national unity and identity; thus, educators are obliged to ensure their learners' proficiency in it (Ministry of Education, Sports, and Culture, 2015). With language learning being a highly social activity, it is imperative that the teaching of English as a second language in the country be treated as such, a social practice. According to Foncha et al. (2016) not only does partaking in a social practice assist in developing one's emotional maturity, but most importantly, it advances their competence in the language being learned. Thus, there is a need to ponder language teaching approaches that are culturally and linguistically responsive, especially for learners whose first language is not English.

English is taught as a second language in most schools in Namibia throughout the four phases. Most of the learners, however, struggle to comprehend the materials they are taught due to various cultural, linguistic and social reasons. It is therefore important that the teacher is aware that there is a relationship between what is being taught in class and the lives of the learners, their cultures as well as their linguistic experiences. According to Freire and Macedo (1987):

School life is not conceptualized as a unitary, monolithic, and ironclad system of rules and regulations, but as a cultural terrain characterized by the production of experiences and subjectivities amidst varying degrees of accommodation, contestation, and resistance. (p. 11)

In the same vein, Moll, Amanti and Gonzalez (2001) assert that schools can ensure quality classroom instruction by taking advantage of the household and community experiences that learners bring with them to class. Such an outlook far exceeds in excellence the decontextualized traditional approaches that are normally followed in most of our classrooms. Some uncertainty still lingers among educators on what the best method of teaching language is. Although the traditional model of teaching and testing had dominated education in the twentieth century Berry and Adamson (2011), it appears that some teachers still employ behavioristic approaches to teaching second language. The main query for my study is whether the teachers in ||Kharas region can deliver a pedagogy that is culturally relevant to their learners to ensure that they are fully equipped with sufficient linguistic tools to be able to access the

second language, English, given that English is the language in which they will have to learn all their content subjects. My study therefore seeks to investigate the role of a socio-culturally and linguistically responsive teaching model in Senior Primary schools in the ||Kharas region, Namibia.

1.2. Background to the study

In the Namibian education system, learners are expected to acquire sufficient English language competence in the first seven-year primary school cycle and be able to learn in it in higher grades. From kindergarten to Grade 3, learners learn content subjects in their first language (L1), and English is taught as a subject. There is, however, an abrupt transition in Grade 4 as English becomes the medium of instruction and L1 is taught as a subject. As ideal as the system may sound, there are several challenges that come with it. One crucial challenge in Namibian schools that is relevant to this study is the fact that the transition is so sudden that Grade 4 learners struggle to access content in English because of limited linguistic tools as well as a lack of fluency.

The 2017 Standardized Achievement Tests (SATs) competency-based report indicates that the overall average performance nationally in English Second Language stood at around 50%. Out of the 59 809 learners who took the test, only a mere 2% falls in the ‘exceeds standard’ category, 17% falls in the ‘above standard’ category, 63% falls in the ‘meets standard’ category and 18% falls in the ‘below standard’ category (Ministry of Education, Sports & Culture, 2018). These diagnostic tests are administered to the learners in 5th Grade, just after they leave Grade 4. The purpose of SATs is to provide teachers, advisory services and other staff development units information regarding how well (or not) learners are achieving in the English language. The common pattern is that town schools relatively perform better than schools in rural areas because of limited exposure to the English language in rural areas. Therefore, content in English would be very far from the learners’ cultural and linguistic experiences. The ||Kharas region, which is the region of focus for this study is diverse culturally and linguistically. Moll et al. (2001) assert that by taking advantage of the learners’ linguistic and cultural background as well as community resources, teachers can create teaching instruction that is of more value than rote-like instruction that learners usually go through in ESL classrooms. Learners bring to the class numerous funds of knowledge from home, society, culture and their L1. The teachers can draw upon this knowledge to develop a culturally and linguistically responsive pedagogy. An investigation whether the teachers in the ||Kharas region can deliver a pedagogy that is culturally and linguistically relevant to their learners to ensure

that the learners are fully equipped with sufficient linguistic tools to be able to access the second language is then necessary. Magogwe et al. (2017) state that the problem that is often not considered is that to realize a successful curriculum implementation, emphasis should be placed on the teaching of that curriculum instead of just the policies.

Given the indivisible nature of language teaching, the strategies that the learners will require to learn are the same ones that the teachers will employ. The bidirectionality in this case is unavoidable. In investigating this phenomenon, it is important to analyse the cultural as well as linguistic backgrounds of the learners and what strategies will work best for them given their diverse contexts to see how best the learners can be assisted. Thus, a teacher who is well prepared for instructional pedagogy is central for the successful implementation of the policies. I therefore regard that it is inevitably necessary to investigate the role of a culturally and linguistically responsive pedagogy in order to inform the teaching and learning of ESL in the ||Kharas region.

1.3. Context of the study

I conducted my study in a primary school in Namibia. Namibia is an African country located on the continent's southwest coast. Angola borders it on the north, Botswana borders it on the east, South Africa borders it on the southeast and south, Zambia borders it on the northeast, and the Atlantic Ocean borders it on the west. The participating primary school is a government school which consists of two (2) phases, Junior Primary and Senior Primary. The school consists of pre-primary to Grade seven (7) classes. This primary school is of special interest because it has a high learner population of over eight hundred (800) learners who are from diverse linguistic and cultural backgrounds. The first languages represented at the school include but are not limited to, Khoekhoegowab, Afrikaans, Oshiwambo, Otjiherero, Rukwangali and Silozi. I am thus inclined to believe that this population will offer me interesting insights for my case study on CLRP. Throughout the Junior Primary phase, these learners are either taught in English or Afrikaans as the medium of instruction regardless of what their mother tongue is. This is despite the fact that the Language policy for Namibian schools stipulates that children are to learn in their mother tongue and transition to English as a medium of instruction from Grade 4 upward.

1.4. Statement of the problem

With effect from January 2016, Namibia adopted its first reform in Basic Education (Pre-primary to Grade 12) since independence in 1990. One of the major changes is that the Junior Primary phase now includes pre-primary, Grade 1, 2 and 3 (previously included grade 4). Grade 4 has been shifted to Senior Primary phase (4-7), which previously comprised of Grades 5-7. Just like before, learners will learn entirely in their L1 from Grades 1-3 and will be immersed into English as a Second language (ESL) as the medium of instruction from Grade 4 onward. Another major change is that subject content has been shifted one Grade below. In other words, the content that was taught in Grade 5 will now be taught in Grade 4, while the Grade 7 content has been shifted to Grade 6 and so on. This has made the content which is in English even more inaccessible to the Senior Primary learners.

Before the reform, Grade 4 served as a transition Grade and it followed the class teaching method, whereby one teacher teaches all the subjects to the learners thematically. With the new curriculum different teachers, including English teachers go into a Grade 4 class to teach their subjects of specialization. The learners were also assessed formatively i.e. they were not required to write end of term tests or end of year examination. Now they are expected to write end-of-term tests and examinations. The stakes are thus high for the learners in the Senior Primary phase and there appear to be a huge gap between what learners know and what they are expected to achieve linguistically.

English is among the prerequisite subjects that the learner should pass in order to be promoted to the next Grade. With the revised curriculum, most Senior Primary English teachers struggle to find appropriate resources and teaching methods suitable for their learners to cope with the increased language stakes. This is in part due to the huge gap between the home culture and the school culture as well as the linguistic gap between the Junior Primary phase and the current Senior Primary Phase. The linguistic gap is caused by the fact that until Grade 3, learners are taught in the first language offered at the school and as they enter the Senior Primary phase in Grade 4, there is an abrupt transition to English as medium of instruction. This creates a linguistic gap between first language and ESL that the teachers struggle to bridge. Hence the study is confined to the Senior Primary phase.

Studies on cultural and linguistical responsiveness are prominent in countries such as USA due to the increasing number of culturally and linguistically diverse learners with limited exposure to the English language (Bellas, 2015). In Namibia, most learners have limited exposure to the English language although it is the official language and the language commonly taught as a second language. Most of the Namibians' mother tongue is one of the indigenous languages or one of the few foreign languages (Hamakali & Mbenzi, 2016). There appear to be no study conducted on CLRP in Namibia, specifically in the ||Kharas region, creating a gap for this study. This study therefore deems it necessary to investigate a socio-culturally and linguistically responsive pedagogy in the diverse Namibian ESL classroom context where learners bring to the classroom a wealth of varied cultural and linguistic experiences which can serve as funds of knowledge in the learning of ESL. CLRP is defined by Gay (2002) as:

Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them, it teaches to and through the strengths of these students, it is validating and affirming. (p. 29)

Namibia being a multicultural and multilingual nation, the learners bring with them varied experiences to the classroom both culturally and linguistically. These can be utilized as learning resources by the ESL teachers because learning is made more meaningful to the learners, and they are appreciated for who they are and what they bring to the classroom. The above stated definition is congruent with what my study aims to investigate: how learners' cultural and linguistic experiences can be valued to improve teaching instruction in the region. A socio-culturally and linguistically responsive pedagogy has the potential to make content accessible to the Senior Primary learners who are faced with an abrupt transition from learning in their mother tongue, to an entirely new world of learning in English. Hence, the need for an investigation of a Culturally and Linguistically Responsive teaching model in order to inform a more culturally and linguistically responsive framework for the ESL teachers in the ||Kharas region is justifiable.

1.5. Research objectives

In the quest to signpost a culturally and linguistically responsive pedagogy, the study seeks to meet the following objectives:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.
- III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners' cultural and linguistic backgrounds.
- IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

1.6. Research questions

In view of the issues and concerns that I have so far articulated, my study attempts to answer the following research questions, in order to meet the objectives listed above:

- I) How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?
- II) What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners?
- III) What type of in-service training/support do the grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?
- IV) What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) Senior Primary teachers?

1.7. Significance of the study

The findings of my study inform me as the researcher to come up with a model suggesting a suitable culturally and linguistically responsive framework as well as recommend a helpful in-service training model appropriate for the region teachers. My study also anticipates informing policymakers on the challenges that the Senior Primary ESL teachers in the region face, with the conviction that they will come up with appropriate interventions to assist the teachers. Additionally, my study could be useful in informing teachers, language material developers, and teacher training institutions about the role of CLRP. The study will add to the body of existing knowledge on CLRP. Last but not least, a professional development program based on a CLRP framework leverages the knowledge and skills of local stakeholders so that they will be well equipped to meet the social and educational needs of the teachers under study.

1.8. Theoretical framework

I investigate CLRP in the multi-lingual Namibian context. In this section, I present the socio-cultural theory which is one of the theories that informs my study predicated on culturally and linguistically responsive pedagogy. This is a theory that informs not only culturally and linguistically responsiveness, but language education at large as well. Secondly, I present the culturally and linguistically responsive pedagogy as well as social constructivism which are also theories within which my study is framed.

1.8.1. Socio-cultural theory

My study is informed by the socio-cultural theory (Lantolf, 2000). This theory views that learning is greatly aided by social interaction. The socio-cultural theory is particularly relevant to my study because it is a theory which considers the semiotic relationships in the ESL classroom. According to this theory, in order to facilitate learning, relationships are formed in the classroom between teachers and learners. Interaction with others and active engagement in the learning tasks are facilitated by these relationships. Through talking, listening, and observation during tasks, learners pick up new language skills. According to Vygotsky (1978) cognitive growth cannot be understood without consideration of the social context in which it is rooted, since thinking has social roots. He argued that social interaction, particularly the development of higher-order thinking abilities, is crucial to the process of cognitive development. The social interactions between a parent and child, or a teacher and learner, lay the groundwork for the child's future behavior and thought processes (Driscoll, 2000). Every function in a child's cultural development manifests twice, once on the social level and once on the personal level. This is known as the "inter-psychological" stage and the "intra-psychological" stage, respectively (Vygotsky, 1978, p. 57). Through a purposeful collaborative activity with a supporting adult, a child actively develops new cognitive skills and problem-solving abilities in this process, which is known as guided participation (Rogoff, 1990). A learner internalizes or adopts socially shared experiences and related impacts as well as practical tactics and information through working together on a variety of activities (John-Steiner & Mahn, 1996; Scott & Palincsar, 2013).

Another crucial feature of the socio-cultural theory which is of great relevance to my study is language being an important learning tool in the learning process. According to the socio-cultural theory social structures influence people's working environments and social interactions, which in turn affect how they think and how they perceive the world (Miller, 2011). Vygotsky (1978) developed this argument further by positing that tools and signs, or

semiotics, such language, numbering systems, conventional signs, works of art, etc., mediate human action on both the societal and individual levels. Vygotsky (1978) proposed that these techniques, or semiotic mediation, promote co-construction of knowledge and mediate societal and individual functioning. This implies that young learners and children don't have to create new tools in order to use old ones. They only need to be shown how to use a particular tool once, after which they can apply it to a variety of circumstances, including new situations.

The following strengths of the socio-cultural theory make it best suited for my study on cultural and linguistic responsiveness. First, socio-cultural theory underlines the significance of any human endeavor within its larger social, cultural, and historical context. Instead of seeing others as independent individuals, it offers a richer perspective that emphasizes the ambiguous line dividing the self from others. Second, it takes into account individual and intercultural differences. The theory recognizes both variations in individuals within a culture and differences in persons across cultures, in contrast to many developmental theories that concentrate on universal features of development. Third, socio-cultural theory incorporates the idea of learning and development which significantly improves our theoretical understanding of cognitive development (Miller, 2011). Our perspective of the learning process is profoundly altered by the notion that learning determines growth rather than the learner's developmental stage, which has important consequences for instruction and education (Miller, 2011).

1.8.2. Culturally and Linguistically Responsive (CLR) Framework

In addition to the socio-cultural theory, my study is also informed by the culturally and the linguistically responsive (CLR) framework. The study adopts the (CLRP) framework developed by Richards et al. (2007). It is a three-dimensional framework with a focus on teachers and schools (instructional, institutional and personal). The framework was modified in three different ways for this study. First, although the instructional dimension is CLRP pedagogy because it is commonly understood that culture and language are interwoven and interdependent, the institutional dimension is the school, and the personal dimension is the teacher's beliefs and behaviors (Hinkel, 1999 & Street, 1993). Second, institutional support including the principal and coworkers as well societal support, such as teacher training institutions were introduced to take into account the greater context and elements that affect practitioners and schools.

Finally, the teacher is positioned at the core of the framework with the assistance from institutional and social levels. Richards et al. (2007) have illustrated the CLR pedagogy framework in figure 1.1 below:

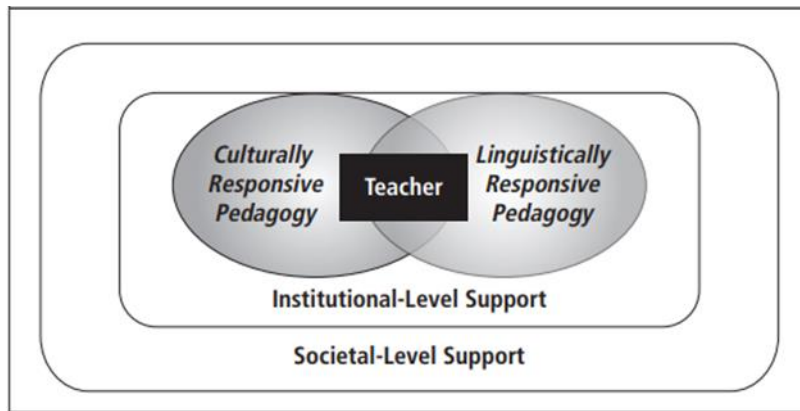


Figure 1.1 A culturally and linguistically responsive (CLR) pedagogy framework (Richards, et al., 2007).

It is the teacher who ought to acquire socio-cultural and sociolinguistic awareness and refine practice to meet the requirements of various learners (Lucas & Villegas, 2013). The instructor must also take care of the larger institutional and social circumstances that have an impact on teaching and learning.

1.8.3. CLRP and Social Constructivism

Constructivism in a broader sense is a cutting-edge method in which learners build their own knowledge by interacting with one another and drawing on prior knowledge (Sharma, 2014). The philosophy of constructivism is a metaphor for how knowledge is gained and developed. It advocates that knowledge must be actively produced by the learner. There are several facets to the constructivist theory. For this study, I focus on social constructivism which is by any reckoning the largest component of schooling. Just like CLR, the social constructivism theory views human interaction as necessary for learning. In this section, I explain how the social constructivism theory relates to culturally and linguistically responsive pedagogy as well as why it informs my study.

Constructivism in general has many definitions. Even if there are several meanings, various scholars do agree on specific fundamental features (Pelech, 2010, p.8);

- Knowledge is not something that people of all ages stumble across; rather, they create it or develop it.
- People build knowledge by associating it to or connecting it with their extensive knowledge.
- Learning requires a conscious reorganization of one's thought process.
- People acquire knowledge through social interaction and personal experiences.
- Cognitive growth is fostered when people are faced with practical, contextual issues or personal issues that provide circumstances requiring a new style of thinking.

Given the above-mentioned issues, I view constructivism as a notion that people create or actively construct their own knowledge and that their experiences as learners shape their perception of the world. In essence, learners build on their prior knowledge with new information by using it as a foundation. Because of how less involved in the process the teacher is, the process of constructivism is learner centred. The teacher directs and facilitates learning and moves learners from the known to the unknown.

For my study, a social constructivist version of constructivism is used. Social constructivism emphasizes how learning is a collaborative process. How people interact with one another, their culture, and society at large shapes knowledge. Learners depend on others to help them establish their foundations and learning from others enables them to create their own knowledge and reality. The social constructivism theory presupposes that humans reason their experience by building a model of the social world, how it functions, and the notion that language is the primary tool used to construct reality (Leeds-Hurwitz, 2009). The theory therefore emanates from Vygotsky's socio-cultural theory which considers the ways in which society fosters individual growth. It emphasizes how people build their knowledge through interactions with their surroundings. Individual growth arises via social interactions in which cultural meanings are shared by the group and eventually internalized by the individual. As a result, both the individual and their environment are altered (Richardson, 1997). I share Ngwaru's (2015) view on social constructivism. She asserts that social constructivism encourages the development of concepts from the classroom community's collective actions. As a result, those directly participating in pedagogical activities are implied to need to change

and reorganize their viewpoints in order to transition from “those who teach” to “facilitators of learning” (Ngwaru, 2015, p.10).

While CLRP places emphasis on learning from group interaction, social constructivism places more emphasis on the learning that occurs as a result of an individual person’s interactions in a group. What is clear however is that both approaches encourage the development of concepts from the class’s community’s collective actions. Both approaches emphasise that it is crucial to recognize the learner as a person with particular skills and weaknesses, interests, and needs that are related to their upbringing in a particular culture in order to support the child in co-constructing knowledge. As a result, successful education differentiation needs to be positive and culturally sensitive making.

1.9. Philosophical underpinnings

As premised by social constructivism, my study acknowledges that learners engage with one another and draw from past knowledge to construct their own knowledge (Sharma, 2014). The collaborative nature of learning is emphasized by social constructivism. Knowledge is shaped by how individuals interact with one another, their culture, and society as a whole. Learners rely on others to lay their groundwork, and by taking in knowledge from others, they can construct their own reality and body of knowledge. My study acknowledges that, just like CLRP, the social constructivism theory views human interaction as essential to learning. The findings of my study appear to correspond with this theory because the participants found peer tutoring to be a helpful approach to explaining difficult concepts to the learners. The participants also identified thematic teaching as a helpful approach to teaching ESL because it puts ideas into context, brings real-world problems to the process of learning a second language, and promotes interactive learning.

In keeping with Crawford’s theories of critical pedagogy, my study emphasises on collaborative learning. Critical pedagogy drew inspiration from Freire’s (1974) theories. The pedagogy frequently places an emphasis on the needs of the students and how they can actively participate in their education. This is consistent with the culturally and linguistically responsive pedagogy which has many benefits, such as raising learners’ self-esteem, promoting cooperation while instilling mutual respect and producing motivated learners in the classroom. Also, my study does not encourage what Freire (1970) terms as banking model of education instead it encourages transformative education which arises from a conversation between the teacher and the learner about issues that are relevant to the real world.

Lastly, based on one of my philosophical assumptions of interpretivism which places greater emphasis on how specific people perceive, feel, and interact with reality, my study embraces the notion that people's perceptions of their social environments are influenced by their individual interpretations of reality and this goes hand in hand with CLRP which views every learner as an individual and requiring their linguistic and cultural backgrounds to be recognised and considered in order for it to serve as a fund of knowledge in learning new concepts.

1.10. Definitions of Key Terms

Depending on how they are used in different contexts, the following terms may have different meanings. Thus, in the context and setting of my research, the following terms are defined for the purposes of my study.

1.10.1. Culturally and linguistically responsive pedagogy

CLRP is a theoretical framework that not only tackles academic performance but also supports learners in accepting and embracing their cultural identities and cultivating critical viewpoints that oppose the injustices that schools and other institutions' support (Ladson-Billings, 1995).

1.10.2. Instruction

Instruction is the deliberate guidance of the learning process and typically constitutes the majority of the teacher/lecturer's class activities (Joyce et al., 2003).

1.10.3. Senior Primary phase

A school phase in the Namibian education system which covers Grades 4-7 (Ministry of Education, Sports and Culture, 2015).

1.10.4. Institutions of higher education

Higher education institutions are places where post-secondary studies, training, and research training are offered by universities and other educational establishments that have been recognised by the relevant state authority as higher education institutions (Japan International Corporation Agency, 2002).

1.11. Organisation of the Chapters of the Study

Given the breadth and intricacy of the topics my research explores and tackles, I deem it necessary that my study offers a conventional framework for structuring this thesis. This will enable me to present my research process in a coherent and logical manner. After providing the justification for the study's Chapter organisation, I wish to offer an overview of the six chapters that make up my investigation.

Chapter **One** serves as my introduction chapter. I begin by offering a brief summary of my background. After that, I discuss various issues that serve as the study's starting point and a means of raising awareness. In addition, I go over the study's purpose and parameters, background, problem statement, goals, research questions, importance of the study, and definition and operationalization of important terms.

Chapter **Two** presents the the theoretical framework and literature review for the This Chapter first attempts to operationalize CLRP for the purposes of the current study, and it also explores its definition in order to provide readers with a theoretical understanding of the study. In addition, it outlines the study's theoretical foundation. I further offer various literature related to CLRP by considering the Namibian ESL teaching context. In conclusion, I highlight how CLRP can be incorporated in the teaching of various language skills.

Chapter **Three** discusses the design and methodology of the present. I re-visit the study's objectives and research questions in conjunction with my epistemological choice. I outline the research techniques that will be applied, the study location, the participants, the data collection tools, the procedures for gathering and analysing data, and the instruments in use, all of which are commensurate with my philosophical assumptions. My attention also lies in the extent to which the procedures facilitate triangulation, allowing for the utilisation of various viewpoints for assessment and explanation. Lastly, I discuss my study's ethical issues.

Chapter **Four** explains the reasoning behind the data analysis and offers an account and evaluation of the information acquired in relation to the study's research questions, explains the data analysis methodology and the data collected is described and analysed in relation to the research questions of the study. I started by presenting the participants' biographical data that I had gathered. Subsequently, I showcase the unprocessed and coded data gathered from focus-group discussions and interviews with the Head of Department (HOD) and the Senior Education Officer (SEO). I present the data analysis categorised by themes that were determined based on the study's research questions.

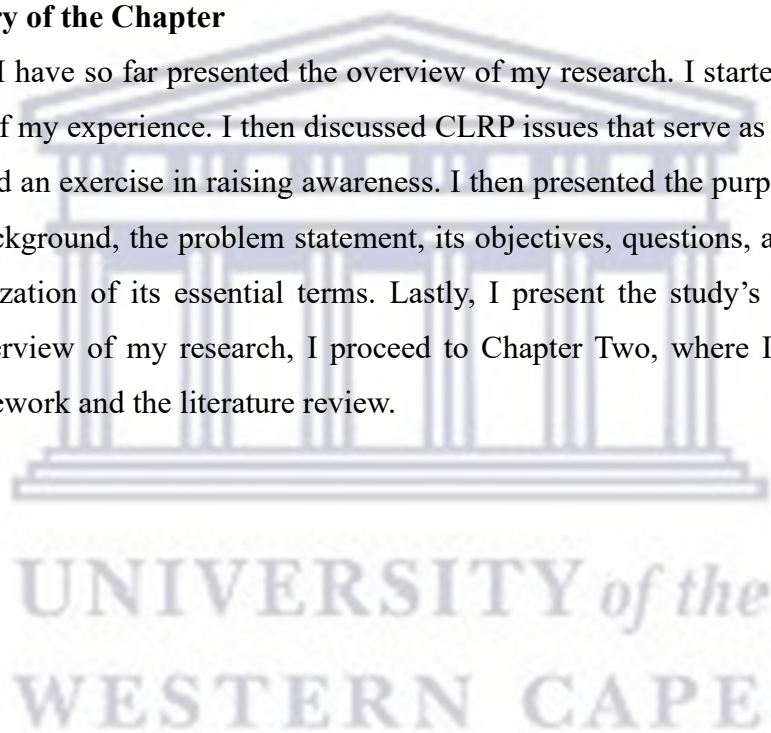
Chapter **Five** discusses the findings of my study. In this Chapter, I provide my interpretation of the study's findings in relation to the research questions and the epistemology of my study. Using the literature as a guide, I first discuss the results of my investigation into the strategies that are currently used by the ESL teachers to ensure the incorporation of CLRP in the ESL classroom. Second, I present the challenges that teachers face when incorporating CLRP in their ESL classroom classrooms, followed by the type of support that the teachers require in

order to be able to incorporate CLRP successfully. Lastly, I present a framework which my study proposes to assist in the incorporation of CLRP in the teaching of ESL.

Chapter **Six** presents the limitations, conclusions, implications, and recommendations of the study. To give my conclusions for this study, I first briefly summarise the key findings of my investigation. Along with relating the findings of my study to the research questions, I also restate the purpose of my research and highlight the importance of the methodology I chose. I also discuss the importance of my research findings for theory, practise, and research in CLRP. In addition, I offer my study's limitations and recommendations, and finally, I discuss the issues and insights for further research.

1.12. Summary of the Chapter

In this Chapter, I have so far presented the overview of my research. I started off by giving a brief summary of my experience. I then discussed CLRP issues that serve as the starting point for this study and an exercise in raising awareness. I then presented the purpose and extent of the study, its background, the problem statement, its objectives, questions, and the definition and operationalization of its essential terms. Lastly, I present the study's outlines. Having provided an overview of my research, I proceed to Chapter Two, where I will discuss the theoretical framework and the literature review.



CHAPTER TWO

Literature Review

At the outset, I wish to state that I need to signpost and discuss the educational, cultural, and social concerns that necessitate my undertaking this study. In light of this, I hope that the discussions that I propose to present in this Chapter will act as an awareness-building exercise and a point of departure for this research. The issues and insights that I present in this Chapter will straddle as well as intersect one another, as they constitute the very substance that is central to both my conceptual and theoretical frameworks. In light of this, I have chosen to present them in an entwining and integrating manner rather than presenting them in individual chapters. This, I believe, can both help signpost and augment the epistemic framework of my study and its appeal to my readership.

2.1. Defining culturally and linguistically responsive pedagogy (CLRP)

The idea of CLRP has grown in popularity given its increasing momentum, especially in English Language (EL) classrooms. Various researchers have documented it in a variety of ways, and in some cases, separately. Most of the definitions of the concept appear to view and define the two terms, culturally responsive teaching (CRT) and linguistically responsive teaching (LRT), separately. However, my study will combine the two concepts and define them as one, CLRP. I will first define CRT and LRT separately and then give the combined definition of CLRP, which I propose to adopt for this study.

According to various researchers (Gay, 2000; Noel, 2008; Richards et al., 2007; Villegas, 1991) CRT framework stems from the notion of Culturally Responsive Pedagogy (CRP). CRT views learning as taking place differently throughout different cultures, and it emphasizes that learning takes place through the facilitation and support offered by the teachers to all the learners. Schools are viewed as agents devoted to the promotion of a just and equitable society in that they tackle education inequalities by acknowledging and tapping into the learners' cultural backgrounds and experiences.

According to Richards et al. (2007), the broad framework of CRP is made up of three main features: the institutional, personal, and instructional dimensions whereby the institutional dimension focuses on the administrative side of teaching, including policies. These dimensions assume particular prominence and substance in my study, as they will form part of the framework that will guide the study. In the Namibian context, this refers first to the syllabi, the language policy in place for all the schools in the country, as well as human resources such as

teachers. Second, the personal dimension relates to the learning processes commensurate with the mechanisms of cognition as well as the effects that teachers need to pay attention to in order to fully implement a culturally responsive pedagogy. Third, the instructional dimension refers to the resources, assessment activities, and teaching strategies that accrue as a result.

Notwithstanding the above mentioned features, Gay (2000) describes four necessary components for the practice of a culturally relevant pedagogy: caring, communication, curriculum, and instruction. I wish to present below an elaboration of the four necessary components for the successful implementation of a culturally responsive pedagogy as pointed out by Nagarkar (2011, p. 48): caring, communication, curriculum, and instruction.

Caring: Gay's paradigm begins with instructor attitudes, expectations, and practices regarding learners' personal worth, intellectual capability, and performance obligations. Teachers, according to Gay, should analyze their own current attitudes and practices to see how they may be affecting learners' progress. Classrooms are under the direction of teachers, who manage relationships and decide who will participate in certain activities. Gay (2000) argues that instructor attitudes and expectations for their pupils have a direct impact on such decisions.

Communication: The second component requires cultural communication in the classroom. Gay (2000) writes that communication is strongly culturally influenced, situated in experiences, and consists of a dynamic set of skills. The implications are that the more that teachers know about the discourse styles of ethnically and linguistically diverse learners, the more they will be able to improve academic achievement. Thus, situations where learners may know more than they are able to communicate or where they may be communicating more than teachers are able to discern might be avoided.

Curriculum: Teachers ought to add culturally diverse topics to the curriculum. Curriculum sources that provide true portrayals of diversity serve to dispel myths for learners who have never had close personal contact with varied learners, thereby encouraging diverse learners to participate actively.

Instruction: The fourth component, as Gay (2000) points out, focuses on building consistency between various parts of learners' learning processes and the teacher's instructional strategies. Teachers recognize and exploit different learners' cultural knowledge and abilities as essential teaching and learning tools, and they use them as scaffolds to help them attain higher levels of accomplishment. There are no precise prescriptions for culturally responsive pedagogy, according to Villegas (1991) and teachers have an ethical responsibility to seek out knowledge about the communities represented in their classrooms and develop methods to incorporate that information into their teaching.

In light of the points I have discussed above, CRT is characterized by the inclusion of ethnically diverse learners' cultural qualities, experiences, and viewpoints as channels for more successful teaching (Gay, 2002). This translates classrooms into learner-centered spaces (Richards, et al., 2007) and helps factor in the learners' frame of reference, among other strategies, to make education meaningful. When lesson delivery is personal, Gay (2000) asserts that there is a higher level of interest and the content is learned more fully. Other features of culturally responsive instruction include using a variety of instructional strategies linked to different learning styles, teaching learners about each other's cultural heritages, and incorporating multicultural information, resources, and materials into all subjects and skills taught in schools (Noel, 2008; Villegas & Lucas, 2002).

In order to effectively deliver a culturally responsive pedagogy, Villegas (1991) identifies specific cultural criteria that teachers should embrace under CRT. The first criterion is that teachers have a respectful attitude towards cultural diversity, a belief that all pupils can learn, and a sense of efficacy. As a result, when teachers assume responsibility for their learners' education, they view their learners' limitations as challenges to their own creativity rather than justifications for inefficiency (Villegas, 1991). Teachers who embrace CRT find ways to restructure learning activities with a view to meeting the requirements of their learners. The second criterion that teachers ought to be aware of are the cultural materials brought to class by their learners as well as the culture of the learners in their classrooms. The third criterion holds that all learners should benefit from an enriched curriculum implemented by instructors. As a result, teachers ought to devise and administer a curriculum that encourages pupils to acquire higher-order information and abilities. The fourth criterion makes it obligatory for teachers to make sure that their educational content, materials, and approaches are in full sync with their learners' cultural backgrounds. Teachers will then need a variety of teaching

approaches to reach learners from various backgrounds in culturally acceptable ways. The fifth criterion states that when evaluating learners, teachers should keep cultural differences in mind. Teachers are advised to utilize a range of strategies to assess learners in a multicultural setting, as there are culturally specific ways of expressing knowledge.

In the light of the above-presented discussion, by incorporating learners' cultural knowledge, real-world experiences, frames of reference, languages, and communication styles, culturally responsive teaching aims to make classroom learning meaningful and successful for learners. This entails establishing the curriculum and learning interactions based on the knowledge and methods of the students. More so when there are big contrasts between the teacher's world and the learners' world or among the learners. The principles constituting the five criteria that I have elucidated above are meant to provide an overview of what culturally responsive pedagogy entails by elaborating on the teachers' crucial role of being cognizant of the learners' diverse cultural backgrounds and ensuring that the learners feel accepted and accommodated.

The LRT as a teaching framework, on the other hand, responds to the lack of attention offered to the linguistic demands of multilingual language learners in teacher preparation (Lucas et al., 2008). As a result, they advocated for linguistically responsive teacher education and defined education in terms of three types of pedagogical expertise that mainstream classroom teachers require: (a) knowledge of learners' linguistic and academic backgrounds; (b) understanding of the language demands of the classroom tasks learners are expected to complete; and (c) the skills required to provide appropriate scaffolding for bilingual learners to participate successfully in class. Lucas and Villegas (2011) later developed and published a linguistically responsive teacher education framework in 2010 and 2011. It is a framework that has acquired significant momentum in English language teaching and provides one of the most comprehensive perspectives on the expertise required of a linguistically responsive teacher (Baecher, 2012; Bunch, 2013; Turkan et. al., 2014). According to Lucas and Villegas (2011), to carry out LRT successfully, content teachers require three orientations and four kinds of knowledge and skills.

First, a teacher ought to have sociolinguistic consciousness, which refers to the knowledge of the relationship between language, culture, and identity. Teachers should recognize that expecting English learners to learn English at the expense of their native languages and dialects is neither productive nor acceptable, coupled with an understanding of the sociopolitical aspects of language use and education. Second, a teacher requires a real regard for and interest in their English learners' home languages, rather than an expectation to leave home languages outside the classroom, and this is a value for linguistic diversity. Third, a desire to advocate for English learners in order to improve their learning experiences.

Villegas (2011) further states that in addition to understanding their learners' language origins and experiences, linguistically responsive teachers need to understand their learners' proficiencies in order to meaningfully diversify instruction and build curricula that react to their needs, strengths, and interests. Also, this is a way of recognizing that classroom discourse and academic work require specialized academic language and literacy skills so as to identify the language demands of classroom tasks in the English language classroom. Thus, English learners require comprehensible input just beyond their current level of proficiency.

CLRP has been created and put into practice in response to the difficulties presented by culturally and linguistically diverse learners (Banks, 2009; Gay, 2010; Ladson-Billings, 1995; Lucas & Villegas, 2013). The idea of CRP was first presented by Ladson-Billings (1995) in a study that showed how eight teachers addressed the demand for teaching methods to be more pertinent to the experiences of African American pupils in US classrooms, in which she developed the following definition of CRP:

A theoretical model that not only addresses student achievement but also helps students to accept and affirm their cultural identity while developing critical perspectives that challenge inequalities that schools (and other institutions) perpetuate. (p. 469)

In other words, in order to implement culturally responsive pedagogy, a teacher must not only enact pedagogies that engage learners in critical evaluation of information and provide students with demanding academic tasks but should also consider the cultures of the students.

The central role of learners' cultures in all aspects of teaching and learning has been recognized by researchers using the CPR framework, which acknowledges and responds to the current school climate that places learners from diverse cultural backgrounds in learning environments that do not reflect their home cultures and linguistic backgrounds (Banks, 2009). Dubbed by Ladson-Billings (1992) as the "pedagogy of opposition" (p. 313), CLR challenges the conventional schooling paradigms that favor western modes of being and thinking. CRP is a pedagogical ideology that intentionally redefines and deconstructs the purpose of education. According to Phuntsog (2001) the real test for CRP "may lie in its ability to create classrooms where race, culture, and ethnicity are not seen as barriers to overcome but are sources of enrichment for all" (p. 63). CLRP combines culturally and linguistically responsive teaching, often known as culturally relevant teaching or culturally congruent teaching. By offering instruction that closely reflects and connects with learners' cultures, CRT solves the educational equality issue that many learners face (Gay, 2010; Villegas & Lucas, 2002). When teachers draw on the diverse multicultural experiences of all the learners in the classroom, learners can find deep connections to the curriculum. Culturally responsive instruction offers several advantages, including boosting self-esteem in learners, requiring them to work cooperatively as they learn to respect one another while receiving instruction from experts, and creating a group of eager learners.

Given the multilingual and multicultural context of Namibian schools, teachers are urged to think about how to best serve language learners in the classroom. It is the duty of teachers to think about how to adapt their pedagogy to their particular learner populations since learners are more motivated to study when lessons are relevant to their life experiences (Howard, 2003). This is because CRP is a theoretical concept that encourages teachers to implement pedagogies that uphold learners' cultural identities (Ladson-Billings, 1995). The CRP provides a special challenge to teachers since they cannot present appropriate pedagogies without first knowing their learners (Gollnick & Chinn, 1998). This is because learners' identities, beliefs, and behaviors are formed by their culture.

The study notes that the two approaches, CRT and LRT, differ in that CRT makes use of the tools that language learners bring to the classroom to improve learning outcomes, while LRT focuses on the language demands of multilingual learners. What I have observed to be compelling is the fact that both approaches encourage the creation of a culturally and linguistically sensitive learning environment that builds and bridges to academic success through a change in perspective and skill set while also validating and confirming learners' cultural and linguistic identities. This study will adopt the combined definition of CLRP rather than discuss them as separate approaches because language and culture are intertwined as language is a component of culture. CLRP has been documented by several scholars (Jeong et al., 2021; Hollie, 2013; Jalil, 2023). Our language is a reflection of our heritage and defines who we are. Therefore, for this study, the adopted definition for culturally and linguistically responsive pedagogy is a teaching method that uses cultural and historical references to impart knowledge, teach skills, and alter learners' views while also empowering them intellectually, socially, emotionally, and politically (Ladson-Billings, 1994). Teachers who use CRT are knowledgeable about how to support learners' learning by purposefully fostering social connections and interactions that help them achieve academic success, cultural competency, and critical consciousness. The concept of social interactions will be discussed further under the subheading of Socio-cultural theory.

2.2. Theoretical and conceptual Frameworks

In this study, I investigate a socio-culturally and linguistically responsive framework in the multi-lingual Namibian context. In this section, firstly, I present the socio-cultural theory, which is one of the theories that informs my study and is predicated on culturally and linguistically responsive pedagogy. This is a theory that informs not only cultural and linguistic responsiveness but language education at large. Secondly, I present the major tenets of socio-cultural theory. I then present culturally and linguistically responsive pedagogy as well as key aspects of social constructivism, which are also theories within which this study is framed.

2.2.1. The socio-cultural theory

My study is informed by the socio-cultural theory of Lantolf (2000), which I have already introduced in Chapter One (see Chapter One: Section 1.8.1.). According to this theory, social interaction has a major positive impact on learning. Since thinking has social roots, Vygotsky (1978) argues that understanding cognitive growth requires taking into account the social context in which it is rooted. He maintained that social interaction plays a critical role in the process of cognitive development, especially in the development of higher-order thinking

skills. A child's future behavior and mental processes are shaped by the social interactions they have with their parents, teachers, and fellow students (Driscoll, 2000). Having already elucidated the basics of the socio-cultural theory in the previous Chapter, at this juncture, I wish to dissect the socio-cultural theory by first expanding on its background. I will then describe and explain its major tenets of mediation and self-regulation (Vygotsky, 1978), Zone of Proximal Development (ZPD) (Vygotsky, 1978), Dynamic Assessment (DA) (Poehner, 2009) and how they relate to my study.

The Socio-cultural theory and its attendant concept(s) were generally used in educational and psychological studies by Vygotsky (1978) and it was taken to denote focusing on mental development and functioning. Since then, however, different scholars have transformed the theory and expanded its use. Cole (1996) and Ratner (2002) suggested that the theory be termed cultural psychology or cultural historical psychology. Other scholars integrated the theory, terming it cultural-historical activity theory. Second language researchers, on the other hand, also expanded on Vygotsky's theory (Hall, 1997; Lantolf, 2000; Norton, 2000) by delving into the possible significance of socio-cultural theory (SCT) in the use of the second language as well as its acquisition. It is this perspective of SCT, which focuses on second language learning, that I will employ in my study.

Socio-cultural theory has gained prominence in recent years, notably in educational contexts. The writings of Vygotsky (1978) and his associates are the foundations of socio-cultural theory (SCT). Human mental functioning, according to SCT, is basically a mediated and ordered process primarily governed by cultural artifacts, behaviors, and conceptions (Ratner, 2002). SCT emphasizes that society and culture influence human growth and development, notably the development of our thinking. Although this idea has been extensively researched in relation to education, it is critical that we adapt and recontextualize it for our own time and circumstances. Scaffolding, reciprocal teaching, and collaborative learning are some of the concepts most strongly connected with the socio-cultural theory of learning. They emphasize the social base of learning and the interaction activities that encourage development.

Learning according to the socio-cultural perspective is a process of appropriating tools for thinking that are provided by social agents who serve as translators and guides during the individual's cultural apprenticeship (Rogoff, 1990). It is not just that a child learns from others in social situations and during social exchanges; it is also that the individual appropriates

(internalizes and transforms) the actual means of social interaction (language, gesture) to form instrumental tools for thinking, problem-solving, remembering, and so on (Wertsch, 1985). According to a socio-cultural approach, human cognition is produced by participating in social activities, and it is the social relationships that mediate those relationships as well as the culturally constructed materials, signs, and symbols, known as semiotic artifacts, that create uniquely human forms of higher-level thinking (Johnson, 2009). As a result, cultural setting, language, and social contact all play a role in cognitive development, and language is the most important artifact. Thus, humans acquire the representational systems that eventually become the medium, mediator, and tools of cognition by virtue of being placed in a cultural setting. According to Wertsch (1995, p.141) "individuals have access to psychological tools and practices by virtue of being part of a socio-cultural milieu in which those tools and practices have been and continue to be culturally transmitted." The individual's prior experiences, the socio-cultural circumstances in which the learning takes place, and what the individual is expected to do with that information will determine how an individual learns anything, what is learned, and how it is used.

After rejecting past attempts to combine scientific and humanistic approaches, Vygotsky (1978) contended that an entirely new method of thinking was necessary to build a truly unified psychology. Vygotsky acknowledged that the human being is a complex creature. Human beings can exercise voluntary control over their environment by applying higher-order cultural instruments of language, literacy, reasoning, and logic (Lantolf & Thorne, 2007). These higher-level cultural skills thus act as a buffer between the individual and the environment, mediating the link between the social material world and the individual. The basic means of mediation are language use, organization, and structure. In practice, developmental processes are facilitated by engagement in culturally, linguistically, and historically shaped environments. The same would hold for situations such as family life and peer group contact, as well as in institutional settings such as schooling.

2.2.1.1. Mediation and self-regulation

My study embraces the notion that language is a direct product of the symbols and tools that develop inside a society. It is potentially the most powerful weapon at our disposal and a type of symbolic mediation that serves two essential developmental functions: meaning construction and interpersonal communication. This notion is discussed under the tenets of mediation and self-regulation in socio-cultural theory. The construct is based on the observation that people do not act directly on the world; rather, their cognitive and material activities are mediated by symbolic artifacts such as languages, literacy, numeracy, concepts, and forms of logic and rationality, as well as material artifacts and technologies. The notion is that participating in culturally organized activity amplifies higher-order mental functions such as voluntary memory, logical thought, learning, and attention (Lantolf et al., 2015). One element of mediation is regulation. This process of self-regulation development is divided into three stages, which are described therein by (Lantolf & Thorne, 2007). Children typically control or use objects in their environment to think during the first stage. The term used for this step is object regulation. A good example would be a parent sending a very young child to get a toy. The child may be easily distracted by other objects, such as a more colorful, larger, or closer toy, and hence fail to comply with the parent's request. Objects are regulating the child in this situation. This is a demonstration of how objects can be used to control mental activity.

The second stage, known as 'other regulation', involves parents, siblings, classmates, coaches, teachers, and others providing implicit and explicit mediation in the form of varied amounts of support, direction, and what is frequently referred to as scaffolding. The final stage is self-regulation, which refers to the capacity to complete tasks with little or no help from others. Internalization allows for self-regulation. It is the act of turning what was once external support into a resource that is available to the individual internally but is still very social in origin, quality, and function. This concurs with Bruner's core principles of human cognition. According to Bruner (1983, p.278) what makes us unique is our ability to create "potential worlds" that go beyond biological constraints and through the constitutive power of our symbol-making, our institution-creating, and our own culture-creating. According to constructivist Bruner (1986), we create or constitute our own universe and ourselves. As opposed to this, a culture shapes our notion of what can be considered conventional or ordinary, establishes institutions to stabilize this ordinariness, and symbolizes the patterned ways of everyday existence (Bruner, 1983). Thus, cultures and people are interdependent, as mental growth occurs from the inside out as well as the outside.

In the same vein, Vygotsky (1978) reasoned that, in addition to mediation, people have the ability to utilize symbols as tools to regulate their own psychological activity rather than to control the physical environment. He thus suggested that symbolic tools are aimed inside, or mentally, whereas physical instruments are directed externally. Symbolic tools, also referred to as artifacts, serve as an auxiliary means to control and restructure the naturally endowed psychological processes, just as physical tools serve as an auxiliary means to enhance the ability to control and change the physical environment. Humans' most prevalent and dominant cultural artifact for mediating their connection to the world, each other, and themselves is language. Language in all of its forms is the most prevalent and powerful cultural artifact humans have for mediating their connections to the world, one another, and themselves (Vygotsky, 1987). The internalization of culturally built mediating artifacts, most notably in language, allows us to actively manage our mental activity. Hence, being able to use a language effectively requires self-regulation.

Private speech is the most common way we use language to regulate our mental functioning. In contexts where a language is learned or taught as a second language, like Namibia, it becomes tricky whether mediation or private speech takes place in the learners' first language (L1) or in the second language. This is an aspect of my study that I wish to uncover. When we speak socially, we internalize the patterns and meanings of the speech and use them to mediate our mental activity. The formation of private speech in children acquiring their first language has been extensively studied (Diaz & Berk, 1992; Wertsch, 1985). In the case of second language users, academics have begun to look at the cognitive role of private speech, starting with Frawley and Lantolf's work (1985) who researched into the mental function of private speech. This concept is derived from Piaget's egocentric speech. It is a type of language in which the speaker utilizes speech to communicate non-communicative personal requirements. Vygotsky (1978) describes it as the separation and transformation of social (interpersonal) speech into private speech, vocalized but non-communicative utterances (Diaz & Berk, 1992) as well as the transformation of private speech into inner (intrapersonal) speech. Private speech serves the function of organizing and directing mental activities.

Private speech aids in preserving or regaining self-regulation. It helps with focusing attention, problem solving, orienting oneself to a task, memory-related tasks, and the internalization of novel or difficult knowledge, such as language forms. Features of private speech include an averted stare, reduced speech volume, changed prosody, shorter grammar, and numerous repeats. Various cases of private speech are documented (Diaz & Berk, 1992; Wertsch, 1985).

An example of a documented case of private speech is narrated herein: “The child is trying to solve a puzzle and says to himself or herself, “Now, the red one,” or “Next?”” (Vygotsy, 1986, p. 202). It is difficult to determine what the youngster is indicating. However, what is clear is that the utterances are not meant for interpretation by others. The child is addressing him or herself. According to Frawley (1997) such statements serve to direct the speaker’s attention to what has to be done, how to do it, and when something has been done, and then allow the speaker to evaluate what has been done. In recent years, private speech has been studied in terms of how it can be applied in second-language classrooms through social functions such as collaborative play and in-class group activities. According to Steinbach-Kohler and Thorne (2011) in addition to facilitating the producer’s mental functioning, private speech can serve as a public presentation, allowing for collective attention to the group’s relevant concerns and difficulties.

Private speech and self-regulation provide interesting ramifications for education. They both provide supportive learning environments, especially in the early grades, which in turn offer additional cognitive and linguistic support as well as modeling of academic speech. These factors may positively affect the development of private and inner speech for children from all socio-economic backgrounds, which may then support their cognitive development and academic performance.

2.2.1.2. Zone of Proximal Development (ZPD) and scaffolding

The Zone of Proximal Development (ZPD) is probably one of the most used concepts in socio-cultural theory. Since Vygotsky first articulated his initial theory of ZPD, it has undergone modifications to engender new concepts. For instance, even though Vygotsky did not use the phrase, the ZPD is related to the idea of scaffolding. Other theorists theorized the idea of scaffolding with reference to and in conjunction with educational environments using the ZPD. In this section, I will therefore discuss both the ZPD and scaffolding and how they relate to each other.

The concept of ZPD has entranced educators and psychologists for a variety of reasons. First is the concept of aided performance. The zone of proximal development defines the gap between children’s everyday (spontaneous) notions and academic or scientific concepts. Karpov (2005) asserts that, according to ZPD, instruction and development are connected from the child’s first day of existence. Instruction includes home socialization and formal education at school. Karpov (2005) further points out that adults or older peers who serve as models for imitation and provide mediation for youngsters are the best types of mediation for encouraging

development. Mediators, therefore, work with the children instead of working for them. In the classroom environment, a language teacher ought to provide the necessary resources, exposure, and support to the L2 learners to aid language learning. In so doing, the teacher will be encouraging development rather than providing and drilling language rules for memorization, thereby working with the learners rather than working for them. This is a perspective on ZPD that my study aspires to explore further.

One of Vygotsky's probably most well-known and significant contributions to developmental and educational psychology is the Zone of Proximal Development (ZPD). In *Mind and Society*, Vygotsky (1978) defines ZPD as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable people" (Vygotsky, 1978, p. 86). He further expounds ZPD in *Thinking and Speech* as "what the child is able to do in collaboration today, he will be able to do independently tomorrow" (Vygotsky, 1987, p. 211). ZPD is therefore what one does not know yet and has the potential to learn with the assistance of someone who is more knowledgeable. Schunk (2009) emphasizes that in a specific educational area, learning should be an intentional transfer of skills and knowledge from a more skilled or knowledgeable learner to a less skilled or knowledgeable learner.

Vygotsky (1978) further asserts that learning is a social activity, and that knowledge is constructed through interaction and collaboration with others. When children interact and collaborate with adults or more experienced peers, they learn. As a result, Vygotsky believes that children's language, which is a form of knowledge, develops primarily through interactions (conversations) in social settings, particularly in a supportive interactive environment. Vygotsky (1986) describes the Zone of Proximal Development (ZPD) as a domain or metaphoric area where children can achieve a greater degree of knowledge and performance with the help of an adult or other more knowledgeable person. Scaffolding, on the other hand, is a term used inside the ZPD to describe the support provided.

Puntambekar (2009) highlighted the translatability of the concept of scaffolding to socio-cultural theory. As a support system that enables a learner to successfully accomplish a task under ZPD, scaffolding is believed to be a practical tool for putting guided participation into practice. When a learner receives continual support from an expert peer or a professional in order to learn and accomplish a task, they are unable to perform on their own. This support is

referred to as scaffolding. It implies a reciprocal and dynamic character of engagement where both the expert and the student have an impact on one another and change their behavior as they work together (Miller, 2011). Similarly, Wright (2015) defines scaffolding as a construction metaphor that refers to a temporary scaffold that is used to create something and then removed once it is finished. Staehr and Snyder (2017) divide scaffolds into three types:

(1) Materials and Resources: These are instructional tools that can be given to learners to help them access content and communicate their comprehension of it orally or in writing, such as graphic organizers, English and/or bilingual glossaries, English and/or bilingual dictionaries, home language material, sentence frames, sentence stems, paragraph frames, visualizations, and word banks.

(2) Education: This refers to content that has been pre-identified and pre-taught.

(3) Learner grouping: This can take the form of structured pair work, structured small-group work, or teacher-led small-group work. In scaffolding, the seating arrangement is equally important. Learners will require adequate structure and assistance in engaging in the pair or group assignment in order for learner grouping to serve as an effective scaffold.

Therefore, the teaching aids that the teacher identifies to aid in lesson delivery, the curriculum being followed, as well as the seating arrangement, especially one that supports group work, determine the success of scaffolding in lesson delivery.

Meira and Lerman (2001) distinguished between the ZPD's performative, interactive, and emergent components. The performative aspect mirrors the most popular definition, which is the difference between what an individual can do on their own and what they can do with the help of a more capable peer or expert. Knowing what an individual can achieve on his or her own informs us very little about his or her ability to learn something new, according to this viewpoint. Observing or hearing how the same person interacts with someone more capable while completing a task that is beyond his or her ability, on the other hand, provides a window into that person's learning potential and capacities as they emerge. While the interactive aspect of the ZPD represents a metaphorical space where individuals can grow through interactions with more capable peers or experts, the gap between what individuals can do alone and what they can do in collaboration with others will always differ depending on the type of task and the situation in which it is performed. And the fundamental act of participation will shift. As a result, the emergent element implies that the ZPD is never static or fixed but rather emerges and changes as a result of dialogic participation (Meira & Lerman, 2001).

Given the ZPD's multidimensionality, dynamicity, and potential for growth, the types of mediational tools available to learners must be strategic rather than fixed or random. This is problematic in classrooms since the mediational tools available to instructors are codified (textbooks), fixed (certain instructional strategies), and rote (norms of schooling). According to Wertsch's (1985) concept of strategic mediation, teachers ought to provide efficient, targeted, and goal-oriented support to learners so that they establish an overall orientation toward the task or topic while also beginning to appropriate an expert's understanding. This means that in L2 teacher education, teachers must not only understand the task or concept from the expert's perspective but also from the learner's perspective, that is, what it's like not to fully understand the task or concept and then be skilled at providing strategic mediation that allows learners to progress toward expertise or automaticity.

Aljaafreh and Lantolf (1994) established three basic requirements for mediation, which are graduation, contingency, and dialogicality. According to them, if social mediation is to be effective, it ought to first be 'graduated' to the developmental level of the learners. Providing mediation, in other words, should begin implicitly and gradually become more explicit as the learners' reactions to the mediation change. Scaffolded aid "should be supplied only when it is needed and withdrawn as soon as the beginner displays signs of self-control and ability to function independently" (Aljaafreh & Lantolf, 1994, p. 468). Last but not least, dialogicality is a criterion for efficient social mediation according to which aid should be delivered through dialogue and collaborative actions.

Fogel (1993) exemplifies physical ZPD mediation with an analogy where a mother attempts to lift her newborn from a prone to an upright position despite only having limited muscle control. Simply repositioning the infant from one posture to the next is one method. The mother can also mediate the newborn by grabbing the infant's hands on her own and persuading her to pull against them while lifting the infant up. This contrast in alternatives exemplifies the ZPD concept because, while the newborn is unable to sit up on her own, the mother in the first scenario makes this the main point of her own action. In the second scenario, the mother combines the infant's behavior with her own developed bodily action capacity. She collaborates with the infant to encourage her to sit up, giving her a sense of accomplishment. This is how the ZPD works. By attaining what is impossible to do alone through collective mediation, It is critical to recognize that the mediator ought to be aware of or find the capacities that exist in the other's ZPD. Thus, if the newborn in the case lacked any muscle control, her mother's attempts to lift her into a seated position would have been futile.

Researchers apply ZPD and scaffolding notions to the learning and teaching of languages, just as they do with the rest of Vygotsky's theories (Gibbson, 2014; Walqui & Van Lier, 2010). Zwiers and Crowford (2011) for example, identify five core communication skills that English language learners require and can develop within the ZPD framework through productive academic conversation with their teachers and peers across the content areas, which are: elaborating and clarifying, supporting ideas with evidence, building on or challenging ideas, paraphrasing, and synthesizing. I wish to apply the concepts of ZPD and scaffolding to my study with a view to investigating how teachers can use the learners' cultural and linguistic backgrounds as scaffolds in language learning with the support of the teacher and their peers.

2.2.1.3. Dynamic Assessment (DA)

The process of learning and teaching a second language requires extensive use of language assessment. Socio-cultural theory suggests using numerous formative assessments as opposed to standard summative ones. In this section, I discuss dynamic assessment (DA) as an integral element rooted in the socio-cultural theory.

Dynamic assessment (DA) approach is an offspring of the Socio-cultural theory. The goal of DA is to assess low-performing children's learning capacity by focusing on the learning process rather than the final product. Importantly, DA is a type of dialogic cooperation between a learner and a mediator that combines teaching and evaluation into a single action in order to improve the learner's development while also assessing his or her ZPD (Lantolf & Poehner, 2004). The ultimate purpose of DA is to boost the learner's future development by involving them in the interaction with the mediators rather than to assess the learner's solitary and effective performance (Johnson & Golombek, 2011). Furthermore, in DA the skilled individual is supposed to be capable of self-regulation or autonomous learning whereas the unskilled one is unable to complete tasks and activities independently. As a result, the less-talented individual requires assistance from more proficient individuals in order to learn a language (other-regulation).

Dynamic assessment (DA) is therefore a technique for combining assessment and training into a single continuous activity as opposed to traditional diagnostic assessment. This combination of instruction and evaluation enhances language development by giving guidance that is targeted to the needs and skills of a single learner or a group of learners (Lantolf & Poehner, 2004). The role of the teacher is to guide the learners' language development in a classroom DA by first identifying their existing level of knowledge and skills. After determining a learner's real levels of development, the teacher can then carefully customize training to assist

pupils progress beyond what they can achieve on their own. Teaching and testing are done at the same time in this method to inform and affect each other. The mediator works with each learner individually to identify their issues and provide appropriate and ZPD sensitive mediation to help them solve their problems, internalize their learning, and transfer their knowledge and abilities to perform well on future and more complicated tasks.

The teacher pushes the learners' language development forward by providing support through mediation in the form of questions, hints or prompts (Aljaafreh & Lantolf, 1994). A teacher can establish how close learners are to more independent functioning as well as uncover areas of learner difficulties through mutual interaction, which typically includes negotiating types of support such as clues, feedback, and probing questions. All this happens while concurrently assessing performance levels, identifying the occurrence of some evolving abilities and providing valuable and responsive intervention. Recent research has demonstrated the value of integrating instruction and evaluation in the classroom using the DA framework. One of the most important issues expressed in the context of classroom DA is that only a few learners are given the opportunity to proactively respond to teacher mediation. As a result, a majority of learners' cognitive participation in benefiting from the teacher's mediation is limited (Davin, 2011; Poehner, 2009). While some learners may benefit from direct mediation from their teachers in the classroom, all learners can benefit from additional assistance from their peers in small groups.

In my study, I propose to argue that there should be a relationship between assessing and teaching, with the teacher as the mediator. Instruction and assessment cannot be isolated. They complement and change one another as dialectic, establishing a socio-culturally informed assessment methodology. DA and various alternative ways to assessment, such as portfolios, journals, and conferences, can be employed.

In a nutshell, SCT is a theory that "studies the content, mode of operation, and interrelationships of psychological phenomena that are socially constructed and shared and are rooted in other social artifacts" (Ratner, 2002, p. 9). It takes into consideration cultural and linguistic tools that the learners bring to class from their societies thereby valuing the contributions that the society makes toward the language learner. Also, the theory upholds that information and skills are not simply memorized but are within an individual. Information and skills are acquired from interaction with the community and knowledge is constructed in a

learner's mind. The learners bring with them this knowledge into a language classroom. It is however unfortunate that at times language teachers undermine this knowledge and experience and ignore it completely in the classroom. The Socio-cultural theory is therefore selected as the main theory of my study by investigating how best the teachers can utilize the cultural tools that learners bring into the language classroom to improve classroom instruction.

2.3. Culturally and Linguistically Responsive (CLR) Framework

In addition to the socio-cultural framework, my study is also informed by the culturally and the linguistically responsive (CLR) framework which I have discussed in Chapter One (see Chapter 1: Section 1.8.2). My study adopts the framework by Richards et al. (2007) This three-dimensional framework centers on educators and educational institutions (personal, institutional, and instructional). According to Hinkel (1999) and Street (1993), the school is the institutional dimension, the teacher's beliefs and behaviors are the personal dimension, and CLR pedagogy is the instructional dimension. This is because it is widely acknowledged that culture and language are interwoven and interdependent. Subsequently, to consider the broader context and factors influencing practitioners and schools, institutional support was introduced, encompassing the principal and colleagues as well as societal support, such as teacher training institutions. With the help of the institutional and social levels, the teacher is finally placed at the center of the framework. In order to adapt their teaching methods to the needs of diverse students, educators need to develop socio-cultural and socio-linguistic awareness (Lucas & Villegas, 2013). In addition to teaching, the teacher has to manage the broader institutional and social contexts that affect learning.

2.4. CLRP and Social Constructivism

In a broader sense, constructivism is a cutting-edge approach where students construct their own knowledge through peer interaction and the application of existing knowledge (Sharma, 2014). Constructivism serves as a metaphor for the acquisition and growth of knowledge. It promotes the idea that students should actively produce their own knowledge. The constructivist theory has multiple facets. I concentrated on social constructivism for this study because it makes up the majority of education. The social constructivism theory sees human interaction as essential to learning, much like CLRP does. I have elaborated in detail on the relationship between CLRP and social constructivism as theories informing my study in Chapter One (see Chapter 1: Section 1.8.3).

2.5. The Thoughts of Paulo Freire

I wish to take into consideration the concepts of Freire (1974) in the context of Namibia in order to inform a culturally and linguistically responsive pedagogy framework. Freire's philosophical writings, notably his contributions to educational theory and philosophy, indicate that education may be utilized as a vehicle to undermine social hierarchies and foster social change.

The Freirean approach to literacy is highly political since it encourages students to see themselves as agents of social change. Even so, it is a political perspective that also discusses the need for love, respect, and compassion in daily life. As the cornerstone of his strategy, Freire used critical literacy. From the late 1970s onward, L2 specialists started to adopt Freire's work, but this really increased significantly after the mid-90s. Early writings defining a critical pedagogy for languages like French or Spanish in high school or university may be found in the field of foreign language instruction in the US (Crawford, 1978, 1981, 1982). Freire's work served as the foundation for Crawford's principles for language critical pedagogy, which serve as both illustrations of critical pedagogy's key concepts and warnings to instructors about some of its implementation's difficulties. They include the following:

The logo of the University of the Western Cape, featuring a stylized building with columns and the text "UNIVERSITY of the WESTERN CAPE".

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- a) The goal of education is to foster critical thinking by framing (students') situation as a problem for them to understand, consider, and respond to.
- b) The curriculum's content is derived from the learners' current circumstances as stated in the themes of their reality.
- c) The students create their own instructional materials.
- d) The planning process entails organizing generative topics first, followed by organizing content that corresponds to those themes.
- e) The instructor takes part as a student among students.
- f) The instructor/teacher participates in the dialogical process (of the course) by sharing ideas, experiences, opinions, and observations.
- g) One of the teacher's duties is to pose problems.
- h) The learners possess the right to and power of decision making.

The pedagogy constantly places a focus on learners' needs and how they can participate actively in their education which is consistent with the culturally and linguistically responsive pedagogy which has many benefits, such as raising students' self-esteem, pushing students to cooperate while learning to respect one another while receiving instruction from teachers, and producing a group of enthusiastic students.

Critical pedagogy is an approach to teaching and curriculum that is influenced by critical social theory. It aims to "understand and critique the historical and socio-political" context of schooling and to develop pedagogical practices that not only change the nature of schooling but also the larger society (Pennycook, 1990, p. 24). A crucial distinction is made originally by (Freire, 1970) between two types of education: banking education, which is a traditional education system which views students as the vessels into which teachers ought to transfer knowledge. It occurs when teachers attempt to merely transfer their knowledge into the minds of the students. This paradigm encourages pupils to avoid as well as refrain from critical thinking and knowledge ownership, which in turn encourages injustice. Transformative education on the other hand develops when education proceeds through dialogue between teacher and student concerning real-world issues significant to the students, with the intention of acting on the world to improve it.

The pedagogical aspects I have covered so far illustrate how culturally responsive pedagogy goes hand in hand with the critical pedagogy. They both advocate for providing a welcoming and secure environment at in the classroom. All educators, especially those assigned the role of offering instruction to the learners should have as their primary goal making students feel heard, appreciated, and that their culture matters and thus valuable. According to Poore (2005) as culturally relevant and critical educators, it is our duty to guarantee that our children are educated in an atmosphere which bridges the lack of a universal language and motivates them to transcend the restrictions and peculiarities of particular cultures. Teachers therefore have a responsibility to be culturally aware and ready to deal with the cultural differences that are presented to them every day in classrooms and schools which are growing more multicultural due to rural urban migration especially in the Namibian context.

2.6. Concepts related to English Second Language teaching and learning

The English language has successfully cemented its position as a language in multicultural communication, a language in international corporate communication, and a language in the global language of research in this period of globalization (Rintaningrum, 2016). According to estimates, 400 million people speak English as their mother tongue, and another 2 billion speak it as a second or foreign language, making it the most widely spoken language in the world (Demont-Heinrich, 2007). There are many different languages spoken in Namibia, despite its small population. In all of the nation's formal spheres, English is the official language. It is taught as a second language in most Namibian schools. In this short section, I attempt to explain English as a Second Language (ESL) and its related concepts as well as how they relate to this study. Mother tongue is the first language that a learner speaks from home and it is taught from Grade 1-3 in Namibia. It is the language that is spoken to him or her from birth. A second language on the other hand is any additional language that is learnt or acquired (Hoque, 2017). English speakers whose home language is not English have been referred to by several names, including Limited English Proficient (LEP), bilingual students, English Second Language (ESL) learners and English Language Learners (ELL) under the general term English Language Teaching (ELT). ELT refers to the practice of teaching English to non-native speakers. I wish to concur with the stance of Sivasubramaniam (2004) who believes that the word English Language Teaching (ELT) includes not only the teaching of English as a foreign or second language but also the studying of English as a foreign or second language. Therefore, for practical purposes, this study will refer to learners whose mother tongue is not English as ESL learners.

Everyone who learns a second language (L2) does so with a working understanding of a first language, and frequently with knowledge of multiple languages as well. Many of them will, in fact, start learning their L2 after having proficiency in another language for a long time. Therefore, prior language learning has a significant impact on second language (L2) acquisition, and this is true for all L2 learners. Most Namibian learners come to school with an established first language and are expected to acquire skills in the second language, English. English is therefore taught as a second language in the Namibian context.

Second language acquisition (SLA) is defined as the process of learning a language other than one's native language either consciously or unconsciously in a controlled or uncontrolled environment to achieve a given level of skills (Deng & Zou, 2016). A number of variables may affect L2 acquisition success. ESL learners are expected to participate in activities that will help them increase their competency in various language skills. When assigning receptive work, teachers ought to determine whether learners can read fluently (Collentine, 2016). Gupta (2019) offers suggestions on principles and practices of teaching ESL learners which include making the classroom a friendly place to learn, developing background knowledge and vocabulary to provide compelling input, frequently presenting opportunities for discussion and interaction, using a variety of teaching methods as well as carrying out ongoing evaluation and assessment which this study refers to as dynamic assessment.

In a second language environment, learners ought to be taught how to use what they already understand about language from home to encourage further study. Teachers who engage their learners' "funds of knowledge" through instruction that draws on the learners' and communities' resources have proved to be successful (Gonzalez et al., 2005, p.34). Therefore, language learners who are exposed to information which resonates with themselves find empowerment in the literature, which helps them stay motivated to learn. It is thus imperative that all learners in a second language set-up have the chance to engage in activities which is responsive to their cultural and linguistic backgrounds.

2.7. Culture and the language classroom

Having defined LRT and presented the underpinnings of the theoretical framework as well as the lenses through which I propose to view my research, I will now present literature related to my study. In this section, I will position my objective in stating why I approach my study with Malinowski's metaphor of classroom situations as coral gardens, define culture as it relates to my study and discuss classroom culture.

2.7.1. Metaphor: Classroom situations as coral gardens

The metaphor of classroom situations as coral gardens is inspired by Malinowski's (1935) classical study of Trobriand Island societies, particularly those portrayed in *Coral Gardens and Their Magic*. I adopt the metaphor because I find it befitting for explaining language learning in a diverse classroom, as are those found in most Namibian contexts. Expressed succinctly, the image of the language classroom as a coral-garden demands that we view it as a real culture that is worthy of study. A language class is an arena of subjective and inter-subjective realities that are worked out, modified, and maintained, much like how gardens of coral were provided with magical realities by the Trobriand islanders. According to Breen (2002) there are three requirements for classroom language learning research. First, our investigations ought to be anthropological in nature to comprehend the process of learning within a human society. Second, the researcher ought to approach the classroom with a certain anthropological humility. We should investigate classroom practice initially, as we know nothing about it. Third, it is imperative to acknowledge that what people invest in a social setting is more significant than relying on what might be perceived as inherent in that social situation (Breen, 2002). The realities of the second language classroom and the activities of teaching and learning are therefore continuously defined and shaped. All in all, the metaphor of the classroom as a coral garden basically demands that we view the language class as a real culture that is worthy of investigation.

2.7.2. Defining culture

Before I delve into the classroom culture, I would like to define culture in general as well as in relation to this study.

Despite the extensive research done to define the nature, significance, and position of culture in foreign language study (Byrnes, 2002; Kramsch 1993; Lange & Paige, 2003; Risager, 2007), culture is still a contentious topic in the teaching of foreign languages all over the world. Language teachers, language learners, and school curriculum are all topics of discussion when defining culture. Typically, the term culture refers to the common systems of meanings, representations, knowledge, beliefs, rituals, and other symbolic behaviors among members of a social group (Nunan & Choi, 2010). Culture is integrated into the process by which people make sense of their existence, a process implicated in disputes over meaning and representation (Pennycook, 1995). Culture is ingrained in people's efforts to make sense of their existence, a process entailed in conflicts over meaning and representation. Breen (2002) extends the definition further by defining culture as involving specific connections between social interactions, language, and psychological changes and processes (Breen, 2002).

My study views people's thinking as shaped by their cultural as well as linguistic backgrounds. Children learn to think through learning to speak and communicate with others. First, they internalize the words and thoughts of others on a social level and then make them their own on a psychological level. In the first stage of the process of cultural acquisition, children are apprenticed into their local society. Their biologically given mental endowment is altered in specific ways as it interacts with cultural variables (Lantolf and Thorne, 2007). Cultural development can be described as socialization into a certain group, such as a family, school, or sports team. Teachers can choose the social and educational goals they want to achieve with their learners. To do so, teachers need to investigate the funds of knowledge or the cultural, linguistic, and intellectual resources that learners bring to school and consider how these resources can be developed and expanded in classroom interactions and learning (Moll et al., 1992).

In their book on *language, culture, and identity* Nunan and Choi (2010) highlight the importance of teacher identity in a socio-cultural classroom. Every member of the learning community in a classroom that uses CLR pedagogy can help explore their identity in relation to race, culture, and language. More precisely, teachers and learners intentionally take into account how their identity influences their ability to communicate across cultures and how they learn and receive new knowledge. Teachers who implement CLR pedagogy are aware of the importance of giving their learners multiple opportunities to examine and/or experience cultural perspectives that may be different from their own, thereby promoting multicultural awareness. This is in addition to helping each student develop a critical consciousness (Chiu et al., 2017). The socio-cultural setting of the language classroom is seen to be crucially influenced by the identity of the teachers. That is, the interaction of a number of interconnected elements, including the teachers' ethnic-cultural and bilingual backgrounds, perceived community positions, and professional practices at school, contributes to the creation of language-teacher identity. This study's key aim is to emphasize the importance of coming to grips with the intersectionality of language, culture, and identity in order to completely construct a culturally and linguistically responsive pedagogy.

In a multicultural and multilingual context like my Namibian context, I find it sad that most of our matriculation graduates are unable to proceed to university because they have not obtained the desired Grade in their English as a Second Language examination, even if they have performed very well in their other subjects of their preferred major. Most of the classroom practices, including assessment, are far removed from the learners' home and everyday culture. As language teachers, we would not want to be guilty of what Freire and Macedo (1987) term the colonialist's culture. According to Freire and Macedo (1987) it was often claimed by colonialists that only they had culture. They said that we lacked a history prior to their arrival in Africa and that their arrival marked the beginning of our history. These assertions can be said to be untrue. Every person has a culture because they strive hard to change the world, and as they do so, they are also changed. Culture is the way a people comprehend and communicate about their world, as well as how they perceive themselves in relation to that reality. By the same token, I argue that, as ESL teachers, we should not be guilty of denying or decrying our learners' cultures in the language classrooms because language is ingrained as well as anchored in culture. We should be able to embrace and build on the wealth of linguistic and cultural knowledge and experience that our learners bring to the language classroom. In light of this, denying it makes the idea of reclaiming one's culture seem controversial. I believe we can do

better at making our classrooms more linguistically and culturally responsive by, for instance, paying attention to the texts that are recommended for our learners. For youngsters who are uncertain about the status of their language and culture, the rapid recognition of familiar words and events can help them establish a positive self-concept (Freire & Macedo, 1978).

2.7.3. Classroom culture

Classroom culture places the focus on the subjective reinterpretation of whatever can be made understandable, as well as the intersubjective building of meaningfulness as the foundation for comprehension. Even though the language class may be in one social setting, everyone who attends it is part of a different social setting. Classroom culture is a synthesis and combination of several social realities. This implies that, as the course of that language class progresses, the substance of lessons (the language being taught) and the procedures of teaching and learning (the things being done) are both continuously and differently interpreted (Breen, 2002). This is to suggest that the classroom serves as a gathering place for a variety of subjective linguistic viewpoints, educational objectives, and learning style preferences. Breen (2002) alerts us to eight important features of a classroom culture: interactive, differentiated, collective, normative, asymmetrical, conservative, constructed, and immediately constructive. The interactive feature draws attention to the fact that all learners in the language class engage in specific types of verbal and nonverbal interaction.

The idea that a group of people can learn together drives classroom interaction, which is one of its unique features. This implies that consensus is highly valued, yet misconceptions, competing interpretations, and negotiable meaning from which individuals will draw their own conclusions and enforce their own goals will be normal. Given the ESL context of my study, this feature is essential, as according to Breen (2002) to be able to communicate in the new language, it is necessary to temporarily suspend the cultural norms guiding the particular classroom group's daily interactions. This is to suggest that one of the practices that students in a language class are expected to uphold is their ability and willingness to face reality in order to engage in modeled conversation during classroom-specific interactions.

