MASTER OF EDUCATION

Exploring teachers' understanding and practices of English Across the Curriculum strategy: A case study of two secondary schools in Kavango West, Namibia

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Abstract

This study explored the implementation of English Across the Curriculum (EAC) in Namibian secondary schools, where English serves as the language of learning and teaching (LoLT). Although EAC aims to integrate language instruction into subject teaching to strengthen learners' academic language proficiency, its practical application in Namibian classrooms remains limited and insufficiently examined. Using an exploratory qualitative case study within an interpretive paradigm, the research investigated factors that support or impede EAC practices in two secondary schools in the Kavango West Region. Data were gathered through document analysis, non-participant classroom observations, and focus group discussions with eight purposively selected Grade 10 and Grade 11 teachers across subjects such as History, Geography, Development Studies, Agriculture, and Entrepreneurship. Findings revealed that while teachers acknowledged the importance of EAC, implementation was challenged by limited training, lack of resources, large class sizes, and minimal interdisciplinary collaboration. Inconsistent instructional strategies further weakened integration efforts. Although some educators employed vocabulary-building and guided discussions, these practices were sporadic. In addition, learners' linguistic diversity often led to reliance on home languages when engaging with complex content. To address these challenges, the study recommends targeted professional development to equip teachers with practical integration strategies, the establishment of professional learning communities, and the development of multilingual policy guidelines that support home language use. Enhanced resource allocation and reduced administrative burdens are also essential to promote effective implementation. The study offers valuable insights into the realities of EAC in multilingual contexts and informs policy and practice on language use in Namibian education.

Keywords: Namibia, English Across the Curriculum (EAC) strategy, integrating, language of learning and teaching (LoLT),

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This study reflects not only the pursuit of academic achievement, but also the power of faith, perseverance, and collective support. May it contribute to knowledge and inspire others on their own journeys.

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List of Acronyms/Abbreviations

BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
CBC	Competency Based Curriculum
CLIL	Content and Language Integrated Learning
CST	Content Subject Teachers
EAC	English Across the Curriculum
EAP	English for Academic Purposes
EMI	English as a Medium of Instruction
ESL	English as a Second Language
FGD	Focus Group Discussion
HOD	Head of Department
LiEP	Language in Education Policy
LoLT	Language of Learning and Teaching
MBESC	Ministry of Basic Education, Sport and Culture
MoE	Ministry of Education
MoEAC	Ministry of Education, Arts and Culture
MoI	Medium of Instruction
NCBE	National Curriculum for Basic Education
NIED	Namibia Institute of Educational Development

NPST	National Professional Standards for Teachers
NSSCO	Namibian Senior Secondary Certificate Ordinary
PLC	Professional Learning Communities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
ZPD	Zone of Proximal Development

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Background of the Study

This qualitative study, grounded in social constructivist theory, explores how teachers of content subjects (such as History, Geography, Development Studies, Agriculture, and Entrepreneurship) understand and implement the English Across the Curriculum (EAC) strategy in Namibia. The EAC is a policy initiative that promotes the development of English language skills across all subjects, not just in dedicated English language classes.

English is widely acknowledged as the shared language for international communication (Rao, 2019). In the 21st century, it plays a pivotal role in enabling individuals to participate in global discourses. The rise of globalisation has increased linguistic interaction across borders, with English emerging as a dominant medium of exchange (Panda, 2021; Rao, 2019). Within the African context, countries such as Namibia, Zambia, Zimbabwe, South Africa, Malawi, Nigeria, and Botswana have adopted English as the language of learning and teaching (LoLT) (Ashikuti, 2019). In multilingual post-colonial nations, language policy serves both pedagogical and unifying social purposes. It is viewed as a critical tool in nation building and educational reform.

In Namibia, EAC was introduced as part of the reformed national curriculum and language policy following the country's independence. According to the National Curriculum for Basic Education (NCBE) (Ministry of Education, Arts and Culture [MoEAC], 2016), teachers are expected to integrate language development into their subject teaching. Learners should be supported in developing key skills such as summarising, note-taking, and writing academic reports within each content subject. This emphasis on language across subjects is further reinforced in the National Professional Standards for Teachers (NPST), a guiding framework that outlines the professional expectations of teachers (Ministry of Education [MoE], 2006). The NPST, alongside the national curriculum, language policy, and subject syllabi, forms part of the professional documentation used in Namibian education. The EAC activities recommended in these documents include peer teaching, reflective journaling, and group learning discussions that strengthen English skills without compromising content learning.

Despite these policy efforts, learner performance in English remains a concern. The Directorate of National Examinations and Assessment reports that many learners consistently underperform in the Namibian Senior Secondary Certificate Ordinary Level (NSSCO) English as a Second Language (ESL) examination (MoEAC, 2019; 2022). This trend is also evident in the Kavango West Region, where this study was conducted. Learners' English scores continue to fall below those achieved in other subjects taught in English, which suggests that the implementation of EAC may not yet be fully effective.

1.2 Problem Statement

In the Namibian education system, learners must obtain a C or better in Grade 11 to proceed to Grade 12 (Advanced Subsidiary level) or to take undergraduate degree programmes. A good pass in English as a subject at that level determines any child's prosperous future in the Namibian education system (Ithindi, 2021). According to Ithindi (2021), without a good pass in English at Grade 11, there is no hope of pursuing a promising career. The consistently poor performance in ESL among secondary schools in the Kavango West Region since the introduction of the NSSCO in 2020 highlights a critical area of concern. The case study was therefore intentionally situated in this region, as the persistently high failure rate raises important questions about how effectively the EAC strategy has been implemented in schools. This context makes the study especially relevant for examining teachers' understanding and classroom practices regarding EAC, as well as the factors that may facilitate or hinder language learning outcomes. This allows for an exploration of whether poor performance is linked to the effective implementation, partial adoption, or non-implementation of the EAC policy development.

As a result, many learners in Grade 11 fail to advance to Grade 12 (Advanced Subsidiary Level) or enrol in undergraduate degree programmes at tertiary institutions. A report in the New Era newspaper (Kangira, 2022) revealed that English was the least-passed subject nationwide in the 2021 national examinations. Policy documents, such as the NCBE (MoEAC, 2016), where the EAC strategy is outlined, lack clear guidance on how it should be enacted. It has to be noted that when these policies were enacted, the then Ministry of Education and Culture addressed the seven areas of policy development identified by Kaplan and Baldauf (1997, 2003) shortly after July 1991. The Language Policy for Schools 1992–1996 and Beyond was introduced to

build national consensus. These seven areas included: personnel policy (teachers were trained before implementation, later supported by the introduction of the Basic Education Teachers' Diploma), access policy, community policy (consultations were held with different language groups), resourcing policy (new textbooks and other teaching and learning materials were developed and distributed), evaluation policy, and materials and methods policy (in-service training for both English and content subject teachers using English as the medium of instruction was provided by the ministry and various NGOs).

Nonetheless, for example, the NCBE (MoEAC, 2016) states that all teachers are responsible for improving learners' speaking skills in discussion, reflection, and giving feedback. This does not explicitly outline the approach by which teachers, particularly those teaching content subjects, are expected to accomplish this. The aforementioned brings us to findings from documents such as the examiner's report compiled by the MoEAC (2022), which points out that learners' use of language in secondary schools has fallen short of the expected average. Similarly, over the past three years in Kavango West, regional analyses (2020, 2021, 2022) conducted by the regional education office disclosed that the proportion of learners obtaining C grades or better in English as a subject was consistently below 50%.

However, these same learners scored high percentages in content subjects where English is the medium of instruction. This problem is closely linked to the social constructivist theory, which emphasises that learners construct knowledge through interaction with their environment and peers. Without effective scaffolding and guided engagement in English, learners' ability to internalise complex concepts and language structures is severely constrained, highlighting the critical role of teachers' practices in mediating learning. Given this, the present study aimed to explore CSTs' understanding and practices in implementing the EAC strategy in the Kavango West Region, as they could be used as mitigation strategies to improve learners' performance in English as a subject.

1.3 Research Aim

The central purpose of the study was to explore CSTs' understanding and practices regarding the implementation of the EAC strategy at two selected schools in the Kavango West Region.

1.4 Research Objectives

The main objective was to explore CSTs' understanding of and practices regarding the EAC strategy within two secondary schools in Kavango West, Namibia.

The following sub-objectives supported the study:

1. To explore CSTs' understanding and practices that shape the implementation of the EAC strategy in two secondary schools in Kavango West.
2. To examine factors that enable and inhibit the implementation of the EAC strategy in two secondary schools.

1.5 Research Questions

This study's central question was: What are the CSTs' understanding of and practices regarding the implementation of the EAC strategy?

This study aimed to answer the following sub-questions:

1. What are the CSTs' understanding of and practices regarding the implementation of the EAC strategy at secondary schools?
2. What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?

1.6 Scope and Delimitations of the Study

This study explored how CSTs (i.e. teachers of subjects other than English, such as Mathematics, Science, and Geography) understood and implemented the EAC strategy in the context of the Namibian education system. The investigation was situated specifically within the Kavango West Region of Namibia and was guided by a qualitative, social constructivist approach. It considered teachers' experiences, interpretations, and classroom practices related to promoting English language skills through non-language subjects.

The study was bounded by the following:

- **Geographic focus**: Kavango West Region, Namibia

- **Educational level**: Senior secondary level (implied by references to NSSCO exams and curriculum documents)
- **Participant focus**: Teachers of content subjects
- **Thematic focus**: Implementation and understanding of EAC strategies as outlined in national curriculum and policy documents (e.g. NCBE, NPST, Language Policy)
- **Timeframe context:** Post-independence education reforms and recent performance reports on national exams (2019–2022)

1.7 Significance of the Study

This study is cardinal since it will improve the understanding of implementing the EAC strategy in the Kavango West Region. This understanding may help direct policy or discussions on adjusting the teaching and learning processes by aligning macro educational policy with local contexts. The findings would also assist the MoEAC in Namibia in adopting new approaches to English curriculum development and implementation for the school system. This study is cardinal as it sought to improve understanding of how the EAC strategy is implemented in the Kavango West Region. Such insights may help guide educational policy and foster discussions on adapting teaching and learning methods to better align macro-level education strategies with local languages and cultures.

In doing so, the study supports the objectives of SDG 4, which calls for inclusive, equitable, and high-quality education that meets learners' needs and promotes lifelong learning for all. It also corresponds with the goals of Agenda 2063, particularly Aspiration 5, which emphasises the importance of nurturing African languages and cultural identity in education. The findings may, therefore, assist the MoEAC in Namibia in adopting more locally grounded and linguistically inclusive approaches to curriculum development and implementation, especially concerning the English curriculum within the school system.

1.8 Structure of the Study

This study is organised into five chapters, each designed to address the research problem and objectives systematically.

Chapter One: Introduction

This chapter presents the background of the study, the research problem, research questions, and objectives. It also outlines the significance of the study, scope and delimitations, and provides definitions of key terms. This chapter lays the foundation for the study.

Chapter Two: Literature Review

This chapter reviews relevant literature on the EAC strategy, language policy in education, and the theoretical framework guiding the study, particularly the social constructivist theory. It also explores previous research related to language development in content subjects and identifies gaps that this study sought to fill.

Chapter Three: Research Methodology

This chapter describes the research design and methodology adopted for the study. It includes an explanation of the qualitative, social constructivist approach, sampling methods, data collection procedures, and data analysis techniques. Ethical considerations and measures to ensure the trustworthiness of the research are also discussed.

Chapter Four: Presentation and Discussion of Findings

This chapter presents the research findings and provides a thematic discussion aligned with the research questions and literature reviewed. The findings reflect the understanding and classroom practices of CSTs in implementing the EAC strategy.

Chapter Five: Conclusion and Recommendations

The final chapter summarises the main findings and draws conclusions based on the research objectives. It offers recommendations for educational stakeholders, including policymakers, curriculum designers, and teachers, and suggests areas for future research.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This chapter provides a structured overview of the existing literature and the theoretical foundations that underpinned the study. It is divided into two main sections: the literature review and the theoretical framework. The first section reviews relevant scholarly works and research studies related to the implementation of EAC in educational contexts. It critically examines the EAC's historical development, global perspectives, and its application within multilingual and post-colonial African settings, with a particular focus on Namibia. Through this review, key themes and critical issues are discussed, and gaps in the existing literature are identified.

The second section presents the theoretical and conceptual frameworks that guided the study. It outlines the key principles of the social constructivist theory, which provided the lens through which the research was interpreted. The conceptual framework is introduced to demonstrate how theory relates to practice and to structure the investigation into teachers' understanding and implementation of EAC. Together, these sections establish a comprehensive foundation for the study's empirical phase and clarify the theoretical positioning of the research.

2.2 English Across the Curriculum

This section examines EAC as a pedagogical strategy and its importance for secondary education in Namibia. The discussion directly addresses the first research problem: *What are the CSTs' understanding of and practices regarding the implementation of the EAC strategy at secondary schools?* EAC combines language learning with subject-specific content, enabling learners to develop both disciplinary knowledge and English proficiency simultaneously (Krashen, 1982; Mpofu & Maphalala, 2021). Based on social constructivist theory, the strategy highlights collaborative learning and knowledge construction in culturally and cognitively meaningful ways, emphasising the key role of teachers in mediating learning and scaffolding language development within content subjects.

English Across the Curriculum (EAC) is a pedagogical strategy rooted in Krashen's second language acquisition theory. Krashen (1982) posits that EAC serves as a bridge between language proficiency and content mastery. Krashen emphasises that a foreign language is best acquired through substantial input. It emphasises meaning rather than rigid linguistic forms, forming the foundational idea for understanding EAC as a transformative strategy in language education. The EAC strategy operates within the social constructivist framework that emphasises collaborative learning and the construction of knowledge in a cultural context (Mpofu & Maphalala, 2021). Morrison et al. (2021) define EAC as an approach centred on content, with English serving as a mediating tool, emphasising the integration of language learning with subject-specific content. In addition, EAC involves one's capacity to comprehend complex concepts, terminologies, and methodologies within disciplines such as sciences and commerce while enabling learners to communicate effectively in classroom discussions and activities in English – in this way, they enhance social collaborations. Mpofu and Maphalala (2021) reinforce that EAC as a strategy that involves using English as a medium of instruction for content subjects, fostering language proficiency alongside subject mastery; they explain that EAC is an approach placing a strong emphasis on language learning embedded within each subject across the curriculum, embracing Coyle et al.'s (2010) 5Cs – content, communication, culture, cognition and context.

Notably, in Europe, content and language integrated learning (CLIL), the EAC "umbrella" mirrors EAC as integrating language and subject matter instruction (Goris et al., 2017). The CLIL emphasises that content teachers are also language teachers, requiring proficiency in both subject matter and developing teaching methodologies that will help learners comprehend the subject matter content (Hillyard, 2011; Le & Nguyen, 2022; Tedick & Cammarata, 2012) as a method of teaching a language by integrating non-language content into a language despite teachers facing the challenges as they implement it (Brüning & Purrmann, 2014).

A country like Spain, acknowledged by Coyle et al. (2010), has become a leader in CLIL practice and research because of the cultural and linguistic diversity observed in that country (McClintic, 2022). Finland, on the other hand, has notably gained a stable position through using CLIL as one of the educational approaches in its education system (Roiha, 2019). Krashen (1982) notes that this strategy encourages learners to acquire language through authentic communication while providing them with comprehensible input. In Canada, the

same programme is called the immersion programme, which uses content-based instruction to integrate content learning.

African countries, such as Zimbabwe and Nigeria, correspondingly use CLIL to develop discourse skills and cognition, linking language with content understanding (Nyoni & Makara, 2023). These skills include reading, writing, listening, speaking, and adapting to different subjects' languages and communication styles. Similarly, South Africa implements EAC to enhance academic performance by offering manuals that assist teachers who need more prior knowledge of integrating content subjects with language learning (Mpofu, 2023).

Despite limited studies on EAC, Namibia recognises the importance of EAC in enhancing English skills, aligning it with the learner-centred approach and addressing cultural and contextual considerations (Iipinge, 2013; Kambonde, 2018). Findings from teacher education programmes in Namibian higher learning institutions reveal that the training of content subject teachers primarily emphasises pedagogical knowledge of their specific subject areas, with limited focus on language issues. Junias et al. (2022) note that while these programmes include modules such as English for Academic Purposes (EAP) which develops the language skills necessary for academic study in English, including academic essay and assignment writing and English for Teachers, which prepares individuals to teach English as a subject, this approach does not align with the Language Policy for Schools (1992–1996 and Beyond). While the policy emphasised training for both English teachers and content subject teachers using English as the medium of instruction, the lack of such alignment reflects what Bamgboṣe (2000) describes as "declaration without implementation," similar to the OAU Language Plan of Action for Africa adopted in July 1986. Despite its strong language focus and detailed implementation proposals, that plan, as Bamgboṣe (1991, pp. 127–128) observes, has largely remained archival material for scholars writing on language policy.

Kambonde's (2018) finding is noted in the NCBE (MoEAC, 2016). However, the few studies conducted in Namibia create a gap to problematise EAC understanding and practices, focusing on content subject teachers (CSTs) in two secondary schools in Namibia's Kavango West Region, thus contributing to a deeper understanding of EAC within a social constructivist framework.

Consequently, the multifaceted nature of EAC positions it as a catalyst for both language proficiency and broader knowledge acquisition, fitting well into the social constructivist framework, encompassing the 5Cs – content, culture, cognition, communication, and context (Gabillon, 2020). Through exposure to culturally derived tools, children enhance their cognitive capabilities. Cultural understanding holds significance for language learners since language and culture are inherently intertwined (Tomak, 2022). Notably, these tools vary among cultures, encompassing artefacts and language. By employing these tools, thought, learning and knowledge are shaped by social influences and regarded as social phenomena (Abderrahim & Gutierrez-Colon Plana, 2021).

The primary focus of this study was on teachers' understanding and practices of the EAC strategy in secondary schools within the Kavango West Region. Overall, this strategy offers prospects for learners to develop and enrich their written and spoken literacy skills across various disciplinary courses, surpassing the benefits achieved in English classes alone. This holistic approach, as highlighted by Saleh (2021), aligns with social constructivist principles and is considered more effective than treating lesson components separately.

While the topic under discussion has garnered significant attention in recent years, it is crucial to acknowledge its inherent limitations. Of all its merits, several factors constrain its applicability and effectiveness. Firstly, according to Sujana et al. (2023), EAC and CLIL present challenges when the teachers and the learners do not share a common mother tongue. Without this shared linguistic background, the use of code-switching, a valuable tool for clarifying concepts and aiding comprehension, is greatly reduced (Sujana et al., 2023). This is especially significant in Namibia, where, from Grade 4 onwards, the medium of instruction changes from the mother tongue to English for all subjects. Many CSTs in Grades 4–12 are deployed from different parts of the country and may not speak their learners' local languages. As a result, they cannot use learners' home languages to scaffold meaning or provide clarification, making the transition to English even more challenging.

Secondly, Villabona and Cenoz (2022) question the theoretical aspect of CLIL, highlighting its focus on the meshing of content and language. This perspective is echoed by language teachers and CSTs, who feel uncomfortable with the perceived shift in the responsibility to correct learners' language mistakes (Villabona & Cenoz, 2022). In addition, Mpofu and

Maphalala (2021) reveal that challenges in implementing EAC stem from a need for more training on the strategy during teacher education. This would entail a need for instructional strategies in a second language and their integration into content subject teaching. Effective EAC requires that teachers be equipped with instructional strategies for teaching in a second language and integrating these into subject content instruction. Gamble (2021) examined the implementation of CLIL in Taiwan, raising concerns about its success for learners who still require first-language support. Both perspectives highlight the complexity of integrating language and content teaching, underscoring the need for targeted training and support for teachers.

Taken together, these studies reveal the multifaceted barriers to successful EAC and CLIL implementation, particularly in contexts such as Namibia. They point to an urgent need for training in language-sensitive pedagogies that go beyond reliance on a shared mother tongue, incorporating strategies such as visual aids, simplified explanations, and multilingual classroom resources.