Even if the language class constitutes one social setting, everyone who is part of it is part of a different social setting. Classroom culture is a synthesis and combination of several social realities. This implies that, as the period of that language class progresses, the substance of lessons and the procedures of teaching and learning are both continuously and differently interpreted. The classroom serves as a gathering place for a variety of subjective linguistic

viewpoints, educational objectives, and learning style preferences. Such differences raise the possibility of conflict and unmet expectations. These disparities are not eliminated by the classroom culture; rather, it embraces them. Maintaining a delicate balance between competing internal social realities and an external reality that ought to be constantly negotiated poses a significant challenge for both teachers and students. An observer will therefore need to be careful not to think that the compromises that happen in an ESL classroom are accurate representations of what each student in the class believes to be their social reality. This is because ESL classrooms are differentiated (Breen, 2002).

Collectiveness is another feature of a classroom culture. It is characterized by a constant opposition between individual learning experiences and group teaching and learning activities, as well as practices. It also reflects a conflict between the individual learner's internal world and the social world of the group. Collectiveness brings about a social framework that establishes and creates a certain environment that ought to be taken into account as a starting point for psychological change. Consequently, a learner in a classroom is involved in both a group teaching and learning process and an individual learning process. As a result, changes in an individual learner's psychology will always be influenced by group dynamics. Therefore, we cannot separate individual learning processes from classroom processes or vice versa. They need to be both studied and their connections with one another.

Being a member of a classroom culture means that the learners' actions will inevitably be measured against specific norms and customs. Being a member requires one to demonstrate their membership. School is unique in this aspect because it is one of the primary venues for secondary socialization. Thus, the learner's initial experience in the classroom will have a big impact on how classrooms are perceived in the future. The normative feature of a classroom culture cautions against the need to identify learners' standards and how they are interpreted and evaluated. For instance, assuming that a teacher's error corrections are always based on objective linguistic standards or otherwise appear random would result in a superficial analysis of phenomena that, despite being ill-defined, have profound implications for the teacher and the students in that classroom (Breen, 2002).

While the normative culture focuses on measuring and evaluating the learners' norms, the asymmetrical feature focuses on the duties of each of the participants in the classroom activities, both the teacher and the learners. They both have different duties and rights. According to Breen (2002) teachers and learners are quite familiar with the process of progressively achieving the exact level of asymmetry that allows them to maintain a generally pleasant working group. Asymmetrical interactions, however, do not just exist between teachers and learners. Sub-groupings that are asymmetrical to the prevailing classroom culture also develop and thrive, such as friendship groups outside of the classroom, non-academic peer groupings, and certain learners who perceive themselves as more or less successful. If we want to describe what happens in the class and further interpret this as it is experienced by the classroom participants, we ought to identify what interpersonal and intergroup interactions are, even if they may be complicated and evolving. There was a tendency to be too teacher-centered, whereby research appeared to favor the presumption that there is a significant role and identity asymmetry between the teacher and the rest, which is where the dissonance in perceptions and effects is most likely to exist. We may have also underestimated the potential impact of asymmetry and dissonance in the classroom on language learning, both negatively and positively.

Conservative as a feature of a classroom culture entails a culture that implies a self-satisfying environment, individuals of a true culture desire safety and relative harmony. Anything the group perceives as change will take time to develop since such things require time to happen. An authentic culture is one where its members look for relative harmony and security in a self-satisfying environment. In such a manner, everything the group perceives as change will likewise require time to develop and must be absorbed, or it will be rejected as abnormal. An authentic culture is one where its members look for relative harmony and security in a self-satisfying environment (Breen, 2002). In essence, there is no guarantee that order will prevail in the classroom. This does not imply that even apparent anarchy is acceptable. Even apparent anarchy is acceptable as long as it is a preferable situation.

We ought to take into account how schools re-construct knowledge, even though we may accept the maxim that all knowledge is socially built, particularly if we are working with the knowledge of a language and how it is used between individuals. This notion is discussed in the feature of the culture and the classroom as jointly constructed. In a language class, the learners not only learn a new language together, but they also collectively create the lessons

(the social teaching and learning processes). Whether the teacher develops a lesson in advance or not, the actual implementation of the lesson in the class necessitates collaborative effort. The lesson that is currently being taught frequently differs from what the teacher or the pupils expected before the lesson even started. With this feature, one thing is guaranteed: the classroom's social dynamics force lessons to change through negotiation, be it implicit or explicit. No matter how the lesson is interpreted by those who take part in it, the direction it takes will be determined by the combined efforts of the majority, if not all, of the learners. Therefore, the language learned in a school or classroom is a shared construction that was created through a collaborative effort between both the teacher and the learners.

The last feature, according to Breen (2002) is that the culture of a classroom is immediately and manifestly significant. It is important to understand that the immediate relevance of the classroom language learning experience is in the capacity to accommodate personal primacies in social contexts as they happen, regarding the teacher and pupils' definitions of what, why, and how. The social and psychological connection that is described as the culture of the language classroom is generated by this interaction between the individual, the individual as a member of the group, and the group. We can never fully comprehend classroom language learning without investigating its importance for individuals who engage in it lesson by lesson.

The eight features I have discussed so far, I believe, will help me explain the social and psychological diversity and possibilities of language classroom life itself. It does not mean that these features are perfect or imperfect in defining a language classroom. I believe that, to a certain extent, they are invariably present in the social setting where the majority of people learn a foreign language. They also raise awareness of important social and psychological factors that appear to be ignored in the current studies on language learning. All eight features speak directly to my study because, if one is to investigate language learning, these characteristics need to be part of the metaphor we have for the unique social setting where a lot of language learning actually originates.

2.8. CLRP framework and teacher education

It can be difficult to provide proper education for learners who are culturally and linguistically diverse. It is therefore imperative that teachers, who are the role players in education, are fully equipped to teach learners from varied linguistic and cultural backgrounds. Iddings (2018) points out that research on the main causes of the poor quality of education that children from culturally and linguistically diverse backgrounds get has been conducted for at least 20 years. The outcome indicates that the two main reasons for the poor quality of education that culturally diverse learners receive include: 1) Schools persistently fail to offer these learners a comprehensive and enriching curriculum that builds on the plethora of materials present in their larger social, cultural, and linguistic surroundings. 2) Teachers are not adequately equipped to work in these multi-cultural environments (Souto-Manning, 2017). Both of these findings are consistent with the situations in Namibian diverse classrooms, with the latter being the one I wish to tackle in this section. In this section, I therefore discuss teacher training as it relates to teaching learners from diverse linguistic and cultural backgrounds.

Teacher education, as described by UNESCO (2005) is a procedure that consists of four components: enhancing the general educational foundation of student teachers, expanding their understanding of the subjects they are going to teach, pedagogy, and understanding how learners learn and acquire practical skills. Lucas (1968) substantiates that education is the cornerstone of any well-established educational system and serves as the steward of societal culture. The University of Namibia offers a four-year teaching degree that consists of two parts: coursework and teaching practice. This program is what some of the language teachers in Namibia go through. It is important to note that the University of Namibia does not have a separate department that is dedicated to training language teachers, and there is no specific ESL program for those entering the teaching profession. A specific ESL program is essential because ESL classes frequently have learners from different linguistic and cultural backgrounds; they are distinctive. The teacher is expected to employ specific approaches to ensure that each learner benefits from the lesson. Most student teachers leave university without fully understanding how unique ESL is, which in turn causes frustration when they find themselves having to teach in classrooms with learners from varied linguistic and cultural backgrounds. They end up relying on in-service training from advisory services, which is also not sufficient. There is a need for emphasis to be placed on culturally and linguistically responsive pedagogy in teacher training programs.

2.8.1. Funds of knowledge and teacher training

Student teachers should be able to break down the concepts of culture and multilingualism and see how best they can use them to their advantage. The lack of academic performance in schools is sometimes attributed to culture. Instead of focusing on culture and multilingualism as hinderances to learning, teacher training programs should suggest a new understanding of culture that grows via praxis from the standpoint of the funds of knowledge (González et al., 2005). In other words, teacher training ought to use to their advantage the learners' cultures and varied languages. According to Gonzalez, Moll, and Amanti (2005) funds of knowledge are the cultural knowledge and abilities that households have gathered over time and which are crucial to the welfare and proper operation of both the household and the members of the household. The funds of knowledge approach places a strong emphasis on the examination of everyday occurrences and culturally influenced ways of life. Teachers who use the idea of funds of knowledge have a practical way to interact with the lives of their students by learning about the environments where they teach. With a focus on encouraging student teachers to adopt a knowledge-based approach in their classrooms, teacher training programs can offer rich opportunities for student teachers to learn about the home and community contexts of their students and to get to know the child as a whole person who is actively engaged in many different spheres of knowledge and relationships.

Teacher training programs can offer rich opportunities for student teachers to learn about their learners home-based and community contexts and to get to know the child as a whole person who is actively involved in multiple spheres of knowledge and relationships by focusing on encouraging a funds of knowledge perspective for student teachers. Gonzales et al. (2005) offer tips on how teacher trainers can design education and fieldwork centered on creating and maintaining meaningful connections between everyone:

- By studying the labor histories of the families to uncover the households' collective knowledge
- Conceptualizing household, community, and educational practices
- Forming trustworthy connections with families to learn from them (confianza)
- Discovering how “sense” is made in homes
- Studying the social and economic history of a population
- Researching the domestic economy through examining social practices and productive pursuits

- Gaining knowledge of families' and communities' official and informal economies
- Keeping a record of experiences, activities, and experience
- Analyzing social networks and interactions between stakeholders

Stakeholders can therefore participate in significant processes of change through praxis, including student teachers, university staff, and participating families. I thus contend that the funds of knowledge approach to teacher preparation is consistent with what CRL entails, **which** views the learner as a unique individual with unique talents and limitations, interests, and needs that are connected to their upbringing in a particular culture.

2.9. The language culture and profile in Namibia

With a population of just over 2.5 million, Namibia has about thirteen (13) languages of instruction from Grades 1-3. Eight of these are African languages, and three are European. Out of the three European languages, two have ties to the colonial history of the country, these are German and Afrikaans. From Grade 4 onwards, the medium of instruction abruptly shifts to English, which is the only official language in Namibia, other languages begin to be taught as subjects from this phase onward. In this subsection, I discuss the language culture in Namibian schools.

The Namibian school culture involves the immersion of learners into the English language from grade 4. This creates a sink or swim approach to learning. English is rarely spoken as a first language. Learners are required to study in English by the language policy, but as soon as they leave the classroom, they begin to speak mainly in their linguistic culture (Ausiku, 2016). There is nothing wrong with learners speaking their first language. The concern is, however, the limited exposure to the English language, a language in which the learners are expected to learn. This situation creates a gap between the linguistic culture outside the classroom or at home and the linguistic culture at school. To make up for the linguistic competence that learners lack as well as the limited exposure to the English language, exacerbated by the learners' common assessment at the end of a semester or year, teachers tend to rely heavily on teaching approaches that mainly promote rote learning to fulfill examination criteria, which Freire (1970) refers to as the banking model of education.

This type of language classroom is characterized by the absence of any contextual learning, which results in learning without comprehension. A learner could be able to memorize a list of twenty idioms in English and repeat them with perfect accuracy without knowing what they

mean or how to utilize them. Grammar features are also taught in isolation, leading to the memorization of features without necessarily understanding how and why they are used the way they are. In other words, it lacks the depth and comprehension that should accrue from learning in context.

My study holds that a successful education system is one that acknowledges the linguistic cultures of the learners before intervening with the best strategies for teaching a second language. McKay (1996) illustrates different cultures in relation to learning in the following quotation:

Cultures which emphasize conserving knowledge promote reproductive approaches to learning, stressing strategies such as memorization and imitation, dealing with questions of what. Cultures in the middle tend to value analytical thinking, focusing on judging and reconciling ideas, examining questions of why and how. Cultures at the other end focus deliberately searching for new possibilities and answering questions of ‘what if’. (p.434)

I wish to investigate the type of learning culture the ||Kharas region learners come from and how best teachers are able to help learners transition from a “what” culture to a “what if” culture (Sivasubramaniam, 2004). According to Moll et al., (2001) we may structure classroom training that much exceeds the rote-like instruction these children normally face in schools by leveraging household and other community resources. Learners bring a wealth of knowledge from family, society, culture, and their L1 to the classroom. Teachers can use this information to create a participatory pedagogy. The major concern is whether teachers can give a pedagogy that is culturally relevant to their learners ensuring that they have sufficient linguistic tools to access the second language. According to Magogwe et al. (2017) the problem that is often overlooked is that the teaching, and not the curriculum is the key to developing a successful bilingual program.

Namibia chose English as its official language despite the fact that there are just a few native English speakers in the country because the language has no connection to the country’s colonial history (Harris, 2011). The United Nations Institute for Namibia (1984) proposed this alternative in order to discourage tribal ties while also supporting unity and inclusivity in terms of language. This decision, however, meant that all teachers whose first language was not English, as well as their learners, were required to teach and study in English. A language policy for Namibian schools was implemented to maintain both linguistic distinctiveness and inclusiveness. The policy stipulates that from Grade 1 to Grade 3, the learners’ mother tongue

shall be utilized as the language of instruction in order to build linguistic identity, with English being taught only as a subject (The Ministry of Education, 2003). Individuals express their identities through words. Linguistic identity, according to Beacco (2005) is the process of identifying oneself through language. It is the association that people have with a particular language. According to Skutnabb-Kangas (1981) identifying with a certain language is significant for linguistic identity since it plays a role in the development of ethnic identity. In a multicultural and multilingual country like Namibia, one can see that people identify themselves through a variety of languages, establishing different linguistic identities and necessitating the negotiation of a language guiding principle.

Namibia, with a population of just over two million people, is linguistically diverse. Because of the different varieties within each language or ethnic group, determining the precise number of languages spoken in Namibia is challenging. The number of languages is estimated to be between ten (10) and thirty (30). There are around nine ethnic groups in the country. Whites, Damaras, Rehoboth Basters, Ovakavango, Caprivians, Aawambo, Ovaherero, Namas, and Bushmen are among these groups in no particular order. There are at least one or more languages spoken in Namibia for as many ethnic groupings as there are. However, English is the country's only official language. In government offices, official business and activities are conducted in English. Local communities, on the other hand, converse in their own tongues, with English being used only in workplaces and at school. As a result, learners are only exposed to a restricted amount of time for learning the English language.

As previously mentioned, the country has implemented a language strategy to guide language instruction in both schools and higher education institutions in order to teach English while conserving native languages. Because English is only used as a medium of instruction from Grade 3 onward, learners in rural areas or small towns whose only exposure to the English language is in the classroom will have to wait longer to acquire it. In terms of geographical size, the school of focus is situated in the ||Kharas region, the largest region of Namibia. Along the Orange River's northern banks, the area and South Africa share common international borders. The Hardap region forms its northern border, while the Atlantic Ocean forms its western boundary. The mining towns of Rosh Pinah and Oranjemund, with their private urban developments and Ludertiz fishing operations, are important regional economic centers.

The languages mainly spoken in the area include Afrikaans, Damara, and Khoekhoegowab. On the other hand, Oshiwambo and Otjiherero languages are also widely spoken. The region is linguistically and culturally diverse despite having a small population, which makes this information essential to my research. Despite the many languages spoken in the region, Afrikaans is the Lingua Franca and is the language commonly spoken during everyday interactions.

I hasten to add that some English teachers, whose first language is not English, also tend to only use the English language when teaching. When they are not teaching, they converse in Afrikaans with learners outside the classroom or with colleagues. As a result, English exposure may be considered to be quite limited, particularly in remote locations where many students and teachers may view English as a foreign language. Although English is considered a second language by some, it is far removed from daily life for others and hence might be classified as a 'Foreign' language. As a result, much work needs to be done in terms of education to ensure that the content learners encounter in texts is both accessible and relevant to their experiences, necessitating this research.

2.10. Before independence: Bantu-education in Namibia

In this section, I offer a glimpse of the education system that was followed in Namibia before independence in 1990. It is widely accepted that new educational reforms frequently coincide with political change (Mark, 2019). After independence, the country found itself in a situation where it had no choice but to find a new solution. Prior to independence, education for Africans in Namibia went through three phases in succession. In this section, I will discuss the education systems that prevailed before independence. This information is important as the education system before independence directly or indirectly influences the current education system, which I plan to discuss in the next section. According to Postman and Weingartner (1969) the commonly not daring enough to uphold powerful ideas within the educational establishment in order to support a novel approach to education, especially after years of an oppressive system like the one experienced in Namibia.

It is often considered that each society has its own unique educational system. The Namibian education system is no different. The missionaries established Namibia's first formal education system. It can be argued that colonization and missionary activities have different ties. In order to spread Christianity, missionaries in Africa focused mostly on educating the populace. Therefore, the primary reason missionaries established early education institutions was to

indoctrinate the community with religion (Steinmetz & Hell, 2006). According to Steinmetz and Hell (2006) specifically in the context of Namibia, missionaries assisted both German and South African colonialists in reducing the black population to submission. Since the introduction of Western education, the aim has been to produce an obedient group of people. Since the early 20th century, Namibia has been a German colony. German colonialists in Namibia were more concerned with running the country and creating trade routes than they were with putting in place an effective native education system (Morrow, 2007). Following World War I, South Africa took over sovereignty until Namibia gained independence in 1990. It was during the South African Apartheid regime that the country went through an education system that influenced the Namibian educational system immensely.

An education system referred to as Bantu Education was enacted through the Bantu Education Act of 1953. This was an apartheid educational system that was inferior and was created specifically for black pupils to be laborers. The purpose of this education system in colonial Namibia was to subdue the natives so as to maintain the status quo. This educational system was characterized by low financing and outlays for black schools, a shortage as well as poor training of black teachers, poor conditions and limited resources, and a poor curriculum. The subjects emphasized in the curriculum included agriculture, handwork for unskilled employees, and needlework. Bantu education drastically restricted black South Africans' access to other employment opportunities by solely preparing them for unskilled labor. When it comes to language, the curriculum integrates the native languages, English and Afrikaans, with oral practice and speech exercises. The languages were not taught effectively. A lack of proficiency in any of the languages that the learners acquired made it hard for them to interact with people outside of their own ethnic group (Davis, 1972).

The influences and priorities of the pre-colonial system have an impact on an education system, as mentioned in the previous paragraph. In the next section, I wish to look at the medium of instruction during the colonial era and later elaborate on how both the pre-colonial education system and language of instruction affect the post-colonial education system.

2.11. Medium of instruction during apartheid

Since my study focuses on culturally and linguistically responsive teaching pedagogy, in this subsection, I propose to explain what the language situation was like in terms of the language of instruction. Afrikaans was the medium of instruction during the Bantu education system. It was viewed as the language of the elite. For both political and administrative reasons, emphasis was focused on teaching Afrikaans, much to the detriment of other native languages. Additionally, learning Afrikaans was given more priority than learning other local languages, and Afrikaans instruction was of greater quality than that of English or other local languages. According to Tjitendero (1984), the fact that textbooks and study materials were not always available in the students' mother tongues had a significant impact on the quality of the content of mother tongue language teaching as well.

During this period, the school dropout rate was very high among black learners due to various reasons. Some learners had to walk long distances to commute to school on foot; school fees were unaffordable for some parents; there was a shortage of competent and qualified teachers, as well as a lack of suitable resources and textbooks. The issue of resources and textbooks is crucial because of the conflicting and contradictory information they offered (Chamberlain, 2015). The issue of the content of textbooks, especially in oppressive situations, goes hand in hand with the findings of Canagarajah's (1993) controversial study on the critical ethnography of a Sri Lankan classroom. Following a required English for General Purposes (EGP) course, this ethnographic study of 22 tertiary-level Tamil students reveals that, despite the lived culture's opposition to the alienating discourses embedded in a U.S. textbook, the students affirm in their more conscious statements both before and after the course their strong motive to study ESOL. One of his major findings was that, due to their aim to learn primarily grammar in a product-oriented way, students are able to maintain some degree of cultural distance while remaining sufficiently exam-focused to complete the course and satisfy a socio-economic necessity (Canagarajah, 1993). By focusing on grammar rules, the students are able to reconcile with this conflict. By engaging in this form of resistance, students can somewhat oppose the ideological underpinnings of the foreign language and textbook. In light of this, my argument is that an education system that does not speak to the situation of the learners and patrons may cause resistance. However, since the learners need it for socio-economic change, they might study just to pass the examination, which will not make their learning meaningful at all. The Bantu education system could not design a curriculum that is both educationally meaningful and ideologically liberating for the learners.

In the next section, I wish to look at education, especially language education after independence, as well as the influence that history has on the independent Namibian education system.

2.12. English Language Education in Namibia after independence

My study takes place in a multicultural setting where English is utilized as both a second language and a language of instruction. It also takes place in an environment that has some remnants of its pre-independent education system. In this section, I discuss the education system after independence, paying particular attention to the teaching of English in the Namibian multi-cultural and multi-lingual environment.

After becoming independent, Namibia inherited a seriously defective system that exhibited glaring disparities and deficiencies. The newly elected government established the Ministry of Education and Culture (MEC) whose mission supported democratic principles and established a connection between learning, social justice, and progress. The main objectives for education were equity, quality, access, and democracy. In contrast to the colonialist model of education, the new educational agenda promoted education for all through a democratic education strategy (Fumanti, 2006). According to the new policy, rote learning and memorization shall not be used or encouraged as teaching or learning strategies in Namibian schools (MEC, 1993). In 1992, English became the medium of instruction in all Namibian schools from Grade 4 onward. From Grades 1-3, learners are to be taught in their first language.

Afrikaans was removed because of its negative historical ties, and English was chosen because it was considered the language of liberation. Based on my experience as an English teacher advisor, I can state that our teachers still rely heavily on teacher-centered approaches as well as rote learning in the ESL classrooms. The pupils are passive and unable to contribute to their own learning. Training students to be engaged agents of social change is one goal of educational reform toward democratic education. The government creates a progressive curriculum during the transformation process that starts at the level of learners' daily lives and those things in their environment that they have either already experienced or can easily recognize.

Regarding language teaching, as mentioned above, English was chosen as the official language. A language policy for Namibian schools was also formulated in 1991 and implemented in 1992. This policy had to support both mother-tongue instruction in schools and the promotion of English. All learners were to learn in their first language from Grades 1–3. When a learner reaches Grade 4, they no longer get instruction in their first language; instead, all instruction is given in English, putting the learners in an immersion type of program.

2.13. English proficiency issues in Namibian classrooms

Although there was a new language policy, the remnants of the colonial education system could still be felt. Proficiency in the medium of instruction, in the Namibian case, English, is very important. Lack of proficiency may lead to poor academic performance, a weak basis for intellectual growth and academic success, a negative self-image and lack of confidence, and emotional instability. In this sub-section, I wish to discuss some of the English proficiency issues in Namibian schools.

Since learners are immersed in the English language of instruction in Grade 4 without any transitional strategy, they struggle to learn content in the English language because, in most cases, English is only spoken at school. At home, learners communicate in their respective mother tongues. Most of the learners receive insufficient, continuous, and valuable exposure to English outside of the classroom. A limited reading culture and a lack of academically supportive home environments may also be contributing factors. Some students come from homes where there is just no interest in reading. Given the above-cited factors, even if learners are unable to comprehend English, this is not taken into account; instead, they are merely exposed to the target language (English) through the delivery of academic content in English. This is precisely what is taking place in Namibian classrooms. Because most learners struggle to learn in English, it creates a barrier to both learning and thinking, which continues throughout their school career. The majority of learners never fully attain the level of language fluency in English that their age and academic level require, and learners continue to fall short of this standard. Since language is so important in the learning and teaching process, most grade 4 English learners struggle with English and other content topics because the content is inaccessible to them. There are a variety of contributing variables to this low performance, aside from the immersion technique.

Due to a lack of resources, most learners, particularly those in rural areas, are not exposed to the English language outside of the classroom, resulting in a lack of fluency in the language. The incapacity to articulate themselves in English poses a significant challenge, resulting in poor grades. Amukena (2016) contends that teachers, parents, and educational planners fail to recognize the problems learners encounter when lectured in English and often mistakenly attribute low performance to a lack of motivation and willingness to study.

Another concern is the proficiency of some of the ESL teachers in the English language. Around 80% of Namibian teachers are qualified to teach English (Harris, 2011). However, around 69% of teachers do not have adequate English language skills. In a national test of the English Language Proficiency Program (ELPP) taken by teachers in Namibia, sixty-three (63%) of Junior Secondary teachers were rated as lacking proficiency in English (Kisting, 2011). In 1999, the English Language Teacher Development Project (ELTDP), in partnership with the Ministry of Basic Education, Sport and Culture conducted a national study on the English language ability of Namibian teachers (MBESC). The findings revealed that the use of English for a variety of purposes in the classroom, notably for explaining concepts, was disappointing MBESC (2002). The quantity and quality of English language input are constrained for many learners in the outer and increasing circle. The learner is frequently not exposed to the complete spectrum of speech acts, structures, and styles that are assumed to be required to develop comprehensive competency (Sridhar & Sridhar, 1994). In light of the above cited point, I make the argument that learners' abilities in the language will likely not develop if the level of English proficiency among teachers is also low.

Researchers such as Fantini (1985); Geneshi (1981) and Huerta (1980) studied the role of code-switching in young bilingual Spanish children and discovered that it should not be considered a hindrance but rather an opportunity for language growth. Code-switching has also been demonstrated to be a successful teaching and communicative approach for multilingual learners (Anguire, 1988; Hudelson, 1983). Their research discovered that code-switching was employed in the classroom for a variety of reasons, including regulatory emphasis, clarification, and instructive and socio-linguistic play (for comedy, teasing, and punning). One advantage of code-switching is that it ensures the continuation of bilingualism and assists in resolving the community's socio-psychological issues (Canagarajah, 1995). Code-switching, on the other hand, can only operate if the language the teacher shifts to is the same learners' first language or a language that learners know; hence, it may not be very effective in multilingual settings like Namibia. According to Sert (2005) code-switching in a classroom with various native

languages ignores those learners who do not speak the same native language as the code-switching language. Therefore, some learners will be left out.

The Ministry of Education, Arts and Culture, through the Classroom Observation Instrument (COI), discourages code-switching. When observing a teacher, anyone in a managerial position (head of department, principal, or teacher adviser) uses the COI document. One of the rubrics asks the observer to comment on whether the teacher used English throughout the lesson. Because of this observation tool, teachers are more careful not to code-switch or utilize L1 in the classroom, especially when an observer is present, which is another strategic reason this study proposes an ESL instruction framework.

According to studies, many Namibian learners did not achieve the required level of English proficiency prior to the introduction of linguistically and cognitively more demanding English-medium subjects in Grade 4 (Wolfaardt, 2005). They appear to acquire basic English proficiency only when they enter Junior Secondary school (Grades 8–9), at which point they should be functioning at an intermediate level. “Learners can only grow successfully if their language skills in the language of instruction are adequately developed to be able to communicate academically” (Simasiku, Kasanda, and Smit, 2015, p.71). As a result of problems that began in primary school, learners continue to fall short of their required level of English language proficiency, and the majority never achieve the level of English language proficiency that their age and school level demand.

In response to the difficulties of the immersion approach, researchers have focused their attention on the impact of English as a medium of instruction in Namibian schools. Amukena (2016), Benjamin (2004) and Ipinge (2013) all contend that English as a medium of instruction in Namibia has both negative and positive effects on learners, teachers, and the country and recommend that L1 be used instead. Even though English as a medium of instruction has academic challenges, instruction in the learners’ first language is currently not an option for the country. In poor countries, there are practical issues with promoting mother tongues. Melchers and Shaw (2011) point out that some countries have many languages and major urban centers where individuals speak different mother tongues. As a result, selecting one or two mother languages for administrative responsibilities while leaving the others out would be hard. According to Melchers and Shaw (2011) this might lead to political strife.

A financial constraint is the other issue that Melchers and Shaw (2011) mention. They argue that because of limited resources in impoverished nations, delivering education in all mother tongues (such as Namibia's 30 mother tongues) would be prohibitively expensive, even if only primary textbooks were provided. Foreign aid money could theoretically be used, but due to the low cost of English-learning resources and the frequency with which they are produced, "aid money" is spent on English-learning materials instead (Melchers & Shaw, 2011, p. 162).

The studies done in Namibia appeared to confirm that English as a medium of instruction benefits learners in terms of making communication easy and widening opportunities to interact with other countries. The processes of transferring knowledge from teachers to learners and making English content available to learners have, however, not been easy for both parties. Learners have "difficulties understanding content fully when taught in a language that neither they nor their teachers, in some cases, have mastered" (Amukena, 2016, p.30). English has a lot of advantages, and teaching the native language as a medium of instruction is not an option for the country right now. In light of the above, my argument is that although code-switching may help learners learn more effectively, it does not change the reality that the learners lack access to the English language. According to (Melchers & Shaw, 2011) teachers too may find it difficult to communicate with their learners in the language they are expected to teach; therefore, children struggle to learn content effectively in a language that they and their teachers have not fully grasped. That having been noted, it is therefore imperative to intensify in-service training by offering a framework that works for the teachers to be able to assist their learners in learning English as a second language to meet the teachers halfway on the strategies that they resort to in the classroom to assist their learners, such as code-switching.

In light of the above-stated views, I wish to argue that, as long as English remains the official language, it will be necessary for learners to be fluent and literate in it in order to be able to learn in it. It is for the above-mentioned reasons that this study advocates for a socio-culturally and linguistically responsive in-service teacher training model that utilizes scaffolded instruction for ESL learners to help teachers offer quality, effective ESL instruction and to help learners become proficient in ESL, thereby helping them succeed academically.

2.14. The English syllabus for Namibian schools

In Namibia, the National Curriculum for Basic Education (NCBE) governs the teaching of all subjects in schools. The NCBE is an official policy or document for teaching, learning, and assessment that directs the planning, structuring, and implementation of teaching and learning activities (Ministry of Education, Arts, and Culture, 2016). Each school as well as every educational institution is responsible for ensuring that they follow the curriculum's requirements as well as those defined in the syllabuses and other curriculum papers for each phase and subject in basic education. As a result, it serves as the official policy for teaching, learning, and assessment. It provides guidance for planning, organizing, and executing teaching and learning. According to the Ministry of Education, Arts, and Culture (2016), the document describes the goal, aims, and rationale of the curriculum, the principles of teaching, learning, and assessment, language policy, and curriculum management at the school level. It makes provision for all learners to follow key learning areas and outlines the end-of-phase competencies that they should achieve, as well as the attitudes and values to be promoted throughout the curriculum. How this document is implemented, however, relies heavily on the type of teacher training a specific teacher received and the type of in-service training the teacher gets.

The NCBE lays out the framework of each phase as well as the various electives and subject combinations and overall time allocation. It establishes efficient assessment procedures that ensure assessment is tightly incorporated into the teaching and learning process. ESL teachers, like other teachers, draft schemes of work and lesson plans using the NCBE framework and corresponding syllabus. A syllabus is an official, ministerial document that specifies the content and instructs teachers on what to teach in a specific course, as well as the learning objectives and basic competencies that must be attained by the end of the grade (Ministry of Education, Arts, and Culture, 2016). The Grades 4–7 syllabus is a single document that states that at the end of the Senior Primary Phase, learners should have mastered English language literacy and communication skills that will serve them well throughout their lives. English, like any other subject, has the potential to operate as a catalyst for personal development, assisting in the development of wide general knowledge, positive attitudes, critical thinking skills, moral values, and artistic sensibilities (Ministry of Education, Sports and Culture, 2015).

English also has an interdisciplinary role in promoting learning across the curriculum. Because English is the medium of instruction, all teachers, not just English teachers, need to be

concerned about language. English teachers, on the other hand, have a unique responsibility to help their learners and colleagues use the language effectively in all courses. The syllabus promotes the following particular objectives: Learners will be able to communicate effectively in their second language through speech and writing, as well as express their thoughts, ideas, experiences, and values as an important aspect of their personal growth and gain proficiency in the medium of instruction. The syllabus emphasizes the most important abilities to learn (hearing, speaking, reading, and writing as well as grammar and usage). It goes on to list the areas of learning or activities for each of the skills that should be acquired, such as developing auditory skills, fluency in the correct use of language structure, silent and loud reading skills to extract information from a variety of tasks, writing a variety of texts, and writing with progressively more accuracy in spelling, punctuation, and referencing, vocabulary, idioms, and parts of speech in a range of sentences. The syllabus is not, however, accompanied by any document or framework that stipulates how the above-cited issues can be addressed and achieved.

Although the syllabus is the same in all schools, the teachers' ability to deliver it successfully is dependent on them. A successful implementation of the syllabus is influenced by a number of factors including the availability of materials, the learners' exposure to the English language and most crucially the teachers' capacity to provide linguistically responsive instruction through appropriate scaffolds. The fact that certain schools are underperforming indicates that further support is required for teachers to successfully execute the curriculum. This study therefore believes that by providing appropriate differentiated instruction, the teachers of the Khar region will be able to help improve the performance of their learners in ESL.

2.15. Teacher training in Namibia

As I indicated in the previous sections, the remnants of the colonial education system are still somewhat visible in the new independent Namibia. In this section, I look at issues of teacher training as they relate to culturally and linguistically responsive pedagogy. According to the Ministry of Education and UNESCO (2013) difficulties teachers encounter when teaching English in bilingual and multilingual contexts stem from a variety of factors, such as the discrepancy between what teachers learned in their initial teacher education programs, their educational and academic backgrounds, and the knowledge they need to face the realities of classroom practice as well as the nation's colonial past. In order to educate and prepare competent educators who can meet the various demands of students, teacher preparation should

be able to play a significant role by being able to successfully address the demands of the school curriculum and English second language teaching.

Before independence, if anybody had completed Standard 8 (Grade 10), they were deemed suitable to teach in school. However, soon after independence (1990) this changed, and a teacher qualification was required. The teachers who were already in the system were compelled to get teacher training. To meet the pedagogical demands of students, teachers ought to be similarly skilled. This condition implies that student teachers' professional and pedagogical competency to present the curriculum depends on the caliber of pedagogical inputs offered in teacher education programs (Ngwaru, 2017). There were four state educational colleges (which awarded a diploma in education) and the University of Namibia (UNAM), which offered a Bachelor's degree. The decision to integrate the education colleges with UNAM was taken in 2010. According to the Ministry of Education and UNESCO (2013) striking a balance between content knowledge and pedagogical skills is critical but attaining this through the three-year BETD proved difficult in practice. Following the merger, the University of Namibia (UNAM) is now the principal state institution for teacher education and training, followed by other private institutions such as the International University Management (IUM). It is the duty of teacher training institutions to see to it that all teacher trainers receive adequate resources for conducting pedagogical research, observing classrooms, and modifying learning opportunities both within and outside of the classroom (Kumaravadivelu, 2012).

In 2012, all teachers were expected to participate in the English Language Proficiency Program (ELPP) to test their English proficiency. ELPP was a national program designed to help teachers improve their English skills. All teachers in the country were assessed and assigned to one of three proficiency levels: low intermediate, intermediate, or advanced. The plan was to offer courses to teachers at the lower two levels in 2013 to help them improve and retake the test. There were talks about making the courses available in an electronic manner, such as on CDs or memory sticks. Unfortunately, the media sensationalized and leaked the test results. Teachers' unions intervened, causing the Ministry to conceal data and the program to be suspended.

The following are some of the EEPP test's findings that are pertinent to this study. Reading comprehension is still Namibian teachers' poorest area of English language competency. According to the test, many teachers in the primary phase lacked the necessary English language skills. Teachers in remote regions had the most difficulty. In all aspects of the test, lower primary teachers performed poorer compared to the other phases. The performance of teachers who were not fully trained or did not have qualifications was significantly worse than that of their peers.

Given the circumstances described above, it is not surprising that Namibia has shown very worrying levels of achievement in various tests of literacy and numeracy, including the Standardized Achievement Tests (SATs) at Grade 5 and 7 levels. One strategy to ensure that issues with teacher preparation and limited teaching competence are resolved is to establish a strong connection between pre-service teachers' theoretical knowledge acquired at universities and the knowledge required to function in the classroom, the setting of the school, and the outside world (Ngwaru, 2017). When it comes to meeting the pedagogical demands of learners, teachers ought to be equally skilled in light of the learners' needs. This condition implies that teachers' professional and pedagogical competency to present the curriculum depends on the caliber of pedagogical inputs offered in teacher education programs. A culturally and linguistically responsive teaching model will meet the Ministry of Education halfway in helping teachers deliver the ESL curriculum effectively.

2.16. Pedagogical approaches to teaching ESL skills

Taking into consideration all that I have discussed so far, this section examines pedagogical issues related to the teaching of English as a second language, paying particular attention to making language instruction both socio-culturally and linguistically responsive. The development of many disciplines, such as linguistics, psychology, and education, has had an impact on how English is taught. They have been impacted by empirical study, purely theoretical discoveries, and classroom teachers' real-world practical expertise. As such, in this section, I wish to draw from various theories and practices as I attempt to explain pedagogical methods for teaching language skills. I will attempt to examine language instruction in relation to CLRP when teaching the four language skills namely; reading comprehension, writing, speaking and listening as informed by research. Taking into consideration the Namibian education reform of 2016 the performance gap between the learners in English, the varied linguistic backgrounds of learners, as well as the sink or swim approach used in the system,

my study recognizes the need for a framework that identifies and addresses the inescapable and inevitable need or imperative for the teachers to adjust their instruction to be culturally and linguistically responsive to the needs of the learners and support their needs.

The English language plays an important role. It serves a dual purpose in the curriculum as a subject taught from Grades 1 to 12 as well as a medium of education from Grades 4 to 12. The Namibian education system ought to meet its constitutional commitment to ensure competency in the national language through the curriculum and the efforts of teachers (Ministry of Education, Arts and Culture, 2016). In several literacy examinations, Learners have exhibited alarming levels of achievement. The abrupt transition from Grade 3 (L1 as the language of teaching) to Grade 4 (English as the medium of instruction) puts learners in a sink or swim position, which hinders their English competence. Many primary school teachers, both junior and senior, still do not have sufficient English language skills to teach in their respective phases (Ministry of Education & UNESCO, 2013).

Teachers play an important role in educating and implementing the curriculum. As discussed earlier, the syllabus highlights the essential skills that should be acquired by the learners. The syllabus is not differentiated for different levels of linguistic competency of the learners in the country. It is also not accompanied by any document or framework that stipulates how the above skills can be achieved to meet the needs of different learners in different contexts. It is left to the teachers and teacher advisors to figure out what would work best for their unique situations while aligning it to the requirements of the curriculum and the syllabus. Hence the need to come up with some form of framework to help the teachers deliver the curriculum successfully and help improve the performance of the linguistically varied learners in the region. To come up with a framework, it is crucial for this study to discuss what research says about the teaching of language skills as well as what existing frameworks exist for language learners' instruction that will inform in-service teacher training.

English language learners face the challenge of learning to listen, speak, read, and write in English while also being expected to meet the same grade-level academic content expectations as their English-speaking peers (Wright, 2015). The Namibian education system is not set up to allow children to gain English proficiency before learning academic material, and that should not be the case. When learners reach Grades 3 to 4, they are rarely fluent enough to learn English. As Ngwaru (2017) states, because the use of English as a second language limits the

interactive and communicative learning process necessary for meaningful learning, the use of English, a language that students do not speak more frequently, poses cognitive and pedagogical obstacles. The language places the learner in the background. However, if the instruction is specifically planned, learners can study academic information while also improving their English skills. It becomes a problem, however, when the education is not tailored to the needs of the learners, resulting in learners failing to achieve academically in such a system. As a result, these learners require specialized instruction. Wright (2015) goes on to state that bilingual programs in which some content areas are taught in the learner's native language are the best way to ensure that learners do not fall behind academically while learning English and that academic concepts learned in the home language can transfer to English instruction, with the amount of transfer increasing as learners progress through the grades.

2.16.1. Teaching academic vocabulary to English language learners

Bringing to our attention the importance of vocabulary for language learners, Sinatra et al., (2011) note that:

Knowledge of vocabulary affects children's abilities to understand and use words appropriately during the language acts of listening, speaking, reading, and writing. Such knowledge influences the complexities and nuances of children's thinking, how they communicate in oral and written languages, and how well they will understand printed texts. (p. 333)

Significantly, vocabulary supports language skills and is therefore important in allowing learners to access academic language. I therefore wish to begin by explaining vocabulary learning as affected by the learners' background as well as its relationship with academic language before I tackle vocabulary first because all other language skills are impacted by it. The skills that follow after vocabulary are discussed in no particular order.

Vocabulary and background knowledge have the potential to be two of the most powerful techniques for boosting learning and understanding (Cromley & Azevedo, 2007). It is also critical for English teachers to determine what background information learners already possess as well as identify gaps in learners' background knowledge in order to provide explicit instruction or explanation to aid in the learning of new vocabulary. Staehr (2014) argues that in order for English learners to comprehend complex content instruction, teachers ought to recognize that they ought to do more than simply teach learners isolated vocabulary words that they will encounter in learning. They must also be taught the academic language they will need

in addition to vocabulary so that they can access the content of instruction while also learning academic language. One key to learners being able to comprehend demanding content and actively engage with their classroom surroundings and classmates is academic language. Bailey (2012) defines academic language as language that stands in contrast to the daily speech that learners use outside the classroom environment. It is the language that is used to “access and engage with curriculum” as well as “the one-of-a-kind interplay between language and each child’s specific linguistic experiences” (Bailey and Heritage, 2008, p. 12). In terms of discourse complexity, grammatical structure, vocabulary usage, and social context, academic language differs greatly from social language (WIDA, 2012). Academic language is so important in English learners’ instruction that pupils who don’t learn it struggle in school (Scarcella, 2008). While social language is used in everyday situations and is less specialized and cognitively demanding, academic language is utilized in the classroom and is more complicated, necessitating the use of specific scaffolding.

Academic language differs from English in other contexts on three levels: (1) the word level, (2) the sentence level, and (3) the discourse level (Staehr & Snyder, 2017). Tiers 1, 2, and 3 define the word level of academic vocabulary. Tier 1 words are commonplace vocabulary that learners usually pick up on their own. Tiers 2 and 3 words are harder to learn, but without them, learners will struggle to learn and demonstrate their grasp of new material (Beck et al., 2002). Tier 2 words are more complex and have several meanings depending on their use and context. They appear in all kinds of writing. Tier 3 words, on the other hand, are content-specific and domain-specific. These are the kinds of words that appear in glossaries and textbooks, are difficult to understand, and are necessary for comprehension (Staehr & Snyder, 2017).

Academic language is not something that can be taught in isolation. Teachers ought to understand the context in which learners acquire academic language in order for them to comprehend difficult content lessons. As a result, the social environment of English learners influences how they communicate academically. Interactions between various people for specific reasons across diverse learning contexts determine how language is utilized (WIDA, 2012). English teachers cannot be the only ones teaching academic language in a classroom. All teachers, in their various topics, ought to identify academic language that is necessary for learners to understand. According to Staehr and Snyder (2017) content teachers should collaborate with English teachers to evaluate texts in order to determine which aspects of academic language may pose difficulties to the learners.

Teachers must not only focus on word-level academic language exploration, but they ought to also broaden the learners' repertoire to include sentence-level academic language, which includes grammar and syntax, which ELs must learn in order to access complex concepts and texts and interact with their peers and teachers (Staehr & Snyder, 2017). The length of the text, its density and coherence, as well as its cohesiveness, are all part of the discourse level, which includes the organization, structure, and purpose of the text as a whole. The discourse level, according to Zwiers (2008) is the message level of communication, which considers the message as a whole as well as how it is produced, including the level of clarity for a specific audience. Voice and register, clarity and coherence, purpose, function, and audience are all elements of academic speech (Staehr & Snyder, 2017). English learners must be able to browse academic text in order to understand the gist, summarize or explain the meaning of a text, and also understand a text in order to extract crucial information that necessitates discourse-level teaching.

I premise that, as important as the above-discussed teaching instructions are, their success lies in appropriate scaffolding. According to Staehr (2014) teachers ought to scaffold education for English learners appropriately. Teachers ought to provide the 'just right' type and amount of assistance to each English learner. Teachers should gradually eliminate scaffolding as learners gain proficiency in English but continue to provide extra support when learners need it. Scaffolding should not just be thought of as a synonym for "assistance" because its ultimate purpose is for the learner to be able to complete the activity independently without the need for the scaffold. According to Staehr and Snyder (2017) knowing the learners' backgrounds, strengths, and needs, understanding the linguistic demands of instructional tasks, and determining which scaffolds will best support one's learners in successfully engaging with and completing the academic task are all important factors in ensuring appropriate scaffold selection. Thus, it is not about making the content simple for the learner but rather about the types of scaffolds that will best help the learner engage with and complete the academic activity successfully.

2.16.2. English language learners and reading

Reading is a crucial component of learning a second language because it aids in the development of abilities like grammar, vocabulary, and writing. Reading gives language learners the chance to delve into the language as well as other content subjects. In this section, I wish to look into the pedagogical practices of teaching reading as they relate to the CLR framework.

English learners need to be supported through scaffolding to understand grade-level text. In Namibia, learners in Grade 4 are expected to be able to read for a variety of reasons, one of which is to complete reading comprehension exercises in class as well as at internal and regional examinations. According to Staehr and Snyder (2017) learners can read for many reasons by doing several ‘close reads’ of a complicated text. Shanahan and Shanahan (2012) define close reading as the process of identifying high-quality texts that requires learners to carefully study and discuss a text from several angles. Learners must be able to read intently in order to be successful. Reading short, complicated passages, repeated reading, learner annotation, collaborative conversations about the book, and employing text-dependent questions are among the elements suggested by (Fisher & Frey, 2015). They also advise that not all texts require a close read. For example, texts read for pleasure or to find specific pieces of information, or those that are easily accessible, do not necessarily require a close read. On the other hand, complex texts that do not “give up their meaning more easily or quickly” (p.2) are beneficial and therefore deserving of a close read.

Staehr and Snyder (2017) developed a reading framework that includes scaffolds to assist learners in accessing the framework. First and foremost, Staehr and Snyder (2017) advocate for employing smaller bits of information that are more digestible for kids and allow them to fully comprehend a text. Teachers who work with shorter texts should aim to include them in instruction on a regular basis, and when utilizing longer texts, scaffolded Test-Dependent Questions (TDQs) will help learners unlock the meaning of those texts. As supporting scaffolds, TDQs are questions that can’t be answered without first reading the content on which they are based (Shanahan & Shanahan, 2012). It is not a legitimate TDQ if learners can answer the question without referring to the text. The requirement for learners to use the text to answer the question as well as the question’s worth are two crucial criteria for developing TDQs. In other words, the TDQs should aid learners in deciphering the material. Teachers should first assess the text for learners, then decide on additional supports for learners to go along with the

TDQs then design a guide question or two-frame instructions for learners, map the TDQs to close reads, give sentence starters, and finally provide a culminating activity (Staehr & Snyder, 2017).

Staehr and Snyder (2017) propose the following recommendations to support learners in reading for many purposes:

- (1) Before learners begin reading assist them in gaining the prior information needed to successfully engage with text.
- (2) To model fluent reading, the teacher should read the book aloud once (or as needed). learners should follow along in the text as the teacher reads aloud. Teachers might use the chance to describe essential vocabulary terms and phrases in context while reading.
- (3) Learners read the text alone or in pairs to answer scaffolded questions on the work's main ideas and specifics.
- (4) Learners read the book independently or in pairs to identify unfamiliar terminology and sections. This activity could be structured in a variety of ways by the teacher. For example, a teacher might ask learners to create bilingual glossaries for difficult vocabulary in pairs, have the class vote on and define the three to five most difficult words or ask learners to select one or two problematic sections and analyze them as a class.
- (5) Learners read the text two or more times in order to respond to questions that demand them to examine the text's craft and organization as well as integrate knowledge and concepts from the text as a whole.

I believe that the points discussed so far in this section have served to explain how learners can be supported in reading through scaffolding. The next section discusses English language learners and writing.

2.16.3. English language learners and writing

Having discussed English language learners and issues in vocabulary as well as reading, I wish to focus on the next language skill, writing. I look at the importance of teaching writing in a culturally and linguistically responsive manner, and I will elucidate ways in which writing can be taught in a culturally and linguistically responsive manner.

Writing can be used for a variety of purposes, such as learning, self-expression, and persuasion. Learners can be introduced to several forms of writing, such as procedural, expository, narrative, and persuasive writing (Partin et al., 2009). One of the challenges that second language teachers face is the difficulty of providing culturally sensitive instruction to learners who come from a range of various cultures. According to Chiu et al. (2017) numerous teachers struggle to find writing resources that are culturally sensitive. One of the possible ways of mitigating this is by employing an evidence-based strategy of giving learners the chance to reply. In order to increase instructional engagement, the learner must experience curriculum and instruction in the context of culturally responsive instruction. This is accomplished by relating the course material to the students' cultural and/or familial experiences. Other societal, institutional, and personal conceptions of writing and learning also have an impact on how teachers approach creating the classroom environment in which young writers learn. When a teacher utilizes culturally responsive instruction, it encourages learners to think about how employing particular writing styles will help them achieve their goals while teaching writing for various. Learners can exercise choice and engage in their preferred activity when the writing assignment is related to important topics they have chosen for themselves (Chiu et al., 2017).

Prewriting, drafting, revision, editing, and publishing make up the writing process. Undoubtedly, students will exhibit a wide range of ability levels, but all students can advance through the process to generate a written composition, regardless of skill level. When instructing writing, the culturally sensitive teacher will try to incorporate scaffolded instruction and culturally responsive instruction into the process. Teachers ought to help students keep track of their writing habits and evaluate, as well as clearly offer them methods for self-evaluation on the quality of their written work (Chiu et al., 2017).

Chiu et al. (2017) identifies four stages of writing: prewriting, drafting, editing, and revising, as well as the final draft and editing. The prewriting stage takes place before any writing is done. Students must choose their topic before they start writing. At this point in the process, teachers have a great opportunity to put into practice two important culturally responsive writing instruction principles: first, learners must choose the topics they will write about, and second, learners must have opportunities to relate academic instruction to their daily lives (Wickstrom et al., 2010). What makes this practice relevant to the learners is the fact that instead of giving them pre-determined topics, the teacher assists in helping them come up with topics that are of their interest. To help in generating ideas for the learners, the teacher can

incorporate speeches, short stories, book chapters, poems, or other literary works written by authors from backgrounds similar to those of the learners as tools to help generate ideas for writing topics (Chiu et al., 2017). At this stage, the teacher might pick their own themes to discuss with the learners in order to exemplify the process. By doing this, the learners will gain a better grasp of the teacher's background and experiences, making the teacher more relatable. The teacher can let learners develop their ideas using a variety of media. For instance, if a learner wants to cut out or draw drawings at this stage, When the topics are generated, the actual prewriting begins. With the assistance and models of the teacher, earners draw graphic organizers using, for instance, webs.

After prewriting, the learners then move on to the drafting stage. During this stage, the teacher models how to apply the data from the graphic organizer created during the prewriting phase in order to create whole sentences and paragraphs. The concepts in the graphic organizer began as visuals, words, or brief phrases that were then transformed through thought processes into sentences and paragraphs (Chiu et al., 2017). This will help involve the learners in the drafting process and will therefore allow them to move from thoughts to sentences, then to full paragraphs. At this stage, the teacher still assists learners in writing their own pieces. The drafting stage goes beyond writing sentences and paragraphs. The teacher can utilize the learners' background knowledge at this stage of the writing process. Teachers should encourage students to write in a language that is conversational or familiar to them in order to ensure cultural and linguistic responsiveness because the sense of self-identity that a learner has can affect how they study. Teachers can therefore choose to accept rather than object to their students' experiences since the language they use reflects their culture (Ladson-Billings, 1995).

What this stage offers is an opportunity for students to experiment with the language. The teacher might emphasize that technical errors will not result in a loss of points in order to promote maximum participation during this phase. Also, in-depth instructions on code-switching can be given at this stage. For instance, the teacher can accept the first draft of a persuasive letter that a student is writing to a headmaster while also teaching a lesson on formal versus informal language with respect to a target audience. This will help place less pressure on learners to produce a flawless writing sample that could reduce their writing worries and increase their productivity.

The drafting stage is followed by the editing and revising stages. This stage is characterized by encouraging learners to exercise critical thinking and considering the viewpoints of various prospective readers. At this point, teachers might want to consider scheduling time for learners to question one another about their papers. Learners may get the chance to discover more about the cultures of their peers as a result of this. Peer-to-peer instruction is typically beneficial for students from different backgrounds (Wickstrom et al., 2010). Therefore, Peer editing is intrinsically culturally sensitive because peers offer criticism instead of the tutor.

The last stage of writing is the final draft and publishing. The final stage involves taking into account the teacher's comments along with the suggestions and criticisms made by the peers to produce the final draft. A suggestion by Wickstrom et al. (2010) is that teachers urge students to present their final drafts to the class in a variety of ways, such as by reading an extract aloud, bringing in a symbol from the work, or developing a presentation, to enhance cultural responsiveness at this point.

It should be noted that all stages provide room for self-evaluation, which is a crucial component of socio-cultural theory. Culturally sensitive classrooms give priority to learners' input in the teaching and learning process (Aceves & Orosco, 2014). Self-evaluation can be employed during each stage of the writing process through self-evaluation charts or checklists using different self-evaluation templates that may be altered in a variety of ways to match the requirements of the learners. Teachers may reward students for just providing an accurate rating of their performance in the early stages of establishing self-evaluation techniques. Teachers start giving reinforcement when students achieve their goals with high ratings as they become more adept at using the self-evaluation checklists. As students gain independence, the teacher's engagement in the process increasingly decreases over time (Chiu et al., 2017).

The points discussed so far can help explain how the step-by-step utilization of scaffolded instruction can give learners the tools to peer and self-evaluate their writing and can help them develop their writing skills, self-advocacy, and many other aspects of self-determination that are essential for success in a diverse language classroom environment. The section further moves on to discuss language learners and listening.

2.16.4. Teaching listening, speaking and pronunciation to language learners

I have so far looked at language learners and the teaching of reading, writing and vocabulary. In this subsection, I wish to focus on the two skills that are viewed by many researchers as challenging to teach: listening and speaking. I discuss literature related to ways in which listening and speaking can be taught in a more socio-culturally responsive manner. In the case of L2 English, listening and speaking have been identified as the language skills that are most frequently employed in daily life. In light of this, the teaching of these skills in a second language context is crucial. The two skills, however, cannot be isolated from pronunciation because the three are said to be mutually interdependent. I will first discuss listening and speaking separately and then discuss how they can be integrated with pronunciation.

According to Buck (2001) listening is an active, multidimensional process of meaning construction that integrates language and subject-specific knowledge with incoming aural texts. Although it may be the most commonly employed skill, due to its transient nature, it is also the most challenging L2 language skill area. Although it was once thought of as a passive skill, listening is an active, creative, and difficult process of choosing and interpreting information from aural cues. Many academics concur that the process of creating meaning through hearing comprehension involves applying linguistic and nonlinguistic information to the incoming sound data of an acoustic signal (Buck, 2001; Field, 2004; Long, 1989; Vandergrift, 1999). Listening fulfills two main purposes: transactional as well as interactional. The primary role of the transactional function is information transmission, while the interactional role serves the major objective of preserving social connections. majority of listening situations include language transactional and interactive features (Chang, 2012).

Field (2011) divides listening into two levels. The level of identification and the level of selection. It is at the level of identification that components like phonemes, intonation, words, and sentences can be found. The level of selection, on the other hand, calls for dividing the message components for comprehension and retention without paying deliberate attention to each component. It is therefore imperative to develop the selection level because it is crucial for the growth of listening comprehension since it facilitates information understanding. A method of efficient listening comprehension is a crucial issue, given the intricacy of the process of listening comprehension.

Given the above stated roles of listening, the teaching thereof of the skill thereof proves to be challenging as the individual learner needs to analyze the incoming sound using linguistic as well as nonlinguistic knowledge. While linguistic knowledge entails a wide range of factors, including pragmatics, sociolinguistics, semantics, phonology, syntax, discourse, and lexis, non-linguistic knowledge entails background information on the subject and general knowledge, and this is where socio-cultural responsiveness comes in.

According to Field (2011), listening strategies have been investigated for the past 20 years. Unlike in the 1970s when the majority of hearing pedagogy focused on improving students' capacity to recognize words, sentence fragments, specific sounds, sound combinations, or linguistic processing errors. In the 1980s, the concept of L2 listening changed. Listening changed from being predominately linguistic to a schema-based perspective, and it shifted from focusing on the linguistic components of understanding to igniting learners' top-down knowledge. In top-down processing, the ability of listeners to activate their knowledge-based schemata, such as cultural constructions, topic familiarity, discourse cues, and pragmatic conventions, is crucial to listening comprehension (Chang, 2012). Other studies, however, found that neither strategy, concentrating on top-down or bottom-up processing was a huge success. Higher-order L2 schemata are frequently not activated in learners who rely solely on verbal processing, while those who correctly use schema-based knowledge frequently ignore linguistic input (Tsui & Fullilove, 1998; Vandergrift, 2004). This led to further exploration of other strategies for teaching listening.

Viewed in light of this, research into listening comprehension has advanced, resulting in the emergence of more contemporary ways of teaching listening. One places a strong emphasis on teaching listening as a communication skill alongside other L2 skills, including speaking, socio-pragmatics, grammar, and vocabulary. The other emphasizes the learner's use of cognitive and metacognitive techniques to support the learning process (Hinkel, 2006). Pre-listening, forming predictions, listening for the gist or main concept, listening intently, and drawing conclusions are a few approaches in L2 listening teaching that have generally survived the test of time and are widely acknowledged as vital. According to Hinkel (2006) these instructional techniques can be applied to a variety of learning requirements and educational environments. Pre-listening exercises, for example, can be used to help students recognize cultural schema and increase their knowledge of how culture affects pragmatics, information structuring, and speech arrangement. Additionally, learning to listen to conversations offers a

useful setting for concentrating on morphosyntax, lexical parsing, and phonological variables, providing fresh angles to the instruction of grammar and vocabulary. Similar to this, second language socio-cultural norms and pragmatics can be emphasized through conversation analysis to broaden learners' repertoire of everyday speech patterns and discourse organization. Speaking and listening training can continually be combined with the teaching of pronunciation.

Teaching listening focusing on the learner's use of cognitive and metacognitive techniques entails equipping learners with the necessary skills to be able to organize and assess the way they think about learning and solving problems. Researchers differentiate between techniques and skills, whereby with techniques, learners have conscious control over their tactics and can be trained to make up for gaps in comprehension, missed language or schematic cues, or misinterpreted clues, while a skill is simply being able to perform something. In light of this, the teaching of L2 listening is currently accompanied by the modeling of metacognitive methods and strategy training. The constant application of metacognitive techniques is superior to working on listening skills alone in terms of enhancing learners' L2 listening comprehension (Vandergrift, 2004). Therefore, planning for listening, self-monitoring the comprehension processes, evaluating comprehension, and spotting comprehension challenges are some of the primary metacognitive strategies that can be used in L2 listening teaching (Rost, 2005).

Although the top-down approach is generally encouraged when teaching second language learners, evidence suggests that L2 learners with low proficiency commonly choose a bottom-up approach, where they try to generate meaning by concentrating only on smaller components such as lexical or syntactic ones in the input (Staehr, 2009). However, a rigorous attention to bottom-level stimuli might lead to processing breakdown and comprehension problems because listeners who don't include top-level cues are unable to acquire contextual information that could be important to their comprehension. Given that word recognition is a requirement for spoken language comprehension, it is possible to assume that learners' word knowledge will be closely related to their listening skills. Therefore, due to the apparent significant correlation between vocabulary knowledge and listening comprehension, vocabulary size is a crucial component of second language listening proficiency.

The above-cited views appear to concur with Staehr's (2009) study on vocabulary knowledge and advanced listening skills comprehension, which revealed that with advanced second language learners of English, a significant correlation between vocabulary knowledge and listening comprehension was discovered. The findings demonstrated a strong correlation between vocabulary knowledge in terms of both breadth and depth and listening comprehension, which jointly predicted half of the variance in listening scores. It seems reasonable to assume that the factors underlying the strong correlation between vocabulary size and listening comprehension are somewhat similar to those relating to reading; specifically, that a learner will have a greater chance of achieving adequate listening comprehension if they have a larger lexical coverage of any given text.

ESL learners are expected to speak clearly and logically on a specific topic. Speaking in a second language is a cognitively challenging task, and the effectiveness of an engagement frequently hinges on production quality (McCarthy & O'Keeffe, 2010). This is due to the fact that learners are expected to pay attention to content, syntax, lexis, discourse and information structuring, the sound system and prosody, as well as the appropriate register and pragmatic-linguistic aspects, all at the same time. Second language learners are required to self-monitor in an engagement where speaking and understanding are frequently required to occur at the same time in order to spot and fix production issues at the quick pace of an actual conversation. Speaking in a second language is therefore a mentally taxing endeavor, as evidenced by the features and development of second language oral skills, not to mention that the effectiveness of an engagement frequently rests on the quality of the production. Given the above-mentioned reality, it is imperative that a second language teacher of English explore various socio-culturally responsive strategies for teaching speaking to second language learners.

Numerous studies in the 1990s concluded that exposure to and communicative contact in a second language help learners develop second language speaking skills. However, countless studies showed that even though the immersion of learners may produce learners who speak fluently and naturally, their speech was full of grammatical, lexical, and pragmatic linguistic problems (Ellis, 2003). There have therefore been a number of methodological changes proposed for the teaching of speaking that allow the merging of fluency and accuracy, as well as responsiveness to the cultural and linguistic needs of the learners. Ellis (2003) suggests task-based instruction of second language speaking skills, whereby there are built-in chances for online planning that lead to more precise and challenging language use. According to Ellis

(2003) specifically planned tasks can encourage the development of particular second language speaking skills. These can include narratives and descriptions that can be useful in fluency-focused instruction; for instance, debates and increased grammatical and lexical proficiency are facilitated by problem-solving exercises. For more linguistically responsive instruction, contextualized uses of particular grammar structures and vocabulary can be highlighted in content- and task-based training to link the subject matter and language learning activities.

Student collaboration, as a strong feature of a culturally responsive pedagogy, can be successfully incorporated into a speaking lesson. This is because culture has a big impact on how learners communicate and how they make others understand what they are saying. ESL teachers need to be careful not to label students as being absurd or illiterate just because they communicate differently from the norm (Gay, 2010). Cooperative learning considers learners' voices because it gives them the chance to communicate with one another and feel valued as valuable members of the learning community, which in turn boosts their confidence. Added to this, learners who are uncomfortable speaking up during speaking activities such as open debates in class may find cooperative learning to their liking. Language teachers can therefore consider cooperative tasks such as responding to prompts or questions in small groups or pairs to eliminate pressure and anxiety, which may be brought about by the more private nature of their responses when responding individually. In this respect, Toppel (2015) recommends partner sharing, sometimes known as "turn and talk," as a wonderful technique to accommodate the differences in the speaking styles preferred by learners from various cultural groups. All learners are able to communicate their ideas, offer their viewpoints, and simultaneously utilize language in the ways that suit them best. Therefore, by combining cooperative learning and engagement techniques with awareness of the cultural learning and communication styles of the learners, we can improve instruction for students from varied linguistic backgrounds.

It is necessary to reiterate at this juncture that although speaking and listening skills are discussed separately, they are best taught when integrated with pronunciation, which is treated as a subset of the two skills. The globalization of the English language has altered attitudes about pronunciation instruction. According to Tarone (2005), the aim of pronunciation instruction has generally changed from aiming for a native-like accent to aiming for intelligibility, or the extent to which the listener understands the speaker's statement. Therefore, rather than drastically altering accents, L2 pronunciation education now focuses on helping learners achieve general fluency. Pronunciation and intonation are generally taught in

context and in conjunction with speaking skills; instruction in pronunciation serves broader communicative goals; and the teaching of pronunciation and intonation is based on realistic rather than idealistic language models. These three principles form the basis of the current approach to pronunciation instruction (Chun, 2002).

Of great relevance to this study is the technique that allows for English as a second language learners to self-monitor their own speech by combining the teaching of speaking, listening, and pronunciation, also known as covert rehearsal. It combines critical self-evaluation and self-correction in either a classroom or non-classroom situation and is most effective for the type of learner. Krashen (1982) referred to as the “ideal monitor user” (p. 19). Through moments of covert rehearsal, a learner applies what they have learned in the past and their recollections of target language sounds to self-initiated utterances. Some students, particularly those who wish to increase the comprehensibility of their writing, find this skill to be of utmost importance. Kenworthy (1987) proposes three useful classroom activities that are made to improve this capacity through the guided, systematic, and focused study of audio recordings of students’ speech patterns as proof that covert rehearsal techniques may be taught in the classroom. In addition to using audio recordings in the classroom, teachers can also experiment with video recordings as a way to teach speaking, listening, and pronouncing skills.

It should be noted that the points raised in this subsection reinforce the incorporation of speaking, listening, and pronunciation practice exercises in order to improve classroom learning, which is an aspect of culturally responsive pedagogy. In light of what has been discussed so far, I believe that listening is therefore best taught when integrated with other skills, while pronunciation is treated as a subset of both speaking and listening development, with speaking and listening emphasized as primary skill areas (Murphy, 1991).

Overall, I am inclined to believe that although some of the skills are discussed in a segregated manner, all skills are meant to be taught in an integrated manner. The integrated approach exposes students to real language and pushes them to communicate in a natural way. With the integrated-skill method, students quickly get a thorough understanding of the depth and complexity of the English language.

2.17. Assessing English language learners

In order for assessment to be culturally and linguistically responsive, it should be able to take into consideration the diversity of students' cultural identities. Accordingly, it ought to be flexible enough to give learners the chance to include references to as well as fluencies from their own cultural experiences. Having discussed language instruction, I now wish to discuss the assessment of second language learners in this section.

Just as language skills should be taught in an integrated manner, assessment and instruction are also inextricably linked, and therefore they should be handled in an encompassing, encapsulating, and integrated manner. Creating formative assessment tools is an important part of lesson design and implementation for English learners. Formative assessment methods should allow learners to demonstrate how well they meet the academic language and content objectives of a class (Staeher, 2014). Formative assessments, according to Linqunti (2011) may offer the most potential as a mechanism for learners to demonstrate what they know and can do in terms of topic knowledge. Teachers can use formative, performance-based exams to get a sense of what subject and language learners learned during class and use the results to guide future instruction. To determine how well learners are acquiring a language, formative assessment ideas such as think-pair-share, listening in on learners' small group work, writing samples, brainstorming exercises, and story of information retelling can be employed (Linqunti, 2011). According to Gottlieb (2016) formative assessment for language learners can be divided into three types: assessment as learning, assessment for learning, and assessment of learning.

Assessment as learning – This type of assessment generates data to increase learners' metacognitive and metalinguistic awareness and is more personalized because it recognizes learners as an important data source.

Assessment for learning – This type of assessment generates data to increase learners' metacognitive assessment for learning to collect data on a continuous basis to inform instruction.

Assessment of learning – This type of assessment generates data for summative purposes and gives administrators an idea of where their school or district stands in relation to benchmark data.

I am inclined to believe that assessment for learning is the best kind of formative assessment in a CLR framework because it empowers as well as emboldens teachers to create, conduct, and integrate assessments that are valid and reliable and, most importantly, provide relevant information to guide their teaching of English learners (Staehr & Snyder, 2017). Assessment for learning takes place at predetermined intervals to focus on cumulative learning at the conclusion of a cycle and uses tests as the primary data source with multiple-choice and short-answer questions as well as designed response types of questions (Staehr & Snyder, 2017). Instead of occurring at the end of the learning process, assessment for learning occurs frequently and throughout. Students are given feedback on their work and suggestions on how to make it better, and they are fully aware of what is expected of them, making it the ideal form of the three types of assessments to implement in an ESL classroom.

2.18. Adopting teaching texts and effective curriculum for language learners

It is crucial for teachers to have the right teaching resources in order to improve student learning and teaching. Language teachers can communicate new knowledge and language objects to be taught clearly, specifically, and methodically by selecting resources carefully. Selecting methods and materials that are best suited for the course's goals and objectives, learners' language abilities, and learning preferences requires evaluation and adoption. In this section, I will discuss issues related to the selection of relevant materials and language curriculum that take into consideration the learners' backgrounds.

Since all learners have different prior knowledge, academic proficiency, learning styles, and socio-cultural backgrounds, one-size-fits-all teaching will not work for the learners. Given the huge variation of learners, the same identical curricular materials, lessons, and teaching will not work. All learners' individual language and academic demands should be addressed in effective English instruction (Wright, 2015). Modifying learning materials for learners is a crucial technique for ensuring effective language instruction, yet most grade-level materials were not produced with English learners in mind. In Namibia, all learners, regardless of their linguistic abilities or backgrounds, use the same instructional materials. Some strategies to adapt text in textbooks include outlining, using visual organizers, rewriting the text in simplified English and reading it aloud with learners, pausing to paraphrase, clarifying, or providing examples to help learners understand the meaning (Wright, 2015).

According to Reiss (2012) teachers should teach learners text-mapping features such as how to use the table of contents, chapter titles, section headings, etc. Although this is a wonderful example of reading with learners in a content-area classroom, it would also be useful in ESL textbooks because some learners have difficulties understanding passages. Additionally, thematic teaching and lesson preparation can help learners get successful instruction. One of the most common complaints among teachers is a lack of time. The pressure to improve test scores has complicated the issue of a lack of time (Wright, 2015). As a result, teachers are under pressure to employ or deploy a narrow teaching-to-the-test curriculum, typically adhering to school-mandated curricular programs and test preparation resources. Learners in are assessed externally at least once a year in all disciplines. Other than the teacher who taught the learners, other teachers set the tests based on the syllabus. Wright (2015) advises that teachers employ thematic teaching to assure coverage of all curriculum areas by selecting a theme that can be studied across all content areas. This is because thematic teaching allows for easy content overlap. Thematic teaching relies on learners' prior knowledge, making information more understandable. Instead of teaching grammar characteristics separately in English classes, the feature might be taught within a text on a certain theme. According to Ngwaru (2017) some of the challenging concerns that schools and teacher trainers can address include the type of syllabus to be utilized and a clear and straightforward language policy that needs to be closely connected with what happens in the classroom.

In light of the above stated issues, a summary of issues for designing effective instruction for English learners are highlighted by Staehr (2014)

- First, be aware of their cultures and origins, and use these factors to your advantage throughout teaching.
- Second, develop content and academic language objectives that are based on both content and English language proficiency/development criteria.
- Third, analyze academic language needs of any text presented to learners to guide teaching.
- Fourth, plan for how they will be taught before, during, and after reading challenging text.
- Fifth, create a suitable evaluation so that they can show what they know and can do in English and with the content.

The first of Staehr's considerations for designing effective education for ELs is for teachers to be aware of the learners' cultures and background experiences and to build on these perspectives throughout teaching. One of the most powerful indications of how effectively learners will learn new knowledge related to a topic is what they already know about it (Marnazano, 2004). According to Guthrie (2008) a skill such as reading comprehension is difficult without prior knowledge because learning involves transferring from past experiences. Even the most basic learning entails transfer based on prior experiences and information. Effective teachers work to promote good transfer by actively identifying and building on the qualities that learners bring to a learning situation. Given the varied linguistic competencies of language learners, it is imperative that the EL teachers are cognizant of the linguistic background and experience of their learners as well as the content of their focus before choosing texts. Otherwise, if the texts are way above their level of experience, comprehension will not be possible.

To sum up, learners bring a wide range of background information and experiences to the classroom (Fisher et al., 2012). It is vital to give targeted support to learners who come from a variety of backgrounds in linking background information that they already have and resolving gaps in their background knowledge that may exist in order for them to acquire new content. Taking a few minutes to jump-start learners' schema by learning what they know or have experienced about a topic and connecting their knowledge to the lesson's purpose will help learners grasp more (Echevarria et al., 2004). Learners' prior knowledge and comprehension have an impact on new learning and comprehension. Background information does not have to come from a text. A work of art, a diagram, a cartoon, an image, or a video can also be used to create it. Peer conversation and interaction that stimulate intellectual engagement with a topic aid in the development of the broad range of background knowledge that learners require for success as they progress from one content class and text to the next (Fisher et al., 2012). Instead of teaching language features in isolation, my views coincide and tally with the concept of background knowledge complements, as pointed out by Wright (2015). Ngwaru (2017) concurs that teachers ought to be sensitive to and responsive to the social settings of education, the different differences in students' backgrounds, as well as the macro-national and global contexts, as well as national concerns for achieving the goals of fairness, parity, and social justice, as well as excellence.

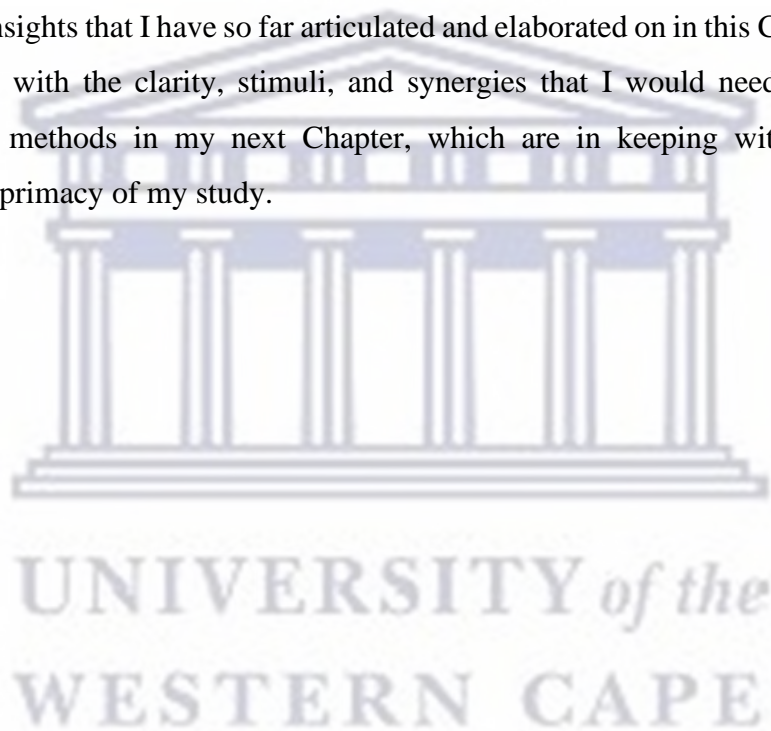
2.19. Conclusion

I have so far presented and reviewed literature encompassing the theoretical and conceptual issues and insights of my study as well as findings from empirical studies related to my research topic and research questions. This, I believe, will help me address the key concerns of my investigation of a socio-culturally and linguistically responsive teaching framework. The review presented so far has helped me analyze how the concepts of SCT, namely; mediation, regulation, Zone of Proximal Development (ZPD), and dynamic assessment, can inform a socio-culturally and linguistically responsive teaching model. The review further discussed challenges related to the immersion approach. Researchers have taken a great interest in investigating the influence of English as a medium of instruction in Namibian schools; Amukena (2016); Benjamin (2004) and Iiping (2013) all contend that English as a medium of instruction in Namibia has both negative and positive effects on learners, teachers, and the country and recommend considering L1 as a medium of instruction and code-switching and mediated second language instruction. The importance of mediated second language instruction is also highlighted in the review. Villegas (2011) outlined three orientations for linguistically responsive teaching, of which one is sociolinguistic consciousness, which focuses on understanding the connection between language, culture, and identity. Teachers should understand that it is neither effective nor ethical to expect English learners to learn English at the expense of leaving behind their home languages and dialects. Villegas (2011) further outlined the knowledge and skills of linguistically responsive teachers: learning about English learners' language backgrounds, experiences, and proficiencies in order to meaningfully differentiate instruction and create curricula that respond to learners' needs, strengths, and interests, as well as identifying the language demands of classroom tasks in the ELA classroom and recognizing that classroom discourse and academic tasks require specific academic language and literacy skills.

Instead of shifting to L1 as the medium of instruction or code-switching, the review explored an alternative approach: a culturally and linguistically responsive framework. All learners differ in terms of prior knowledge, academic proficiency, learning styles, and socio-cultural background; thus, one-size-fits-all instruction will not be effective for the learners. The same exact curricular materials, lessons, and instruction will not work given the wide range of learners. Effective language instruction should be able to attend to the unique language and academic needs of all learners (Wright, 2015). According to Gibbson (2014) teachers need to appropriately scaffold instruction for ELs. Scaffolding, which is defined as a temporary support

a teacher provides to a learner that enables them to perform a task that he or she would not be able to perform alone (Gibbons, 2015). The teachers need to offer ‘just the right’ type and amount of support each EL needs. As learners become more proficient in English, teachers gradually remove scaffolding but still offer extra support when required. In light of the points and views that my literature review has elucidated, I believe that, in addition to serving as an awareness-raising exercise, it has helped me garner key insights on the importance of formative assessment in EL instruction. It has then helped me come to grips with formative and performance-based assessments. By the same token, it has helped me understand the efficacy of these assessments as they inspire teachers to develop a sense of what content and language learners learned during instruction, and the results can be used to guide future instruction.

The issues and insights that I have so far articulated and elaborated on in this Chapter, I believe, will provide me with the clarity, stimuli, and synergies that I would need to propose and substantiate the methods in my next Chapter, which are in keeping with the centrality, immediacy, and primacy of my study.



CHAPTER THREE

Methodology

In my literature review Chapter, I argued for a culturally and linguistically responsive pedagogy (CLRP) for language teaching, thereby inevitably subscribing to the learner-centered teaching approach for my case study. In light of this, I wish to argue that language education should be made relevant by, among other things, ensuring that classroom interactions employ the learners' frame of reference. In turn, this directs my study toward the constructivism and interpretivism paradigms, which entail learners creating their own knowledge through interaction with one another and the use of existing knowledge, as well as recognizing the social setting in which a phenomenon occurs and the manner in which the setting affects the phenomenon. The main goal of my study is to underscore how crucial it is to fully design a CLRP for language teachers by considering the intersectionality of language, culture, and identity of the learners (Bevir & Kedar, 2008). The concerns and insights I wish to present in this Chapter will cross over and intersect with one another because they make up the fundamental substance that is at the core of my study. I do realize that various synchronized aspects will come into play given the broad nature of the phenomenon chosen for my investigation.

My epistemological stance for this study holds that language learning is a dynamic social activity that is embedded in both physical and social settings and dispersed across individuals, tools, and activities. Thus, the processes of learning are negotiated with individuals in what they do through experiences in the social practices connected with particular activities, and knowledge involves lived actions in a defined context and not just stored information (Lave & Wenger, 1991; Wenger, 1998). Similarly, Sivasubramaniam (2004) in his study on the investigation of L2 students' reading and writing in a literature-based language program, argued that sterile and impersonal use of language was not going to reflect the context-bound qualities of the issue his research was meant to investigate. I adopt a similar argument for my study to maintain that the interpretation of findings in language research is meaningful when context is provided, in keeping with the often-argued value system that knowledge construction in language research ought to take place in a socio-cultural environment. Culturally sensitive teachers are aware of their learners' contextual circumstances, cultural nuances, and discourse characteristics, in addition to their knowledge of their learners' linguistic structures.

In my study, I take Bruner's stance of narrative knowing. The narrative approach is founded on common knowledge and stories. It is concerned with the variations of human acts that produce practical and situational knowledge, has a temporal framework, and stresses the agentive power and potential of social actors (Bruner, 1986). My study is a qualitative case study, whose findings cannot be generalized to other schools. In choosing this approach, I acknowledge that each situation has its own knowledge, and in the case of my study, each school has its own linguistic situations and cultures because of the unique experiences of both the learners and the teachers. It is only through the narratives that one can understand the "what" and "how" of the situation. The narratives that will be discovered and analyzed will be unique to the selected school's situation. As Baxter & Jack (2008) assert, with the aid of a case study, a researcher is able to respond to "how" and "why" inquiries while also considering the influence of a phenomenon's context. For my qualitative case study, it was crucial to understand the reasons for the actions of the participants, especially the teachers, who are the main focus of this study. In investigating the teaching approaches, as the teachers chose to signpost as to how they incorporate CLRP, one cannot deny the fact that their choices are motivated by their beliefs, values, desires and theoretical choices.

My study further lends credence to the belief system that recognizing the learner as an equal is essential for learning to take place. The revolutionary pedagogical framework laid out by Freire (1970) in his seminal work *Pedagogy of the oppressed* calls for teachers to adopt the five important dispositions of humility, hope, faith, love, and critical thinking in order to effectively engage learners in discourse. The promise of this dialogic process in the classroom is best summed up by Freire (1970) who states, "Dialogue becomes a horizontal relationship in which mutual trust between the dialoguers is the inevitable outcome" (p. 72). Dialogue is founded on love, humility, and faith. It would be a contradiction if, in terms of dialogue, which is compassionate, humbling, and faith-filled, we did not create this atmosphere of trust amongst the dialoguers, bringing them closer together as partners in the naming of the world. CRLP argues against the notion of "banking," where the teacher takes on the role of the expert. Instead, it advocates for learners to be treated as equals in a learning environment. Relationships are necessary for dialogue within CLRP because they must be the prevailing influence(s) where taking risks is encouraged, where being a novice is not considered a sign of weakness, and where it is acknowledged that everyone has knowledge, ways of knowing, and valuable experiences to share (Wink, 2011). The participants in my study are responsible for imparting knowledge to learners from different backgrounds. The dialogic process cannot be

detached from CLRP as it promotes acknowledging the learners' backgrounds and being cognizant of the wealth of knowledge they bring into the classroom by creating a favorable environment for them to share their knowledge, thereby promoting learning. This is one of the important processes I aimed to look into in my study.

Another important feature of CLRP is learner-centeredness. Learner-centered classrooms comprise teachers who are cognizant of the fact that learners develop their own meanings and relate their cultural practices, beliefs, and understandings to the academic material being taught in the classroom. Learner-centered teachers consider the diversity of their learners' cultural backgrounds as assets to be developed upon rather than as weaknesses. To make sure that the material being taught is not a barrier, teachers deliberately focus on the cultural practices of the learners. This position resonates with Vygotsky's (1978) which adds that knowledge is created via interaction and teamwork with others and that learning is a social activity. Children learn when they connect and work together with adults or peers who have greater life experience. As a result, according to Vygotsky, social conversations, particularly those that take place in a supportive interactive context, are the main ways that children's language, which is a type of knowledge, develops. When children advance in knowledge and performance with the aid of an adult or other more experienced individual(s), they reach a domain or metaphorical area known as the Zone of Proximal Development (ZPD). The learners therefore reach this area through successful scaffolding. A temporary structure that is used to build something and then taken down once it is finished is referred to as scaffolding in the construction metaphor (Wright, 2015).

Scaffolding is a learning theory most frequently applied in the learner-centered approach. According to Bruner's (1961) theory, learners create their own knowledge by employing a coding system to organize and categorize information. According to him, learning how to code is more effective than being told how to do it by a teacher. Discovery learning, commonly known as a constructivist approach, presupposes that students create their own knowledge for themselves. Instead of instructing learners to memorize facts, a teacher's job should be to promote their learning. This indicates that a skilled teacher will create lessons that assist pupils in understanding the connections between different pieces of knowledge. A teacher ought to provide the information learners require in order to accomplish this without organizing it for them. In addition, it is essential for teachers to have a thorough understanding of the abilities and requirements of each learner in order to effectively use pedagogical tools in scaffolding. This is especially important when a teacher has to decide what kind of support each student

needs during a lesson (Wood et al., 1976). Considering that my study is aimed at improving practice, I was interested in analyzing how teachers employed the learner-centered approach to provide learners with tailored pedagogical approaches and a suitable learning environment, enabling them to become self-guided. Having established the theoretical underpinnings, which I regard as crucial to my study on CLRP, I now wish to explain my research techniques that relate to my study.

I agree that research analysis techniques do not just appear out of nowhere. They absorb specific theoretical perspectives and develop from them (Holstein & Gubrium, 2012). Therefore, fundamental ideas about the nature of the universe, of oneself and others, of knowledge, and of values serve as the foundation for all inquiry. I therefore propose to develop this Chapter by defining methods and methodology, which constitute the very focus of this Chapter. Although they are used interchangeably, they serve quite different functions and have very different meanings. According to Polit & Hungler (1999, p. 225) a research design is the researcher's overall strategy for determining the answers to the study questions and evaluating the premise(s) upon which it is based. A research design is "a plan or technique utilized by the researcher for gathering, evaluating, and interpreting the data in order to answer the study questions" Maree (2012, p. 70). At this juncture, it is necessary to allude to the view of Lukenchuk (2017) who differentiates between research method and methodology. He defines methods as specific methods employed to trigger study outcomes. Various experimental designs, sampling techniques, measuring tools, and statistical data processing are examples of methods. The etymological roots of the term "method" are still present in it. Its components are the terms "meta" and "hodos." Hodos means voyage, and meta means "from" or "after." As a result, the term method means to pursue or go after. It is thus an effort to learn more.

The portrayal of a method as the “how” of the research is shown in Figure 3.1.

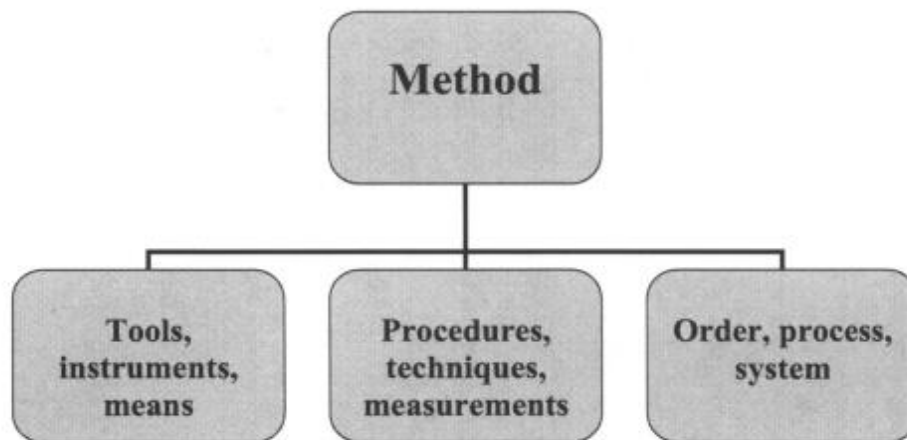


Figure 3.1: Method: The How of Research (Lukenchuk, 2017)

Figure 3.1 illustrates how a method is represented as the “how” of the research, which is a systematic and orderly process of using particular methods, tools, instruments, techniques, and measurements, each of which depends on the specifications of a given research design.

Notwithstanding the earlier mentioned points, methodology reflects a comprehensive procedure or strategy for studying phenomena. The word *logos*, the root of methodology, has a long history dating back to Greek philosophy, when it was used to describe the idea of reason as the foundation of the universe’s order and intelligibility. In order to understand phenomena, methodology is “the evaluation of the possible plans to be carried out—the travels to be conducted” (Polkinghorne, 1983, p. 5). Methodology is frequently influenced by significant systems of inquiry, or paradigms, and encompasses within its general definition particular concepts or theories as part of the conceptual arsenal as well as associated epistemological stances and methodologies, as I have shown in Table 3.1. Methodology, or the integration of the *what* and the *how* of research, refers to the conception of the study and the methods for carrying it out. Figure 3.2, provided below, can help explain this.

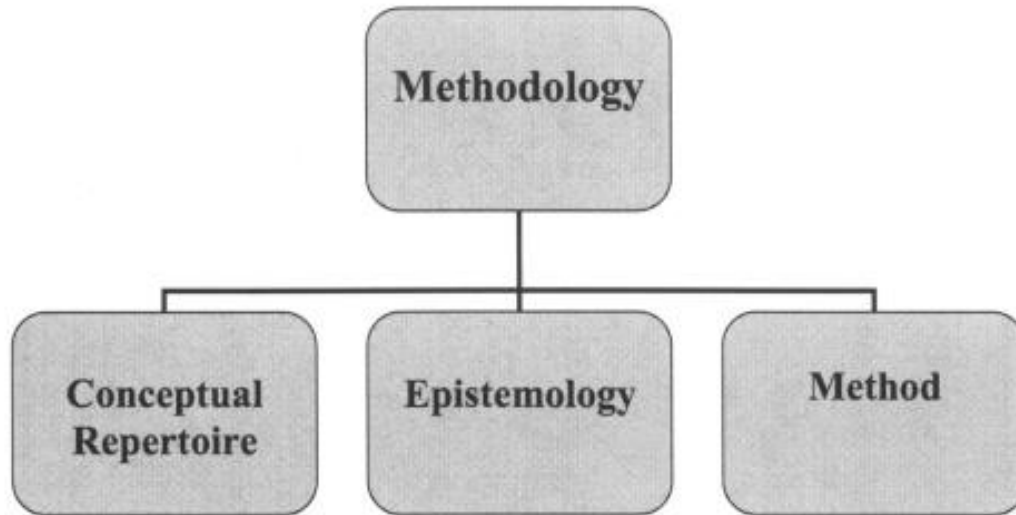


Figure 3.2: Methodology: The *What* and the *How* of the Research (Lukenchuk, 2017)

Viewed in light of the above presented discussion, in this Chapter, I believe that I have so far covered the specifics of the research methods, including the theoretical frameworks and practical considerations that influenced the research techniques. In other words, I have covered the “what” and “how” of my study on investigating CLRP. I have chosen to situate the qualitative intrinsic case study design within the interpretive paradigm as well as the constructivist paradigms, highlighting the data collection techniques, population, and the justifications for their selection. Since they are essential to the chosen design, I will discuss access negotiation techniques and participant selection in accordance with the two paradigms. In order to reinforce my research topic, I wish to restate the research problem and the research questions. The method of collecting, transcribing, coding, and categorizing data that results in data analysis will be later discussed and justified before I address issues of validity and reliability in the context of the ethical considerations.

3.1. Statement of the research problem

To express the research problem fully, a bit of background and context are necessary. With a population of just over two million, Namibia is a highly multilingual as well as a multi-cultural nation. After independence in 1990, English was chosen as the official language, and therefore English became the medium of instruction from Grade 5 onwards in all schools. Since gaining independence in 1990, Namibia has made its first changes to basic education (pre-primary through Grade 12) between 2015 and 2020. Pre-primary, Grades 1, 2, and 3 are included in the Junior Primary phase (which previously included Grade 4). One of the biggest changes is that Grade 4 has been moved to the Senior Primary phase (4–7). What this entails is that learners

will get all of their education in their L1 from Grades 1-3 and will be fully immersed in English as the medium of instruction from Grades 4 onward.

The content material has been moved one Grade down, which is another significant alteration. For example, the material that was previously taught in Grade 5 is now being taught in Grade 4, the material that was previously taught in Grade 7 has been moved to Grade 6, and so on. As a result, the Senior Primary learners (Grade 4–7) will find it even more difficult to access the English-language content. The learners will be evaluated formally by writing end-of-term examinations in English, and they will be expected to comprehend information in English to learn other content subjects. Prior to the reform, Grade 4 was a transitional grade and used the class teaching approach, in which one teacher taught all of the subjects to the students in a thematic manner. The learners were also evaluated through continuous assessment in Grade 4. In other words, they were not expected to sit for final examinations or end-of-term tests. They currently have end-of-term tests and examinations to write. As a result, the stakes are quite high for the learners, and there appears to be a massive disconnect between what the learners already know and what is expected of them linguistically because they are abruptly transitioning from learning entirely in the first language to learning content through the English language.

To advance to the next grade, a learner must pass certain required subjects, including English. In the ||Kharas region, the learners' performance has consistently been dismal, particularly in English, throughout the phases. Most English teachers in Grades 4–7 struggle to locate materials and teaching strategies that are appropriate for their learners to deal with the higher language stakes as a result of the abrupt transition brought about by the redesigned curriculum. This is partly a result of the enormous cultural gaps that exist between the home and the school, as well as between the Junior Primary phase and the current Senior Primary phase, gaps that the teachers are finding difficult to close. There appears to be no specific in-service training offered to the teachers to deal with the issue of cultural and linguistic diversity, as well as how teachers can use the cultural and linguistic tools of their learners to enhance language learning. Despite the potential strength of CLRP, teachers are frequently ill-equipped to use it (Darling-Hammond, 2010). Although the syllabus is the same in all schools, the teachers' ability to deliver it successfully is dependent on them. There is currently no framework guiding teachers on how they can make the syllabus more culturally and linguistically responsive. A successful implementation of the syllabus is influenced by a number of factors, including the availability

of materials, the learners' exposure to the English language, and, most crucially, the teachers' capacity to provide linguistically responsive instruction through appropriate scaffolds.

In light of the above-mentioned issues, my case study was aimed at enhancing practice by investigating the current trends in CLRP. It also aimed at investigating the policy and practice gaps that exist in the policies and documents that guide the teaching of English as a Second Language (ESL) in Senior Primary ESL classrooms as they relate to CLRP. The study was conducted at a primary school in the Karas region of Namibia, which is a diverse region with learners from various cultural and linguistic backgrounds. It investigated how the CLRP was represented in the English language teaching guiding documents and policies, which include the language policy, the syllabus, the scheme of work, and lesson plans. It also investigated how teachers incorporated CLRP in their English classrooms when teaching various language skills throughout the Senior Primary phase. The main purpose of the study was therefore to employ various methods of data collection in order to document classroom interaction between the teachers and the learners and to discern the level of awareness of the teachers on CLRP as reflected in their responses and represented in the ESL guiding policies and documents. The perspectives of the supervisor (HOD) as well as the English subject advisor were also sought. The complexities encompassing the topic and nature of my study necessitate my proposing the following research questions (RQs):

- 3.1.1 How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?
- 3.1.2 What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners?
- 3.1.3 What type of in-service training/support do the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?
- 3.1.4 What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) Senior Primary teachers?

I begin my argument on poor performance in ESL in Namibian schools and in the Standardized Achievement Test (SAT) results. Since 2009, learners in the Senior Primary phase (previously Grades 5-7) in both public and private schools have taken the Standardized Achievement Test (SAT), administered by the Ministry of Education's Directorate of National Examinations and Assessments (DNEA). The test was put on hold in 2018 due to presumed financial reasons. The SAT served various important roles, including evaluating learning outcomes at the sub-national level, examining education quality levels, preparing to transform educational policies, and supporting teachers through training and the provision of relevant materials. The SAT included three (3) subjects in Grade 7 and two (2) in Grade 5, and English was among those subjects. The performance in English has been poor throughout the country. In 2014, for example, Grade 5 NSAT English results were at 44% in English, and in Grade 7, the performance was 49% (MoEAC, 2015). For both Grades, the scores were below 50% nationally, which signifies poor performance in this phase nationally.

Through school visits, education officers observed that some teachers tend to not differentiate their teaching considering the different cultural and linguistic backgrounds of their learners. Although multiculturalism and multilingualism are emphasized in teacher-training education, teachers frequently experience insecurity when it comes to implementing effective practices that cater to all the learners' needs in the classroom (Acquaha et al., 2020). This appears to call for a systematic investigation of the practicing teachers to determine their current classroom trends as well as their needs with regard to CLRP. I plan to use the information I gather from the study to inform an in-service training model for these teachers. I wish to argue that differentiating one's teaching of ESL learners allows for the teacher to change or alter instruction, learning resources, course material, group projects, and evaluation procedures to better match the requirements of varied learners. In a differentiated classroom, teachers acknowledge that every learner is unique and needs to incorporate various teaching strategies to reach the lesson objectives. In light of the above-mentioned issue, teachers have a variety of ways in which they may incorporate CLRP in their classrooms; hence, my RQ 3.1.1 is meant to address that. Teachers may also encounter challenges that may hinder their incorporation of CLRP in their classrooms, which is further debriefed in my RQs: 3.1.2, 3.1.3, and 3.1.4.

RQ3.1.2 sought to establish the theoretical as well as practical challenges that teachers encounter in implementing CLRP in their classrooms. This is a direct query looking for opinions from the teachers based on their reflective understanding of CLRP and how they incorporate it in their day-to-day teaching of ESL. This was crucial since the study needed to

gather well-informed perspectives on the challenges the key participants faced when implementing CLRP. This information confirmed the statement above that teachers struggled to differentiate their teaching to suit the different cultural and linguistic needs of their learners.

RQ 3.1.3 is meant to serve as a follow-up on RQ 3.1.1 and attempts to examine the needs of the teachers regarding the type of in-service training they require to eliminate the challenges that they encounter when implementing the CLRP. This question was crucial as it would ascertain the teacher's in-service training needs that hinder the successful implementation of the CLRP in their classrooms. It is from these needs that a framework could be adopted to ensure culturally and linguistically responsive in-service training for these English as a Second Language (ESL) Senior Primary teachers, as alluded to in my RQ 3.1.4.

3.2. Research site

The region in which the school of focus is located is the largest region in Namibia in terms of its geographical size. The region shares common international borders with South Africa along the northern banks of the Orange River. To the north, it borders the Hardap region, and the western border is formed by the Atlantic Ocean. The mining communities of Oranjemund and Rosh Pinah, which include both private urban developments and Ludertz fishing activity, serve as significant regional economic hubs. According to the Central Bureau of Statistics (2011), the ||Kharas Region is home to 76,000 people, with a population density of 0.5 people per square kilometer. The commonly spoken languages in the region are Afrikaans, Damara, and Khoekhoegowab. However, Otjiherero and Oshiwambo languages are also commonly spoken. This information is crucial to my study because, although the population is low, the region is culturally and linguistically diverse. The region has seven (7) established constituencies, namely: Berseba, Nami-Nus, Karasburg East, Karasburg West, Oranjemund, Keetmanshoop Urban, and Keetmanshoop Rural. The primary urban center (capital) of the area is the town of Keetmanshoop, which is the town in which the school where I study is located.

||Kharas region is divided into three education circuits: Namib Circuit (from Keetmanshoop to the Namib Desert)!! Gariiep Circuit (from Keetmanshoop to the Orange River) and Kalahari Circuit (from Keetmanshoop to the Kalahari Desert). The Directorate of Education is in charge of providing, maintaining, and guaranteeing the equality of education for the following grade levels: Junior Primary, Senior Primary, and Senior Secondary, as well as adult education and lifelong learning activities, including the provision of public and community libraries. My study focuses on Senior Primary education, which attempts to ensure that children develop to

the fullest extent possible in terms of their social, cognitive, cultural, emotional, and physical skills.

The participating primary school is a government school located in the main town of Keetmanshoop. It consists of two (2) phases: Junior Primary and Senior Primary. The school consists of pre-primary to Grade seven (7) classes. The primary school in question has adopted the pseudonym PS in accordance with the aforesaid confidentiality norm. This primary school is of special interest because it is located on the outskirts of the town and therefore attracts learners from middle- to low-income houses. These children are from extremely different cultural as well as linguistic backgrounds. I am thus inclined to believe that this population will offer me interesting insights for my case study on CLRP. Throughout the Junior Primary phase, these learners were either taught in English or Afrikaans as the medium of instruction, regardless of what their mother tongue is. This is despite the fact that the language policy for Namibian schools stipulates that children are to learn in their mother tongue and transition to English as a medium of instruction in Grades 4 and upward.

3.3. Research participants

Coleman (2005) defines a participant as a person who participates in human subject research by being the subject of researchers' observations, also known as a human subject, an experiment, trial, or study participant, or subject. In this sub-section, I will discuss each participant's profile. The main aim of my study is to examine how teachers currently incorporate CLRP into their teaching. The focus was on English as a second language for grade 4–7 teachers at the school. Since this is a case study of a specific school, I chose to work with all the English teachers who are currently teaching English in the Senior Primary phase. There are four (4) ESL teachers in the Senior Primary phase at the school, and they all agreed to participate in the study. All teachers are second language speakers of the English language, having either Afrikaans, KKG, Otjiherero, or Oshiwambo as their first language. In addition to the four teachers, I also interviewed the officials who offer in-service support to these teachers. These are the HOD at the school as well as the English subject advisor in the region. The inclusion of the two officials is meant to give their perspective on teacher support and in-service training. Therefore, my case study had a total of six participants.

There were four (4) teachers in total, including the HOD and one (1) official. The teachers all taught in the Senior Primary phase (Grade 4–7), whereby each teacher was responsible for a specific Grade. All teachers had a teaching qualification; two (2) of the teachers hold a Bachelor Degree of Education, while three (3) participants hold a Basic Education Teacher Diploma (BETD). Their years of teaching experience ranged from 4 to 20 years (see Table 4.2) for bibliographical information of the participants.

3.4. Theoretical orientations justifying my choice of methodology

Contrary to quantitative research, qualitative research focuses on the motivations underlying distinct elements of behavior. Rather than focusing on the what, where, and when of quantitative research, a qualitative study explores the why and how of decision-making. To get to the ‘why’ and ‘how’ of decision-making, the researcher needs to select the best-suited theoretical orientation(s) for the study at hand. A theoretical orientation, also known as a theoretical framework, is the set of concepts and presuppositions that a researcher uses as their starting point while writing a thesis. Theoretical orientation gives the researcher a place to start when organizing their thoughts for study and writing. Bogdan and Biklan (1982) define theoretical orientations as the underlying assumptions, concepts, and propositions that form the framework for a scientific investigation. It is also possible to think of theoretical orientations as a loose collection of logically connected assumptions, concepts, and propositions that guide thinking and research. Lincoln and Guba (1994) share the same view that research orientations are groups of presumptions or principal reference points that determine the study’s focus, how it will be conceptualized, how it will be questioned, and how it will be interpreted, as well as what judgments are made. For this Chapter, especially, my theoretical orientations guided how data was collected, interpreted, and the conclusions that were drawn. Given the above definitions, theoretical orientations are the fundamental philosophical stance of the researcher’s perspective on the human world and social activity therein.

Theoretical perspectives, or paradigms, therefore, play a crucial part in the research process, while paradigms act as lenses through which the researcher’s fundamental beliefs are guided and provide justification for the choice of methodology made during the research process (Babbie, 2007). They can be distinguished from one another because of their respective functions and underlying presumptions. Neuman (2006) outlines three distinct approaches to social science (positivist, interpretive, and critical), while Merriam (2009) and Glesne (2011) support four philosophical viewpoints by adding the post-structural and postmodern approaches to Newman’s list. While identifying four paradigms as well, Rallis and Rossman

(2007) point out that there are primarily two forms of research: analytical or post-positivist, which is tied to qualitative research, and positivist, which is associated with quantitative research.

A paradigm is therefore a set of widely held and socially acceptable beliefs, techniques for solving scientific puzzles (scientific methods), and developed, accepted ideas that guide how to conduct scientific inquiry. There are various ontologies incorporated into the research paradigm. Different ontologies, epistemologies, and methodologies are incorporated into the research paradigms. Ontology is the fundamental area of philosophy that centers on the existence of a problem. Ontology, according to Benton and Craib (2010) is the theory that describes the different types of things that exist in the world. In the same vein, Denzin and Lincoln's (1998) ontology assumptions comprise ways of building reality, including how things actually are, how they function, what defines reality, and how we can comprehend existence. Benton and Craib (2010) further assert that there are four main traditions in answering the question of what ontology is: materialism, idealism, dualism, and agnosticism. According to materialists, the world is totally composed of matter, and the various characteristics of material objects and living things, including people, societies, and other beings, may be classified according to how complicated their structural makeup is. Idealists contend that all things, including ourselves, are products of our own internal thinking processes and that the ultimate reality is mental or spiritual in character. With the assumption that there are two interpenetrating realities, dualism acknowledges the divide between the soul and body. Therefore, it seems that humans are a combination of a material body and a spiritual intellect or soul. Last but not least, the agnostic tradition holds that it is difficult to determine the nature of the world without using one's own subjective perceptions (dualism).

Viewed in light of the descriptions above, the essence of the discussion centers on the question of the actuality of being. Thus, ontology is concerned with what may be known about what genuinely exists in the world. Researchers' confidence in the nature and existence of the items they are studying can be better understood with the aid of ontology. What "truth claims," for instance, can a researcher make about reality? In the case of my study, after going through the whole research process, what truthful claims could I make regarding CLRP in my school of focus?

Epistemology, on the other hand, is the branch of philosophy that addresses cognition and knowing. The basic questions in epistemology concern the origins of human cognition, the function of experience in the production of knowledge, the involvement of reason in this process, the relationship between knowledge and certainty, as well as other specific issues centered on the nature of truth, the nature of experience, and the nature of meaning. According to Burke and Morgan (1985) the main point of the debate at the level of epistemological premises is a specific disagreement about how to explain and predict events in the social world by looking for patterns, laws, and long-lasting connections between its objects or variables. Hua (2016) defines epistemology as the researchers' perspectives on the nature of knowledge and discoveries as well as their interaction with their field of study's body of research. Thus, all aspects of how we educate are inextricably tied to how we conceptualize "knowledge" and what it is "to know." After epistemological assumptions, methodological considerations (how we know that reality) come into play, which in turn affect the types of tools that are used (Cohen et al. 2011).

My study is framed within the CLRP and aimed at improving instructional gaps. The study is thus intricate and broad in scope. Although it was a case of one school, language teaching in nature is very complex because it calls for the development of communication skills and an understanding of another culture in addition to learning grammar rules and expanding one's vocabulary. Additionally, the components of the emotive domain are regarded as being as significant as the components of the cognitive domain (Brown, 1994). The emotional domain encompasses a variety of student emotions and feelings, including worry, self-doubt, anxiousness, and competitiveness. When teaching English as a Second Language, teachers ought to take into account a variety of factors, such as the linguistic and cultural background, attitude, behavior, and learning style of their learners. It was therefore imperative to change instructional methods for there to be cultural responsiveness. The teachers had gone through different teacher training programs, and in general, teachers held different philosophies on ESL teaching and learning. Furthermore, teachers are guided by different policies and ministerial documents, such as language policies and the curriculum. On the other hand, the learners were from different cultural and linguistic backgrounds. It is the teachers' duty to move the learners where they are in terms of culture and language and get them to where they need to be academically. Apart from engaging teachers in conversation in the form of focus group discussions, I also observed the teachers interacting with the learners to examine how CLRP is incorporated in the classrooms. Lastly, I also established theory and practice gaps by analyzing

documents that teachers use in planning their instruction in order to investigate how teachers incorporate CLRT in their classrooms.

Due to the complexity and naturalistic nature of my study, the factors that need to be taken into account needed to be designed to be intricately intertwined, necessitating careful assessment. In keeping with the research in social science domains, approaches had to be multidimensional, context-based, and naturalistic. I chose a qualitative intrinsic case study design that was based on constructivism and interpretive/constructivist principles due to the complex system of perceptions and viewpoints in the naturalistic setting. This design allowed me to gather information in real-time. As my participants were not removed from their natural environment, it helped to foster trust (Bailey and Nunan, 1996). It further allowed for the collection of qualitative information on complex issues and allowed for a variety of techniques to be employed.

3.4.1. Constructivism

I wish to argue that constructivism and interpretivism are closely related because they share the same ontology. However, although closely related, they are not the same and cannot be used interchangeably. That is why I chose to adopt both for my study, and in this section and the next one, I wish to provide a justification for my choice, beginning with constructivism. Constructivism in the ontological layer accepts relativism, or the existence of numerous locally built and reconstructed realities and shares the subjectivist perspective on reality (Jemielniak & Ciesielska, 2018). Constructivism presupposes the existence of numerous social worlds, operating mostly within people's minds and not as readily accessible, objectively accepted exterior structures. However, other academics stress that constructivism comes in a variety of forms, some of which also fit into the realism camp. In light of this assessment, Jemielniak and Ciesielska (2018) further assert that it is reasonable to suppose that some reconstructions are of a collaborative character and take the form of an agreement or consensus, through which something becomes something because of common definitions and approaches to comprehending the relevant reality. Constructivists embrace subjectivity on the level of epistemological presumptions. Constructivism is a philosophy that came about as a result of opposition to conventional Western notions of knowledge. As a result, it stands in stark opposition to positivism and its attendant objectivist epistemology (Phillips, 1995).

Constructivism is not a description of how to teach; it is a theory about how people learn. No predetermined instructional strategy or cookbook teaching style can be deduced from the theory and put out as a constructivist teaching strategy. This view therefore asserts that constructivism is a theory of knowledge and learning rather than a theory of instruction. Such a view of constructivism effectively affirms its place as an epistemology (Phillips, 1995). Constructivism, as an epistemology, essentially implies the rejection of behaviorist and classical transmission-oriented conceptions of learning. Instead, the production of knowledge by each individual student is the focus. Beyond this, however, constructivism emphasizes not just that learning is created but also that the learning process is one that is personal and individual, active, and collaborative in character. Therefore, it also emphasizes that all learning is contextual. Constructivism, then, offers a fundamentally different perspective on the nature of learning, one that is based on a rejection of what von Phillips (1995) has referred to as the dominance of mindless behaviorism. As Fosnot (1996) points out, this perspective incorporates several universal learning principles, such as:

- Learning is progress rather than the other way around. It necessitates the learner's creativity and self-management.
- Learning is facilitated by discord. It's important to recognize that "errors" are the product of learners' concepts and not to downplay or avoid them. In particular, contradictions need to be clarified, investigated, and discussed.
- Learning is fueled by reflective abstraction. Humans attempt to represent their experiences in a way that organizes and generalizes them as meaning-makers.
- Discussion among a community inspires new ideas. The classroom must be viewed as an active, reflective, and dialogical community of discourse.
- Structure development occurs as learning progresses. Progressive structural shifts in perspective or, to use the term colloquially, "big ideas" are built as learners strive to make sense. These great ideas are core structuring concepts created by the learner and capable of being applied to a variety of situations. They frequently call for the revision or dismantling of preconceived notions. As a child develops, this process continues.

Given the above cited arguments, it is therefore crucial to emphasize that constructivist epistemology involves rejecting some of the key tenets that have been shared by Western epistemology rather than merely being an alternative to other epistemological schools.

Reagan (1999) highlights two types of constructivism. The work of Phillips (1995) has attempted to argue for radical constructivism, which is fundamentally an epistemological construct. Radical constructivism is essentially a cognitive view of learning where students actively construct their ways of knowing as they strive to be effective by restoring coherence to the worlds of their personal experience. Radical constructivism has philosophical roots in Piaget's genetic epistemology (Piaget, 1976; Sinclair, Berthoud, Gerard & Venesiano, 1985). The foundation of radical constructivism is the conviction that a person's knowledge can never be an accurate reflection of reality but is instead a reconstruction of the world that they perceive. In other words, knowledge is not something that the learner passively receives; on the contrary, it is the end product of the learner's active mental effort. Hence, from a radical constructivist viewpoint, knowledge cannot simply be transferred from instructor to student, and any pedagogical strategy that assumes this can be done must be disregarded. While acknowledging that each person creates their own knowledge, social constructivism contends that because knowledge building must always take place in a socio-cultural context, knowledge is in fact socially produced. Perhaps the most logical way to describe the shared, common elements of radical and social constructivism is to speak of learning as a socially mitigated but personally constructed undertaking. This formulation, at the very least, eliminates the strong division between radical and social constructivism and paves the way for a discussion of the implications of constructivist epistemology generally for teaching practice.

Reagan (1999) argues that although it is certainly crucial to remember that constructivism is not, and could not be, a pedagogical theory or technique per se, it is nevertheless true that specific traits of the constructivist-based classroom can be identified. According to Brooks and Brooks (1993) constructivist classrooms exhibit the following eight characteristics:

- Use manipulative, interactive, and tangible elements combined with raw data and primary sources.
- Use cognitive language when defining activities, such as categorize, evaluate, estimate, generate, and so forth.
- Let students' thoughts guide your lessons. Depending on the results of the students, change the teaching method or the topic.
- Before presenting your own grasp of a concept, find out how well the learners understand it.
- Encourage the learners to ask each other question through open-ended questions.
- Encourage learners to expand on their initial comments.
- Involve learners in activities that may lead to observations that contradict their initial assumptions, and then promote debate.
- Give learners enough time to develop relationships and analogies.

When all of these traits are combined, the emphasis is on what is better referred to as guided discovery or, more precisely, structured induction into and as the learning process. I have discussed the learner centered approach earlier and it goes hand-in hand with what constructivism advocates for. I therefore chose constructivism as one of my epistemologies because my study aimed at analyzing how learners construct their own knowledge by using their cultural and linguistic backgrounds. In keeping with the constructivist tradition, in addition to emphasizing that learning is constructed, constructivism also highlights how individual, collaborative, and active the learning process is. By and large, it is then beyond any contestation that education is a socially moderated yet and individually developed process. In addition, I deemed constructivism as befitting to my study because it allows for the use of learners' previous knowledge and experiences as a foundation to learn new thing. As a result, the learners' diverse experiences shape how they learn. Since my study focuses on teachers, it assesses how teachers employ CLRP. With the prevalence of constructivist theory teachers can help the learners understand their previous knowledge.

3.4.2. Interpretivism

Interpretivism, according to Bevir and Kedar (2008), is the study of a phenomenon's social setting as well as the ways in which that setting both impacts and is affected by the phenomenon. According to Klein & Meyers (1999), the fundamental premise of interpretive research is that knowledge is acquired through social constructions like language, awareness, and shared meanings, or at least is filtered through them. Similarly, while humans produce deeper meanings than physical phenomena, interpretivism is more interested in in-depth variables and context-related aspects. It makes the presumption that humans cannot be studied in the same way as physical phenomena (Alharahsheh & Pius, 2020). Interpretivism takes into account the various factors, cultures, historical contexts, and times that have contributed to the emergence of various social realities. It seeks to integrate depth into the insights gained. Hence, interpretivism is a philosophical theory and a net that includes the researchers' perception of reality as well as their methods for observing and interpreting it. According to interpretivism, reality is a result of subjective experience. In other words, reality is a product of subjective experience, and the only way to understand the social world is from the perspective of the people involved in the ongoing action under study.

In line with the above discussions, I decided to employ the interpretivist theory in my study because of the various benefits it can offer. It opposes the positivist and post-positivist theories, which claim that knowledge is based on quantitative observations of an external, stable reality without any human bias influencing the research findings. Rather, it recognizes the importance of all human conduct and how it must be viewed and understood in the context of broader societal conventions. According to Alharahsheh and Pius (2020) relativist ontology and subjective epistemology are the two major beliefs of the interpretivist approach. In relativist ontology, reality is viewed through intersubjectivity by taking into account meanings as well as understandings of social and experiential factors (Saunders et al., 2012). Subjective epistemology presupposes that humans cannot be separated from their knowledge, as it establishes a noticeable connection between the research and its subject (Saunders et al., 2012). As I have explained, interpretivism is sensitive to individual meanings and contributions. Yet, interpretive research may be criticized since it challenges knowledge that has been created as the basis for universal law and questions its validity. It also uses different standards than the positivist paradigm and rejects knowledge developed as a foundational principle. Additionally, interpretivism as a paradigm makes the assumption that reality is subjective and that it might

vary when taking into account different people. As a result, one can conclude that research participants would not offer general conclusions (Scotland, 2012; Collins, 2010).

The above cited arguments especially, make interpretivism befitting to my case study because I have chosen to study a small population whose experiences and conclusions cannot be generalized to other schools in the region but will offer an in-depth analysis of the practices at that specific school. As Saunders et al. (2012) asserts, through the adoption of the interpretivist paradigm, data is primarily dependent on a particular context, viewpoint, and values, as the data collected and processed would be less likely to be generalizable. But as argued by Myers (2008); Saunders et al. (2012), adopting the interpretivism paradigm can offer in-depth understanding of some contexts, such as cross-cultural studies and factors influencing certain development, through the collection and interpretation of qualitative data, leading to deep insight and conclusions that may differ from others. Because the interpretivism paradigm is founded on individual contributions and takes various elements into account, it would result in the development of highly valid data (Myers, 2008).

In light of the above-mentioned points, I decided to choose both constructivism and interpretivism as research paradigms that informed my study because, although closely related, they share the same ontology and both advocate for the idea that reality is construed at an individual level and is influenced by experience, thereby reckoning with the existence of multiple realities. These paradigms cannot be used interchangeably because, although constructivist and interpretivist paradigms both acknowledge that there are several realities, they approach these realities from different perspectives. While constructivists are concerned with how people's realities are created, interpretivists are interested in how people experience these realities. Furthermore, according to constructivist scholars, reality is socially produced. In other words, they are interested in how interactions with others shape how people perceive their own reality. Constructivists believe that humans are constantly and actively creating their own subjective reality as a result of their interactions with the world around them. Hence, constructivist scholars investigate the languages, narratives, power relationships, and other aspects of a certain environment to comprehend how people's experiences are produced. In contrast to this, interpretivism is more concerned with how particular individuals feel, see, and experience reality. They contend that each person's unique interpretation of reality influences how they perceive their social environment.

My study is meant to analyze the CLRP in which teachers work with individual learners from different backgrounds, with their own experiences and their own construed reality (interpretivism). These learners are introduced to a new environment (the classroom) where they interact with each other and the teacher, and their behavior goes through ongoing changes, modifications, and transformations that take place concurrently to provide a nuanced picture of how new facts and truths are formed (constructivism). This, I believe, creates a unique interplay between interpretivism and constructivism, therefore making both paradigms crucial to my case study.

3.5. Research design

A research design is a flexible collection of rules that links theoretical perspectives to methodologies and to techniques for gathering empirical data. A study design places researchers in the empirical setting and links them to particular locations, individuals, organizations, institutions, and collections of pertinent interpretive material, such as papers and archives (Denzin and Lincoln, 2011). It therefore details the investigator's approach to the two crucial problems of representation and legitimacy. This definition goes hand in hand with Kumars' (2011) definition which states that a research design is an investigational plan, structure, and strategy created to find solutions to a research issue or problem. In the same vein, Leavy (2017) compares research design to a blue-print of a building. Research design is the procedure of creating a framework or blueprint for your research undertaking. Social researchers work with five main structures, as opposed to architects who can work with numerous generic structures, such as single-family homes, multifamily dwellings, nonresidential buildings, and the like, these methods are referred to as research design approaches in social science (Leavy, 2017). Leavy (2017) identified five (5) major approaches to research design which are; quantitative, qualitative, mixed methods, arts-based methods, and community-based participatory methods. These strategies could overlap with one another.

Quantitative research entails deductive approaches to the research process with the goal of substantiating, refuting, or supporting accepted hypotheses. In order to identify patterns, correlations, or causal linkages, this form of research tests the relationships between variables and measures the variables themselves. Qualitative research on the other hand is distinguished by the inductive methods for generating meaning (Leavy, 2014). Researchers employ this method to study, rigorously investigate, and learn about social phenomena, to dissect the meanings that individuals attribute to particular behaviors, situations, events, or artifacts, or to get a thorough understanding of a particular aspect of social life (Leavy, 2014). In general,

qualitative research is suitable when your main goal is to investigate, describe, or explain. Mixed methods entail mixing quantitative and qualitative data collection, analysis, and integration into a single project. According to Hesse-Biber (2010) and Hesse-Biber & Leavy (2011), the phases of a research project are interwoven or synergistic. The quantitative phase may influence the qualitative phase or vice versa.

Notwithstanding the above cited theoretical points, arts-based research entails incorporating the principles of the creative arts into a social research endeavor. Theory and practice are interwoven in order to approach social research questions holistically and actively. Literature, music, dance, performance, visual art, film, and other artistic mediums are all incorporated into arts-based practices (ABR) (Leavy, 2017). ABR is a generative approach whose researchers value aesthetic comprehension, evocation, and provocation and place the inquiry process at the center of their work. Lastly, in community-based participatory research (CBPR), scholars and nonacademic stakeholders collaborate in joint projects. In CBPR, researchers try to actively involve the communities they want to help at every step of the research process, from identifying a problem to sharing study findings. Each general approach: quantitative, qualitative, mixed methods, arts-based, and community-based participatory is an umbrella phrase that encompasses a variety of research methodologies. Each of these approaches has an own philosophical foundation and employs a unique set of research techniques. These attitudes and practices make up the components of research.

Denzin and Lincoln (2011) crafted and posed five fundamental questions within which the topic of design is organized:

1. How will the design fit into the adopted paradigm or perspective? Specifically, how will the in-question paradigm influence and interact with actual data?
2. How will the researcher be able to address the issues with praxis and change using these materials?
3. What or who will be investigated?
4. What methods of investigation will be employed?
5. What procedures or research instruments will be utilized to gather and evaluate the empirical data?

By carefully reading the definitions, the different designs and the questions above, one will notice that a study design often contains the methods that will be used to gather data, the tools that will be utilized, how they will be used, and the expected methods for interpreting the data that is acquired. The definitions highlight the crucial functions that a research design fulfills. As stated by Kumar (2011), the research design's primary purposes are to identify or construct the procedures and logistical arrangements needed to carry out a study and to emphasize the significance of quality in these procedures to assure their validity, objectivity, and accuracy. Since my research is meant to examine a social phenomenon by studying the meanings that people assign to certain actions, circumstances, occurrences, or artifacts, and the fact that its conclusions cannot be generalized, I believed my research would resonate with a qualitative case study design. I will now discuss the qualitative research approach in detail.

3.5.1. Qualitative research approach

In the 1970s, qualitative research techniques started to gain popularity. Before that time, the term qualitative research as a branch of anthropology or sociology was neglected. In its place, phrases like ethnography, fieldwork, participant observation, and sociology were employed. According to Creswell (2009) qualitative approach is therefore a counterpoint to positivism. Positivism is the idea that there is an objective reality that can be discovered via the application of science by using deductive procedures. The theoretical foundation of qualitative research is subjectivism, relativism, constructivism, and other ideas that acknowledge that one's own culture and perspective influence reality. That is why, to understand reality, qualitative research employs inductive methods. Creswell (2009) refers to qualitative research as one that makes it possible to investigate and comprehend the meaning that individuals or groups assign to a social or human situation. In concurring with this view, Leavy (2017) refers to qualitative research as one that places a premium on the depth of meaning as well as the subjective experiences and meaning-making processes of the participants.

The qualitative approach enables us to get a deeper grasp of a subject by exploring the meanings that individuals attribute to their activities, situations, circumstances, people, and objects (Leavy, 2017). According to Creswell (2009) the qualitative research process includes the following:

- Developing questions and techniques
- Data collection often taking place in the participant's environment,
- Inductive data analysis building from specifics to general themes
- The researcher's evaluation of the significance of the findings

Since the fundamental organizing and reporting framework for qualitative research relies on data categorization into patterns, smaller but more focused samples are needed instead of large random samples. Instead of gathering data to evaluate predetermined models, hypotheses, or theories, qualitative researchers construct concepts, insights, and understandings from patterns in the data. This is consistent with what Patton (2002) asserts, that we do research using a variety of different types, purposes, and calibers of in-depth, open-ended methods, such as interviews, direct observation, and written documents. Such data can typically be retrieved by insider researchers. When a researcher has a wide range of background information about the topic of study, it can lead to a better understanding (McNiff et al., 2003).

In light of the above-mentioned issues, I used a qualitative approach to analyze how English teachers implement CLRP in their classrooms to improve practice. This was done by engaging the teachers in their natural classroom setting through open-ended questions to allow them to express their opinions as well as allowing them to express themselves freely on issues pertaining to CLRP and investigating the meanings that the teachers give to their actions and choices they make in their classrooms. I have been an education officer who offered in-service training to English as a second language teacher, and this gives me the 'insider researcher' status. This gave me the ability to comprehend the subject better, besides arming me with broad knowledge on issues related to CLRP.

The learners who are taught by the teachers under study are from different cultural backgrounds. According to Creswell (2017) we are all born into a world of meaning that is placed upon us by our culture. Humans interact with their reality and attempt to make sense of it based on their historical and social viewpoints. Thus, by visiting this context and acquiring information firsthand, qualitative researchers aim to comprehend the context or setting of the participants. Part of my study is meant to observe how the teachers interact with these learners from different backgrounds. Getting first-hand information on how they interact helped me understand the situation or surroundings in which the participants are placed or located. This interpretation was shaped by my own background and experience as well. In light of the issues

I have discussed so far, I felt confident that the qualitative method was appropriate for my study. In the next sub-section, I wish to discuss the case-study design.

3.5.2. The case study design

Case study research has become popular over the years, especially in the social science field. There are various definitions of what a case study is. I will begin with the basics by first defining what a case is. According to Kothari (2014), a case is a social unit having deviant behavior, which might be an event, crisis, procedure, activity, or program of a social unit. The unit could be a single individual, a family, an institution, a community, a cultural group, or even the entire community. In light of this, (Devi, 2020) defines a case study as a thorough assessment of the specific unit being investigated. It tries to compile a deep and in-depth account of a social phenomenon or social event that occurred within a social unit. When conducting a case study, information can be gathered from a variety of sources utilizing any qualitative method, such as interviews or observation, and it can also contain documents and artifacts. In concurring with this view, Yin (2018) describes a case study as an empirical approach that delves deeply into a current occurrence and considers it in the context of the real world, particularly when the distinctions between the phenomenon and the setting may not be immediately obvious. Expressed in another way, one would want to do a case study because they want to comprehend a real-world situation, and they anticipate that such an understanding will probably contain significant contextual circumstances relevant to their case (Yin, 2018).

In the same vein, Wholey (1994) defines a case study as a technique for fully comprehending a procedure, program, event, or activity to offer a more inclusive picture of the problem under investigation and its larger context. A case study is a choice of what will be investigated, not a choice of methodology. We decide to investigate the case using whichever techniques. We could investigate it analytically or holistically, totally hermeneutically or through repeated measures, naturally or culturally, or through a combination of these approaches (Stake, 2005). What is clear from the explanations above is that case studies have the potential to offer an in-depth examination of a particular subject or phenomenon and are frequently employed in social science fields.

Various researchers classify case studies into different categories. Yin (2003) explains the three general categories of case studies: exploratory, descriptive, and explanatory. The exploratory case study is used to investigate circumstances where the intervention being assessed has no obvious, singular set of results. An exploratory case study aims to define the research topics and hypotheses for the upcoming investigation. While the descriptive case study provides a

deeper account of an event within its context, as a result, the research report will be extremely descriptive, nuanced, and detailed, with an emphasis on the context-specific features of the specific example under consideration (Wholey, 1994). The explanatory case study, on the other hand, is utilized when one is attempting to provide an explanation for the presumptive causal relationships in real-world interventions that are too complex for the survey or experimental methodologies (Yin, 2003). Thus, explanatory case studies emphasize establishing cause-and-effect connections by identifying which factors led to which effects. Thus, the study looks at specific outcomes brought about by a particular set of variables.

Similar to what has been mentioned above, Stake (2005) also categorizes case studies into three categories and terms them: intrinsic, instrumental, and collective case studies. He explains the intrinsic case study as one that is started and finished because the researcher desires a deeper understanding of this specific case. In this instance, it is not done primarily because the case reflects other cases or because it exemplifies a specific characteristic or issue, but rather because the case itself is interesting in all of its particularity and commonality (Stake, 2005). The study is conducted because it is intrinsically interesting to do so, and outside of the specific situation, there is no attempt to generalize or even construct theories. Stake (2005) further describes the instrumental case study as explored primarily to shed light on a problem or make a generalization. The case is of secondary importance; it serves as background information and aids in comprehending something else. The case is nevertheless examined in depth, its settings are examined, and its activities are described, but only because doing so aids the researcher in pursuing the external interest. Lastly, a researcher may examine several cases collectively in order to analyze a phenomenon, demographic, or general situation with even less intrinsic interest in one specific case. This is what Stake (2005) terms a collective case study. Many cases are included in this useful study. It is not always possible to predict which specific examples in a collection will exhibit a particular trait.

The main aim of my study is to improve practice by examining how the CLRP is implemented in the language classroom by the Grade 4–7 teachers at the selected school. Since my study looked at a specific social unit (the Grade 4–7 English as a second language teachers) and focused on a specific phenomenon (CLRP), this qualified my study as a case study. According to Stake (1995) academics who genuinely care about an issue should employ the intrinsic case study when trying to better comprehend it. Through extensive reading, I have come to learn that there are numerous distinct kinds of case studies, as well as numerous kinds of case study subjects. Each case study is unique, depending on the hypothesis or thesis it is trying to prove.

It is also possible for different kinds of case studies to overlap. My study fell specifically under the intrinsic case study because I was particularly interested in the case of the ESL teachers of the senior primary phase at this school and have no intention to generalize the findings of this study.

Devi (2020) asserts that a case study allows for researchers to mix factual and subjective material. Both sets of data are thought to be reliable for analysis. It makes it possible for case studies to fully comprehend the actions and experiences of a single person. For my study, which is predicated on CLRP, both factual and subjective data were considered. The factual data was obtained from document analysis, and the subjective data was obtained from the teachers. Both data provided an in-depth overview of how teachers incorporate CLRP in their classrooms. One of the numerous benefits of case studies is that they realize that facts and values cannot be separated and that comprehension is inherently biased since it is situated in terms of the person and the event. I have collected data using different methods of data collection, such as observations, interviews, content analysis, and focus group discussions. There is support for this action of mine, as Devi (2020) states that data for a case study can be gathered from a variety of sources utilizing any qualitative data gathering technique, such as interviews or observation, and it may also include documents, artifacts, and other sources. This enables depth rather than breadth of understanding of a phenomenon. In this section, I have so far discussed the research design of my study. In the next sub-section, I wish to discuss the population as well as sampling.

3.6. Population and sample

3.6.1. Population

According to Polit and Hungler (1999) the population is the sum or totality of all the things, people, or entities that meet a given set of requirements. It refers to any grouping of specific people or non-human items like things, institutes of higher learning, geographical areas, time units, wheat prices, individual incomes, etc. Kvale (1996) describes a population as a typically sizable group of people or things that serves as the subject of a scientific study. A detailed inspection of the criteria stated above demonstrates that a research population may refer to a group of people or things that are known to share or have a common trait. Creswell (2007) emphasizes that a research strategy ought to include the following information on the population and sample:

- Determine the study's target demographic. In addition, describe the population's size, if any, as well as the methods used to identify each member of the population.
- Determine whether this population is being sampled using a single stage or a multistage technique termed clustering. When it is difficult or impracticable to generate a list of the constituents of the population, cluster sampling is the best option (Babbie, 2007).
- Describe the procedure used to choose people. (I advise choosing a random sample (also known as a systematic or probabilistic sample), in which each member of the population has an equal chance of being chosen.

Before choosing the sample, determine whether the study will stratify the population. With stratification, the sample reflects the genuine proportion of people in the population who have particular traits, such as gender equality, by including both males and females (Fowler, 2002). However, when people are chosen at random from a population, these traits might or might not be represented in the sample in the same amounts as in the population; stratification makes sure they are.

Given the above presented information, the population of my study comprised the Grades 4–7 English as a second language teachers and HODs as well as the English subject advisors in ||Kharas region. English as a second language is taught in all government schools from Grade 4 onward in the region, and English serves as the medium of instruction. The subject is taught with the guidance of ministerial documents such as the Language Policy for Namibian schools, the Grade 4-7 ESL syllabus, from which teachers need to develop their own schemes of work, year plans, and detailed lesson plans.

According to Bartlett et al. (2001) and Creswell (2009) the target population is the portion of the general population that remains after it has been refined, which are the group of people or participants with the particular traits of interest and significance. The region consists of 18 schools with the Senior Primary phase with a total of about 72 Senior Primary ESL teachers. The target population for my study were drawn from the 18 schools with the Senior Primary phase in the ||Kharas region as well as the 72 ESL Senior Primary teachers in the region, the three (3) HODs at the school, and the seven (7) subject advisors at the regional level. Only a small population could be studied. Considering that this case study aimed at getting a deeper understanding of a phenomenon than a wider one, only a sample of the target population could be studied. This leads me to the discussion of sampling.

3.6.2 Sample

Having identified my target population, in this section, I have discussed the sample procedure I selected for my study. Sampling procedure is the process of choosing a subset of the population to represent the complete population (LoBiondo-Wood & Haber 1998; Polit & Hungler 1999). A sample refers to a chosen subset of all the population's components. Lopez and Whitehead (2013) state that the main goal of sampling is to choose acceptable populations or components so that the study's main topic can be well investigated. Effective sample selection is crucial in qualitative research since poor methods can significantly skew the results and conclusions of a project. There are different types of sampling in qualitative research. My study by default employed non-probability sampling because it is a qualitative study, contrary to the probability sampling methods employed in quantitative research (Lopez & Whitehead, 2013). Non-probability sampling is used in qualitative research when a specific community is being studied or when the overall population is unknown or unavailable, alternatively known as judgmental sampling or purposeful selection (Saunders et al., 2012). My study is focused on a specific community, a specific group of teachers who teach in a specific phase at a selected school, and hence subscribes to non-probability sampling.

Non-probability sampling is further divided into four main types: convenience sampling, purposive sampling, snowball sampling, and theoretical sampling. Convenience samples are chosen because they are, to state it briefly, accessible, convenient, and reasonably priced. According to Davies et al. (2008) with purposive sample techniques, the researcher must describe the criteria for inclusion. As a result, criterion-based sampling has also occasionally been used to refer to purposeful sampling. The selection process is based on a set of traits, or traits that make potential respondents intriguing because they might be able to offer helpful information. Participants are chosen in accordance with pre-determined standards pertinent to a specific research subject. Purposive sampling, also known as judgment sampling, aims to produce instances with plenty of information for in-depth research. Snowball sampling takes effect when a researcher begins by interviewing one or a small number of people and then relies on these individuals to connect them with additional individuals who may be friends, relatives, co-workers, or other important contacts (Lopez & Whitehead, 2013). Lastly, studies based on grounded theory frequently employ theoretical sampling. The investigation starts with a homogeneous (small) sample and advances to a heterogeneous (bigger) sample in order to identify the similarities and differences among the chosen examples (Creswell, 2007). Sampling is performed sequentially and concurrently with data analysis.

In light of the above-mentioned issues and insights, I selected purposive sampling to be most befitting for my qualitative case study. My study focused on the how, why, and what of the CLRP in order to improve practice. It was aimed at getting an in-depth understanding of how the ESL Senior Primary teachers incorporate CLRP in their English lessons. As Lopez and Whitehead (2013) contend purposive sampling is intended to produce cases with rich information for in-depth analysis, and in this respect, the four (4) ESL teachers at the selected school will be able to provide this information in that they were reliable participants for the study as articulated by Cozby (2009). This case study focuses on one primary school in the Kharas region with a Senior Primary phase. First, the school was selected because it is located in the primary urban center (capital) of the region, which makes it very diverse. Also, the school is in the township area of the town, making it accessible to learners from various economic, linguistic, and cultural backgrounds. Most importantly, it was the only school that offers two languages as a medium of instruction (English and Afrikaans) in pre-primary to Grade 3. Learners who are not from an Afrikaans background are placed in an English-medium classroom, and those whose first language is Afrikaans are placed in an Afrikaans-medium classroom. When these learners go to the Senior Primary phase, they are placed in the same class, where English becomes the medium of instruction and Afrikaans is taught as the first language, making the school situation unique. I chose this school because it is information-rich and it delivers the necessary depth while also meeting the goal of a desired high degree of breadth (Patton, 2002).

My study is a naturalistic inquiry, and therefore the participants were chosen because they were experienced in the field and would provide specific objectives related to resolving the issues raised by my study. This is how the four (4) English teachers including the HOD for languages at the selected school as well as the Senior Education Officer were selected as participants of this study. The sample approaches employed in qualitative research are virtually always purposeful since participation in a qualitative study frequently requires individuals to voluntarily commit to time-consuming, laborious data gathering procedures (Davies et al., 2008).

3.7. Data collection and instruments

Data collection is directly related to sampling and is best seen as a supporting activity for it. As a result, data are directly gathered from the specified and chosen sample population. Data collection is the practice of obtaining and measuring data, information, or any variables of interest in a standardized and established method that enables the collector to respond to or test hypotheses and assess the results of the specific collection. For my qualitative case study, I have employed various data collection methods to collect data, which I believe will allow me to gather in-depth information on my topic. According to Davies et al. (2008) qualitative methodologies frequently gather information primarily through direct interaction with people (typically an interview) or secondarily by the researcher's physical presence near relevant events (typically observation). The word qualitative methods is a broad concept that includes interviews (in groups or one-on-one), participant observation (in person or online), and document analysis (on paper or electronic). I have employed the three above-mentioned procedures in my qualitative study, in addition to document analysis and focus group discussions. Data collection is defined as the process of carefully acquiring the desired information with the least amount of distortion possible so that the analysis can produce conclusions that are reliable and make sense (Sapsford & Jupp, 2006). No matter what the topic of study is, the core of each research strategy is the collection of data. In keeping with this notion, I have so far discussed the data collection instruments as well as the reason for my choice in this section.

3.7.1 Semi-structured interviews

An interview is designed to capture and analyze people's thoughts, feelings, and ideas about pertinent issues. The replies must provide more meaningful or involving information. Compared to quantitative methods like surveys and questionnaires, this provides a better understanding of social issues. Structured interviews and unstructured interviews are the two main methods for interviewing research participants (Fontana & Frey, 1998). Structured interviews consist of a detailed list of every question the researcher will ask. The list of questions is often closely adhered to from one interview to the next, with the researcher posing the questions in the same order and with the exact wording specified in the schedule. The schedule of questions to be asked of participants during their discussions with the researcher constitutes the key component of structured interviews. Unstructured interviews, on the other hand, also referred to as unstandardized interviews (Kvale, 2007; Brinkmann and Kvale, 2014) do not adhere to a rigid list of questions or schedule. Instead, the researcher uses a subject guide that gives them a list of all the crucial issues they should discuss with participants. Instead of

presenting the particular questions used in structured interviews, the guide often provides brief explanations of the subjects. By ticking off subjects as they are discussed in dialogue with participants, researchers are allowed to go through the subject guide as they see fit.

For my study, I employed structured interviews instead of unstructured ones. This is because structured interviews allowed me to administer the questions to participants in a fairly consistent manner because of the standardized style. This ensured that the data obtained from the interviews was well organized and prepared for analysis (Huberman & Miles 1998). The questions used were also open-ended. Open-ended questions were used to delve deeply into a subject, comprehend a process, and pinpoint plausible reasons for connections that have been discovered, as open-ended questions can be used alone or in conjunction with other questioning approaches to generate lists, brief responses, or in-depth narratives (Weller et al., 2018). Responses to open-ended inquiries were articulated vocally in the respondent's own words. The pre-established response categories did not lead respondents in any specific way. As a qualitative case study, my study needed to conduct semi-structured interviews to gather information from the HOD and the English subject advisor. I conducted the semi-structured interviews individually in two separate sessions with the HOD at the school, the head of department, and the English subject advisor at the regional office.

Gwaru (2017) in her thesis on enhancing English as a Second Language pre-service teachers' professional development techniques, emphasized very important attributes of semi-structured interviews, which I find very useful for my study:

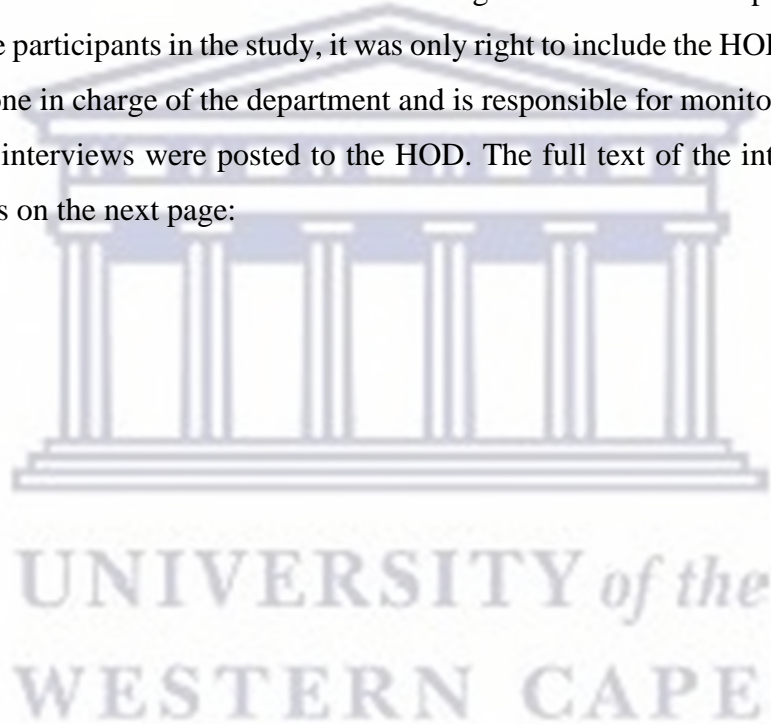
- Through a variety of probes and other procedures, semi-structured interviews offer a chance to address complicated experiences and delve into each participant's unique viewpoint in order to gain a thorough knowledge of the personal context in which the study phenomenon is situated.
- Its adaptability enables researchers to comprehend the interviewee's perspective more fully (Dane, 2010; Daymon and Holloway, 2002).
- They give the interviewer the ability to change, rephrase, and add questions in accordance with the type of interviewee responses, allowing for more clarifying, probing, and cross-checking questions (Best & Kahn, 2003).
- They give the chance to probe further into some areas of inquiry, such opinions, and it allows for more in-depth responses.

- These were utilized to strike a balance between structure and openness, giving interviewees the chance to provide in-depth comments regarding their unique experiences.
- They are made up of a number of fundamental inquiries that aid in defining the research areas and give the interviewer or participants the freedom to veer off topic in order to delve deeper into an idea or response (Gill et al., 2008).
- Participants are allowed to speak honestly and openly and explain terminology from their perspective. This allows the researcher to follow up on the questions by digging further (Daymon and Holloway, 2002).

I conducted the interviews face-to-face which enabled me to clarify complex questions for the participants. According to Dane (2010) since respondents did not need to provide a written response, there is greater room for open questions. In light of this, the interviewer can read nonverbal cues that show what is important to the interviewees and how they are responding to various queries and therefore be able to guide the participant better. I ensured that the interviews were convenient for the participants by considering the place and time. I ensured I did not take the participants out of their environment. The HODs were interviewed in their office at the school. The English subject advisor was also interviewed in his or her office at the regional office. They were both interviewed at the time that was most convenient for them. The interviews did not go beyond forty-five (45) minutes. This was in keeping with what Dane (2010) recommend, which asserts that the context and setting of the interview are at the interviewer's discretion and that the interview should be conducted in an environment that is suitable for the participant to ensure candid responses. For instance, the interviewer can ensure that the questions are posed and, consequently, the answers are given in the proper sequence. The participants' responses were recorded using a voice recorder. I, however, had a notebook in case the participant was uncomfortable being recorded, even if they had given consent earlier. In the next section, I wish to discuss the type of data elicited from the participants.

3.7.1.1. Semi structured interviews for the English Head of Department HOD at the school

Schools commonly only have one HOD per subject per phase. This was the case at the school where my study was located. An HOD carries out a very crucial role in the department. Their duties include, among other things, monitoring and assisting teachers in order to carry out local and national curriculum goals. They recognize and take advantage of possibilities to enhance instruction and learning in the department. It is also the duty of the HOD to identify the needs of the teachers as well as the learners and offer or recommend the type of intervention required to improve performance in the department. The HOD at the school for the Senior Primary phase was responsible for seven (7) teachers, four (4) of whom taught English while the others taught mother tongue. The HOD also teaches some of the English lessons in the department. Since all the teachers were participants in the study, it was only right to include the HOD as well because she or he is the one in charge of the department and is responsible for monitoring the teachers. Semi-structured interviews were posted to the HOD. The full text of the interview guide for the HOD appears on the next page:



Interview Guide for the Head of Department

Thank you for according me this opportunity to interview you for my study on culturally and linguistically responsive pedagogy (CLRP) which is the mainstay of my Doctoral study at the University of the Western Cape (UWC). In this interview I will ask you questions related to monitoring of and the the teaching of English as second language as it relates to CLRP. Feel free to share your views, experience, and suggestions on the topic. I will treat this interview in consistence with the research ethics and accord it the utmost confidentiality it deserves.

1. Tell me about your experience working Second Language teachers from different linguistic backgrounds.
2. What are the cultural and linguistic backgrounds of your teachers and learners?
3. How do you understand CLRP?
4. How do the teachers in your department currently incorporate CLRP pedagogy in your instruction?
5. How do you currently assist the teachers in your department to incorporate culturally and linguistically responsive pedagogy in your instruction?
6. What challenges do the teachers in your department face when it comes to implementing CLRP in an English as Second Language classroom in the department?
7. What questions do you have regarding CLRP?
8. What challenges do you perceive make CLRP difficult for the teachers to integrate in an English as a Second Language classroom?
9. Does the current teacher-training program offer sufficient training regarding CLRP. Please explain.
9. What type of in-service training/support do you require to improve the teachers' teaching practices as it relates to CLRP.
10. What type of training do you need to be able to incorporate CLRP in your own ESL classroom.
11. Do you have any questions or comments related to CLRP?

3.7.1.2. Semi structured interviews for the English subject advisor in the region

As indicated earlier, the region has only one English subject advisor who also forms part of my sample. The subject advisors are strategically positioned by the Directorate of Education, Arts and Culture through the regional Advisory services offices. Their main duty is to provide curricular support to schools and teachers with the objective of providing learners and schools with increasingly high-quality education. They provide in-service training to the teachers through workshops and school visits. The subject advisor in my study is responsible for offering support to all the English teachers in the region throughout all the phases. The English subject advisor was also interviewed. Semi-structured interviews were posted to the English subject advisor. The text of the Interview Guide for the English subject advisor appears on the next page.



Interview Guide for the English subject advisor

Thank you for according me this opportunity to interview you for my study on culturally and linguistically responsive pedagogy CLRP which is the mainstay of my Doctoral study at the University of the Western Cape (UWC). In this interview I will ask you questions related to in-service training of teachers, paying particular attention to CLRP. Feel free to share your views, experience, and suggestions on the topic. I will treat this interview in line with the research ethics and accord it the utmost confidentiality it deserves.

1. Tell me about your experience training English Second Language teachers on issues pertaining to CLRP.
2. What are the cultural and linguistic backgrounds of the teachers you offer in-service training to?
3. What do you understand by CLRP?
4. How do you currently incorporate CLRP in your-service training?
5. How do you currently assist the teachers in your region to be able to incorporate CLRP in their instruction?
6. What challenges do the teachers in your region face when it comes to implementing CLRP in an English as Second Language classroom?
7. What questions do you have regarding CLRP?
8. What challenges do you perceive make CLRP difficult for the teachers to integrate in an English as a Second Language classroom?
9. Does the current teacher-training program offer sufficient training regarding CLRP. Please explain.
10. What type of training do you need to be able to successfully offer in-service training to the English teachers in your region.
10. Do you have any questions or comments related to CLRP?

3.7.2. Classroom observation

The availability of a wide range of alternative data sources is one of the advantages of qualitative research. Interviews, observations, films, documents, drawings, journals, memoirs, newspapers, biographies, historical documents, autobiographies, and other materials not specifically included below are all acceptable for use by the researcher. One of the most traditional and essential research method approaches in qualitative research is observation. Using this method, information is gathered by methodically and meaningfully gazing and listening while employing one's senses (McKechnie, 2008). Corresponding to this, Adler and Adler (1994) stated that all research methodologies in the social and behavioral sciences include observations as their primary building block. Werner and Schoepfle (1987) identified three different observational methods: descriptive observation, focused observation and selective observation. Descriptive observation entails observing everything with a novice mindset that assumes no prior knowledge and takes nothing for granted. In focused observation, the researcher focuses on well-defined, observable entities and disregards other entities that are regarded as irrelevant; in selective observation, the researcher focuses on a certain subset of general entities.

Ciesielska et al., (2018) on the other hand, identified four (4) primary categories of observations: participant, direct, indirect, and non-participant. Participant observation entails observing while actively participating actively in a group or organization from the inside. It necessitates total cultural absorption, although momentarily, while maintaining an analytical frame of mind. It is useful when access to tacit knowledge and insider knowledge are important. Direct observation, on the other hand, is meant to actively observe the happenings in front of our eyes in order to document behavior in a natural setting. It typically calls for some absorption in the subject matter, though not always in the culture. It is used when comprehensive knowledge of a social group or organization, but from an outside, unbiased perspective, is required. Indirect observation, on the other hand, entails gathering data through various means, such as recording films or writing about events. This is referred to as information gathering. It also includes self-ethnography, which involves recalling experiences and places and then analyzing them. Lastly, non-participant observation, which entails observation that is conducted without making contact with the participants of the observation (Ciesielska et al., 2018).