Sujana et al. (2023) further emphasise that EAC and CLIL are especially challenging when teachers and learners do not share a common mother tongue, as this limits the use of code-switching, a valuable tool for clarifying concepts. This is especially relevant in Namibia, where from Grade 4 the medium of instruction shifts from the mother tongue to English across all subjects. Content teachers in Grades 4–12 are often recruited from other regions and may not speak the local languages of their learners, preventing them from using learners' home languages to scaffold meaning. Consequently, the transition to English becomes more demanding, echoing the concerns of Sujana et al (2023). Addressing these challenges requires teacher training in alternative, language-sensitive strategies to ensure that language and content instruction are both effective and equitable.

Despite its potential, the effective implementation of EAC in Namibia faces numerous challenges, especially when learners and teachers do not share a common mother tongue and teachers lack specific training in language-sensitive pedagogies. These obstacles hinder the integration of language and content, highlighting the broader research gap addressed by this study: the need to understand CSTs' knowledge, attitudes, and practices regarding EAC implementation. Moreover, the transferability of these models to Namibia requires careful

consideration of sociolinguistic and policy differences. While Spain, Finland, and Canada operate within systems where bilingual or multilingual policies are systematically resourced and supported, Namibia's context is shaped by a dominant LoLT (English from Grade 4 onwards), limited implementation of mother-tongue instruction, and significant disparities in teacher training for integrated approaches.

In addition, in contexts like Spain and Finland, CLIL often functions within environments where the target language enjoys a strong societal presence, whereas in many Namibian regions, English has limited community use outside school. These differences raise important questions: Can Namibia realistically adopt similar models without addressing resource gaps, linguistic diversity management, and the sociolinguistic distance between English and learners' home languages? Without such alignment, direct transfer may risk reinforcing existing inequities rather than reducing them.

By exploring these factors through a social constructivist perspective, this study aimed to show how teachers' strategies can mediate learning, improve language proficiency, and promote meaningful engagement with subject matter, ultimately supporting more equitable and effective educational outcomes.

2.2.1 English as a medium of instruction

This section examines English as a Medium of Instruction (EMI) in Namibian secondary schools, addressing the second research question: *What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?* EMI is widely adopted globally to enhance international mobility, employability, and access to knowledge (Dafouz & Smit, 2020; Macaro, 2018). In Namibia, English becomes the medium of instruction from Grade 4, following mother-tongue instruction in Grades 1–3 (Ministry of Basic Education, Sport and Culture [MBESC], 2003). While EMI aims to promote national unity and economic development (Pütz, 1995), research highlights challenges for learners from non-English-speaking homes, including reduced comprehension, lower participation, and academic underperformance (Sah & Kubota, 2022; Simasiku et al., 2015). Social constructivist theory suggests that learning is co-constructed through teacher–learner interaction, making scaffolding and culturally responsive practices essential for EMI success.

The world is adopting EMI in educational institutions. This adoption reflects a deliberate strategic manoeuvre by policymakers aimed at amplifying the international dimension of higher education and facilitating the mobility of international learners (Dafouz & Smit, 2020; Dang et al., 2021; Dearden, 2015; Galloway & Rose, 2021; Sahan et al., 2021). According to Macaro (2018), EMI, defined as using English to teach content subjects in non-native English settings, transcends linguistic and tribal affiliations, fostering conditions conducive to national unity in the language (Pütz, 1995).

First, Pun and Macaro (2018) assert that EMI can potentially cultivate learners' content knowledge and language proficiency. Furthermore, Coleman (2016), as cited in Shrestha (2023), underscores the significance of EMI, highlighting its crucial role in enhancing employability, facilitating international mobility (such as migration, tourism, and studying abroad), while also providing access to essential information, thereby serving as a critical linguistic tool. Lin and Lei (2021) echo these sentiments, emphasising that EMI not only enhances learners' proficiency in English but also aids in academic performance and critical thinking skills.

However, Sah and Kubota (2022), in their study focusing on Asian learners, found that the exclusive use of EMI could disadvantage learners who do not speak it at home or in their immediate communities. Sah and Kubota (2022) posit that EMI may put minority ethnic groups, socioeconomically disadvantaged learners and those lacking resources to learn English at a disadvantage. Sah and Li (2018) posit that while learners from affluent socioeconomic backgrounds may benefit from EMI, those from marginalised populations may need more preparation, contributing to comprehension issues.

Similarly, a qualitative study conducted in Nepal by Shrestha (2023) revealed that despite positive attitudes towards EMI among teachers and learners, Nepalese learners face challenges due to low English proficiency and a lack of reading resources. Meanwhile, Sah and Kubota (2020) and the United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2023) have advocated implementing the mother tongue as the medium of instruction, citing its role in cognitive development and practical learning. Kioko (2015) found in a study conducted in Burundi that using learners' mother tongue enhances their inclination to participate actively in the learning process. This is primarily due to the observation and recommendation of a

highly interactive learner-centred approach, which is more effective in an environment where learners are proficient in the language of instruction, in this instance, their mother tongue.

Kioko (2015) further suggests that using the mother tongue as a medium of instruction facilitates collaboration, encourages suggestions and contributions, and fosters a more enthusiastic learning environment for asking questions. In addition, Kioko (2015) asserts that such a method instils confidence in learners and ultimately strengthens their sense of cultural identity. In Namibia, Grades 1–3 are taught through the mother tongue or the predominant local language. In its Language Policy for Schools in Namibia, the MBESC (2003) states that Grade 4 is the transitional grade where English is used as the medium of instruction and continues from Grade 5 to Grade 12. However, Schroeder et al. (2021) argued against this transition, noting that the five ineffective programmes studied show that limiting L1-medium instruction to the first three to four years of primary school leads to unsuccessful student transitions to secondary school. During that period, learners in the five programmes were unable to adequately transfer their L1 knowledge and reading skills to L2 (Schroeder et al., 2021).

The transfer of literacy skills depends on children having strong L1 literacy skills and sufficient mastery of L2 (Baker, 2011). Schroeder et al. (2021) further reinforced their argument by dismissing the claim, stating that these programmes indicate that three years are not enough for learners to develop strong L1 reading skills or to attain adequate proficiency in L2; this makes the transfer of L1-medium skills to the L2-medium secondary school environment very unlikely. The limited timeframe for L1-medium instruction in these ineffective programmes is a central issue. Ndlovu (2020), in his study on the Competency Based Curriculum (CBC) language learning areas in Zimbabwe, also noted that CBC does not afford secondary school learners the right to use their preferred language in education, since the unstated de facto language of instruction is English.

While maintaining its rich linguistic and cultural diversity, Namibia has recognised the importance of its Indigenous languages within its multilingual society, introducing English as the official language to promote national unity and economic development (Pütz, 1995). The key question, however, is whether the call by UNESCO (1953) and the Dakar Framework for Action (2000) on the value of mother tongue education can be fulfilled using another Indigenous language (Batibo, 2006). Batibo further questions whether such a compromise

sufficiently addresses Africa's complex plurilingual and multicultural realities, raising concerns about whether children whose home language is not the language of instruction are disadvantaged and marginalised in the learning process, with predictable effects on their academic success.

Ndlovu (2013) and others attribute language loss in Africa to post-colonial nation-building efforts that promote a single Indigenous language in the name of unity, social cohesion, and identity, often at the expense of ethnic and linguistic diversity, a pattern also evident in Namibia. Moreover, research indicates that mother tongue instruction provides significant socio-psychological benefits and enhances academic outcomes (Sah & Kubota, 2020). Despite this, the UNESCO (2020) reports that Namibia missed a critical opportunity when it failed to adopt the Namibia Institute of Educational Development's (NIED) recommendation to extend mother tongue instruction to Grade 7. This recommendation aligned with global best practices, the Language Plan of Action for Africa, and the aspirations of SDG 4 and Agenda 2063. Its implementation could have considerably strengthened Namibia's capacity to deliver equitable and practical education.

Moreover, mother tongue instruction has yielded socio-psychological benefits and academic achievements (Sah & Kubota, 2020). Unfortunately, despite such recommendations, a report from UNESCO (2020) indicated a failed attempt to extend the mother tongue medium of instruction up to Grade 7, as suggested to the MoEAC by the NIED.

In Cameroon, Sibomana (2020) attributes the failure of EMI during the transitional stage to the challenge of grasping concepts in an unfamiliar language, compounded by teachers' lack of proficiency. Fenton-Smith et al. (2017) highlight additional factors contributing to poor learning outcomes in EMI, such as misunderstanding the language of tasks or tests, which are barriers to knowledge acquisition. Moreover, in a qualitative study conducted in Ethiopia, Karvonen (2017) discovered through open-ended questionnaires that using EMI offers various benefits, including improved accessibility to English materials, enhanced curricula, and better job opportunities. In addition, EMI positively influences the broader community, fostering increased communication opportunities (Karvonen, 2017).

In southern Africa, English predominates as the medium of instruction. Yet, Panthee (2024) found that many CSTs neglect teaching language skills, attributing this neglect to a lack of awareness and deficiencies in teaching the four language skills – listening, speaking, reading and writing. This neglect persists due to content teachers' focus on content during teacher training without specific instruction on integrating language skills. A study on novice teachers in rural schools in South Africa revealed that learners' backgrounds are a limitation to the effective implementation of EMI, as cemented in a study by Mncube et al. (2021). They used lesson observations and discovered that teachers are comfortable using Indigenous languages to teach across the curriculum (Mncube et al., 2021). A systematic review conducted in Botswana and Nigeria highlighted key findings, including the insufficient acquisition of English literacy skills and the need for language and teacher quality reviews to address learner dropouts and career hindrances resulting from limited English proficiency (Tom-Lawyer et al., 2021).

In Namibia, Grades 1–3 are taught through the mother tongue or the predominant local language. In its Language Policy for Schools in Namibia, the MBESC (2003) states that Grade 4 is the transitional grade where English is used as the medium of instruction and continues from Grade 5 to Grade 12. Considering Namibia's multilingual society, its introduction of English as the medium of instruction aims to foster national unity and economic advancement (Pütz, 1995). Considering Namibia's multilingual society, the adoption of English as the medium of instruction was intended to promote national unity and economic advancement (Pütz, 1995). However, as Batibo (2006) cautions, national unity cannot be fully achieved if the language of instruction is not the language of identity for most African language speakers. Such a compromise risks disadvantaging and marginalising children whose home languages are excluded, leading to poorer learning outcomes. Ndlovu (2013) further notes that prioritising one language in the name of unity often comes at the expense of linguistic diversity, a challenge evident in Namibia. This underscores the need for creative classroom organisation in multilingual settings to support mother-tongue-based multilingual education, ensuring both inclusion and academic success.

However, Norro's (2022) qualitative study employed questionnaires and semi-structured interviews and found that teachers believed that the current language policy in Namibia is problematic and challenging when implemented. Simasiku et al. (2015) raise concerns about

introducing a foreign language into a multilingual society, emphasising that English may only fulfil some functions due to the diverse roles different languages may serve. Their study in Namibia revealed that using a second language as the medium of instruction negatively hindered learners' thinking, classroom participation and end-of-year performance (Simasiku et al., 2015). Makuwa (2004) also noted a need for comprehensive language-sensitive methodologies among ESL teachers in sub-Saharan Africa, further hindering EMI effectiveness.

In line with constructivist theory, which emphasises active learning and knowledge construction, addressing challenges such as inadequate training, linguistic competence and reluctance to adopt learner-centred methods is crucial for effective EMI implementation. Constructive efforts, including in-service training and language-sensitive practices, can enhance EMI effectiveness, aligning with active learning and knowledge construction principles. Critics argue that more specific EMI training for teachers results in adequate linguistic competence and pedagogical skills (Dearden, 2015). However, different studies with different approaches have different views. For example, Seals (2021), in a study where learners kept diaries in a translanguaging classroom, found that those in the translanguaging group reported feeling normalised and included in the classroom community rather than being othered. By drawing on their full linguistic repertoires, these learners accessed deeper meaning, developed greater metacognitive awareness of cross-linguistic similarities and differences, particularly in idioms and discourse markers, and became more attentive and agentive in vocabulary learning. Echoing this, Gobodwana (2023) views translanguaging as a pedagogical approach built from interwoven layers held together by language(s).

Gobodwana further argues that it should be integrated into the education system to enable learners to support each other's learning. When learners are allowed to communicate in ways they fully understand, they engage more deeply with the content, resulting in better comprehension and improved educational outcomes. This aligns with the positions of Baker (2011) and Cummins (2008, as cited in Gobodwana, 2023), who contend that translanguaging not only strengthens learners' grasp and application of subject matter but also supports the development of weaker languages by allowing them to draw on and learn from one another. Together, these perspectives highlight translanguaging as a powerful tool for fostering

inclusion, enhancing comprehension, and promoting linguistic growth in multilingual classrooms.

Despite its intended benefits, EMI in Namibia is limited by inadequate teacher training, low learner proficiency, and minimal use of mother-tongue support or translanguaging strategies. These barriers point to the need for research on CSTs' understanding and practices in implementing EAC and EMI within multilingual classrooms. Applying a social constructivist lens, this study explored how teachers mediate learning, scaffold English acquisition, and support knowledge construction, aiming to enhance both language proficiency and meaningful engagement with content for all learners.

2.2.2 English used in content subjects as the LoLT

This section addresses the **first research question**: *What are the CSTs' understanding of and practices regarding the implementation of the EAC strategy at secondary schools?* It focuses on the role of English as the LoLT in content subjects in Namibia. English functions as a bridge to international engagement and academic opportunities (Rao, 2019; Wei, 2018), but its adoption from Grade 4 onwards presents challenges in multilingual classrooms. Cummins (2001) and Krashen (1982) emphasise that strong mother-tongue foundations enhance learners' cognitive and academic language proficiency in a second language, highlighting the importance of bilingual or multilingual approaches. In Namibia, learners often struggle with vocabulary and comprehension during the transition to English, prompting teachers to use code-switching as a coping mechanism (Mpiti & Makena, 2020; Pun & Thomas, 2020). Understanding how CSTs navigate these challenges is central to assessing EAC implementation in practice.

English has gained global recognition as the LoLT, transcending continents and finding application in Europe and Africa, with notable implications for countries like Namibia. Its pivotal role can be traced in various domains such as science and technology, media, entertainment, international aid, administration and business marketing (Rao, 2019). Wei (2018) highlights its establishment to foster a translanguaging space, encouraging learners to engage in discussions by drawing comparisons with other languages. This creates an effective classroom atmosphere where translanguaging becomes the norm.

In both regions, scholars such as Moumouni (1968) and Otaala (2005) note the advantages of using English as the LoLT, facilitating collaboration, resource sharing, and teacher training opportunities. However, challenges emerge in its implementation. In Zimbabwe, Marungudzi (2009) criticises the lack of clarity in the LoLT policy, while in South Africa, Mudau (2019) points out shortcomings in the execution of duties by School Governing Bodies and the dominance of English due to its global economic and academic status.

In Namibia's education system, the formal education system comprises basic education, pre-primary, junior primary, senior primary, junior secondary, and senior secondary phases (MoEAC, 2016). English precedes the LoLT, outlined by the Language Policy for Schools in Namibia (MBESC, 2003). The junior secondary phase aims to build on foundations laid in senior primary, preparing learners for further formal education. However, a notable challenge arises during this transition, marked by a shift from mother-tongue instruction to a second language in Grade 4. Learners with limited vocabulary need help as they face difficulties due to limited vocabulary, which makes it difficult to read simple sentences in the present tense (Fleisch, 2008). The former is also argued by Cummins (2001), who states that mother-tongue promotion in school helps develop not only the mother tongue but also children's abilities in the main school language. This finding is not surprising in view of the previous findings that (a) bilingualism confers linguistic advantages on children and (b) abilities in the two languages are significantly related or interdependent. Bilingual children perform better in school when the school effectively teaches the mother tongue and, where appropriate, develops literacy in that language. By contrast, when children are encouraged to reject their mother tongue and, consequently, its development stagnates, their personal and conceptual foundation for learning is undermined (Cummins, 2001).

The Language-in-Education Policy (LiEP) stipulates that learners should be taught in their mother tongue during the junior primary phase (grades 0–3), transitioning to English from Grade 4 onwards until tertiary education. This transition, as observed in Namibia and elsewhere, poses challenges for learners, marked by difficulties in vocabulary and comprehension (Fleisch, 2008). Code-switching becomes a coping mechanism for teachers to bridge communication gaps (Mpiti & Makena, 2020), but proficiency in English remains a hurdle (Pun & Thomas, 2020).

Adopting English as the LoLT in content subjects introduces the complexity of code-switching during the transition year. Teachers resort to code-switching to bridge communication gaps, acknowledging that learners find it more comfortable expressing themselves in their mother tongue (Mpiti & Makena, 2020). Meanwhile, proficiency in the English language remains a hurdle (Pun & Thomas, 2020).

While using the learners' mother tongue as LoLT is recommended by language specialists (Cummins, 2004; Krashen, 1982), its implementation in Namibia's multilingual context needs to be revised. Despite challenges, the research underscores the importance of developing cognitive/academic language proficiency in learners' native languages before transitioning to English (Pun & Thomas, 2020). However, Namibia needs help exploring this trend extensively due to difficulties in instructing learners through a second language. English as a LoLT serves as a bridge for international collaboration and advancement in Europe and Africa, including Namibia, despite the challenges and criticisms in its implementation and the ongoing debate regarding the role of mother tongues in education. The challenge, therefore, is not to choose between the two but to integrate them, leveraging mother-tongue-based multilingual education to support comprehension and cognitive development, while maintaining English proficiency to enable global engagement and opportunities. When this transmission takes place, it is a contentious matter, but a delayed start may be beneficial when the teachers and parents are not good role models for the study.

While English as a LoLT enables international collaboration and access to global knowledge, its effective implementation in Namibia requires integrating mother-tongue-based multilingual strategies to support comprehension, cognitive development, and learner engagement. This highlights the need to investigate CSTs' practices, instructional strategies, and understanding of EAC, revealing how teachers can mediate learning and scaffold both English proficiency and content mastery. The section emphasises the complexity of balancing mother-tongue instruction with English proficiency, reflecting the broader challenges and opportunities inherent in implementing EAC within a multilingual and socially constructivist framework.

2.2.3 Benefits of using English in pedagogy

This section examines the pedagogical benefits of using English in Namibian secondary schools, addressing **Research Question 1:** *What are the CSTs' understanding of and practices*

regarding the implementation of the EAC strategy? and **Research Question 2:** *What are the enabling and inhibiting factors influencing its implementation?* The EAC approach positions English as a tool for interdisciplinary learning, enabling learners to communicate knowledge across subject areas. Global research on English pedagogy highlights the role of innovative methods such as flipped classrooms, blended learning, and culturally responsive teaching in improving language proficiency and learner engagement (Alghasab, 2020; Muhamad & Kiely, 2018; Polat et al., 2019). In Namibia, where English becomes the medium of instruction from Grade 4 (MBESC, 2003), these approaches are particularly relevant given the multilingual classroom context. Drawing on social constructivist theory, this discussion considers how teachers' pedagogical beliefs and classroom strategies shape the effectiveness of EAC and address the diverse needs of learners.

Expanding the discussion on pedagogy, it is essential to delve further into the multifaceted nature of this instructional approach and its impact on the dynamic realm of education. Pedagogy is the cornerstone of effective teaching, encompassing theoretical knowledge and practical skills. The profound influence of teachers' instructional philosophies extends beyond the mere dissemination of information; it involves fostering an appreciation for diverse cultures and catering to various learning preferences.

Pedagogy's primary goal is to transmit knowledge and build upon learners' prior understanding, nurturing the development of their skills and attitudes. This holistic approach ensures learners grasp and apply information meaningfully in their daily lives. Understanding that each individual learns at a unique pace and recognising the diversity among learners is crucial. In response, teachers continually strive for innovation in classrooms, harnessing the potential of computers and software to enhance English competencies. However, despite these efforts, the achievements in this area still need to be improved, as Rivadeneira-Zambrano et al. (2022) highlighted.