Given the nature of my case study, I adopted the selective method of observation as well as direct observation because I had to watch the events that were to unfold in front of my eyes in the classrooms. According to Patton (1990), direct observation offers insights into the elements of daily life that are typically taken for granted. It gives the researcher a chance to see what's happening in the social environment up close. For my study, I observed a total of 18 lessons presented by the four English teachers at the school in a period of three months because long-term commitment and consistent fieldwork are needed for observations, as advocated by Lincoln & Guba (1985). I used field notes to record what I observed. Since my study aims at improving practice, my observation was focused on how the participants incorporated CLRP features in their English classrooms. This is in keeping with Good (1988) one function of observational research is to describe what happens in classrooms in order to outline the intricate practical problems that practitioners must deal with. To answer my first research question, which is, how do teachers currently integrate CLRP in their classrooms? It is imperative that lesson observations be conducted.

For my classroom observations, I did not interact with both the teachers and the learners because, according to Adler and Adler (1994) observation in qualitative case studies is noninvasive and does not necessitate talking to participants directly. Instead of concentrating primarily on the narrative description of the participants, the observation provided me with first-hand experience of the phenomenon being studied and an opportunity to see and hear what is happening in the social situation. I cannot deny the fact that observation comes with some shortcomings. It is natural for individuals to change their behavior when a new person is present in their environment. Being biased as well as having preconceived expectations. I tried to remedy these by familiarizing myself with the teachers and their classrooms before the actual observations. I also employed triangulation to back up my observational findings. I used the observation guide provided below, which outlined the topics I was interested in during the teaching process. The observation guide used during classroom observations appears on the next page:

Classroom observation guide

Classroom observation guide

General Information

Grade: _____

Topic: _____

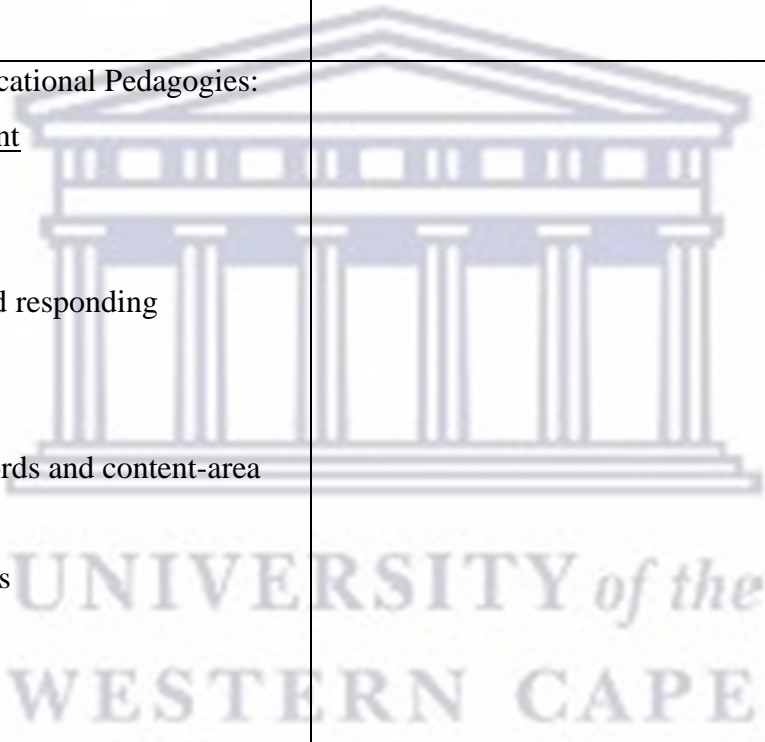
Skill: _____

Date: _____

“CLT responds to learners’ needs by taking into account cultural and linguistic factors in their worlds...going to where learners are culturally and linguistically with the aim of bringing them where they need to be academically” (Hollie, 2013, p. 23).

Criteria	Observations
<p>Lesson planning and preparation</p> <ul style="list-style-type: none">- Teacher preparedness, Lesson objectives, competencies, lesson connectedness to previous lesson	
<p>Lesson introduction</p> <ul style="list-style-type: none">- Learners’ prior knowledge, introduction engaging, stimulating, relatable to the learners, links to their prior knowledge	
<p>Lesson presentation</p> <ul style="list-style-type: none">- Lesson differentiated, incorporation of various teaching strategies to ensure cultural and linguistic responsiveness, thematic teaching, scaffolding instruction, teaching new unfamiliar vocabulary, capitalizing on students’ home language skills and knowledge, making connections, helping learners	

<p>to recognize words and understand sentence</p>	
<p>Learning materials</p> <ul style="list-style-type: none"> - Culturally-responsive language materials/resources: textbooks, handouts, learner-made materials, teacher-made materials, technology, real -word objects, adjusting texts to cater to the linguistic and cultural needs of the learners 	
<p>Classroom atmosphere</p> <ul style="list-style-type: none"> - Show interest in leaners, respectful, encourages participation, supportive, shows enthusiasm, inviting - Learners’ cultures and languages are validated 	
<p>Assessment</p> <ul style="list-style-type: none"> - Formative assessment, related to lesson objectives and competencies, differentiated assessment, text-dependent questions 	
<p>Learning environment</p> <ul style="list-style-type: none"> -How learning materials are selected -Learning centers (reading corners) -Classroom arrangement, allowing for movement, interaction, groupwork -Use of technology -Displayed learners’ work -strategies for increasing learner engagement - Language-rich environment with symbols and print that stimulate language development and literacy acquisition 	

<ul style="list-style-type: none"> - Resources relevant, validating and affirming high-interest instructional resources that enhance learner engagement in the learning process -Culturally colorful; ethnic cloths, prints, artwork, artifacts -Classroom management (authoritarian, permissive or democratic) -classroom management system 3 p's (positive, proactive and preventive) 	
<p>Infusing CLR into Educational Pedagogies:</p> <p><u>Responsive management</u></p> <ul style="list-style-type: none"> -movement - attention signals -ways of discussing and responding - collaboration <p><u>Responsive vocabulary</u></p> <ul style="list-style-type: none"> -selecting academic words and content-area words -Focus on key strategies -context -word parts -synonyms -reinforcement activities -Cronbach's dimensions of knowing a word (generalization, application, breadth, precision, availability) <p><u>Responsive Literacy</u></p> <ul style="list-style-type: none"> -culturally responsive supplemental text -read-alouds as storytelling -effective literacy strategies <p><u>Responsive Language</u></p>	 <p style="text-align: center;">UNIVERSITY of the WESTERN CAPE</p>

<p>-switching -revising -role-playing Writing activities</p>	
<p>Other or overall observations</p>	



3.7.3. Document analysis

Qualitative research materials can be helpful in a variety of ways. Researchers often utilize document analysis as a qualitative research method. The procedure entails assessing both electronic and paper documents in order to evaluate, comprehend, and build upon the information they contain. Three primary sorts of documents are used by researchers in their work: public records, personal documents, and physical evidence (Bowen, 2009). In contrast, document analysis is a process of studying or evaluating documents, whether they are printed, electronic, computer-based, or delivered over the Internet (Corbin & Strauss, 2008). Document analysis calls for data to be studied and interpreted in order to extract meaning, gain insight, and create empirical knowledge, similar to other analytical techniques in qualitative research. Documents are referred to as social facts by Atkinson and Coffey (1997) because they are produced, disseminated, and utilized in socially organized ways. There are many different types of documents that can be utilized for systematic evaluation as part of a study. These documents can comprise minutes of meetings, books, diaries, event programs, institutional reports, public records, etc.

In my qualitative case study, I analyzed data from the following documents: the language policy for schools in Namibia, the English grade 4–7 syllabus, the scheme of work, and lesson plans. I chose, evaluated, made meaning of, and synthesized data from documents that provided me with information related to CLRP. I extracted information from documents, which I organized into primary themes and categories, which produced data extracts, quotations, or whole passages (Labuschagne, 2003). I mentioned in the previous section that, due to some shortcomings of observation, I employed other data collection methods, including document analysis. This is in line with what Denzin (1970) states that when using many qualitative research techniques to examine a single phenomenon, document analysis is frequently utilized as a triangulation technique. With document analysis, I was able to lessen the influence of potential biases that may occur in my case study by evaluating the data that was gathered using various approaches and correlating findings across data sets.

According to Merriam's (1988) theory, any sort of document can be studied in order to unearth meaning, foster understanding, and unearth insights pertinent to the study subject. I decided to analyze the documents because they offer a number of benefits. According to Bowen (2009) getting and analyzing documents is frequently significantly more time- and cost-effective than doing your own research or tests. Therefore, they are controllable and practical resources that are an efficient and successful technique for gathering data. They are also widely used and

available in a variety of formats, making them a very accessible and trustworthy source of information. All the documents I analyzed are ministerial policies that are used to guide the teaching of ESL and are found in departmental as well as teacher's files. It was crucial to establish the policy and practice that exist between the policy and practice when it comes to CLRP. The benefit of document analysis was that it gave unbiased, organized, and trustworthy information on the theory-practice gaps because the documents were created independently of the researcher. In the next sub-section, I will discuss in detail the documents analyzed in this study.

3.7.3.1. The language policy for schools in Namibia

A language policy is a collection of principles, statutes, norms, and procedures designed to bring about the desired language change in a society, group, or institution (Kaplan & Baldauf, 1997). With only 15 official languages, Namibia has great linguistic diversity despite its small population. After independence, lengthy discussions were held and the first language policy for Namibian schools was adopted in 1991. This policy was created with the understanding that Namibia is a multilingual nation and that using the official language will help to preserve variety while fostering unity. The Language Policy intends to establish English as the official language and the primary medium of instruction while simultaneously fostering the growth of the indigenous Namibian tongues (Government of the Republic of Namibia (GRN), 1993).

One of the main aims of the language policy is to ensure that, for learners whose mother tongue is not English, education should support their language and cultural identity. The policy states that Grade 4 should be a transitional year where English is the primary language of instruction and the mother tongue supports the teaching. All topics in Grades 4 through 12 should be taught in English, and mother tongues should be offered as extra courses (GRN, 1993). For my study, I analyzed the policy to assess how realistically the policy can be implemented as well as where the actual practices and policy intersect. I analyzed the language policy in conjunction with the documents that teachers use for planning their teaching: the syllabus, scheme of work, and lesson plans. The aim was to establish how the policy is represented in the above-mentioned documents. Most importantly, I analyzed how CRL is represented in the language policy for Namibian schools. In the next subsection, I discuss the ESL syllabus for Grades 4–7.

3.7.3.2. The English as Second Language syllabus

A syllabus serves as a roadmap for a course and outlines the standards for your performance during the quarter. Often, it will include information about the policies, guidelines, necessary readings, and due dates for assignments. Nearly all the information you require regarding the structure and requirements of a course can be found in the syllabus. The syllabus, like any contract, serves to outline expectations for the duration of the agreement, usually a semester, and to direct both sides' behavior (Parkes & Harris, 2002). In more detail, the syllabus ought to outline the obligations of the learners and the teacher for a variety of duties, such as attendance, coursework, exams, and other criteria (Matejka & Kurke 1994). Therefore, according to the Ministry of Education, Arts, and Culture (2016) the syllabus outlines the purpose, objectives, and justification for the curriculum, as well as the fundamentals of instruction, learning, and assessment, language policy, and curriculum management at the school level. Teachers and learners are able to follow key learning areas since it outlines the end-of-phase competencies that they should all achieve as well as the attitudes and values that should be promoted throughout the curriculum. The teachers draft their own schemes of work from the syllabus. It was therefore important for me to analyze this document to establish how CLT was represented in this very crucial guiding document. I analyzed the syllabus hand in hand with the scheme of work to assess how teachers interpret the syllabus and how the document guides them in making their lessons more culturally responsive. In the subsection below, I discussed the scheme of work.

3.7.3.3. The scheme of work

The scheme of work is derived from the syllabus and provides teachers with a summary of the content and learning standards that will be covered in each class. The Plan of Work will help teachers organize classes on a daily, weekly, and longer-term basis. A scheme of work outlines the subject matter and educational opportunities that should be covered each term of the academic year (Okai, 2010). The teacher is required to use the scheme of work to design the unit of instruction and, in turn, the daily lessons in accordance with the amount of time allotted for each topic in the term. The scheme of work is intended to serve the following functions: (1) functioning as a teacher's guide; (2) providing organizational convenience; and (3) recording what is taught and what should be taught (Okai, 2010). Therefore, careful selection and arrangement of the teaching objects or materials are necessary for an effective formal teaching and learning process. Curriculum, syllabus, scheme of work, and lesson plan stages involve the selection and sequencing of learning content and approaches. I have indicated in my literature review chapter that there is no common way of teaching ESL in Namibian schools. Teachers

are to design their own way of teaching from the syllabus. The syllabus is not backed up by any document or framework that describes how the skills are to be taught. It is entirely up to the teacher to see how best they can implement the syllabus. There is thus also no framework that guides teachers on CLRP. I therefore analyzed the scheme of work to determine how the teachers interpret the syllabus to be able to design their own scheme of work and how CLRP is represented their schemes of work. I analyzed the scheme of work together with the syllabus and the lesson plans. Provided below is the scheme of work format used in Namibian schools. Teachers are required to populate information in the scheme of work template.



SCHEME OF WORK

SUBJECT: _____ **GRADE:** _____ **TERM:** _____ **20** _____

TEACHER: _____

NO. OF DAYS: _____ **TEACHING:** _____ **REVISION:** _____

EXAM: _____ **OTHER:** _____ **TOTAL DAYS:** _____

Date	No. of periods	Topic Theme Skill	Learning Objective: Learners will:	Basic Competencies: Learners should be able to	Learner Activity	Cross curricular issues	Teaching aids	Completion date

In the next subsection, I discuss the lesson plans.

3.7.3.4. Lesson plans

The lesson plan is the most fundamental or detailed level of instructional plans. It results from the analysis of the unit plan or scheme of work. Thus, the lesson topics that result from breaking down the unit plan into smaller subjects and subtopics can be used to create lessons (Okai, 2010). Thus, a lesson plan might be defined as a planned, organized amount of material and learning experiences that the teacher will communicate to the students while providing specifics about how instruction will take place within a lesson period. Okai (2010) asserts that a lesson plan is helpful for the following reasons:

- The teacher follows the proper steps and procedures when teaching.
- There is no time wasted in class because only one lesson is necessary to cover the day's lesson topic.
- The lesson pursues meaningful objectives.
- The activities are connected to the content and objective.

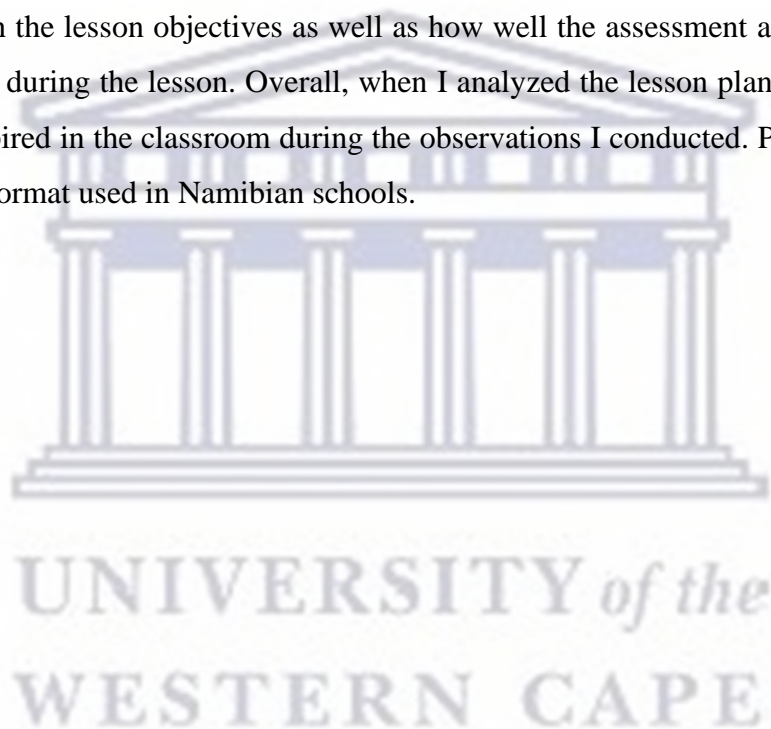
Jones (1998) views a lesson plan as a creative process that gives a framework for meaningful learning, while Fink (2005) sees a lesson plan as the road map for classroom instruction, addressing what students need to learn and how effectively it will be done. I analyzed the lesson plans in relation to the syllabus as well as the scheme of work. Since the lesson plans include the subject matter, delivery, evaluation methods, and teaching strategies that the teacher uses to deliver the content, I was interested in analyzing how the teachers applied or considered CLRP in the planning of their lesson. As I conducted the classroom observations, I then compared how they executed their lesson plans to ensure that their lessons were indeed CLRP. This is because, according to Taruvinga and Moyo (2000) a lesson plan gives the instructor direction and a sense of security in the teaching craft. When classes are well planned or prepared, both teaching and learning are made simpler. Therefore, I assessed how CLRP is represented in the different components of the lesson plan.

The first part of the lesson plan consists of general information on the lesson, such as the topic, date, objectives, and teaching aids, among other things. According to Hollie (2013) the first step in choosing teaching texts as teaching aids for culturally and linguistically diverse learners is to be aware of the different types of culturally responsive texts, such as culturally specific, culturally generic, and culturally neutral. This means that when a teacher plans a language lesson, text selection should not be taken for granted. In this component of the lesson plan, I

therefore looked at the types of resources the teachers identified as teaching aids. This is an important aspect of the CLRP.

The ‘presentation of the lesson’ section of the lesson plan is where the teacher gives detailed information on how they plan to deliver the content to the learners. It includes four subsections, which are: monitoring of homework done, an appropriate short introduction, presentation of subject matter and learning activities, and consolidation. This section is arguably the backbone of the lesson. The introduction subsection is the most crucial stage since it captures the learners’ interest and establishes the context for the rest of the lesson. Learners are not empty canvases; therefore, during the introductory part of the lesson plan, the teacher needs to consider how learners can be encouraged to use their prior knowledge as a foundation for the rest of the learning in that lesson (Burnham, 2020). When I analyzed this component of the teachers’ lesson plans, I was interested in finding out how the teachers connect their lessons to the learners’ cultural and linguistic backgrounds to render them more applicable and relevant. During the ‘body’ or presentation of the subject matter subsection, the teacher writes down how they plan to deliver the actual content for that lesson. This includes choosing desirable learning activities, providing helpful explanations, posing insightful questions, and engaging learners in meaningful interactions that will allow them to grasp the content. CLRP advocates for collaborative learning; therefore, this part of the lesson ought to ensure that the learners’ learning experiences are more collaborative and participatory rather than using the typical lecture method. These factors will make it more likely that each student will feel valued, have the freedom to learn as they like, and have the opportunity to achieve. To best take advantage of the learning preferences of learners’ from various cultural and ethnic origins, culturally relevant teaching can change the way teachers view learners, the subject matter, and the learning environment. Teachers must, in particular, comprehend and value learners’ cultural backgrounds, including their language and learning preferences, and link these to the lessons they are teaching in the classroom (Aronson & Judson, 2016). For this section of the lesson plan, I analyzed the teaching strategies that the teachers plan to employ in the body of their lessons. The main aim of my analysis was to assess how culturally and linguistically responsive the chosen strategies were.

With regard to the assessment subsection, a culturally responsive assessment is one that takes into account the learners that the school serves, uses language that is appropriate for all learners when developing learning outcomes, acknowledges the differences among learners during the planning stages of an assessment effort, develops and/or uses assessment tools that are appropriate for various learners, and is intentional about using assessment results to improve learning for all learners (Montenegro & Jankowski, 2015). Thus, assessments are required that enable learners to actively participate in the learning and assessment processes, enable learners to reflect on their learning experiences, and allow learners to demonstrate their learning in a variety of ways while also being transparent about the learning that is occurring. When I analyzed the assessment subsection of the lesson plan, I was focused on how the assessment was aligned with the lesson objectives as well as how well the assessment activities assessed what was taught during the lesson. Overall, when I analyzed the lesson plans, I aligned them with what transpired in the classroom during the observations I conducted. Provided below is the lesson plan format used in Namibian schools.



Lesson plan format

Teacher:	Grade:	Date:
Subject:		Time:
Theme and Topic:		
Teaching materials and resources to be used:		
Lesson objectives: Learners will:		
Competencies/Specific Objectives (Refer to syllabus): Learners should be able to:		
Presentation of the lesson:		
1. Monitoring of homework done:		
2. An appropriate short introduction:		
3. Presentation of subject matter and learning activities: (Teacher Activity/Learner Activity)		
4. Consolidation		
5. Assessment / homework / tasks / exercises		
English across the curriculum:		
Reading activities:		
Writing activities:		
Learning support activities:		
Reflections:		

3.7.4. The focus group discussion

The focus group has grown in popularity as a tool for social research. A focus group is typically described as a structured conversation with a small group of participants, led by a facilitator or using a moderating team, to generate qualitative data on a specific topic of interest using a set of open-ended questions (Jordan, 2012). While Marczak and Sewell (2007) define it as a number of people who interact and share certain common interests or traits, brought together by a moderator who uses the group and its interaction to learn more about a particular or concentrated problem, In light of the above, a focus group happens when a facilitator, in my case, a researcher, puts together a small group of people who share a common interest or trait for the purpose of doing research. The researcher will use the group's interactions to learn more about the topic at hand. My research aimed to investigate how CLRP is implemented by the ESL teachers and the type of support required by the teachers to be able to incorporate CLRP

in their classrooms. I organized a focus group with the four teachers after I completed the lesson observations. I engaged the teachers in a conversation on how they understood CLRP, how they incorporated it into their lessons, and the types of challenges they faced when incorporating CLRP into their English lessons.

My group was made up of four ESL teachers, and the discussion was recorded. As Krueger and Casey (2015) assert, focus group conversations are held between four to ten participants who discuss a range of topics chosen by the researcher that are often tape-recorded and used as the basis for the data collection. One needs to gather a small group of people for the focus group technique. After that, you would facilitate a debate about a topic related to your case study, consciously attempting to bring each group member's perspective to the fore. I chose to have a focus group with the teachers because they all share the same experience of teaching learners from different cultural and linguistic backgrounds in the same school.

Wall (2001) identified a number of advantages associated with focus groups. The advantages include:

- They are as a successful method of gathering a lot of information
- When used with other data gathering techniques as a type of triangulation, opinions or attitudes can be gathered quickly and is therefore a highly useful tool.
- They permit the researcher to dig deeper to gain in-depth insights about the subject of the study.

I have used this method in addition to observations, interviews, and document analysis to ensure triangulation. The focus group discussion did not go beyond one hour and thirty minutes. According to Gibbs (1997) the focus group discussion should last between one and two hours. I also held the discussion on the school premises after school in a boardroom recommended by the HOD. As Masadeh (2012) states, the locations for group sessions should be convenient for all participants, away from potential distractions, and quiet; care should be taken to create a welcoming, comfortable, relaxing environment that is conducive to discourse, trust, and good feedback from session participants.

I had prepared semi-structured interviews, which produced rich, thick data while also allowing respondents to speak freely and impromptu. Provided below are the structured questions I used to direct the conversation. The text of the focus group discussion guide appears on the next page.

Teachers' focus group discussion guide

Thank you for according to me this opportunity to engage in this discussion with you for my study on culturally and linguistically responsive pedagogy (CLRP) which is part of my Doctoral study with the University of the Western Cape (UWC). In this interview I will ask you questions related to the teaching of English as second language as it relates to CLRP. Feel free to share your views, experience and suggestions on the topic. I will treat this discussion in line with the research ethics and accord it the confidentiality it deserves.

1. Tell me about your experience working with Second Language learners.
2. What are the Socio-cultural and linguistic backgrounds of your learners?
3. How do you understand CLRP?
4. How do you currently incorporate CLRP in your instruction?
5. What do you think are the challenges related to implementing CLRP in an English as Second Language classroom?
6. What questions do you have about CLRP?
7. What challenges do you perceive make CLRP difficult to integrate in an English as a Second Language classroom?
8. Does the current teacher-training program offer sufficient training regarding CLRP? Please explain.
9. What type of in-service training/support do you require to improve teaching practices considering your learners' cultural and linguistic backgrounds.
10. Do you have any questions or comments?

In this section, I discussed the methods I used to collect data, which include semi-structured interviews for the HOD and the English subject advisor, classroom observation for the ESL teachers at the school, data analysis of the policies and documents used by the teachers for planning, as well as a focus group discussion with the teachers at the school. All this was done to ensure triangulation. In the next section, I discuss triangulation in detail.

3.8. Triangulation

Using multiple methodologies or sources of data in one study is referred to as triangulation. Triangulation, according to Cohen et al. (2011) is the process of trying to map out or fully explain the richness and complexity of human behavior by looking at it from many angles. While O'Donoghue and Punch (2003) define it as way of comparing information from several sources to look for patterns in the research data. Triangulation is therefore the process of generating insight through the simultaneous use of multiple data sources, including primary and secondary sources, in a study. Four different types of triangulation are employed in social research, according to Denzin (1978) and Patton (1999) which include: triangulation of methods, triangulation of theories triangulation of data sources and triangulation of findings:

1. Methods triangulation is first focused with examining the consistency of results produced by various data collection techniques. Hence, methodological triangulation entails the investigation of the phenomena using a variety of qualitative and/or quantitative techniques.
2. Second, theory triangulation uses different viewpoints and disciplines to infer a certain collection of data. Although this approach might take a while, it might not always be useful. Nonetheless, this is typical in sociology and other academic fields. Based on established theories, data are gathered, which aids in the investigation.
3. Third, data triangulation which involves using many sources of data in an effort to improve the reliability of a study. The fact that this sort of triangulation is the simplest to carry out may explain why it is the most popular. Data triangulation entails gathering stories from various setting participants at various phases of the setting's activities, and, if necessary, from various setting sites (Taylor & Tindall, 1994).
4. Lastly, the fourth type is investigator triangulation. In the course of the analysis, numerous different investigators will be used.

For my study, I have incorporated the first three types of triangulation methods. I have used different theories as well as perspective. I also collected my data from various sources: the ESL teachers, the HOD as well the English subject advisor. Lastly, I employed four qualitative techniques to collect data which are: Classroom observations for the school's ESL teachers, data analysis of the policies and planning materials used by the teachers, focus group discussions with the teachers, and semi-structured interviews with the HOD and the English subject adviser were all employed. I employed these various techniques to improve the validity

and trustworthiness of study findings. As Noble and Heale (2019) put it, triangulation can assist in ensuring that underlying biases brought on by the use of a single method or a single observer are addressed by combining hypotheses, methods, or observers in a research study. In the next section, I discuss how I analysed the triangulated data that I collected from my study.

3.9. Data analysis

Data analysis is defined as the methodical application of logical and/or statistical approaches to describe and demonstrate, summarize and assess, and assess data. Several analytical techniques, according to Shamo and Resnik (2003), offer a mechanism to deduce conclusions from data. While Cohen et al. (2011) describes data analysis as a meticulous process that entails arranging, accounting for, and explaining the data; or, to put it another way, making sense of the data in terms of participants' perceptions of the situation while noting patterns, themes, categories, and regularities. It is therefore a process, a set of interconnected actions intended to extract useful information from acquired data. My case study collected qualitative data through interviews, focus group discussions, observations and document analysis.

To find patterns, concepts, and themes that arise from the qualitative data collected, my data was subjected to qualitative data analysis method, specifically thematic analysis. I analyzed the data collected from classroom observations and document analysis by organizing the data according to several themes. By using the lesson observation guide, I was able to categorize the data. I catered for the data which emerged later, or which was not earlier categorized in the classroom observation guide by creating additional themes. For document analysis, I analyzed the documents selected for this study by focusing on how CLRP is represented by looking out for recurring themes especially in the Language policy for Namibian schools as well as the English Grade 4-7 syllabus. The remaining documents, i.e. the scheme of work and the lesson plan have templates and the different components of the documents were treated as and analyzed as themes.

I recorded the interviews and focus group discussions and I later transcribed the data. I then coded the data in order to distinguish between various themes and the connections among them. Coding is defined by Hesse-Biber and Leavy (2006) as an analysis technique that many qualitative researchers use to assist them find important themes, patterns, ideas, and concepts that may exist within their data. Since the qualitative data analysis approach is intuitive and inductive, I coded my data myself using the RDQA qualitative data analysis application. Since my study was entirely qualitative, there was no use of graphical representation. All data was

presented as prose. In this section I discussed how my data was analyzed, in the next subsection, I discuss the ethical considerations which I adhered to in my study.

3.10. Ethical considerations

Ethical considerations in research refer to the protection of study subjects from physical, mental, and/or psychic harm (Chilisa, 2005). These are the codes of conduct that address ethical issues in research. By preserving the values of academic integrity, research ethics, and human dignity, qualitative researchers safeguard participants (McComack et al., 2012). Below are the ethical issues that I considered in my study:

3.10.1. Permission and access

The study was conducted in accordance with the school calendar for Government schools in Namibia. As a researcher, I requested permission from the Director of Education, Arts and Culture of ||Kharas region. I was then granted permission by the Director In the form of a dated, signed letter indicating permission was granted for me to collect data before I collected any data. I showed the letter to the school principal who then gave me access to the school as well as permission to engage with the ESL teachers at the school.

3.10.2. Consent

I provided the participants with a participant consent form that they had to sign if they agreed to the terms and conditions of the data collection process and to participate in my study. I informed the participants that since their participation was voluntary, they were under no obligation to continue with the study and might leave at any time. I both agreed to abide to both the Ministry of Education, Arts and Culture as well as the University of the Western Cape's codes of conduct.

3.10.3. Confidentiality and anonymity

Research has the potential to cause discomfort if issues of sensitivity and confidentiality are not handled carefully. I did not use any name of any participant and the name of the school was not revealed anywhere in my study in order to maintain strictest anonymity. Confidentiality was handled and maintained when handling data and information from the participants. The names of all the participants were not part of the findings and all names were changed to pseudonyms to maintain anonymity. Care was taken to ensure that no information given by the participants could be traced back to them or their schools. The findings of this study were not shared with anyone, who is in a position that has power over the teachers' employment. Furthermore, I as researcher did not share participants' names and information

linked to participant names with school management and staff. For publication, no identifying information will be used and only collective findings will be shared.

3.10.4. Safety and participation

The study took place on the respective school grounds, specifically in the classrooms and the school boardroom. No harm was caused to the participants in any way. An informed consent form was given to the participants. The participants were required to go through the conditions of the data collection process and sign should they agree. It was explained to the participants that their participation was voluntary and they therefore had the right to withdraw from the study at any time without any obligations.

3.10.5. Equity and respect

I treated all participants with outmost respect and treat them equally. No participant received special treatment and no participant was discriminated against on any basis.

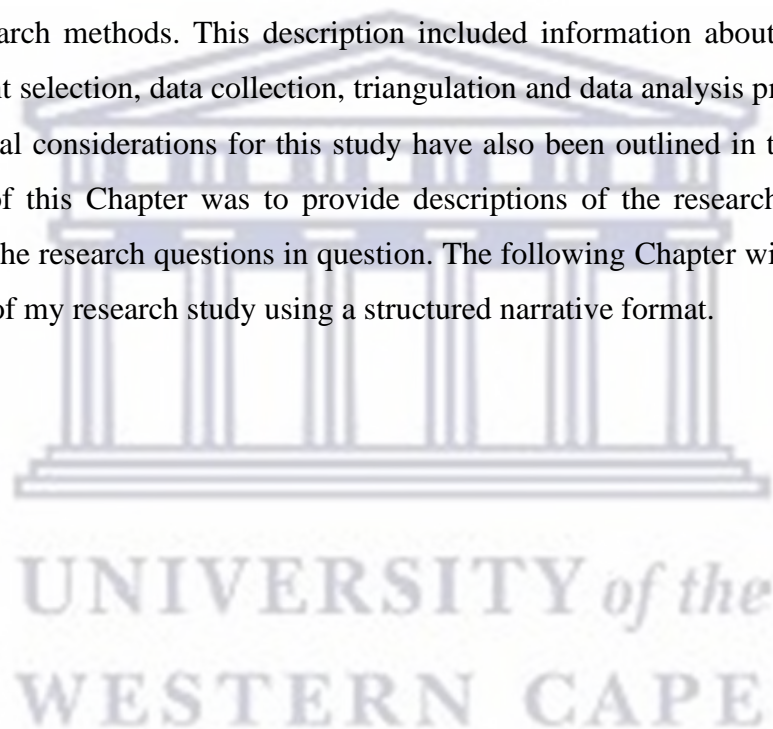
When I embarked on this study I strived to comply with the ethical guidelines. Below is a summary of the guidelines I vowed to follow during the research journey:

- I ensured that the normal school activities were not be disturbed and the respective schools' code of conduct was adhered to. The participants' time at the school was be used productively by focusing on the task at hand. This study did not involve interventions with caged animals or clinical treatments. Therefore, there was no space or scope for the assessment of risk.
- The study did not cause any physical harm, and I ensured that it did not cause any social, mental or emotional harm to participants or to any other member of the teaching community.
- The participation in this study was based on the participants' free and voluntarily consent, expressed by completing, signing and returning the consent forms before the commencement of the study.
- The participants (teachers) were guaranteed the right to withdraw from study at any stage without any consequence.
- Participants right to anonymity was respected, their identity and/or any key detail likely to unveil their anonymity would not appear in any circumstance, their evaluation and appreciations remained confidential.
- Participants were treated with dignity, equality and respect. Their objectives, choices, beliefs and views were considered objectively.

- The study did not compromise the participants' and their institutions' good names and reputations. The Directorate of Education, Arts and Culture; ||Kharas region would receive a copy of the completed thesis.
- All consent forms completed by participants were appended to the final thesis document.

3.11. Conclusion

I have so far presented in this Chapter the research methodology and methods that I employed to carry out the study. I adopted and described the interpretivist and constructivist paradigms, as well as the qualitative approach, as the overarching theoretical frameworks underpinning my study. This was followed by a detailed description of the implementation of the case study design and research methods. This description included information about the aims of the study, participant selection, data collection, triangulation and data analysis procedures for this study. The ethical considerations for this study have also been outlined in this Chapter. The primary focus of this Chapter was to provide descriptions of the research process and its applicability to the research questions in question. The following Chapter will report in detail on the findings of my research study using a structured narrative format.



CHAPTER FOUR

Presentation and analysis of data

My study aims at enhancing the educational practice of language teaching by investigating the current trends in CLRP. It also aims at investigating the policy and practice gaps that exist in the policies and documents that guide the teaching of English as a Second Language (ESL) in Senior Primary ESL classrooms as they relate to CLRP. This was established through classroom observations, focus group discussions with the ESL teachers, document analysis, and interviews with the Head of Department at the school featured in my study and the Senior Education officer responsible for ESL in the region. In the previous Chapter, Chapter Three, I discussed the pertinent methodological framework that I have used throughout the research process, including the research questions, the data collection tools and types of data that they helped gather, and the techniques I employed to analyze the data in response to the research questions.

4.1. Overview

In this Chapter, I begin by explaining what my data analysis as well as presentation. I then present a summary of the analytical process necessary for qualitative data analysis and situate it in relation to other qualitative techniques that look for themes and patterns. I then provide an overview of the six steps I have followed to present and analyze the data, after which I present a matrix of the research questions and instruments that I used to collect the data for each research question. I then present and examine my data in accordance with the emerging themes.

4.2. Data analysis in Qualitative research

Data analysis is what enables a researcher to establish findings and come up with conclusions. It allows the researcher to determine whether the research questions were answered. According to Creswell (2009) the steps in the data analysis process include prepping the data for analysis, running various analyses, digging deeper and deeper into the data. For some qualitative researchers, expressing the data and developing an interpretation of the overall meaning of the data is likened to peeling back the layers of an onion. In the same vein Bogdan and Biklen (1982) describe data analysis as a methodical process of sorting and organizing the information gleaned from interview transcripts, field notes, and other material gathered in order to better comprehend the data and make it possible to explain what has been found. Given the above-stated definition and due to its capricious nature, it is not easy to have a common explanation of what data analysis is. A more inclusive definition could constitute the processes of coding,

indexing, sorting, retrieving, or otherwise modifying data. From this angle, the task of analysis can be primarily thought of in terms of data handling. For others in the field, analysis generally relates to the creative effort of interpretation, while the more procedural, categorizing activities are restricted to the initial work of organizing and sorting the data (Cofey & Atkinson, 1996). In the next paragraph, I discuss some crucial aspects of data analysis in qualitative research.

Since there is no ‘one size fits all’ approach to analyzing qualitative data, it can be difficult to have a specific explanation or approach to qualitative data analysis. According to Harding and Whitehead (2013) qualitative data analysis is the formal interpretation of gathered data for the purposes of creating order, eliciting meaning. As large amounts of data are involved, sorting and understanding that data takes a lot of work. In addition, the researcher ought to use abstract and conceptual thinking while being methodical, thoughtful, and systematic. In light of this, Morse (2011) asserts whether a researcher decides to utilize a set of procedures that are related to a specific methodology or adopts a more creative ‘free form’ style of analysis that permits a mix-and-match approach to both data collecting and analysis will depend on the analysis. The aim of data analysis, regardless of the methodological technique used, is to signpost and share the diversity of lived-through experiences and cultures, in order to shed light on individuals who lived them.

In view of the above-stated point, since my study is interpretive in nature, it involves classifications as well as concepts which are connected to each other. Because of that reason, I have analyzed my data by adopting an analytic method which consists of six (6) phases in conducting qualitative thematic data analysis in keeping with the principles of (Braun & Clarke, 2006). Braun and Clarke’s method of analysis has gone through various changes since 2016 and for my study, I will specifically adopt the latest version termed as the reflexive thematic analysis (RTA) (Braun & Clarke 2020). The early (2006) version of this framework was employed by Ngwaru (2017) in her study on ‘*Improving Pre-Service Teacher Development Practices in English as a Second Language*’. Her data collection tools included lesson observations, focus group discussion, semi-structured interviews and document analysis. Since this study’s approach resonates with mine methodologically, I have opted for a similar but more contemporary analysis approach for my interpretive case study.

Reflexive thematic analysis is a technique in qualitative data analysis that makes it simple to identify and analyze patterns or themes in a given data set while also being theoretically flexible (Braun and Clarke, 2012). The reflective aspect of this approach is very crucial in thematic data analysis. According to Braun and Clarke (2019) it emphasizes the researcher's active participation in knowledge creation. Reflexive thematic analysis is regarded as a reflection of the researcher's interpretive analysis of the data carried out at the intersection of: (1) the collected data; (2) the theoretical underpinnings of the study; and; (3) the analytical resources/skills of the researcher (Braun and Clarke 2019). Provided below is a list of the six phases of RTA as outlined by (Braun & Clarke, 2019):

1. Data familiarization
2. Initial code generation
3. Initial theme searching from data transcripts
4. Theme reviewing for fine tuning and reviewing
5. Theme defining and naming
6. Report production

I have adopted this thematic data analysis approach for my study because of the numerous advantages it offers. According to Braun and Clarke (2013) the approach is beneficial for use in analyzing qualitative data because it can be used to answer a variety of research questions, from those pertaining to people's experiences or understandings to those pertaining to the representation and construction of specific phenomena in specific contexts. It may be employed to analyze many data types from secondary sources like media to focus group or interview transcripts, deal with large or small data sets, and provide data-driven or theory-driven studies (Ngwaru, 2017). Because of its comprehensive nature, it does not require a fixed framework or theory and thus generates themes form comparison and repeated examination. This approach, according to Braun and Clarke (2006) increases the validity of the analysis since it is more approachable, transparent, and flexible. It is for the afore-mentioned reasons that I have chosen to apply this thematic approach in my study.

In light of the above discussions, my research aimed at answering the following research questions (RQs) which were also meant to guide the data analysis process.

RQ 1. How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?

RQ 2. What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners?

RQ 3. What type of in-service training/support do the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?

RQ 4. What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) Senior Primary teachers?

4.3. Instrument Matrix

The aim of any data analysis is to identify meaningful trends and patterns in the data. In the same vein, data analysis ought to answer the research questions. In answering my research questions, I categorized my raw data to find patterns by using the matrix method, whose roots can be traced to (Gordon & Langmaid, 1988). The Matrix Method (MM) is centered on the coding and analysis of transcripts, which can come from focus groups or in-depth interviews. Following a series of specified processes, the coding process produces a set of categories that allow the analyst to generate interpretations of the respondents' responses. As a result, the analyst is able to make deductions, which serve as answers to the research questions. According to the problem analysis put forward by Groenland (2014) the research goal is attained through providing answers to the research questions.

The matrix organizational tool can help discern connections between certain characteristics of a chosen topic and research papers that are currently available by placing articles on one side and specific aspects of the topic on the other. Short summaries of the opinions expressed by a particular set of respondents on a certain subject may now be provided using the cells of this cross-table, or matrix. To do this, catchphrases, abbreviations, symbols, and other devices may be employed. Personal remarks made at the time of the interview by the analyst may also be provided. Depending on the research questions and the structure and elements of the conceptual model, a topic might be a theme, but it could also be an idea or a construct (Dawadi, 2020). In order to uncover categories from the data, the researcher examines the contents of the cells of the matrix that pertain to a certain issue while focusing on a particular topic; it can be either a theme, an idea, or a construct. The main goal is to identify the many types of reactions and

patterns that can be found in these data. The matrix is crucial to my study because it enables me to consider the logic of my findings by ensuring that all relevant themes are included and are connected logically to one another. Table 4.1 below, I believe, can serve as a summary of the research questions instrument matrix.

Research question	Research instrument used
MRQ 1 How do teachers currently incorporate CLRP in their teaching?	Lesson observation Focus group discussions Semi-structured interviews Document analysis
MRQ 2 What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners?	Lesson observation Focus group discussions Semi-structured interviews Document analysis
MRQ 3 What type of in-service training/support do the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?	Focus group discussions Semi-structured interviews
MRQ 4 What framework could be adopted to ensure a linguistically and culturally responsive in- service training for the English as Second Language (ESL) Senior Primary teachers?	Document analysis

Table 4.1. Summary of the research questions instrument matrix

In this Chapter, I present data collected using four (4) data collection tools and instruments to ensure triangulation. Research triangulation, according to Noble and Heale (2019) is the procedure that aids in boosting the reliability and validity of research. In other words, the primary goal of research triangulation is to validate a study's findings. Triangulation occasionally uses a combination of techniques to reach the goal of confirming research findings. In my study, I collected data from classroom observations, focus group discussions with the ESL teachers, semi-interviews with the HOD as well as the Senior Education Officer responsible for English in the region, as well as document analysis of the language policy for schools in Namibia, the syllabus, scheme of work, and teachers' lesson plans. I used thematic analysis to assess the data, which involved basing conclusions on the key themes that emerged from the study's research questions. I present my data under the following themes:

1. Strategies used by the teachers to incorporate CLRP in their teaching.
2. Challenges faced by the Grade 4-7 teachers with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners.
3. Type of in-service training required by the ESL teachers to be able to integrate CLRP in their teaching.

4.4. Data collection and analysis procedure

I gathered useful information from the four (4) ESL teachers, the language HOD and the English Senior Education Officer through classroom observations, focus group discussions, semi-structured interviews and document analysis of policies and documents that guide the teaching of ESL (syllabus, language policy, scheme of work, lesson plans). When I collected data, the school had four (4) English teachers in the Senior Primary (Grades 4–7) phase, including the HOD. Each teacher was responsible for teaching ESL in a specific grade, i.e., each teacher was only teaching ESL in that specific grade, hence the four (4) teachers in this phase. Because my study is a case study, I included all the English teachers who were teaching English at the time in the Senior Primary phase at the purposefully selected school. All four (4) ESL teachers at the school consented to take part in the study. I observed five (5) ESL lessons per teacher. In addition to observing all the teachers' lessons and having a focus group discussion with them, I had a separate semi-structured interview with the Head of the Language Department and a semi-structured interview with the English Senior Education Officer in the region. I therefore had a total of six (6) participants in this case study. A case, according to Kothari (2014) is a social unit that exhibits a specific behavior. This social unit may be represented by an event, crisis, process, activity, or program. A single person, a family, an organization, a community, a cultural group, or even the entire community might be considered a unit. In keeping with this, Devi (2020) describes a case study as an in-depth evaluation of the particular unit under investigation. It attempts to put together an extensive and detailed account of a social phenomenon or social event that took place within a social unit. In conducting my study, I gathered information from a variety of sources using different qualitative data collection methods, thus delving deeper into the phenomenon. I do not intend to generalize the findings of this study because I recognize that every institution or situation is unique, and in the case of my study, each school has its own language circumstances and cultures due to the various experiences of both the learners and the teachers.

I am obliged to indicate here that the data I present in this Chapter does not include all the data that was collected in this case study. It only includes data that supports the themes that emerged from my data analysis. According to Denzin and Lincoln (1998) the researcher is not required to produce a narrative in which everything that was said by everyone is included.

I began my data analysis by applying the first step of RTA, which is data familiarization. This step starts with the desire of researchers to become familiar with their data so they can identify the kind (and number) of possible themes (Dawadi, 2020). This phase was important in directing all my other steps in a suitable way. I transcribed my audio-recorded focus-group discussion as well as the semi-structured interviews. I read the transcribed data over and over in order to understand the data, after which I coded the data in order to come up with categories and re-emerging themes. After carefully reading each transcript multiple times, they were all coded, which takes place in the second phase (generating initial codes) of RTA. In this stage of my research, I created brief labels (codes) to denote significant aspects of the data that I thought might be helpful in addressing my research questions. It required coding all of the data sets in their entirety and compiling all of the codes and pertinent data extracts for further analysis in the later stages. Following a series of specified processes, the coding process produces a set of categories that allow the analyst to create interpretations of the respondents' responses (Groenlang, 2014). Smith (2012) defines coding qualitative data as the act of separating out ideas so that themes or views relevant to the study questions can be found.

After I familiarized myself with the data and generated the initial codes, I then summed up the findings in order to identify themes and categories. The main goal of this phase is to find patterns and linkages across the full data collection (Chamberlain, 2015). The codes needed to be evaluated with an eye towards how several codes may be put together to generate a unified theme (Braun & Clarke, 2006). In other words, rather than focusing mostly on codes, this step concentrated more on the examination of themes at a broader level. When I analyzed the results, the exact words used by the participants in the group discussion as well as the semi-structured interviews were provided.

4.5. Biographical Data: Participants and setting

The teachers who participated in the study are all qualified language teachers under the Language department at the school. A total of five (5) participants participated in this qualitative case study. This includes four (4) ESL Senior Primary teachers including the HOD. The study also includes the ESL Senior Education Officer (SEO) in the ||Kharas region. participated in the study. The teachers teach ESL in Grades 4-7 respectively. Below is a table with the bibliographical data of the participants:

Participant	Gender	Grades taught	Qualification	Years of teaching experience
1	Female	4	Basic Education Teacher Diploma BETD	0-5
2	Female	5	Basic Education Teacher Diploma BETD	11-15
3	Female	6	Basic Education Teacher Diploma BETD	21-25
4	Male	7	Bachelor of Education	0-5
5	Male	SEO	Bachelor of Education	11-15

Table 4.2. Biographical information of the participants

All participants in this case study are qualified English teachers with qualifications ranging from teaching diplomas to Bachelor Degrees in Language Teaching. Their teaching experience ranges from five (5) to twenty-five (25) years. They are therefore all fairly experienced in the teaching of ESL. The school has a total population of over 800 learners. The number of learners in the Senior Primary phase is about five hundred (500).

The school at which the study took place is a primary school consisting of two phases: the Junior Primary phase (Grades 0-3) and the Senior Primary phase (Grades 4–7). There are thirty-seven (37) government primary schools in the region. The region is divided into four (4) circuits, and the school under study is found in one of the most diverse circuits in terms of language and culture. The school offers Afrikaans as the first language for all learners from Grades 4–7, and English is offered as a second language and the medium of instruction. In the Junior Primary phase, two languages serve as mediums of instruction: English and Afrikaans. Typically, learners whose L1 is Afrikaans are placed in the Afrikaans medium class, while

learners whose L1 is not Afrikaans go into the English medium class. They are merged in grades 4–7, where Afrikaans is taught as the first language and English is taught as the second language and the medium of instruction.

Now that I have presented the biodata of the participants and the setting of the origin of my data, in the next section, I present the transcriptions and coding of the lecturers’ interviews and the student focus group discussions. It is from these raw data that I have taken data strands to substantiate my remarks and observations that I have made in my study.

Following the presentation of the participant biographies and the context of the data’s origin, I go on to the next section, where I present the transcriptions and coding of the focus group discussion and the semi-structured interviews with the teachers, the HOD, and the Senior Education Officer. I have taken data strands from these raw data to support the statements and observations I have made in my study.

As expressed under ethical considerations, my study ensures that the identity of the participants is safeguarded. To ensure anonymity, pseudonyms were used to identify the participants. A pseudonym is a made-up name that differs from a person’s (orthonym) or place’s (toponym) actual name. In qualitative research, participants are frequently given pseudonyms by the researchers, though occasionally they may be asked to choose one themselves (Heaton, 2022).

Below is a table of the pseudonyms that I gave to the participants and what they mean:

Code	Meaning
R	Researcher
T4	Grade 4 Teacher
T5	Grade 5 Teacher
T6	Grade 6 Teacher
T7	Grade 7 Teacher
H	Head of Department
EO	Education Officer

Table 4.3. Codes for participants

4.6. Presentation of the Raw Data from teachers' focus groups discussion, the semi-structured interview with the HOD and semi-structured interview with the Senior Education Officer

In this section, I present raw data, beginning with the transcription from the from teachers' focus groups discussion, followed by the semi-structured interview with the HOD and then the semi-structured interview with the Senior Education Officer. It was from this data that I generated codes and themes for my data. Following this section, I will provide my analysis and observations, which will be supported by data collected through classroom observation and document analysis and based on the themes produced from my study objectives. For anonymity purposes, I used codes as displayed in figure 1 above. To denote the beginning and finish of each transcription, I used three asterisks (***). I'll begin by presenting the transcriptions of below.

4.6.1. Transcription of the focus group discussion with the teachers

R: Good afternoon colleagues, thank you for according me this opportunity to engage in this discussion with you for my study on culturally and linguistically responsive pedagogy, which is part of my study with the University of the Western Cape. In this interview, I will ask you questions related to the teaching of English a second language as it relates to culturally and linguistically responsive pedagogy. Please feel free to share your views, experiences and suggestions on this topic. I will treat this discussion in line with the research ethics and accord it the confidentiality that it deserves.

First of all, I would just like to get to understand your experiences in working with learners from different cultural and linguistic backgrounds.

R: What are your experiences in teaching and working with learners that are from different cultural backgrounds?

T6: I think the past few years now. It has become a problem since some of the learners in our schools, they don't understand either Afrikaans, which is the major mother tongue here in our school, yeah, and English as well. So it is a bit tricky to explain something to a learner that does not even understand one of those languages. So for me, I'm not Oshiwambo speaking, but now I have to explain to an Oshiwambo speaking learner English concepts for example. So it really takes a lot of experience and a lot of time also. But what we or me especially normally do is I will use one of my learners, Oshiwambo speaking learners to translate and explain to the other one and then later on it will come naturally.

R: Does anybody else want to share their experience?

T5: Making use of the learners to explain to one another makes it even easier for you as a teacher. Then you will know, okay, this is the part where this child captured what I've taught or not. And then maybe there are Others that don't understand what I really thought during the lesson. Then when the learner explains again, some of them, they didn't catch it, this time they will be able to understand fully, but then with the activities then you will see, OK, this child has understood or not and just give more activities, but using learners to explain to others makes it even more easier because they feel more comfortable with each other, yeah.

T7: Yeah, what I have observed is that the learners, as my colleagues stated earlier on most of them come from different cultural backgrounds, some of them are not acquainted with both languages, so it's difficult to explain to them. And As for the ones who do understand English, it's fine when the teacher is conveying the message and explaining to them but when you give them group discussions, they start discussing in the second language. That's of an advantage for them in terms of comprehending or understanding what they need to understand, but then it restricts or limits them from expressing themselves in the language. So to some extent it's like they neglect the speaking part and only focus on the other things, so It would be actually much better if we can encourage them from time to time like I always do, even though it's a headache, always force them to speak in English. But then once you look away, they go back to their vernacular.

T4: I have to agree with my colleagues here. It is really difficult, especially in Grade 4. Those kids come from what, Afrikaans Medium of instruction to English and it can be difficult, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior Primary phase to English in the Senior Primary phase.

T5: Most of our learners speak Afrikaans and therefore sometimes I try to make them understand by explaining some things in English and then in Afrikaans. Some of the learners understand better when things are explained to them in Afrikaans. For example in grammar, there are some things that they have already been taught in Afrikaans so I try to remind them of these in English and they always remember.

T4: Yes I agree, because really sometimes there is something that you know that the learners already know in Afrikaans so it saves time and it is easier when you say what it or switch to the language that they know which is Afrikaans.

T7: Yeah, I also agree. Sometimes you also just ask another learner to explain to others in their language, But yes, I also sometimes switch to Afrikaans to help the learners understand. Sometimes it really helps.

R: Thank you so much for those contributions. Our second question is how do you understand culturally and linguistically responsive teaching?

T6: Yeah, It's a challenge but actually a great experience, because teaching doesn't stop here. So we gain a lot of experience and in the future it helps us to handle it especially when you are presenting a lesson. It is not for me a troublesome issue. You understand and we are creating a future here, so it might be that next time we might get a Khosa speaking student as well. So, you gain your experience how to handle it. So, for me actually a plus point, it's a positive thing.

R: Any other different perspective?

T5: It's the same

R: How do you currently incorporate CLRP to ensure that you consider the linguistic and cultural backgrounds of your learners in your classroom?

T7: For me, what I usually do like for the for the activities in terms of the activities that we give them because we were motivated to actually use activities that they are acquainted with. So since we are a culturally diverse school, I'm not only limited to the cultures that they are used to here in the South, so when I download texts and come up with activities, I always consider the rest of the cultural groups in Namibia, for example, the kids, some of them have never left Keetmanshoop. So if I can get an article related to something in Zambezi region or Ohangwena or whichever northern region. That way the learners are also exposed to what is happening out there and that way they get to interact with the others nicely without any discrimination whatsoever.

T6: I would also add that our schemes of work are uniform. Yeah, but normally what we do is my colleagues will also agree, one of our theme is always culture. It's always there so that we can know each and every one can get a chance to express themselves. So we do dances,

songs, background, history, whatever it might take. The next cultural group or learners in the class, they can also hear and they really like it to hear from the other groups. We normally have a theme on culture or tradition in our scheme of work.

R: Yeah, I was privileged to observe one of the topics where the Grade 4 teacher was focusing on culture. The learners were presenting the posters of their cultures and I found it very interesting. I personally learned a lot from their presentations. Does that mean you apply the thematic approach to teach your lessons?

T4: Yes, yes, yes.

T7: Yeah, thematic approach

T5: It guides us a lot.

T6: Because we need to prepare in advance, especially the schemes of work and the year plan and those kinds of things. So if we have the themes, then we know we concentrate on the topic, taking out listening, speaking everything and all the skills from that that they need to do.

R: So the topics and the themes are stipulated in the scheme of work?

T4: Yes

R: So what could be the challenges of working in an environment where you have to cater to all the needs of these learners, both linguistic and cultural needs?

T6: What I can say is you need to be creative, really you need to be awake. You need to be creative and alert because you have to be very sensitive also. So, for me, I've been now in in teaching for 22 years now, maybe the youngsters can tell you more about the challenges.

T7: For me, like I stated earlier on it seems like the kids are not really sensitized on the importance of the English as a second language like in practical contexts because in most cases they prefer sticking to the vernacular language that they are more familiar with, which is Afrikaans. It seems they are not really taught well to know that sometimes you might find yourself in situations whereby the only language you have to speak is English so for them they treat it as something which they are only supposed to do in the class with the teacher.

T4: Yes

T7: Because even during break I used to motivate them from time to time, like can you not just try and speak English with your friends as well. Yeah, they do not do that. It seems like once they walk out of the English class then shut down, back to Afrikaans. I always tell them like it's not restricted to the classroom setting only. So at home, the TV programs that you watch from time to time, you must also watch English programs. Yeah, that way you can be more exposed to the language, and I always encourage them to tell their parents to buy them books. Also, when the parents buy them gifts, they must not just buy these other toys, so they have to read on their own as well, yeah.

T4: Reading advertisements in shops, pamphlets, those things.

R: Do you have the reading period on your timetable?

T5: Yes, On Friday, the 4th period.

R: How do you engage the learners in reading during the reading period?

T6: What actually happened is the library was there and then due to the shortage of classrooms, we took out the books and used it as a classroom. Yeah, but now this year, we should have started already with the library. So, we took back a few books, but a lot of them we don't know where they are. So now we have to re-do everything also to install back the computers, because it was the computer lab as well, but that one is a challenge because currently there are a few books. We don't have actually a librarian sitting there, you know, for the borrowing of the books or lending of the books.

R: What resources do you get them to read during the reading period?

T6: Okay, what we what we did was in the past, we copied some activities, for example were word puzzles for reading and word searches and those kinds of things. We can use recycled newspapers. There wasn't much happening so we suggested that maybe the reading period can be used for the Home Ecology and Design since we are already reading during our lesson times."

R: Is it only language teachers who are responsible for the reading period at your school?

T5: Other teachers feel it is the responsibility of the Language teachers. We use the reading period for example this week is for Afrikaans, next week it's for English and the other week it's Mathematics but some were always somehow. It does not work. It always comes back to the English teachers.

R: Are the textbooks that you use relevant to your learners?

T7: The textbooks in terms of the context being utilized, they don't really focus on the Namibian context. Yeah, it's random things from across the world, but then we are not limited to using the textbooks only like we prefer using other sources such as articles from the newspaper and from the internet. There are very good websites on the internet. The internet is actually the best option there you can find a lot of diverse, culturally diverse sources because the textbook is not really reliable for.

T6: Yeah, I can't remember when last I used my textbook. You get everything from the internet. From a reading passage from internet, you can take out all the activities that they need to do. In fact, we do not have enough textbooks. They are not in good condition and the learners are sharing.

T4: The textbooks are not relevant and not enough.

R: How do you make the internet resources relevant to your learners?

T5: For me on the texts, usually I don't take the texts with the questions, because those people's level of education in comparison to ours is not of the same standard. So, what I usually do, I just focus on the text or the reading passage itself, and then I will come up with my own questions based off of the understanding or level. Because at some point at the beginning of the year, we also tackled the type of questions, the WH questions, yeah, so they know how to answer all the questions or what is expected on the WH questions. So, I always ensure that the questions I ask are surrounding those types of WH questions. If it's a little difficult, I will twist it in such way that it's of their level.

T5: Yes

R: How do you teach new vocabulary to Grade 4 learners?

T4: What I usually do is we take a text and we identify the difficult words. We circle the difficult words and then we make up our own definition of those words and then we go home with those words and then we find the correct definition, come back to school and we talk about them, maybe have a spelling test on a Friday. That's basically it. Make it much simpler for them. And even when I teach, like, for example prepositions or whatever, I break up those words, let them make their own definition of that word and then It's mos what they know, known to unknown.

R: Any other strategy for teaching new vocabulary?

T6: Yeah, it almost takes a whole week for new terms. For them not to remember, but to just familiarize themselves with them. Firstly, if you take the reading passage and you take out those new vocabulary words. Then you let them let them write it down, look up the meaning of those words we have dictionaries in school as well, so we can make use of that and that is that is actually almost two periods, taking two periods and then you send them back. They make their own sentences with these words, come back the next day. Then we read, for example, the reading passage. Now they have a bit more understanding of the word that is in the sentence. After that, you answer questions based on the reading passage. After that, you write the spelling test or before the spelling test like I do. You saw the other day then I played the spelling game. Spelling bee or the ones whereby they have to write the spelling of the word and then the spelling test. So, by the end of the week, at least from the 20 or 10 words, they grabbed five or three words.

R: Which skill do you find to be most challenging or difficult to teach?

T5: I would say speaking, I would say speaking because grammar is fine for me because we can even demonstrate in classes. But speaking, I really struggle with speaking, speaking and grammar usage in speaking. So it means you know that some learners come here, they will talk like “I did go to school yesterday”, “I did what”, and they don’t know that there’s a past tense for that word, you know. So and and and even at home, they are speaking like. That, yeah, so and some, some of them even translate straight from, their mother tongue. Direct translation, yes. So speaking is is a bit and now due to that some of them they don’t want to speak at all. You will sit with their three learners in class each and every time, even though you put them in a group and what what, The only time that I can get at least a mark is when I say role play for example. But then you will also observe that that specific learner will only say ‘Ouch’ or ‘ooh’ and that’s all. I think that one is for me, challenging. In the same vein, I would not have enough time to spend on just one case because we have other tasks to focus on and record to meet the deadlines.

T4: I have to agree with speaking as well.

T7: Yeah, for me, speaking is the main one that is most challenging, but listening is also challenging because with listening it’s like I don’t know what is wrong with them. I always tell them like the first time at least, just listen. Do not respond. And then you can answer afterwards because it’s difficult to multitask, but once you start reading the in the first go

and they hear their answers, they become over excited and then they start answering and then they don't know what's going on and they and I struggle because according to what is prescribed, we are supposed to read two times, but in most cases they will beg you for the third time, you must always read for the third time, and if you decide to be strict then the marks are always disastrous.

R: The last two questions are on teacher training and in service training. Do you believe that the training that you went through has given you sufficient understanding on the issue of culturally and linguistically responsive teaching?

T7: That one for us it was tackled but not in detail. Yeah, they didn't really. They were not comprehensive about it because I remember it's only a few questions they used to ask in the examination and then you respond, but then they didn't prepare us practically for the real-life situation. So, this was like a surprise when we get in the industry, then you know what you have to figure out what to do. So, the training regarding culturally and linguistically responsive pedagogy was not really sufficient, yeah.

T4: It's true.

T5: I agree.

R: What kind of assistance or in service training or support that you think you will require to improve your teaching considering the cultural and linguistic background of your learners?

T5: I think because at some point we met with the Senior Education Officer in order to come up with the schemes of work. So, in that same meeting, we also agreed, but then due to the lack of time, time caught up to us, we were actually supposed to prepare activities for the different things. We were supposed to give each other a portion of the tasks and then come up with activities that are culturally diverse for us all. So, I think if the regional office can roll out such programs, whereby we all come together as teachers, we can meet and then be divided into different cultural groups, and then we can come up with quality assessment activities and then that way we can incorporate all from the different cultural groups and then just utilize those ones.

T6: I just want to add that it's actually a very good idea because we've been doing cluster activities all these years and it's been now, I think, four five years when we last did it and in those cluster meetings that we have, we normally group together and then we discuss

the activities, even the, the, the, the performance of learners, yeah, we even advise each other on what to do in different situations. We really need it back because it helped a lot. So, I think we should take it up with the SEO because we need it.

T4: I really think we need workshops on culturally and linguistically responsive teaching so that we know what it is all about and then we can help our learners better. I also think we need to be trained on how to adjust our materials to suit our cultural and linguistic needs.

R: And in terms of methodology, pedagogy, teaching itself?

T7: Yeah, I think on the activities we are fine with the Internet thus far. Yeah. I think it will also be much better if we can, if they can get us people because I'm sure there are people out there who are specialized and went in depth in the different types of skills. There are some things that we might not be doing right. So if they can also have training programs or workshops or even just something that we can watch online so we can get more equipped on that part because we still need more regarding that.

R: With that, we've come to the end of our discussion. Unless you have any comments or questions or just anything you feel was not covered by this discussion and you feel it's relevant to CLRP and language learning.

T6: I don't know if it related but I really struggle with not having my own classroom. You know, because I like to put up posters. I like my wall decorations to be there and I like for learners to read posters, it helps a lot. Yeah, but now I'm only with my bag and my books and then you go from class to class and I think in a way it will really help the learners especially the reading and the grammar parts, because mostly it's grammar and you make every time you make them like you go back, you know, go back to the poster. Can you see the poster? Let us read the poster. Now I have to carry everything and there's no way I can put up a poster because I'm using that class only for one period and then I move so that one for me is a problem, yeah.

T4: We are supposed to have a reading corner but we are sitting now with overcrowded classes, so there is no space for a reading corner, also those learners with reading problems, cultural different cultural backgrounds, the more you read, the more practice you get and the better the better you get. So we don't have a reading a reading corner due the overcrowded classes, which is also one of the compulsory things, I think in language department. So we

have a lot of challenges and we cannot really reach our aim by the end of the day you understand? But we if we try to cope with what we have and. What we can do.

R: Those are all genuine concerns because they all contribute to the learning of English as a second language.

T7: And just to add on the point of embracing the different cultures, I've come to observe that mostly with young parents, people have adopted to this contemporary culture whereby they neglect their indigenous backgrounds, so you will find kids that are born and they have no knowledge of the mother tongue. They just grow up in an environment whereby they are only exposed to other languages. It becomes difficult for them to grasp that second language because you get lost in translation because the mother tongue you are supposed to learn naturally. So now for somebody who just started speaking Afrikaans while they are, for example Rukwangali speaking. That kid once should translate it to Afrikaans, they get confused in the translation process. I think that this one has more to do with the parents. They should be sensitized on the fact that the cultural background in the first language is of utmost importance. Yeah, it must not be overlooked otherwise brings problems.

R: So you have learners who cannot speak their first language?

T5: Yeah, some only speak Afrikaans and have no knowledge of their mother tongue.

R: That's interesting because it's not something I considered, but yeah, there are parents that actually don't teach the first language and first language is the language in which the child conceptualizes. Colleagues, with that, we have come to the end of our discussion. I cannot thank you enough for allowing me in your classrooms and for sitting and discussing this topic with me.

T6: I would also, on behalf of the English thank you for engaging us.

4.6.2. Transcription of semi-structured interview with the HOD

After the focus group discussion with the ESL teachers, I had a semi-structured interview with the HOD. Our discussion is transcribed below:

R: This part of the interview is for the HOD and is a continuation of the discussion that we had earlier with the teachers. I would like to find out first of all the overall transition of these learners when they come in in Grade 4 until they exit in Grade 7.

H: Grade 4 is actually a struggle. You can see that there is a kind of short coming in each and every one of them, it can be in understanding for example speaking, listening. I think our challenge here is the implementation of the language policy in the Junior Primary phase. We have six (6) Junior Primary classes, three (3) are Afrikaans medium and three (3) are English medium. What the parents normally do is that they want their children to be in the English medium class even if their L1 is Afrikaans. The English medium class is meant for learners whose mother tongue is not Afrikaans. So what happens is now it will become a challenge because the learner is not taught in their mother tongue to be able to conceptualize and to understand the basics. When they go to Grade 4 it becomes a problem. The other issue also is the pressure that they have because in Grade 4 now they have to rotate classes. They have different teachers while in grade three they only had one now they are experiencing new subjects. So it's a lot of pressure for the Grade 4. Grade 5, it becomes a bit better, but not really, the learners are not where you want them to be. We take it one day at a time. And like I said the learners have different backgrounds, most of them live with grandparents, the parents are nowhere to be found and they are also struggling. But we have the learning support classes after school on Tuesdays for English and Afrikaans on Wednesdays, I think it helps a bit. Now we are also struggling with teachers that are not really fully equipped to offer support to learners from different linguistic and cultural backgrounds.

R: What about their performance in grade 7?

H: Yeah, Grade 7, actually I have a very strong teacher in Grade 7, from Grade 6 to 7 it becomes a bit better. So the progress is slow but it is taking place. But when they go on to grade to Grade 8, it becomes another problem. We are very lenient in terms of assessment here at primary school but at Junior Secondary the stakes are higher.

R: Are the teachers in your department equipped to work with learners from different cultural and linguistic backgrounds?

H: Yeah, I think they are capable teachers but knowledge can never be enough. I think they can still be supported especially in the area of culturally and linguistically responsive pedagogy. They need training to be able to identify good resources and to adjust articles to be suitable for their learners. They are a very good team, very supportive towards each other.

R: Do you think that the teacher training programs have prepared the teachers well to be able to employ CTRP?

T: Like the teachers also indicated earlier, the training they went through was not sufficient. Also, there is an issue of the training of the colleges before they were merged with the university of Namibia. The two trainings are not the same. Now we have teachers who were trained by the college and those who were trained by the university.

R: Do you think as an HOD you require any training on CLRP to be able to support your teachers, if so, what type of training do you require?

H: Definitely, Let me say all the departments need to come together and I think more regularly. Yeah, we have a lot of challenges, different challenges a lot of us are not really equipped for that. So it would be helpful if the SEO can work out something for us as management, as HODs, to come together as well to see how we can tackle this problem. So, we need we really need training and support. It's a big need.

R: The last question was just prompted by our conversation with the teachers earlier regarding reading. How is literature taught at the school?

H: We don't actually have something in place for that. So we are just doing, let me say we are just doing it. We don't know what we are supposed to do and how we should do it. I think in a way in we are far behind, really, with literature, we are we are really far behind. We are just trying what we can. It's one of the actually, it's one of the main things that we neglect also as teachers, and as education departments overall.

R: I see, do you have the prescribed literature books?

H: Nothing. There's nothing whatsoever. We actually need assistance and training in that.

R: That was my last question, thank you so much for your time.

4.6.3 Semi-structured interviews with the Senior Education Officer

I also had a semi-structured interview with the Senior Education Officer, our interaction is transcribed below:

R: We are going to start with the interview. Thank you for according me this opportunity to interview you for my study on culturally and linguistically responsive pedagogy, which is part of my doctoral study with the University of the Western. In this interview, I'll ask you questions related to in- service training of teach. Paying particular attention to culturally and linguistically responsive pedagogy, feel free to share your views, experiences, and suggestions on the topic. I'll treat this interview in line with the research ethics and accord it the utmost confidentiality it deserves.

R: We are going to begin with the first question, which is. Could you please just briefly tell me about your experience as an English teacher dealing or working with learners from various linguistic and cultural backgrounds?

EO: Teaching English as a second language to learners from various linguistic and cultural backgrounds is quite challenging because many a times the learners have a negative attitude towards learning English. So, it becomes challenging when you have to encourage them to focus on English. So, at the same time, it is also challenging because they learn at different paces because of the fact that they are from various cultural backgrounds, so that and that would mean that you have different abled learners in a classroom, and you have to be able to move with them all at once. But it is interesting, especially this part in the in the South, because the learners are very enthusiastic and because most of the learners this side are or where I taught, Afrikaans is their first language. So Afrikaans is very much related somewhat to English. So, it is very easy for the learners to transfer concepts from Afrikaans to English. To the change of being taught in the Afrikaans as the medium of instruction in Junior Primary and then transitioning to English as a second language in the Senior Primary. It is like I said, challenging, but it is it is interesting because it is challenging for you as a teacher because you constantly come up with innovative ways to make the language more appealing to these learners.

R: Thank you so much for that, so in which phase are you specialized?

EO: I have taught in both Senior Primary and secondary phase.

R: What is your experience training English as second language teachers. Specifically, the Grade 4-7 teachers in issues that pertain to culturally and linguistically responsive pedagogy?

EO: First of all, I believe my experience, whether it is that of the teachers not having the awareness of learners being linguistically and culturally different or even though they are aware, they don't have the experience to be able to assist these learners who are from different cultural and linguistic backgrounds. Generally, teachers have high workloads that sometimes makes it difficult for them to come up with innovative strategies to assist learners, so all they focus on, as I've experienced or seen, is that they teach to assess because they work with deadlines. They end up not really teaching the competencies and assisting learners that are struggling with English. There are teachers who just believe that the learners have been taught in Afrikaans as a medium of instruction from Grade 1-3 and when they come to the Senior Secondary phase, the teachers do not believe that these learners need to be taught English like full force in Grade 4, so they rather want to take it very slow with these learners. And I've seen this with the type of assessment activities that they come up with where they really do not challenge the learners or they do not perhaps know how to make assessment and teaching in general interesting for these learners and teach them the language. For them to be able to express themselves confidently.

R: What are the linguistic backgrounds of the teachers that you offer in service training to so? In other words, do you feel that the teachers themselves in the region are diverse?

EO: Yes, they just are from various cultural backgrounds and this one sees when you are offering them workshops and when you are communicating with them. It is also a challenge sometimes because you will have to re explain something and that this this is attributed by the fact that they are from different cultural backgrounds. And this is sometimes also what I tell them about the learners, just like with them. It's the same with the learners.

R: How do you understand Culturally and linguistically responsive pedagogy?

EO: I would say because I always do this with the teachers when I do presentation and I explain to them how we need to be away of the learners within our classroom, coming from diverse cultural backgrounds. An example I used to give them with the dialects and the pronunciation of words and the understanding of the perceiving of the language, I usually explain to them. For example, how an Oshiwambo child for example would say I have a pregnant instead and I would link that to how it is used in the ocean language as ownership and then they become aware. So, I explain to them that. Cultural and linguistic responsiveness in teaching is being aware that the learners in your classroom come from different cultural and linguistic backgrounds, and when you prepare lessons that your lessons are taking all these learners into consideration when you teach, when you come up with activities tasks, assessment, they cater to all learners.

R: What tips do you give to your teachers on incorporating CLRP in their classrooms?

EO: When I started off in this position, my first task was to inform all my teachers that we need to change our approach of teaching English. My very first question to them all was why are you language teachers? When I went around to some of the schools and I observed their lessons, I saw how they are teaching grammar in isolation, that there's nothing that the learners understand after leaving a lesson that they've just done on tenses and asked them why is it that the learners we teach still say "I didn't know" and "I didn't brought" so, how effective are our lessons? And so one of the strategies that I that I told the teachers and the regions that we need to fully implement is teaching language thematically. Because I believe that when you link all the skills to a theme the learner can relate to the to this and can easily learn the steps or the skills step by step gradually and become more competent in the language. So I told them that the themes that they come up with also need to be very much relatable to the learners, and when they come up with a theme, for example, what I told the teachers is that because we are transitioning from Junior Primary and transitioning from mother tongue instruction now to fully fledged teaching English, I told my teachers, that we are going to make use of the themes as already stipulated in the Junior Primary planning manual. So, we make use of the same themes especially for Grade 4 and 5 So that the learners are already used to learning things like myself, learning things like culture, learning things like teenagers and you know, stuff like that. So, these themes, the learners will use in Grade 4 and 5, 6 and 7 and it makes it easier for them to learn the language

when they do 1 theme for that particular week or two weeks, depending on how long the theme should run. So that was one of the strategies that I have used. Because one of the challenges I've observed, and that is why the learners I've, I've realized because I researched and I decided to go around and find out why are our learners not performing. And I saw that today, the teacher will go into the class and give the learners a task on HIV AIDS tomorrow it's a reading task on global. There's no continuation, and that is what makes it difficult for the learners to really fully master the competencies.

R: Having so many schools to work with, how do you currently assist the teachers in this regard, considering the number of schools that you need to reach?