Rivadeneira-Zambrano et al.'s (2022) suggestion to review pedagogical models introduces an intriguing dimension to the discourse. This proposed tool empowers teachers to modify their teaching methods, fostering a sense of responsibility among learners for their learning processes. Such preparation equips learners not only for academic success but also for a lifelong journey of continuous learning.

Pedagogy goes beyond a one-size-fits-all approach, offering valuable insights into how learners learn differently across various topics. This awareness guides teachers to tailor their lessons, catering to the diverse needs of their learners. Moreover, the emphasis on EAC signifies a paradigm shift in the current educational landscape. It encourages teachers to employ English as a medium for communication and instruction beyond traditional language arts. This approach facilitates interdisciplinary communication, enabling learners to express their understanding across different academic domains. Teachers' pedagogical beliefs in ESL are both shaped by their knowledge and skills, as observed by scholars like Muhamad and Kiely (2018).

Cultural responsiveness emerges as a crucial aspect of English pedagogy. This involves preparing content-area teachers to support ESL and promote anti-deficit education that aligns with learners' cultural identities and backgrounds (Polat et al., 2019). Traditional teaching methods that emphasise formal language, limited didactic resources, and reduced reliance on school infrastructure define the landscape of English pedagogy.

Exploring the pedagogical benefits of a flipped classroom, as highlighted by Alghasab (2020), opens up new possibilities for instructional strategies. Supported by various scholars, the flipped classroom approach proves effective for language development. It offers a more dynamic learning environment, fostering flexible-paced learning, improving writing strategies, and enhancing motivation and interaction among learners.

Notably, the flipped classroom approach involves a blend of outside and inside classroom activities, such as video tutorials developed by teachers. Learners can engage with these materials conveniently, providing a personalised learning experience. The subsequent face-to-face classes become spaces for discussions, clarifications and deeper engagement, creating a symbiotic relationship between online and in-person learning. This instructional strategy, categorised as a form of blended learning, challenges the traditional boundaries of the classroom by delivering instructional content online and outside the physical confines of conventional education (Bhat et al., 2018). As education continues to evolve, embracing innovative pedagogical approaches becomes crucial for meeting the diverse needs of learners in the 21st century.

Despite its potential to promote language development and subject matter understanding, the use of English in pedagogy is often constrained by limited teacher training, inadequate resources, and varied learner proficiency levels. These constraints affect the extent to which EAC principles can be integrated into daily classroom practice. The literature suggests that successful implementation depends on aligning teachers' conceptual understanding with practical strategies that scaffold language learning while maintaining content mastery. Applying a social constructivist perspective, this study situates EAC as both a linguistic and pedagogical intervention, emphasising that its success in Namibian secondary schools relies on teachers' ability to adapt methods, leverage cultural responsiveness, and create opportunities for collaborative meaning making.

2.2.4 Teachers' understanding of the EAC

This literature review section is directly informed by **Research Question 1:** *What are the CSTs' understanding of and practices regarding the implementation of the EAC strategy at secondary schools?* and to some extent, **Research Question 2:** *What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?* The studies reviewed here provide a conceptual and contextual foundation for examining how teachers perceive and enact EAC in classroom practice. They illuminate both the potential and the contested nature of integrating English into diverse subject areas, while also highlighting tensions between English as a LoLT and the use of learners' mother tongues. This discussion problematises the central phenomenon under study by showing that teachers' understandings are shaped by professional experience, policy environments, and linguistic realities, factors that may either facilitate or hinder EAC implementation.

Transitioning to diverse perspectives, some educators perceive integrating English into various subjects as an invaluable opportunity for learners to develop language skills in a more meaningful context. The nuanced understanding among teachers is shaped by their teaching experiences, expertise, and the educational systems they have traversed. Varied beliefs emerge, with some supporting enhancing learners' vocabulary, comprehension, and communication abilities through English in diverse subjects. On the contrary, others argue in favour of using mother languages as the medium of instruction, contending that it benefits learners more profoundly.

Numerous studies have explored teachers' views on integrating a second language into content learning. However, scant attention has been directed towards this aspect in Namibia, especially in the Kavango West Region. From an initial standpoint, a study involving teachers conducted by Falout et al. (2022) underscores the excitement among participants regarding the integration of ESL with Science, Technology, Engineering, and Mathematics. The outcomes illuminate the reciprocal benefits, revealing how both disciplines enhance learners' cognitive abilities. Coyle et al.'s (2010) 5Cs framework, adopted for this study, emphasises that content fosters cognitive skills through reflections and interpretations of subject matter.

Expanding this discourse, collaborative efforts across different classrooms where English is used as the LoLT can be seamlessly integrated into interdisciplinary learning. Yahya and Hashim (2021) emphasise the relevance of EAC for future educational needs. The EAC strategy encourages learners to engage in collaborative skills-building interactions, aligning with Coyle et al.'s (2010) 5Cs, where communication integrates social and cultural perspectives. Drawing from Vygotsky's social constructivist theory, the study acknowledges the pivotal role of social interaction in language learning (Vygotsky, 1962, as cited in Schunk, 2009).

Transitioning to the Namibian context, a study by Kambonde (2018) sheds light on English teachers' varied understandings of EAC at the senior primary level. Despite these insights, Kambonde notes a gap between teachers' conceptual knowledge of EAC and its practical implementation in the classroom. Although the primary focus of Kambonde's study was on the primary level, it resonates with the present study, which aimed to explore how EAC can enhance performance in English as a subject, particularly as identical learners fare better in subjects where English is used as the LoLT.

Furthermore, a study by Nyqvist (2016) delves into the challenges posed by English as a lingua franca in Namibia, emphasising its potential drawbacks and unifying aspects. Teachers participating in Nyqvist's study acknowledged English as a language which opened up educational opportunities for learners. This positive perspective contrasts with the findings of Norro (2022), where teachers expressed concerns about the language education policy and the emphasis on English instruction inhibiting learners' full potential. Nyqvist (2016) underscores

explicitly the importance of a language, particularly the mother tongue, in developing critical thinking skills.

Highlighting the struggles of learners who predominantly use their mother tongue at home and English at school, Kalinowski et al. (2019) emphasise the difficulty these learners encounter in articulating themselves effectively in English. This linguistic dissonance affects their speaking, comprehension, reading, and writing abilities in the LoLT. As indicated by numerous studies, academic achievement and educational attainment in English and eventually in other disciplines are notably lower for individuals growing up in settings where the LoLT is dominated by their mother tongue. This claim is supported by Hassan et al. (2025), who in their study that investigated the effects of mother tongue interference on learners' performance in English and academic success revealed that mother tongue interference is a significant barrier to English language proficiency and academic performance. Another study that analysed the influence of mother tongue on learners' performance focused more on English and found that the use of the mother tongue influences the way learners write and pronounce English, negatively influencing their performance in English (Tayebwa & Seikswa, 2023).

Amid these opposing ideas, the current study investigates how teachers across various disciplines can leverage EAC to enhance learners' English skills and subsequently improve their English performance. Saleh (2021) supports this approach, underscoring the significance of incorporating teachers from diverse subjects, such as Agriculture, into the school curriculum.

As the study progressed, it aimed to discern whether CSTs understand and practice the EAC strategy in the Kavango West Region. The study sought to unravel teachers' nuanced understanding of implementing the EAC strategy across two selected secondary schools in the Kavango West Region through this exploration.

In summary, the reviewed literature underscores the complexity of teachers' understandings and practices of EAC, revealing both enabling conditions and significant barriers to its effective use in multilingual contexts such as Namibia's Kavango West Region. The findings from previous studies highlight that while EAC offers rich opportunities for language development and cross-disciplinary learning, its implementation is often constrained by language policy, teacher preparedness, and learners' linguistic backgrounds. These insights directly inform the present study's exploration of CSTs' perspectives and practices, offering a comparative lens

through which to interpret the data. By situating the current investigation within these broader debates, the study aims to contribute to a more nuanced understanding of how EAC can be optimally implemented to enhance learners' English proficiency and academic achievement across the curriculum.

2.2.5 Documentation of language policy in Namibia

This subsection is guided primarily by **Research Question 2:** *What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?* as it examines Namibia's documented language policy and its implications for classroom practice. Understanding the historical, political, and sociolinguistic background of Namibia's LiEP is essential for situating the present study, as policy frameworks both enable and constrain teachers' ability to integrate EAC effectively. As Norro (2022, p. 10) observes, "language policy is never neutral it reflects power relations and historical trajectories that shape present realities." The discussion that follows problematises the central phenomenon by showing how the shift to English as the LoLT has been driven by nation-building ideals but has also created challenges in multilingual classrooms.

Namibia gained independence from South African rule on March 21, 1990, marking a historic moment in its trajectory. Having been a German colony initially, Namibia underwent South African occupation after 1915 during World War I, during which the Afrikaans language gained prominence among Namibians. The imposition of the divide-and-rule policy within the South African "homelands" sought to segregate and emphasise linguistic and ethnic differences among the populations. This strategy, as Norro (2022) argues, promoted mutual unintelligibility and aimed to uphold the existing socioeconomic status quo among different ethnic groups. Each ethnic group was compelled to have its own school, following distinct curricula designed to perpetuate these distinctions.

The revision of the Namibian education system brought about significant changes, particularly with the introduction of the NCBE in 2016, replacing its predecessor in 2010. The educational structure, which includes the junior primary phase, the pre-primary phase, and Grades 1-3, conducts instruction in 13 school languages. However, a pivotal shift occurs from Grade 4 to Grade 11, where English assumes the exclusive role of the medium of instruction. This commitment to English as the primary medium of education, extending to learners intending

to progress to Grade 12 (Advanced Subsidiary Level), reflects Namibia's readiness to prepare its learners for a globalised world.

Iipinge (2013) draws attention to the provision for teaching mother tongues as school subjects in Namibia, extending from Grade 4 to Grade 12. However, these languages assume a marginal role within the national education system, lacking explicit Namibian LiEP guidelines on how diverse mother tongues should be taught. As Ashikuti (2019) argued, implementing mother-tongue education policies in sub-Saharan Africa remains a persistent challenge, underscoring the complexities of language-in-education policies in multilingual societies.

Post-independence, English replaced Afrikaans as the official language in Namibia, driven by the association of Afrikaans with the symbols of apartheid and oppression. After extensive discussions, the MBESC formulated the Language Policy for Schools in Namibia in 2003. This policy was developed with the recognition of Namibia as a multilingual society, aiming to foster unity in diversity. The language policy set two primary goals: establishing English as the official language and primary medium of education while simultaneously nurturing the development of native Namibian languages (MBESC, 2003).

The transformative aspect of this policy sought to establish English as the instructional language from Grade 4 onwards (MBESC, 2003). While the policy initially advocated teaching through learners' mother tongues during the early years of schooling and stressed equal treatment of all languages, its implementation was not uniform across the nation. Many learners were denied the opportunity to receive education in their mother tongues, and several schools did not offer Namibian Indigenous languages as subjects up to Grade 12 (MBESC, 2003).

In summation, Namibia's documented language policy presents both enabling and inhibiting factors for EAC implementation. On one hand, the recognition of multilingualism and the stated commitment to fostering Indigenous languages align with the EAC principle of valuing linguistic diversity. On the other hand, the prioritisation of English from Grade 4 onwards, coupled with the marginalisation of mother tongues in practice, has created structural barriers to equitable learning. As Iipinge (2013, p. 12) cautions, without clear guidelines and consistent implementation, "policy intentions remain aspirations rather than realities." This historical and policy context is crucial for interpreting CSTs' experiences in the Kavango West Region, as

their practices and perceptions are inevitably shaped by the language policy framework within which they operate.

2.2.6 School language determination

This subsection is closely aligned with **Research Question 2:** *What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?* as it examines how Namibia's school language determination policy shapes the linguistic environment in which EAC is implemented. By outlining the structured progression from home-language instruction in junior primary to English as the sole medium of instruction in senior primary, the policy sets the conditions under which teachers must navigate multilingual realities. As the MoEAC (2016, p. 33) affirms, "using the pupil's home language … fosters a connection between the learning environment and their linguistic and cultural backgrounds," an approach that aligns with EAC principles of building on learners' prior knowledge. However, the transitional shift to English at Grade 4 also introduces pedagogical challenges that may either facilitate or constrain the successful adoption of EAC across subjects.

Namibia's national language education policy is a comprehensive framework that designates 14 languages as school languages, emphasising the importance of the pupil's home language or a prevalent local language as the medium of instruction during the junior primary phase (Grades 0–3). This strategic approach recognises the significance of grounding early education in languages familiar to the learners, fostering a connection between the learning environment and their linguistic and cultural backgrounds. Using home languages creates an inclusive and supportive atmosphere conducive to effective learning (MoEAC, 2016).

Grade 4 is a transitional year in Namibia's language education policy, marking a shift where English becomes the sole medium of instruction in senior primary (grades 4–7) (MoEAC, 2016). This transition reflects a deliberate strategy to prepare learners for more extensive use of English in their academic journey, aligning with broader educational goals and the global importance of English as a communication medium. However, the policy acknowledges the potential challenges of this transition and allows for using other languages in a supportive role. This flexibility is designed to facilitate learners' comprehension of new concepts and recognition of the diverse linguistic landscape in Namibia.

UNESCO (2023) stresses that mother-tongue-based multilingual education in the early years improves learning outcomes and aids the later acquisition of additional languages, warning that early-exit models often disadvantage learners, especially in low-resource settings. In this context, Gwee and Saravanan (2018) note that teachers often resort to code-switching to African languages to bridge gaps in learners' English skills and ensure understanding, highlighting the practical importance of learners' home languages in the classroom. Prah (1993) supports this view by arguing that the need for code-switching reveals systemic flaws in English-dominant education and advocates that African languages, with their cultural and cognitive accessibility, should serve not only as supportive tools but as core mediums for learning and development.

The Language Policy for Schools in Namibia (MBESC, 2003) mandates that all learners study at least two languages as subjects from Grade 1 to Grade 12, with one being English and the other their mother tongue, especially in Pre-primary to Grade 3, as stipulated by both the language policy and the national curriculum. In Grades 1–3, where learners from the same language group are in the minority, provisions should be made for instruction in their mother tongue. For learners in Grades 4–12 who are in the minority, arrangements should be established for them to study their mother tongue as a subject. In multilingual schools, classes taught using the mother tongue as the medium of instruction are formed if enough learners share that language. When the number is too small to form a full class, the medium of instruction will default to the predominant local language.

Namibia's language options include the following first languages: Afrikaans, English, German, Khoekhoegowab, Oshikwanyama, Otjiherero, Rumanyo, Silozi, and Portuguese, and as second languages: Afrikaans, Ju|'hoansi, Namibian Sign Language, Oshindonga, Rukwangali, Setswana, Thimbukushu, and English. By providing access to both English and mother tongue education, the policy directly supports SDG 4, which advocates inclusive and equitable quality education and lifelong learning opportunities for all. It also aligns with the aspirations of Agenda 2063, particularly Aspiration 1 (a prosperous Africa based on inclusive growth and sustainable development) and Aspiration 5 (an Africa with a strong cultural identity, shared heritage, values, and ethics), by fostering linguistic diversity, cultural preservation, and equitable learning outcomes across Namibia's multilingual society.

Moreover, the language policy allows schools to seek permission to offer EMI even in junior primary. This option acknowledges the varying needs and contexts of different schools, allowing them to tailor their instructional approaches based on factors such as student demographics, community preferences, and the linguistic composition of the school population. This flexibility aligns with the broader goal of creating an education system responsive to Namibian learners' unique characteristics and needs.

In essence, Namibia's language education policy reflects a nuanced and flexible approach, emphasising the importance of linguistic diversity, cultural relevance, and a gradual transition to English as the primary medium of instruction. This approach aligns with the broader principles of inclusive education and recognises the role of language in shaping effective and meaningful learning experiences for Namibian learners. Schools can seek permission to provide EMI even in junior primary.

In summary, the school language determination framework in Namibia presents both opportunities and constraints for EAC implementation. On one hand, its emphasis on home-language instruction in the early years reflects an enabling factor, fostering comprehension and cultural connectedness that can support cross-curricular language development. On the other hand, the sharp transition to English at Grade 4, often without adequate transitional support, poses challenges for learners' cognitive and linguistic readiness, which may hinder effective EAC practice. These policy provisions, combined with the flexibility for early EMI, directly shape the realities in which CSTs operate, influencing how they understand, adapt, and implement EAC strategies in multilingual classrooms.

2.2.7 Outside language influences

This subsection primarily addresses **Research Question 2:** *What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?* and also informs **Research Question 1** by illustrating how external linguistic, social, and contextual factors shape CSTs' classroom practices. Understanding outside language influences is crucial, as EAC does not operate in isolation but is embedded in broader sociocultural realities. As Spolsky (1989, p. 30) asserts, "languages are acquired primarily in social contexts … [which] have solid and traceable effects on the attitudes and motivation of the learners." The literature reviewed here problematises the central phenomenon by showing how variables such as social

affiliations, parental attitudes, socioeconomic background, linguistic transfer, and interlanguage development can both enable and constrain the effective teaching of EAC.

Dewaele and MacIntyre (2019) and Dewaele et al. (2018) discovered factors that are attributed to outside language influences, such as the learners' age and political and historical influences. According to Spolsky (1989), *social context* influences second language learning through two indirect mechanisms. Firstly, the social context significantly shapes the students' attitudes towards the target language, its speakers, and the language learning environment. This encompasses the learner's expectations, perceptions, and potential outcomes. Secondly, the context defines the social conditions, both formal and informal, of the language learning setting, along with the diverse opportunities for language acquisition. Moreover, Spolsky (1989) emphasises that languages are acquired primarily in social contexts, as they take place within society; even though language learning is individual, they have solid and traceable effects on the attitudes and motivation of the learners (Getie, 2020). This reveals a comprehensive understanding of the role of social context in second language learning, as articulated by Spolsky (1989).

Other societal factors influencing the learners' second language acquisition include *the learners' parents, peer groups, age, and the community.* The connections among learners, teachers, parents, siblings, and peers (social affiliations) can significantly impact the content and manner in which an individual acquires a language (Devaki, 2022). Dewaele and Dewaele (2020) emphasise that having closer relationships with peers also increases the potential for foreign language enjoyment. According to Getie (2020), the parents' educational background, religion, culture, socioeconomic status, place of birth and knowledge of the target language are all factors that may influence the learners' acquisition of the foreign language. It is not only the learners' internal motivation that matters, but also their parents' attitudes towards the foreign language.

Cummins (2004) identifies a subset of ESL learners belonging to a *low socioeconomic background*, encompassing those from illiterate families, economically disadvantaged backgrounds and autistic and dyslexic children. This underscores the crucial role of parental intervention in the ESL education of these children. Mwamwenda (2004) supports Knapp's (2006) viewpoint, adding that ESL learners in rural areas often hail from historically

disadvantaged families, posing challenges in their English language acquisition due to difficulties in understanding the language.

According to Sadeghi and Attar (2013), the early age at which learning takes place plays a pivotal role in determining the speed of learning, ultimately influencing the final performance and level of achievement. Sadeghi and Attar (2013) argue that the age-related issue is a subject of two contrasting perspectives. They argue that a) children surpass adults and adolescents in efficiency and effectiveness as second-language learners, while suggesting that b) adults outperform children in success and productivity across all aspects.

Consequently, Abdullaev (2021) identified factors such as *language transfer or interference*. This pertains to a cross-linguistic impact, incorporating patterns from one's mother tongue into the target language. This transfer may involve phonology, morphology, syntactic or semantic elements, and is noticeable as either positive or negative (Abdullaev, 2021). The literal transfer translation of learners' mother tongue words into English represents some features of first-language lexical interference in the learners' written English (Puspita, 2019). This is the process where learners may involuntarily bring along the linguistic patterns, structures, and expressions of their first language into their second language, resulting in lexical interference, where the characteristics of the native language influence the composition of the English text (Puspita, 2019). Negative transfer occurs when the structure of the first language differs from that of the second language, leading learners to become perplexed and produce incorrect structures.

Conversely, Abdullaev (2021) posits that similarities between first and second languages can facilitate language acquisition, resulting in positive transfer. In addition, Çakıroğlu (2019) strengthens the notion by stating that when children acquire literacy skills in their native language, they can develop a foundation of abilities that easily transition when acquiring a new language. Murray further emphasises the positive correlation between proficiency in one's native language and the mastery of English, highlighting that proficiency in the mother tongue significantly predicts the development of English language skills. This underscores the importance of Namibia's language policy, which advocates mother tongue instruction for Grades 1–3 to foster student success. Unfortunately, several challenges have hindered the policy from achieving its desired impact (Chavez, 2015).

The second factor is the idea of *interlanguage.* The concept of interlanguage is based on the premise that, at a specific point in the learners' learning process, second language learners use a language system distinct from both their mother tongue and the target language (Abdullaev, 2021). This intermediary language, often considered a third language, possesses its own grammar, lexicon, and other linguistic elements. The rules applied by learners differ from those of their native language or the target language. These instances are primarily noticed in non-classroom settings. The term 'interlanguage,' introduced by Selinker in 1972, encompasses two interconnected, yet distinct notions. First, it denotes the organised system that learners construct at each developmental stage. Second, it refers to the array of interconnected systems forming what Corder (1967) termed the learner's 'built-in syllabus', the interlanguage continuum (Ellis, 1985).

Interlanguage affects errors more than intralanguage (Puspita, 2019). In the process of interlanguage, errors may arise when learners transfer elements from their evolving interlanguage into their speeches and or pieces of writing. Gass and Selinker (2008) clarify that learners display this behaviour when they consistently incorporate unconventional linguistic elements from their interlanguage, deviating from the standards of the target language, even after continued exposure to it.

In learning a second language, *the previous educational background of learners* affects their progress either positively or negatively. Abdullaev (2021) stresses that learners' experiences with the target language in terms of success or failure are reflected in their performance. This means learners with good exposure to the target language in the early stages of learning are much better than their peers who have less opportunity to get exposed to the target language (Abdullaev, 2021). The latter is true; however, some learners have been observed to thrive despite limited early exposure, while others face challenges even with extensive exposure. *The community*, according to Spolsky (1989), which is the learners' social context that has both positive and negative influences on their lives, even if it is from their own culture, can influence attitudes and motivation towards the language and attainment.

These outside language influences can be both positive and challenging. While they enrich language with diversity and creativity, they can also lead to language shifts, endangerment of minority languages, and communication barriers. Languages are dynamic and continually

evolving, reflecting the complex interactions between various cultural, social, and historical influences.

In summary, outside language influences operate as both enabling and inhibiting forces in the implementation of EAC. Factors such as peer relationships, parental support, socioeconomic context, age, language transfer, and interlanguage development intersect to shape learners' English acquisition trajectories. For CSTs in Namibia's multilingual classrooms, these influences cannot be ignored, as they directly affect how EAC strategies are understood, adapted, and applied. As Puspita (2019, p. 5) cautions, without acknowledging the role of these external factors, "teaching may address symptoms rather than the root causes of learner difficulties." Recognising and responding to these broader sociolinguistic realities is essential for ensuring that EAC functions not merely as a pedagogical approach, but as an inclusive, context-sensitive strategy for language and academic development.

2.2.8 Conclusion of the literature review

Teachers generally perceive integrating English into different subjects as a means to enhance learners' understanding of subject content. This approach benefits learners, facilitating engagement with complex concepts in their native language and English, potentially improving comprehension and overall academic performance.

Moreover, while the global trend of adopting EMI in educational institutions is driven by a desire to enhance international perspectives and promote student mobility, scholars such as Cummins (1979, 2000) warn that prioritising a second language before learners have developed adequate Cognitive Academic Language Proficiency (CALP) in their native language can impede both content learning and language developments. Furthermore, while the global trend of adopting EMI in educational institutions is motivated by a desire to broaden international perspectives and promote student mobility, Ndlovu (2013; 2020) similarly contends that early transition to English in African contexts often overlooks learners' linguistic realities, limiting their capacity to build on the Basic Interpersonal Communicative Skills (BICS) already acquired in their home languages. Bamgboṣe (1991; 2000) further criticises such policies for contributing to subtractive bilingualism, where the dominance of English diminishes the role of Indigenous languages in education, thereby widening achievement gaps.

UNESCO (2023) agrees with these concerns, highlighting that mother-tongue-based multilingual education in the early years improves learning outcomes and helps with the later acquisition of additional languages. It warns that early-exit models, where instruction moves from the mother tongue to a second language within the first few years, often put learners at a disadvantage, especially in low-resource settings. While Gwee and Saravanan (2018) highlight that teachers often resort to code-switching into African languages to compensate for learners' limited English proficiency and to ensure understanding, Prah (1993) would argue that this very practice demonstrates the weakness of relying on English as the sole medium of instruction. For Prah, the dependence on code-switching reflects the systemic failure of English-dominant education and supports his view that African languages, with their cultural and cognitive accessibility, should serve as the basis for learning and development rather than being confined to a supportive role.

Together, these perspectives highlight the potentially detrimental impact of implementing the EAC policy from Grade 4, especially where learners' mother tongue is involved. tongues are marginalised before they can provide a solid foundation for academic success. While the Namibian education system adopted English as the LoLT post-independence, introducing a learner-centred approach and EAC to enhance English skills, challenges arose during the transition. Meanwhile, in a mixed study conducted in Namibia, the prevalence of code-switching in Junior Secondary Physical Science classrooms was discovered, especially when the teachers and learners shared the same mother tongue (Kamati et al., 2022). Their study also revealed that in the northern part of Namibia, where the Oshiwambo language is common, teachers feel that the MoE should consider formulating a policy guiding teachers on how to use it in the classroom to enhance the learners' understanding (Kamati et al., 2022).

Chen and Rubinstein-Avila (2018) argue that some scholars believe code-switching is counterproductive, stating that they believe it does not foster second language acquisition. They explain that finding a balance between fostering English proficiency and recognising the advantages of using the learners' mother tongue remains a complex challenge. Furthermore, the benefits of using English in pedagogy include instructional innovation, enhanced learner competencies, and accommodating diverse learning preferences. Pedagogy is viewed as a tool to foster a change in teaching methods, encouraging learners to take greater responsibility for their learning processes.

However, according to Ulfah et al. (2021), teachers should not evade the existence of code-switching in teaching English, as it offers substantial benefits in supporting student comprehension of instructional materials. They argue that code-switching can be strategically employed when explaining content or giving instructions, enabling smoother communication and maintaining a positive classroom atmosphere. This flexible approach not only aids understanding but also helps learners gradually adapt to communicating in English without abandoning their linguistic identity (Ulfah et al., 2021).

In light of this, the study recognises the need for further investigation into teachers' understanding and practices of EAC, especially in the Namibian context, where limited research exists, particularly in the Kavango West Region. The Namibian education system underwent revisions in 2016, introducing the NCBE, emphasising English as the sole medium from Grade 4 to Grade 11. Despite the availability of mother tongue education from Grade 4 to Grade 12, challenges persist in implementing policies promoting diverse mother tongues. Even though the language policy allows learners to receive their foundational schooling in their mother tongue, more schools opt to have an English-only approach curriculum from Grade 1 (Chavez, 2015). The fact that Namibia is a multilingual nation makes this challenging; thus, the government and especially the MoE find it difficult to choose a language that can be used as the medium of instruction, as at the time of this study, there were 13 official mother languages in Namibia.

Second language acquisition is influenced by a multifaceted landscape, with social context playing a pivotal role. Factors such as parents, peer groups, age, and community connections contribute significantly to language acquisition, highlighting the importance of considering societal dynamics in language learning approaches.

2.3 Theoretical Framework

Varpio et al. (2020) state that a theoretical framework is a logically developed and connected set of concepts and premises developed from multiple theories. According to Varpio et al., the researcher creates a framework to scaffold the study with clear support available for writing expository papers. A researcher can do so through logical connections and relation to the study in question (Varpio et al., 2020). This study was guided by the social constructivist theory of

language learning, while Coyle et al.'s revisited 5Cs (2010) was used as the framework. Social constructivism is a learning theory that originates from the work of Lev Vygotsky in 1968.

2.3.1 Social constructivist theory

The social constructivist learning theory originates from the work of Lev Vygotsky in 1968, birthed by the constructivist theory heralded by Piaget. Piaget opines that humans create knowledge through interactions between their experiences and ideas (Chand, 2024). Constructivist theory explores how learners actively build their knowledge and understanding. The theory is based on the premise that human interactions with real-world settings guide reality (Dawadi et al., 2021). McLeod (2024) aptly pointed out that within the constructivist theory, learners are not only passive recipients of knowledge, but rather regarded as those actively involved in building their understanding. Efgivia et al. (2021) state that learners must use their minds to construct knowledge while discouraging teachers from being the primary sources of knowledge. In addition, Gabillon (2020) says that the reflection of linguistic content is integrated with content knowledge, and linguistic forms and meanings are later analysed by plurilingual means such as trans-language. The constructivist theory requires learners' interaction and engagement in classroom activities (Schunk, 2009).

Constructivists and social constructivists believe that knowledge is what the learner constructs and experiences (prior knowledge) from their world to engage with their teachers, peers and society collaboratively (Akpan et al., 2020). This notion infers that while learners are deeply occupied in the new environment, they can adopt subjective interpretations to become socially accepted (Kimmons & Caskurlu, 2020). One of Vygotsky's central ideas is that specific mental structures can be traced to our interactions with others.

Akpan et al. (2020) acknowledge that learners' understanding of social constructivism is not primarily shaped by their encounter with their world; rather, it allows them to socially and collaboratively construct knowledge through discussions, group work, and collaborative activities. Social constructivism explores the implications of learning as a dialectic interaction between us and our community, sociocultural and material environment, through which we internalise our experiences and actively construct our knowledge and understanding, thereby changing our community and environment (Akpan et al., 2020).

Moreover, according to Efgivia et al. (2021), this cooperative learning occurs with the teacher's supervision, who guides and facilitates the learning process. The teacher's role is to employ collaborative teaching methods that are learner-centred and collaborative (Akpan et al., 2020), using what Vygotsky termed "tools of intellectual adaptation", ranging from memories, mnemonics, and mind maps for learners to effectively and collaboratively acquire knowledge (Abderrahim & Gutierrez-Colon Plana, 2021). They contend that learners should therefore engage their minds in constructing knowledge, rather than relying solely on teachers for information dissemination. In Vygotsky's classroom, the learning activities are mediated by the teacher's scaffolding in the zone of proximal development (ZPD). As a result, Hopkins (2001) argues that such classrooms exist in schools where improvement is a strategy for educational change that focuses on learner achievement by modifying classroom practice and adapting the management to support teaching and learning.

Thus, learners' active involvement in their learning constructs meaning using social interactions and interactions with the environment. Learners must actively engage in reading, writing, listening and speaking in any school discipline. This will offer them the best opportunity to achieve their full communicative and written competence across the broad language and literacy skills spectrum. Thus, learners are not regarded as "tabula rasa", as they do not come like empty buckets to be filled with information (MBESC, 2003, p. 9). Namibia's post-independence has seen the introduction of the learner-centred approach that underscores the importance for teachers to adopt a comprehensive perspective of the learner, recognising their life experiences as the foundation (MoE, 2010).

More so, Mason (2007) notes that Vygotsky believed that these tools can also be cultural, such as rulers and computers and psychological tools, such as Sign Language and maps, that play important roles in cognitive development. The NCBE (MoEAC, 2016) outlines the significant development of cognitive skills through cultural and psychological tools. Hence, the reason for choosing the constructivist theory for this specific study. Engaging learners in actual reading, writing, listening and speaking offers the best opportunity to achieve communicative and written competence across the broad spectrum of language and literacy skills. This is the rationale for implementing ESL in our secondary schools in Namibia.

Moreover, as constructivism provides a framework for understanding how learning occurs, Vygotsky (1962, as cited in Schunk, 2009) notes that social constructivist theory views learning as socially dependent in the sense that it is through interaction with others that one learns language. Learners' language acquisition in a constructivist classroom surfaces through the use of collaborative activities such as debates, group discussions and presentations. It is in pairs or small groups where learners practice listening, speaking, reading and writing skills effectively.

The NCBE stresses that "Attention should be given to developing the learners' oral and written communication skills within and about the subject matter, including their ability to express themselves correctly and clearly when talking or writing about the processes and skills that are part of the subject" (MoEAC, 2016, p. 34). Through the learning process, learners commit errors, providing them with chances for reflection and learning, as the methods prioritise meaningful communication, motivating them to use the acquired language skills in real-world contexts (Sadiqzade, 2025).

Overall, the principles of social constructivist learning theory provide a valuable framework for understanding how teachers can effectively integrate English language learning across various subjects. By emphasising the active role of learners, the facilitating role of teachers, and the importance of cultural and psychological tools. This framework is paired with Coyle et al.'s (2010) 5Cs to explore how teachers can create more engaging and supportive environments that enhance learners' English language proficiency while fostering a deeper understanding of subject matter across the curriculum.

2.3.2 Coyle et al.'s revised 5Cs

The framework underpinning Coyle et al.'s (2010) revised 5Cs – content, communication, cognition, culture, and context – was used for this study. Initially, the framework consisted of 4Cs, namely content, communication, cognition and culture. In 2010, the 4Cs were expanded with the addition of context to provide a comprehensive understanding of the various factors that influence learning and consider the broader environment where learning takes place. First, **content** provides a means of reflection and interpretation and enables the development of cognitive skills (Gabillon, 2020). Gabillon (2020) further clarifies that disciplinary content knowledge does not imply the accumulation of knowledge, but the creative construction of knowledge through generation, planning, and production. According to Gabillon (2020),

through **communication**, language encompasses social, cultural, and personal tools of interpersonal interaction that teachers use through scaffolding, mediation, and negotiation of meaning and form. It also acts as an intrapersonal interaction that mobilises cognitive processing skills.

Furthermore, **Cognition** hypothesises learning as developing lower-order and higher-order processing skills using tasks that require learners to analyse, reflect and create meaning. Learning is said to take place with society, helping children develop cognitive skills when they engage in challenging and meaningful activities (Gabillon, 2020). **Culture**, according to Coyle et al. (2010), is the understanding of one's culture and that of others. Culture is used as an exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self. Language and culture play essential roles in both human intellectual development and in how humans perceive the world they live in. Lastly, **context** encompasses content, communication, and cognition (Gabillon, 2020). This framework was helpful for this study as its main focus is on developing subject competencies through language. Learners get to be taught to help them use language to acquire content knowledge.

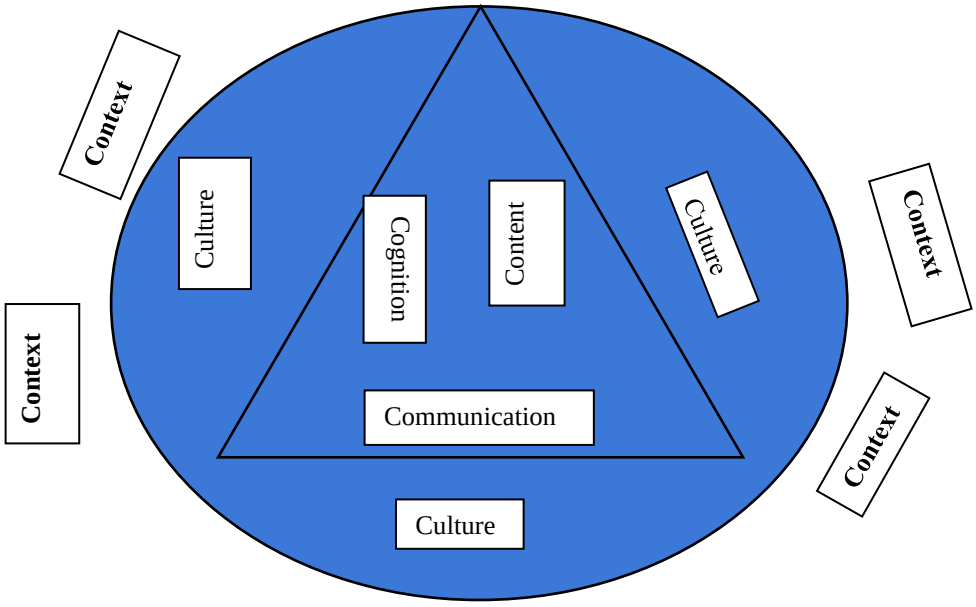

Figure 2.1: Coyle et al.'s (2010) 5C's Framework

Constructivist theories mainly demonstrate the extent to which individuals learn a second language. Vygotsky (1962, as cited by Schunk, 2009) notes that social constructivist theory views learning as socially dependent in the sense that it is through interaction with others that one learns language. The constructivist theory views learners as actively involved in their learning and that they construct the meaning of phenomena using social interactions and interacting with the environment. The constructivist theory requires learners' interaction and engagement in classroom activities (Schunk, 2009). Hopkins (2001) argues that such classrooms exist in schools where improvement is a strategy for educational change that focuses on learner achievement by modifying classroom practice and adapting the management to support teaching and learning. Engaging learners in actual reading, writing, listening and speaking offers the best opportunity to achieve their full communicative and written competence across the broad spectrum of language and literacy skills. This is the case when implementing ESL in our secondary schools in Namibia.

However, Cummins' (1999) distinction between BICS and CALP highlights a significant limitation of relying solely on constructivist approaches in second language learning contexts such as Namibian secondary schools. While constructivist strategies can effectively promote BICS through social interaction and collaborative activities, they may not sufficiently develop the deeper academic language skills needed for CALP, which require explicit, structured instruction and extended time to master. In contexts where English is the medium of instruction but not the learners' first language, an overemphasis on interactive, socially oriented learning might risk leaving learners proficient in conversational English but underprepared for the cognitively demanding academic tasks faced in secondary school subjects. Therefore, without a balanced approach that combines both social interaction and intentional language development strategies, the constructivist model alone may not adequately support the transition from BICS to CALP in ESL settings.

Constructivists believe that people construct their understanding and knowledge of the world through experiencing things and reflecting on those experiences. According to Terziev (2021), children learn through a process known as adaptation, which is the ability to adjust to the environment. According to Shah (2019), constructivists view each learner as a unique individual with unique needs and backgrounds. He notes that the learner is seen as a complex and multidimensional being. Constructivism thus emphasises the importance of a learner being

actively involved in the learning process. Mason (2007) elaborates that Vygotsky, a proponent of social-cultural theory, believed that human activities take place in cultural settings and cannot be understood apart from those settings.

One of Mason's (2007) central ideas is that specific mental structures can be traced to our interactions with others. Mason (2007) notes that Vygotsky believed that cultural tools such as rulers and computers, and psychological tools such as Sign Language and maps, play important roles in cognitive development. The NCBE (MoEAC, 2016) outlines the significant development of cognitive skills through cultural and psychological tools. This underscores the significance of considering how learners interact with their cultural and psychological environments to construct knowledge. Therefore, in alignment with the NCBE's emphasis on cognitive development through cultural and psychological frameworks, the constructivist theory was used in this study. Constructivism posits that learners actively build their understanding of the world through their experiences, interactions, and reflections, which resonates with the NCBE's focus on fostering cognitive growth through cultural and psychological means. By adopting the constructivist perspective, Coyle et al.'s (2010) 5Cs were used as the framework, as they nurture collaborative learning; hence, the choice of the constructivist theory for this specific study.

The collection and interpretation of data in this study were guided by constructivist theory because, in constructivist theory (often combined with interpretivism), individuals seek an understanding of the world in which they live and work. When constructivist origins influence the study, the researcher ought to penetrate beyond the defined data readings and instead undertake interpretive readings.

Furthermore, in constructivism, researchers often address the contexts in which people live and work to understand the participants' historical and cultural settings. When researchers recognise that their background shapes the interpretation, they finally position themselves in their participants' personal, cultural, and historical experiences. The researcher interprets what was found, shaped by their own experiences and background (Mason, 2007). The intention is to make sense of and interpret the meanings others have about the world. This is why qualitative research is often called interpretive research.