EO: I've created an open-door policy with my with my teachers. So, I've created WhatsApp platform where they are able to always ask questions. So that's the first one. In addition to that, I have workshops that I've split into different towns and circuits so that I can reach them in smaller groups. Where I discuss these challenges and one of them is, of course, as I said, I've decided that not I have decided, but it is what should happen that we should teach language the right way and the approach. So, I've truly told the teachers that we need to teach thematically. That's one approach. The other one that I'm also always passionate about is making provision for learners of different needs. So I feel one of the challenges and this is what happens in the classroom, that the learners that are struggling in the classroom are the ones from diverse backgrounds, those whose L1 is not Afrikaans. In the South you would see that in most cases, the Oshiwambo speaking learners are the ones that are struggling. But now teachers are not coming up with activities, extension activities or remedial programs to assist these learners in the classroom. So they go on with teaching and learning as long as the other half of the class understands. And that learner is left behind. So, one of the strategies or what I do with the teachers as I go around is to assist them on how to, although you're continuing with the others, be able to assist that learner. I also tell them that there's another learner that we tend to forget in the classroom, and that's the gifted learner. So, the moment that that learner is done it, it's fine. There's nothing more for that learner. There's nothing challenging or an extension activity that you come up with to keep that learner going as well because that learner can be 10 steps ahead and you are the one that can make sure because you come up with activities for that learner. So that is what I've been able to do in the short time since I've been appointed.

R: Those are really good initiatives.

EO: And one of the other strategies that we have also implemented was we get together. My teachers asked that we get together once every month. Of course, I cannot get to all the teachers so the teachers in Keetmanshoop are requesting for me to go to schools and also teach and show them, how do you cater for different abled learners in your classroom? How do you teach a theme starting with speaking or listening. They're struggling to teach these skills, they do reading, they do the grammar, every now and then they will do literature if it suits them, or and then they continue. Do you understand? So the learners are only assessed, they are only asked to come to the front and speak for marks and that's it. But I said how often do we have speaking lessons, how often do we have listening lessons so these learners that are struggling that are coming from diverse cultural and linguistic backgrounds are not exposed in the English second language classrooms because they are minimal speaking and listening lessons. Just to also add again on that the other strategy that I told the teachers to use is on vocabulary teaching. With the junior primary, they used to have sight words in the classroom connected to this particular theme. So I told the teachers to do the same in the Senior Primary phase. If you're busy with road safety, have words that are related to road safety it will expose the learners to the words and you use them in sentences and constantly and this will improve the learner's vocabulary.

R: I agree. Why do you think the teachers are/may be struggling to implement CLRP?

EO: One of the challenges I would say in most cases is lack of resources. I have realized that once there are no resources, some of the teachers are apprehensive to make an effort to go the extra mile or improvise to come up with things themselves if it is not provided. The other challenge is the attitude. I asked many teachers why are we teaching language? If you open the book of a learner from the beginning of the year to the end of the year, it's grammar. How is the grammar taught? The very first day the learners are taught all the tenses. So, what do we want to achieve by the end of teaching this learner a language so the teachers perception of what a language is and what language teaching is also needs to change. So that is a challenge that I've observed because when I go to a teacher for a lesson observation. I tell them, I'm not coming to your lesson to see how good you know your language? But how do you learn this? What did they learn at the end of your lesson? So, teachers are teaching. There's no activity, there's nothing after that to make sure that the learners have comprehended or understood or mastered what the teacher has just done.

Generally, teachers are not aware that they are different learners in their classrooms. So, when they come up with activities they do not take that into consideration at all. So that means planning is a challenge. When they plan, they do not sit and think, OK, this activity that I'm doing it is about snow for example and learners in Sesfontein or Berseba know nothing about that. So the vocabulary that is used in the text, nothing is familiar to the learners. So teachers are struggling really to know that we need to come up with activities. Our lesson plans need to be in such a way or our presentations need to be in such a way that it caters for these learners in the classroom that are from different backgrounds, bringing the real life situations into the classroom. So that the learners are able to see and understand the things better.

R: Do you need any training on CLRP in order to be able to train your teachers better?

EO: Yes, I hope one day we can be trained by people from head office on this as culturally and linguistically responsive pedagogy. If we are trained, we will know how better we can assist our teachers apart from what we already know. Perhaps a training on other strategies that we can give to Grade 4 teachers because many at times the Grade 4 teacher will tell you that in their classrooms “That learner just want to speak Afrikaans” “What do I do?” “What can I do to help?” That learners does not understand any English. I went to a secondary school the other day and the teacher told me about a learner that still cannot speak Afrikaans, but the learner is forced to be in an Afrikaans class. So I would like to know what plans does our ministry have to make sure that they really take this concept of CLRP and really implement it. What’s happening on the ground is somewhat different because when you force a learner that does not know the language to do the language it is, it is not fair. I went to a few schools in the farm recently. Oshiwambo speaking learners in a pre-primary classroom are taught Khoekhoegowab as medium of instruction. Just because the area has Khoekhoegowab speakers but perhaps the majority of the learners are not KKG speakers. So, I think somewhere we need to analyze the language policy and implement it in such a way that it benefits the learners.

R: What type of training do you think you require to be able to train your teachers effectively considering CLRP?

EO: Yeah, I would like to be trained on how I can assist a Grade 4 teacher that is my biggest challenge because I have seen how they learners write, I've seen how they struggle to transition from mother tongue instruction to English as a second language. was not trained

at all when I got the new position. I was not trained, much of what I do is what I believe I know, so I'm assisting but I would like to have some sort of formal training or just training that I can be able to be more confident with how I give guidance to my colleagues.

R: In the same vein, I would like to take you back to your teacher training program that you've had, would you say it has assisted you in becoming a teacher that is cognizant of your learners cultural and linguistic backgrounds?

EO: I would say it was there, perhaps I've not taken it too seriously, and I've really only come to understand it when I once I came to teaching or to the field, but I think we have touched on some modules like psycholinguistics perhaps. I'm just not so sure if it went this deep, but I have a better understanding when I came to the classroom and I saw physically how they have diverse learners in the classroom and that you are trying to move forward with your lesson, but then you have 10 or 15 learners who did not master the competencies and you started questioning and you started thinking and you saw how it is because of this or you see that you are teaching a lesson and learners cannot relate to it because it does nothing to them because it's not from their background. It's not something they can relate to. But when you introduce things in the classroom that they can relate to, you can see them smiling. You can see a spark on their faces. So, the type of training I would say to some extent, it might have brought that up, but I would say the training was more general on the field teaching and learning. I feel like even if it was touched and it was not explicitly tackled, especially considering the fact that Namibia is a very multilingual nation, we have so many mother tongues, and I would expect you know, especially during the micro teachings or the teaching methodology to have an aspect of that because the reality in the schools is that the learners are diverse and they are struggling. We need a specific component e addressing these issues in teacher training methodology.

R: Lastly, do you have any comments or questions related to CLRP?

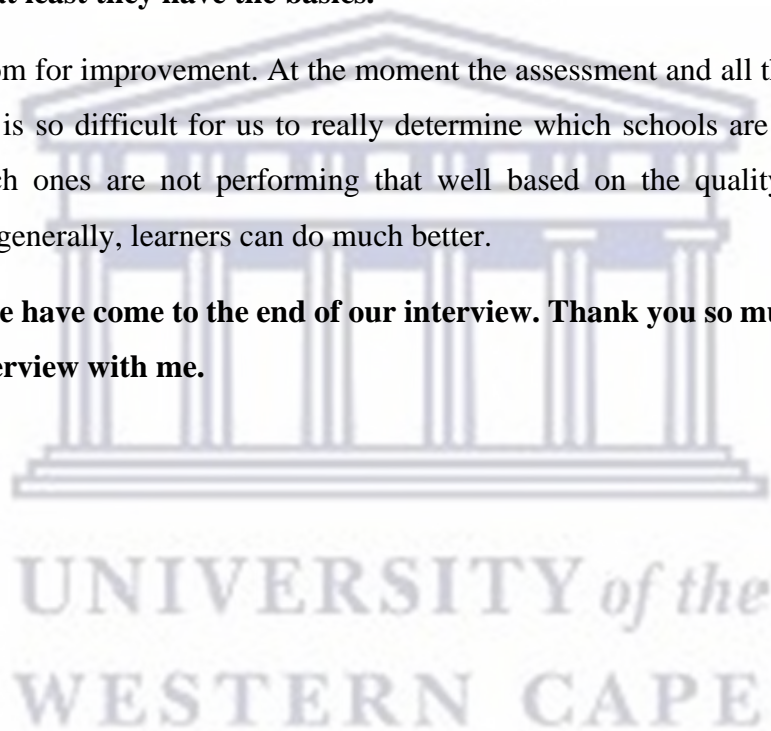
EO: Maybe one thing I can add to this is that I've realized also in the English second language classrooms that the teachers have a challenge with teaching literature. I've realized perhaps the one is that themselves, how often do they read? And how often do they expose themselves to the different literature? Teachers have said it is a challenge, it means they are not exposing the learners to literature and this is a good opportunity to bring in CLRP pedagogy in the classroom when you are able to expose learners to various literature. I'm just thinking about how the Grade 9 learners are currently doing God of women. And how

that brings so much smile to the learners that can relate to it. I believe if in our curriculum for grade four to seven literature that these learners from the different cultural backgrounds can relate to, can be brought even if it's to the different regions. That would make it interesting instead of coming up with one book that should be for the entire country. If there can be specific literatures targeted for specific regions because or taking into account their cultural and linguistic backgrounds, that would make teaching literature more pleasurable for both the teachers and the learners.

R: I fully agree, and I also believe that literature is a component that we cannot ignore in an English classroom from an early stage. In fact, the earlier the better, when they go to the next phase at least they have the basics.

EO: There is room for improvement. At the moment the assessment and all that is a challenge because it is so difficult for us to really determine which schools are performing very well, which ones are not performing that well based on the quality of assessment. However, generally, learners can do much better.

R: With that, we have come to the end of our interview. Thank you so much for agreeing to have this interview with me.



4.7. Coding of Data

4.7.1. Coding of data from focus group discussion with the teachers

Data	Themes
<p>T5: Most of our learners speak Afrikaans and therefore sometimes I try to make them understand by explaining some things <u>in English and then in Afrikaans</u>. Some of the learners understand better when things are explained to them in Afrikaans. For example in grammar, there are some things that they have already been taught in Afrikaans so I try to remind them of these in English and they always remember.</p> <p>T4: <u>Yes I agree</u>, because really sometimes there is something that you know that the learners already know in Afrikaans so it saves time and <u>it is easier when you say what it is in or switch language that they know</u> which is Afrikaans. T4</p> <p>T3: T3: Yeah, <u>I also agree</u>. Sometimes you also just ask another learner to explain to others in their language, But yes, <u>I also sometimes switch to Afrikaans to help the learners understand</u>. Sometimes it really helps. T3</p>	<p>Code-switching between English and Afrikaans</p> <p>Switch between two languages (English and Afrikaans)</p> <p>Agree to code-switching</p> <p>Agree to code-switching</p>
<p>T6: I think the past few years now. It has become a problem since some of the learners in our schools, they don't understand either Afrikaans, which is the major mother tongue here in our school, yeah, and English as well. So it is a bit tricky to explain something to a learner that does not even understand one of those languages. So for me, I'm not Oshiwambo speaking, but now I have to explain to an Oshiwambo speaking learner English concepts for example. So it really takes a lot of experience and a lot of time also.</p>	<p>Theme 2: Peer tutoring</p>

<p>But what we or me especially normally do is <u>I will use one of my learners, Oshiwambo speaking learners to translate and explain to the other one</u> and then later on it will come naturally.</p> <p>T5: <u>Making use of the learners to explain to one another makes it even easier for us as teachers.</u></p> <p>Then you will know, OK, this is the part where this child captured what I've taught or not. And then maybe there are Others that don't understand what I really thought during the lesson. Then when <u>the learner explains again</u>, some of them, they didn't catch it, this time they will be able to understand fully, but then with the activities then you will see, OK, this child has understood or not and just give more activities, but using learners to explain to others makes it even more easier because they <u>feel more comfortable with each other.</u></p>	<p>Learners who share a common language explain to each other.</p> <p>Peer tutoring</p> <p>Peer tutoring</p> <p>Peer tutoring</p>
<p>T7: What I have observed is that the learners, as my colleagues stated earlier on most of them come from different cultural backgrounds, some of them are not acquainted with both languages, so it's difficult to explain to them. And As for the ones who do understand English, it's fine when the teacher is conveying the message and explaining to them but when you give them group discussions, <u>they start discussing in the first language.</u> That's of an <u>advantage</u> for them in terms of comprehending or understanding what they need to understand, but then it restricts or limits them from expressing themselves in the language. So to some extent it's like they neglect</p>	<p>L1 usage in the English lessons</p> <p>First language usage in the classroom</p>

the speaking part and only focus on the other things, so It would be actually much better if we can encourage them from time to time like I always do, even though it's a headache, always force them to speak in English. But then once you look away, they go back to their vernacular

Use of first language

T4: I have to agree with my colleagues here. It is really difficult, especially in Grade 4. Those kids come from what, Afrikaans Medium of instruction to English and it can be difficult, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior Primary phase to English in the Senior Primary phase.

Agree with use of first language

First language usage

T7: For me, like I stated earlier on it, it seems like the kids are not really sensitized on the importance of the English as a second language like in practical contexts because in most cases they prefer sticking to the vernacular language that they are more familiar with, which is Afrikaans. It seems they are not really taught well to know that sometimes you might find yourself in situations whereby the only language you have to speak is English so for them they treat it as something which they are only supposed to do in the class with the teacher.

First language usage

During break I used to motivate them from time to time, like can you not just try and speak English with your friends as well. Yeah, they do

First language preference

<p><u>not do that</u>. It seems like once they walk out of the English class then shut down, <u>back to Afrikaans</u>. I always tell them like it's not restricted to the classroom setting only. So at home, the TV programs that you watch from time to time, you must also watch English programs. Yeah, that way you can be more exposed to the language, and I always encourage them to tell their parents to buy them books. Also, when the parents buy them gifts, they must not just buy these other toys, so they have to read on their own as well, yeah.</p>	<p>First language usage</p>
<p>T6: I would also add that our schemes of work are uniform. Yeah, but normally what we do is my colleagues will also agree, one of <u>our theme is always culture</u>. It's always there so that we can know each and every one can get a chance to express themselves. So we do dances, songs, background, history, whatever it might take. The next cultural group or learners in the class, they can also hear and they really like it to hear from the other groups. <u>We normally have a theme on culture or tradition in our scheme of work</u>.</p> <p>T7: Yeah, <u>thematic approach</u></p> <p>T5: <u>Thematic approach</u> guides us a lot. Because we need to prepare in advance, especially the schemes of work and the year plan and those kinds of things. So, if <u>we have the themes</u>, then we know we concentrate on the topic, taking out listening, speaking everything and all the skills from that that they need to do.</p>	<p>Thematic teaching approach</p> <p>Thematic teaching approach</p> <p>Thematic approach</p> <p>Thematic approach</p> <p>Thematic approach</p>

<p>T7: The textbooks in terms of the context being utilized, they don't really focus on the Namibian context. Yeah, It's random things from across the world, but then we are not limited to using the textbooks only like we prefer using other sources such as <u>articles from the newspaper and from the internet</u>. There are very good websites on <u>the internet</u>. The <u>internet</u> is actually the best option there you can find a lot of diverse, culturally diverse sources because the textbook is not really reliable for.</p> <p>T6: Yeah, I can't remember when last I used my textbook. You get everything from the internet. From a reading passage from <u>internet</u>, you can take out your all the activities that they need to do. In fact, we do not have enough textbooks. They are not in good condition and the learners are sharing.</p> <p>T5: For me on the texts, usually <u>I don't take the texts with the questions</u>, because those people's level of education in comparison to ours is not of the same standard. So what I usually do, I just focus on the text or the reading passage itself, and then I will come up with my own questions based off of the understanding or level. Because at some point at the beginning of the year, we also tackled the type of questions, the WH questions, yeah, so they know how to answer all the questions or what is expected on the WH questions. So, I always ensure that the questions I ask are surrounding those types of WH questions. If it's a little difficult, I will twist it in such way that it's of their level.</p>	<p>The use of resources from the internet</p> <p>The use of internet</p> <p>The use of internet</p> <p>Use of internet</p> <p>Texts from the internet</p>
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T7: For me, what I usually do like for the for the activities in terms of the activities that we give them because we were motivated to actually use activities that they are acquainted with. So since we are a culturally diverse school, I'm not only limited to the cultures that they are used to here in the South, so when I download texts and come up with activities, I always consider the rest of the cultural groups in Namibia, for example, the kids, some of them have never left Keetmanshoop. So if I can get an article related to something in Zambezi region or Ohangwena or whichever northern region. That way the learners are also exposed to what is happening out there and that way they get to interact with the others nicely without any discrimination whatsoever.

Texts from the internet

T6: Yeah, I can't remember when last I used my textbook. You get everything from the internet. From a reading passage from internet, you can take out your all the activities that they need to do. In fact, we do not have enough textbooks. They are not in good condition and the learners are sharing

Lack of resources

insufficient textbooks

T4: The textbooks are not relevant and not enough.

insufficient textbooks

T4: We are supposed to have a reading corner but we are sitting now with overcrowded classes, so the reading corner, also those learners with reading problems, cultural different cultural

Limited classroom space

backgrounds, the more you read, the more practice you get and the better the better you get. So, we don't have a reading a reading corner due the overcrowded classes, which is also one of the compulsory things, I think in language department. So, we have a lot of challenges and we cannot really reach our aim by the end of the day you understand? But we if we try to cope with what we have and what we can do.

Limited classroom space

T6: I don't know if it related but I really struggle with not having my own classroom. You know, because I like to put up posters. I like my wall decorations to be there and I like for learners to read posters, it helps a lot. Yeah, but now I'm only with my bag and my books and then you go from class to class and I think in a way it will really help the learners especially the reading and the grammar parts, because mostly it's grammar and you make every time you make them like you go back, you know, go back to the poster. Can you see the poster? Let us read the poster. Now I have to carry everything and there's no way I can put up a poster because I'm using that class only for one period and then I move so that one for me is a problem, yeah.

Limited classroom space

Limited classroom space

<p>T7: Yeah, what I have observed is that the learners, as my colleagues stated earlier on most of them come from <u>different cultural backgrounds</u>, some of them are <u>not acquainted with both languages</u>, so it's difficult to explain to them. And As for the ones who do understand English, it's fine when the teacher is conveying the message and explaining to them but when you give them group discussions, <u>they start discussing in the first language</u>. That's of an advantage for them in terms of comprehending or understanding what they need to understand, but then <u>it restricts or limits them from expressing themselves in the English language</u>. So, to some extent it's like they neglect the speaking part and only focus on the other things, so It would be actually much better if we can encourage them from time to time like I always do, even though <u>it's a headache</u>, always <u>force</u> them to speak in English. But then once you look away, they go <u>back to their vernacular</u>.</p>	<p>Diversity challenge</p> <p>Diverse cultural backgrounds</p> <p>Diverse cultural backgrounds</p> <p>Diverse cultural backgrounds</p> <p>Diversity challenge</p>
<p>T4: <u>I have to agree</u> with my colleagues here. <u>It is really difficult</u>, especially in Grade 4. Those kids come from what, Afrikaans Medium of instruction to English and <u>it can be difficult</u>, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even <u>more challenging</u> because they are shifting from L1 medium of instruction in the Junior Primary phase to English in the Senior Primary phase.</p>	<p>Diverse cultural backgrounds</p> <p>Diversity challenge</p> <p>Diversity challenge</p>

<p>T7: For me, like I stated earlier on it, it seems like the kids are not really sensitized on the importance of the English as a second language like in practical contexts because in most cases <u>they prefer sticking to the vernacular language</u> that they are more familiar with, which is Afrikaans. It seems they are not really taught well to know that sometimes you might find yourself in situations whereby the only language you have to speak is English so for them they treat it as something which they are only supposed to do in the class with the teacher... because even during break I used to motivate them from time to time, like can you not just try and speak English with your friends as well. Yeah, <u>they do not do that</u>. It seems like once they walk out of the English class <u>they shut down, back to Afrikaans</u>. I always tell them like it's not restricted to the classroom setting only. So at home, the TV programs that you watch from time to time, you must also watch English programs. Yeah, that way you can be more exposed to the language, and I always encourage them to tell their parents to buy them books.</p>	<p>Diversity challenge</p> <p>Diversity challenge</p>
<p>T5: I would say <u>speaking</u>, I would say <u>speaking</u> because grammar is fine for me because we can even demonstrate in classes. But speaking, I really <u>struggle with speaking</u>, and <u>grammar usage in speaking</u>. So it means you know that some learners come here, they will talk like “I did go to school yesterday”, “I did what”, and they don’t know that there's a past tense for that word, you know. So and even at home, they are</p>	<p>Challenges in speaking and listening skills</p> <p>Speaking skill challenge</p> <p>Speaking skill challenge</p>

speaking like. That, yeah, so and some, some of them even translate straight from, their mother tongue. Direct translation, yes. So speaking is a bit and now due to that some of them they don't want to speak at all. You will sit with their three learners in class each and every time, even though you put them in a group and what what, The only time that I can get at least a mark is when I say role play for example. But then you will also observe that that specific learner will only say 'Ouch' or 'ooh' and that's all. I think that one is for me, challenging. In the same vein, I would not have enough time to spend on just one case because we have other tasks to focus on and record to meet the deadlines.

Speaking skill challenge

T4: I have to agree with speaking as well.

Speaking skill challenge

T7: Yeah, for me, speaking is the main one that is most challenging, but listening is also challenging because with listening it's like I don't know what is wrong with them. I always tell them like the first time at least, just listen. Do not respond. And then you can answer afterwards because it's difficult to multitask, but once you start reading the in the first go and they hear their answers, they become over excited and then they start answering and then they don't know what's going on and they and I struggle because according to what is prescribed, we are supposed to read two times, but in most cases they will beg you for the third time, you must always read for the third time, and if you decide to be strict then the marks are always disastrous.

Speaking skill challenge

Speaking skill challenge

Listening skill challenge

Listening skill challenge

<p>T4: <u>It is really difficult, especially in Grade 4.</u> Those kids come from what, Afrikaans Medium of instruction to English and <u>it can be difficult,</u> but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. <u>In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior primary phase to English in the Senior Primary phase.</u></p>	<p>Grade 4 learners struggle more in ESL compared to other Grades</p> <p>Poor performance in Grade 4</p> <p>Poor performance in Grade 4</p> <p>Poor performance in Grade 4</p>
<p>T4: What I usually do is we take a text and we <u>identify the difficult words.</u> We <u>circle the difficult words</u> and then we <u>make up our own definition</u> of those words and then we go home with those words and then we <u>find the correct definition,</u> come back to school and we talk about them, maybe have a <u>spelling test</u> on a Friday. That's basically it. Make it much simpler for them. And even when I teach, like, for example prepositions or whatever, I break up those words, let them <u>make their own definition</u> of that word and then It's mos what they know, known to unknown.</p>	<p>Challenges of teaching and learning new vocabulary</p> <p>Identify new words and come up with own definitions.</p> <p>Find meanings of difficult words</p> <p>Dictation</p> <p>Own definitions</p>

<p>T6: Yeah, it almost takes a whole week for new terms. For them not to remember, but to just <u>familiarize</u> themselves with them. Firstly, if you take the reading passage and you <u>take out those new vocabulary</u> words. Then you let them let them <u>write it down, look up the meaning of those words we have dictionaries</u> in school as well, so we can make use of that and that is that is actually almost two periods, taking two periods and then you send them back. They <u>make their own sentences with these words</u>, come back the next day. Then we read, for example, the reading passage. Now they have a bit more understanding of the word that is in the sentence. After that, you answer questions based on the reading passage. After that, you write the <u>spelling test</u> or before the spelling test like I do. You saw the other day then I played the spelling game. Spelling bee or the ones whereby they have to write the spelling of the word and then the <u>spelling test</u>. So, by the end of the week, at least from the 20 or 10 words, they grabbed five or three words.</p>	<p>Familiarize themselves with the words</p> <p>Identify difficult words</p> <p>Write down difficult words</p> <p>Find out dictionary meanings of words</p> <p>Use words in sentences</p> <p>Dictation</p> <p>Dictation</p>
<p>T6 Okay, what we what we did was in the past, we copied some activities, for example were word puzzles for reading and word searches and those kinds of things. We can used recycled newspapers. <u>There wasn't much happening</u> so we suggested that maybe the <u>reading period can be used for the Home Ecology and Design</u> since we are already reading during our lesson times.”</p>	<p>Reading challenges</p> <p>Reading period not utilised optimally</p> <p>Reading period not utilised optimally</p>

<p>T5: Other teachers feel it is the <u>responsibility of the Language teachers</u>. We use the reading period for example this week is for Afrikaans, next week it's for English and the other week it's Mathematics but some were always somehow. <u>It does not work</u>. It always comes back to the English teachers.</p> <p>T4: We are supposed to have a reading corner but we are sitting now with overcrowded classes, so there is <u>no space for a reading corner</u>, also those learners with reading problems, cultural different cultural backgrounds, the more you read, the more practice you get and the better the better you get. So we <u>don't have a reading a reading corner due the overcrowded classes</u>, which is also one of the compulsory things I think in language department. So we have a lot of challenges and we cannot really reach our aim by the end of the day you understand? But we if we try to cope with what we have and what we can do.</p>	<p>Difficulty in implementing the reading period</p> <p>Difficulty in implementing the reading period</p> <p>No reading corners</p> <p>No reading corners</p>
<p>T6: Yeah, it's <u>a challenge but actually a great experience, because teaching doesn't stop here</u>. So we gain a lot of experience and in the future it helps us to handle it especially when you are presenting a lesson. It is not for me a troublesome issue. You understand and we are creating a future here, so it might be that next time we might get a Khosa speaking student as well. So you gain</p>	<p>Culturally and linguistically responsive pedagogy is a new concept to the participants</p> <p>Difficulty in defining CLRP</p>

<p>your experience how to handle it. So for me actually it's a it's a plus point, it's a positive thing.</p> <p>T5: <u>It's the same.</u></p>	<p>Difficulty in defining CLRP</p>
<p>T7: That one for us <u>it was tackled but not in detail</u>. Yeah, they didn't really. They were <u>not comprehensive</u> about it because I remember it's only a few questions they used to ask in the examination and then you respond, but then they <u>didn't prepare us practically for the real life situation</u>. So this was like a surprise when we get in the industry, then you know what you have to figure out what to do. So the training regarding culturally and linguistically responsive pedagogy was <u>not really sufficient</u>, yeah.</p> <p>T6: It's <u>true</u>.</p> <p>T5: I <u>agree</u>.</p>	<p>CLRP not explicitly addressed during teacher training</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p> <p>Insufficient training on CLRP</p>
<p>T5: ... So I think if the regional office can roll out such programs, whereby <u>we all come together as teachers</u>, we can meet and then be divided into different cultural groups, and then we can come up with quality assessment activities and then that way we can incorporate all from the different cultural groups and then just utilize those ones.</p> <p>T6: I just want to add that it's actually a very good idea because we've been doing cluster activities all these years and it's been now, I think, four five</p>	<p>Type of training and support required</p> <p>Collaborative planning</p>

<p>years when we last did it and in those cluster meetings that we have, we normally group together and then we discuss the activities, even the, the, the, the performance of learners, yeah, we even <u>advise each other</u> on what to do in different situations. We really need it back because it helped a lot. So, I think we should take it up with the SEO because we need it.</p>	<p>Collaborative planning</p>
<p>T4: I really think we need <u>workshops on culturally and linguistically responsive teaching</u> so that we know what it is all about and then we can help our learners better. I also think we need to be <u>trained on how to adjust our materials to suit our cultural and linguistic needs</u></p>	<p>Workshop on CLRP Training on CLRP</p>
<p>Yeah, I think on the activities we are fine with the Internet thus far. Yeah. I think it will also be much better if we can, <u>if they can get us people because I'm sure there are people out there who are specialized</u> and went in depth in on the different types of skills. There are some things that we might not be doing right. So, if they can also have <u>training programs or workshops</u> or even just something that we can watch online so we can get more equipped on that part because we still need more regarding that.</p>	<p>Training on CLRP by experts in the field Training or workshops on CLRP</p>

4.7.2. Coding of Data from semi-structured interview with the HOD

Data (HOD-H, Researcher- R)	Themes
<p>H: <u>Grade 4 is actually a struggle</u>. You can see that <u>there is a kind of short coming in each and every one of them, it can be in understanding for example speaking, listening.</u></p> <p>H:..When they go to Grade 4 it becomes a problem. The other issue also <u>is the pressure that they have because in Grade 4</u> now they have to rotate classes. They have different teachers while in Grade three they only had one now they are experiencing new subjects. So <u>it's a lot of pressure for the Grade 4</u>. Grade 5, it becomes a bit better, but not really, the learners are not where you want them to be. We take it one day at a time... From Grade 6 to 7 it becomes a bit better. So the progress is slow but it is taking place. But when they go on to Grade 8, it becomes another problem.</p>	<p>Grade 4 learners struggle more in ESL compared to other grades</p> <p>Stakes are high for Grade 4 learners</p> <p>Stakes are high for Grade 4 learners</p>

<p>H: ...I think our <u>challenge here is the implementation of the language policy</u> in the Junior Primary phase. We have six (6) Junior Primary classes, three (3) are Afrikaans medium and three (3) are English medium. What the parents normally do is that they want their children to be in the English medium class even if their L1 is Afrikaans. The English medium class is meant for learners whose mother tongue is not Afrikaans. So what happens is now <u>it will become a challenge because the learner is not taught in their mother tongue</u> to be able to conceptualize and to understand the basics...And like I said the learners <u>have different backgrounds</u>, most of them live with grandparents, the parents are nowhere to be found and they are also struggling. But we have the learning support classes after school on Tuesdays for English and Afrikaans on Wednesdays, I think it helps a bit.</p>	<p>Language policy challenge</p> <p>Learners taught in other learners' mother tongues.</p> <p>Learners come from varied backgrounds</p>
<p>H:..Now <u>we are also struggling with teachers that are not really fully equipped to offer support to learners from different linguistic and cultural backgrounds.</u></p>	<p>Diversity Challenge</p>
<p>H: We are very lenient in terms of assessment here at primary school but at Junior Secondary the stakes are higher.</p>	<p>Assessment Challenges</p>

<p>H: Yeah, I think they are capable teachers but knowledge can never be enough. <u>I think they can still be supported especially in the area of culturally and linguistically responsive pedagogy.</u> They <u>need training to be able to identify good resources and to adjust articles to be suitable for their learners.</u> They are a very good team, very supportive towards each other.</p>	<p>CLRP not explicitly addressed during teacher training</p> <p>Need for in-service training on CLRP</p>
<p>H: Like the teachers also indicated earlier, the training they went <u>through was not sufficient.</u> Also, there is an issue of the training of the colleges before they were merged with the university of Namibia. The two trainings are not the same. <u>Now we have teachers who were trained by the college and those who were trained by the university.</u></p>	<p>Training identifying relevant resources required</p> <p>Insufficient teacher training</p> <p>Varied teacher training programs by same institution</p>
<p>H: <u>All the departments need to come together and I think more regularly.</u> Yeah, we have a lot of challenges, different challenges a lot of us are not really equipped for that. <u>So it would be helpful if the SEO can work out something for us as management, as HODs, to come together as well to see how we can tackle this problem. So we need we really need training and support. It's a big need.</u></p>	<p>Training on CLRP for HODs</p> <p>Training on CLRP for HODs</p>
<p>H: <u>...We don't actually have something in place for that.</u> So we are just doing, let me say we are</p>	<p>Reading challenges</p> <p>Literature not fully taught</p>

<p>just doing it. <u>We don't know what we are supposed to do and how we should do it.</u> I think in a way in we are far behind, really, with literature, we are we are really far behind. <u>We are just trying what we can. It's one of the actually, it's one of the main things that we neglect also as teachers, and as education departments overall.</u></p>	<p>Literature not fully taught</p> <p>Literature not fully taught</p>
<p>H: <u>Nothing</u> (referring to prescribed reading materials). <u>There's nothing whatsoever.</u> We actually need assistance and training in that.</p>	<p>Lack of reading resources</p>

4.7.3. Coding of Data from semi-structured interview with the SEO

Data (Senior Education Officer -EO, Researcher- R)	Theme
<p>EO: <u>Teaching English as a second language to learners from various linguistic and cultural backgrounds is quite challenging</u> because many a times the learners have a negative attitude towards learning English. So, it becomes <u>challenging when you have to encourage them to focus on English.</u> So, at the same time, it is also <u>challenging</u> because they learn at different paces because of the fact that they <u>are from various cultural backgrounds,</u> so that and that would mean that you have different abled learners in a classroom, and <u>you have to be able to move with them all at once.</u></p>	<p>Diversity Challenge</p> <p>Lack of interest in the English language due to varied mother tongues</p> <p>Diversity challenge</p> <p>Diversity challenge</p>
<p>EO: <u>...The change of being taught in the Afrikaans as the medium of instruction in Junior Primary and then transitioning to English as a second language in the Senior Primary. It is like I said, challenging,</u> but it is it is interesting</p>	<p>Language policy challenge</p>

because it is challenging for you as a teacher because you constantly come up with innovative ways to make the language more appealing to these learners.

EO: First of all, I believe my experience, whether it is that of the teachers not having the awareness of learners being linguistically and culturally different or even though they are aware, they don't have the experience to be able to assist these learners who are from different cultural and linguistic backgrounds. Generally, teachers have high workloads that sometimes makes it difficult for them to come up with innovative strategies to assist learners.

EO: What I've experienced or seen, is that they teach to assess because they work with deadlines. They end up not really teaching the competencies and assisting learners that are struggling with English.

EO: There are teachers who just believe that the learners have been taught in Afrikaans as a medium of instruction from Grade 1-3 and when they come to the Senior Secondary phase, the teachers do not believe that these learners need to be taught English like full force in Grade 4, so they rather want to take it very slow with these learners. And I've seen this with the type of assessment activities that they come up with where they really do not challenge the learners or they do not perhaps know how to make assessment and teaching in general interesting for these learners and teach them the language.

Teachers struggle to teach learners from varied backgrounds

Teachers struggle to teach learners from varied backgrounds

Assessment challenges

Assessment challenges

Language policy challenge

Language policy challenge

Assessment challenges

Assessment challenges

For them to be able to express themselves confidently.

EO: I explain to them (referring to teachers) how we need to be aware of the learners within our classroom, coming from diverse cultural backgrounds. An example I used to give them with the dialects and the pronunciation of words and the understanding of the perceiving of the language, I usually explain to them. For example, how an Oshiwambo child for example would say I have a pregnant instead and I would link that to how it is used in the first language as ownership and then they become aware. So, I explain to them that Cultural and linguistic responsiveness in teaching is being aware that the learners in your classroom come from different cultural and linguistic backgrounds, and when you prepare lessons that your lessons are taking all these learners into consideration when you teach, when you come up with activities tasks, assessment, they cater to all learners.

EO: When I started off in this position, my first task was to inform all my teachers that we need to change our approach of teaching English. My very first question to them all was why are you language teachers? When I went around to some of the schools and I observed their lessons, I saw how they are teaching grammar in isolation, that there's nothing that the learners understand after leaving a lesson that they've just done on tenses and asked them why is it that the learners we teach still say "I didn't know" and "I didn't brought" so, how effective are our lessons? And so one of the strategies that I that I told the

Diversity challenge

Thematic approach not fully implemented

teachers and the regions that we need to fully implement is teaching language thematically. Because I believe that when you link all the skills to a theme the learner can relate to the to this and can easily learn the steps or the skills step by step gradually and become more competent in the language. So I told them that the themes that they come up with also need to be very much relatable to the learners, and when they come up with a theme, for example, what I told the teachers is that because we are transitioning from Junior Primary and transitioning from mother tongue instruction now to fully fledged teaching English, I told my teachers, that we are going to make use of the themes as already stipulated in the Junior Primary planning manual. So, we make use of the same themes especially for grade 4 and 5 So that the learners are already used to learning things like myself, learning things like culture, learning things like teenagers and you know, stuff like that. So, these themes, the learners will use in Grade 4 and 5, 6 and 7 and it makes it easier for them to learn the language when they do one theme for that particular week or two weeks, depending on how long the theme should run. So that was one of the strategies that I've used...The teacher will go into the class and give the learners a task on HIV AIDS tomorrow it's a reading task on global. There's no continuation, and that is what makes it difficult for the learners to really fully master the competencies.

EO:...I feel one of the challenges and this is what happens in the classroom, that the learners that are struggling in the classroom are the ones from diverse backgrounds, those whose L1 is not

Thematic teaching approach

Thematic approach

Thematic approach

Thematic approach

Thematic approach

Thematic approach

Diversity challenge

Afrikaans. In the South you would see that in most cases, the Oshiwambo speaking learners are the ones that are struggling. But now teachers are not coming up with activities, extension activities or remedial programs to assist these learners in the classroom. So they go on with teaching and learning as long as the other half of the class understands. And that learner is left behind. So one of the strategies or what I do with the teachers as I go around is to assist them on how to, although you're continuing with the others, be able to assist that learner.

EO: One of the other strategy that we have also implemented was we get together. My teachers asked that we get together once every month. Of course, I cannot get to all the teachers so the teachers in Keetmanshoop are requesting for me to go to schools and also teach and show them, how do you cater for different abled learners in your classroom? How do you teach a theme starting with speaking or listening. They're struggling to teach these skills, they do reading, they do the grammar, every now and then they will do literature if it suits them, or and then they continue. Do you understand? So the learners are only assessed, they are only asked to come to the front and speak for marks and that's it. But I said how often do we have speaking lessons, how often do we have listening lessons so these learners that are struggling that are coming from diverse cultural and linguistic backgrounds are not exposed in the English second language classrooms because they are minimal speaking and listening lessons.

Challenges is speaking and listening skills

Literature not fully taught

Assessment challenges

Challenge in speaking and listening skills

Challenges in speaking and listening skills

<p>EO: Just to also add again on that, the other strategy that I told the teachers to use is on <u>vocabulary teaching</u>. With the Junior Primary, they used to have sight words in the classroom connected to this particular theme. So I told the teachers to do the same in the senior primary phase. If you're busy with road safety, <u>have words that are related to road safety</u> it will expose the learners to the words and you <u>use them in sentences</u> and constantly and this will improve the learner's vocabulary.</p>	<p>Challenges of teaching and learning new vocabulary Sight words Sight words Use words in sentences</p>
<p>EO: One of the challenges I would say in most cases is <u>lack of resources</u>. I have realized that <u>once there are no resources, some of the teachers are apprehensive to make an effort to go the extra mile or improvise to come up with things themselves if it is not provided.</u></p>	<p>Lack of resources</p>
<p>EO: If you open the book of a learner <u>from the beginning of the year to the end of the year, it's grammar</u>. How is the grammar taught? <u>The very first day the learners are taught all the tenses</u>. So, what do we want to achieve by the end of teaching this learner a language so the teachers' perception of what a language is and what language teaching is also needs to change.</p>	<p>Skills do not receive equal attention</p>
<p>EO: I tell the teachers, I'm not coming to your lesson to see how good you know your language? But how do you learn this? What did they learn at the end of your lesson? So, teachers are teaching. <u>There's no activity, there's nothing after that to make sure that the learners have comprehended or understood or mastered what the teacher has just done</u>. Generally, teachers are not aware that there are different learners in their classrooms. <u>So, when they come up with</u></p>	<p>Assessment challenges</p>

activities, they do not take that into consideration at all. So that means planning is a challenge. When they plan, they do not sit and think, okay, this activity that I'm doing, it is about snow for example and learners in Sesfontein or Berseba know nothing about that. So the vocabulary that is used in the text, nothing is familiar to the learners. So, teachers are struggling really to know that we need to come up with activities. Our lesson plans need to be in such a way or our presentations need to be in such a way that it caters for these learners in the classroom that are from different backgrounds, bringing the real life situations into the classroom. So that the learners are able to see and understand the things better.

R: Do you need any training on CLRP in order to be able to train your teachers better?

EO: Yes, I hope one day we can be trained by people from head office on this as culturally and linguistically responsive pedagogy. If we are trained, we will know how better we can assist our teachers apart from what we already know. Perhaps a training on other strategies that we can give to Grade 4 teachers because many at times the Grade 4 teacher will tell you that in their classrooms “That learner just want to speak Afrikaans” “What do I do?” “ What can I do to help?” That learners does not understand any English. I went to a secondary school the other day and the teacher told me about a learner that still cannot speak Afrikaans, but the learner is forced to be in an Afrikaans class. So I would like to know what plans does our ministry have to make sure that they really take this concept of CLRP and really implement it. What’s happening

Assessment not differentiated

Assessment activities not culturally sensitive

Assessment challenges

Need for lessons to be more culturally responsive

Training on CLRT required for SEO

Type of training and support required

Type of training and support required

<p>on the ground is somewhat different because when you force a learner that <u>does not know the language to do the language it is, it is not fair.</u> I went to a few schools in the farm recently. <u>Oshiwambo speaking learners in a pre-primary classroom are taught Khoekhoegowab as medium of instruction.</u> Just because the area has <u>Khoekhoegowab speakers but perhaps the majority of the learners are not KKG speakers.</u> So I think somewhere we need to analyze the language policy and implement it in such a way that it benefits the learners.</p>	<p>Language policy challenges</p> <p>Language policy challenges</p> <p>Language policy challenges</p>
<p>EO: Yeah, <u>I would like to be trained on how I can assist a Grade 4 teacher that is my biggest challenge because I have seen how they learners write, I've seen how they struggle to transition from mother tongue instruction to English as a second language.</u> I was not trained at all when I got the new position. <u>I was not trained,</u> much of what I do is what I believe I know, so I'm assisting but I would like to have some sort of formal training or just training that I can be able to be more confident with how I give guidance to my colleagues.</p>	<p>Type of training and support required</p> <p>Type of training and support required</p> <p>No training</p>
<p>EO: I would say it (referring to CLRP in teacher training) was there, <u>perhaps I've not taken it too seriously,</u> and I've really only come to understand it when I once I came to teaching or to the field, but <u>I think we have touched on some modules like psycholinguistics perhaps. I'm just not so sure if it went this deep,</u> but I have a better understanding when I came to the classroom and I saw physically how they have diverse learners in the classroom and that you are trying to move</p>	<p>Unsure about teacher training on CLRP</p> <p>Unsure about teacher training on CLRP</p> <p>Unsure about teacher training on CLRP</p>

forward with your lesson, but then you have 10 or 15 learners who did not master the competencies and you started questioning and you started thinking and you saw ow it is because of this or you see that you are teaching a lesson and learners cannot relate to it because it does nothing to them because it's not from their background. It's not something they can relate to. But when you introduce things in the classroom that they can relate to, you can see them smiling. You can see a spark on their faces. So, the type of training I would say to some extent, it might have brought that up, but I would say the training was more general on the field teaching and learning. I feel like even if it was touched and it was not explicitly tackled, especially considering the fact that Namibia is a very multilingual nation, we have so many mother tongues, and I would expect you know, especially during the micro teachings or the teaching methodology to have an aspect of that because the reality in the schools is that the learners are diverse and they are struggling. We need a specific component e addressing these issues in teacher training methodology.

EO: Maybe one thing I can add to this is that I've realized also in the English second language classrooms that the teachers have a challenge with teaching literature. I've realized perhaps the one is that themselves, how often do they read? And how often do they expose themselves to the different literature? Teachers have said it is a challenge, it means they are not exposing the learners to literature and this is a good opportunity to bring in CLRP pedagogy in the

Insufficient training on CLRP

Insufficient training on CLRP

Reading/literature challenges

Reading/literature challenges

<p>classroom when you are able to expose learners to various literature.</p> <p>EO: There is room for improvement. At the moment the assessment and all that is a challenge because <u>it is so difficult for us to really determine which schools are performing</u> very well, which ones are not performing that well <u>based on the quality of assessment</u>. However, generally, learners can do much better.</p>	<p>Quality of assessment activities</p> <p>Quality of assessment activities</p>
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4.8. Refined themes

The various data sets produced large amounts of data which I summarized into appropriate themes. Also, after coding the data, I summarized the themes generated around which the data analysis and discussion is built which I present in table 4.2. At this stage (phase 4 & 5) of RTA, the themes are purposefully gathered together in order to and present them in a more organized manner. The table below presents the refined themes I have been able to identify from the data set.

Theme	Definition
Strategies employed by ESL teachers to ensure CLRP	
Code-switching between English and Afrikaans	-When learners do not understand a certain concept in English, the teacher explains or translates the concept in Afrikaans
Peer tutoring	-Teachers employ peer tutoring where a learner explains a concept to other learners who speak the same language.
Learners speak in their L1 in English classes	-Learners prefer to discuss class activities/group work in their L1 -Learners who speak the same L1 choose to sit next to each other or in the same group during the ESL lesson

Thematic teaching approach	-The scheme of work used by the school is designed in such a way that skills are taught under specific themes - The themes are derived from the syllabus
The use of resources from the internet	-No specific book/resource is followed -Teachers download resources from the internet most of which are not within the cultural and linguistic needs of the learners
Challenges faced by teachers in employing CLRP	
Lack of resources	-Limited classroom space -Library is not fully functional
Diversity challenge	- Teaching Learners from varied backgrounds is a challenge - Some learners do not understand Afrikaans which is taught as their first language
The implementation of the language policy challenge	-The language policy is difficult to implement in a diverse region like Kharas
Challenges in speaking and listening skills	- Teachers find it challenging to teach listening and speaking skills - Learners tend to participate less in speaking and listening skills compared to reading and writing as well as language use
Grade 4 learners struggle more in ESL compared to other grades	-Learners' performance is poorer in Grade 4 compared to other grades - Learners' in Grade 4 have low proficiency in the English language compared to other grades.
Challenges of teaching and learning new vocabulary	-Learners have limited vocabulary -Teaching of new vocabulary is a challenge
Reading challenges	-Reading period is on the timetable but is not used for reading/ not well coordinated -Other subject teachers believe that Language teachers should be the ones in charge of the reading period

	<ul style="list-style-type: none"> -No sufficient reading resources for the reading period -Literature is not effectively taught
Challenge in the teaching of literature	<ul style="list-style-type: none"> -No prescribed literature books -Literature not fully taught -Less attention paid to literature
Assessment challenges	<ul style="list-style-type: none"> -Mostly summative assessment -Teaching for assessment - Poor quality assessment
Culturally and linguistically responsive pedagogy is a new concept to the participants	-Participants knew the difficulties involved in teaching learners from varied backgrounds but did not know the concept to describe this phenomenon
Type of support and training required by the ESL teachers to be able to successfully implement CLRP	
Teacher training does not tackle culturally and linguistically responsive thoroughly	-Participants do not recall practising culturally and linguistically responsiveness in teacher training or teaching practice
Further in service training required on Culturally and linguistically responsive pedagogy	<ul style="list-style-type: none"> -Training by experts on how to teach various language skills to learners from different linguistic and cultural backgrounds. - Training/workshops on CLRP -interventions to come up with common assessment activities which are linguistically and culturally responsive

Table 4.4. Themes and definitions

Coding of data from focus group discussion with the teacher. In this section, I have provided the demographic information of my participants as well as the setting. I have also explained how my data was analyzed. I then presented my raw data in the form of transcripts of the focus group discussion, the semi-structured interview with the HOD, and the semi-structured interview with the Senior Education Officer. I coded the data and generated 15 themes from the data. In the next section, I will analyze the data, which will be based on the themes generated from the data as guided by the research objectives. The analysis will be based on the data collected through the focus group discussions, the semi-structured interviews, lesson observations, and document analysis.

4.9. Strategies used by the teachers to incorporate CLRP in their teaching (answering RQ1)

The data I present in this section is gathered from classroom observations, focus-group discussions, semi-structured interviews with the HOD, semi-structured interviews with the Senior Education Officer, as well as document analysis of various documents. To identify the strategies used by the teachers to incorporate CLRP in their ESL teaching, I made reference to the various strategies I addressed in my literature review. Ranging from code-switching to the teaching of various skills (listening, speaking, reading, writing, and grammar usage) to the teaching of new vocabulary, In the following subsection, I present an analysis of the data, which I believe is in keeping with the theme “code-switching”.

4.9.1. Code-switching

Under this theme, I offer the responses given by the participants as well as data collected through classroom observations and data analysis on the strategy of code-switching that teachers implement in their English lessons to ensure CLRP. One of the overall observations I made in almost all the lessons I observed was that teachers would code-switch between English and Afrikaans when explaining certain concepts. Furthermore, learners themselves communicate in Afrikaans when they engage in conversations with each other in the classroom. The learners were observed to code-switch between English and Afrikaans most of the time. When a learner does not know a concept in English, they switch to Afrikaans. In a few instances, learners were observed to code-switch between English and other First Languages other than Afrikaans. The excerpts below express what participants had to say regarding code-switching by both teachers and learners between English and Afrikaans:

“Most of our learners speak Afrikaans and therefore sometimes I try to make them understand by explaining some things in English and then in Afrikaans. Some of the learners understand better when things are explained to them in Afrikaans. For example, in grammar, there are some things that they have already been taught in Afrikaans so I try to remind them of these in English and they always remember.”

“Yes I agree, because really sometimes there is something that you know that the learners already know in Afrikaans so it saves time and it is easier when you say what it is or switch to the language that they know which is Afrikaans.”

“Yeah, I also agree. Sometimes you also just ask another learner to explain to others in their language, But yes, I also sometimes switch to Afrikaans to help the learners understand. Sometimes it really helps.”

From the classroom observations, focus group discussion and semi-structured interviews it transpired that apart from the learners, teachers also relied on code-switching to help learners understand difficult concepts. Code-switching was viewed by the teachers as a strategy of incorporating CLRP in their ESL lessons MOEAC (2015) which is the guiding document for the teaching of ESL does not make any reference to code-switching as a strategy to teaching ESL. It however does make reference to linguistic and cultural diversity by stating:

The teaching of English Second Language as a subject should draw on the cultural richness of and relate topics to the immediate environment. Only if learners feel secure in their personal and linguistic identity, and value their own culture, will they be able to absorb English and the globalisation it brings, without being alienated from their own language and culture. (p. 5)

The syllabus advocates for the acknowledgement of the learners’ cultural and linguistic backgrounds, although it is not noticeably stipulated as to how this has to be done. In the same vein, the language policy for schools in Namibia does not make any reference to code-switching as strategy for handling L1 and ESL in the classroom. However, it also emphasizes the promotion of the learners’ cultures and mother tongues. Government of the Republic of Namibia (2003) stipulates:

Education should promote the language and cultural identity of learners through the use of mother tongue as medium of instruction in Grades 1-3 and the teaching of mother tongue throughout formal education. Grade 4 is a transitional year in which the mother tongue plays a supportive role in the teaching. Mother tongue should be taught as a subject. (p.3)

My analysis is that teachers tend to code-switch between English and Afrikaans when explaining certain concepts to learners. Furthermore, both the language policy for schools in Namibia and the ESL Grade 4-7 syllabus advocate for the strengthening of learners' cultures as well as mother tongues but are not explicit on how this can be done. They further do not make any reference to code-switching which transpired as one of the strategies preferred by the teachers to ensure CLR. The teachers admit that because they are not conversant in all the mother tongues spoken in their classrooms, they would rely on peer tutoring where learners explain terms to each other in the languages that the learners understand. I discuss the strategy of peer tutoring in the next sub-heading.

4.9.2. Peer tutoring

One strategy that teachers indicated that they employ in their ESL classes is peer-tutoring. Some of the participants indicate that when they have to explain a difficult concept or a new concept to the learners, they employ code-switching between English and Afrikaans. However, there are times whereby some students may not understand Afrikaans well and their L1 is not Afrikaans. In this case, the teachers ask other learners who understand that concept to help explain the concept better to other learners in their mother tongue. Sometimes they employ this strategy because they believe that learners learn well from each other. This is reflected in the excerpts below:

“I think the past few years now. It has become a problem since some of the learners in our schools, they don't understand either Afrikaans, which is the major mother tongue here in our school, yeah, and English as well. So it is a bit tricky to explain something to a learner that does not even understand one of those languages. So for me, I'm not Oshiwambo speaking, but now I have to explain to an Oshiwambo speaking learner English concepts for example. So it really takes a lot of experience and a lot of time also. But what we or me especially normally do is I will use one of my learners, Oshiwambo speaking learners to translate and explain to the other one and then later on it will come naturally.”

“Making use of the learners to explain to one another makes it even easier for us as teachers. Then you will know, OK, this is the part where this child captured what I’ve taught or not. And then maybe there are Others that don’t understand what I really thought during the lesson. Then when the learner explains again, some of them, they didn’t catch it, this time they will be able to understand fully, but then with the activities then you will see, OK, this child has understood or not and just give more activities, but using learners to explain to others makes it even easier because they feel more comfortable with each other.”

As an alternative to code-switching that the teachers would employ between English and Afrikaans to explain difficult concepts, the teachers indicated that they would ask the learners to explain terms to each other in the L1 that they understand. Some indicated that they would sit the learners according to the L1 that they shared in common. Although the participants indicated that they employed peer-tutoring, some of the lessons observed did not make use of groupwork and learner interaction optimally. Learners were observed to be seated in groups according to the classroom set up/ sitting arrangement, however the activities given were still individual work. Which means that although the learners were seated in groups they were still working on tasks as individuals.

Although it does not explicitly stipulate peer teaching as a language teaching strategy, the ESL Grade 4-7 syllabus, MoEAC (2015) emphasizes the importance of collaborative learning:

Working in groups, in pairs, individually, or as a whole class must therefore be organized as appropriate to the task at hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increased responsibility to participate in planning and evaluating their work, with the teacher’s guidance. (p. 5)

Collaborative learning is another very crucial feature of CLRP. The tasks for collaborative learning are to be designed and planned beforehand. Most of the lessons observed did not employ peer tutoring or group tasks although the classroom set up is in groups. A few which did incorporate group work or peer tutoring did not do so intentionally i.e., it was not part of the lesson plan it just happened, whereby a teacher would pose a question that learners do not understand and then the teacher would ask the learners to discuss what they think the answer is with a partner. Also, none of the lesson plans analyzed included peer tutoring as a teaching

strategy. In the next sub-section, I elaborate on the theme of first language usage in the ESL classroom.

4.9.3. L1 usage in the ESL classroom

In this theme I present the participants' responses on allowing the learners to speak in their L1 during English lesson. When I conducted classroom observations, learners would freely engage in discussions in the L1. Most of the learners communicate in Afrikaans. However other languages could be heard such as Khoekhoegowab, Oshiwambo, Rukwangali and Silozi. When asked to discuss something in their groups, learners could be heard discussing with each other in their respective L1. The teacher would give instructions in English however most of the interactions in the classroom would be in Afrikaans and other mother tongues. This is evidenced in the following extracts:

“What I have observed is that the learners, as my colleagues stated earlier on most of them come from different cultural backgrounds, some of them are not acquainted with both languages, so it's difficult to explain to them. And As for the ones who do understand English, it's fine when the teacher is conveying the message and explaining to them but when you give them group discussions, they start discussing in the first language. That's of an advantage for them in terms of comprehending or understanding what they need to understand, but then it restricts or limits them from expressing themselves in the language. So to some extent it's like they neglect the speaking part and only focus on the other things, so It would be actually much better if we can encourage them from time to time like I always do, even though it's a headache, always force them to speak in English. But then once you look away, they go back to their vernacular.”

“I have to agree with my colleagues here. It it is really difficult, especially in Grade 4. Those kids come from what, Afrikaans Medium of instruction to English and it can be difficult, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior primary phase to English in the Senior Primary phase.”

“For me, like I stated earlier on it, it seems like the kids are not really sensitized on the importance of the English as a second language like in practical contexts because in most cases they prefer sticking to the vernacular language that they are more familiar with, which is Afrikaans. It seems they are not really taught well to know that sometimes you might find yourself in situations whereby the only language you have to speak is English so for them they treat it as something which they are only supposed to do in the class with the teacher.”

“During break I used to motivate them from time to time, like can you not just try and speak English with your friends as well. Yeah, they do not do that. It seems like once they walk out of the English class then shut down, back to Afrikaans. I always tell them like it's not restricted to the classroom setting only.”

The participants express concern that when the learners communicate in the L1 most of the time, they become too comfortable and would not build confidence in communicating in English, which might affect their performance in ESL negatively. Grade 4 was specifically pointed out as the grade in which most of the learners would mainly speak Afrikaans or other L1 in the classroom and had difficulty in communicating in ESL. My analysis states that the teachers do not have a problem with the learners communicating in their respective L1 during ESL lessons. This is because during lesson observations, most the teachers were observed not to stop the learners from doing so, they are however concerned that this may impact their competency in ESL. It is also my analysis that learners do not only use their L1 in the classroom, they also choose to communicate mainly in Afrikaans outside of the classroom. In the next sub-section, I present and analyze the theme of thematic approach as a CLRP strategy employed by the ESL teachers.

4.9.4. Thematic teaching approach

When planning their lessons, teachers derive the objectives and competencies from the scheme of work which was drafted from the syllabus. The syllabus has suggested cross curricular issues which teachers can incorporate in their lessons. In English lessons, these can be used as themes to teach language skills. The teachers as well as the Senior education officer all agreed that they employ the thematic approach to language teaching by selecting from the themes which are recommended in the Junior Primary phase. The participants express that the thematic approach allows for continuity as well as ensuring that the language skills are taught in context. The extracts below give the views of the participants.

“I would also add that our schemes of work are uniform. Yeah, but normally what we do is my colleagues will also agree, one of our theme is always culture. It’s always there so that we can know each and every one can get a chance to express themselves. So we do dances, songs, background, history, whatever it might take. The next cultural group or learners in the class, they can also hear and they really like it to hear from the other groups. We normally have a theme on culture or tradition in our scheme of work.”

“Yeah, thematic approach.”

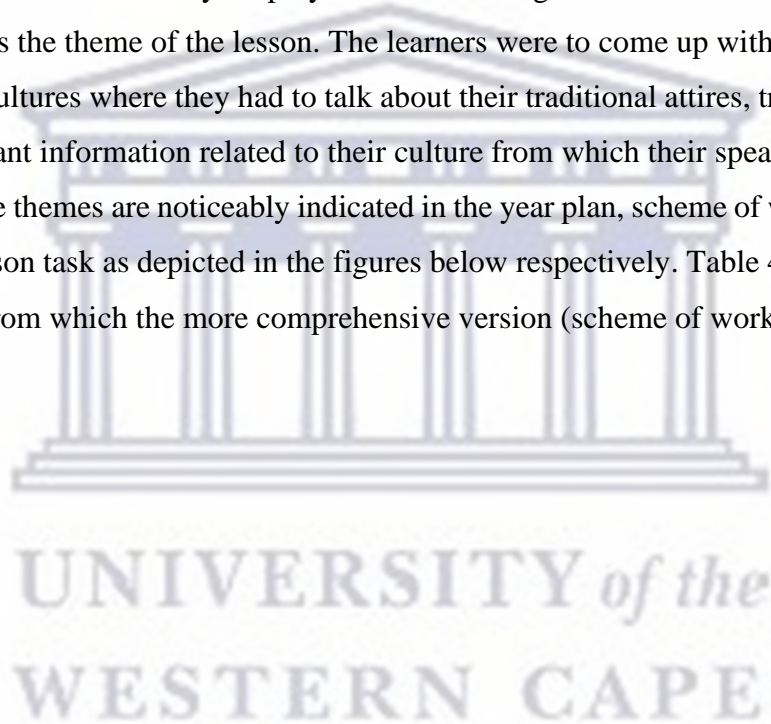
“Thematic approach guides us a lot. Because we need to prepare in advance, especially the schemes of work and the year plan and those kinds of things. So, if we have the themes, then we know we concentrate on the topic, taking out listening, speaking everything and all the skills from that that they need to do.”

The teachers indicated that they use the thematic approach in teaching the various language skills because they believe it provides them with guidance in teaching and it also allows them to engage learners in various cultural activities. The Senior Education Officer also agrees that the teachers at the school and the region at large share a common scheme of work which guides them on which themes to incorporate in their teaching. The SEO’s sentiments are given in the excerpt below:

“When I started off in this position, my first task was to inform all my teachers that we need to change our approach of teaching English. My very first question to them all was why are you language teachers? When I went around to some of the schools and I observed their lessons, I saw how they are teaching grammar in isolation, that there’s nothing that the learners understand after leaving a lesson that they’ve just done on tenses and asked them why is it that the learners we teach still say “I didn’t know” and “I didn’t brought” so, how effective are our lessons? And so one of the strategies that I that I told the teachers and the regions that we need to fully implement is teaching language thematically. Because I believe that when you link all the skills to a theme the learner can relate to the to this and can easily learn the steps or the skills step by step gradually and become more competent in the language. So I told them that the themes that they come up with also need to be very much relatable to the learners, and when they come up with a theme, for example, what I told the teachers is that because we are transitioning from Junior Primary and transitioning from mother tongue instruction

now to fully fledged teaching English, I told my teachers, that we are going to make use of the themes as already stipulated in the Junior Primary planning manual. So, we make use of the same themes especially for Grade 4 and 5 So that the learners are already used to learning things like myself, learning things like culture, learning things like teenagers and you know, stuff like that. So, these themes, the learners will use in Grade 4 and 5, 6 and 7 and it makes it easier for them to learn the language when they do 1 theme for that particular week or two weeks, depending on how long the theme should run. So that was one of the strategies that I've used.”

The participants all agree that they employ thematic teaching to ensure CLRP. The teachers also agree that one of the themes they employ in their teaching is culture. I observed a lesson in which culture was the theme of the lesson. The learners were to come up with presentations on their respective cultures where they had to talk about their traditional attires, traditional food as well as any relevant information related to their culture from which their speaking mark would come from. These themes are noticeably indicated in the year plan, scheme of work, lesson plan as well as the lesson task as depicted in the figures below respectively. Table 4 provided below is the year plan from which the more comprehensive version (scheme of work) is generated:



SEMESTER 1

WEEK 1: (16-20 JAN 2023) Theme 1: Myself Speaking: Introduction Listening: Listen task Reading: Biography: Christine Mboma Writing: Punctuation Marks Grammar: Nouns	WEEK 2: (23-27 JAN 2023) Theme 1: Myself Listening: CA Task 1 Speaking: Games, Discussions Reading: Contextual Clues Grammar: Pronouns Writing: Types of sentences	WEEK 3: (30 JAN- 03 FEB 2023) Theme 1: Myself Writing: Introduction to writing Theme 2: Weather Listening: CA Task 2 Speaking: Role play: CA Task 1 Reading: Skimming and Scanning	WEEK 4: (06-10 FEB 2023) Theme 2: Weather Writing: Essay writing: CA Task 1 Listening: Listen to weather report Speaking: Dialogue Reading: Identifying Topic Sentences Writing: Report Writing
WEEK 5: (13-17 FEB 2023) Theme 3: Families Listening: Polygamy Speaking: Class discussion Reading: CA Task 1 Writing: CA Write incident report Listening: Gender Roles	WEEK 6: (20-24 FEB 2023) Theme 3: Families Speaking: Blending –sch- sounds Reading: Poem Grammar: Verbs Writing: Narrative Essay	WEEK 7: (27 FEB- 03 MARCH 2023) Theme 4: Culture Listening: God of women Speaking: Cultural practices Reading: Literature CA Task	WEEK 8: (06-10 MARCH 2023) Theme 4: Culture Grammar: Adverbs Writing: Story Writing Listening: -wh- Questions- CA Task 3 Speaking: Dramatize emotions Reading: CA Task 1
WEEK 9: (13-17 MARCH 2023) Theme 4: Culture Writing: CA Task Informal Letter Grammar: Correct Concord Errors Theme 5: Road Safety Listening: Commercial on road safety Speaking: CA Task Unprepared	WEEK 10: (27-31 MARCH 2023) Theme 5: Road Safety Writing: CA Task Factual Essays Grammar: Direct & Indirect Speech Listening: Blended & Contracted Sounds Speaking: Descriptions Reading: Incidental Reading	WEEK 11: (03-06 APRIL 2023) Theme 5: Road Safety Writing: Advanced Instructions Grammar: Articles Theme 6: Occupation Listening: Identify main ideas Speaking: Present their dream career Reading: Vocabulary	WEEK 12: (12-14 APRIL 2023) Theme 6: Occupation Reading: CA Task Writing: Application Letter Grammar: CA Prepositions Listening: Christine Mboma
WEEK 13: (17-21 APRIL 2023) Theme 13: Occupation Speaking: Appropriate voice qualities Reading: Prefixes & Suffixes Writing: Writing process Grammar: Conjunctions Reading: Vocabulary	WEEK 14: (24-28 APRIL 2023) Theme 7: Health Listening: Rearrange Instructions Speaking: Class Discussions Reading: CA Task Writing: Essay Writing Grammar: Active and Passive Voice	WEEK 15: (08-12 MAY 2023) Theme 7: Health Listening: Summarising Speaking: Correct Grammar Mistakes Reading: Thieves Strategy (Contextual clues) Writing: Dictation Grammar: Spelling Rules	WEEK 16: (15-17 MAY 2023) Revision

Table 4.5. Term 1 year plan from a teacher’s file

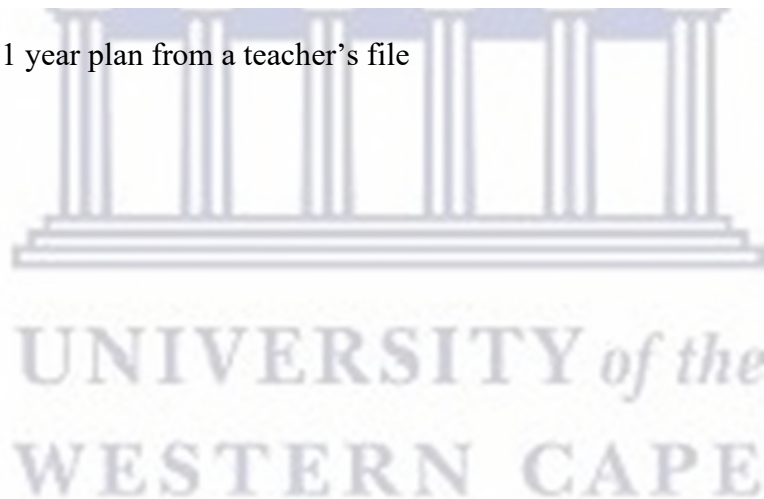


Table 4.5 below is part of the scheme of work for Term 1 depicting the theme of culture and traditions which to be incorporated in the teaching of various language skills.

THEME 4: CULTURE AND TRADITIONS						
TARGET DATE	SKILLS	LEARNING OBJECTIVES	BASIC COMPETENCIES	ACTIVITIES	RESOURCES	ASSESSMENT/ CA
27-28.03.2023	Listening	Listen extensively for pleasure (stories, poems, songs, dramas)	dramatise a story heard focusing on characters, development of the plot, setting, climax and resolution	Watch God of Women and discuss Characters, plot, setting, climax and resolution	Speakers, youtube	Informal Assessment
01-02.03.2023	Speaking	use English in appropriate contexts	present detailed speeches on various topics and engage in arguments, agreeing/ disagreeing politely	Discuss some cultural practices in Namibia and have a class debate about whether some of these	magazine article, youtube, pictures	Informal Assessment
03.03.2023	Reading	read a poem, short stories, drama and novels, and demonstrate understanding of various elements of	Read poems aloud with expression and emotion	Read poem in groups and answer questions on elements of literature		Formal Assessment Literature test
06.03.2023	Grammar	apply knowledge of grammatical structures and conventions at word and phrase levels	identify and use adverbs (types) correctly	Groupwork on adverbs (Identify adverbs: identify where adverbs have been incorrectly used and correct these	Worksheets	Informal Assessment Peer Marking
07.03.2023	Writing	produce well organised, coherent pieces of writing	write two paragraphs of an end to a story	write two paragraphs of an end to a story	Chalkboard	Informal Assessment
08.03.2023	Listening	listen extensively to a variety of texts,	complete a variety of questions: the wh- questions, simple questions	Listening and responding	Randal's ESL Lab	Formal Assessment Listening Comprehension
09.03.2023	Speaking	use English in appropriate contexts	demonstrate different emotions (disappointment, guilt etc.) and participate in debates	Demonstrate and dramatise different emotions	Youtube video	Informal Assessment
10.03.2023	Reading	read silently and aloud to understand a range of selected texts	read texts and sequence events in detail	Read a text about the Ovahimba cultural group	Reading text about the Ovahimba Culture	Formal Assessment Reading Comprehension
13.03.2023	Writing	produce well organised, coherent pieces of writing	write formal letters: - of complaint - of invitation - acknowledgement - to order something etc	Write an invitation letter to the Mayor of Keetmanshoop inviting him to your school's cultural festival	Chalkboard,	Form filling Formal Assessment Shorter Piece
14.03.2023	Grammar	apply knowledge of grammatical structures and conventions at word and phrase levels	identify and use appropriate subjectverb agreement: Tenses	Correct concord errors	Superteacherworksheets Internet	Formal Assessment Grammar

Table 4.6. Part of the term 1 scheme of work from a teacher's file

Figure 4.1 below is a lesson plan, derived from the scheme of work, depicting the theme of culture:

SUBJECT: <u>English Second Language</u> TIME: <u>40 min</u>	
THEME/ TOPIC: <u>Culture and traditions</u>	
TEACHING AID RESOURCES <u>Chalkboard and textbook</u>	NEW TOPIC <input checked="" type="checkbox"/> CONTINUATION <input type="checkbox"/> RE-TEACH <input type="checkbox"/>
DATE OF CONTINUATION/RE-TEACH: _____	
LESSON OBJECTIVES: Learners will <u>apply knowledge of grammatical structures and construct at least one phrase using</u>	
BASIC COMPETENCIES: Learners should be able to <u>identify and use adverb types correctly.</u>	
PRESENTATION OF THE LESSON	
1. Monitoring of Homework done: <u>no homework was given</u> (+ 5 min)	
2. Introduction: <u>test the learners' prior knowledge on the new topic</u> (+ 5 min)	
<u>Teacher Tasks</u>	<u>Learner Activities</u>
<ul style="list-style-type: none"> - Ask the learners to define the term adverbs using their own words. - Provide the learners with exact definitions and instruct them to write it down. - Explain to the learners using clear examples. - Give a class activity with instruction on how it can be executed. - Allow learners to exchange books and do peer assessment. - Provide feedback on the task. - Give an <u>assignment</u> to be done at home for reinforcement. 	<ul style="list-style-type: none"> - Define the terminology using their own words. - Take note. - Listen attentively as the teacher explains and ask questions for clarification purposes where needed. - Follow the instructions and execute the task accordingly. - Learners are ought to mark each other's books using pencils. - Do the assignments. - Re-Familiarise themselves with the content of the worksheet at home.

Figure 4.1. A teacher's lesson plan, derived from the scheme of work, depicting the theme of culture

Figure 4.2. below depicts a task based on the lesson in figure 4.1

- Homework*
4. Write the correct form of the adverb.
- a) He plays chess _____ than I do. (good)
 - b) She plays the piano _____. (good)
 - c) My best friend did the _____ in the class. (good)
 - d) We laughed the _____ at the comedian. (loud)
 - e) The dancer moves _____ than her partner. (graceful)
 - f) The wind blew _____. (strong)
 - g) Dina drives _____ than Diana. (careful)
 - h) I think the snail move _____ of all creatures. (slow)
 - i) Cheetahs run _____ of all mammals. (fast)
 - j) The tired children slept _____. (sound)

Figure 4.2. Homework based on the lesson in figure 4.1

The figures and tables above depict how the teachers incorporate the thematic approach in their ESL teaching. According to the year plan (Table 4.4) one of the themes in it is culture. This theme can be seen in the scheme of work (Table 4.3) where it is planned to be incorporated in the teaching of various language skills such as grammar usage (figure 4.1). The teacher is expected to teach grammar in the context of culture from which they are to develop a grammar activity (in this case adverbs) based on culture. The activity is represented by figure 4.2 as homework. My analysis indicates that almost each lesson was based on a theme however, there were times when the theme would be on the lesson plan but would not be observed in the lesson delivery. In other instances, the theme may be on the lesson plan and visible in the lesson delivery but is not reflected on the task as the case in figure 4.2.

For term 1, the teachers were to incorporate four (4) themes namely; myself, families, culture and occupation. All these are derived from the Junior Primary (Grade 1-3) syllabus. The feature of teaching thematically stems from the notion that ESL has links to other subjects. This is well explained in the Grade 4-7 syllabus, MoEAC (2015) which states;

This syllabus describes the intended learning and assessment for English Second Language in the upper primary phase. As a subject, English Second Language falls within the language area of learning in the curriculum but has thematic links to other subjects across the curriculum. (p. 1)

The syllabus advises on the use of the thematic teaching approach because it is meant to provide meaning to the language feature being taught, makes the lesson interesting and ensures connectivity of learning content. Table 4.6 below depicts the cross curricular issues recommended for Grade 4-7:

CROSS-CURRICULAR ISSUE	TOPIC – EXAMPLES ONLY	ACTIVITIES FOR EACH SKILL			
		LISTENING	SPEAKING	READING	WRITING (Read & Dir. Writing; Continuous Writing)
Environmental Education	Conservation and sustainability of the environment	Listen to a texts and do various aspects of environmental education and answer questions	Discuss and debate on various issues on environmental education issues	Read various texts in English on various aspects of environmental education	Write in response to various tasks on environmental education aspects
Population Education	Population and: - food supply - life expectancy - work, etc.	Listen to various texts on population and do various activities	Discuss and debate on various aspects of population education	Read various texts in English on population	Write various short and longer pieces on population aspects
Information and Communication Technology (ICT)	<ul style="list-style-type: none"> • Ethical aspects of ICT • Law and ICT issues • Impact of ICT 	Listen to stories on ICT	Discuss, dramatise and debate ICT issues	Read texts and stories on ICT issues	Draw and or write about various ICT issues
Human Rights & Democracy	<ul style="list-style-type: none"> • Promoting a culture of peace • Understanding culture and diversity • Rights & responsibilities 	Listen to various texts on rights and responsibilities and complete different tasks	Role play, discuss and debates issues on Human Rights and Democracy	Read various texts on Human rights and Democracy and do the activities based on them	Write various tasks based on Human Rights and Democracy
HIV and AIDS	• Various aspects of HIV and AIDS	• Listen to various texts on HIV and AIDS and answer questions	• Talk, role play and debate aspects on HIV and AIDS	• Read and respond to tasks on various HIV and AIDS aspects	• Write different tasks on various aspects of HIV and AIDS

Table 4.7 Cross curricular issues for Grade 4-7 (MoEAC, 2015)

As I have indicated above, the themes being used during term 1 at the school are themes derived from the previous phase's syllabus. The Grade 4-7 syllabus has listed themes, which are referred to as cross curricular issues which are to be used in Grade 4-7. Table 4.6 above is a list of the different themes that teachers may choose to use in their ESL classroom in grade 4-7. In the next sub-section, I analyze the use of online resources in the ESL lesson.