2.3.3 Advantages of constructivism

Constructivism, specifically emphasising social constructivism, is a foundational principle within contextual teaching and learning methodologies. According to Moskal et al. (2016), social constructivism is pivotal in fostering collaborative meaning making among learners, strongly emphasising social interactions. The practical application of social constructivism, mainly through classroom discussions, unfolds an array of advantages that substantially contribute to learners' cognitive and social development.

First and foremost, classroom discussions, rooted in the principles of social constructivism, serve as a facilitator for the generalisation and application of knowledge acquired in the classroom. When learners actively participate in group discussions, they establish a robust foundation for articulating their ideas verbally. This allows them to express their thoughts and actively challenges them to test their ideas, integrate perspectives from their peers, and, consequently, attain a deeper understanding of the subject matter. Research consistently supports the notion that discussions are pivotal in fostering a more profound comprehension of academic content among learners. These effective classroom discussions can be accomplished when learners are also allowed to use their mother tongue.

Another noteworthy advantage of the constructivist theory, particularly in discussions, is its role in promoting self-regulation, self-determination, and perseverance among learners. Whether learners engage in large or small group discussions, the interactive nature of these sessions provides opportunities for them to take an active role in regulating their learning processes, making independent decisions and demonstrating persistence in completing tasks. This starkly contrasts the mechanistic positivist views that position learners as passive recipients of knowledge, offering a more dynamic and participatory role in the learning process (Liu & Matthews, 2005).

Furthermore, student motivation, collaborative skills, and problem-solving abilities are enhanced by engaging in discussions. Actively participating in conversations and exchanging ideas contributes to the development of articulate communication skills and the cultivation of sound reasoning abilities. Learners learn to present and defend their opinions persuasively and respectfully, fostering a positive and constructive learning environment.

In summary, the advantages of social constructivism are multifaceted, particularly in the context of classroom discussions. This theoretical framework provides a robust foundation for exploring the intricate ways individuals and groups construct meaning, knowledge, and understanding within social contexts. Its value becomes particularly evident when delving into interactive, context-dependent, and dynamic aspects of human experiences. In addition, the sense of community and collaboration within classrooms is significantly amplified by creating more opportunities for learners to engage in dialogue with one another actively.

2.3.4 Disadvantages of constructivism

As Merrill (1991) underscores, the significant disadvantage of constructivism centres on the potential challenges learners may encounter when attempting to contextualise their learning experiences. Particularly in the initial stages, learners might face difficulties in forming abstractions and effectively transferring the knowledge and skills they acquire to novel and diverse situations. This limitation highlights a notable drawback associated with the constructivist approach.

In social constructivism, a specific challenge emerges when learners are expected to actively use their prior knowledge (as noted by Moskal et al., 2016). The expectation for learners to draw on their existing understanding can make them vulnerable when participating in classroom interactions. The apprehension stems from the fear of exposing their inadequacies or incomplete comprehension to their peers.

Educators need to be aware of these potential challenges and employ strategies to create a supportive and non-judgemental learning environment that encourages active participation and knowledge sharing among learners. Meanwhile, through exploring teachers' practices, existing approaches that create supportive and inclusive learning environments can be analysed. This will also enable the identification of effective strategies for promoting active participation and a collaborative and knowledge-sharing atmosphere among learners. This study's findings can inform recommendations for best practices, advising curriculum developers and enabling teachers to navigate challenges and foster environments that encourage collaborative learning and engagement in classrooms.

2.4 Chapter Conclusion

The literature review and theoretical framework chapter serves as the foundation for understanding the existing body of knowledge and theoretical underpinnings relevant to the study. In conclusion, this chapter provides a comprehensive overview of the key concepts, theories, and empirical studies that inform the research on EAC in Namibian education.

The literature review delved into various aspects, beginning with the global trends in adopting EMI and the integration of English into different subjects. It explored the theoretical framework of EAC rooted in Krashen's (1982) language acquisition theory, emphasising content over form. The Namibian education system's adoption of English as the LoLT post-independence and the challenges faced during the transition were thoroughly examined. In addition, the benefits of using English in pedagogy and the need for further investigation into teachers' perceptions, especially in the Namibian context, were highlighted.

The theoretical framework section further established the conceptual framework for the study, drawing on the principles of social constructivism and the advantages of using EAC. It underscored the importance of contextualised language learning, the role of teachers as facilitators, and the challenges associated with the transition to English as the medium of instruction. In summary, this chapter collectively lays the groundwork for the empirical investigation into teachers' perceptions of implementing the EAC strategy at secondary schools in the Kavango West Region of Namibia. The review of the literature and theoretical framework not only informs the research questions and hypotheses but also provides a lens through which the empirical findings can be interpreted.

Moving forward, the study aims to bridge the gap between theory and practice by exploring how teachers understand and navigate the implementation of EAC in their classrooms. The findings are anticipated to contribute to the existing body of knowledge, offering insights into the challenges and opportunities associated with language integration across subjects in the Namibian educational context.

CHAPTER THREE: METHODOLOGY

3.1 Chapter Introduction

The previous chapter presented a detailed, narrated literature review and theoretical perspectives, where I discussed the literature gaps and theory that informed the project. This qualitative exploratory case study explored the CSTs' understanding and practices of EAC in two selected secondary schools in the Kavango West Region.

This chapter focuses on the research methodology chosen to conduct the study. According to Dawson (2019), a research methodology is a primary research principle that steers the study. It is what a researcher uses to explain the research problem systematically. The different steps adopted in this study are thoroughly explained, helping to answer the research problem logically. Vital aspects of this study, such as the research approach, data collection methods (including classroom observations, focus group discussions, and document analysis), and the selection of participants through purposive sampling, formed the study's layout. This layout helped me to remain on track as it limited the scope of this study. It offered insights into the research site, Kavango West Region, where the content language teachers from two schools participated. The chapter enables readers to understand the rationale behind selecting the site and participants.

In addition, considering how critical the choice of participants in this study was, the chapter highlights reasons for this purposive sampling while detailing the setting and context of the study. It explains the use of inductive thematic analysis for data interpretation (Ngulube, 2015). Moreover, I discuss trustworthiness, where I outline measures for credibility, transferability, dependability, and confirmability, and explain the ethical considerations, ensuring voluntary participation, confidentiality, and protection from harm. Finally, it reflects on my positionality and influence on the study, emphasising the steps I took to maintain objectivity and ethical integrity (Creswell, 2014).

3.2 Qualitative Research Approach

This study adopted a qualitative research approach as it is inherently subjective and employs various methods for data collection (Nyimbili & Nyimbili, 2024). This approach is effective for gaining and deepening an understanding of specific topics or phenomena (Du Plooy-Cilliers et al., 2014). Therefore, it was chosen to explore the CSTs' perspectives and practices related to implementing the EAC strategy within secondary schools in Kavango West, Namibia. It aligns with the constructivist approach, which emphasises that knowledge is constructed through interactions and subjective experiences (Mogashoa, 2014).

Qualitative research is praised for its ability to provide detailed insights into participants' experiences and social realities (Creswell & Creswell, 2018; Mohajan, 2018). It offers flexibility and depth, capturing the complexity of human experiences and cultural contexts (Denzin & Lincoln, 2011; Xiong, 2022). However, it also faces limitations, such as potential researcher bias, small sample sizes, and challenges with generalisability (George, 2023; Mwita, 2022). Despite these issues, qualitative research remains valuable for exploring intricate human experiences, as it allows for a nuanced understanding of the phenomenon under investigation – in this study, EAC.

As the researcher, my perspectives on implementing the EAC strategy may have influenced the research. Nevertheless, data triangulation was employed to mitigate this subjectivity and enhance validity and credibility (Xiong, 2022), using multiple data sources to maintain objectivity. Xiong (2022) goes on to say that using multiple data sources, such as focus group discussions, allows researchers to uncover participants' inner experiences and understand how culture shapes their meanings.

3.3 A Case Study Research Design

The study employed a case study design to ensure a comprehensive understanding of CSTs' practices and the effectiveness of the EAC strategy. According to Yin (2009), case studies are empirical investigations of a phenomenon within its real-world context, making them ideal for qualitative research exploring complex social dynamics and individual perspectives (Creswell, 2014). In this study, classroom observations, focus group discussions, and document analysis were used to gather detailed insights into the CSTs' practices. Yin (2009) emphasises the

importance of using multiple sources of evidence in case study research, and this study followed that principle through data triangulation to enhance the credibility of the findings. While case studies have limitations, such as challenges in generalising findings to a broader population, their strengths in providing deep, detailed explorations of specific phenomena are invaluable (Roller & Lavrakas, 2015).

In this study, the case study approach allowed for an intimate engagement with the subject matter, uncovering nuanced perspectives and complexities that contribute to a comprehensive understanding of how the EAC strategy can be effectively implemented in Namibian schools. This approach not only provides valuable context-specific knowledge but also informs theory development and practical applications, offering potential pathways to improving ESL performance among learners in the region.

3.4 Research Site

A research site refers to a specific location where a particular phenomenon is studied (Du Plooy-Cilliers et al., 2014). Kavango West, like Kavango East, lies along the Kavango River, which forms the border between Namibia and Angola. The region's linguistic diversity, featuring Rukwangali (used as the medium of instruction from Grades 1–3 and taught as a subject from Grade 4 onwards), along with Thimbukushu, Rumanyo, and Shambyu, enriches the study. In Kavango West, English is used as the medium of instruction for all content subjects except Rukwangali, making it particularly relevant for examining teachers' instructional roles. The multilingual environment, combined with the English medium policy, provides a unique context for investigating how language policy is implemented in classrooms. Furthermore, the region has historically recorded one of the lowest pass rates in English in national examinations, raising critical questions about the impact of EAC on learners' performance.

Site selection was deliberate, aimed at obtaining rich, policy-relevant data. I chose Kavango West over Kavango East, where I live, to reduce bias and avoid intimidating teachers who know me professionally. I selected two schools, School A and School B, both in the Bunya Circuit near the border with Kavango East. Their proximity to my residence helped manage financial and time constraints, as I am a full-time government employee, not on study leave.

The schools were also suitable because they provided the necessary facilities and represented a diverse group of CSTs from various linguistic and tribal backgrounds.

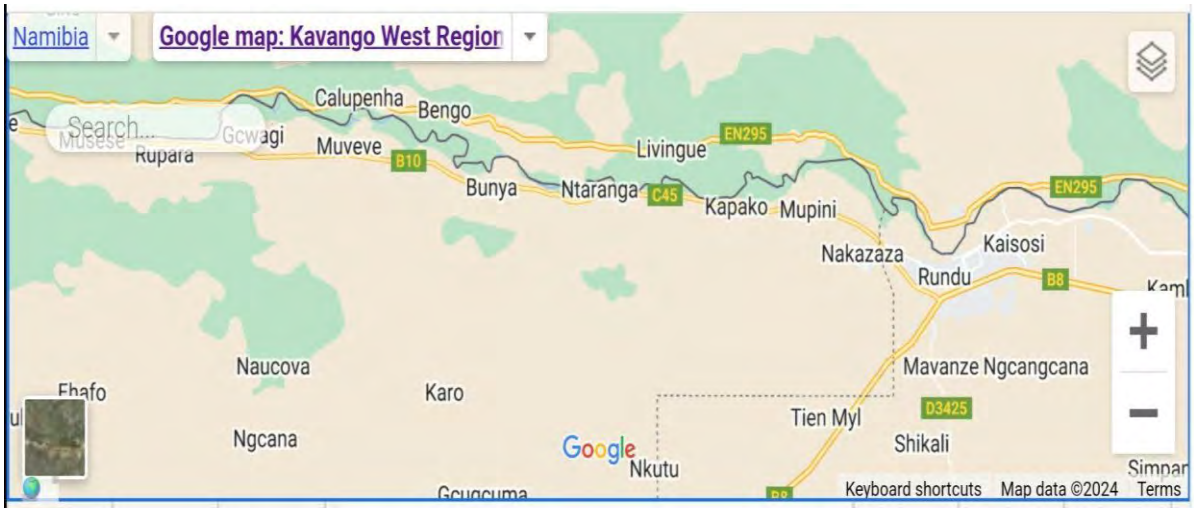

Figure 3.1: Kavango West Region (https://www.google.com/maps/place/Kavango+Region)

3.4.1 Purposive sampling

Qualitative research often employs purposive sampling to select participants with specific characteristics, which enhances the study's reliability and validity. Friday and Leah (2024) argue that this approach helps ensure the sample is high-quality and relevant, a view supported by Alexiades (1996), who emphasises that purposive sampling is crucial for collecting meaningful and generalisable data. This study selected a small, homogenous group, focusing on their specific experiences and perspectives. I followed a structured process: defining the research problem, determining the target population, selecting the sample characteristics, collecting data, and analysing the results (Thomas, 2022).

3.4.2 Study population and sample

A population refers to the entire group of individuals or entities that share one or more defined characteristics and are interested in taking part in a particular study (Thacker, 2020). Wiid and Diggines (2013, p. 186) describe a population as "the entire group of people or entities with shared social artefacts from whom a researcher seeks information". The population of the study comprised CSTs from two senior secondary schools in the Kavango West Region, initially focusing on 10 teachers who taught subjects like Geography, History, Development Studies,

Entrepreneurship, and Agriculture. These subjects were specifically chosen because they require learners to write extensive responses in their examinations, making them ideal for examining how teachers handle content that demands critical thinking and detailed written expression.

This focus is directly linked to the EAC strategy, which aims to promote the use of English in all subjects, not just language classes. Since English is the medium of instruction for these content subjects, the study explored how teachers support learners in developing language skills while mastering subject content. By selecting subjects that require substantial written work, the study aligned with the strategy's goal of integrating language learning across various disciplines, ensuring learners can effectively communicate their knowledge in English, both linguistically and academically.

3.5 Data Collection Methods and Processes

The study used the following data collection methods: observations, focus group discussions and document analysis.

3.5.1 Observations

The following sections detail the observation processes at the two sampled schools. To help answer the study's second question, what are the enabling and inhibiting factors influencing the implementation of the EAC strategy? I conducted classroom observations. There are two main types of observation: participant and non-participant observation. This study employed the non-participant observation method, in which the researcher does not engage in the group's activities, but remains a passive observer, watching, listening, and drawing conclusions based on what is observed. Guided by an observation framework, the researcher recorded both descriptive and analytical notes on the actual events that occurred during the observation period (Barrios, 2023).

3.5.1.1 Classroom observation (School A)

I observed eight teachers from the initial 10 teachers (see Appendix D). The first visit was to school A on 3 May 2024. I arrived 20 minutes earlier than the first lesson, which started at 7:10. This was done to allow time for discussion with the school principal. After meeting with

him, he referred me to the Social Sciences head of department (HOD). The meeting with the HOD was meant to show me the classes where the participants had their lessons that day, since they were aware of my presence at the school.

At school A, I observed nine lessons, including Geography, History, Development Studies, Agriculture, and one commerce subject, Entrepreneurship. It should be noted that, initially, I planned to have each teacher observed twice; unfortunately, the Agriculture teacher was only observed once. It was interesting enough to learn that the school did not only offer the senior secondary phase, but it had pre-primary phase (grade 0), junior primary phase (grade 1-3), senior primary phase (grade 4-7), junior secondary phase (grade 8-9) and lastly the targeted phase-senior secondary (grade 10-11).

Table 3.1: School A

Gender	**Grade**	**Subject**	**Teaching experience**	**No of lessons**	**Age range**
Female Teacher	Grade 10 A	History	3 years	2	25-35
Female Teacher	Grade 10 A	Development Studies	2 years	2	25-35
Female Teacher	Grade 10 B	Agriculture	4 years	1	25-30
Female Teacher	Grade 10 C	Entrepreneurship	2 years	2	25-35
Male Teacher	Grade 11 A	Geography	9 years	2	40-50

3.5.1.2 Classroom observation (School B)

At School B, I made a prior appointment with the principal to meet the teachers who would be the study's participants. At first, five participants agreed to take part in the study. Upon arrival on 7 May 2024 at around 6:30, only three participants showed up, while two participants withdrew from the study. The two teachers had various reasons. Joel said he finished his syllabus and only had revisions left, while Teacher Matha said he had practical activities underway and would not have time for theory that week. Unfortunately, employing other participants was futile as these were the only CSTs teaching the targeted subjects, and learners were required to give extended responses. This made me realise the importance of having a more significant number in the sample to allow room for such cases.

Nevertheless, I did not force the participants to participate in the study as indicated in the ethical consideration that participants could withdraw from or leave the study without feeling obligated to continue (Dahal, 2024). Thus, I decided to continue with the three participants. All six classroom observations were done on 7 May 2024. The focus group discussion was only held on 17 May 2024 because there was a school mid-term break from 8 May 2024 to 13 May 2024.

Table 3.2: School B

Gender	**Grade**	**Subject**	**Teaching experience**	**No of lessons**	**Age range**
Female Teacher	Grade 10 C	History	3 years	2	30-40
Female Teacher	Grade 10 C	Development Studies	5 years	2	25-35
Male Teacher	Grade 10 C	Geography	3 years	2	25-30

Table 3.3: Schools

School	**Number of Classrooms**	**Total No of Teachers**	**Number of Lessons Observed Per Teacher**	**Total Number of Learners**	**Focus Group Discussion**
School A	3	5	Two (excluding one) with one observation	Grade 11A (31 learners) Grade 10A (41 learners) Grade 10B (46 learners) Grade 10C (11 learners)	One (1)
School B	1	3	Two lesson observations each	Grade 11D (42 learners)	(1)

3.5.2 Focus group discussions

In this study, focus group discussions were used as a socially oriented research method to gather in-depth information on participants' subjective responses and experiences regarding the subject matter, as suggested by Geampana and Perotta (2024). This was helpful for this study as it helped address the study's second question – What are the CSTs' understanding and implementation of the EAC strategy in secondary schools?

3.5.2.1 Focus group discussion (School A)

This focus group took place on 3 May 2024. With the help of the HOD for Social Sciences, all five teachers and I gathered in an empty classroom. The discussion was planned to take place between lunch and the study hour to avoid interrupting the afternoon studies, which take place from 15h00 to 16h30 in the afternoon at that school. At first, before everyone else settled, we had general discussions on life, just to put the teachers at ease. I then introduced myself to them and explained the purpose of the discussion, which would be centred on the EAC strategy. I allowed room for questions before we began. I took the lead in asking questions from the focus group guided questions (see Appendix B), varying from "What are your thoughts on the EAC strategy? And what do you understand by the term EAC?" Since the focus group discussion (FGD) was not inflexible, I asked more follow-up questions, and when teachers needed clarity, I made sure to elaborate. The FGD at School A lasted for about 44 minutes and 18 seconds.

Apart from some noise emanating from the movement of learners on the school's playgrounds, the FGD went quite well. After the FGD, the participants and I had snacks for lunch as a token of appreciation. The recorded discussions were later transcribed and coded, allowing themes to be identified and discussed, following the method outlined by Braun and Clarke (2012).

3.5.2.2 Focus group discussion (School B)

On 17 May 2024, I went to School B around 9h00, because the three participants at that school had agreed that we would meet at 10h00 for the FGD. When I got to school, I went to the principal's office for a courtesy visit, who, after our greetings, told me that they had prepared the library for the FGD. At exactly 9h45, I made my way to the library, and the three

participants and I sat around a table. I introduced myself and explained the main purpose of the discussion. I made time for questions, and we started with the main discussion.

The same questions that were used at School A were used at School B. The only things that changed at School B were the follow-up questions. The FGD at School B saw all three participants taking turns to answer and lasted for 38 minutes and 39 seconds. There was some background noise, but this did not affect the recordings.