4.9.5. The use of resources from internet

My observations reveal that teachers relied mainly on the use of handouts downloaded from the internet during their ESL lessons both for notes and especially for activities. When asked about the types of resources the teachers used when teaching ELS as well as where they got their texts and activities, the teachers indicated that they relied mainly on online resources. Although there were textbooks in the school, the teachers indicated that the textbooks were outdated, did not depict the Namibian context and were not enough for all the learners. When asked about literature, the teachers indicated that they did not have literature books and they got their literature materials especially poems and short stories from internet. Below is an excerpt from the focus group discussions reflecting a teacher's responses:

“The textbooks in terms of the context being utilized, they don't really focus on the Namibian context. Yeah, it's random things from across the world, but then we are not limited to using the textbooks only like we prefer using other sources such as articles from the newspaper and from the internet. There are very good websites on the internet. The internet is actually the best option there you can find a lot of diverse, culturally diverse sources because the textbook is not really reliable for.”

The teachers were not too confident in the content which the prescribed textbooks offer and therefore preferred online texts. The Ministry of Education Arts and Culture provides each

school with a catalogue of books from which they need to buy the textbooks to be used in their ESL classrooms. Figure 4.3 below is a list of prescribed textbooks for Grade 4-7:

English Second Language

Grade	Title	Type	Author(s)	Date	Publisher	ISBN	Price N\$, VAT incl.
Gr. 4	Friendly Earth English Second Language	LB	Thorburn et al	2022	Pollination	9789994531974	119.95
Gr. 4	Friendly Earth English Second Language Reader: All of you	R	Motsinger et al	2022	Pollination	9789994562329	87.40
Gr. 4	Let's do English	LB	P. Aston et al	2015	Oxford University Press	9780190408275	72.00
Gr. 4	Solid Foundations English Second Language	LB	H. Glass	2015	NPH	9789991628608	153.49
Gr. 4	Solid Foundations English Second Language	R	A. Spector et al	2015	NPH	9789991628622	74.27
Gr. 5	Black Beauty [Novel]	L	A.Sewel	2010	MacMillan	9780230719842	126.07
Gr. 5	Five Children and It [Novel]	L	E. Nesbit	2007	MacMillan	9781405060219	126.07
Gr. 5	Friendly Earth English Second Language	LB	Williams et al	2022	Pollination	9789994531998	145.00
Gr. 5	Friendly Earth English Second Language reader: A friend in the Wild	R	Gibson	2022	Pollination	9789994562336	87.40
Gr. 5	Let's do English	LB	P. Aston et al	2015	Oxford University Press	9780199077434	74.00
Gr. 5	Solid Foundations English Second Language	LB	H. Glass & L. Harvey	2015	NPH	9789991628646	155.95
Gr. 5	Solid Foundations English Second Language	R	A. Spector Et al	2015	NPH	9789991628660	80.43
Gr. 5	Spick and Span [Novel]	L	J. McDougall & G. Holfeld	2007	Horizon Books	9781741203073	63.25
Gr. 5	The Stargazers [Novel]	L	P. Cummings & L. Argent	2008	Horizon Books	9781741203042	65.25
Gr. 6	Being Cyril [Novel]	L	C. Davies & G. Holfeld	2008	Horizon Books	9781741204000	68.00

Grade	Title	Type	Author(s)	Date	Publisher	ISBN	Price N\$, VAT incl.
Gr. 6	Friendly Earth English Second Language	LB	Williams et al	2022	Pollination	9789994532018	145.00
Gr. 6	Friendly Earth English Second Language Reader Where birds are Prey	R	L Komen	2022	Pollination	9789994562343	87.40
Gr. 6	Let's do English	LB	P. Aston et al	2015	Oxford University Press	9780199079346	77.00
Gr. 6	Nessie the Mannerless [Novel]	L	T. Hughes	1964	Horizon Books	9780571274499	84.00
Gr. 6	Nothing at All [Novel]	L	J. Croser & R.Dall	2008	Horizon Books	9781741204070	68.00
Gr. 6	Old Possum's Book of Practical Cats [Poetry]	L	T.S. Eliot	2010	Horizon Books	9780571252480	116.92
Gr. 6	Solid Foundations English Second Language	LB	J. Gardner & H. Glass	2015	NPH	9789991628684	158.43
Gr. 6	Solid Foundations English Second Language	R	Spector A et al	2015	NPH	9789991628707	86.64
Gr. 7	Friendly Earth English Second Language	LB	Williams et al	2022	Pollination	9789994532032	155.00
Gr. 7	Friendly Earth English Second Language Reader: The African magic :	R	Williams et al	2022	Pollination	9789994532407	134.00
Gr. 7	Let's do English	LB	P. Aston et al	2015	Oxford University Press	9780199078127	80.00
Gr. 7	Solid Foundations English Second Language	LB	L. Papadopoulos & B. Hart	2015	NPH	9789991628721	160.91
Gr. 7	Solid Foundations English Second Language	R	L. Papadopoulos & B. Hart	2015	NPH	9789991628745	99.02

Figure 4.3. List of Grade 4-7 prescribed textbooks (MoEAC, 2022)

Although the books are prescribed as depicted in figure 4.3 above, the teachers indicated that not only are the books inadequate, but they also find them not to be relevant and prefer adopting texts from the internet and coming up with their own questions for reading comprehension. The teacher's responses below point to the issue of the textbooks not being enough and not finding them to be useful to their learners:

"Yeah, I can't remember when last I used my textbook. You get everything from the internet. From a reading passage from internet, you can take out your all the activities that they need to do. In fact, we do not have enough textbooks. They are not in good condition and the learners are sharing."

"The textbooks are not relevant and not enough."

"For me on the texts, usually I don't take the texts with the questions, because those people's level of education in comparison to ours is not of the same standard. So what I usually do, I just focus on the text or the reading passage itself, and then I will come up with my own questions based off of the understanding or level. Because at some point at the beginning of the year, we also tackled the type of questions, the WH questions, yeah, so they know how to answer all the questions or what is expected on the WH questions. So, I always ensure that the questions I ask are surrounding those types of WH questions. If it's a little difficult, I will twist it in such way that it's of their level."

"For me, what I usually do like for the for the activities in terms of the activities that we give them because we were motivated to actually use activities that they are acquainted with. So, since we are a culturally diverse school, I'm not only limited to the cultures that they are used to here in the South, so when I download texts and come up with activities, I always consider the rest of the cultural groups in Namibia, for example, the kids, some of them have never left Keetmanshoop. So, if I can get an article related to something in Zambezi region or Ohangwena or whichever northern region. That way the learners are also exposed to what is happening out there and that way they get to interact with the others nicely without any discrimination whatsoever."

The teachers admit that some the texts they download from the internet would be accompanied by comprehension questions however the questions are commonly beyond the learners' linguistic needs. They therefore end up adjusting the questions to suit their learners' linguistic abilities. In the subsections above, I have pointed out the different strategies that the teachers

incorporated in their ESL classrooms to ensure CLRP. In the next sub-sections, I will elaborate on the theme of challenges that are faced by the ESL teachers in implementing CLRP. I begin with the theme of “Lack of resources”.

4.10. Challenges that are faced by the ESL teachers in implementing CLRP (Answering RQ 2)

In this section I focus on the theme of “Challenges that are faced by the ESL teachers in implementing CLRP” which answer RQ2. The data I present in this section is gathered from classroom observations, focus-group discussions, semi-structured interviews with the HOD, semi-structured interviews with the Senior Education Officer as well as document analysis. Under this section, I begin with the theme of “Lack of resources”

4.10.1. Lack of resources

One major challenge that the teachers highlighted in the focus-group discussion was lack of resources. This includes classroom space, books as well as the library not being fully functional. During lesson observations, I observed that some of the classrooms were small and movement space was limited. I also observed that there was not enough space to have reading corners in the classroom. One classroom was had a designated corner for reading and it was labeled as such with a poster however, due to the number of learners in the class, the space was not sufficient to have an operational reading corner. One participant indicated that they did not have their own classroom and would walk around with their resources and teach learners using any available classroom. The excerpts below bring out the issue of lack of classroom space:

“I don’t know if it related but I really struggle with not having my own classroom. You know, because I like to put up posters. I like my wall decorations to be there and I like for learners to read posters, it helps a lot. Yeah, but now I’m only with my bag and my books and then you go from class to class and I think in a way it will really help the learners especially the reading and the grammar parts, because mostly it’s grammar and you make every time you make them like you go back, you know, go back to the poster. Can you see the poster? Let us read the poster. Now I have to carry everything and there’s no way I can put up a poster because I’m using that class only for one period and then I move so that one for me is a problem, yeah.”

The teachers also indicated that the books are not enough for each learner to have his or her own. The learners would therefore use the book in the English lesson and once the lesson is over, they leave the book for the next class group. Presented below is what the participants had to say on the issue of insufficient textbooks:

“Yeah, I can't remember when last I used my textbook. You get everything from the internet. From a reading passage from internet, you can take out all the activities that they need to do. In fact, we do not have enough textbooks. They are not in good condition and the learners are sharing”

“The textbooks are not relevant and not enough.”

Apart from paucity of textbooks, the teachers indicated that they could also not teach literature effectively because they did not have the prescribed literature books. Another challenge impeding the effective teaching of literature is that the library not being fully functional. The library was being used as a classroom due to lack of classrooms. This meant that the learners could not borrow books to read during their leisure time. According to the teachers, paucity of textbooks and the library not being functional impede the successful implementation of CLRP. Provided below are the excerpts in which the teachers give these challenges:

“Nothing. There's nothing whatsoever (referring to literature books). We actually need assistance and training in that.”

“What actually happened is the library was there and then due to the shortage of classrooms, we took out the books and used it as a classroom. Yeah, but now this year, we should have started already with the library. So, we took back a few books, but a lot of them we don't know where they are. So now we have to redo everything also to install back the computers, because it was the computer lab as well, but that one is a challenge because currently there are a few books. We don't have actually a librarian sitting there, you know, for the borrowing of the books or lending of the books.”

The Education Officer concurs that lack of resources hinders the effective implementation of CLRP, below is their sentiment:

“One of the challenges I would say in most cases is lack of resources. I have realized that once there are no resources, some of the teachers are apprehensive to make an effort to go the extra mile or improvise to come up with things themselves if it is not provided.”

Apart from the lack of resources that the participants highlighted namely; textbooks, classroom space and a fully functioning library, I also observed that there were certain learning materials that are required to ensure CLRP as suggested by Hollie (2013) which were not available at the school or in the classroom. These include:

- ICT gadgets which both learners and teachers can use in the teaching and learning of ESL,
- Learners' work displayed on the classroom walls
- Language-rich symbols and print that stimulate language development and literacy acquisition.
- Culturally colorful, ethnic cloths, prints, artwork, artifacts etc.

Due to limited resources, the teachers mainly rely on the chalkboard and handouts from the internet as teaching resources. In this subsection, I have presented lack of resources as one of the challenges that is hindering the successful implementation of CLRP my analysis reveals that the teachers were faced with various challenges caused by lack of resources. My analysis also indicates that the teachers were able to improvise by for example downloading resources from the internet for their learners. In the next subsection, I elaborate on the theme of "Diversity challenge".

4.10.2. Diversity challenge

The teachers appreciate diversity in their ESL classrooms, but they do admit that it can be a challenge. The classrooms observed were highly diverse and would consist of learners from different cultural and linguistic backgrounds. Although learners spoke different mother tongues, the common language spoken by the learners was Afrikaans. Learners were observed to be comfortable in expressing themselves in Afrikaans and would converse in Afrikaans in the ESL classes. There were however cases whereby learners would sit in groups according to the mother tongues that they share in common. The teachers indicated that at times it is not easy to have the learners communicate in English both during and outside of the classrooms. The learners preferred to communicate in their vernacular. These sentiments are evidenced in the excerpts below:

"Yeah, what I have observed is that the learners come from different cultural backgrounds, some of them are not acquainted with both languages, so it's difficult to explain to them. And As for the ones who do understand English, it's fine when the teacher is conveying the message and explaining to them but when you give them group discussions, they start discussing in the first language. That's of an advantage for them in terms of comprehending or understanding what they need to understand, but then it restricts or limits them from expressing themselves in the English language. So, to some extent it's like they neglect the speaking part and only focus on the other things. It would be actually much better if we can encourage them from time to time like I always do,

even though it's a headache, I always force them to speak in English. But then once you look away, they go back to their vernacular."

"I have to agree with my colleagues here. It is really difficult, especially in Grade 4. Those kids come from Afrikaans Medium of instruction to English and it can be difficult, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior Primary phase to English in the Senior Primary phase."

"For me, like I stated earlier on it, it seems like the kids are not really sensitized on the importance of the English as a second language like in practical contexts because in most cases they prefer sticking to the vernacular language that they are more familiar with, which is Afrikaans. It seems they are not really taught well to know that sometimes you might find yourself in situations whereby the only language you have to speak is English so for them they treat it as something which they are only supposed to do in the class with the teacher... because even during break I used to motivate them from time to time, like can you not just try and speak English with your friends as well. Yeah, they do not do that. It seems like once they walk out of the English class then shut down, back to Afrikaans. I always tell them like it's not restricted to the classroom setting only."

The Education Officer also indicated that there are challenges that the teachers face when they teach learners from varied linguistic cultural and linguistic background:

"So, I feel one of the challenges and this is what happens in the classroom, that the learners that are struggling in the classroom are the ones from diverse backgrounds, those whose L1 is not Afrikaans. In the South you would see that in most cases, the Oshiwambo speaking learners are the ones that are struggling. But now teachers are not coming up with activities, extension activities or remedial programs to assist these learners in the classroom. So, they go on with teaching and learning as long as the other half of the class understands. And that learner is left behind."

I am encouraged to infer from the sentiments of the participants that if learners could communicate more in English, they would be more competent in ESL. I am also encouraged to infer that some of the participants feel that diversity in this context are learners whose L1 is not Afrikaans and that they at times struggle to make the learners who do not understand Afrikaans understand concepts. My analysis of this theme is that the learners are very diverse and they come from multiple cultural and linguistic backgrounds. The learners are also more comfortable speaking their L1 than they are in speaking English. In the next subsection, I analyze the theme of “The language policy challenge”.

4.10.3. The language policy challenge

The language policy for Namibian schools stipulates that a child is to learn in their mother tongue from Grade 1-3 while learning English as a subject. From grade 4 onward, they are to learn their mother tongue as a subject and English becomes the medium of instruction. Government of the Republic of Namibia (2003) stipulates:

Education should promote the language and cultural identity of learners through the use of mother tongue as medium of instruction in Grades 1-3 and the teaching of mother tongue throughout formal education. Grade 4 is a transitional year in which the mother tongue plays a supportive role in the teaching. Mother tongue should be taught as a subject. (p. 6)

Ensuring that learners are taught in their L1 from Grade 1-3 is proving to be difficult in a diverse region like the ||Karas region. There are many learners who speak different mother tongues making it difficult for the school to implement this policy in its entirety. Some learners at the school are forced to learn in Afrikaans in grade 1-3 which is not their L1 because the school can only offer either English or Afrikaans in these grades. The learners end up struggling to conceptualize in this new L1. When they go to Grade 4, English becomes the medium of instruction, and they end up struggling in both languages. The HOD and the education officer shared their views on this issue in the extracts provided below:

“We have six (6) Junior Primary classes, three (3) are Afrikaans medium and three (3) are English medium. What the parents normally do is that they want their children to be in the English medium class even if their L1 is Afrikaans. The English medium class is meant for learners whose mother tongue is not Afrikaans. So what happens is now it will become a challenge because the learner is not taught in their mother tongue to be able to conceptualize and to understand the basics. When they go to Grade 4 it becomes a problem. The other issue also is the pressure that they have because in Grade 4 now they have to rotate classes. They have different teachers while in grade three they only

had one now they are experiencing new subjects. So it's a lot of pressure for the Grade 4."

"The grade 4 teacher will tell you that in their classrooms "That learner just want to speak Afrikaans" "What do I do?" "What can I do to help?" That learners does not understand any English. I went to a secondary school the other day and the teacher told me about a learner that still cannot speak Afrikaans, but the learner is forced to be in an Afrikaans class. So I would like to know what plans does our ministry have to make sure that they really take this concept of CLRP and really implement it. What's happening on the ground is somewhat different because when you force a learner that does not know the language to do the language it is, it is not fair. I went to to a few schools in the farm recently. Oshiwambo speaking learners in a pre-primary classroom are taught Khoekhoegowab as medium of instruction. Just because the area has Khoekhoegowab speakers but perhaps the majority of the learners are not KKG speakers. So, I think somewhere we need to analyze the language policy and implement it in such a way that it benefits the learners."

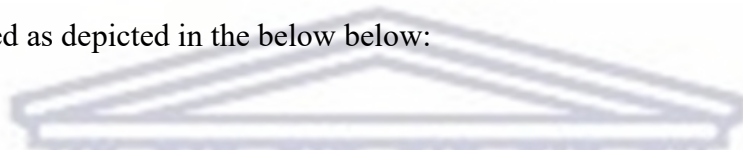
In this subsection, I have looked at the implementation of the language policy challenge. My analysis found that the language policy document is well formulated as to how first languages as well as the second language which is English are to be taught at Junior Primary as well as in the Senior Primary phase and above. The implementation of this policy is however difficult at the school because the learners have different mother tongues, and the school can only offer one mother tongue which is Afrikaans. My second analysis indicates that the teachers feel that the learners whose mother tongue is not Afrikaans and are taught Afrikaans in the Junior Primary phase end up struggling in both languages (Afrikaans and English) in the Senior Primary phase. In this subsection, I have addressed the challenge of the implementation of the language policy. In the next subsection, I wish to address the "challenges in speaking and listening skills"

4.10.4. Challenges in speaking and listening skills

The English Syllabus for Grades 4-7 consists of the following essential skills that should be acquired by all learners:

- Listening and Responding
- Speaking
- Reading and Responding
- Writing
- Grammar and Usage

The syllabus also stipulates specific areas of learning or activities in each of the skills that should be acquired as depicted in the below below:



Skills Area	Area of Learning/Activities
Listening and Responding	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language and vocabulary.
Speaking	Develop fluency in correct use of language structure; communicate confidently and effectively using appropriate vocabulary convincingly in different situations, showing a sense of audience and purpose.
Reading and Responding, including Literature	Develop silent reading skills as well as skills for reading aloud; know and use reading strategies for enjoyment; understanding; extract information from a variety of texts; use reference materials and know and use simple research strategies.
Writing	Write a variety of texts, showing a progressive knowledge of writing processes; a sense of audience and purpose, using sentence structures, correct spelling and punctuation in well-structured paragraphs.
Grammar and Usage	Write with progressively more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence structures.

Table 4.8. Areas of learning or activities in each of the skills that should be acquired

MoEAC (2015)

Given the skills stipulated in table 4.7 above, all participants generally agree that the learners have many challenges in learning the ESL skills. They however specifically pointed out speaking and listening as the main skills in which they have observed learners to be struggling the most. They attribute this to the fact that learners mainly prefer to communicate in their respective mother tongues and most commonly in Afrikaans. The participants also indicate that these are the two skills they struggle to teach because learners prefer to speak in their mother tongue.

Provided below is an excerpt from one of the participants who stated that speaking is the skill they feel the learners struggle with the most.

“I really struggle with speaking, speaking and grammar usage in speaking. So it means you know that some learners come here, they will talk like “I did go to school yesterday”, “I did what”, and they don’t know that there’s a past tense for that word, you know. So and even at home, they are speaking like that, yeah and some of them even translate straight from, their mother tongue, direct translation. Due to that, some of them they don’t want to speak at all. You will sit with the three learners in class each and every time, even though you put them in a group the only time that I can get at least a mark is when I say role play for example. But then you will also observe that that specific learner will only say ‘Ouch’ or ‘ooh’ and that’s all. I think that one is for me challenging. In the same vein, I would not have enough time to spend on just one case because we have other tasks to focus on and record to meet the deadlines. ”

Another participant agrees with speaking as the skill that the learners struggle with the most :

“I have to agree with speaking as well.”

Other participants feel that speaking is another skill that they struggle with:

“Speaking is the main one that is most challenging, but listening is also challenging because with listening it’s like I don’t know what is wrong with them. I always tell them like the first time at least, just listen. Do not respond. And then you can answer afterwards because it’s difficult to multitask, but once you start reading the in the first go and they hear their answers, they become over excited and then they start answering and then they don’t know what’s going on and they and I struggle because according to what is prescribed, we are supposed to read two times, but in most cases they will beg you for the third time, you must always read for the third time, and if you decide to be strict then the marks are always disastrous.”

One of the participants attributes the listening and speaking skills challenges to the poor implementation of the language policy:

“...You can see that there is a kind of short coming in each and every one of them, it can be in understanding for example speaking, listening.” I think our challenge here is the implementation of the language policy in the Junior Primary phase. We have six (6) junior primary classes, three (3) are Afrikaans medium and three (3) are English

medium. What the parents normally do is that they want their children to be in the English medium class even if their L1 is Afrikaans.”

Presented below is the Senior Education Officer’s sentiments on the issue of listening and speaking:

“They (teachers) are struggling to teach these (speaking and listening) skills, they do reading, they do the grammar, every now and then they will do literature if it suits them, or and then they continue. Learners are only assessed they are only asked to come to the front and speak for marks and that’s it. But I said how often do we have speaking lessons, how often do we have listening lessons so these learners that are struggling that are coming from diverse cultural and linguistic backgrounds are not exposed in the English second language classrooms because they are minimal speaking and listening lessons.”

My analysis of this theme is that due to limited English language competency learners are struggling in listening and speaking. Furthermore, according to the SEO’s response some of the teachers struggle to teach listening and speaking. Instead of teaching these two skills, they end up only assessing the skills. In this subsection, I have focused on the theme of challenges in speaking and listening skills. In the next subsection, I will address the theme of Grade 4 learners struggling more in ESL compared to other grades.

4.10.5. Grade 4 learners struggle more in ESL compared to other Grades

During classroom observations, the Grade 4 learners were observed to be struggling to communicate in English more compared to the other grades in the Senior Primary phase. This is evidenced by how most of the communication in their ESL class is done in Afrikaans by both teachers and learners. The participants indicate that the Grade 4 learners tend to have a low proficiency in English because they were transitioning from Junior Primary where the medium of instruction was Afrikaans to English medium of instruction in grade 4 upward. According to the language policy for schools in Namibia discussion document “Grade 4 will be a transitional year when the change to English as medium of instruction must take place” (Government of the Republic of Namibia, 2003, p. 7). Pointedly, Grade 4 is the transitional grade at this school and the ESL teacher supports this transition by relying on mother tongue to help the learners understand the ESL concepts. The results analysis however indicate that the Grade 4 learners perform poorer compared to other Senior Primary grades and they pick up

as they move up the grades. Presented below are the sentiments of the participants pertaining to the Grade 4 performance in English:

“It is really difficult, especially in Grade 4. Those kids come from what, Afrikaans Medium of instruction to English and it can be difficult, but what I do, I usually pair them up with say like for example Afrikaans with Afrikaans, Oshiwambo speaker with Oshiwambo speaker like that and it makes it very easier. Most of the time I speak Afrikaans. I teach English in Afrikaans. Yeah, for them to understand better. In Grade 4 it is even more challenging because they are shifting from L1 medium of instruction in the Junior primary phase to English in the Senior Primary phase.”

Apart from the challenges posed by the transitioning of learners, one of the participants feels that there are other social factors which affect the performance of the learners. The participant also feels that some of the teachers in general may also not be fully equipped to handle these learners who are transitioning between the two phases. Below is their sentiment:

“Grade 4 is actually a struggle. You can see that there is a kind of short coming in each and every one of them... We take it one day at a time. And like I said the learners have different backgrounds, most of them live with grandparents, the parents are nowhere to be found and they are also struggling. But we have the learning support classes after school on Tuesdays for English and Afrikaans on Wednesdays, I think it helps a bit. Now we are also struggling with teachers that are not really fully equipped to offer support to learners from different linguistic and cultural backgrounds.”

The Senior Education Officer concurs that the teachers themselves might lack sufficient training and support to assist these transitioning students:

“Perhaps a training on other strategies that we can give to Grade 4 teachers because many at times the Grade 4 teacher will tell you that in their classrooms “That learner just want to speak Afrikaans” “What do I do?” “What can I do to help?” That learners does not understand any English.”

In this subsection I have addressed the challenge of the Grade 4 learners transitioning from the Junior Primary phase to the Senior Primary phase. My analysis is that the Grade 4 learners are at a critical stage of their school career where their L1 ceases to be the medium of instruction and English becomes the medium of instruction which might be too abrupt for them. They therefore end up relying mostly on their L1 in learning ESL. Furthermore, the teachers

themselves could also be faced by a challenge of being unsure as to how to assist these learners hence they also end up relying on L1 to teach ELS. In the next subsection, I will focus on the theme of “Challenges of teaching and learning new vocabulary”.

4.10.6. Challenges of teaching and learning new vocabulary

Vocabulary is an important component in ESL learning as well as CLRP. During my interaction with the teachers as well as classroom observations, I observed that teachers employ various strategies to teach new vocabulary to their learners. During the focus group discussion as well as the semi-structured interviews, participants were asked a question on how they teach vocabulary and they shared their strategies in the excerpts below:

“What I usually do is, we take a text and we identify the difficult words. We circle the difficult words and then we make up our own definition of those words and then we go home with those words and then we find the correct definition, come back to school and we talk about them, maybe have a spelling test on a Friday. That’s basically it. It makes it much simpler for them. It’s mos what they know, known to unknown.”

Another participant agrees that allowing learners to discover the meaning by themselves is the strategy they employ when teaching learners new vocabulary. Presented below is their response:

“Yeah, it almost takes a whole week for new terms. For them not to remember, but to just familiarize themselves with them. Firstly, if you take the reading passage and you take out those new vocabulary words. Then you let them let them write it down, look up the meaning of those words we have dictionaries in school as well, so we can make use of that and that is actually almost two periods, taking two periods and then you send them back. They make their own sentences with these words, come back the next day. Then we read, for example, the reading passage. Now they have a bit more understanding of the word that is in the sentence. After that, you answer questions based on the reading passage”.

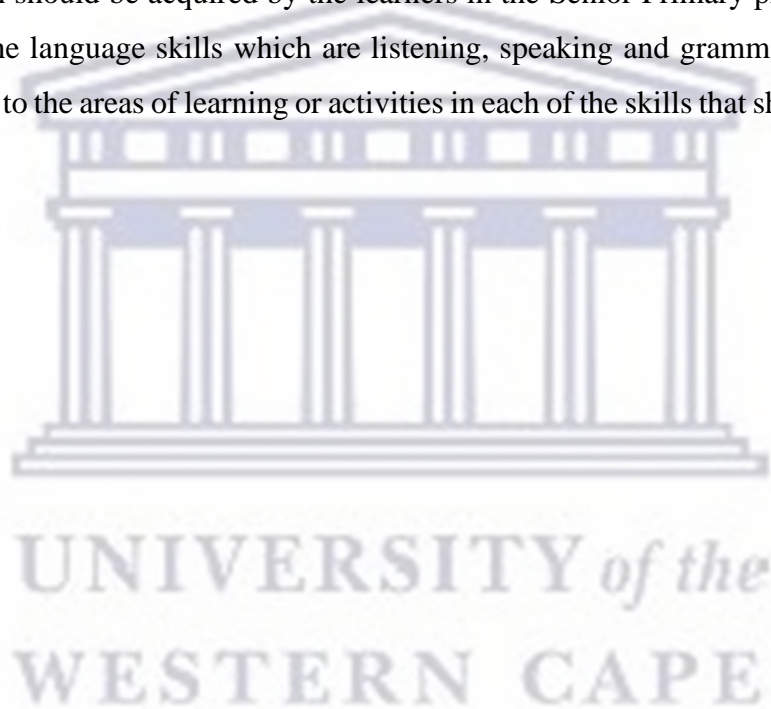
The participant added that when the learners have acquired the new vocabulary, they then write dictation of the new words learned as expressed below:

“After that, you write the spelling test or before the spelling test like I do. You saw the other day then I played the spelling game. Spelling bee or the ones whereby they have to write the spelling of the word and then the spelling test. So, by the end of the week, at least from the 20 or 10 words, they grabbed five or three words”.

The Senior Education Officer shared a strategy that they share with the teachers which they believe is effective in teaching vocabulary:

“The other strategy that I told the teachers to use is on vocabulary teaching. With the Junior Primary, they used to have sight words in the classroom connected to this particular theme. So I told the teachers to do the same in the Senior Primary phase. If you’re busy with road safety, have words that are related to road safety, it will expose the learners to the words and you use them in sentences and constantly and this will improve the learner’s vocabulary.”

The learning of new vocabulary is highlighted in the Grade 4-7 syllabus as an area of learning or activity which should be acquired by the learners in the Senior Primary phase and is listed under three of the language skills which are listening, speaking and grammar usage. Figure 4.8 below points to the areas of learning or activities in each of the skills that should be acquired in Grade 4-7:



Skills Area	Area of Learning/Activities
Listening and Responding	Develop auditory skills; listen and respond to information heard; recognise instructions and directions; comprehend feelings, intentions, emotions and attitudes of speakers; develop awareness of the structure of language and vocabulary.
Speaking	Develop fluency in correct use of language structure; communicate confidently and effectively using appropriate vocabulary convincingly in different situations, showing a sense of audience and purpose.
Reading and Responding, including Literature	Develop silent reading skills as well as skills for reading aloud; know and use reading strategies for enjoyment; understanding; extract information from a variety of texts; use reference materials and know and use simple research strategies.
Writing	Write a variety of texts, showing a progressive knowledge of writing processes; a sense of audience and purpose, using sentence structures, correct spelling and punctuation in well-structured paragraphs.
Grammar and Usage	Write with progressively more accuracy in spelling, punctuation and referencing, using appropriate vocabulary, idioms and parts of speech in a range of sentence

Table 4.9. Areas of learning or activities in each of the skills that should be acquired in Grade 4-7 (MoEAC, 2015)

From my analysis, the main strategy employed by the teachers in teaching of new vocabulary is to look for the meaning of the new word from the dictionary as well as dictation or a spelling task. In this subsection I have focused on the challenges pertaining to the teaching and learning of new vocabulary. In the next subsection I will address the theme of “Reading period challenges”.

4.10.7. Reading challenges

Another important skill in the learning of ESL is reading. According to the English syllabus, teachers are expected to expose the learners to as much reading as possible. In the Grade 4-7 syllabus, reading is the longest component under which literature is also covered. Learners are to read for both leisure and academic purposes. It is therefore no surprise that a reading period has been added to the timetable and all teachers are expected to be involved in the reading period arrangement. There were a few challenges reported regarding reading one of which was the non-utilization of the reading period as well as challenges faced by the teachers with regard to the teaching of literature. I asked the participants how they engage the learners in reading during the reading period. The extract below expresses one of the participant's responses regarding the reading period:

“Okay, what we what we did was in the past, we copied some activities, for example were word puzzles for reading and word searches and those kinds of things. We can use recycled newspapers. There wasn't much happening so we suggested that maybe the reading period can be used for the Home Ecology and Design since we are already reading during our lesson times.”

The National Curriculum for Basic Education in MoEAC (2016) states the following regarding the reading period:

A reading period for sustained silent reading (SSR) is added to the timetable from Grade 1 to Grade 11. The purpose is to allow learners to read for enjoyment. The ideal situation would be that everyone in the school, including the principal, teachers and institutional workers, should be reading during the weekly reading period. Schools will be provided with guidelines on how to organise the reading period. Printed material, such as books (both novels and non-fiction), magazines and newspapers, in all the languages offered at the school and catering for the interests of the learners, should be made available in each classroom. These are the books, magazines and newspapers that learners will be reading from during the reading period, but they can also bring appropriate books from home. (p.51)

Although everyone in the school is expected to be involved in the reading period at school, one of the participants highlighted that only English teachers part take in it. The participant states:

“Other teachers feel it is the responsibility of the Language teachers. We use the reading period for example this week is for Afrikaans, next week it's for English and the other week it's Mathematics but some were always somehow. It does not work. It always comes back to the English teachers”

Apart from the reading period challenge, the participants indicated that they struggle to find reading materials to engage the learners in any type of reading as the library is also not operational. One of the participants states:

“What actually happened is the library was there and then due to the shortage of classrooms, we took out the books and used it as a classroom. Yeah, but now this year, we should have started already with the library. So we took back a few books, but a lot of them we don't know where they are. So now we have to redo everything also to install back the computers, because it was the computer lab as well, but that one is a challenge because currently there are a few books. We don't have actually a librarian sitting there, you know, for the borrowing of the books or lending of the books.”

As an alternative to the library challenge, ESL teachers are supposed to have reading corners in their classrooms but this has also proved to be difficult due to space. One of the participants states:

“We are supposed to have a reading corner but we are sitting now with overcrowded classes, there is no space for a reading corner, also those learners with reading problems, cultural different cultural backgrounds, the more you read, the more practice you get and the better the better you get. So we don't have a reading a reading corner due the overcrowded classes, which is also one of the compulsory things, I think in language department. So we have a lot of challenges and we cannot really reach our aim by the end of the day you understand? But we if we try to cope with what we have and what we can do.”

As I mentioned earlier, literature is also listed under the reading skill in the Grade 4-7 syllabus. According to MoEAC (2015) to promote the greatest possible growth and development in the language, it is crucial that all four language skills including literature be incorporated throughout teaching and learning. The participants however expressed that literature is currently not effectively taught due to various challenges indicated by the participant in the excerpt below:

“We don't actually have something in place for literature. We don't know what we are supposed to do and how we should do it. I think in a way in we are far behind, really, with literature, we are we are really far behind. We are just trying what we can. It's one of the actually, it's one of the main things that we neglect also as teachers, and as education departments overall.”

“Nothing. There’s nothing whatsoever (referring to literature). We actually need assistance and training in that.”

The Senior Education Officer also expressed concern regarding the issue of literature and shared their sentiments in the excerpt below:

“Maybe one thing I can add to this is that I’ve realized also in the English second language classrooms that the teachers have a challenge with teaching literature. I’ve realized perhaps the one is that themselves, how often do they read? And how often do they expose themselves to the different literature? Teachers have said it is a challenge, it means they are not exposing the learners to literature and this is a good opportunity to bring in CLRP pedagogy in the classroom when you are able to expose learners to various literature. I’m just thinking about how the Grade 9 learners are currently doing God of women. And how that brings so much smile to the learners that can relate to it. I believe if in our curriculum for grade four to seven literature that these learners from the different cultural backgrounds can relate to, can be brought even if it’s to the different regions. That would make it interesting instead of coming up with one book that should be for the entire country. If there can be specific literatures targeted for specific regions because or taking into account their cultural and linguistic backgrounds, that would make teaching literature more pleasurable for both the teachers and the learners.”

In this subsection, I have focused on the theme of reading challenges facing the school. I analyzed that the reading period which is catered for on the timetable is now well understood at the school and as such is now well implemented. I have also analyzed that the teachers are struggling to find relevant material for the learners to engage in reading beyond the ESL classroom. In the next subsection, I analyze the theme “Assessment challenges”.

4.10.8. Assessment challenges

In order for teachers to gauge their learners understanding of each concept or skill taught, evaluation has to take place in various forms of assessment. The Senior Primary Syllabus in MoEAC (2016) states the following regarding assessment:

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which competencies will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning. (p. 63)

In most of the lessons I observed, summative assessment was observed to be the commonly applied type of assessment even though the syllabus stipulates that assessment should be for learning. In such cases, a concept is taught and assessed right away in order for the teacher to record the continuous assessment marks. During the interaction with the participants, it was expressed that because of time, teachers are compelled to teach for assessment due to the tight deadlines. One of the participants expressed this issue in the quote below:

“...The only time that I can get at least a mark is when I say role play for example. But then you will also observe that that specific learner will only say ‘Ouch’ or ‘ooh’ and that’s all. I think that one is for me, challenging. In the same vein, I would not have enough time to spend on just one case because we have other tasks to focus on and record to meet the deadlines.”

Apart from teachers being pressed for time in terms of assessment, the issue frequency as well as quality of assessment was also raised. One of the participants expresses:

“...I tell them, I’m not coming to your lesson to see how good you know your language? But how do you learn this? What did they learn at the end of your lesson? So, teachers are teaching. There’s no activity, there’s nothing after that to make sure that the learners have comprehended or understood or mastered what the teacher has just done. Generally, teachers are not aware that there are different learners in their classrooms. So, when they come up with activities, they do not take that into consideration at all.”

“I think if the regional office can roll out such programs, whereby we all come together as teachers, we can meet and then be divided into different cultural groups, and then we can come up with quality assessment activities and then that way we can incorporate all from the different cultural groups and then just utilize those ones.”

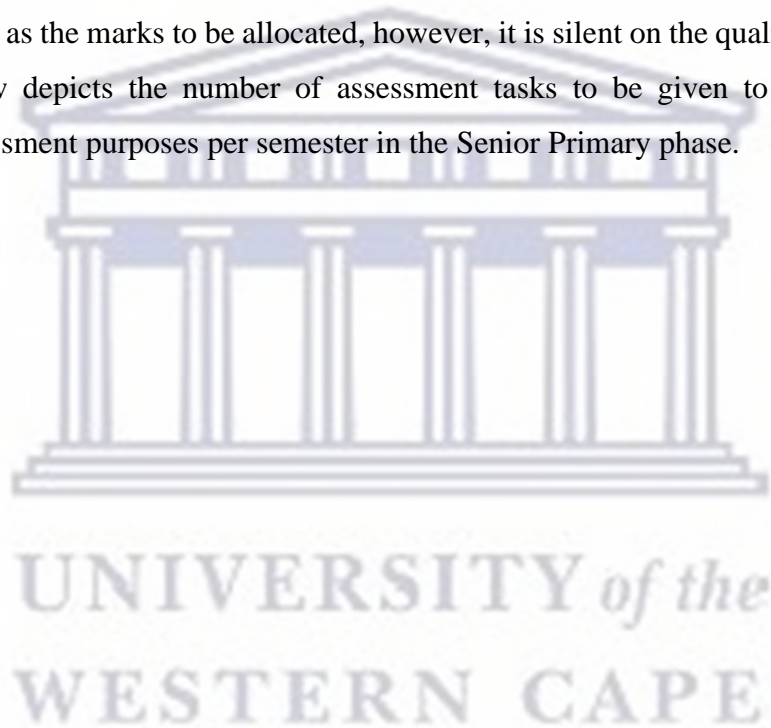
“I’ve seen this with the type of assessment activities that they (teachers in the region) come up with where they really do not challenge the learners or they do not perhaps know how to make assessment and teaching in general interesting for these learners

and teach them the language. For them to be able to express themselves confidently...At the moment the assessment and all that is a challenge because it is so difficult for us to really determine which schools are performing very well, which ones are not performing that well based on the quality of assessment.”

Another participant agrees with the sentiment above by stating:

“We are very lenient here at primary school but at Junior Secondary the stakes are higher.”

The participants assert that they rarely have sufficient time for other forms of assessment such as informal assessment as well formative assessment. The syllabus stipulates the number of activities as well as the marks to be allocated, however, it is silent on the quality of these tasks. Table 4.9 below depicts the number of assessment tasks to be given to the learners for continuous assessment purposes per semester in the Senior Primary phase.



Skills Area	Marks	Total
1. Listening		
Listening Comprehension	10	
Listening Comprehension	10	
Total:		20
2. Speaking		
Prepared speech	10	
Unprepared speech	10	
Total:		20
3. Reading & Literature		
Reading aloud	10	
Reading Comprehension	10	
Literature	10	
Total:		30
4. Reading & Directed Writing		
Reading & Directed Writing Task	10	10
Grammar	10	
Dictation	10	
Total:	20 ÷ 2	10
5. Continuous Writing		
Composition	10	
Shorter piece	10	
Total:	20 ÷ 2 =	10
TOTAL		100

Table 4.10. Summary of continuous assessment of Grade 4-7 (MoEAC, 2015)

In this subsection, I have focused on the theme of assessment challenges. I analyzed that in most cases, teachers tend to employ summative assessment due to the large number of learners they need to assess, the number of summative assessment tasks they need to give for continuous assessment marks as well as the due dates for submitting continuous assessment marks. I have also analyzed that the quality of assessment tasks is a concern because all teachers come up with their own continuous assessment tasks and some of the participants expressed concern on the quality of these tasks. In the next section, I analyze the theme “The type of support/training required to be able to employ CLRP successfully”.



4.11. The type of support/training required by the participants to be able to employ CLRP successfully (Answers RQ3)

In this section I address the theme of “The type of support/training required by the participants to be able to employ CLRP successfully” which answers RQ3. The data I present in this section is gathered from focus-group discussions, semi-structured interviews with the HOD, semi-structured interviews with the Senior Education Officer”. Before I asked what type of training and support was required, I wanted to understand how the teachers understood the CLRP concept. I present and analyze this in the next subsection titled “Culturally and linguistically responsive pedagogy is a new concept to the participants”

4.11.1. Culturally and linguistically responsive pedagogy is a new concept to the participants

In one of the questions, I asked the participants to explain how they understood the concept of CLRP and their responses varied. With this question, I was trying to establish how the teachers understood the concept. The excerpt provided below is the responses to the question on how one of the participants understood the concept and what it meant to them:

“Yeah, it's a challenge but actually a great experience, because teaching doesn't stop here. So we gain a lot of experience and in the future it helps us to handle it especially when you are presenting a lesson. It is not for me a troublesome issue. You understand and we are creating a future here, so it might be that next time we might get a Khosa speaking student as well. So you gain your experience how to handle it. So for me actually it is a plus point, it's a positive thing”.

When asked if other participants had a different perspective from the response given in the extract above, they all indicated that they shared the same sentiments. Presented below is one of the responses:

“It's the same.”

The SEO was also asked to explain how they understood the CLRP in relation to ESL teaching to which they responded:

“ I would say because I always do this with the teachers when I do presentation and I explain to them how we need to be aware of the learners within our classroom, coming from diverse cultural backgrounds. An example I used to give them with the dialects and the pronunciation of words and the understanding of the perceiving of the language, I usually explain to them. For example how an Oshiwambo child for example

would say I have a pregnant instead and I would link that to how it is used in the ocean language as ownership and then they become aware. So, I explain to them that. Cultural and linguistic responsiveness in teaching is being aware that the learners in your classroom come from different cultural and linguistic backgrounds, and when you prepare lessons that your lessons are taking all these learners into consideration when you teach, when you come up with activities tasks, assessment, they cater to all learners.”

My analysis states that the participants are new to the CLRP concept; however, they are very aware of what it entails when I continued engaging throughout my stay at the school. Although the concept might be new to them all the components it alluded to were familiar to the participants and it is basically what they do on a day-to-day basis, they just did not have a name for it. In fact, by the end of my visit, they admitted that the concept is basically issues they go encounter as ESL teachers on a day-to-day basis. In this subsection analyzed the theme of how the participants understood the concept of CLRP. In the next theme, I elaborate on the theme of teacher training and CLRP.

4.11.2. CLRP not explicitly addressed during teacher training

One of the objectives of my study is to find out the type of support and training that the teachers felt they needed to be able to confidently implement CLRP. I asked the participants how they felt the teacher training they went through sufficiently prepared them to be able to employ CLRP in their ESL lessons. The extract below expresses one of the participant’s responses:

“That one for us it was tackled but not in detail. Yeah, they didn’t really. They were not comprehensive about it because I remember it’s only a few questions they used to ask in the examination and then you respond, but then they didn’t prepare us practically for the real life situation. So this was like a surprise when we get in the industry, then you know what you have to figure out what to do. So the training regarding culturally and linguistically responsive pedagogy was not really sufficient, yeah.”

Other participants agreed with the sentiments above as they state:

“It’s true.”

“I agree.”

The HOD pointed out that they also felt that the teacher training was not sufficient and also highlighted that the teachers' trainings differed because some were trained at the colleges of education before, they were merged with the University of Namibia. Presented below are the HODs' sentiments:

“Like the teachers also indicated earlier, the training they went through was not sufficient. Also, there is an issue of the training of the colleges before they were merged with the university of Namibia. The two trainings are not the same. Now we have teachers who were trained by the college and those who were trained by the university.”

Some of the participants were unsure or could not recall whether the issue of CLRP was part of their training or not. This is expressed in the extract below:

“I would say it was there, perhaps I've not taken it too seriously, and I've really only come to understand it when I once I came to teaching or to the field, but I think we have touched on some modules like psycholinguistics perhaps. I'm just not so sure if it went this deep, but I have a better understanding when I came to the classroom... So the type of training I would say to some extent, it might have brought that up, but I would say the training was more general on the field teaching and learning. I feel like even if it was touched and it was not explicitly tackled, especially considering the fact that Namibia is a very multilingual nation, we have so many mother tongues, and I would expect you know, especially during the micro teachings or the teaching methodology to have an aspect of that because the reality in the schools is that the learners are diverse and they are struggling. We need a specific component addressing these issues in teacher training methodology”.

My analysis indicated that some of the participants felt that the concept of CLRP was not addressed in their teacher training programs while some were unsure whether the CLRP concept was addressed. The concept could have been addressed using a different wording however, what is transpiring from the participants' responses is that a refresher is required. In the next subsection, I will focus on the type of support and in-service training that the participants feel they need in order to be able to successfully incorporate CLRP in their ESL lessons.

4.11.3. Further in service training and support required on CLRP

After classroom visits and engaging the participants through focus-group discussions and semi-structured interviews my analysis of data indicated that the participants required support and in-service training to be able to fully incorporate CLRP in their ESL classrooms. All participants (teachers, HOD, and SEO) indicated that they required support and further in-service training. The extracts presented below capture the sentiments of the teachers on the type of support and training that they felt they required:

“I think because at some point we met with the Senior Education Officer in order to come up with the schemes of work. So, in that same meeting, we also agreed, but then due to the lack of time, time caught up to us, we were actually supposed to prepare activities for the different things. Were supposed to give each other a portion of the tasks and then come up with activities that are culturally diverse for us all. So, I think if the regional office can roll out such programs, whereby we all come together as teachers, we can meet and then be divided into different cultural groups, and then we can come up with assessment activities and then that way we can incorporate all from the different cultural groups and then just utilize those ones.”

“I just want to add that it’s actually a very good idea because we’ve been doing cluster activities all these years and it’s been now, I think, four five years when we last did it and in those cluster meetings that we have, we normally group together and then we discuss the activities, even the performance of learners, yeah, we even advise each other on what to do in different situations. We really need it back because it helped a lot. So, I think we should take it up with the SEO because we need it.”

The teachers indicated that they needed a platform to come together and craft common tasks for their learners which ensure CLRP. In the same vein they felt this platform could be used to discuss different issues pertaining to ESL teaching. Some of the participants expressed that they needed workshops or training on CLRP. These sentiments are expressed in the excerpts presented below:

“I really think we need workshops on culturally and linguistically responsive teaching so that we know what it is all about and then we can help our learners better. I also think we need to be trained on how to adjust our materials to suit our cultural and linguistic needs.”

“...I think it will also be much better if we can, if they can get us people because I'm sure there are people out there who are specialized and went in depth in on the different types of skills. There are some things that we might not be doing right. So, if they can also have training programs or workshops or even just something that we can watch online so we can get more equipped on that part because we still need more regarding that”.

The Head of Department also felt that they needed support from the region to be able to better support their teachers. Presented below is what they had to say on the type of support they required:

“Definitely, Let me say all the departments need to come together and I think more regularly. Yeah, we have a lot of challenges, different challenges a lot of us are not really equipped for that. So it would be helpful if the SEO can work out something for us as management, as HODs, to come together as well to see how we can tackle this problem. So we need we really need training and support. It's a big need.”

“Nothing. There's nothing whatsoever (referring to literature). We actually need assistance and training in that.”

The Senior Education Officer also expressed they type of in-service training they required. They expressed it in the extracts provided below:

“Yes, I hope one day we can be trained by people from head office on this as culturally and linguistically responsive pedagogy. If we are trained, we will know how better we can assist our teachers apart from what we already know. Perhaps a training on other strategies that we can give to Grade 4 teachers...”

“I would like to be trained on how I can assist a Grade 4 teacher that is my biggest challenge because I have seen how they learners write, I've seen how they struggle to transition from mother tongue instruction to English as a second language.”

“I was not trained at all (referring to in-service training) when I got the new position. I was not trained, much of what I do is what I believe I know, so I'm assisting but I would like to have some sort of formal training or just training that I can be able to be more confident with how I give guidance to my colleagues.”

I analysed that all participants needed support as well as in-service training to be able to successfully implement CLRP in their respective roles.

Based on the data analysed in this section, participants are trying their best to cater to the linguistically and culturally diverse learners in their classrooms however they are faced with various challenges which range from insufficient resources, pedagogical challenges as well as training needs. It is therefore the assumption of my study based on my data and theories that inform my study that there is need for an in-service training CLRP model.

4.12. Data from classroom observations

In the section above, I have presented and analysed data from the focus-group discussion with the teachers, the semi-structured interview with the HOD, semi-structured interview with the SEO, Document analysis and some data from the classroom observations. I deem it necessary to analyse and present the data I collected from classroom observations as not all of it could be presented under themes I have analysed above. According to Bailey and Nunan (1996) instead of using staged classrooms designed to highlight the researcher's control over variables, lesson observations should be gathered in naturally occurring circumstances. This is the approach I used for my classroom observations where I visited the Senior Primary ESL teachers during their normal ESL lessons. For classroom observations, I used the classroom observation guide furnished below:



Classroom observation guide

General Information

Grade: _____

Topic: _____


Skill: _____

Date: _____

“CLT responds to learners’ needs by taking into account cultural and linguistic factors in their worlds...going to where learners are culturally and linguistically with the aim of bringing them where they need to be academically” (Hollie, 2013, p. 23).

Criteria	Observations
Lesson planning and preparation <ul style="list-style-type: none">- Teacher preparedness, Lesson objectives, competencies, lesson connectedness to previous lesson	
Lesson introduction <ul style="list-style-type: none">- Learners’ prior knowledge, introduction engaging, stimulating, relatable to the learners, links to their prior knowledge	
Lesson presentation <ul style="list-style-type: none">- Lesson differentiated, incorporation of various teaching strategies to ensure cultural and linguistic responsiveness, thematic teaching, scaffolding instruction, teaching new unfamiliar vocabulary, capitalizing on students’ home language skills and knowledge, making connections, helping learners to recognise words and understand sentence	

<p>Learning materials</p> <ul style="list-style-type: none"> - Culturally-responsive language materials/resources: textbooks, handouts, learner-made materials, teacher-made materials, technology, real -word objects, adjusting texts to cater to the linguistic and cultural needs of the learners 	
<p>Classroom atmosphere</p> <ul style="list-style-type: none"> - Show interest in learners, respectful, encourages participation, supportive, shows enthusiasm, inviting - Learners' cultures and languages are validated 	
<p>Assessment</p> <ul style="list-style-type: none"> - Formative assessment, related to lesson objectives and competencies, differentiated assessment, text-dependent questions 	
<p>Learning environment</p> <ul style="list-style-type: none"> -How learning materials are selected -Learning centers (reading corners) -Classroom arrangement, allowing for movement, interaction, groupwork -Use of technology -Displayed learners' work -strategies for increasing learner engagement - Language-rich environment with symbols and print that stimulate language development and literacy acquisition - Resources relevant, validating and affirming high-interest instructional resources that 	

<p>enhance learner engagement in the learning process</p> <ul style="list-style-type: none"> -Culturally colorful; ethnic cloths, prints, artwork, artifacts -Classroom management (authoritarian, permissive or democratic) -classroom management system 3 p's (positive, proactive and preventive) 	
<p>Infusing CLR into Educational Pedagogies:</p> <p><u>Responsive management</u></p> <ul style="list-style-type: none"> -movement - attention signals -ways of discussing and responding - collaboration <p><u>Responsive vocabulary</u></p> <ul style="list-style-type: none"> -selecting academic words and content-area words -Focus on key strategies -context -word parts -synonyms -reinforcement activities -Cronbach's dimensions of knowing a word (generalization, application, breadth, precision, availability) <p><u>Responsive Literacy</u></p> <ul style="list-style-type: none"> -culturally responsive supplemental text -read-alouds as storytelling -effective literacy strategies <p><u>Responsive Language</u></p> <ul style="list-style-type: none"> -switching -revising 	 <p>The logo of the University of the Western Cape, featuring a classical building with columns and the text 'UNIVERSITY of the WESTERN CAPE'.</p>

-role-playing Writing activities	
Other or overall observations	

Figure 4.4. Classroom observation instrument



I have conducted the classroom observations for a period of one (1) semester. I was able to visit all the four (4) the Senior primary teachers' English lessons at their convenience. I present the data following the format I adopted for my classroom observation instrument. I give my analysis by summarizing the data I obtained from the field notes I compiled during my classroom observation using the classroom observation instrument provided above and giving my overall analysis of my findings.

4.12.1. General information

The ESL classes which I have observed are four (4) Grade 4 classes; four (4) Grade 5 classes, four (4) Grade 6 classes and four (4) Grade 7 classes. They were visited over a period of one (1) semester which ran from January to May 2023. Various topics were covered and all skills (Listening, speaking, reading, language usage and literature) were observed throughout all the Senior Primary grades.

4.12.2. Lesson preparation and presentation

- I have observed that teachers planned on a regular basis and their preparation files were submitted to the HOD once a week for monitoring purposes.
- The lesson plans contain all the lesson plan components such as Lesson objectives, competencies, monitoring of homework done, presentation and learning activities, consolidation, assessment, opportunities to develop reading and writing, compensatory teaching and reflection as guided by the national lesson plan format.
- Figure 4.5 below is an example of a lesson plan from a teacher's file with all the lesson plan components which is followed by all the teachers in the phase:

SUBJECT: English Second Language		TIME: 2x40 min	
THEME/TOPIC: Culture- Grammar (Correct concord errors)			
TEACHING AID/RESOURCES: Workbook, copies		NEW TOPIC: <input type="checkbox"/>	CONTINUATION: <input type="checkbox"/> RE-TEACH: <input type="checkbox"/>
DATE OF CONTINUATION/RE-TEACH:			
Lesson Objectives: Learners will: apply knowledge of grammatical structures and conventions at word and phrase level			
Basic Competencies: Learners should be able to: identify and use appropriate subject verb agreement: Tenses			
PRESENTATION OF THE LESSON:			
1. Monitoring of homework done:		(min)	
2. Introduction: Hand out copies to learners.		(2 min)	
3. Presentation of Subject matter and learning activities:			
Teacher Tasks: The teacher will explain that "subject-verb concord", refers to matching the subject and verb of a sentence in tense, aspect, and mood which translates in number, person, and gender. Example: Singular "The dog chases the cat" Plural "The dogs chase the cat." The teachers will ask a few more examples from learners. The teacher will ask learners to cut and paste copies and she will go through the copies to explain further. The teacher will explain the task to learners to be completed. The teacher then guides and assist learners through task.		Learner Activities: Learners listen. Learners will give more examples. Learners will cut and paste copies and follow on it While teacher explain more. Learners will complete the task.	
		(48min)	
4. Consolidation: Take task in for marking.		(30 min)	
5. Assessment/Homework/Task:		(min)	
6. Opportunities to develop Reading and Writing: Reading: Reading sentences Writing: Writing answers			
7. Compensatory Teaching: (Learning Support): "Slow" Learners' action: Assisted by peers and teacher with activity "Gifted" Learners' action:			
8. Reflection: ... <i>Enough time</i>			

Figure 4.5. An example of a lesson plan from a teacher's file with all the lesson plan components as per the national standards

- Generally, the teachers introduced their lessons in various ways, in most cases teachers tried to find out the learners' prior knowledge through questions.
- In one of the classes on figures of speech under the theme: Family and communities a teacher asked whether the learners have ever come across the term 'figures of speech' to which the learners responded 'no'. In another lesson, a teacher chose to begin their lesson on spelling with a spelling game.
- The introductions were generally engaging, stimulating and attempted to gauge learners' prior knowledge.
- The lesson presentations varied depending on the skill being taught. In most cases, common content was observed to be presented to the learners and not differentiated to cater for the varied to cater for the learners' different abilities and backgrounds.
- Very little scaffolding was observed.
- Unfamiliar vocabulary was handled differently by different teachers. In some cases, the teachers would choose to translate the new word into Afrikaans for the learners to understand. In some cases, new vocabulary is explained to the learners without context.

4.12.3. Learning materials

- Learning Materials were mainly printed handouts.
- Minimal culturally responsive language materials/resources: textbooks, learner-made materials, teacher-made materials, real -word objects,
- Very minimal to no use of technology observed.
- Most of the texts were adjusted to cater to the linguistic and cultural needs of the learners.

4.12.4. Classroom atmosphere

- Teachers showed interest in learners, were respectful and encourages participation.
- Teachers were also observed to be supportive, show enthusiasm and were inviting.
- The language of communication other than English is Afrikaans, reference to other languages was generally minimal.
- Learners who spoke the same L1 were observed to sit together.

4.12.5. Assessment

- Assessment was mainly summative and was related to lesson objectives and competencies.
- Assessment was observed to be rarely differentiated assessment.
- Some of the grammar assessment was in isolation.

4.12.6. Learning environment

- Learning materials were mainly printed handouts from the internet or from various textbooks.
- The learning centers (reading corners) were not operational.
- Classrooms were generally well arranged, allowing for movement, interaction, group work however in most cases even if the learners were seated in groups, they did individual work.
- No use of technology for teaching and learning was observed in the classroom.
- Very minimal displayed learners' work.
- The young learners were distracted most of the time especially when working on individual tasks and had to be reminded to be engaged and focused.
- The classroom displays were very minimal with few symbols and print that stimulate language development and literacy acquisition.
- Very few to no resources validating and affirming high-interest instructional resources that enhance learner engagement in the learning process.
- No culturally colorful; ethnic cloths, prints, artwork, artifacts
- Classroom management varied from teacher to teacher and was a mixture of authoritarian, permissive or democratic.
- Classroom management system 3 p's (positive, proactive and preventive) was observed to be leaning more towards preventive.

4.12.7. Infusing CLRP into educational pedagogies

Infusing CLR into Educational Pedagogies:

Responsive management

- Movement of learners was allowed mainly to go outside or depending on the task at hand, learners would be asked to come to the front to demonstrate a task.
- The attention signals used in all the classes was the raising of hands.
- Learners would mainly discussing and respond to the teacher.
- Collaboration between learners was observed in some tasks most tasks however were individual tasks.

Responsive language

- New vocabulary was addressed and explained in various ways when encountered e.g. through translation into Afrikaans or giving the dictionary meaning or asking the learners to bring meanings of unknown words to class the following day, selecting academic words and content-area words.
- A few texts were culturally responsive supplemental text.
- Learners practiced read-aloud and storytelling.
- Code-switching by the teachers teaching was mainly between English and Afrikaans-switching. When learners responded to the teachers and had to code-switch, they code-switched between English and Afrikaans however, when the learners spoke to each other during class they spoke mainly in Afrikaans or sometimes in KhoeKhoegowab.
- Minimal role-play observed.

4.12.8. Other overall observations

- Grammar was most of the time taught in isolation.
- When engaged in their own conversations, learners strictly speak Afrikaans.
- Opportunities to incorporate CLRP strategies presented themselves in lessons but were not taken advantage of because teachers may be unaware of them.
- Learners are comfortable using Afrikaans at all times until asked a question by the teacher however, when they are the ones initiating a conversation with the teacher in the class, they almost always do it in Afrikaans.
- Teachers mainly reprimand in Afrikaans.
- Mainly Afrikaans is used in the class by both the teacher and the learners.

In my analysis, I took into account the day-to-day classroom activities and interactions as they relate to CLRP. My analysis is that the ESL teachers at the school plan their lessons following the prescribed national lesson plan format, which, in my analysis, limited them to a certain extent from including CLRP strategies. Teachers are generally prepared for their lessons and bring along their teaching resources to the ESL class as indicated in their lesson plans; however, they mainly rely on printed materials from the internet, and there is very little to no use of technology for teaching and learning. I also analyzed that learners preferred to sit in groups according to shared L1. Lastly, it is my overall analysis of classroom observations that, because teachers might not be aware of CLRP strategies, opportunities to incorporate them into lessons presented themselves but were not taken advantage of.

4.13. Conclusion and summary of Chapter

In this Chapter, I have so far presented my analysis of the data that I collected from the teachers, the HOD and the Senior Education Officer through focus group discussions, semi-structured interviews, classroom observations, and document analysis. I have presented the results of how the teachers are currently implementing CLRP. I have also presented an analysis of the data on the challenges that the teachers are currently faced with in implementing CLRP. I have further presented data on the type of support and training that the participants felt they needed to be able to successfully implement CLRP in the ESL classrooms. Lastly, I have presented and analyzed the findings from classroom observations. I believe that the data presented and analyzed so far in this Chapter can provide the basis for me to generate confirmatory support for the questions raised by my study through the arguments I hope to be able to formulate and present in my next Chapter on the discussion of my findings.

CHAPTER FIVE

Discussion of Findings

In my Data Analysis Chapter, I attempted to address issues underlying CLRP in the teaching of ESL in a selected school in the ||Kharas region, Namibia. CLRP is a concept of particular significance in the teaching and learning of ESL as it is predicated on the knowledge that every learner learns in a unique way because of a multitude of elements, such as language, culture, family background, and social-emotional needs, and that culture serves as a basis for education while fostering each learner's intellectual development (Guillet, 2019). Apparently, the concept of CLRP requires a thorough understanding by the main stakeholders in the teaching of ESL, the teachers. I now believe that the supervisors of these teachers, that is, the HODs and the Senior Education Officers, require thorough preparation in their roles to be fully equipped to assist the teachers because they are the ones involved in the monitoring and the in-service training of the teachers. The fundamental issues that I propose to discuss in this Chapter are the ways in which the teachers currently understand CLRP and how they currently implement it in their classrooms while considering the varied needs of the learners. I further wish to discuss the challenges that the teachers encounter while attempting to implement CLRP in an ESL classroom, as well as the type of support that is required by the participants to be able to implement CLRP. Based on my findings, I reckon that the Senior Primary phase is a very critical phase in the learners' formal education, especially Grade 4 because this is the phase where the learners are transitioning from the use of their mother tongue as a medium of instruction to using ESL as the medium of instruction. In light of this, the situation is exacerbated by the fact that learners in the school under study come from various cultural and linguistic backgrounds. My findings also reveal that there is an extent to which CLRP should not simply be viewed as being mindful of the learners' cultures and linguistic backgrounds but instead incorporating various strategic teaching and learning practices, employing differentiated teaching and assessment, and being mindful of the learners' different learning needs in a collaborative learning environment. Teachers of ESL ought to take several factors into consideration when teaching learners from various backgrounds, including their linguistic and cultural background, attitudes, behaviors, and learning preferences, because they are tasked with the responsibility of moving learners from where they are in terms of culture and language to where they need to be intellectually. The participants asserted that they understood and employed CLRP in their ESL classrooms. However, the question that remains to be answered is: to what extent? Hence, in my discussion, I attempt to discuss my findings as guided by my

philosophical underpinnings of constructivism and interpretivism, as well as bring to bear my grasp of key issues in literature on the topic of CLRP to determine the extent to which CLRP is understood and employed by the various stakeholders who participated in the study. My study attempts to answer four (4) research questions (RQs), which are:

RQ 1. How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?

RQ 2. What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners?

RQ 3. What type of in-service training/support do the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?

RQ 4. What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) Senior Primary teachers?

My case study aims at investigating a culturally and linguistically responsive pedagogy (CLRP) for language teaching. In this Chapter, I present my discussion based on the analysis of my data that was collected from Senior Primary (Grades 4–7) English teachers, the HODs, and the Senior Education Officer (SEO) responsible for English in the region. I collected the data using triangulated methods of focus group discussions, semi-structured interviews, classroom observations, and document analysis. Triangulation allows for mapping out and fully explaining the richness and complexity of human behavior by helping me to look at it from many angles (Cohen et al., 2011). In keeping with Gay et al. (2009), diverse data collection techniques, as opposed to dependence on a single approach, are the foundation of qualitative data research, like the one featured in my study. My data was the thematic method, wherein I presented the data analysis based on the emerging theme. I analyzed the data and presented the analysis of the data based on the themes derived from the research questions and objectives. Taking into consideration the above stated points, I present my discussion Chapter in keeping with the following main themes: considering the cultural/ and linguistic backgrounds of the learners.

1. Strategies used by the teachers to incorporate CLRP in their teaching.
2. Challenges faced by the Grade 4-7 teachers with regard to the ESL pedagogy, considering the cultural/linguistic background of their learners.
3. Type of in-service training required by the ESL teachers to be able to integrate CLRP in their teaching.
4. Type of framework to be adopted to make the ESL classroom more culturally and linguistically responsive.

In this Chapter, I present the findings of my investigation into culturally and linguistically responsive pedagogy (CLRP). I commence by discussing my findings on how the teachers are currently incorporating CLRP into the teaching of ESL in their classrooms. Secondly, I discuss my findings on the pedagogical challenges that teachers encounter with regard to ESL pedagogy, considering the cultural and linguistic backgrounds of their learners. Thirdly, I discuss my findings on the type of in-service training and support that the Grades 4–7 ESL teachers require to improve their teaching practices, considering the learners’ cultural and linguistic backgrounds. Lastly, I attempt to interpret and discuss my findings from the classroom observations. Overall, in this section, I attempt to provide informed interpretations of the various findings by relating them to studies referred to in the literature. Notwithstanding the above notion, I will keep making cross-references between my literature as well as my Data Analysis throughout this Chapter, as well as my philosophical assumptions, which I wish to revisit and reiterate in the next section.

5.1. Overview of philosophical assumptions: Interpretivism and Constructivism

My qualitative case study embraces the philosophical assumptions of interpretivism and constructivism. My study is predicated on the key tenets of socio-cultural theory and considers the experiences of learners, thereby advocating for a teaching framework that is strategic to ensure a differentiated, interactive, and responsive approach to the needs and experiences of learners. I would like to contend that constructivism and interpretivism have similar ontological aspects and characteristics that are intimately related. I believe they are not the same and cannot be used interchangeably, despite their close relationship. For this reason, I opted to use both of them in my study. I will present my discussion of findings by keeping in mind how the learners come to class with rich ‘funds of knowledge’ from their cultural experiences, which they built over time. The task of the teachers is to help learners advance from where they are in terms of language and culture to where they need to be intellectually. I therefore believe that interpretivism allows learners to interpret the world they come from

and will be the one to assist in linking their experiences to the academic world. Such a position, I believe, concurs with Chen et al. (2011) who state that human interpretation is the foundation for learning about the social world, as it seeks to understand people's feelings, perceptions, and experiences in the social world in order to understand the deeper meanings and specific motivations behind their actions. According to Chen et al. (2011) interpretivism challenges the idea of a passive, mechanical, and creative human being as presented by positivism, hence a befitting philosophical assumption for my study. As regards constructivism, knowledge is created through everyday encounters. Constructivism is critical of background information that is taken for granted; thus, it emphasizes the uniqueness of cultural experiences (Burr, 2003). Moreover, constructivism supports a hypothesis about how individuals learn and cannot serve as a guide to teaching, which is one of the features of CLRP, whereby a learner is aided through mediation and scaffolds by a more knowledgeable other to construct new knowledge. Although constructivist and interpretivist paradigms both admit to the existence of multiple realities, they approach these realities from different angles; hence, they cannot be employed interchangeably. Interpretivists are interested in how individuals perceive their realities, whereas constructivists are interested in how people create their realities, hence my decision to use both. Having re-stated my philosophical assumptions, I now discuss findings on the themes stated in my introduction to this Chapter, beginning with how the teachers are currently incorporating CLRP in the teaching of ESL in their classrooms.

5.2. Strategies used by the teachers to incorporate CLRP in their teaching of ESL

In this section, I focus my discussion on the strategies currently employed by the teachers to incorporate CLRP in their teaching of ESL. My discussion explores the various strategies that the teachers currently incorporate in the teaching of ESL that emerged from the analysis of the data that I have presented (see Chapter 4: Section 4.9). In this section, I additionally evaluate, using extant literature as a guide, the effectiveness of these strategies employed by the teachers in an attempt to make their instruction more culturally and linguistically responsive. I base my discussion on the features of CLRP, which I discussed in my literature in Chapter Three. The strategies used by the teachers to incorporate CLRP in their teaching include code-switching between English and Afrikaans, peer tutoring, learners speaking in their L1 in English classes, thematic teaching approaches, and the use of resources from the internet. I go into detail about the theme of code-switching as a CLRP technique that ESL teachers use in the following subsection.

5.2.1. Code-switching

My analysis of the data (see Chapter 4: Section 4.9.1) confirms from interaction with the teachers through focus-group discussions as well as classroom visits that teachers employed code-switching as a strategy to make their ESL instruction more culturally and linguistically responsive. I evaluate the efficacy of the ESL teachers' use of code-switching as a CLRP strategy using the literature that is currently available. I base my discussion of code-switching as a CLRP strategy by discussing it in relation to the features of CLRP as indicated in my review of the literature. Researchers such as Huerta (1980), Geneshi (1981), and Fantini (1985) examined the function of code-switching in young bilingual Spanish children and found that it should be viewed as a chance for language development rather than a barrier. Additionally, it has been shown that code-switching is an effective teaching and communication strategy for multilingual learners (Anguire, 1988; Hudelson, 1983; Olmedo-Williams, 1983). I thus wish to argue that code-switching has the potential to be beneficial to learners who communicate in another language other than the target language (English).

In the case of the school under study, however, it becomes a challenge for the teachers to code-switch because the learners' first languages are varied. In most cases, the teachers are not conversant in the different first languages that are spoken by the learners in their classrooms and were observed to only code-switch between two languages, as revealed in (Chapter 4: Section 4.9.1) which are English and Afrikaans.

In a classroom with different native languages, code-switching, according to Sert (2005) ignores learners who do not speak the same native language as the language being switched to; as a result, some learners may be excluded. I am inclined to argue that even if the learners have different mother tongues, they are almost all conversant in Afrikaans because it is taught to them as the first language in the Senior Primary phase. It is also the language of communication in the Keetmanshoop community in which they reside; therefore, they will almost all understand the Afrikaans language in which the teacher code-switches.

My analysis (see Chapter 4: Section 4.9.1) confirms that two of the main guiding ESL instruction documents—the syllabus and the language policy—do not make any reference to code-switching as a strategy for teaching a second language. While the ESL syllabus for grades 4–7 and Namibia's school language policy both support the development of learners' cultures and mother languages, they are not entirely clear on how this might be accomplished. They also do not mention code-switching, which turned out to be one of the methods teachers favored to guarantee CLRP. I considered code-switching to be a CLRP strategy because, according to

Gay (2002) culturally responsive pedagogy is defined as using the cultural traits, experiences, and perspectives of learners from varied ethnic backgrounds as a means of improving instruction. In order to make education meaningful, it is necessary to make classrooms learner-centered (Richards et al., 2007) and to use several tactics, including the learners' frame of reference. According to Gay (2000), students are more engaged and retain information better when it is delivered in a personal way. Incorporating multicultural information, resources, and materials into all subjects and skills taught in schools is another characteristic of culturally responsive instruction (Noel, 2008; Villegas & Lucas, 2002). Given the above definitions and features of CLRT, I am inclined to argue that using words that learners know in L1, in this case Afrikaans, to help them understand a challenging concept in English can make the lesson personal to the learners, as this can serve as a frame of reference for them and, in turn, make their learning meaningful. I also wish to argue that the incorporation of multicultural information and resources can also be the inclusion of the language itself.

Numerous studies indicate that before the introduction of more cognitively and linguistically demanding English-medium topics in Grade 4, many Namibian learners will not have reached the necessary level of English proficiency (Wolfaardt, 2005). They do not seem to pick up basic English skills until they are in Grades 8 or 9, when they should be able to function at an intermediate level. "Learners can only develop successfully if their language proficiency in the target language is sufficiently developed to enable academic communication" (Simasiku et al., 2015, P. 71). With the prevalence of proficiency challenges, teachers choose to code-switch between English and Afrikaans to explain difficult terms in an attempt to help learners understand, as Afrikaans is the language, they communicate in the most compared to English. Despite the possibility that code-switching can improve learning, the fact that the learners have limited proficiency in the English language remains a reality. That having been noted, I therefore wish to argue that it would be imperative to intensify in-service training by offering a framework that works for the teachers to be able to assist their learners in learning English as a second language to meet the teachers halfway on the strategies that they resort to in the classroom to assist their learners, such as code-switching. Code-switching may be useful for emphasis and clarification of challenging vocabulary but is not guaranteed to solve the prevalence of the proficiency challenges (Sert, 2005).

My discussion of findings on code-switching has assisted in supporting the use of code-switching by the teachers as a CLRP strategy. I have discussed the reasons the teachers identified code-switching as a CLRP strategy. I have also provided and discussed literature that supports the use of code-switching in an ESL environment. In the next sub-section, I present and discuss peer tutoring as another strategy employed by the teachers in an attempt to make their ESL classrooms more culturally and linguistically responsive, as analyzed in Chapter Four.