3.5.3 Document analysis

The documents selected for this study were the NCBE (MoEAC, 2016), the National Language Policy for Schools in Namibia (MBESC, 2003), the Social Sciences Subject Policy for Grades 10-11 (MoEAC, 2021), and the NPST (MoE, 2006). First, the NCBE (MoEAC, 2016) was selected based on how teachers use it. This document provides the principal framework for basic education in Namibia, emphasising the integration of English across all subject areas.

The National Language Policy for Schools in Namibia (MBESC, 2003) outlines the role of English as the medium of instruction in Namibian schools. Understanding how English is implemented across the curriculum and how this influences teaching practices and student learning, particularly in a multilingual context where English serves as a medium of instruction, is essential.

This Social Sciences subject policy was chosen because it provides detailed guidelines for teaching Social Sciences, emphasising how English can be incorporated into the subject (MoEAC, 2021). It defines the objectives, content areas, and assessment criteria, guiding teachers to deliver subject matter effectively while enhancing learners' English language skills.

The last document selected was the NPST. The NPST (MoE, 2006) outlines the professional expectations and standards for teachers in Namibia, including the effective use of EAC. It covers pedagogical skills, language proficiency, and the integration of English into all teaching practices. It is a crucial document for evaluating how well teachers are prepared to foster language development alongside content instruction.

3.6 Inductive Thematic Analysis

This study employed an inductive thematic analysis, a method widely used for identifying, analysing, and interpreting patterns of meaning (themes) within qualitative data. Thematic analysis is particularly applicable to textual data such as interview transcripts, as noted by Caulfield (2019). In this study, the focus group interviews were audio-recorded and then transcribed verbatim to produce written texts for analysis.

The data analysis process followed the six-phase framework of thematic analysis proposed by Braun and Clarke (2012), ensuring a rigorous and systematic interpretation of the data. The steps were as follows:

1. Familiarisation with the data: I read and re-read the transcripts to immerse myself in the data and to gain an initial sense of emerging patterns.

2. Generating initial codes: I identified and labelled key features of the data that appeared relevant to the research questions, staying close to the participants' language and perspectives.

3. Searching for themes: I grouped related codes to begin forming overarching themes that reflected broader meanings and interpretations.

4. Reviewing themes: I examined the themes in relation to both the coded data and the full dataset to ensure they accurately represented the participants' views.

5. Defining and naming themes: Each theme was clearly defined, with attention to its relevance to the research objectives and theoretical framework.

6. Producing the report: The final themes were written up, supported by direct quotations from participants to ensure authenticity and transparency.

This structured process helped minimise confirmation bias by grounding interpretations in the data itself, as advised by Caulfield (2019). Themes were not imposed but rather emerged inductively, allowing participants' voices to shape the findings.

3.7 Trustworthiness

Trustworthiness ensures confidence in any research data and the data presentation and methods of such a study (Stahl & King, 2020). For this study, transferability, dependability and reliability were criteria for trustworthiness. Credibility refers to how accurately a researcher interprets collected data. First, credibility asks, "How consistent are the findings with reality?" While this study's data triangulation (focus groups, classroom observations and document analysis) enhanced its credibility, it is important to recognise that I also relied on introspection and my own lived experiences as additional sources of insight. These reflective elements did not replace empirical evidence but rather enriched the interpretation of findings by offering contextual understanding, particularly concerning the practical realities of implementing ESL and EAC strategies in Namibian classrooms.

For member checking, I sent the FGD transcripts to the participants to confirm if they reflected their responses to help seal credibility. Secondly, transferability in this study ensured that the findings could be applied to a similar situation and deliver comparable results (Du Plooy-Cilliers et al., 2014). Thirdly, dependability formed part of the trust created in this study. To enhance the trustworthiness of the analysis, a critical friend, a PhD candidate at the same university, conducted a peer debriefing and critically examined my field notes. Her independent perspective contributed to reducing potential researcher bias and strengthened the credibility of the interpretations.

This collaborative process, along with the early pseudonymisation of the data, ensured both ethical integrity and analytical rigour throughout the study. This agrees with Stahl and King (2020), who note that using another researcher to read and react to field notes using their experience in a researcher's interpretation confirms tacit reality in a study. Lastly, the description of this study's research process and the flow of data findings confirmed this study's confirmability.

3.8 Pilot Study

A pilot study, a smaller-scale version of the main research, was conducted in the Kavango East Region, where I am located (In, 2017). I sought permission from the MoE to carry out the regional pilot study, which was granted through the Regional Directorate of Education and the

Inspector of Education of the Rundu Circuit. I deliberately chose two CSTs from two schools as participants and employed only one data collection method: classroom observation. This gave me room as an English teacher to see how the CSTs implement the EAC strategy.

The purpose of the pilot study was to test the guidelines for classroom observations at the main study site. It was encouraging to find that the instrument used during the observations required only minor modifications, specifically to include the observation of individual, pair, and group work during lessons. These small adjustments were the only changes that were made.

3.9 Ethical Considerations

Ethics guide research designs and practices, as this incorporates norms, behaviour and the researcher's responsibility during the research process (Bhandari, 2021). First, I communicated information with the participants on their right to voluntary participation, confidentiality, anonymity and protection from harm. This meant participants could withdraw from the study without feeling obligated to continue (Bhandari, 2021). Ethics in any research sustains scientific integrity by promoting rights, dignity, and collaboration between science and society (Bhandari, 2021). Hence, I applied for ethical approval from Rhodes University, the MoEAC through the Director of Education in Kavango West Region, the Circuit Inspector of Education for the identified circuit and the school principals of the identified sites.

3.10 Positionality

Positionality describes an individual's worldview and position regarding a research task and its social and political contexts (Darwin & Gary, 2020). As a senior education officer responsible for ESL and a former ESL teacher for more than a decade, I was fully aware of the learners' performance in English as a subject. Still, I needed an understanding of what caused the differences in the performance of English as a subject and that of English as a LoLT.

As a senior education officer, my responsibilities were to monitor and evaluate the implementation and execution of the curriculum in schools. These included classroom observations and one-on-one discussions with ESL teachers, where necessary. Seventy per cent of my work was school visits. Even though I carried out the study outside my job jurisdiction, I ensured that my participants felt safe and not demeaned by my position, which guaranteed

credibility. As a researcher, I followed the ethical conduct outlined in the university's research guide. I also ensured the research was conducted while acknowledging the privilege of having access to specific resources.

3.11 Chapter Conclusion

This chapter detailed the qualitative exploratory case study approach, which was used to investigate CSTs' understanding and implementation of the EAC strategy in two Kavango West secondary schools. The study triangulated data to enhance credibility by employing data collection tools such as classroom observations, FGDs, and document analysis. Purposive sampling selected relevant participants, ensuring the collected data's relevance.

Notwithstanding challenges like participant non-attendance and financial constraints, the study sustained rigorous trustworthiness through credibility, transferability, dependability, and confirmability. The study's ethical considerations included informed consent and confidentiality, with approvals from relevant authorities. Following Braun and Clarke's (2012) six steps, inductive thematic analysis ensured structured analysis. My positionality was acknowledged to avoid bias. Ultimately, the methodology provided a robust framework, aligning with Creswell and Creswell's (2018) recommendations, setting the stage for discussing findings and implications.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Introduction

In this chapter, I present the data collected from documents, classroom observations, and focus group discussions that highlight the enabling and inhibiting factors influencing the implementation of the EAC strategy in CSTs' classrooms. The data was collected from CSTs in the Kavango West Region in Namibia to answer the following research questions:

1. What are the CSTs' understanding and implementation of the EAC strategy in secondary schools?
2. What enabling and inhibiting factors influence the implementation of the EAC strategy?

I used an inductive thematic analysis approach to analyse the data from classroom observations, the participants' experiences of their teaching practices in the FGDs and document analysis. Three main themes and several sub-themes emerged from the data (see Table 4.2).

The findings discussed in this chapter were examined through the lens of Coyle et al.'s (2010) 5Cs theoretical framework, which emphasises content, communication, cognition, culture, and context and were interpreted in relation to the research questions. In addition, the analysis was informed by the social constructivist theory, which views knowledge construction as a socially mediated process shaped by interaction, context, and experience. This dual theoretical lens allowed a deeper understanding of how teachers negotiate meaning, implement EAC strategies, and respond to contextual challenges in their real classroom settings. Data were analysed using Braun and Clarke's (2012) six-step thematic analysis procedure, where the themes were developed and presented with the research questions serving as the core focus of the study.

4.2 Demographics of Participants

The teachers who were interviewed came from the Kavango West Region. The researcher went to two schools to understand the CSTs' perceptions of EAC. In School A, the researcher conducted classroom observations and spent time interviewing the participants in a focus group discussion. The study involved five teachers who taught content subjects in English.

I then moved to School B and interviewed three teachers using a focus group approach after classroom observations were done. The participants were given pseudonyms to protect their privacy, as shown in Table 4.1 below. The data for this study were gathered entirely through qualitative research methods. Participants comprised two males and six females from both selected schools.

Table 4.1: Participants' demographics

Gender	F	F	F	F	M	F	F	M
No. of years teaching	3 years	2 years	4 years	2 years	9 years	3 years	5 years	3 years
Ages	25-35	25-35	25-30	25-35	40-50	30-40	25-35	25-35
Participant names	Mary	Susan	Pauline	Jessica	Zandra	Joel	Martha	Lionel
Subject taught	History	Dev/Studies	Agriculture	Entre	Geography	History	Dev/Studies	Geography
School	A	A	A	A	A	B	B	B

Table 4.2 shows the main and sub-themes that emerged from the data analysis.

Table 4.2: Themes and sub-themes

Theme	**Sub-theme**
Curriculum Structure and National Alignment	• English Across the Curriculum integration • Teacher support, professional standards, and management practices • Implementation enablers and inhibitors
The Gap Between EAC Intentions and Classroom Practices	• Integration of EAC Elements • Enabling and hindering factors influencing EAC implementation • External and contextual influences

Theme	Sub-theme
Bridging the Gap Between Conceptual Understanding and Practical Implementation of the EAC	• Understanding of EAC and its purpose • Implementation of practices and pedagogical strategies • Enabling factors and barriers to EAC implementation

4.3 Curriculum Structure and National Alignment

Namibia's NCBE (MoEAC, 2016) is structured to support national development goals, such as Vision 2030, by fostering literacy, numeracy, and specialised learning. This is apparent in the curriculum's emphasis on competency based learning, which ensures that learners acquire the necessary skills to contribute meaningfully to Namibia's socioeconomic development. The curriculum's phased approach ensures continuity in learning, transitioning from mother-tongue instruction to English by Grade 4. This transition aligns with Coyle et al.'s content component that intertwines subject matter with language learning objectives (2010). However, existing curriculum and other policy documents provide limited guidance on modifying content for EAC, leaving participants without clear strategies to embed English language skills into subject instruction, which I will present later in the next section (4.3.1) of this chapter.

From a social constructivist perspective, the absence of explicit directives necessitates collaborative meaning making among participants. As knowledge is co-constructed through social interaction, subject participants have to work together to interpret curriculum documents and align their teaching practices with the goals of EAC.

4.3.1 EAC integration

Although the NCBE highlights the importance of English proficiency across subjects, it lacks a clear, unified framework for EAC implementation. For example, the only direct instruction for subject teachers regarding EAC is "to ensure that learners understand subject-specific vocabulary, technical terms, and jargon" (MoEAC, 2016, p. 34). It emphasises that all teachers must ensure learners understand and use subject-specific terminology meaningfully in both oral and written communication. This expectation implies that pedagogical tools such as

dictionaries, whether general or subject-specific, are important resources for developing vocabulary, technical terms, and disciplinary discourse.

However, the policy does not explicitly mention the use of dictionaries in content subjects, nor does it require their availability across the curriculum. During classroom observations, the lack of dictionary use by any teacher indicates that a dictionary culture is either weak or absent in practice. This gap reveals a disconnect between policy goals (to improve learners' vocabulary and language skills in all subjects) and classroom reality (where no explicit scaffolding tools like dictionaries are employed).

The educational policy, therefore, emphasises vocabulary development, comprehension, and correct use of terminology, but it does not formally establish dictionaries as pedagogical tools beyond language subjects. However, given the centrality of English to learning across all areas, dictionary use should be recognised as a cross-curricular support strategy rather than being limited to English lessons. A stronger dictionary culture where learners are actively encouraged to use dictionaries to unpack subject-specific terms would align practice with policy by helping learners build confidence in navigating the language of different subjects.

This reflects what Bamgboṣe (1991, 2000) and Ndlovu (2013) describe as the phenomenon of "declaration without implementation," where policies are formally stated but inadequately operationalised in practice. Viewed through Kaplan and Baldauf's (1997, 2003) seven areas of LiEP development, significant gaps become apparent. The NCBE's EAC implementation shows notable gaps across Kaplan and Baldauf's policy areas, including inadequate teacher training, unclear access measures, limited community consultation, insufficient resources, absence of evaluation mechanisms, minimal integration of EAC into materials, and lack of systematic teaching methods. Without addressing these issues, EAC risks remaining a policy in theory rather than an effective classroom practice.

This contextual gap presents a significant challenge for teachers who must navigate vague directives without structured support. The variability in how EAC is applied across subjects directly results from this lack of clarity, making it difficult to ensure consistent language integration throughout the curriculum. This sentiment is echoed by Gabillon (2020), who emphasises that while participants may have disciplinary content knowledge, they often require additional support to integrate English effectively in subject teaching.

The participants in the study had, on average, just under five years of experience, with one staff member (Zandra) having nine years of experience. They all agreed that teaching in EAC helps learners follow the topic easily and makes it more accessible.

In response to the question "What are your thoughts on the English Across the Curriculum strategy?", Joel (P6) stated:

> *I think it's EAC] a good thing because [of the] mode of communication, since we are using English as a mode of communication … I'll say it's good because we need to improve [in order] to communicate in English. So if we are using it across the curriculum in all the subjects, then it gets better for the learners to be able to adapt, to be able to express themselves, to be able to become much, much better in English and to articulate themselves better in English. That's my thought.*

This statement vividly affirms the hegemony of English as the best tool to teach content subjects. Joel (P6) continued:

> *And even if you don't teach English, you will just see that they are struggling with listening when you are teaching them. You will see sometimes in my class, I usually ask myself, should I repeat? Should I repeat? And there are times that you have to repeat the one thing 3-4 times. Yeah.*

In this statement, the participant expressed the need to repeat instructions multiple times, which suggests that learners struggle to process spoken information. This supports the argument that teachers, regardless of their subject, need to be aware of learners' listening difficulties and adapt their communication strategies accordingly. The absence of structured support mechanisms, such as scaffolding, means that repetition becomes the default response to learner confusion. However, this repetition alone does not address the root cause of the comprehension difficulties. Instead, it reveals a gap between what learners can understand independently and what they require assistance with, further emphasising the need for adaptive, responsive teaching strategies that align with social constructivist principles.

4.3.2 Teacher support, professional standards, and management practices

The NPST set expectations for language-centred teaching and interdisciplinary collaboration (MoE, 2006). However, these guidelines often fail to provide practical methodologies for implementing EAC effectively. Coyle et al.'s (2010) communication component emphasises

the necessity of structured language support. Nevertheless, this policy does not offer detailed strategies for fostering subject-specific vocabulary development or enhancing learners' linguistic proficiency within subject areas. In the professional standards for teachers under teacher competency 9, the standards categorise EAC as the ability to "apply strategies to promote English competence across the curriculum" (p. 39). Under the same standard, EAC refers to integrating English throughout the curriculum to prepare learners for a global society's multilingual and cross-cultural demands (MoE, 2006, p. 40).

Some goals of EAC listed include integrating language across all disciplines, empowering learners to use their language skills to access knowledge, and creating a language-rich environment through subject-specific vocabulary. In the latter case, a language-rich environment refers to the vocabulary used in the content subjects. However, these goals lack a clear framework to guide teachers on how to incorporate them into daily teaching and learning activities. According to Kaplan and Baldauf's (1997; 2003) personnel policy, this gap is particularly critical: teachers have not received adequate targeted training or professional development to effectively implement EAC principles in their classrooms. Without providing educators with the necessary skills and support, these essential goals risk remaining merely abstract ideals rather than becoming practical realities.

4.3.3 Implementation enablers and inhibitors

Some aspects of the official documents facilitate EAC implementation, such as structured lesson planning and designated instructional time for language-related activities. These cognitive supports, as outlined in Coyle et al.'s (2010) framework, provide a foundation for integrating English across subjects. However, the absence of explicit instructional models left participants to interpret EAC independently, leading to inconsistent application. Resource constraints, administrative burdens, and inadequate training further inhibit successful implementation. Within Kaplan and Baldauf's (1997; 2003) seven areas of policy development for LiEP implementation, the EAC approach in this case is influenced by the curriculum policy, methods and materials policy, and resourcing policy. At the curriculum level, official documents specify structured lesson planning and allocate instructional time for language-related activities, supporting the integration of English across subjects (Coyle et al., 2010).

However, the lack of explicit instructional models within the curriculum framework leaves teachers to interpret EAC individually, leading to inconsistent application. This gap is closely related to the methods and materials policy, which provides limited guidance on effective pedagogical approaches and to the lack of suitable teaching resources, thereby restricting discipline-specific language development. In addition, under the resourcing policy, shortages of training opportunities, teaching aids, and administrative support exacerbate implementation challenges. From a social constructivist perspective, these constraints underscore the absence of collaborative professional learning, where teachers could jointly develop contextually relevant strategies and share best practices. The cultural aspect of Coyle et al.'s (2010) framework further prompts the question of whether a schoolwide culture exists that equally values subject mastery and language development; as such, this culture is vital for sustainable and effective EAC implementation.

From a social constructivist perspective, these inhibitors reveal the absence of a collaborative approach to professional learning. Participants did not actively engage in dialogue, share innovative practices or develop localised strategies that align with their contextual challenges. This also then brings up the question of the cultural aspect of Coyle et al.'s (2010) framework. Is there, for example, a schoolwide culture that values both subject mastery and language development, as this is central to successful EAC implementation?

By integrating social constructivism with Coyle et al.'s (2010) 5Cs framework, document analysis revealed strengths and gaps in EAC policy and implementation. The EAC approach holds multiple merits. At the macro level, it promotes English as a global language of communication, preparing learners for participation in an interconnected world (Department of Basic Education [DBE], 2014; Gibbs, 1988). At the meso level, it supports mastery of the LoLT, which is essential for both classroom instruction and assessment (DBE, 2017). At the micro level, it enhances learners' proficiency in English for academic and social interactions in multilingual and diverse contexts. EAC integrates language learning into all subjects, enabling the development of both common and subject-specific language skills (Vollmer, 2007). It facilitates purposeful language use, promotes multimodal learning through talking, writing, shaping, and moving, and positions language as a tool for both cognitive development and reflection (Corson, 1990, as cited in Vollmer, 2007). Furthermore, it fosters learner

autonomy, critical thinking, and sustained, meaningful engagement with language across the curriculum.

The collaborative nature of knowledge construction (social constructivism) complements the structured, yet flexible approach (Coyle et al.'s [2010] 5Cs) needed to embed language learning into subject teaching. Addressing content clarity, contextual challenges, and communication strategies through teacher collaboration will be crucial in refining EAC implementation in secondary schools in Kavango West.

4.4 The Gap Between EAC Intentions and Classroom Practices

Classroom observations revealed significant variability in how participants implement EAC, with a mix of teacher-centred and interactive approaches. Some participants, such as Mary in the History lesson and Lionel in Geography, predominantly used teacher-led instruction, where content is delivered through lectures, and learners passively receive information. I observed that in these lessons, each learner received copies of notes, which the teachers simply read and explained. For example, in Mary's History lesson, only one learner was asked to read a statement, which the teacher then explained. This approach limits opportunities for meaningful interaction, reducing chances for learners to engage in purposeful language use. This approach aligns poorly with social constructivist theory, which emphasises that learning occurs through active engagement and interaction. The lack of structured collaboration limits opportunities for learners to construct knowledge socially, resulting in a gap between EAC's intentions and classroom application.