5.2.2. Peer tutoring

The central tenets of socio-cultural theory (Lantolf, 2000) serve as the foundation for my research. This theory argues that social interaction considerably facilitates learning. According to Vygotsky (1978) as thinking has social origins, cognitive development cannot be understood without taking the social context in which it is anchored into account. Specifically, he maintained that social interaction is essential to the process of cognitive growth because it fosters the development of higher-order thinking skills. Further to this, as alluded to earlier in this section, my study embraces constructivism's philosophical assumption that one of its learning principles relates to viewing the classroom as an interactive, reflective, and dialogical community. The teachers expressed that they have observed that learners tend to learn well from each other. This tenet is well expressed in various CLRP features, one of which is mediation and self-regulation. I believe that it is conceivably the most effective tool we have at our disposal and a sort of symbolic mediation that fulfills two crucial developmental needs: meaning construction and interpersonal communication (McLeod, 2014). The theory is founded on the observation that individuals do not directly affect the environment; rather, their cognitive and practical actions are mediated by symbolic objects, such as languages, literacy, numeracy, concepts, and modes of logic and rationality, as well as by tangible artifacts and technologies. Regulation is one component of mediation. In view of this, Lantolf and Thorne (2007) outline the three stages that make up the process of self-regulation development. These are: stage one, where one is regulated by the objects around them; stage two, which is known as 'other regulation'; and stage three, which is known as 'self-regulation'. Peer tutoring falls under the second phase, which entails the provision of implicit and explicit mediation by parents, siblings, peers, classmates, and others in the form of varying degrees of support, guidance and this is what is commonly referred to as scaffolding. Although the participants may not have been aware of these three stages and may not be incorporating them in the

stipulated order, it was borne out in the analysis (see Chapter 4: Section 4.9.2) that they were aware that peer tutoring aided second language learning.

According to my analysis (see Chapter 4: Section 4.9.2), the teacher's main reason for incorporating peer tutoring was to have the learners explain concepts and terminology to other learners who spoke similar mother tongues. I view it as an extension of code-switching, which I discussed in the preceding subsection (see subsection 5.3.1). Because the teachers may not be conversant in all the mother tongues spoken by the learners in their classrooms, they resort to having the learners who speak the same language explain terms to each other. To a certain extent, this may qualify as peer tutoring because the learner who is explaining the concept to the other learners will most likely be more knowledgeable about that specific concept, which is discussed under the metaphoric space known as the Zone of Proximal Development (ZPD). As Meira and Lerman (2001) assert, the ZPD interactive component may symbolize a metaphorical setting where people can develop through interactions with peers or experts who are more experienced than they are, but the difference between what people can accomplish on their own and what they can accomplish with the help of others will always vary depending on the task at hand and the circumstances under which it must be completed.

Although peer tutoring was identified by the teachers as a CLRP strategy that they use in the teaching of ESL, the usage of groupwork and student engagement was minimal in most of the observed lessons. Most of the tasks were still individual work, even though learners were observed to be seated in groups in accordance with the seating arrangement in the classroom. Given the ZPD's multidimensionality, dynamic nature, and expansion potential, the types of mediational tools accessible to learners must be strategic rather than predetermined or arbitrary. This creates a challenge in the classroom because the teachers' accessible mediational tools are codified (textbooks), fixed (certain instructional methodologies), and rote (schooling norms). I therefore wish to argue that the use of peer tutoring by the teachers is situational in that it is employed to help explain a difficult concept that crops up and is not necessarily planned. According to Wertsch (1985) notion of strategic mediation, teachers or more knowledgeable others ought to offer effective, focused, and goal-oriented support to learners so that they begin to develop a general orientation toward the activity or topic. I should point out here that the lesson plans analyzed consisted of very minimal peer or group tasks, and since the lesson plan is the roadmap of what will transpire in the lesson, it will be safe to argue that peer tutoring or group work was not a pivotal aspect of most ESL lessons at the school. Although teachers

employ peer tutoring in the classroom, it was observed to happen rather spontaneously and not necessarily in a targeted and goal-oriented manner.

In this subsection, I have so far presented a discussion of data on peer tutoring as a CLRP strategy that teachers incorporate in their ESL lessons. Literature reveals that CLRP places emphasis on learning through group interaction and that while some learners may benefit from direct mediation from their teachers in the classroom, all learners can benefit from additional assistance from their peers in small groups (Poehner, 2009). The current observation is that although learners sit in groups as per the classroom seating arrangement, very minimal group tasks were planned and observed, and learners mostly engaged in individual tasks despite being seated in groups. I believe that if peer tutoring or group tasks could be targeted for specific lesson objectives and were more geared toward goal-oriented support, the ESL classrooms would be more CLRP-oriented. In this subsection, I discussed peer tutoring as a CLRP strategy employed by the ESL teachers. In the next subsection, I will present a discussion on the usage and recognition of the learners' L1 in the ESL classroom.

5.2.3. L1 usage in the ESL classroom

As I have gained a deeper understanding of CLRP, I realize how useful a tool L1 can be when it comes to second language learning in the classroom. In my Data Analysis Chapter (see Chapter 4: Section 4.9.3), teachers were observed, and in the semi-structured interviews, they expressed that they identified the use of L1 by the learners as a CLRP strategy and that they do not discourage learners from using their L1 in the ESL classroom. In Namibia, the mother tongue, which is the first language a learner learns at home, is supposed to be used in Grades 1-3. This is the language a child is exposed to from birth (Hoque, 2017). The situation at the school of focus is unique because the only first language available to the learners at the school is Afrikaans, which implies that regardless of the language spoken at home by the learners, they are expected to learn Afrikaans at school. Hence, when the teachers express that learners speak their L1 in the classroom, they mainly refer to Afrikaans. This, however, does not mean that other first languages are excluded. It just means that learners choose to speak in Afrikaans because it is the only L1 taught in the school and the most commonly used language; therefore, to deduce that learners use their L1 in the classroom would be an overemphasis. I have observed in some instances where learners who share the same L1 would choose to sit in the same group and whisper a few words in their L1, but the most commonly used L1 is Afrikaans.

At this juncture, I will refer to one of my philosophical assumptions of constructivism underpinning this study, which is based on the fundamental premise that knowledge construction is constantly contingent upon a socio-cultural setting. Since we cannot separate a socio-cultural setting from language, it is safe to argue that the learners' first language is part of who they are and cannot be separated from how they learn because, under constructivism, new knowledge expands on what the learner already knows. Moll, Amanti, Neff and González (1992) predicated on the concept of funds of knowledge that learners bring to the classroom, which teachers can take advantage of. A learner's mother tongue is among these very rich funds of knowledge that can serve as a foundation for L2 learning. Villegas (2011) on the other hand, offers input on how a learner's culture and identity are important in L2 learning. A teacher ought to have sociolinguistic consciousness, which refers to the knowledge of the relationship between language, culture, and identity in the teaching of a second language. Teachers should recognize that expecting English learners to learn English at the expense of their native languages and dialects is neither productive nor acceptable (Villegas, 2011). Notwithstanding the above-mentioned notion, a teacher requires a real regard for and interest in their English learners' home languages rather than an expectation to leave home languages outside the classroom, and this is value for linguistic diversity. I thus wish to argue that a learner's L1 should be embraced and should not be viewed as a challenge. I believe the main issue should be how best the ESL teachers can capitalize on the learners L1 to ensure that it aids second language learning.

In this subsection, I have so far presented a discussion on the use of L1 in the ESL classroom. I believe that the learners' L1 is their identity and has to be embraced. There is a need to empower and offer in-service training to the teachers to assist in ensuring that L1 usage in the ESL classroom is guided in order to aid in the learning of L2. In the next subsection, I discuss the thematic approach.

5.2.4. Thematic teaching approach

I want to discuss the thematic approach in this subsection as a CLRP strategy that ESL teachers use. That language is best taught in context, and one way to warrant this is through teaching thematically. In my interaction with the teachers, they pointed out thematic teaching as a strategy they implement. This was also explored in the document analysis of the various curriculum documents (see Chapter 4: Section 4.9.4). My analysis of the data revealed that the thematic teaching approach is emphasized in the curriculum documents, including the syllabus, year plans, the scheme of work, and lesson plans. This approach allows for easy topic overlap because information is more easily understood when taught thematically, as it draws on learners' past knowledge. Grammar features, for example, might be taught within a text on a particular topic instead of being taught individually in ESL (Wright, 2015). My data (see Chapter 4: Section 4.9.4) I believe can provide an example of a teacher's lesson plan, which is developed from the scheme of work under the theme 'myself'. The subsequent classroom activities, tasks, and assessments ought to align with the theme of the week. I wish to argue that the elements of the thematic teaching approach are apparent in the lesson plans and preparations as well as the relevant documents that are meant to guide the teaching of ESL.

My analysis of the data, however, also reveals that although the themes were evident in the documents, especially the ones that the teachers designed themselves—the scheme of work and the lesson plans—the implementation on some occasions was partial. The lesson plan would have a specific theme indicated; however, the text selected or the notes given in some of the actual lessons observed would not have anything to do with the theme of the week, or the activity given may not be aligned to the theme of the week. One example is a lesson on grammar under the theme of 'culture and traditions', where the activity was on adverbs. The given sentences did not relate to the theme identified for the week (see Chapter 4: Section 4.9.4). A well-aligned and planned adoption of a thematic teaching strategy is encouraged by the curriculum because it makes lessons more engaging and guarantees that all of the information being covered is connected.

I am of the view and belief that thematic teaching approaches are one of the strategies that have the potential to replace rote learning, especially in language learning, because they contextualize concepts and bring real-life issues into the process of learning a second language. In the same vein, my study embraces Paulo Freire's critical pedagogy (see Chapter 3: Section 2.5), which discourages 'a banking model of education' as an approach to learning that promotes rote learning. Instead, he views education as transformative, which occurs when

learning continues through discussion between the instructor and student about relevant, real-world issues that matter to the students, with the aim of improving the world through action (Freire, 1974, p.87). The themes I identified in the ESL syllabus include environmental education, population education, information and communication technology, human rights and democracy, as well as HIV and AIDS. The themes that the teachers are currently incorporating are derived from the Junior Primary curriculum (Grades 1-3). What is apparent is that real-life issues are documented and taught in the ESL lessons in an attempt to make language teaching more contextualized. The question is whether this incorporation of themes is done effectively, and if not, there is a need to intensify training in this area of ESL teaching.

In this subsection, I have so far presented a discussion of data on thematic teaching approaches as a CLRP strategy used by teachers in the teaching of ESL. My findings suggest that thematic teaching has the potential to make language learning more contextualized by bringing real-life issues that matter to the learners. I, however, wish to argue that a thematic approach to teaching ESL can be made more effective by empowering teachers to be able to implement it throughout the process of teaching a specific objective, from the planning of the lesson to its teaching as well as the assessment activities. The teachers identified the use of online resources as a strategy to ensure CLRP, which I discuss in the following sub-section.

5.2.5. The use of resources from internet

My analysis of the data (see Chapter 4: Section 4.9.5) suggests that teachers mainly relied on resources from the internet for teaching language features, for reading resources, and for activities. Despite the fact that the school had textbooks, the teachers expressed that these books were out-of-date, did not adequately cover all topics, and did not adequately represent the Namibian context. According to the teachers, they chose online materials because they felt they were more resourceful, and they had faith in the content they offered compared to the textbooks. Quality teaching resources, as emphasized by Noel (2008) argues that other characteristics of culturally responsive instruction include the use of a variety of resources and materials, instructional strategies linked to different learning styles, teaching learners about one another's cultural heritages, and incorporating multicultural knowledge into all subjects and skills covered in the classroom. In concurrence with the above assertions, I wish to argue that the teacher has the discretion to determine the type of resources that will allow for a successful delivery of a topic or a language skill and should not be confined to the prescribed text books. In the case of the teachers who participated in this study, they opted for online resources as opposed to the ones prescribed by the text books available at the school.

The data I analyzed (see Chapter 4: Section 4.9.5) offers further support to my discussion here that prescribing specific text books for use by teachers for respective grades appears not to be the suited alternative because data revealed that the teachers expressed that they preferred using texts from the internet and creating their own reading comprehension quizzes since not only are the books inadequate, but they also do not think they are relevant to their learners. Chiu et al. (2017) concurs that many teachers find it difficult to locate tools that are culturally sensitive. To enhance both student learning and teaching, it is imperative that educators possess the appropriate instructional resources. By carefully choosing materials, language teachers can convey new information and language objects to be taught in a clear, precise, and methodical way. It is necessary to evaluate and implement the methods and materials that are most appropriate for the goals and objectives of the course, the language proficiency of the learners, and their preferred learning styles. I therefore argue that the one-size-fits-all approach to prescribing textbooks may not be the solution; however, empowering teachers to be able to identify various useful teaching materials that are most suitable for their learners' abilities, contexts, and learning styles could be an important aspect of consideration in in-service teacher training programs.

Taking into account all that I have voiced above, I wish to factor in my philosophical assumptions at this juncture, which are informed by the constructivist approach to teaching in a CLR environment, which attests to the conviction that teaching and material selection ought to be guided by the thoughts of the learners, and depending on the outcome as well as the results of the learners, a teacher can change the teaching methods, including the materials being used to achieve the learning objective (Brooks & Brooks, 1993). I thus wish to argue that 'one-size-fits-all' text selection is ineffective for learners since they all have unique prior knowledge, academic backgrounds, learning styles, and socio-cultural contexts. The same curriculum materials, lessons, and teaching methods will not be effective given the wide range of learners. Although adapting instructional materials for students is an essential strategy for guaranteeing successful language learning, the data revealed that the majority of grade-level resources might not have been designed with English language learners in mind (see Chapter 4: Section 4.9.5). With the prescribed materials approach, all learners would use the same course materials, regardless of their language proficiency or background. I therefore wish to maintain as well as reiterate that even if the prescribed books are to be used, CLRP suggests outlining, using visual organizers, rewriting the text in simpler English and reading it aloud with students, pausing to

paraphrase, and clarifying or giving examples to help learners understand the meaning as some effective ways of adapting content in textbooks (Wright, 2015).

In this subsection, I have so far presented my discussion of data on how the use of various resources from the internet instead of relying entirely on the prescribed textbooks is a CLRP strategy identified by the ESL teachers. I am inclined to deduce that the prescribed textbooks alone may not have sufficient information to cater to the various learners in the ESL classrooms because the needs of the learners vary due to their cultural and linguistic experiences as well as their learning styles. In keeping with my stance in this study, in-service programs in place need to empower teachers in this case to be able to identify relevant materials for their learners as well as be able to adopt and adjust materials, whether they are from the books or the internet, to suit the varied needs of their learners.

5.2.6. Conclusion

In this section, I have presented a discussion of data on the different strategies that the teachers identified as CLRP strategies that they currently use in their ESL classrooms, etc. As revealed in my Data Analysis Chapter (see Chapter 4: Section 4.9), teachers were only able to identify five strategies that they believe made their ESL classrooms more CLRP-friendly: code-switching between English and Afrikaans, peer tutoring, being accommodating of the learners' L1 in the classroom, the thematic teaching approach, as well as the adoption of resources from the internet. In the next section, I will discuss the theme of 'challenges that the ESL teachers face while incorporating CLRP in their teaching.

5.3. Challenges that are faced by the ESL teachers in implementing CLRP

In this section, I present a discussion on the challenges that ESL teachers face in an attempt to make their ESL lessons more culturally and linguistically responsive. I believe that the ensuing narratives encapsulate or embody my RQ 2 and thus can serve to answer it. My discussion considers the factors that emerged from my Data Analysis (see Chapter 4: Section 4.9). I also incorporate information that emerged from my literature review (Chapter 2) as well as my philosophical assumptions as expressed in both Chapters Chapter Two and Chapter Three. My study revealed that there were a number of factors that hindered the teachers from being able to fully implement CLRP. It is my belief that expressing these challenges will greatly assist the in-service training providers to be able to offer training to the teachers and empower them to be able to fully implement CLRP features, as well as come up with a framework that may be helpful in assisting teachers to implement CLRP, which is the purpose of my study. In the first subsection, I present my discussion on ‘lack of resources’ as a challenge that ESL teachers encounter.

5.3.1. Lack of resources

In this subsection, I will cite data that I analyzed (see Chapter 4: Section 4.10.1) from data that I had collected from the teachers, the HOD, and the Senior Education Officer. I also make reference to the literature I reviewed in Chapter 2: Literature Review as well as document analysis. My analysis of the data (see Chapter 4: Section 4.10.1) confirms that a lack of resources is proving to be a challenge for teachers to be able to fully implement CLRP. The resources identified by the teachers include classroom space, books, and the library not being fully functional.

During my classroom visits, I observed classroom space to be very small and not allow for free movement and interaction. One of the teachers was observed to be using the library to conduct lessons due to a lack of classrooms (see Chapter 4: Section 4.10.1). I wish to argue that the concept of an ESL class is more than just gathering learners together in one place and offering them ESL lessons, as is the case at the school where learners are moved to different venues due to insufficient classrooms. I view this four-walled structure as a special space in which a learning culture is developed and nurtured. This implies that a range of arbitrary linguistic opinions, learning goals, and preferred learning styles come together in this space. Breen (2002) highlights eight key elements of a classroom culture: differentiated, normative, collaborative, asymmetrical, interactive, conservative, creative, and immediately constructive. Conservative as an element of a classroom culture entails that the learners in that actual culture

want safety and harmony in a somewhat self-satisfying atmosphere (Breen, 2002). This can be done by having learners express their cultures and experiences in various ways, such as through displays of self-made materials as well as cultural artifacts. I wish to state here that there is some warmth in a child seeing their work displayed in the classroom, and there is a sense of belonging in seeing representation in any form, such as one's cultural artifact in the ESL classroom. In the CLRP framework advocated by Hollie (2013), which I adopted to design my classroom observation instrument (see Chapter 3), a classroom environment is pointed out as the first step that teachers need to ensure is culturally and linguistically responsive. According to Hollie (2013) A welcoming physical and mental atmosphere is created by an engaging learning environment that embraces pupils. The learners' comfort levels determine how well they perform in the given setting. That is why I wish to argue that a classroom environment that is specifically designated for ESL learning is crucial to ensuring CLRP. Therefore, the issue of limited space in the classrooms as well as insufficient classrooms has the potential to hindering the successful implementation of CLRP because there is limited space or no space available at all for the learners to fully embrace and create a classroom culture.

The lack of a functional library and reading corners, which inherently go hand in hand with a lack of reading books, was another hindrance to the successful implementation of CLRP that was identified by the participants. The beliefs and values that underlie my research are framed within the CLRP features, of which at this juncture I wish to highlight the feature of scaffolds as they relate to learning materials and resources. Scaffolds are classified into three categories by Staehr and Snyder (2017): materials and resources, education, and learner grouping. Under learning materials and resources, Staehr and Snyder (2017) elucidate that learners can be provided with instructional tools like graphic organizers, bilingual or English glossaries, bilingual or English dictionaries, and home language material to help them access content and communicate their understanding of it orally or in writing to support language learning. It is my conviction that all these resources can serve as support materials outside of the formal classroom, which can serve as reference materials. These materials would typically be found in the library or in operational reading corners, which the school currently does not have.

My analysis of the data (see Chapter 4: Section 4.10.1) further reveals that apart from the lack of materials and resources identified by the participants, I observed that there were crucial resources that were consistent with what Hollie (2013) identified as a requirement in a CLRP classroom but were not in the observed classrooms. These include ICT tools that can be used by instructors and students to teach and learn ESL, learners work displayed on the classroom

walls, print and symbols rich in words that promote the development of language and literacy, as well as ethnic clothing, prints, artwork, artifacts, etc. with vibrant cultural colors. To improvise, teachers mainly relied on the chalkboard and printed out materials from the internet.

In this subsection, I have so far presented a discussion of data on how a lack of materials and resources can be a hindrance to the effective implementation of CLRP. I am inclined to deduce from these findings that there are several resources that are required to ensure CLRP that are not at the school at the moment. These include classroom space, an operational library, as well as other teaching aids such as ICT gadgets and cultural artifacts. It is in keeping with my stance that in-service training programs identify and highlight these needs and find a way to influence the relevant authorities to ensure that the school is sufficiently equipped with materials that will ensure a sufficient implementation of CLRP. In the next subsection, I wish to discuss the diversity challenge.

5.3.2. The diversity challenge

In this subsection, I present a discussion on how diversity can be a challenge in the implementation of CLRP (see Chapter 4: Section 4.10.2). Though they acknowledge that it might be difficult, the teachers value variety in their ESL classes. Learners from various ethnic and linguistic backgrounds were present in the highly diverse classrooms that were observed. Despite having diverse mother tongues, the learners shared Afrikaans as their common language. In the ESL lessons, learners were seen to be at ease expressing themselves in Afrikaans and engaging in conversations in the language. Nonetheless, there have been instances where I observed learners seated in groups based on the mother tongues they shared in common, which was also confirmed by the teachers during our focus-group discussions. According to Gay (2000), a culturally relevant pedagogy must have the following four elements in order to be implemented: instruction, curriculum, communication, and care. These elements advocate for the embrace of diversity in a CLRP classroom. Under the first element of instruction, Gay (2000) emphasizes creating consistency between the teacher's teaching strategies and the different components of the learners' learning processes. Teachers ought to understand and take advantage of the diverse cultural knowledge and skills of their learners as vital teaching and learning resources, and they use these as supports to help learners reach new heights of achievement. Under the curriculum element, teachers are required to incorporate culturally diverse issues into the curriculum. Curriculum materials that accurately depict diversity help to debunk misconceptions for students who have never had intimate, one-on-one interaction with other students, which in turn motivates diverse students to engage and

contribute (Gay, 2000). In the third element, communication, teachers are required to incorporate subjects related to ethnic diversity into the curriculum. True representations of diversity in the curriculum serve to debunk misconceptions for students who have never had intimate personal interaction with diverse students, therefore motivating diverse students to engage and contribute. Lastly, the element of care is concerned with the attitudes, practices, and expectations of teachers toward the intellectual capacity, personal value, and performance requirements of their diverse learners. Gay (2000) suggests that educators examine their own attitudes and behaviors to determine whether they are impeding the development of their students. Teachers oversee classrooms; they pick who will participate in particular activities and maintain relationships. Gay (2000) asserts that the expectations and attitudes of teachers toward their students have a direct impact on these judgments. I deduce from my analysis of the data (see Chapter 4: Section 4.10.2) that, to a certain extent, participants view the diversity of learners as a challenge.

Both my philosophical assumptions of constructivism and interpretivism used in the study speak to the theme of diversity. Constructivism emphasizes that learning is not only constructed but also that it is an active, collaborative, personal, and individual process, while interpretivism considers the different historical circumstances, cultures, and contexts that have influenced the formation of distinct social realities. It aims to incorporate depth into the learned thoughts, and therefore the learners' reality is a result of subjective experience, and thus no learner will have a similar experience to the next learner in the same class. The basic tenet of interpretive research, according to Klein and Meyers (1999), is that knowledge is either created via or filtered through social constructions, including language, awareness, and shared meanings. Similarly, interpretivism is more focused on contextual factors and in-depth variables, yet humans generate deeper meanings than physical facts. According to Alharahsheh and Pius (2020), it is assumed that studying humans cannot be done in the same manner as studying physical phenomena. Interpretivism considers the different historical circumstances, cultures, and periods that have influenced the formation of distinct social realities. Hence, I am inclined to argue that instead of viewing diversity as a challenge, teachers should rather embrace diversity and view all their learners as capable of learning and experiencing a sense of efficacy. As Villegas (1991) puts it, when teachers begin to see beyond their learners' limits, they see their learners' limits as opportunities for their own innovation rather than as excuses for inefficiency (Villegas, 1991). I further wish to argue that a diverse classroom is a rich environment with a lot of opportunities for learning. In order to accomplish this, teachers must

look into the knowledge bases, or the intellectual, linguistic, and cultural resources that the learners bring to the classroom and think about ways to enhance and broaden these resources through interaction and learning.

In this subsection, I have so far presented a discussion on diversity as a challenge identified by the participants. It is crucial to note here that the diverse cultural and linguistic experiences that learners bring to the classroom should be embraced and not perceived as a hindrance to language learning. By learning about the contexts in which they teach, teachers who make use of the concept of funds of knowledge can engage with their students on a practical level and use their cultural and linguistic experiences as funds of knowledge. In the next subsection, I propose to discuss the language policy challenge.

5.3.3. The language policy challenge

In this subsection, I present a discussion on how the language policy can be a hindrance to the successful implementation of CLRP, as revealed by my Data Analysis (see Chapter 4: Section 4.10.3). This set of findings suggests that it is challenging for the school to fully implement the language policy because so many learners speak different mother tongues. Due to the school's inability to offer L1 instruction in anything other than Afrikaans or English in Grades 1-3, some learners are compelled to learn in a language other than their own. In this new L1, the learners ultimately find it difficult to conceptualize concepts, which could be one of the reasons why they may perform poorly. According to the Namibian Language Policy, the goal of education is to support learners' linguistic and cultural identities by utilizing mother tongue instruction as a medium of instruction for Grades 1-3 and throughout their formal education (Government of the Republic of Namibia, 2003). The fourth grade is a transitional year where learners are taught through the medium of instruction, English, while their mother tongue is taught as a subject. Due to the diversity of learners who attend the school, it is a challenge to cater to all the linguistic needs of the learners and offer them instruction through their L1, especially in Grades 1-3, where their L1 is supposed to be the language they are taught in. Due to this dynamic, it is either Afrikaans or English that is used as the medium of instruction in these junior grades. What this means is that learners whose L1 is not Afrikaans end up having never been taught in their L1 in the Junior Primary phase (Grades 1-3). When these learners come to Grade 4, reverence in terms of language is true for the learners who were in an Afrikaans-medium classroom. What was their L1 now becomes a taught language, in this case Afrikaans, and what was a taught language, English, becomes the medium of instruction. The language situation remains the same for the learners who were in the English medium of instruction

classroom because in Grades 4–7, English continues to be the medium of instruction and Afrikaans remains the taught language. In my Data Analysis Chapter (Chapter 4), I revealed that in the Senior Primary phase, even if English is supposed to be the medium of instruction according to the policy, translanguaging and code-switching were common practices between Afrikaans and English, so much so that the Grade 4 teacher and HOD expressed that in Grade 4, the teacher relies heavily on Afrikaans to help learners understand concepts.

Viewed in the light of the situation cited in the above paragraph with regard to the language policy and its implementation at the school, I wish to argue that the language policy stipulates clearly how languages should be handled in all phases; however, due to various circumstances, the policy is not implemented as it is supposed to be, which creates a policy and practice gap. To mitigate the language and communication barrier, both teachers and learners move between English and Afrikaans to try and mitigate the language barrier. In keeping with my study's philosophical underpinnings, the broad framework of CLRP is comprised of three main features: The personal, institutional, and instructional. At this juncture, I wish to zoom into the institutional dimension, which is the administrative aspect of education that pertains to the curriculum, the language policy that is implemented in all Namibian schools, and human resources. Although these policies are in place, my concern is the implementation as well as the actual competence of learners with regard to L1 and L2. As noted by my analysis of (Chapter 4: Section 4.10.3), because of the learners' limited exposure to the English language, which they are expected to learn, the language cultures at school and those outside the classroom, or at home, diverge as a result. Teachers typically rely heavily on teaching approaches that would mitigate these barriers, resorting to code-switching or translanguaging which are both not documented in the language policy or other ESL guiding documents or policies. There is thus need for the ESL guiding documents to be closely linked to what is happening in the ESL classroom or guide on what should happen in an ESL classroom.

As part of the CLRP framework, one orientation that I would like to tie into this theme is sociolinguistic consciousness, which focuses on comprehending the relationship between language, culture, and identity. I wish to argue that with the current state of affairs regarding the language policy, some of the learners' actual first languages, e.g., Rukwangali, Silozi, Oshikwanyama, etc., are pushed to the periphery and replaced in the school by Afrikaans. It should be noted that expecting non-English language learners to master the language at the expense of their own native languages and dialects is not only unfair but ineffective in trying to fully implement the current working language policy. According to Freire and Macedo,

(1978) if learners are able to recognize events from linguistic and cultural experiences, it might help them develop a positive self-concept, unlike when they are unsure of the status of their language and culture. In the same vein, Ngwaru (2017) asserts that among the challenging concerns that schools, teacher educators, and policymakers must address are the types of syllabi to be utilized and a transparent language policy that must be tightly tied to what actually happens in the classroom. It is therefore my overall finding that what is stipulated in the language policy is not necessarily what is happening at the schools as teachers come up with strategies that will help learners understand better due to the language complexities.

In this subsection, I have so far discussed the language policy as a challenge in the implementation of CLRP. I believe that for a successful implementation of the CLRP, there is a need for the policies to speak to the actual contexts at the schools as well as what is actually happening in the classrooms. I have also argued that if learners' cultures as well as their native languages are considered in the execution of the language policy in the classroom, it will help build a positive self-concept. In the next sub-section, I discuss challenges in teaching speaking and listening skills to language learners.

5.3.4. Challenges in speaking and listening skills

In this subsection, I will present a discussion of data on the challenges encountered by the participants in the teaching of ESL, particularly speaking and listening skills. I found that the participants pointed to two specific skills that they identified as the most challenging to teach in a second language out of the four (4) language skills (see Chapter 4: Section 4.10.4). Not only were listening and speaking identified as the skills that the participants found difficult to teach, but they were also the skills in which the learners were struggling. The participants attributed this to the fact that learners would rather speak in Afrikaans and, in a few instances, in their respective L1, as well as the poor implementation of the language policy, a theme I discussed in the subsequent (Chapter 5: Section 5.2.3). The success of L2-acquisition may depend on several factors. Therefore, it is required of ESL learners to take part in activities that will improve their proficiency in a variety of language skills. I wish to point out here that these challenges are best addressed during the primary phase so that they do not affect the learners' proficiency in higher grades, which can subsequently lead to poor performance. As Simasiku, Kasanda, and Smit (2015) assert, only when learners' proficiency in the instructional language (English) to enable academic communication can they be considered to be making progress toward academic achievement.

In my Literature Review Chapter (see Chapter 2: Section 2.16.5) I reviewed literature that guided me on how listening and speaking can be taught in a CLRP-friendly environment. The literature reviewed is consistent with my finding that learners and teachers are struggling to learn and teach listening and speaking skills, respectively. The SEO alluded to how these skills are simply assessed by some of the teachers and not taught because they are viewed as ‘simple’. According to Buck (2001) listening is an active, multifaceted process of meaning-building that is accomplished by fusing incoming auditory texts with subject-specific and linguistic knowledge. Due to its ephemeral nature, even though it can be the most frequently used skill, it is also the most difficult L2 language skill area. In the same vein, speaking in a second language is a difficult cognitive exercise, and the quality of the output often determines how successful an engagement is (McCarthy & O’Keeffe, 2004). This is because learners are supposed to focus on all of the following at the same time: prosody, the sound system, content, grammar, lexis, discourse and information structuring, suitable register, and pragma-linguistic elements. I am thus inclined to deduce from the findings and analyzed literature that speaking and listening are not ‘simple’ skills that are not meant to be taught, contrary to the popular belief among both teachers and learners.

I argue that there is a need for a shift in perceiving these two skills. For example, listening should be viewed from a schema-based perspective instead of being merely viewed from a linguistic perspective. Hinkel (2006) advises that listening can be taught by focusing on how learners support their learning with cognitive and metacognitive strategies. Thus, some of the main metacognitive strategies that can be applied in L2 listening instruction include preparing for listening, self-monitoring the comprehension processes, evaluating comprehension, and identifying comprehension difficulties (Rost, 2005). A few strategies for teaching L2 listening that have mostly withstood the test of time and are widely recognized as essential include pre-listening, making predictions, listening for the gist or main notion, listening closely, and drawing conclusions. In keeping with CLRP, these methods can help students recognize cultural schema and deepen their understanding of how culture affects pragmatics, information structure, and speech organization. In other words, there is a need to link listening to the linguistic and cultural experiences of the learners.

Literature affirms that speaking in a second language is a difficult cognitive exercise, and the quality of the output often determines how successful an engagement is (McCarthy & O’Keeffe, 2004). This is consistent with my findings on the teaching of speaking (see Chapter 4: Section 4.10. 5) whereby the participants all agree that learners who are struggling to express

themselves in English would rather speak in Afrikaans or KKG. In this skill, it is expected of learners to focus on the right register, pragmatic-linguistic characteristics, discourse and information organization, grammar, lexis, prosody, and sound system simultaneously. Therefore, I contend that speaking in a second language requires a lot of mental effort because of the traits and oral skill development of second languages, not to mention the fact that the caliber of production frequently determines how successful an interaction is. There is thus a need for the ESL teacher to explore various linguistically and culturally relevant strategies to teach the speaking skill. Ellis (2003) recommends task-based training for improving speaking abilities in a second language. This approach includes opportunities for online preparation, which helps students utilize the language more precisely and more challengingly. Ellis (2003) states that carefully designed tasks can promote the growth of specific second language speaking abilities. These can include descriptions and narratives that are helpful in fluency-focused training, discussions and exercises that help students become more proficient in grammar and vocabulary, and problem-solving activities. Contextualized applications of specific vocabulary and grammar structures can be highlighted in content- and task-based training to connect language learning activities with subject matter for better linguistically responsive instruction.

In this subsection, I have so far presented a discussion of data on listening and speaking as skills that are deemed challenging for the ESL learners to grasp. I argue that all language skills are equally teachable, and therefore listening and speaking should be taught to the learners just as other skills are. I also argue that teachers ought to incorporate various strategies to teach these two skills while being cognizant of the linguistic and cultural backgrounds of the learners, therefore making their lessons more culturally and linguistically responsive. It is my study's purpose to advocate for in-service training for ESL teachers, and at this juncture, I would like to suggest an in-service training to support the teachers and equip teachers to be able to teach listening and speaking to their ESL learners. In the next subsection, I will present a discussion of data on the theme of Grade 4 learners observed to be struggling more in ESL compared to other grades in the Senior-Primary phase.

5.3.5. Grade 4 learners struggle more in ESL compared to other Grades

In this subsection, I present a discussion on the theme of Grade 4 learners struggling more in ESL in the Senior Primary phase compared to the other grades in the phase. For the purpose of the agenda of my study, my findings will be discussed in conjunction with my reviewed literature as well as the guiding philosophies chosen for this study.

My analysis of the data (see Chapter 4: Section 4.10.5) reveals that the Grade 4 learners were observed to be struggling to communicate in English compared to other grades in the same phase. This has led to most of the communications in English being done in Afrikaans by both the teacher and learners to try and mitigate the situation. Grade 4 is the transitional Grade from junior primary to Senior Primary because this is where English abruptly becomes the medium of instruction and Afrikaans becomes a taught language. This situation creates a sink or swim approach to ESL learning, especially for the learners who were taught in Afrikaans as a medium of instruction. The language policy mandates that learners study fully in English from Grade 4 onward; however, as soon as the learners step out of the classroom, they begin speaking mostly in their native tongue (Ausiku, 2016). I wish to argue here that speaking in one's mother tongue has no negative effects. The issue, though, is that learners are not getting nearly as much exposure to English as they should be. A linguistic divide is produced between the language used at school and in language used at home or outside of it by this circumstance. I also therefore wish to argue that this abrupt transition from Afrikaans to English is the cause of this struggle, mainly observed in Grade 4. Since Grade 4 learners are fully immersed in the English medium of instruction without any transitional strategies, they find it difficult to learn content in the language because, for the most part, English is only spoken in school, which is further debatable because the findings reveal that Afrikaans is also used in the English classroom, which makes one wonder whether English is indeed a second language in this case or a foreign language. Learners fully converse in their native languages when they are at home and outside of the classroom, but the majority of learners do not get enough consistent exposure to English that could be beneficial. My analysis Chapter (see Chapter 4: Section 4.10.5) also further reveals that the lack of reading materials, as discussed in subsection 5.2.1 of this Chapter, coupled with minimal support from the home environment all exacerbate the situation.

My stance in this situation is that there are certain factors that need to be addressed to help mitigate the poor performance in ESL in Grade 4. Some of the participants expressed that one of the strategies they use is to motivate the learners to speak in English, but as soon as the learners step out of the classroom, they shift back to Afrikaans. Amukena (2016) contends that teachers, parents, and school planners of schools frequently overlook the difficulties faced by learners who are taught English as a second language and wrongly believe that poor performance is the result of a lack of desire to learn and drive. Most learners at the school are not exposed to the English language outside of the classroom due to a lack of resources, which causes them to lack proficiency in the language. The inability to express oneself clearly in English is a major obstacle that may lead to low grades in general. Studies show that many Namibian students fall short of the minimum level of English proficiency before the introduction of more cognitively and linguistically difficult English-medium subjects in Grade 4 (Wolfaardt, 2005). This makes the situation crucial, thus requiring an intervention; hence, one of the purposes of my study is to identify these challenges and attempt to come up with a relevant CLRP framework.

To link this phenomenon to the CLRP theoretical framework that guides my study, the Grade 4 learners are still young and at a critical stage where their home culture meets the school or class culture. Children are apprenticed into their local society as part of the process of acquiring new cultures; their innate mental capacity is modified in particular ways by the interaction of cultural factors (Lantolf & Thorne, 2007). Socialization into a certain group, such as a family, school, or sports team, is referred to as cultural development. The social and academic objectives the teachers wish to accomplish with their learners are up to them. In order to achieve this, teachers ought to look into the knowledge bases, or the cultural, linguistic, and intellectual resources that learners bring to the classroom, and think about ways to build upon and broaden these resources through interactions and learning in the classroom (Moll et al., 1992). I wish to argue that teachers who prescribe the 'funds of knowledge' approach to teaching find practical ways to engage their learners by learning about the environment and the experiences of their learners. In-service teacher training programs can also offer rich opportunities for teachers to learn about the home and community contexts of their learners and to get to know the child as a whole person who is actively involved in multiple spheres of knowledge and relationships.

In this subsection, I have so far discussed the theme of Grade 4 learners struggle more in ESL compared to other Grades in the same phase. I would like to re-state here that there is a need to reconsider the strategies the Grade 4 learners are taught to by making their teaching more culturally and linguistically relevant because these learners are in a very critical Grade, a grade that marks their transition from Afrikaans as the medium of instruction to English as the medium of instruction. A special intervention tailored for Grade 4 is therefore required. In the next subsection, I will present a discussion on the challenges of teaching and learning new vocabulary.

5.3.6. Challenges of teaching and learning new vocabulary

In this subsection, I will present a discussion on the challenges of teaching and learning new vocabulary in ESL. My analysis of the data (see Chapter 4: Section 10.2.6) confirms that the participants identified teaching and learning new vocabulary as challenging in ESL. This finding suggests that a form of intervention is required to empower the teachers to effectively teach new vocabulary to their learners because vocabulary plays a major role in the learning of a second language. According to Zygoris and Dasinger (2011) a learner's vocabulary has an impact on their capacity to comprehend and correctly use words when speaking, listening, reading, and writing. This knowledge affects children's ability to comprehend printed materials, as well as the subtleties and complexity of their thought processes and spoken and written language communication. In other words, vocabulary supports other language skills and allows learners to have access to academic language. Other language skills are impacted by vocabulary; hence, it is best taught in context and should be integrated into other language skills as highlighted (see Chapter 2: Section 2.16.1). Notwithstanding the preceding point, Cromley and Azevedo (2007) contend that two of the most effective strategies for enhancing learning and comprehension are vocabulary and background knowledge. In order to offer clear guidance or explanation to support vocabulary acquisition, English teachers must also ascertain what prior knowledge learners already possess and pinpoint any gaps in their background knowledge. Cromley and Azevedo's view of vocabulary teaching aligns well with my study's philosophical assumptions of constructivism. Under constructivism, the teachers ought to first determine the learners' level of understanding of a concept before attempting to explain it or introducing a new one. This is because knowledge is constructed and is dependent on and determined by what one already knows. It is therefore crucial for teachers to ascertain what background knowledge students currently possess and identify any gaps in their knowledge in order to offer clear teaching or explanation to support vocabulary learning.

Bailey (2000) distinguishes between everyday vocabulary and academic vocabulary. According to Bailey (2000), academic language is distinct from the language that students use on a daily basis when they are not in a classroom setting. According to Bailey and Heritage (2008) in addition to the unique interaction between language and each child's unique linguistic experiences, academic language is the language that is used to access and participate in the curriculum. Academic language is very different from social language in terms of discourse complexity, grammatical structure, vocabulary usage, and social context (WIDA, 2012). Learners who do not master academic language struggle in school because academic language is crucial to the training of English language learners (Scarcella, 2008). This information is crucial to this study because my findings revealed some discrepancies in how teachers view literature and how they teach it (see Chapter 4: Section 4.10.6). Learners are at times required to discover the meanings of words on their own by using dictionaries and are expected to perform spelling tasks on the newly acquired vocabulary. Also, there appears to be no evidence in the finding that teachers are aware of the concept of the different 'vocabularies.

The Grade 4–7 syllabus lists the areas of learning or activities for each of the skills that should be learned in the Senior Primary phase, of which vocabulary is one. However, there is no document or framework accompanying the syllabus that specifies how these activities and topics can be approached. I believe it will be of great importance if participants at the school are made aware of the different tiers of words when teaching vocabulary to help them improve their instruction. Currently, what teachers apply is what they deem helpful in helping their learners acquire new vocabulary. Beck, McKeown, and Kucan (2002) identify and differentiate between the three tiers of vocabulary; Tier 1 words are everyday words that learners typically pick up on their own. Although learning Tiers 2 and 3 terms is more difficult, without them, learners will find it difficult to demonstrate their understanding of a new subject. These are what can be referred to as academic words, and these are the words that learners are most likely to struggle with. This is information that I deem teachers need to be aware of.

In this subsection, I have so far presented a discussion of data on the challenges of teaching and learning new vocabulary. I wish to argue that if the participants are offered support to be able to effectively integrate vocabulary teaching into all other skills, it will supplement the strategies that they are currently employing in the teaching of vocabulary. In addition, vocabulary teaching has to be culturally and linguistically relevant and build on what the learners already know. In the next subsection, I will present a discussion of data on reading challenges.

5.3.7. Reading challenges

In this subsection, I present a discussion of data on reading challenges. Reading is another very important skill in language learning. The English syllabus states that teachers should provide as much reading to their students as they can. The longest section of the Grade 4–7 syllabus covers reading, along with literature. Students are expected to read for pleasure as well as to achieve academic goals. My analysis of the data (see Chapter 4: Section 4.10.7) showed that teachers were challenged by the teaching of literature as well as the non-utilization of the reading period that is provided for on the timetable. The participants indicated that currently, there is very little in place with regard to the teaching of literature and alluded to the fact that there are no literature books for learners to read during their leisure time.

I wish to argue that the significance of scaffolding in reading cannot be overemphasized, especially in the implementation of CLRP. Scaffolding is a crucial feature of CLRP. A reading framework created by Staehr and Snyder includes scaffolds to help students access the content (see Chapter 2: Section 2.16.2). Staehr and Snyder (2017) advocate for the use of smaller information chunks that are easier for young learners to understand and help them to fully absorb the content. Teachers are encouraged to make an effort to incorporate shorter readings into their lessons on a regular basis. For longer texts, scaffolded Test-Dependent Questions (TDQs) will assist learners in understanding the content of the text. TDQs serve as supporting scaffolds since they require reading the information they are based on, in order to be answered (Shanahan, 2013). Notwithstanding the above mentioned, Staehr (2014) suggests the following CLRP strategies to ensure scaffolded reading: the reading text should consider the learners' prior knowledge; the teacher then leads the reading session and explains any essential vocabulary in context; the learners are then left to read independently or in pairs; and lastly, they then re-read the text to answer set text-related questions (see Chapter 2: Section 2.16.2). I wish to argue, with reference to CLRP pedagogy, that scaffolds should be provided for any task that learners are to accomplish. These scaffolds are only to be removed when learners are capable of accomplishing the task unassisted. This is contrary to the common practice of sending learners (especially the young learners who are just learning to read) to the library or the reading corner to find a book on their own without any form of scaffold provided.

Reading is an essential part of learning a second language because it helps with writing, grammar, and vocabulary growth. Language learners can explore the language and other subject areas through reading. My Data Analysis (see Chapter 4: Section 4.10.7) further reveals that learners use the same course materials, regardless of their backgrounds or level of language

proficiency. With no exception to reading, effective English instruction should take into account each learner's unique linguistic and academic needs (Wright, 2015). A few methods for modifying text in textbooks are to create an outline, use visual organizers, rewrite the text in simpler language and read it aloud to students, take a moment to paraphrase, and then explain or offer examples to help students understand the meaning (Wright, 2015). Reiss (2012) asserts that instructors have to instruct students in text-mapping functions, including utilizing the table of contents, Chapter titles, division headings, and so forth. While this is an excellent illustration of reading aloud to students in a content-area classroom, it would also be helpful in ESL textbooks, as some students struggle to comprehend certain portions. Given the above literature, I believe that reading materials should be adjusted to fit the competencies and capabilities of the learners. Not only does this make content accessible, it is also in line with the CLRP feature of ZPD, which is what a learner is capable of accomplishing with the assistance of an 'expert'. When the content is way beyond the learners' capability, it will not only demoralize the learner but also affect whether or not they will reach their ZPD.

In this subsection, I have so far presented a discussion of data on how reading challenges. My findings suggest that reading is a very important skill because it is what allows learners to have access to the content. Reading should be scaffolded for the learners to be able to do it independently. There are certain strategies that need to be followed to ensure successful scaffolding for reading. Also, reading materials should be adjusted to take into account the learners' linguistic needs. In this subsection, I have discussed data on the challenges of reading. In the next subsection, I will discuss the theme of assessment challenges.

5.3.8. Assessment challenges

In this subsection, I present a discussion of data on assessment challenges. Various techniques of assessment should be employed in order for teachers to determine how well the learners have understood each topic or skill that has been taught. The competencies listed in the syllabus specify the knowledge and abilities that a learner should exhibit as a result of the teaching-learning process, as well as the competencies that will be assessed. It is therefore expected that the curriculum should put learning ahead of evaluation and testing; examinations and assessments are simply meant to aid in learning (MoEAC, 2016). My analysis of the data (see Chapter 4: Section 4.10.8), however showed that undifferentiated summative assessment is the most common form of assessment employed in the ESL classrooms despite the fact that the syllabus stipulates otherwise. At the onset, the facet of assessment is well encompassed in the CLRP framework, the framework within which this study is situated. Hence, contrary to

traditional summative evaluation, socio-cultural theory recommends employing a lot of formative assessment. Three key components make up the broad framework of CLRP which are the instructional and individual dimensions. It is under the instructional dimension that assessment is encompassed (Richards et al., 2007)

I deduce from my analysis of the data (see Chapter 4: Section 4.10.8) that the teachers are required to record continuous assessment marks by teaching and assessing the concept of which participants in the conversation indicated that they are left with no choice but to teach for assessment due to time constraints and strict deadlines. I wish to argue that assessment should be done in an integrated manner rather than as a standalone activity. There is support for this in my literature: developing formative assessment instruments is a crucial characteristic of designing and executing lessons for English language learners; hence, through formative evaluation techniques, learners should be able to show how effectively they accomplished the lesson objectives (Staehr, 2014). According to Linqunti (2011) formative evaluations may have the most potential for providing learners with a means of demonstrating their subject-matter knowledge and abilities. I would like to mention that my findings (see Chapter 4: Section 4.10.8) revealed that when the Continuous Marks (CA) due date approaches, a whole week or two can be dedicated to administering assessment tasks in various ways to collect marks for recording. These tasks were observed to be individual tasks. Linqunti (2011) suggests some alternative formative assessment techniques, including think-pair-share, listening in on learners' small group work, writing samples, brainstorming exercises, and story-of-information retelling, which can be used to gauge how well learners are learning a language.

My data (see Chapter 4: Section 4.10.8) further reveals that there was concern about the quality of assessment at the regional level, whereby schools are put up against each other in terms of performance. This, however, becomes questionable because each school comes up with its own assessment tasks, raising a general question on whether some tasks are too easy while others are difficult, depending on who sets them. In the same vein, the SEO expressed how there is a general concern about the quality of assessment at various schools in the region. I wish to bring in my philosophical assumption of interpretivism at this juncture to argue that reality is the outcome of personal experience. Stated differently, the social world can only be comprehended from the viewpoint of those engaged in the ongoing action being studied, since reality is a creation of subjective experience. Linking this to assessment, I wish to argue that different learners as well as schools cannot be measured against each other because their situations are unique as well as their capabilities. That is why my study leans toward dynamic assessment,

which, instead of using a standard diagnostic assessment method, integrates teaching and assessment into a single continuous activity. By providing education tailored to the needs and abilities of an individual learner or a group of learners, this combination of instruction and evaluation improves language development (Lantolf & Poehner, 2004). In a classroom that integrates DA, the teacher's job is to direct the language growth of the learners by first determining their current level of knowledge and proficiency. The teacher can then carefully tailor instruction to help learners advance beyond what they can accomplish on their own after assessing each learner's true levels of development, which creates a more socio-culturally informed assessment method. It is possible to use conferences, journals, portfolios, and other alternate forms of assessment in addition to DA, which will help mitigate the assessment of learning, which is the one currently employed, and shift toward a more assessment-based learning approach.

In this subsection, I have so far presented a discussion of data on the challenges of assessment. There is a need to move away from summative assessment to a more assessment-based learning approach. There is also a need to incorporate other forms of assessment, such as conferences, journals, and portfolios, to complement the traditional methods of assessment.

5.3.9. Conclusion

In this section, I have so far presented a discussion on the challenges that were identified by the participants as impeding the successful implementation of CLRP in their ESL classrooms. I have made an attempt to discuss them as they relate to my literature, my theoretical framework, as well as my literature. Having constructivism and interpretivism as my philosophical assumptions. In the next section, I will present a discussion of data on the type of support and training required by the participants to be able to employ CLRP successfully.

5.4. The type of support/training required by the participants to be able to employ CLRP

In this section, I discuss the type of support and training required by the participants to be able to employ CLRP successfully. I believe that the ensuing narratives encapsulate my RQ 3 and thus can serve to answer it.

My Data Analysis (see Chapter 4: Section 4.10.9) confirms that there is a need for support for all participants in the form of in-service training. All participants indicated the type of training or support they require based on the challenges that they encounter in implementing CLRP. I will attempt to make reference to literature as well as my philosophical assumptions in explaining the training that is required by the participants.

This section will commence with a discussion on how familiar the participants are with CLRP, followed by how CLRP was not explicitly addressed during teacher training programs, and then I will conclude with the further in-service training and support required on CLRP by the participants. In the following subsection, I present a discussion on the theme, ‘Culturally and linguistically responsive pedagogy is a new concept for the participants’.

5.4.1. Culturally and linguistically responsive pedagogy is a new concept for the participants

My study found that the concept of CLRP is a relatively new concept for the participants (see Chapter 4: Section 4.11.1). This transpired from how they responded to the question of what they think CLRP entails (see Chapter 4: Section 4.11.1). From the classroom observations, my interaction with the teachers, and document analysis, I believe that the teachers are aware of the fact that they work in a unique environment both linguistically and culturally, and they are also aware that the learners they work with require a lot of support to be able to learn ESL. It also transpired from my study that after the revised curriculum, the stakes have gotten very high for the Grade 4 learners (see Chapter 2: Section 2.9) who are just transitioning from the Junior Primary phase with no transitional support, which has led to content being inaccessible to them due to the English language demand. The guiding documents are in place, such as the syllabus and the language policy; however, I wish to argue that there is no guiding framework to guide teachers working in the highly multi-lingual and multicultural Namibian context. I therefore wish to argue for a CLRP framework, which I believe will provide support for teachers to offer lessons that resonate with the diverse classrooms that are common in most Namibian contexts. No individual teaching approach has the ability to captivate all learners at once; however, incorporating an approach that can continually offer culturally and

linguistically responsive ESL lessons will assist teachers in appealing to learners from varied backgrounds.

CLRP is a learner-centric approach that values learners' cultural and linguistic backgrounds as well as their experiences in all aspects of learning. Samuels (2018). Originating from differentiated teaching notions, this pedagogy connects lessons from instruction to assessment of the content taught while keeping in mind the cultural backgrounds of the learners. It is therefore the aim of my study to empower participants to be able to understand and be able to incorporate this strategic effort into their ESL classroom in the absence of a framework guiding them on how to cater to learners from varied backgrounds.

In this subsection, I have presented a discussion of data on CLRP being a new concept to the participants. I argue that the teachers are aware of the diversity of learners they work with and are employing various strategies to assist their learners. I, however, believe that a more strategic approach in the form of CLRP will meet them halfway in teaching ESL more effectively. In the next subsection, I will present a discussion on the theme 'CLRP not being explicitly addressed during teacher training programs'.

5.4.2. CLRP not explicitly addressed during teacher training

My analysis of the data confirms that the participants felt that culturally and linguistically responsive pedagogy was not explicitly addressed during their teacher training (see Chapter 4: Section 4.11.2). The fact that teachers were trained by different institutions also came up in my analysis of the data. I am inclined to believe that teacher training institutions play a major role in CLRP. This aligns well with the framework that guides my study, the CLRP framework. This framework is divided into three (3) dimensions: personal, instructional, and institutional. Teacher training as well as in-service training fall under the institutional dimension. From the perspective of the funds of knowledge, teacher training programs ought to propose a new concept of culture that develops through practice rather than emphasizing culture and multilingualism as barriers to learning (González et al., 2005). Stated differently, teacher preparation programs should leverage the diverse cultural and linguistic backgrounds of their students. According to Gonzalez, Moll, and Amanti (2005) funds of knowledge are the cultural skills and knowledge that households have accumulated over time and that are crucial to the well-being and effective operation of the family as a whole as well as its members. Examining commonplace events and culturally affected lifestyles is a key component of the funds of knowledge method. By understanding the surroundings in which they teach, teachers who apply the concept of funds of knowledge have a useful way to engage with the lives of their

learners. Teacher training programs can provide abundant opportunities for student teachers to learn about the home and community contexts of their students and to get to know the child as a whole person who is actively engaged in many different spheres of knowledge and relationships, specifically by emphasizing the adoption of a funds of knowledge approach in the classroom.

Notwithstanding what I discussed in the above paragraph, I argue that the study of ESL vs. linguistic and cultural backgrounds should be intensified in teacher training because Namibia is a highly diverse nation. This training should not only be focused on theory but should also include practice during school-based studies. Ngwaru (2017) stresses that establishing a strong link between pre-service teachers' theoretical knowledge acquired at universities and the knowledge necessary to function in the classroom, the setting of the school, and the outside world is one way to ensure that issues with teacher preparation and limited teaching competence are resolved (Ngwaru, 2017). My analysis of the data concluded that whether training was offered on CLRP under different wording or whether it was offered but the participants have forgotten or feel it was not explicit enough, there is a need for refreshers through in-service training programs. It is from this understanding that I propose a CLRP framework for already-practicing teachers.

In this subsection, I presented a discussion on CLRP not having been explicitly addressed during teacher training. I believe that there is a need to intensify ESL teacher training because of the diverse context in which our teachers work, as this will equip them with the knowledge they require to be able to incorporate CLRP. Notwithstanding this, my study proposes a CLRP in a service-training framework. In the next subsection, I present a discussion on the type of further in-service training and support required for CLRP.

5.4.3. Further in service training and support required on CLRP

In this subsection, I will present a discussion on the Data Analysis of the further in-service training and support required on CLRP by the participants. My Data Analysis (see Chapter 4: Section 4.11.3) confirms that there is a need for further in-service training and support for participants in CLRP based on the difficulties they have in putting CLRP into practice. I therefore wish to argue that CLR trainings are crucial in multilingual contexts like Namibia. I wish to align my argument with Pomerantz and Pierce (2004) who argue that a number of factors, including the differences between what teachers learned in their initial teacher education programs, their academic and educational backgrounds, and the knowledge they need to face the realities of classroom practice as well as the nation's colonial past, contribute

to the difficulties teachers face when teaching English in bilingual and multilingual contexts. Thus, teacher preparation should be able to play a major role in educating and preparing competent educators who can satisfy the diverse expectations of learners. In light of this, educators ought to be capable of meeting the requirements of the school curriculum and teaching English as a second language. The type of training that my study advocates for is in-service training because these teachers are already practicing teachers.

In addition to the training required based on the difficulties discussed in this Chapter (see Section 5.3), my study confirms that the participants needed the following support and training pertaining to CLRP:

- Platforms to come together more often with the support of the regional office to advise each other and share common challenges related to the teaching of ESL to try and come up with solutions together.
- General training on CLRP.
- Differentiated assessment.
- Training for HODs on issues related to CLRP to be able to support teachers.
- Support from Head Office for SEO's to be able to support the teachers and HODs on issues pertaining to culturally and linguistically responsiveness.

In this subsection, I have so far presented a discussion on the types of support and training required by the participant with regard to CLRP.

5.4.4. Conclusion

My analysis of the data (see Chapter 4: Section 4.11) suggests that more work needs to be done to guarantee that ESL teachers working in diverse contexts are sensitive to linguistic and cultural differences. My study revealed that the teachers are aware that working in diverse contexts requires strategic planning and instruction, although they are not particularly familiar with the CLRP concept or framework. At this juncture, the list of challenges that my Data Analysis revealed to be experienced by teachers when teaching ESL (see Chapter 4: Section 4.9) coupled with the type of support identified by the participants (see Chapter 4: Section 4.10) leads my study to propose a CLRP in-service training framework for the ESL teachers. I now wish to proceed to my last section, where I discuss the data analyzed from my classroom observations.

5.5. Data from classroom observations

In this section, I wish to discuss my data from my classroom observations (see Chapter 4: Section 4.12). In this section, I will mainly refer to the literature I have reviewed, the data I have analyzed as well as the classroom observation instrument (see Figure 4.4). There are two (2) subsections under this section because all other findings related to classroom observation were discussed in the preceding sections and sub-sections. In the next subsection, I discuss lesson planning.

5.5.1. Lesson planning

My analysis of the data (see Chapter 4: Section 4.12.2) confirms that teachers plan their lessons on a regular basis. The lesson plans include all the elements required by the national lesson plan format, including lesson objectives, competencies, opportunities for developing reading and writing skills, opportunities for consolidation, assessment, and opportunities for reflection. I wish to argue that a culturally and linguistically responsive lesson requires careful planning because there are many issues to keep in mind, from instruction to assessment, while considering the academic abilities of the learners as well as differentiating your content. I relate this to Gay's (2000) assertion that some of the main metacognitive strategies that can be applied in L2 instruction include preparing for the skill of focus, self-monitoring the comprehension processes, evaluating comprehension, and identifying comprehension difficulties. Ellis (2003) concurs that carefully designed assignments can promote the growth of specific second language abilities. I, however, would like to express at this juncture that very little reference to the learners' experiences on the topic, such as background knowledge, was minimal in the observed lesson plans (see sample lesson plan Figure 4.5). I thus believe that only when careful planning is done beforehand while keeping the diversity of learners in mind will the successful implementation of CLPR pedagogy be achieved. In this subsection, I discussed lesson planning as it relates to CLRP. In the next subsection, I will present a discussion of data on classroom atmosphere.

5.5.2. Classroom atmosphere

My analysis of data on classroom observations (see Chapter 4: Section 4.12.4) further confirms that generally, teachers were courteous, interested in their learners, and encouraged involvement, which is analogous to the four (4) components of CLRP identified by Gay (2000) which are caring, communication, curriculum and instruction. Under the caring component, teachers ought to assess how their own attitudes and behaviors may be impeding the development of their learners. Teachers are the ones who oversee classrooms; they pick who will participate in particular activities and maintain relationships. According to Gay (2000)

these choices are directly influenced by the attitudes and expectations that teachers have for their students. I believe that it is the task of the teacher to ensure that the classroom environment is both harmonious and safe to promote learning.

5.5.3. Conclusion

Based on my discussion of the findings, I am inclined to believe that CLRP is a strategic practice and thus requires thorough planning and preparation of the instruction, resources, and assessment. I further argue that preparation should not only be on paper but should transpire in the instruction. A safe, harmonious classroom environment is also crucial in CLRP to create a conducive learning environment.



5.6. Proposed CLRP Framework

The findings of my study offer a verifiable basis on which to integrate CLRP in the teaching of ESL. Based on the results of my research, I wish to propose a framework highlighting crucial features to be considered in the integration of CLRP in the teaching of ESL.

5.6.1. The framework for integrating CLRP in the teaching of ESL

5.6.1.1. Defining my framework

Frameworks and how they are defined vary depending on the context. My study offers an instructional framework that offers a unified structure consisting of features that may be easily modified to accommodate different teaching philosophies, subject matter, and student demands, all while preserving the framework's essential elements. In my study, I have attempted to provide a comprehensive framework that could assist in the integration of CLRP in an ESL classroom. According to Nilsen (2015), frameworks can be created by combining data from empirical studies of the barriers and facilitators of the implementation process, pre-existing determinant frameworks, pertinent theories from different fields, and the creator's personal experience putting new practices into practice. In light of this, my framework is consistent with the findings of my study and pertinent theories from different fields.

5.6.1.2. The purpose of the framework

The aim of my framework for integrating CLRP in an ESL classroom is to supplement the ESL syllabus by offering a concerted set of CLRP strategies and principles that may guide teachers in the implementation of CLRP in the teaching of ESL. This framework is not a legal document; it is proposed to offer guidance to ESL teachers as well as ESL in-service training providers on the important features of CLRP and what a CLRP-friendly classroom should consider specifically in the teaching of ESL. I propose this framework considering how multi-cultural and multi-lingual ESL classrooms are in the ||Kharas region and the country at large. The framework is not only meant for teachers and in-service trainers, but it may also be useful to policymakers in education, ESL material developers, and school managers. I believe that my framework can serve as a guide and reference tool for making the teaching of ESL more culturally and linguistically responsive. I would like to clarify here that my framework does not replace the existing ESL teaching guiding documents; rather, it supplements and supports these documents by highlighting CLRP features and strategies that ought to form part of the ESL classroom. I believe that my ensuing narrative embodies my RQ4 and thus can serve to answer it. In the next subsection, I present the features of my framework.

5.6.1.3. The features of CLRP framework in the teaching of ESL

As illustrated in in figure 5.1 below, my framework consists of features to consider in incorporating CLRP in an ESL classroom,

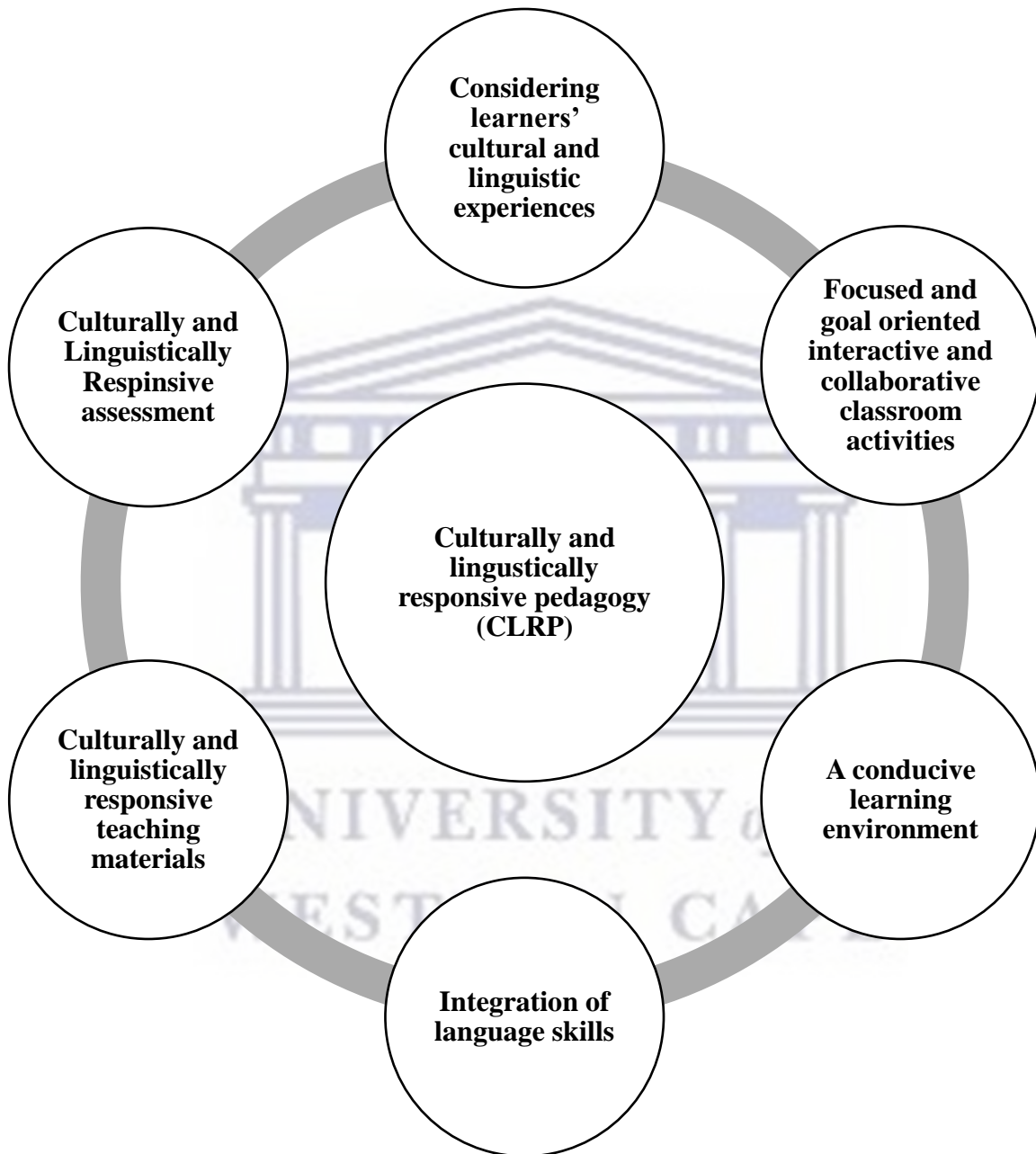


Figure 5.1 Framework for integrating CLRP in the teaching of ESL

In this subsection, I wish to present an explanation of the framework for integrating CLRP that I adopted by explaining the CLRP features and how they can be integrated in an ESL classroom. The first CLRP feature that I present is understanding learners' cultural and linguistic experiences.

5.6.1.3.1. Considering learners' cultural and linguistic experiences

My framework's feature of understanding learners' cultural and linguistic experiences suggests that each learner is unique and brings to an ESL classroom various cultural and linguistic experiences. Teachers can create classes that are more culturally and linguistically relevant and foster relationships with their students by getting to know their learners and aspects of their personal and family lives. This feature is supported by CRT, which I have advocated for in my study, which emphasizes that learning occurs as a result of the support and facilitation that teachers provide to all of their learners, understanding that learning occurs differently in different cultures (Richards et al., 2007). It is apparent from the findings of my study that learners preferred speaking in their first language as opposed to speaking in English, especially in their own conversations both inside and outside of the classroom. For example, making the lesson more meaningful for the learners sometimes involves employing words from the learners' first language, in this case, Afrikaans, to help them understand difficult English concepts. This allowed the learners to have a frame of reference. This feature complements the principle of making lesson delivery personal (Gay 2002). According to this principle, the use of learners' cultural attributes, experiences, and perspectives as channels for more effective instruction is what defines culturally responsive teaching. This translates to using the learners' frame of reference and other learner-centered teaching practices (Richards et al., 2007) to make education personal and relevant. Thus, by considering variables like socio-economic status, family structure, the educational aspirations and goals that a family has, as well as the interests of the learner, the teacher-learner relationship will be strengthened, and opportunities to customize and better meet the needs of the learner will be presented.

My framework feature of understanding learners' cultural and linguistic experiences can also be illuminated by the principle of 'funds of knowledge' (Gonzalez et al., 2005). I believe teachers who employ the concept of funds of knowledge have a valuable way of connecting with their learners' lives by understanding the context in which they operate. The funds of knowledge approach has the potential to offer a wealth of opportunities for teachers to learn about the home and community contexts of their learners and to get to know the child as a

whole person who is actively engaged in many different forms of knowledge and relationships. My findings revealed that one of the challenges identified by the participants is the ‘diversity challenge’. I believe that the feature of understanding learners’ cultural and linguistic experiences will empower teachers to embrace cultural and linguistic diversity instead of viewing it as a hindrance. This feature of my framework will therefore allow teachers to interact practically with their pupils and draw on their linguistic and cultural experiences as sources of information. The next feature of my framework is an interactive and collaborative classroom.

5.6.1.3.2. Focused and goal oriented interactive and collaborative classroom activities

The feature of an ESL classroom being interactive and collaborative in my framework suggests that a CLRP classroom should be set up in such a way that allows learning to be cooperative. The importance of collaborative learning is documented to be crucial for the social base of learning, according to socio-cultural theory. A socio-cultural approach to learning suggests that human cognition is generated through engagement in social activities and that social relationships mediate those relationships (Johnson, 2009). This view is consistent with the Vygotskian approach to mediation, which is deemed the central idea of SCT. Mediation stems from the observation that people’s cognitive activities are mediated by artifacts and technologies, as well as symbolic artifacts like languages, literacy, numeracy, concepts, and forms of logic and rationality, and not by people acting directly on the world. The artifacts serve as a medium for people’s actions and are said to be enhanced while engaging in culturally structured collaborative activities (Lantolf et al., 2015). Gredler (2009) contends that the teacher also acts as a mediator in the classroom by modelling appropriate behavior and offering direction and support to the learners as they complete the tasks. The teacher in a language classroom ought to guide and assist learners in improving their language development through a variety of mediation techniques while also serving as a model of language use.

Notwithstanding the preceding notion, in the context of ESL teaching, mediation can involve interceding concepts through peer tutoring or discussing concepts in a group. The findings of my study support mediation through interactive and collaborative language learning activities, such as peer tutoring. Planned and guided mediation has the potential to provide the required scaffolds to support the learners in reaching their ZPD. The ZPD interactive component represents a metaphoric environment in which individuals can grow through interactions with experts or peers who possess greater experience than they do. However, the distinction between what an individual can achieve on their own and what they can achieve with assistance from

others will always depend on the specific task at hand and the conditions in which it must be completed (Meira & Lerman, 2001).

My framework's principle of interactive and collaborative learning can also be illuminated by the concept of scaffolding. According to Wright (2015) the term scaffolding in construction refers to a temporary scaffold that is erected while the building is in the process of being constructed and then taken down after the building is complete. In the classroom, this is the support offered to the learners when they are in the process of learning new concepts. Staehr and Snyder (2017) split scaffolds into three types: materials and resources, education, and learner grouping. Of interest to the feature of interactive and collaborative feature is learner grouping, which can take the form of teacher-led small group work, structured pair work, or structured small group work. It suggests that the seating arrangement is similarly significant in scaffolding, and learners will need sufficient guidance and support to complete the pair or group assignment successfully for grouping to function as an effective scaffold.

In order for learners to begin developing a broad orientation toward an activity or topic, teachers or more-knowledgeable others ought to provide them with efficient, goal-oriented, and goal-focused support (Wertsch, 1985). My findings reveal that the participants found collaborative learning to be effective in ESL teaching; however, the findings also revealed that these collaborative learning activities were not focused and goal-oriented. My framework therefore suggests that for interactive and collaborative learning to be effective, it has to be planned, structured, and goal-oriented and should transpire in the classroom as planned for in the lesson plan. The next feature of my framework is a conducive learning environment.

5.6.1.3.3. Conducive learning environment

The feature of a conducive learning environment suggests that teachers should strive to create an environment that is conducive for culturally and linguistically diverse learners. This can be attained through consideration of the psychosocial needs of the learners as well as the physical classroom environment. Among the four necessary components for the successful implementation of a culturally responsive pedagogy by Nagarkar (2011), two of them speak specifically to my framework, specifically to the feature of a conducive learning environment. These features are caring and communication. Caring refers to the teacher's attitudes, standards, and behavior in relation to learners' intellectual capacity, personal value, and performance of duties (Nagarkar, 2011). My framework suggests that teachers ought to

examine their attitudes and behaviors towards diversity to ensure they are not impeding the growth of their learners because teachers oversee classrooms, pick who will participate in particular activities, and maintain relationships. Gay (2000) asserts that the expectations and attitudes of teachers toward their students have a direct impact on these decisions. The paradigm of communication, on the other hand, refers to communication being highly culturally influenced. The communication paradigm suggests that teachers will be better equipped to raise academic achievement when they understand the discourse styles of learners from varied linguistic and ethnic backgrounds. Consequently, circumstances in which learners may be conveying more than teachers are able to understand or in which they may know more than they can express may be avoided (Nagarkar, 2011). The findings of my study revealed that some learners would choose not to say anything in a speaking lesson, which the participants attributed to low proficiency in the English language. However, my framework suggests that teachers need to look beyond and consider the discourse styles of learners from various backgrounds.

The feature of a conducive classroom environment is also emphasized by Hollie (2013) who identified resources that need to be considered in making a classroom more culturally and linguistically responsive. These include the exhibit of learners' work on the walls of the classroom, word-rich prints and symbols that support the growth of language and literacy, ethnic apparel, prints, artwork, and artifacts with vivid cultural colors. All these contribute to creating a welcoming, inclusive, and conducive CLRP classroom. The findings of my study indicated that most of the resources highlighted above were not in ESL classrooms. My framework thus suggests that teachers should improvise and include learners in designing exhibits of the classroom that are inclusive of all the cultures and languages represented in the classroom. The next feature of my framework is the integration of language skills.

5.6.1.3.4. Integration of language skills

The principle of integration of language skills suggests that language skills cannot be taught in isolation. According to Zygouris-Coe and Dasinger (2011) a learner's vocabulary affects their capacity to understand and apply words correctly in speaking, listening, reading, and writing. This understanding impacts children's comprehension of printed texts as well as the intricacies and nuances of their mental processes and communication in both written and spoken language. Therefore, vocabulary is the foundation on which other language skills rely for learners to access academic language; hence, vocabulary impacts other language abilities and is best taught in context. The feature of integration calls for vocabulary to be tied into other language

skills. The findings of my study suggest that some of the strategies used by teachers to teach vocabulary include learners searching for the meanings of words in isolation. With reference to Cromley and Azevedo (2007) vocabulary and prior knowledge are two of the suggested methods for improving learning and comprehension. English teachers ought to determine what prior information learners already possess and identify any gaps in their background knowledge in order to provide clear direction or explanation to help vocabulary learning. Before attempting to explain or introduce a new concept, teachers should ascertain the learners' level of knowledge of the previous one. This is so because prior knowledge shapes and creates knowledge. Therefore, in order to provide coherent instruction or explanation to enhance vocabulary learning, teachers must discover what background information learners presently possess and identify any gaps in their knowledge.

I wish to relate the feature of integration of skills to the thematic teaching approach. This method facilitates topic overlap since learners retain information better when it is presented thematically, drawing from prior knowledge. For instance, grammar rules may be taught within a certain topic or skill rather than being taught in isolation (Wright, 2015). My findings reveal that although the teachers have selected weekly themes, there were times when the implementation was only partial. My framework suggests thoughtful and coordinated implementation of a thematic teaching approach because it increases learner engagement and ensures that all material is integrated. Thematic teaching also has the potential to discourage rote-learning; therefore, I invoke Paulo Freire's (1974) notion of critical pedagogy, which opposes "banking education." He views education as transformative and believes that learning happens when learners and teachers address pertinent, real-world issues that are important to them in order to take action that will improve the world, thus discouraging rote learning (Freire, 1974). The next feature of my framework is culturally and linguistically responsive teaching materials.