In contrast, other participants, like Susan in Development Studies and Jessica in Entrepreneurship, integrated elements of peer interaction through group discussions and inquiry-based learning. These attempts by Susan and Jessica suggest a partial understanding of collaborative learning's value, but the inconsistency in implementation highlights the need for more structured guidance. Coyle et al.'s (2010) 5Cs framework, particularly the communication and cognition components, underscores the importance of interactive dialogue and higher-order thinking in learning. Both Coyle et al.'s 5Cs and social constructivism encourage teachers to seek and value learners' perspectives. When learners are allowed to interact, this helps them access learners' reasoning and thinking processes, further challenging them to make learning relevant (Saleem et al., 2021). The absence of systematic scaffolding

and structured group work in many lessons indicates a need for professional development to help participants incorporate more constructivist, student-centred strategies that promote content mastery and language development.

4.4.1 Integration of EAC elements

The extent to which participants integrated EAC principles into their subject instruction varies widely. Some participants tried to enhance language development by explicitly addressing subject-specific vocabulary. For instance, in the Geography lesson, the teacher asked learners to differentiate between *"maximum and deepest"*, while in History, learners were asked to give the distinction between *"refugee"* and *"refugee camp."* These practices align with the content dimension of Coyle et al.'s (2010) 5Cs framework, which stresses the need for structured subject material that incorporates language learning. However, while these strategies help learners understand technical terminology, they are often implemented in isolation, without reinforcing language skills through interactive engagement. This mainly suggests that teachers may not fully consider context or use real-world situations to engage learners. Although they help learners to understand technical terminology, the lack of interactive engagement implies that they do not consistently draw on learners' culture or everyday experiences.

The lack of student participation in constructing knowledge does not result in critical thinking and problem solving or foster deeper cognitive processing, and as a result, limits deeper language acquisition. Effective EAC integration requires opportunities for learners to engage with subject content actively through individual, pair, and group work rather than simply receiving vocabulary explanations. The communication and cognition components of the 5Cs emphasise the need for structured, meaningful dialogue and scaffolding that support language development. While some participants employed questioning techniques to stimulate thinking, lessons often lacked structured interaction, preventing learners from fully engaging in co-constructing knowledge. This incomplete integration suggests that while participants recognise the importance of language precision, they require more precise frameworks to implement EAC more effectively.

4.4.2 Enabling and inhibiting factors influencing EAC implementation

Observations revealed a combination of enabling and inhibiting factors that influence EAC implementation. Among the enablers, guided questioning and scaffolding help learners bridge prior knowledge with new concepts. In addition, some participants displayed cultural responsiveness, such as translating complex vocabulary into local languages to enhance comprehension. For example, in a Development Studies lesson, Susan allocated two minutes for a group discussion. Some groups were observed discussing while using their mother tongue to try to explain what they were asked to do. A learner asked: *"Zipi naturugana?"*, meaning "Which one are we doing?" These strategies align with Coyle et al.'s (2010) culture component, which acknowledges the role of learners' linguistic backgrounds in facilitating intercultural understandings. Learners can relate more easily to content when cultural context is considered, strengthening subject comprehension and language acquisition. Nault (2006) further argues that cultural context plays a crucial role in knowledge building, reinforcing that EAC should not be applied as a generic strategy, but adapted to learners' linguistic and cultural backgrounds.

On the other hand, several inhibitors hinder the consistent application of EAC strategies. A primary challenge is the dominance of teacher-led instruction, which limits collaborative learning opportunities. For example, social constructivist theory emphasises the need for peer interaction, yet large class sizes and limited professional training on integrating language with content restrict participants' ability to implement such approaches. In addition, policy documents do not provide detailed guidance on interactive strategies, leaving participants to interpret EAC independently. The absence of structured interactive tasks and insufficient professional development further contribute to the fragmented implementation of EAC, making it difficult for participants to fully embrace a more dynamic, learner-centred approach.

A thorough examination of the above factors shows that implementing EAC strategies goes beyond simply having the right tools; it requires addressing systemic and pedagogical challenges. Enablers like guided questioning and cultural responsiveness provide significant opportunities for deeper understanding and engagement, while inhibitors ranging from traditional teacher-led methods to structural and policy-related issues can substantially undermine the effectiveness of EAC.

A balanced approach is needed to bolster the enablers while actively mitigating the inhibitors to harness the full benefits of EAC. This might involve targeted professional development designed to transition teaching practices from a predominantly teacher-led model to one that encourages peer interaction and active learning. In addition, revising policies to offer more transparent and detailed guidelines on interactive strategies could establish a consistent framework for effective EAC implementation across diverse contexts.

Ultimately, the success of EAC strategies depends on the dynamic interplay between these enabling and inhibiting factors. Recognising and addressing this balance is crucial for creating a learning environment that is both responsive and engaging, one that is finely tuned to the cultural and linguistic realities of its learners.

4.4.3 External and contextual influences

Beyond classroom practices, external and contextual factors significantly impact EAC implementation. Based on triangulated data from classroom observations, teacher interviews, and document analysis, the study found that participants face rigid curriculum demands and administrative requirements. This is evident in other studies conducted in Namibia, where correspondence with several Namibian educators highlights that the national syllabi are overly extensive, leaving teachers with insufficient time to cover all required content within the academic year (Bolduc et al., 2023). Similarly, a study on inclusive education in Namibia suggests that teachers perceive the curriculum as content heavy. With large class sizes, they often struggle to meet the diverse needs of all learners (Mokaleng & Möwes, 2020). Furthermore, overcrowded classrooms and high student-to-teacher ratios make it exceptionally challenging for teachers who already lack adequate support to provide individual attention and ongoing learner support throughout the school day.

These include extensive documentation, which in turn reduces the time available for learner-centred instruction. These constraints highlight the context dimension of Coyle et al.'s (2010) 5Cs framework, which stresses the importance of tailoring strategies to the realities of different teaching environments. Without clear guidelines in the curriculum on EAC implementation, participants struggle to incorporate innovative, interactive methods that would enhance language development alongside subject instruction. This does not mean that flexibility is entirely restricted; however, without structured support, teachers may find it challenging to

confidently implement innovative and interactive methods. The lack of direction can lead to uncertainty, resulting in a tendency to adhere to traditional teaching approaches rather than exploring creative strategies that integrate language development with subject instruction.

In addition, contextual variability, such as differences in classroom management styles, student language proficiency and reliance on local languages, affects how EAC strategies are applied. Importantly, existing policies do not require a complete ban on using Indigenous languages in schools; instead, the EAC framework aims to encourage subject teachers to support learners in enhancing their proficiency in the medium of instruction, especially English, while drawing on learners' home languages as scaffolding where suitable. However, inconsistent application of EAC across different settings, combined with teachers' limited pedagogical training for bilingual or multilingual teaching, hampers the achievement of the Language Plan of Action for Africa (African Union, 1986), which advocates additive bilingualism as a means to both access and quality in education. This misalignment also weakens SDG 4, which calls for inclusive and equitable quality education. It conflicts with UNESCO's (2023) guidance on language education, which highlights the pedagogical importance of mother-tongue-based multilingual education as a foundation for learning in a second language. Without clear guidance and capacity-building initiatives that reflect contextual realities, the potential of EAC to act as a bridge rather than a barrier between Indigenous languages and the medium of instruction remains unrealised. As Cummins (2001) asserts, promoting learners' mother tongue in school supports their development in both the home language and the medium of instruction, thereby reinforcing the conceptual basis essential for effective learning.

The social constructivist theory recognises that social and cultural contexts shape learning, yet inconsistencies in language proficiency levels among learners pose challenges for participants in maintaining uniform EAC practices. Some participants effectively navigate these challenges by adapting instruction to their learners' needs, while others struggle due to limited training and resources.

Zandra remarked:

> *Most of us were more focused on the subject when we went to university. We were trained in the subject matter. The only time we learned English was during the first year English communication, English for academics. And that's it.*

Joel, when asked if they are trained on the use of EAC, also remarked,

> *No, it's not that we are trained. But now, as a History teacher, you know this subject is all about the past. And whatever the learner has to answer has to be based on the past.*

This comment highlights a widespread issue: participants are experts in their subject areas but often lack the pedagogical skills to integrate language development into content instruction. This gap hampers their ability to use English as a learning tool across various subjects, a crucial component of the EAC. Mpofu and Maphalala (2021) also found that EAC implementation challenges stem from insufficient teacher education training. Addressing these disparities requires context-sensitive approaches that take into account policy expectations and classroom realities. As Kaplan and Baldauf (1997; 2003) observe, effective personnel policy goes beyond subject expertise to include the targeted preparation of teachers for language-in-education demands. Without such specialised training, content teachers are unlikely to fully meet the dual challenge of delivering subject content while also developing learners' language proficiency.

The first research objective, exploring CSTs' understanding and practices regarding EAC implementation, is directly addressed by examining teacher implementation practices and the integration of EAC elements. Observations indicate that while some participants recognise the need to embed language learning within content instruction, many continue to rely on teacher-centred methods. Social constructivist theory highlights the importance of knowledge co-construction through active dialogue and peer interaction, suggesting that greater emphasis on collaborative, learner-centred approaches would enhance EAC implementation. Coyle et al.'s (2010) 5Cs provide a structured framework to reinforce these strategies through content modification, communication enhancement, and cognitive engagement.

The second research objective, examining the enablers and inhibitors of EAC implementation, is reflected in the analysis of both enabling and inhibiting factors and external influences. While structured lesson planning and cultural responsiveness are enablers, significant barriers hinder EAC integration, including limited training, resource constraints and administrative burdens. The context and culture dimensions of Coyle et al.'s (2010) 5Cs emphasise the need for EAC strategies that account for classroom conditions and linguistic diversity. In addition, the social constructivist theory underscores the role of teacher collaboration in overcoming these barriers, reinforcing the need for professional learning communities and targeted training programmes.

Classroom observations highlight the challenges and inconsistencies in EAC implementation, revealing a gap between policy intentions and actual teaching practices. While some participants employ scaffolding and cultural responsiveness to enhance learning, a reliance on traditional, teacher-centred methods limits interactive engagement. The themes explored from teacher implementation practices to external contextual influences demonstrate that while EAC can enrich subject teaching, its full impact remains unrealised due to external and contextual inhibiting factors. Despite the theoretical underpinnings of collaborative learning, the study found that the participants involved were more inclined towards a teacher-centred approach. The latter is caused by systemic and contextual constraints, such as large class sizes, limited professional development in collaborative methods and rigid curriculum demands, pushing educators to rely on teacher-centred approaches. The EAC strategy relies on CSTs' understanding of how to incorporate language support into their lessons and on ongoing professional development to maintain this integration. Although the first developed Language Policy for Schools (1992–1996 and Beyond) effectively addressed the seven key policy areas – personnel, access, community, resourcing, evaluation, and materials and methods – through initiatives such as pre-service training, the Basic Education Teachers Diploma, in-service programmes, community consultation, and the provision of new materials, challenges persist in how these provisions are understood and applied by CSTs to improve learners' acquisition of English as the medium of instruction. The development of the EAC policy signifies a considerable regression and warrants review, as it does not conform to best global practices and trends in language-in-education.

Traditional practices and rooted teaching habits may also play a role, making it more comfortable and manageable for teachers to deliver content through lectures rather than implement interactive, learner-driven activities. This approach contrasts sharply with the principles of constructivism and cooperative learning. Meanwhile, to social constructivism, dialogue, collaboration, and information are crucial learning components and strategies for achieving learning goals (Saleem et al., 2021).

Social constructivist theory and Coyle et al.'s (2010) 5Cs provide complementary perspectives for addressing these challenges. Social constructivism supports shifting from passive knowledge transmission to active engagement by advocating collaborative, interactive learning environments. Coyle et al.'s framework offers a structured approach to embedding content,

context, culture, communication, and cognition into teaching practices. Together, these perspectives provide actionable insights for refining EAC implementation and moving towards a more consistent, evidence-based approach that effectively integrates English language development across subject areas in secondary schools.

4.5 Bridging the Gap Between Conceptual Understanding and Practical Implementation of the EAC

4.5.1 Understanding of EAC and its purpose

The focus group discussions revealed that participants in schools A and B recognise the centrality of integrating English across subjects to enhance learners' academic language skills. For example, a participant from School A emphasised the need for EAC integration and said, "*Yes. With me, I think it also improves learners' reading skills. Whether you find out some learners are struggling with reading."* In School B, a participant commented to say, "*And also I think it will also help learners to pass their paper 3 (English Second Language), because most of them are struggling with their listening skills, so this will improve their results."* By then, within the process of their reading, they are learning how to pronounce some of the words.

Participants from School A noted that repeated exposure to subject-specific terminology helps learners internalise academic language, thereby improving their vocabulary, pronunciation, and overall comprehension. In contrast, participants from School B underscored the importance of grammar and precise linguistic application. This shared understanding indicates that participants view English as essential for academic success. However, from a social constructivist perspective, internalising vocabulary and grammar should involve social interaction, discussion, and scaffolding rather than mere exposure.

Participants expressed a mixed understanding of EAC, such as using English to convey subject-specific knowledge and using it as a LoLT. For example, one participant expressed that *"there is a gap between what we know is EAC and what it is."* However, they noted a gap between their understanding of EAC and its practical application. One participant said, *"English Across the Curriculum, I would say it is a language for that particular subject that we are trying to teach."* Another participant said, *"Using English across subjects helped learners articulate themselves better, making them more adaptable to the language."* This gap suggests that while

they recognise the importance of disciplinary content knowledge, as highlighted by Gabillon (2020), they may need support to use English effectively to deliver subject content.

Some participants also acknowledged that they must actively intervene to explain unfamiliar terms and bridge content with language learning. However, there is considerable variability in how formally participants embrace this role. Some rely on impromptu explanations, while others recognise the need for a more structured approach, suggesting that the conceptualisation of EAC is uneven across schools. Coyle et al.'s (2010) communication and cognition dimensions highlight the need for structured opportunities where learners actively engage in meaning making rather than relying solely on teacher-led explanations. Learners may struggle to internalise language skills effectively within subject content without a structured support that is both contextually and culturally relevant.

4.5.2 Implementation of practices and pedagogical strategies

The focus group data further illuminates how participants implement EAC in their classrooms. Participants from both schools emphasised the importance of striking a balance between individual work and group tasks to promote active participation. For example, while participants from School A emphasised the importance of personal reflection and collaborative tasks, those from School B highlighted challenges such as learners reverting to their native language during group work, which impede consistent English practice. This example demonstrates the critical role that the culture and context component of Coyle et al.'s (2010) 5Cs framework plays in language instruction. In School A, the emphasis on personal reflection and collaborative tasks fosters an environment where cultural factors and student experiences are effectively leveraged to enhance understanding and engagement. In contrast, School B shows that when learners revert to their mother tongue during group work, cultural and contextual realities can sometimes hinder consistent English practice. Overall, this contrast highlights the importance of considering both supportive and challenging cultural influences when implementing language learning strategies.

Meanwhile, social constructivist theory suggests that learning is most effective through social interaction, peer discussions, and teacher-guided scaffolding. This is strengthened by Ghani and Abdul (2022), who say that the EAC strategy, which also operates within a social constructivist paradigm, supports cultural knowledge building, promoting collaboration as a

critical learning method. However, if learners frequently revert to their mother tongue, the communication component of Coyle et al.'s (2010) 5Cs may be compromised, limiting their full participation in the subject discourse. Nonetheless, the culture component emphasises the deep connection between language and identity. Strategically, when the teaching and learning process incorporates the learners' first language, it promotes linguistic inclusivity and respects diverse cultural backgrounds, rather than imposing a rigid 'English-only' policy. Moreover, learning contexts differ depending on learners' backgrounds, prior knowledge, and language proficiency. In certain situations, controlled and intentional use of their first language can help bridge comprehension gaps, alleviate anxiety, and encourage greater engagement in second language learning.

Some participants noted using innovative methods like flashcards, dramatisation, and guided discussions to embed English into content instruction. In contrast, others relied heavily on vocabulary drills without engaging learners in deeper critical thinking or contextualisation. Reflecting on their classroom practices during the focus group discussions confirms this tendency towards teacher-centred instruction. For example, one participant, Teacher C, highlighted that while learners show interest in learning new vocabulary, this engagement largely depends on the teacher's initiative. Pauline explained:

> *So they find it also interesting, So they are eager to learn new words. However, that's only if the teacher highlights that. Because the reason why I'm saying this is that most of the time, if you just read notes, you just explain the notes in general, and you don't look out for those difficult words of new vocabulary, then learners will not follow.*

This statement underscores the reliance on the teacher's direction rather than fostering an environment where learners actively discover and learn collaboratively. This variation suggests that, although the value of EAC is widely acknowledged, its practical implementation remains highly variable, with some participants employing more effective and interactive strategies than others. Coyle et al.'s (2010) cognition and content dimensions stress that learning must engage learners beyond rote memorisation, promoting higher-order thinking through meaningful language interactions. Without these elements, learners may not develop the academic language proficiency needed for long-term success.

4.5.3 Enabling factors and barriers to EAC Implementation

The focus group discussions also shed light on factors that enable or inhibit the effective integration of EAC strategies. On the enabling side, a common belief in the importance of integrating English to boost overall academic performance was evident, along with structured opportunities for vocabulary development. These enablers suggest that participants are more likely to implement EAC effectively when objectives are clear and there is some degree of collaborative practice. Coyle et al.'s (2010) context and culture components emphasise that language learning should be integrated into real-life subject contexts, ensuring learners can relate to the content meaningfully.

However, several inhibitors were also identified. Participants cited inadequate professional development and insufficient explicit guidelines or methodologies for integrating language into content instruction. For example, a participant from School A stated:

> *Most of us were into the subject as such, to go to the university. We are trained into the subject matters. The only part you do English is in the first year. English communication, English for academics. And that is it. It ends there. From there, you are just into the content. Then you come here, you find this child, who cannot read. You don't even know where to start.*

According to Kambonde (2018), there is a gap between participants' conceptual understanding of EAC and its practical implementation in the classroom. Additional challenges include large class sizes and systemic issues, such as curriculum misalignment and mother-tongue interference, which further inhibit the consistent application of EAC strategies. Moreover, there was noticeable variability in the awareness of professional standards among participants; some were well-versed in Namibia's Professional Standards for Teachers, while others admitted to a lack of familiarity, which contributed to inconsistencies in practice. Social constructivist theory emphasises that professional development and peer collaboration are essential for fostering communities of practice. Without structured training and peer support, participants may struggle to consistently implement effective EAC strategies. The lack of the above highlights gaps in Kaplan and Baldauf's (1997; 2003) personnel policy and materials and methods policy, as effective EAC implementation depends on well-trained teachers with ongoing professional development. While the first Language Policy for Schools (1992–1996 and Beyond) addresses personnel, access, community, resourcing, evaluation, and materials and methods through pre-

service training, the Basic Education Teachers Diploma, in-service programmes, community consultation, and provision of new materials and the absence of sustained, structured training and collaborative support mechanisms weakens the consistency and effectiveness of EAC strategies in practice.

These themes collectively address the first research objective, exploring content subject participants' understanding and practices that shape the implementation of EAC. The discussions reveal that while participants universally recognise the importance of EAC for enhancing vocabulary and language precision, their actual practices range from highly interactive and collaborative strategies to predominantly teacher-centred approaches. This diversity highlights a significant gap between the conceptual understanding of EAC and its practical implementation.

The second research objective, examining factors that enable and inhibit EAC implementation, is addressed through the themes related to enabling and inhibiting factors and the variability in professional standards awareness. The inconsistency in practices, combined with limited explicit guidance and professional development, highlights a critical research gap: despite understanding the potential of EAC, participants lacked unified, practical strategies and support, resulting in varied outcomes across schools. Integrating Coyle et al.'s (2010) content, communication, and cognition elements with social constructivist theory makes it clear that structured peer collaboration and professional training could help bridge this gap.

Social constructivist theory, which posits that knowledge is co-constructed through social interaction and collaborative learning, helps explain the observed variability in teacher practices. According to this perspective, participants' understanding of EAC is shaped by their individual beliefs, interactions with colleagues, and participation in professional learning communities. Encouraging structured peer collaboration and reflective dialogue can help participants move beyond isolated, teacher-centred practices, fostering more interactive, learner-centred environments that are critical for successful EAC implementation.