5.6.1.3.5. Culturally and linguistically responsive teaching materials

The feature of culturally and linguistically responsive teaching materials suggests that learning materials should be designed with the second language learner in mind. Noel (2008) highlights the importance of quality teaching resources and argues that other features of culturally responsive instruction include the use of a range of resources and materials, instructional strategies connected to various learning styles, teaching learners about each other's cultural heritage, and integrating multicultural knowledge into all subjects and skills covered in the classroom. Chiu et al. (2017) also stress that finding culturally sensitive resources might be

challenging for teachers. Teachers need to acquire the right teaching resources in order to improve teaching and learning for learners. Language teachers can transmit knowledge and teach language skills in a clear, exact, and methodical manner by carefully selecting their resources. My framework recommends that the kind of resources that a teacher uses to successfully teach a language skill should not be limited to the prescribed textbooks only. My findings revealed that participants preferred resources from the internet, but even in such a case, the texts should be adopted and modified to make them accessible to the learners, especially linguistically. Wright (2015) contends that although adapting instructional materials for learners is an essential strategy for guaranteeing successful language learning, the majority of grade-level resources were not created with English language learners in mind and thus suggested strategies to modify text in textbooks. These strategies include outlining, using visual organizers, rewriting the text in simplified English and reading it aloud with learners, pausing to paraphrase, and clarifying or giving examples to help learners understand the meaning.

I believe that a one-size-fits-all approach to textbook prescription may not be the best approach to text selection in an ESL classroom. One factor that my framework advocates for is equipping teachers with the ability to recognize a variety of helpful teaching materials that are most suitable for their learners' abilities, contexts, and learning styles. The last feature of my framework is CLR assessment.

5.6.1.3.6. Culturally and Linguistically Responsive Assessment

The feature of CLR assessment suggests that to ascertain how well learners have grasped each topic or skill that has been taught, teachers should use a variety of assessment strategies. Drawing from Staehr's (2014) advice on assessment, my framework recommends for more formative assessment tools as opposed to summative assessment. According to Staehr (2014) when designing and implementing lessons for English language learners, formative assessment tools creation is crucial. Learners should be able to exhibit how well they fulfilled the academic language and content objectives of a class through formative assessment methods (Staehr, 2014). My findings showed that the most common form of assessment observed is undifferentiated summative assessment. According to the participants in the study, teachers are required to record continuous assessment marks. They are left with no choice but to teach for assessment because of time constraints and stringent deadlines. I am inclined to suggest that conducting an assessment should not be done in isolation, but rather as part of an integrated process.

I am also inclined to align the feature CLR assessment to Dynamic Assessment which is an offspring of the socio-cultural theory. Rather than using a traditional diagnostic assessment method, dynamic assessment (DA) integrates assessment and training into a single, continuous activity. When instruction and evaluation are combined, language development is improved because each learner or group of learners receives guidance tailored to their individual needs and skill level (Lantolf & Poehner, 2004). In a classroom with DA, the teacher's job is to direct the language development of the learners by first determining their current level of knowledge and proficiency. The teacher can then carefully tailor instruction to help learners advance beyond what they can accomplish on their own after establishing a learner's true level of development. This method uses simultaneous teaching and testing to inform and influence one another. In order to help each learner solve their problems, internalize concepts and transfer their knowledge and skills to perform well in more difficult tasks, the mediator works one-on-one with them to identify their issues and provide appropriate ZPD sensitive mediation.

Thus, the feature of CLR assessment suggests that assessment ought to be socio-culturally sensitive, formative and differentiated to suit the different learners' abilities. In addition to DA, conferences, journals, portfolios, and other alternative forms of assessment can be used to lessen the current emphasis on assessment of learning and move more in the direction of assessment for learning.

In this subsection, I presented my framework. In the next subsection, I present a checklist which can be used by in-service trainers as well as teachers when incorporating CLRP in an ELS classroom. It is presented in table 5.1 below:

CLRP Feature	Descriptor	Check
Understanding learners' cultural and linguistic experiences	- Teacher is aware of learners' family background.	_____
	- Teacher is aware of the learners cultural and linguistic background.	_____
	- Teachers uses learners' frame of reference.	_____
	- Teacher employs learner-centred approaches.	_____
	- Teacher considers learners' linguistic experiences and abilities.	_____
	- Teacher considers learners' prior knowledge.	_____
Interactive and collaborative	- Instruction involves interactive activities such as teacher-led group work, peer tutoring etc.	_____
	- Variety of mediation techniques.	_____
	- Tacher serves as a mediator.	_____
	- Incorporates various types of scaffolds.	_____
Conducive learning environment	- Teacher has a positive attitude toward cultural and linguistic diversity.	_____
	- Communication is highly culturally influenced, is based on experiences and comprises a flexible range of abilities.	_____
	- The classroom consists the exhibit of:	
	- learners' work on the walls of the classroom,	_____
	- word-rich prints and symbols that support the growth of language literacy.	_____
	- ethnic apparel, prints, artwork and artifacts with vivid cultural colours	_____
Integration of language skills	- Vocabulary is integrated into other skills and is not taught in isolation.	_____

	<ul style="list-style-type: none"> - Skills are taught using the thematic approach. - Grammar is taught in context 	_____
Culturally and linguistically responsive teaching materials	<ul style="list-style-type: none"> - There us use of a range of resources and materials, instructional strategies connected to various learning styles. - Resources are adopted and adjusted to suit the learner' experiences. - Language skills taught in a clear, exact, and methodical manner by carefully selecting teaching resources 	
CLR Assessment	<ul style="list-style-type: none"> - Assessment is mainly formative. - Assessment is differentiated to suit the learners' abilities. - Assessment is integrated in instruction. - Level of assessment difficulty is determined by what the learner can accomplish (ZPD sensitive assessment) - Uses assessment for learning. - Employs alternative forms of assessment such as conferences, journals, portfolios etc. 	

Figure 5.1 Checklist of the framework for integrating CLRP in a CLRP classroom

My framework highlights features that I believe should be considered in integrating CLRP in an ESL classroom, considering the varied backgrounds of the learners. This framework has the potential to serve as a reference tool for teachers considering integrating CLRP in their ESL classrooms. It can also serve as a tool for in-service trainers as well as supervisors to guide teachers in incorporating CLRP in their classrooms. This framework can serve as a supporting tool for the ESL syllabus, guiding the implementers of the syllabus on the features to consider to ensure that their ESL classrooms are culturally and linguistically responsive.

5.8. Conclusion and Summary of the Chapter

In this Chapter, I have presented discussions on the findings of my study in light of the main objectives and the research questions of my study. Regarding the first research question that focused on the strategies that are used by the teachers to incorporate CLRP in their teaching, the discussion focused on identifying the way in which the teachers are currently incorporating CLRP in their ESL classrooms. My findings suggest that the teachers attempt to incorporate CLRP in their classrooms; however, there is a need to intensify, incorporate, and be aware of the features of CLRP. For my second research question, which was focused on the challenges faced by the Grades 4–7 teachers with regard to the ESL pedagogy, considering the cultural and linguistic backgrounds of their learners, my findings revealed that teachers were faced with various challenges in the implementation of CLRP, and my stance in this study is that there is a need for a framework to guide and empower the teachers to be able to fully understand CLRP in order to be cognizant of their learners' backgrounds in order to be able to differentiate their instruction and be able to mitigate the challenges highlighted by the participants. My third research question is on the type of in-service training required by ESL teachers to be able to integrate CLRP into their teaching. My findings confirm that teachers were faced with various challenges that they experienced while teaching ESL. The participants also identified the type of support they required to be able to incorporate CLRP in their ESL classrooms more effectively. Lastly, in an attempt to answer my fourth question on the type of framework that could be used by the participants to make their lessons more culturally and linguistically responsive, I designed a framework that guides participants on the features to consider when incorporating CLRP in an ESL classroom.

I will now proceed to present the conclusions, implications, limitations, and recommendations of my study.

CHAPTER 6

Conclusion

6.1. A reappraisal

After having discussed my findings in the previous Chapter, I attempt a reappraisal in the first section of this Chapter. In this case study, I have investigated the incorporation of CLRP in the teaching of ESL in the Junior Primary phase of a selected primary school in the ||Kharas region. My case study aimed at examining the areas of policy and practice gaps in the documents and policies that govern the teaching of English as a second language (ESL) in Senior Primary ESL classrooms with relation to CLRP. I also examined the current trends in CLRP in an attempt to improve the teaching of ESL. In this Chapter, I summarize the main findings of my study, which led me to the conclusions of this study. I commence by reinforcing the aim of my study as well as relating the findings of my study to my research questions. Additionally, I discuss the implications of my findings for ESL teaching, in-service training, policy, and practice after highlighting the research insights produced by my study. Lastly, I also present the limitations of my study as well as issues and insights relating to future research.

I wish to remind my readership of the aim of my study before proceeding to my conclusions. My study was sparked by the observation that some ESL teachers used a “one size fits all” approach to language teaching, regardless of the fact that the ESL learners in the Namibian context come from highly diverse cultural and linguistic backgrounds. They also have varied background knowledge, proficiencies, and learning styles. A diverse range of learners are unlikely to benefit from the same curriculum resources, lessons, and teaching strategies. All learners ought to receive training tailored to their individual linguistic and academic needs while teaching English as a second language (Wright, 2015). ESL teachers are guided by documents and policies such as the syllabus, scheme of work, and language policy. These documents, however, do not clearly address how ESL can be made more responsive to the needs of learners. Understandably, teachers are expected to be aware of their unique environments as well as the needs of their learners and plan accordingly.

According to Magogwe, Makibelo, and Seru (2017) the issue that is frequently overlooked is the fact that emphasis should be placed on the teaching of the curriculum rather than just the policies in order to achieve successful curriculum implementation. I have come to learn that CLRP has the potential to make ESL teaching and learning more responsive to the various cultural and linguistic needs of the learners, as well as their backgrounds and learning needs. Blaha (2022) concurs that CLRP entails making use of learners’ prior knowledge, drawing on

their cultural and linguistic experiences, and giving them a variety of avenues for learning and demonstrating new information. When interactive and collaborative learning activities that draw from learners' prior experiences and references to help them make connections to new learning are employed, then the teacher is implementing culturally and linguistically responsive practices (Blaha, 2022). It was from the above-stated background that I initiated my current case study in one of the most linguistically and socially diverse regions in Namibia, the ||Kharas region.

I employed the constructivist philosophical assumption, which embraces subjectivity in terms of underlying assumptions in epistemology. In view of the afore mentioned, my study investigated how pupils learn as well as the fact that the learning is not only produced but also that it is an active, collaborative, personal, and individual process. Hence the need to be cognizant of the learner's diverse backgrounds. I also employed and prioritized the ways in which individuals experience, perceive, and engage with reality. Specifically, it acknowledges that people's perceptions of their social environments are shaped by their unique interpretations of reality. This aligns with the concept of CLRP, which regards each learner as an individual and recognizes the importance of taking into account their linguistic and cultural backgrounds to aid in the acquisition of new concepts.

The review of related literature on CLRP led to the study identifying the central features of CLRP. As a result, the study proposed a comprehensible CLRP framework (see Chapter 5: Section 5.6.1.3) which can be used by teachers in incorporating CLRP in the teaching of ESL as well as in-service trainers and supervisors who monitor the teaching of ESL. For CLRP to be effectively incorporated in a classroom, Nagarkar (2011) elaborates on the four elements that they identified as essential to the effective implementation of a culturally responsive pedagogy, which are caring, communication, curriculum, and instruction. It is from these main elements that the proposed framework stems.

In order to delve deep into the significant features of CLRP and highlight the interconnections of the related theoretical issues, I presented a sequel of related literature reviews. The review defined CLRP as it relates to my study. My study defines CLRP as an approach to instruction that empowers learners politically, socially, emotionally, and intellectually by using cultural and historical allusions to impart knowledge, teach skills, and change learners' perspectives (Ladson-Billings, 1994). I examined the socio-cultural theory and its attendant concepts as rooted in Vygotsky's educational and psychological studies for this study. These attendant

concepts include mediation and self-regulation, Zone of Proximal Development (ZPD), scaffolding, and scaffolding as well as dynamic assessment. This is aligned with the thoughts of Freire on literacy. Freire's (1974) views served as the foundation for Crawford's principles for language-critical pedagogy. The pedagogy consistently emphasizes the needs of learners and how they can actively engage in their education, which is in line with the culturally and linguistically responsive pedagogy that offers numerous advantages. The advantages include boosting students' self-esteem, encouraging cooperation while teaching learners to respect one another, and creating a class of motivated learners. My study highlights the crucial features of CLRP while investigating how teachers currently consider it as well as the challenges they face in incorporating it into their teaching, which informed the framework that I proposed for this study.

The purpose of my study was to investigate the integration of CLRP in the teaching of ESL in the Senior Primary phase. My study sought to contribute to new knowledge on CLRP in ESL teaching.

I attempted to explore and attain the following research questions:

- I) How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?
- II) What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic backgrounds of their learners?
- III) What type of in-service training/support do the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?
- IV) What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) Senior Primary teachers?

I employed a qualitative research design for my study, which was appropriate because my primary objective was describing, explaining, and investigating CLRP. It also allowed me to provide a fuller explanation of the phenomenon. I used four triangulated methods of data collection, which include classroom observations, document analysis, focus group discussions, and semi-structured interviews. Cohen et al. (2011) define triangulation as the process of attempting to fully explain or map out the richness and complexity of human behavior by examining it from a variety of perspectives. However, O'Donoghue and Punch (2003) describe

it as a method of comparing data from multiple sources in order to identify patterns within the study data. Thus, I used triangulation in an attempt to produce insight through the concurrent use of several data sources, including primary and secondary sources.

In my previous Chapter, the findings illustrated how the teachers currently attempt to incorporate CLRP into their ESL teaching. It also illustrated the challenges the teachers faced in an attempt to incorporate CLRP as well as the type of ESL training or support required by the teachers to be able to incorporate CLRP in their teaching. This saw the study design a framework for incorporating CLRP in the teaching of ESL (see Chapter 5: Section 5.6.1.2). The findings revealed that teachers are making an effort to implement CLRP in the classroom; however, there is still a need to emphasize, integrate, and raise awareness of the program's characteristics.

6.2. Relating the outcomes of the study to the research questions

In my re-appraisal section of this Chapter, I recapitulated the main findings of my study as well as revisited some of the main parts of my study by re-stating the main aim of the study, revisiting the methodology employed in my study, and providing a general overview of the results of the study. In this conclusion section, I aim to relate the results expressed in Chapter Four as well as the findings discussed in Chapter Five to my research questions. By doing so, I hope to offer explanations relating the research questions to the conclusions. The explanations I offer explore how my research questions relate to the features of CLRP, which have been explored by various researchers who view cognitive growth as related to social contexts and learning as occurring differently in learners from various contexts, as well as highlight the role that teachers play in facilitating and supporting learning for all students (Vygotsky, 1978; Villegas, 1991; Gay, 2000; Lantolf, 2000; Richards et al., 2007; Noel, 2008; Nagarkar, 2011; Lucas and Villegas, 2011). My study is a case study, and the narratives presented are unique to the specific school under study. Therefore, my conclusions are context-dependent, proposing CLRP features that can be essential in assisting teachers to incorporate CLRP in the teaching of ESL.

6.2.1. Research question 1: How do the Senior Primary ESL teachers currently incorporate CLRP in the teaching of ESL?

In light of the findings that I have presented in Chapter Five, my study found that there is still more to be done in order for the teachers to be able to effectively incorporate CLRP in their teaching. Although teachers identified CLRP strategies that they incorporate into ESL teaching, the implementation of these strategies needed improvement. The teachers identified code-switching between Afrikaans and English, peer tutoring, accommodating the learners' L1 in the classroom, using the thematic teaching approach, and utilizing online resources as some of the strategies they currently incorporate in their teaching of ESL.

Learners who communicate in a language other than the target language (English) may benefit from the use of code-switching as a CLRP strategy. For multilingual learners, code-switching has been demonstrated to be an effective teaching and communication technique (Hudelson, 1983; Olmedo-Williams, 1983; Anguire, 1988). Within the school under study, however, code-switching was a challenge because learners spoke different first languages and the teachers were not conversant in all of the learners' first languages. Some learners may be excluded from the benefits of code-switching because it disregards learners whose native language differs from the language being switched to. Code-switching is not a panacea for the prevalence of proficiency issues, but it can be helpful for emphasizing and clarifying difficult vocabulary (Sert, 2005). With regard to peer tutoring, teachers expressed that they have observed that learners tend to learn well from each other. This strategy falls under one of the most important features of CLRP, which is collaborative learning, as well as the constructivism philosophical assumption, which emphasizes the classroom as a dialogue-based, introspective, and participatory community space. I found, however, that while the teachers recognized peer tutoring as a CLRP strategy for teaching ESL, most of the observed lessons showed little to no use of group work or student active interaction. Even though the classroom seating arrangement was mostly in groups, learners mostly completed individual tasks. Under CLRP, it is important that teachers show genuine concern and interest in the native tongues of their English language learners rather than expecting them to be used outside of the classroom. The school under study has a unique situation whereby, although learners are from varied linguistic backgrounds, the only L1 option is Afrikaans. Understandably so, because it is the language of communication in Keetmanshoop. Regardless of this challenge, teachers can use other strategies to embrace the learners' identities.

Another CLRP strategy the teachers expressed they considered in ESL teaching is thematic teaching. The recommended way to teach language, according to literature, is in context, and teaching thematically is one way to support this. While the themes were clear in the planning documents, particularly the lesson plans and the scheme of work that the teachers developed, the implementation was occasionally only partially done. Although there would be a clear theme stated in the lesson plan, there would be instances where the text chosen, the notes made during some of the actual lesson, or the assigned activity would not relate to the weekly theme. As regards the teaching resources, teachers identified the internet as a resource that allows for CLRP incorporation in ESL teaching. In contrast to textbooks, the teachers claimed that they felt online resources were more resourceful compared to the prescribed textbooks. CLRP entails employing a range of tools and resources. A one-size-fits-all text-selection criteria is not effective, and there is a need to select online resources carefully and differentiate them to suit the needs of the learners.

My study has attempted to uncover the strategies that teachers currently incorporate in their classrooms to ensure CLRP. In line with the CLRP features, I am inclined to conclude that the teachers were able to determine some strategies as CLRP features; however, the full implementation of these strategies was a challenge due to the limited exposure to the concept of CLRP as well as in-service training. The teachers also could not identify other features that are crucial to the implementation of CLRP, such as differentiated assessment, integration of language skills, understanding learners' cultural and linguistic backgrounds, and a conducive learning environment.

6.2.2. Research question 2: What pedagogical challenges do the Grade 4-7 teachers face with regard to the ESL pedagogy, considering the cultural/linguistic backgrounds of their learners?

My study found that there were several factors preventing the teachers from fully implementing CLRP in their ESL classrooms. I wish to conclude that by communicating these challenges, in-service trainers will be better equipped to guide the teachers and provide them with the necessary tools required to fully utilize CLRP features. Also, if teachers themselves are aware of these challenges, they will be in a position to consider strategies that can assist them in successfully implementing CLRP.

My study found that the absence of a functional library, reading corners, and insufficient reading books were also impeding the successful implementation of CLRP. According to Staehr and Snyder (2017) in order to support language learning, teachers can give learners instructional tools like graphic organizers, bilingual or English dictionaries, glossaries, and home language materials. These will enable learners to access content and express their understanding of it verbally or in writing outside of the classroom. This study concludes that all of these resources can be used as reference materials and as support materials outside of the traditional classroom. These resources are usually located in the school's library or in functional reading corners, neither of which are present at the school at the time of data collection.

My study further found that some essential materials were noted as being necessary in a CLRP classroom. These consist of ICT tools, student work displayed on the walls of the classroom, word-rich prints and symbols that support the growth of language and literacy, as well as ethnic apparel, prints, artwork, artifacts, etc. with vivid cultural colors. These resources were not available in the ESL classrooms.

My study also found that teachers ought to use a variety of assessment strategies to find out how well the learners have grasped each concept or skill that has been covered. In addition to the conventional methods of assessment, other forms of evaluation, such as conferences, journals, and portfolios, can be included. My study, however, found that undifferentiated summative assessment is the most common form of assessment employed in ESL classrooms. In light of this, I am inclined to conclude that dynamic assessment (DA), which combines instruction and evaluation into a single ongoing activity rather than utilizing a traditional diagnostic assessment method, would ensure CLR assessment.

Other challenges found to be impeding the successful implementation of CLRP in the ESL classroom include the diversity challenge, the language policy challenge, challenges in speaking and listening, the Grade 4 learners struggling more in ESL compared to other grades, challenges of teaching and learning vocabulary, as well as reading challenges.

I therefore wish to conclude that the teachers are faced with a number of challenges ranging from pedagogical issues, policy, and practice to limited resources, which impede the successful integration of CLRP in the teaching of ESL. In line with my position, in-service training program providers and supervisors, including other stakeholders, should be aware of these challenges, draw attention to them, and devise a strategy to offer the required support to ensure a successful implementation of CLRP.

6.2.3 Research Question 3: What type of in-service training/support do the Grades 4-7 ESL teachers require to improve their teaching practices, considering the learners' cultural and linguistic backgrounds?

My study found that the participants required support and in-service training to be able to fully understand and implement CLRP successfully in their ESL classrooms. Based on the difficulties they face in putting CLRP into practice, my findings showed that participants showed a willingness to be assisted in being able to successfully implement CLRP in their classrooms. My study found that the CLRP concept was relatively new to the teachers. I also found that the syllabus and language policy are examples of guiding documents that are in place, but my study concludes that there is no framework in place to direct teachers on how to teach CLRP in a highly multilingual and multicultural Namibian context.

Additionally, my research revealed that teacher training institutions ought to play a significant role in introducing CLRP to teachers in the profession. The CLRP ought to be explicitly addressed during teacher training to prepare the teachers for the diverse learners in the schools. The participants expressed that they lack CLRP awareness or at least a related pedagogy that can allow them to successfully work in the diverse contexts in which they find themselves.

My study therefore wishes to conclude that since Namibia is a very diverse country, teacher preparation programs ought to focus on giving ESL the tools to be able to work with learners from various linguistic and cultural backgrounds. In addition, in-service training providers also require training to continue monitoring and offering support to ESL teachers in the field, and lastly, there is a need for a generic guide to help assist teachers in teaching ESL in the diverse Namibian contexts.

6.2.4. Research Question 4: What framework could be adopted to ensure a culturally and linguistically responsive model for the (ESL) senior primary teachers?

I wish to reiterate to my readership that my study is informed by Vygotsky's (1978) Socio-cultural theory. Since thinking has social roots, cognitive growth cannot be understood without taking into account the social context in which it is rooted. Vygotsky (1978) maintains that the process of cognitive development depends on social interaction, specifically the growth of higher-order thinking skills. Further to this, the future behavior and thought processes of a child are shaped by the social interactions they have with their parents, teachers, and fellow students (Driscoll, 2000). Having reviewed the features of CLRP, my study has come to the conclusion that the CLRP features are framed within the tenets of socio-cultural theory, which are mediation and self-regulation (Vygotsky, 1978), zone of proximal development (ZPD) (Vygotsky, 1978) and dynamic assessment (DA) (Poehner, 2009). It is from these tenets that my study proposes a framework to assist teachers as well as their in-service training providers.

In keeping with the findings of my study, which relate to the way teachers currently attempt to incorporate CLRP and the challenges they face that hinder their incorporation of CLRP, this study proposed a CLRP framework that I presented under my previous Chapter, Chapter Five (see Chapter 5: Section 5.6) which I wish to re-emphasize under this subsection. My study concludes that there is a need for a framework to serve as a guide in the absence of a guiding document for the ESL teachers advising on important features to consider when teaching in diverse contexts, such as the ones commonly found in Namibian schools, to ensure CLRP. The framework proposes that an ESL classroom encompasses the following characteristics, which ought to be observable in the different stages of the lesson, from lesson planning to the execution of the lesson:

1. Considering learners' cultural and linguistic experiences,
2. Focused and goal oriented interactive and collaborative classroom activities,
3. Conducive learning environment,
4. Integration of language skills,
5. Culturally and linguistically responsive teaching materials
6. Culturally and linguistically responsive assessment

To try and ensure that one has considered the features highlighted in the framework, the framework is accompanied by a checklist (see Chapter 5: table 5.1). The checklist also makes it easy for in-service training and supervisors to monitor and offer support to the teachers.

I wish to conclude that Teachers thinking about implementing CLRP in their ESL classes may find this framework useful as a reference. Additionally, supervisors and in-service trainers can use it as a tool to help teachers implement CLRP in the classroom. This framework can be used as an aid to supplement the ESL syllabus, offering guidance to those who implement it regarding the elements that must be taken into account to guarantee that their ESL classrooms are linguistically and culturally sensitive.

6.3. The significance/implications of my study

Having addressed the conclusions with reference to the respective research questions in my previous subsection, I will now highlight the significance of the study.

I wish to state that I intend to share my findings on various academic platforms, such as seminars, academic journals, workshops, and conference presentations. This, I believe, will make my study accessible to various stakeholders in education, particularly in the teaching of ESL, such as policymakers and teacher training institutions. In the next subsection, I wish to present the significance and implications of my study.

6.3.1. The Study as a bricolage

I wish to state here that the choice of methodology, research practices, and research questions of my study are determined by the context as well as the setting of the study. Thus, the findings discussed in this study ought to be viewed in line with the introduction, the methodology, and the context of this study. The findings are linked to a thorough comprehension of the CLRP phenomenon that this study has attempted to examine. As such, the findings support the usefulness of the data triangulation strategy employed in this study to identify the features of CLRP. Triangulation produced insight by concurrently using several data sources, such as primary and secondary sources. It also allowed for the comparison of data from multiple sources to search for patterns in the research data (O'Donoghue & Punch, 2003). Denzin (1978) and Patton (1999) identified four types of triangulations used in social research: triangulation of theories, triangulation of methods, triangulation of the sources of the data, and triangulation of the findings that this study considered. In this regard, I strongly believe that my research methods, research questions, and findings mesh well together, accentuating the connection between them.

The teaching of ESL is guided by guiding documents such as the broad curriculum, the language policy, the syllabus, and the scheme of work. All these documents offer guidance on how ESL should be taught. All documents concur that the mother tongue and the learners' cultures need not be neglected and that ESL should be taught in a learner-centered way. What is lacking is, however, a framework that guides how learners' linguistic and cultural backgrounds can be considered in the teaching of ESL. The teachers are aware that the learners in their classrooms are diverse and come from different backgrounds linguistically and culturally; therefore, they currently employ strategies that they believe can make their classrooms more culturally and linguistically responsive. The strategies chosen by the teachers sometimes fell short because of a lack of a guiding framework or a lack of proper training or in-service training. Further to this, the study identified challenges faced by teachers in their quest to make their classrooms more culturally and linguistically responsive. The teachers, HOD, and SEO all expressed that they required training on CLRP to be able to easily incorporate it into their teaching. It is against the above findings that a CLRP framework was proposed, which is accompanied by a checklist to help guide teachers in confirming whether they have incorporated the crucial features of CLRP in their ESL classroom. The framework can also be useful for in-service trainers as well as supervisors in guiding and monitoring the teaching of ESL.

As discussed in my introduction, Namibia is a very diverse nation with about thirty (30) languages spoken in the country, with English being the sole official language, despite the fact that it is only spoken by less than 4% of the population as a first language. ESL teachers appear to not be fully prepared by the teacher training programs for what they find on the ground regarding diversity in the classroom. There is also no specific framework accompanying the guiding documents that guide how the learners' backgrounds can serve as sources of knowledge in ESL instruction (Gonzalez et al., 2005). Given that such a gap was identified by my study, a CLRP framework was proposed by this study to assist in guiding teachers and stakeholders involved in the teaching of ESL. Further to this, the Senior Primary phase is a transitional phase where learners are transitioning from L1 as the medium of instruction to ESL as the medium of instruction. My study suggests that it is necessary to lay a strong CLRP foundation at this critical stage, which I believe sets the tone for appealing to the learners' cultures and creating an ESL classroom culture.

My study is inspired by Malinowski's (1935) metaphor for classroom situations, which he likens to the societies of Trobriand Island, especially those depicted in *Coral Gardens and Their Magic*. I use the metaphor because I believe it is appropriate for describing language acquisition in a diverse classroom, like those that are found in the majority of Namibian settings. It is imperative that we consider language classrooms to be authentic cultures deserving of investigation, given the metaphor of a coral garden. Similar to how the Trobriand islanders gave magical realities to gardens of coral, a language class is an arena of subjective and inter-subjective realities that are worked out, modified, and maintained. Three prerequisites are listed by Breen (2002) for research on language learning in the classroom. To begin with, anthropological research is necessary for us to understand how people learn in human societies. Secondly, the researcher should have a certain anthropological humility when entering the classroom. At first, we should approach the study of classroom practice as if it were completely unknown. Third, it is critical to recognize that social capital is more important than what one may assume to be innate in a given social context (Breen, 2002). As such, the realities and activities of teaching and learning in second language classrooms are constantly being defined and shaped. In summary, the metaphor of the classroom as a coral garden essentially requires us to view language classes as authentic cultures deserving of contextualized and focused study, which my study attempted to do.

My study views a person's thinking as influenced by both their linguistic and cultural upbringing. Children acquire cognitive skills by speaking and interacting with others. They take in other people's words and ideas on a social level before psychologically internalizing them. The initial phase of children's cultural acquisition process is characterized by the following: as they are assimilated into their community, their innate mental capacity is modified in particular ways through interactions with cultural factors (Lantolf & Thorne, 2007). Socialization into a particular group, such as a family, classroom, or team, is referred to as cultural development. The teachers are the ones in charge of the social and educational objectives they wish to accomplish with their learners. In order to accomplish this, teachers ought to look into the knowledge bases, or the linguistic, cultural, and intellectual resources that students bring to the classroom, and think about ways to build upon and broaden these resources through interactions and learning in the classroom (Moll et al., 1992).

In light of the points I have discussed above, there is a close relationship between a person's identity or subjective self, language, and culture. In a classroom utilizing CLRPP, every member of the learning community can assist in exploring their identity in relation to language, culture, and experiences. More specifically, teachers and learners deliberately consider how their identities impact their capacity for cross-cultural communication as well as how they absorb and learn new information. Teachers who use CLRP are aware of how important it is to provide their learners with numerous opportunities to investigate and/or engage with cultural perspectives that may differ from their own in order to foster multicultural awareness. This aids in the development of a critical consciousness in every learner (Chiu et al., 2017).

6.3.2. Implications for ESL policy and practice

In this subsection, I would like to draw attention to the implications of my research findings for ESL policy and practice. Teachers, as well as those involved in the design of the ESL syllabus and policies, should consider explicitly highlighting how ESL can be more culturally and linguistically responsive by adopting or developing certain frameworks that can be incorporated in the planning as well as the teaching of ESL. My study also engendered the need for teacher training institutions to intensify the training of ESL teachers by incorporating modules that specifically empower teachers to have the necessary tools to be able to teach in the diverse Namibian classrooms and incorporating them into school-based studies and teaching practice. Teachers only come to encounter diversity challenges when they start practicing. In-service training providers as well as ESL supervisors also need to be trained on the issues of CLRP in order to guide and effectively monitor the teaching of ESL.

The findings of my study also inform policymakers and the Ministry of Education, Arts, and Culture about the decisions they make regarding the provision of resources and infrastructure for schools. My study finds it remarkable that some features of CLRP cannot be implemented in the classroom because the school and classrooms are underutilized. In light of this, my findings suggest that the Ministry should consider providing the schools with resources that support CLRP, such as libraries resourced with culturally and linguistically appropriate books, ICT resources, sufficient classrooms, relevant textbooks, culturally and linguistically relevant posters, and artifacts. The Ministry and especially the ESL education officers should promote and support opportunities for teachers to develop their CLRP skills and knowledge of current thinking in CLRP.

6.3.3. Implications for theory

This study investigates the integration of CLRP into the teaching of ESL and thus contributes to the existing body of knowledge of culturally and linguistically responsive teaching. The results of my research support some theoretical assertions regarding the necessity of CLRP. I would like to state that my study's results are commensurate with the theoretical and conceptual framework I selected for this study.

First, my study is informed by socio-cultural theory, which holds that human cognition is generated through engagement in social activities and that social relationships mediate those relationships. Additionally, culturally constructed materials, signs, and symbols, also referred to as semiotic artifacts, create forms of higher-order thinking that are specific to humans (Johnson, 2009). Thus, language is the most significant artifact and influences cognitive development along with social interaction, cultural context, and language. In actuality, exposure to environments shaped by culture, language, and history promotes developmental processes. The above philosophy holds true for institutional settings like schools and, in the case of my study, the ESL classroom. Mediation, ZPD, scaffolding, and collaborative learning are some of the concepts most strongly connected with the socio-cultural theory of learning, which is also embraced by my study. Furthermore, in keeping with the socio-cultural theory, My study advocates for dynamic assessment, where teaching and assessment are combined into a single, ongoing activity. This combination of instruction and evaluation enhances language development by providing instruction suited to the needs and abilities of a single learner or a group of learners (Lantolf & Poehner, 2004). The teacher's role in a classroom that incorporates DA is to guide the learners' language development by initially assessing their level of understanding and competency. Once each learner's true levels of development have been determined, the teacher can carefully modify the curriculum to help them advance beyond what they can achieve on their own, resulting in an assessment method that is more socio-culturally informed. My study therefore advocated for assessment for learning instead of summative assessment. It also advocates for other forms of assessment, such as conferences, journals, and portfolios.

The study is also informed by the three-dimensional CLR framework (Richards et al., 2007). The three dimensions include the instructional, institutional, and personal dimensions, which need to be considered in order to make teaching and learning culturally and linguistically relevant. The instructional dimension refers to the interwoven language and culture; the personal dimension refers to the beliefs and behavior of the teacher; while the institutional

refers to the institutional support, which includes training institutions. The findings of my study appear to correspond with this framework because it recognizes that the learners' language and culture cannot be detached from the learning that takes place in the classroom. Teachers ought to build on this knowledge when teaching new concepts. Also, the teachers' views, understandings, and philosophies of language and culture contribute immensely to the creation of a conducive learning environment for learners from diverse backgrounds. Lastly, institutions such as teacher training institutions ought to play a major role in equipping teachers with the necessary CLR knowledge in order for them to be able to implement it when they become practicing teachers in the diverse Namibian ESL classrooms.

As premised by social constructivism, my study acknowledges that learners engage with one another and draw from past knowledge to construct their own knowledge (Sharma, 2014).. Social constructivism emphasizes the collaborative nature of learning. The way people interact with one another, their culture, and society as a whole shape knowledge. Learners rely on others to lay their groundwork, and by taking in knowledge from others, they can construct their own reality and body of knowledge. My study acknowledges that, just like CLR, the social constructivism theory views human interaction as essential to learning. The findings of my study appear to correspond with this theory because the participants found peer tutoring to be a helpful approach to explaining difficult concepts to the learners. The participants also identified thematic teaching as a helpful approach to teaching ESL because it puts ideas into context, brings real-world problems to the process of learning a second language, and promotes interactive learning.

In keeping with Crawford's theories of critical pedagogy, my study emphasizes collaborative learning. Critical pedagogy draws inspiration from Freire's (1974) theories. The pedagogy frequently places an emphasis on the needs of the students and how they can actively participate in their education. This is consistent with the culturally and linguistically responsive pedagogy, which has many benefits, such as raising learners' self-esteem, promoting cooperation while instilling mutual respect, and producing motivated learners in the classroom. Also, my study does not encourage what Freire (1970) terms as banking education; instead, it encourages transformative education, which arises from a conversation between the teacher and the learner about issues that are relevant to the real world.

Lastly, based on one of my philosophical assumptions of interpretivism, which places greater emphasis on how specific people perceive, feel, and interact with reality, my study embraces the notion that people's perceptions of their social environments are influenced by their individual interpretations of reality, and this goes hand in hand with CLRP, which views every learner as an individual and requires their linguistic and cultural backgrounds to be recognized and considered in order for it to serve as a fund of knowledge in learning new concepts.

At this juncture, I am inclined to believe that the results of my research provide insightful information about CLRP. Furthermore, I think that my findings can persuasively justify the use of CLRP in the teaching of ESL. In the next section, I present the main recommendations of my study, which reiterate my proposed framework.

6.4.Recommendations

My study's conclusions offer a solid basis for incorporating CLRP in the teaching of ESL. Based on the findings, I proposed a framework that can be used in the teaching of ESL and can be used as a guide during in-service training of the teachers.

My study proposed an instructional framework that offers a unified structure consisting of features that may be easily modified to accommodate different teaching philosophies, subject matter, and student demands, all while preserving the framework's essential elements. In my study, I have attempted to provide a comprehensive framework that could assist in the integration of CLRP in an ESL classroom.

My framework for incorporating CLRP in an ESL classroom (see Chapter 5: Figure 5.1) aims to enhance the ESL syllabus by providing a coordinated set of CLRP principles and strategies that could guide teachers in applying CLRP to ESL instruction. This framework is intended to provide guidance to ESL teachers and ESL in-service training providers on the key components of CRLP and what elements of a CLRP-friendly classroom should be specifically taken into account when teaching ESL. It is not a legal document. Taking into account the many languages and cultures found in ESL classrooms in the ||Kharas region and nation-wide, I offer this framework. Teachers and in-service trainers are not the only people who could benefit from the framework; education policymakers, ESL content developers, and school administrators could also find it helpful. As a guide and reference, I believe this framework can help make ESL instruction more linguistically and culturally sensitive. I wish to clarify that the framework highlights CLRP features and strategies that should be used in ESL classrooms; it does not replace the current ESL teaching guiding documents. Rather, it supplements and supports them.

The proposed framework is made up of six (6) features, which, based on the findings of my study, I believe would make an ESL classroom more culturally and linguistically responsive. The first feature of 'Considering learners' cultural and linguistic experiences' implies that every learner is different and brings a variety of linguistic and cultural experiences to an ESL classroom. By getting to know their learners and learning about their personal and family lives, teachers can make their classes more relevant to their culture and language and build relationships with them. This feature is reinforced by CRT, which I have supported in my research by emphasizing that teachers' support and facilitation of learning happen because they recognize that learning happens differently in different cultures (Richards et al., 2007). The relationship between the teacher and the learner will be strengthened, and opportunities to better serve the learners' needs will be presented by taking into account variables such as socioeconomic status, family structure, the educational aspirations and goals that a family has, as well as the learners' interests.

The second feature of 'focused and goal-oriented interactive and collaborative classroom activities' is concerned with how a CLRP classroom ought to be set up. According to my framework, a CLRP classroom should be organized to facilitate cooperative learning. The socio-cultural theory states that collaborative learning is well-documented as being essential to the social foundation of learning. According to a socio-cultural theory of learning, social interactions generate human cognition, and social relationships mediate those interactions (Johnson, 2009). This point of view is in line with the Vygotskian mediation approach, which is considered to be the main concept of SCT. The idea of mediation emerged from the observation that, in addition to symbolic objects like languages, literacy, numeracy, concepts, and forms of logic and rationality, people's cognitive activities also involve objects and technologies. According to Lantolf et al. (2015) when people participate in collaborative activities that are culturally structured, the artifacts function as a medium for their actions and are said to be enhanced. Mediation can take the form of group discussion or peer tutoring to intervene on concepts. The necessary scaffolds to help the learners reach their ZPD may be offered through planned and guided mediation. Through interactions with peers or experts who have more experience than they do, the ZPD interactive component creates a metaphorical environment in which people can grow. Therefore, according to my framework, interactive and collaborative learning ought to be planned, structured, and goal-oriented in order to be effective. It should also take place in the classroom, according to the lesson plan.

The third feature of my proposed framework is ‘a conducive learning environment.’ With this feature, teachers ought to make an effort to establish a setting that is friendly to students from a variety of linguistic and cultural backgrounds. In order to achieve this, it is necessary to take into account both the students' psychosocial needs and the physical environment of the classroom. Based on my framework, teachers are encouraged to assess their attitudes and behavior regarding diversity to make sure they are not preventing their students from growing. Teachers are responsible for managing classrooms, assigning participants to specific activities, and fostering relationships. According to Gay (2000) teachers' expectations and attitudes toward their learners have a direct impact on these decisions. Hollie (2013), who listed the resources that should be considered in order to increase a classroom's linguistic and cultural responsiveness, further highlighted this aspect. t of student work displayed on the walls of the classroom, word-rich prints and symbols that promote the development of language and literacy, and ethnic clothing, prints, artwork, and artifacts with vibrant cultural colors. Each of these helps to create a CLRP classroom that is friendly, inclusive, and conducive. My research revealed that the majority of the materials mentioned above weren't found in ESL classrooms. Accordingly, my framework recommends that educators improvise and involve students in creating classroom exhibits that are inclusive of all the languages and cultures represented there.

The fourth feature is ‘integration of language skills, which argues against teaching language skills in isolation. Zygouris and Dasinger (2011) assert that a learner's vocabulary has an impact on their ability to comprehend and correctly apply words in speaking, listening, reading, and writing. Children's ability to understand written texts as well as the subtleties and intricacies of their thought processes and spoken and written language communication are all impacted by this understanding. Thus, vocabulary affects other language abilities and is best taught in context. Vocabulary is the cornerstone upon which other language skills for learners to access academic language rest. Vocabulary should be connected to other language skills in order to fulfil the integration feature. Vocabulary is thus best taught in context and influences other language skills. The foundation for other language abilities that enable learners to access academic language is vocabulary. For the integration feature to be fulfilled, vocabulary needs to be related to other language abilities. My framework encourages the careful and planned application of a thematic teaching approach, as it guarantees that all content is integrated and boosts learner engagement.

The fifth feature is 'culturally and linguistically responsive teaching materials, which implies that the learner of a second language should be taken into consideration when creating learning materials. Noel (2008) emphasizes the value of high-quality teaching resources and contends that other elements of culturally responsive education include teaching learners about each other's cultural heritage, using a variety of resources and materials, and incorporating multicultural knowledge into all subjects and skills taught in the classroom. Chiu et al. (2017) also emphasize that instructors may find it difficult to locate materials that are sensitive to cultural differences. To enhance instruction and learning for students, educators ought to obtain the appropriate teaching resources. By carefully choosing their resources, language teachers can impart knowledge and teach language skills in a precise, methodical, and clear way. My framework suggests that a teacher should not rely solely on the required textbooks as their only source of resources when it comes to teaching a language skill. I think that selecting texts for an ESL classroom shouldn't be approached in a one-size-fits-all manner when it comes to textbook prescription. Providing educators with the tools to identify the range of useful instructional resources that best fit the needs, circumstances, and learning preferences of their students is one of the things that my framework promotes. CLR assessment is the final component of my framework.

The last feature, 'CLR assessment', suggests that teachers should use a variety of assessment strategies to determine how well students have understood each topic or skill that has been taught. My framework suggests using more formative assessment tools rather than summative assessment, taking its cue from Staehr's (2014) assessment recommendations. Staehr (2014) asserts that the development of formative assessment tools is essential to the design and implementation of lessons for English language learners. Learners should be able to demonstrate through formative assessment techniques how well they meet the academic language and content objectives of a class (Staehr, 2014). I also lean toward aligning the dynamic assessment, which is a product of socio-cultural theory, with the CLR assessment. Dynamic assessment (DA) combines assessment and training into one continuous activity, as opposed to the conventional diagnostic assessment method. Combining assessment and instruction results in better language development because each learner or group of learners receives instruction catered to their unique needs and proficiency level (Lantolf & Poehner, 2004). The teacher's role in a DA classroom is to guide the learners' language development by assessing their present level of understanding and competency. After determining a student's actual developmental stage, the teacher can then carefully modify the curriculum to help the

student progress beyond what they can achieve on their own. This approach informs and influences one another by using testing and teaching at the same time. As a result, the characteristic of CLR assessment implies that evaluations should be formative, socio-culturally aware, and differentiated to accommodate the skills of various learners. To shift away from the current emphasis on assessment of learning and toward assessment for learning, conferences, journals, portfolios, and other alternative forms of assessment can be used in addition to DA.

The framework is accompanied by a checklist (see Chapter 5: Table 5.1), which can be used to confirm that all features are included in a lesson. The user can then check if the feature is included in an ESL lesson. The teacher or the supervisor can use the checklist for monitoring purposes.

Given the diverse backgrounds of the students, my framework highlights elements that the study found should be taken into account when integrating CLRP in an ESL classroom. Teachers thinking about incorporating CLRP into their ESL classes may find this framework useful as a reference. Additionally, supervisors and in-service trainers can use it as a tool to help teachers implement CLRP in the classroom. This framework can be used as an aid to supplement the ESL syllabus, offering guidance to those who implement it regarding the elements that should be considered to guarantee that their ESL classrooms are linguistically and culturally sensitive.

6.5.Limitations of the study

In this subsection, I will present the limitations of my study.

6.5.1. Institutional setting

As an investigator collecting data in an institutional context, I had to comply with the limitations placed on me. The schemes of work, year plans, and assessment series/schedules had already been set, so I had to observe the lessons according to what had already been set for that term. With the issues of thematic teaching, for example, there were certain themes that were allocated to the first term and others that were to be employed in the following term or semester. I would have loved to see how the teachers would incorporate all the various themes into their ESL lessons. However, this could not be observed because some of the themes were to only be incorporated in the next term or semester according to the scheme of work and year plan. Another institutional challenge I encountered was that I was working between two institutions, my university and the government school, where I had to collect my data. In some cases, the calendars were conflicting. I would be available to collect data during a certain time, and the schools would be commemorating a certain event or activity during that time. I would

also be available to collect data, and the school would be on a short break or long break, which was particularly common during term one of the government schools.

6.5.2. Time

My lesson observations took place throughout the Senior Primary phase (Grade 4–7). Because some of the English lessons in all grades took place simultaneously, there is a chance I missed some CLRP features being employed by the teachers that could have had a big impact on my study's conclusions. Since the school terms shifted from three (3) to two (2) in 2022 and 2023 after COVID 19, I chose to conduct my study during term 1. I had one semester to make sure that all of my data collection, especially the observations, focus group discussions, and semi-structured interviews, was finished within term 1. I could have spent a little more time observing the lesson to get a fuller understanding of CLRP implementation at the school.

6.5.3. Methodological limitations

My study only collected data from three types of ESL teaching stakeholders: teachers, HOD and SEO. It would have been of great benefit to my study had I gotten insights from other stakeholders such as policy makers in the Ministry of Education, Arts and Culture, teacher training institutions as well as parents. My study is a qualitatively designed intrinsic case study, and it involved a small population which will not allow for the generalization of the data. Since I employed a qualitative research design, my study did not involve a larger population that could significantly allow generalisation of the data. However, my intrinsic case study helped me address 'how' and 'why' questions while also taking the context of the CLRP phenomenon into account. The goal of qualitative data is in-depth comprehension of phenomena and problems related to the topic matter: CLRP, rather than generalization.

6.5.4. Unfamiliarity with the participants

When I first registered for my PhD, I was working for the Ministry of Education, and in 2022, I moved to an institution of higher learning away from where I initially planned to conduct my study. I had to find a different population of participants who were closer to my new place of work. I had already built rapport with my initial group of participants. Finding new participants allowed me to build rapport with them and get used to the new school environment. I later found that the new population provided me with more objective responses, and I also found that my new environment eliminated any bias that I may subconsciously have had. I collected the data from an environment I was very familiar with in terms of culture and language. The curriculum and policies that guide the teaching of ESL in the Namibian schools were not an issue for my study.

6.6. Insights/Issues for Further Research

As my research draws to a close, I would like to clarify that the results are neither definitive nor conclusive. I would recommend more research and investigation into the application of CLRP in the classroom:

1. My study focused on integrating CLRP in the English classroom in the Senior Primary phase. Future research on CLRP can be directed to other subjects such as CLRP in Science, Mathematics, Arts etc.
2. Seeing that my study focused on CLRP in ESL in the Senior Primary phase, Future research can consider investigating CLRP in the teaching of ESL in Junior Primary phase, the Junior Secondary phase as well as the Senior Secondary phase.
3. My research investigated the incorporation of CLRP in the teaching of ESL in general. My findings reveal that there are many challenges phased by the teachers in attempting to incorporate CLRP in various language skills. For future research in CLRP, researchers can consider investigating CLRP in the teaching of a specific skill such as listening, speaking, reading, writing or language usage.
4. In formulating my framework for this specific study, I realize that there is need for further research relating to policy makers and the stakeholders involved in the drafting of the syllabus and ESL language teaching policies to consider a generic framework or guide to compliment the policies and guide teachers on how they can ensure that ESL instruction is both culturally and linguistically responsive to the needs of the diverse learners in the Namibian classrooms.
5. In light of the socio-cultural theory, future research needs to consider looking into the relationship between individual's prior experiences and socio-cultural circumstances in the learning of ESL in the Namibian context.
6. When reviewing my literature, I was fascinated by the concept of 'funds of knowledge' (Gonzalez2005). Future research can look into the funds of knowledge that ESL learners bring to the classroom and how they can enhance ESL learning in the Namibian context.

7. In light of the above recommendations for further research, I found the concept of funds of knowledge closely related to the concept of Indigenous Knowledge Systems (IKS). Future research can look into the relationship between IKS and CLRP.
8. Last but not least, I would recommend future research to consider a longitudinal study on CLRP to observe the learners progress in ESL learning throughout a phase where a CLRP framework is being implemented.

Overall, my research supports CLRP where the teaching of ESL is collaborative and is not detached from the learners' experiences and is relevant to their cultural and linguistic backgrounds. My study advocates for the understanding that every learner learns in a unique way due to a multitude of elements, such as language, culture, family background, and social-emotional needs, and that culture serves as a basis for education while fostering each learner's intellectual development.

The following quotations resonate with my belief systems, values, opinions and concerns I have raised throughout my research on CLRP:

Teachers must match the diversity of the classrooms with their own diversity of methods and materials they use to engage the students (Parent-Johnson et al., 2020)

Learners are better able to learn when the classroom climate is positive, warm inviting. Part of being welcomed is seeing your own language reflected throughout all aspects of the classroom (Lopez & Paez, 2021).

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APPENDIX 1

Information sheet

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

Information Sheet

To Whom it May Concern

Dear Sir/Madam

I am Leena Kaunapawa Iitula. I am currently doing a PhD degree in Language and Literacy with the University of the Western Cape, South Africa. I have several years' worth of experience in teaching English as a Second Language and as an English subject advisor. I am passionate about English Second Language pedagogy and as a result, I am keenly interested in investigating the integration of the learners' socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language in order to inform a CLRP model of the Grade 4-7 English teachers in the region which is more socio-culturally and linguistically responsive.

I kindly invite participants of this study as well as the concerned permission granting functionaries to familiarize themselves with the content of this information sheet, and to freely ask questions or anything that may need clarification.

Participation in this study is voluntary and one is free to withdraw from the study without any obligations. The information to be collected from the participants will be treated with confidentiality and anonymity. The information will strictly be used for the completion of this study thesis. In the final report findings, it will not be traced back to the individual participants and their respective Schools.

In conducting this study, I will strictly follow and adhere to the COVID 19 safety protocols put in place by the Ministry of Health and Social Services.

The study will not cause any physical harm, and it will not cause any social, mental or emotional harm to participants or to any other member of the school community. The positive washback in the process is that participants will be involved in the socio-culturally and linguistically responsive discourse where they are likely to learn something about socio-cultural and linguistic responsiveness as well as themselves.

Research title: “*An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of //Kharas Region in Namibia*”

The specific objectives of the study are to:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.
- III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners’ cultural and linguistic backgrounds.
- IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

The study seeks to investigate the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English in order to inform a training model of the Grade 4-7 English teachers in the region which is more socio-culturally and linguistically responsive. My hope is that this study can help intensify the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language by the teachers and that it informs a training model of the Grade 4-7 English teachers in the region which is more socio-culturally and linguistically responsive.

Your voluntary participation in this study will be highly appreciated.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)


Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

APPENDIX 2

Statement by the Researcher

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650


08 May 2021

I, the undersigned, have accurately read out the information sheet to the participants, and to the best of my ability, I have made sure that they have understood what they are expected to do for this investigation.

I confirm that I have given them opportunity to ask questions about the study, and that I have answered all the questions to the best of my ability and to their satisfaction.

I also confirm that they have not been coerced into giving consent, and that their consent has been given freely and voluntarily. I further confirm that all the COVID 19 safety protocols put in place by the Ministry of Health have been followed and adhered to.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

APPENDIX 3

Permission Request Letter

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

The Director: ||Kharas Directorate of Education, Arts and Culture
Private Bag 2160
Keetmanshoop
Namibia
Tel: +26465-230057
Fax: +26465-230035

Dear Sir/Madam

I am Leena Iitula, a PhD student in the Language Education Department, Faculty of Education at the University of the Western Cape, under the supervision of Prof. Sivasubramaniam. In view of this, I am conducting a research entitled “*An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of ||Kharas Region in Namibia*”. I am hereby requesting your good office to kindly grant me permission to conduct research at one of the Senior Primary schools in the region during the first semester of 2022. The participants are the Grade 4-7 ESL teachers and the HOD.

The specific objectives of the study are to:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.
- III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners’ cultural and linguistic backgrounds.
- IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

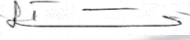
The study seeks to investigate the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds in the teaching of English as a Second Language in order to inform Socio-culturally and linguistically responsive training model of the Grade 4-7 English teachers. I am aware of the ethical concerns involved with my data collection which

entails observations, interviews, focus group discussion and document analysis. In light of this, I will apply for ethical clearance from the University of the Western Cape (UWC).

All information collected from the research will be kept strictly confidential and anonymous. A system of coding will be used to protect the participants' identity. The information to be collected from the participants will be treated with confidentiality and anonymity. In the final report findings, it will not be traced back to the individual participants and their respective schools. All the COVID 19 safety protocols put in place by the Ministry of Health and Social Services will be followed and adhered to during the course of the study.

If at any stage you have questions about the study, please do not hesitate to contact me or my supervisor on the details provided below.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

APPENDIX 4

Letter to the Principals of the Primary School

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

The Principal
X Primary school
||Kharas Directorate of Education Arts, and Culture
||Kharas Region

Dear Sir/Madam

REQUEST TO CONDUCT RESEARCH AT YOUR SENIOR PRIMARY SCHOOL

I, Leena Kaunapawa Itula hereby request your good office to kindly grant me permission to conduct research at your School, during the first semester of 2022.

I am currently a PhD student in the Language Education Department, Faculty of Education at the University of the Western Cape, under the supervision of Prof. Sivasubramaniam. I am conducting a research entitled “*An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of ||Kharas Region in Namibia*”. The study seeks to investigate the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English in order to inform a CLRP model for the grade 4-7 ESL teachers.

I am aware of the ethical concerns involved with my data collection which entails observations, interviews, focus group discussions and document analysis. The information to be collected from the participants will be treated with confidentiality and anonymity. All the COVID 19 safety protocols put in place by the Ministry of Health and Social Services will be followed and adhered to during the course of the study.

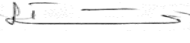
The specific objectives of the study are to:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.

III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners' cultural and linguistic backgrounds.

IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)


Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries regarding the study, you may also contact my supervisor, Prof. Sivakumar Sivasubramaniam using the details provided below.

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

UNIVERSITY of the
WESTERN CAPE

APPENDIX 5

Information Sheet for Lesson Observation

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

Dear Sir/Madam

My name is Leena Kaunapawa Iitula. I am currently doing a PhD degree in Language and Literacy with the University of the Western Cape, South Africa. I have several years' worth of experience in teaching English as a Second Language and as an English subject advisor. I am passionate about English Second Language pedagogy and as a result, I am keenly interested in investigating the integration of the learners' socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language in order to inform a CLRP framework for the Grade 4-7 English teachers which is more socio-culturally and linguistically responsive.

I earnestly invite participants of this study to familiarize themselves with the content of this information sheet, and to freely ask questions or anything that may need clarification. The teachers will participate in the study where their lessons will also be observed. The normal progress of class activities will not be disturbed. The role of the researcher will strictly be to observe the lesson and she will not participate in the lesson in any other way.

Participation in this study is voluntary and one is free to withdraw from the study without any obligations. The information to be collected from the participants will be treated with strictest confidentiality and anonymity. The information will strictly be used for only for the completion of this study to be featured in my PhD thesis. In the final report of the findings, it will not be traced back to the individual participants and their respective schools. The study will not cause any physical harm, and it will not cause any social, mental or emotional harm to participants or to any other member of the school community either.

In conducting this study, I will strictly follow and adhere to the COVID 19 safety protocols put in place by the Ministry of Health and Social Services.

The positive washback in the process is that participants will be involved in the socio-culturally and linguistically responsive discourse where they are likely to learn something about socio-cultural and linguistic responsiveness as well as themselves.

Research title: *“An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of //Kharas Region in Namibia”*

The specific objectives of the study are to:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.
- III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners’ cultural and linguistic backgrounds.
- IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

The study seeks to investigate the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English in order to inform a training model of the Grade 4-7 English teachers which is more socio-culturally and linguistically responsive. My hope is that this study can help intensify the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language by the teachers and that it informs a training model of the Grade 4-7 English teachers which is more socio-culturally and linguistically responsive.

Your voluntary participation in this study will be highly appreciated.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

APPENDIX 6

Participant Consent Form – Lesson Observation

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

I, the undersigned, have accurately read the information sheet, and understand what is expected of me as a participant in this study.

I confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation.


I confirm that all the COVID 19 safety protocols put in place by the Ministry of Health and Social Services were strictly followed and adhered to.

Participant's full name: _____

Signature of participant: _____

Date: _____

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za



APPENDIX 7

Lesson observation Form

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

The observation form below will be used by the researcher as a guide to observe Senior Primary teachers. The main focus will be on how the teachers consider and integrate the learners' cultural and linguistic backgrounds in the different parts of the lesson. The researcher's role will only be to observe; she will not participate in the teaching or assessment of learners. All the COVID 19 safety protocols put in place by the Ministry of Health and Social Services will strictly be followed and adhered to during the lesson observations.

Classroom observation guide

General Information

Grade: _____

Topic: _____

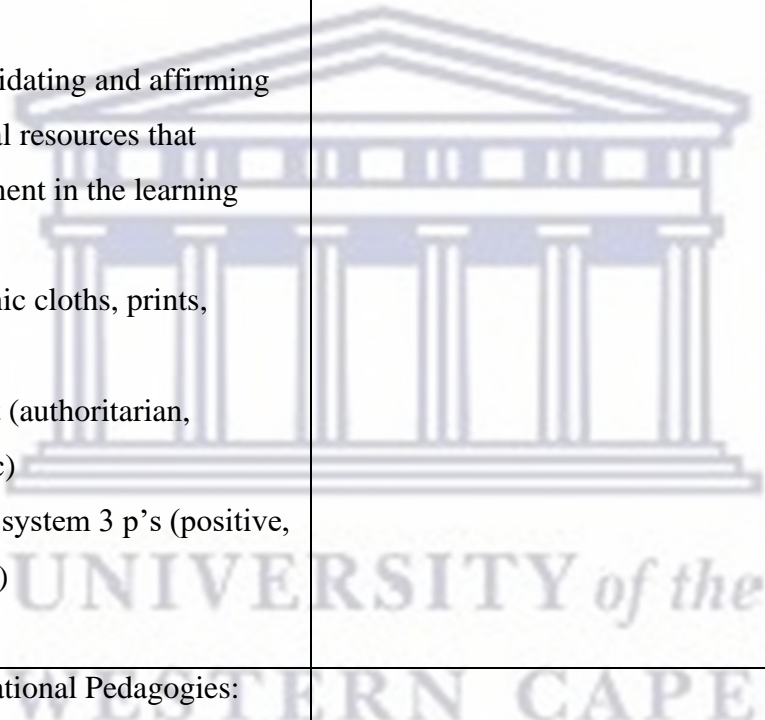
Skill: _____

Date: _____

“CLT responds to learners’ needs by taking into account cultural and linguistic factors in their worlds...going to where learners are culturally and linguistically with the aim of bringing them where they need to be academically” (Hollie, 2013 p. 23).

Criteria	Observations
Lesson planning and preparation - Teacher preparedness, Lesson objectives, competencies, lesson connectedness to previous lesson	
Lesson introduction	

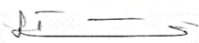
<ul style="list-style-type: none"> - Learners' prior knowledge, introduction engaging, stimulating, relatable to the learners, links to their prior knowledge 	
<p>Lesson presentation</p> <ul style="list-style-type: none"> - Lesson differentiated, incorporation of various teaching strategies to ensure cultural and linguistic responsiveness, thematic teaching, scaffolding instruction, teaching new unfamiliar vocabulary, capitalizing on students' home language skills and knowledge, making connections, helping learners to recognise words and understand sentence 	
<p>Learning materials</p> <ul style="list-style-type: none"> - Culturally-responsive language materials/resources: textbooks, handouts, learner-made materials, teacher-made materials, technology, real -word objects, adjusting texts to cater to the linguistic and cultural needs of the learners 	
<p>Classroom atmosphere</p> <ul style="list-style-type: none"> - Show interest in learners, respectful, encourages participation, supportive, shows enthusiasm, inviting - Learners' cultures and languages are validated 	
<p>Assessment</p> <ul style="list-style-type: none"> - Formative assessment, related to lesson objectives and competencies, differentiated assessment, text-dependent questions 	

<p>Learning environment</p> <ul style="list-style-type: none"> -How learning materials are selected -Learning centers (reading corners) -Classroom arrangement, allowing for movement, interaction, groupwork -Use of technology -Displayed learners' work -strategies for increasing learner engagement - Language-rich environment with symbols and print that stimulate language development and literacy acquisition - Resources relevant, validating and affirming high-interest instructional resources that enhance learner engagement in the learning process -Culturally colorful; ethnic cloths, prints, artwork, artifacts -Classroom management (authoritarian, permissive or democratic) -classroom management system 3 p's (positive, proactive and preventive) 	
<p>Infusing CLR into Educational Pedagogies:</p> <p><u>Responsive management</u></p> <ul style="list-style-type: none"> -movement - attention signals -ways of discussing and responding - collaboration <p><u>Responsive vocabulary</u></p> <ul style="list-style-type: none"> -selecting academic words and content-area words -Focus on key strategies -context 	

<ul style="list-style-type: none"> -word parts -synonyms -reinforcement activities -Cronbach’s dimensions of knowing a word (generalization, application, breadth, precision, availability) <p><u>Responsive Literacy</u></p> <ul style="list-style-type: none"> -culturally responsive supplemental text -read-alouds as storytelling -effective literacy strategies <p><u>Responsive Language</u></p> <ul style="list-style-type: none"> -switching -revising -role-playing <p>Writing activities</p>	
<p>Other or overall observations</p>	



Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signaturer: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za



APPENDIX 8

Information Sheet for Interviews

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

Dear Sir/Madam

My name is Leena Kaunapawa Iitula. I am currently doing my PhD in Language Education Department at the University of the Western Cape. I have several years of experience in teaching English as a Second Language and as an English subject advisor.

I kindly invite participants of this study to familiarize themselves with the content of this information sheet, and to freely ask questions or anything that may need clarification. **The participants will participate in an interview which will be recorded with a voice recorder.** The interview will last for no more than 60 minutes.

Participation in this study is voluntary and one is free to withdraw from the study without any obligations. The information to be collected from the participants will be treated with confidentiality and anonymity. The information will strictly be used for the completion of this study thesis.

The study will not cause any physical harm, and it will not cause any social, mental or emotional harm to participants or to any other member of the school community. Participation in the study is voluntary. In conducting this study, I will strictly follow and adhere to the COVID 19 safety protocols put in place by the Ministry of Health and Social Services.

Research Title: “An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of //Kharas Region in Namibia”

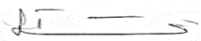
The specific objectives of the study are to:

- I) Assess the pedagogical challenges which the grade 4-7 teachers face with regard to the English as Second Language pedagogy, considering the cultural/linguistic background of the learners.
- II) Analyse how teachers currently incorporate culturally and linguistically responsive pedagogy in their teaching.
- III) Assess what type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practices, considering the learners’ cultural and linguistic backgrounds.
- IV) Propose a Socio-culturally and Linguistically responsive in-service training model for Grade 4-7 teachers.

The findings of this study will influence the integration of the learners’ socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language by the teachers and will inform a CLRP model specific for the Grade 4-7 English teachers.

Your voluntary participation in this study will be highly appreciated.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

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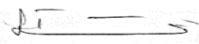
APPENDIX 9

Interview Guide for the English SEO

Thank you for according me this opportunity to interview you for my study on culturally and linguistically responsive pedagogy CLRP which is the mainstay of my Doctoral study at the University of the Western Cape (UWC). In this interview I will ask you questions related to in-service training of teachers, paying particular attention to CLRP. Feel free to share your views, experience, and suggestions on the topic. I will treat this interview in line with the research ethics and accord it the utmost confidentiality it deserves.

1. Tell me about your experience training English Second Language teachers on issues pertaining to CLRP.
2. What are the cultural and linguistic backgrounds of the teachers you offer in-service training to?
3. What do you understand by CLRP?
4. How do you currently incorporate CLRP in your-service training?
5. How do you currently assist the teachers in your region to be able to incorporate CLRP in their instruction?
6. What challenges do the teachers in your region face when it comes to implementing CLRP in an English as Second Language classroom?
7. What questions do you have regarding CLRP?
8. What challenges do you perceive make CLRP difficult for the teachers to integrate in an English as a Second Language classroom?
9. Does the current teacher-training program offer sufficient training regarding CLRP. Please explain.
10. What type of training do you need to be able to successfully offer in-service training to the English teachers in your region.
10. Do you have any questions or comments related to CLRP?

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

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Email: research-ethics@uwc.ac.za



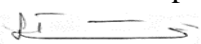
APPENDIX 10

Interview Guide for the languages Head of Department

Thank you for according me this opportunity to interview you for my study on culturally and linguistically responsive pedagogy (CLRP) which is the mainstay of my Doctoral study at the University of the Western Cape (UWC). In this interview I will ask you questions related to monitoring of and the teaching of English as second language as it relates to CLRP. Feel free to share your views, experience, and suggestions on the topic. I will treat this interview in consistence with the research ethics and accord it the utmost confidentiality it deserves.

1. Tell me about your experience working Second Language teachers from different linguistic backgrounds.
2. What are the cultural and linguistic backgrounds of your teachers and learners?
3. How do you understand CLRP?
4. How do the teachers in your department currently incorporate CLRP pedagogy in your instruction?
5. How do you currently assist the teachers in your department to incorporate culturally and linguistically responsive pedagogy in your instruction?
6. What challenges do the teachers in your department face when it comes to implementing CLRP in an English as Second Language classroom in the department?
7. What questions do you have regarding CLRP?
8. What challenges do you perceive make CLRP difficult for the teachers to integrate in an English as a Second Language classroom?
9. Does the current teacher-training program offer sufficient training regarding CLRP. Please explain.
9. What type of in-service training/support do you require to improve the teachers' teaching practices as it relates to CLRP.
10. What type of training do you need to be able to incorporate CLRP in your own ESL classroom.
11. Do you have any questions or comments related to CLRP?

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za



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APPENDIX 11

Information Sheet for Focus-group discussion

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

08 May 2021

Dear Sir/Madam

My name is Leena Kaunapawa Iitula. I am currently doing my PhD in Language Education Department at the University of the Western Cape. I have several years of experience in teaching English as a Second Language and as an English subject advisor.

I kindly invite participants of this study to familiarize themselves with the content of this information sheet, and to freely ask questions or anything that may need clarification. The teachers will participate in a focus-group discussion which will be recorded with a voice recorder. The interview will last for no more than 60 minutes.

Participation in this study is voluntary and one is free to withdraw from the study without any obligations. The information to be collected from the participants will be treated with confidentiality and anonymity. The information will strictly be used for the completion of this study thesis.

The study will not cause any physical harm, and it will not cause any social, mental or emotional harm to participants or to any other member of the school community. Participation in the study is voluntary. In conducting this study, I will strictly follow and adhere to the COVID 19 safety protocols put in place by the Ministry of Health and Social Services.

Research Title: *“An Investigation of a Socio-Culturally and Linguistically Responsive Teaching Model: A Case of English as a Second Language (ESL) Teachers in a Senior Primary School of //Kharas Region in Namibia”*

The specific objectives of the study are to:

- I) Investigate how teachers currently incorporate CLRP in the teaching of ESL.
- II) Assess the pedagogical challenges which the Grade 4-7 teachers face with regard to ESL pedagogy, considering the cultural/linguistic background of the learners.
- III) Identify the type of in-service training/support the Grade 4-7 ESL teachers require to improve their teaching practice, considering the learners' cultural and linguistic backgrounds.
- IV) Propose a CLRP teaching framework for the Grade 4-7 ESL teachers.

The findings of this study will influence the integration of the learners' socio-cultural backgrounds, experiences and linguistic backgrounds into the teaching of English as a Second Language by the teachers and will inform a CLRP model specific for the Grade 4-7 English teachers in the region.

Your voluntary participation in this study will be highly appreciated.

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

You could also contact HSSREC for further clarifications using the contact details below:

Email: research-ethics@uwc.ac.za

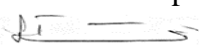
APPENDIX 12

Teachers' focus-group discussion guide

Thank you for according to me this opportunity to engage in this discussion with you for my study on culturally and linguistically responsive pedagogy (CLRP) which is part of my Doctoral study with the University of the Western Cape (UWC). In this interview I will ask you questions related to the teaching of English as second language as it relates to CLRP. Feel free to share your views, experience and suggestions on the topic. I will treat this discussion in line with the research ethics and accord it the confidentiality it deserves.

1. Tell me about your experience working with Second Language learners.
2. What are the Socio-cultural and linguistic backgrounds of your learners?
3. How do you understand CLRP?
4. How do you currently incorporate CLRP in your instruction?
5. What do you think are the challenges related to implementing CLRP in an English as Second Language classroom?
6. What questions do you have about CLRP?
7. What challenges do you perceive make CLRP difficult to integrate in an English as a Second Language classroom?
8. Does the current teacher-training program offer sufficient training regarding CLRP? Please explain.
9. What type of in-service training/support do you require to improve teaching practices considering your learners' cultural and linguistic backgrounds.
10. Do you have any questions or comments?

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)

Signature: 

Date: 08/05/2021

Mobile: +264812003526

Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: 

Date: 08/05/2021

Supervisor: **Professor Sivakumar Sivasubramaniam**

Contact details: +27 (0) 21-959 2995;

Email: ssivasubramaniam@uwc.ac.za

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Email: research-ethics@uwc.ac.za



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APPENDIX 13

Completed and Signed Participant Consent Forms



Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650
28 April 2023

I, the undersigned, have accurately read the information sheet, and understand what is expected of me as participant in this study.

I confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have been informed that I may withdraw from this study at any time without any obligation. I have further been informed that all the COVID 19 safety protocols put in place by the Ministry of Health and Social Services will be strictly followed and adhered to.

Participant's full name: KENNETH T. MACHAVA
Signature of participant: *K. Machava*
Date: 30.05.2023

Researcher: Leena Kaunapawa Iitula (PhD Candidate UWC)
Signature: *L. Kaunapawa Iitula*
Date: 28/04/2023
Mobile: +264 81 200 3526
Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: *S. Sivasubramaniam*
Date: 28/04/2023



Annex 3.3: Participant Consent Form

Faculty of Education

Private Bag X17,
Bellville, 7535,
South Africa
Tel. 027-21-959 2442/2650

14 March 2023

I, the undersigned, have accurately read the information sheet, and understand what is expected of me as a participant in this study.

I confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation.

Participant's full name: Joyce-Lize Cloete
Signature of participant: [Signature]
Date: 13 April 2023

Researcher: Leena Kaunapawa Titula (PhD Candidate UWC)

Signature: [Signature]

Date: 14/03/2023
Mobile: +264812003526
Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: [Signature]
Date: 14/03/2023
Supervisor: **Professor Sivakumar Sivasubramaniam**
Contact details: +27 (0) 21-959 2995;
Email: ssivasubramaniam@uwc.ac.za



Annex 3.3: Participant Consent Form

Faculty of Education

Private Bag X17,
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South Africa
Tel. 027-21-959 2442/2650

14 March 2023

I, the undersigned, have accurately read the information sheet, and understand what is expected of me as a participant in this study.

I confirm that I have been given an opportunity to ask questions about the study, and that the questions have been answered accurately and to my satisfaction.

I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation.

Participant's full name: C. S. Diergaardt
Signature of participant: Diergaardt
Date: 05/04/2023

Researcher: Leena Kaunapawa Itula (PhD Candidate UWC)

Signature: [Signature]

Date: 14/03/2023
Mobile: +264812003526
Email: kaunalens@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: [Signature]
Date: 14/03/2023
Supervisor: **Professor Sivakumar Sivasubramaniam**
Contact details: +27 (0) 21-959 2995;
Email: ssivasubramaniam@uwc.ac.za



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Faculty of Education

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14 March 2023

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Participant's full name: T. H. Hanse
Signature of participant: Hanse
Date: 05-04-2023

Researcher: Leena Kaunapawa litula (PhD Candidate UWC)

Signature: [Signature]

Date: 14/03/2023
Mobile: +264812003526
Email: kaunalena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: [Signature]
Date: 14/03/2023
Supervisor: **Professor Sivakumar Sivasubramaniam**
Contact details: +27 (0) 21-959 2995;
Email: ssivasubramaniam@uwc.ac.za



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14 March 2023

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I confirm that I have not been pressured into giving consent, and that my consent to participate in this study is given freely and voluntarily. I have also been informed that I may withdraw from this study at any time without any obligation.

Participant's full name: Karel Seeb
Signature of participant: [Signature]
Date: 05-04-23

Researcher: Leena Kaunapawa Titula (PhD Candidate UWC)

Signature: [Signature]

Date: 14/03/2023
Mobile: +264812003526
Email: kaunaleena@gmail.com

Should you have any queries in this regard, please contact my supervisor, Professor Sivakumar Sivasubramaniam on the contact details below:

Signature: [Signature]
Date: 14/03/2023
Supervisor: **Professor Sivakumar Sivasubramaniam**
Contact details: +27 (0) 21-959 2995;
Email: ssivasubramaniam@uwc.ac.za