Meanwhile, Coyle et al.'s (2010) 5Cs framework provides a structured approach for embedding EAC into classroom instruction by ensuring that content is integrated with language learning, context is tailored to real-world classroom challenges, culture is leveraged to make learning relevant, communication is emphasised for language development and cognition is enhanced

through higher-order thinking strategies. By applying these frameworks, participants and policymakers can identify strengths and weaknesses in current practices, providing actionable insights for developing professional development programmes and classroom strategies that bridge the gap between policy and practice.

In summary, the focus group discussions revealed that participants in secondary schools in Kavango West understand the importance of integrating EAC, but face significant challenges in transforming this understanding into practical, consistent practice. The themes, from the emphasis on vocabulary and varied pedagogical approaches to systemic inhibitors and inconsistent professional standards, highlight a critical research gap: the absence of clear, practical guidance and targeted professional development to support EAC implementation.

Social constructivist theory and Coyle et al.'s (2010) 5Cs provide robust frameworks that, when applied, can promote more collaborative, culturally sensitive and cognitively engaging teaching environments. Together, these perspectives offer a pathway to enhance participants' ability to implement EAC consistently and effectively, ultimately leading to improved language proficiency and better academic outcomes for learners.

4.6 Chapter Conclusion

This study was conducted in the Kavango West Region of Namibia and involved eight subject content teachers from two schools, highlighting the challenges and inconsistencies in implementing EAC. While Namibia's national curriculum aims to support national development by transitioning learners from mother-tongue instruction to English and promoting content-based language learning, it lacks clear guidance on EAC integration. Classroom observations and focus group interviews revealed a diverse mix of teaching approaches, with some teachers, like Susan and Jessica, incorporating peer interaction and inquiry-based learning, while others rely on teacher-centred methods. Although strategies such as guided questioning, scaffolding and cultural responsiveness enhance student engagement, their inconsistent application alongside systemic issues like large class sizes, limited professional development and rigid curriculum demands create a gap between policy intentions and classroom realities. Both Coyle et al.'s (2010) 5Cs framework and social constructivist theory emphasise the need for a structured, interactive, and context-sensitive approach to effectively integrate language learning across subjects.

Prah (1993) challenges the idea that English should be seen as the primary means for development in Africa. He emphasises that African languages hold historical and cultural importance that is vital for maintaining society and promoting progress. People understand and connect best through the cultural and cognitive frameworks of their native languages. Although Namibia uses English as the medium of instruction from Grade 4 to 12, the country still recognises the value of Indigenous languages in education and development. To align with UNESCO, SDG4, and the Plan of Action for Africa, Namibian policies should continue to incorporate Indigenous languages alongside English, ensuring that learning and development initiatives are culturally relevant and rooted in local knowledge systems.

CHAPTER FIVE: DISCUSSION AND RECOMMENDATIONS

5.1 Introduction

This chapter comprehensively synthesises the study's key findings, discussions and implications for implementing EAC in Namibia. It begins by summarising the principal aspects covered in the preceding chapters, including background information, a literature review, the research methodology, and the findings. The chapter then critically examines the research gaps identified during the study, emphasising the challenges teachers encounter in implementing EAC and the systemic barriers that impede its effectiveness. In addition, this chapter provides key recommendations for enhancing EAC implementation, with a focus on teacher training, policy development, and interdisciplinary collaboration. It underscores the necessity of a structured professional development programme, a clear policy framework, and practical teaching strategies to ensure successful language integration across content subjects. Finally, the chapter outlines potential areas for future research, highlighting the need for further studies on targeted EAC training programmes, interdisciplinary approaches, and assessment strategies that align with EAC principles. This chapter aims to provide actionable insights that contribute to strengthening EAC implementation in Namibia's secondary education system by addressing these areas.

5.2 Summary of the Study

Chapter One introduced the study by providing the background and rationale for investigating EAC in Namibia. It outlined the research problem, objectives, and significance, highlighting the necessity to explore CSTs' understanding and implementation of EAC. The chapter also presented the research questions guiding the study and introduced the theoretical framework, which included Vygotsky's social constructivist theory and Coyle et al.'s (2010) 5Cs framework. In addition, it emphasised the challenges teachers face in integrating English into content subjects, justifying the study's focus on secondary schools in Kavango West, Namibia.

Chapter Two critically reviewed the related literature and theoretical frameworks, analysing scholarly works, theories, and global trends regarding EAC. The review examined Krashen's (1982) second language acquisition theory and the social constructivist framework while exploring related approaches such as CLIL in Europe, immersion programmes in Canada, and EMI in Africa and Asia. Furthermore, the chapter discussed challenges in EAC implementation, particularly the lack of teacher training and linguistic proficiency among CSTs, highlighting the need for further research on EAC practices in Namibia.

Chapter Three detailed the study's methodology, explaining the qualitative exploratory case study approach used to investigate CSTs' understanding and implementation of EAC in two secondary schools in Kavango West. It outlined the research design, data collection methods (classroom observations, focus group discussions, and document analysis), and participant selection through purposive sampling. The chapter justified the choice of Kavango West as the research site and described the use of inductive thematic analysis for interpreting the data. Ethical considerations and the researcher's positionality were discussed to ensure objectivity and credibility. In addition, the chapter described the use of a pilot study in Kavango East to refine research instruments.

Chapter Four examined and analysed the findings regarding the implementation of EAC in Namibian secondary schools, revealing a complex interaction between curriculum guidelines, teacher perceptions, and classroom practices. While the teachers in this study acknowledged EAC's potential to enhance both language proficiency and subject comprehension, several challenges hinder its full realisation. These challenges include structural barriers, professional development gaps, and inconsistencies in classroom application. The chapter explored how EAC is applied in content subjects, influenced by external factors, and supported (or not) by the Department of Education.

5.3 Summary of Main Findings

The research objectives focused on exploring CSTs' understanding and practices related to the EAC strategy, as well as identifying factors that enable or inhibit its implementation in two secondary schools in Kavango West, Namibia. These objectives align with the study's findings, which reveal that while some teachers are aware of EAC and attempt to incorporate it through strategies like vocabulary-building and classroom discussions, these practices are applied

inconsistently. This suggests a disconnect between policy and practice, as the NCBE (MoEAC, 2016) mandates English as the medium of instruction from Grade 4 onwards to promote language proficiency across subjects. The findings also point to continued reliance on teacher-centred methodologies, highlighting underlying challenges that may inhibit effective EAC implementation, issues explored further in the subsequent analysis.

5.3.1 Question One: What are the CSTs' understanding of and practices regarding implementing the EAC strategy at secondary schools?

5.3.1.1 Teachers' understanding and practices

Teachers understood EAC as an instructional approach that promotes integrating English language skills, reading, writing, speaking, and listening into all subjects to support learners' academic development. They recognised that, because most subjects are taught in English, it is essential to help learners grasp subject-specific vocabulary, language structures, and terminology to enhance comprehension and expression. Teachers agreed that language proficiency plays a critical role in learners' ability to succeed across the curriculum, and they viewed the promotion of English as a shared responsibility among all subject teachers, not just English educators. They also believed that embedding language instruction in content areas strengthens learners' engagement with complex concepts and supports better communication. While it is true that learners may initially struggle to express themselves in English, embedding language instruction in content areas can still enhance engagement and understanding when carefully scaffolded. However, Prah (1993) and other scholars argue that learners achieve deeper understanding and more meaningful communication when instruction is rooted in their mother tongue, because it aligns with their cognitive and cultural frameworks. In practice, using the mother tongue as a bridge enables learners to grasp complex concepts more effectively and gradually transfer that understanding to English. Therefore, integrating mother-tongue support alongside English instruction ensures both comprehension and language development, rather than relying solely on a language in which learners are less proficient.

Beyond this shared understanding, teachers also expressed concerns about systemic and contextual challenges affecting EAC implementation. They highlighted learners' weak foundational skills in English, particularly in rural areas, and noted that mother tongue interference often limits effective communication in the classroom. Some teachers felt that

while content subjects are expected to reinforce English, the English syllabus rarely reflects or integrates content knowledge in return, creating an imbalance. Furthermore, although some teachers were familiar with national policies promoting EAC, others lacked awareness or training, leading to its inconsistent application. There was also confusion among some teachers who equated EAC with merely teaching in English, revealing a gap between policy expectations and classroom realities.

While acknowledging the importance of the EAC strategy in promoting language across the curriculum, this situation reflects broader concerns raised in the literature. Cummins (2001) emphasises that strong literacy and cognitive skills in the mother tongue support the acquisition of additional languages, including English. UNESCO (1953) similarly underscores the value of mother-tongue-based multilingual education for learning, inclusion, and sustainable development. Similarly, Ndlovu (2013) and others attribute language loss in Africa to post-colonial nation-building efforts that promote a single Indigenous language in the name of unity, social cohesion, and identity, often at the expense of ethnic and linguistic diversity, a pattern also evident in Namibia.

When examined through the framework of Kaplan and Baldauf's (1997, 2003) seven areas of LiEP development, Namibia's approach resembles a quick-exit transitional bilingual programme. Such programmes have faced widespread criticism globally for being misaligned with best practices, as they often prioritise English over learners' mother tongues. This misalignment endangers the country's capacity to implement an effective curriculum, develop teaching resources, train teachers, and assess learning in ways that are culturally and linguistically responsive. As a result, the policy risks undermining Namibia's ability to achieve SDG 4 and the broader educational and cultural objectives outlined in Agenda 2063, as well as the recommendations of the Language Plan of Action for Africa (African Union, 1986).

Teachers implemented EAC by integrating language support into their subject teaching, especially through vocabulary development, reading, writing, and occasional speaking activities. Strategies included correcting grammar, punctuation, and pronunciation, encouraging oral reading, and using group tasks like presentations and debates to develop communication skills. Teachers also promoted the use of contextual language and reading comprehension in subjects like History. Despite limited resources and time, some teachers

creatively incorporated drama, flashcards, and peer teaching to stimulate language use and learner engagement. These practices aimed to embed English across content areas, reinforcing both subject knowledge and language proficiency.

5.3.2 Question Two: What are the enabling and inhibiting factors influencing the implementation of the EAC strategy?

This section focuses on the enabling factors (5.3.2.1) and inhibiting factors (5.3.2.2, 5.3.2.3 and 5.3.2.4) that influence EAC implementation.

5.3.2.1 Integrating structured opportunities for vocabulary development and collaborative learning

Through observation, I discovered the key enablers of EAC in classroom practices: explicitly teaching subject-specific vocabulary and encouraging peer interaction through group discussions and inquiry-based learning, as shown by Susan and Jessica. For instance, in a Geography lesson, the teacher invited learners to distinguish between “maximum” and “deepest,” while in History, they were encouraged to explain the difference between “refugee” and “refugee camp.” Although these examples were infrequent, they wonderfully highlight efforts to connect language with content, aligning with the content aspect of Coyle et al.’s (2010) 5Cs framework. Similarly, embracing peer interaction and inquiry-based learning complements the communication and cognition elements of the framework, which is supported by Vygotsky’s theory of social constructivism, emphasising the importance of language and social interaction in building knowledge.

Sato (2022) emphasises that when learners establish collaborative relationships, they tend to engage in more beneficial interactions, producing greater quantities of language, constructively correcting each other’s second language errors and valuing each other’s contributions towards completing a given task. These approaches foster interactive dialogue, critical thinking, and respect for learners' viewpoints, enhancing the relevance of learning and supporting both content mastery and language development. However, it is important to note that these methods were not applied consistently or systematically, which limited their wider impact in teaching contexts.

5.3.2.2 Lack of teacher collaboration, targeted professional development and policy guidance

The study found that there was minimal collaboration among teachers, reducing the potential for shared learning and innovation in EAC methods. From a social constructivist perspective, interdisciplinary collaboration is essential for refining EAC strategies. In addition, a lack of structured policy guidance and inadequate resources, especially in large, multilingual classrooms, were found to be challenges. All these factors matter because without the necessary tools, teachers revert to lecture-based instruction, which limits learners' engagement with English and reduces opportunities to develop academic language.

Coyle et al.'s (2010) 5Cs framework encompasses content, communication, cognition, culture and context, and is a structured approach to integrating language and subject learning. The findings underscore the need for targeted professional development, interdisciplinary collaboration, and context-responsive policy reform. Drawing from structured models in countries like South Africa, which implements EAC to enhance academic performance by offering manuals that assist teachers who need more prior knowledge of integrating content subjects with language learning (Mpofu, 2023), Namibia has the opportunity to strengthen EAC implementation, improve English outcomes, and bridge the gap between language policy and classroom practice.

5.3.2.3 Lack of pedagogical training

While teachers acknowledged the value of EAC, the findings revealed that its application was inconsistent due to limited pedagogical training, as found in a study conducted in South Africa by Mpofu and Maphalala (2021) that EAC implementation challenges stem from insufficient teacher education training. Some teachers struggled to incorporate language naturally into their lessons. This is because university training primarily focuses on subject content, with minimal exposure to English language teaching methodologies. As a result, while some teachers employed scaffolding techniques, structured questioning, and peer discussions, many relied on lecture-based instruction, limiting meaningful language engagement.

5.3.2.4 Lack of multilingual strategies

While some teachers used home languages as a scaffold before transitioning to English, others perceived this as a hindrance. The lack of clear curriculum guidelines on balancing English with first-language support leads to inconsistent implementation. Linguistic diversity in the classrooms leads many learners to rely on their home languages to process complex content (Mpiti & Makena, 2020); when that happens, code-switching becomes a coping mechanism for teachers and learners to bridge communication gaps. However, current education policies lack clear multilingual strategies, leaving teachers to navigate these challenges alone.

5.3.3 Findings conclusion

The study investigated the implementation of EAC as a strategy to embed language support within all subject teaching. Ultimately, this study was grounded in a critical concern: without a good pass in English at Grade 11, many Namibian learners find their academic and career opportunities significantly limited. English remains the gateway to tertiary education and skilled employment in Namibia, and its role as the LoLT across the curriculum cannot be understated. The findings of this study highlighted the disconnection between well-intentioned language policies and the practical realities faced by CSTs in multilingual, under-resourced classrooms.

By examining these challenges through the lenses of social constructivist theory and Coyle et al.'s (2010) 5Cs framework, the study underscores the need for coherent, context-responsive strategies that empower teachers to integrate language support into subject teaching. Without targeted support for EAC, learners may continue to struggle not because they lack potential, but because they are not being equipped with the linguistic tools necessary to succeed.

Improving English outcomes is not merely a language issue; it is a social justice issue, as it shapes learners' future prospects and ability to participate meaningfully in Namibia's social and economic life. Therefore, bridging the gap between EAC intentions and classroom realities is essential not only for curriculum reform but also for ensuring that every learner has a fair chance to choose and chase a meaningful career.

While it is true that the EAC policy alone may not adequately enhance learners' proficiency in English, the country faces a complex balancing act. As this study emphasises, without a good pass in English at Grade 11, many Namibian learners' access to tertiary education and skilled employment is severely constrained. English functions as the LoLT across the curriculum and remains a vital gateway for academic and career opportunities. However, evidence from Cummins (2001), UNESCO (2023), and Ndlovu (2013) indicates that strong mother-tongue literacy forms the foundation for successful second-language acquisition. Moreover, Kaplan and Baldauf's (1997, 2003) seven areas of LiEP development illustrate that effective language planning must consider curriculum design, teaching methods, teacher training, and assessment in ways that are culturally and linguistically responsive.

Consequently, while maintaining English proficiency as a national priority, Namibia could benefit from adopting additive bilingual or multilingual education, where learners' mother tongues are systematically included in instruction alongside English. Such an approach not only enhances cognitive development and the understanding of complex concepts, but also aligns with global best practices, the Language Plan of Action for Africa (African Union, 1986), SDG 4, and Agenda 2063, ultimately improving both English proficiency and overall educational.

5.4 Research Gap

The study highlights several critical gaps in research. Firstly, it revealed a lack of structured professional development programmes to equip teachers with practical, EAC-supportive pedagogical strategies. Namibian policy documents refer to EAC, but provide minimal guidance on its practical implementation, leaving teachers to interpret and apply EAC independently. Secondly, there is an absence of a comprehensive EAC policy framework with specific pedagogical guidelines. Existing policies remain vague and lack concrete steps for implementation, resulting in inconsistent EAC application across different schools. In addition, the absence of interdisciplinary collaboration among teachers has led to varied interpretations of EAC and missed opportunities for integrated language instruction. Viewed through Kaplan and Baldauf's (1997; 2003) seven areas of LiEP development, this exemplifies a case of declaration without realisation. Namibia's approach resembles quick-exit transitional bilingual programmes, widely criticised globally for failing to align with best practices and the Language

Plan of Action for Africa (African Union, 1986), thereby endangering the country's prospects of achieving SDG 4 and Agenda 2063 aspirations.

5.5 Recommendations for Practice

It is recommended that Namibia strengthen its teacher education curriculum by establishing professional learning communities (PLCs) as platforms where teachers can collaboratively develop instructional strategies, share best practices, and enhance language integration across subjects.

This approach should be guided by Kaplan and Baldauf's (1997) seven key areas of LiEP: access, curriculum, methodology, resourcing, community, personnel, and evaluation and should also align with the Language Plan of Action for Africa (African Union, 1986), which emphasises the importance of African languages in education. Such a strategy would support the goals of SDG 4 on inclusive and equitable quality education and would also back UNESCO's call for mother-tongue-based multilingual education (MTB-MLE) with structured transitions to additional languages.

Globally, there is recognition that teacher education must extend beyond pedagogy and content knowledge; it must also include proficiency in the LoLT (Moosa & Moodley, 2024; Mpofu & Maphalala, 2021; Lin, 2016). South Africa has already integrated EAC within its national teacher training frameworks, but Namibia remains dependent on a limited, general EAP course (Snow, 2005; Shiweda, 2021). Consequently, academic language development continues to be insufficiently embedded within disciplinary contexts. Edwards et al. (2021) and Harper and Feez (2020) argue that effective language support must be contextualised, credit-bearing, and integrated across the curriculum, with PLCs able to facilitate this despite challenges such as large student cohorts, limited staffing, and programme constraints.

Therefore, incorporating these global, regional, and national insights into Namibia's teacher education policy would ensure that all teachers are prepared to support language development as a core aspect of content learning.

5.6 Recommendations for Research

To address these challenges, several recommendations for further research are proposed. Grounded in social constructivist theory, which emphasises collaboration, shared meaning making, and dialogue among educators, research should move beyond general observations to explore targeted and actionable strategies for improving EAC implementation in Namibia.

First, longitudinal studies are needed to examine the sustained impact of structured EAC training on both teacher practice and learner outcomes. Specifically, research could track how teacher participation in professional development focused on scaffolding, differentiated instruction, and interactive language strategies influences student performance over time, particularly in high-stakes subjects assessed through national exams.

Second, future studies should investigate the design and effectiveness of interdisciplinary PLCs as vehicles for co-constructing and standardising EAC approaches across subjects. These could explore how peer collaboration supports the integration of academic language instruction into content teaching and how such collaboration aligns with Vygotsky's ZPD.

Third, more context-specific research is needed on subject-specific language demands, especially in Science, Mathematics, and Geography, where academic vocabulary and discourse conventions often hinder learners' comprehension. Exploring how teachers adapt instructional materials to address these linguistic challenges would provide practical insights for curriculum developers.

Finally, further investigation is recommended into school-level policy enactment – how schools interpret and adapt national EAC policy intentions within their local contexts. This includes assessing how institutional leadership, resource allocation, and administrative support either facilitate or obstruct meaningful language integration.

By addressing these focused research gaps, future studies, particularly related to longitudinal impacts of EAC training, can contribute to a deeper, more practical understanding of EAC in Namibia and help build a responsive, collaborative, and linguistically inclusive secondary education system.

5.7 Study Limitations

This study faced several limitations that influenced the scope, depth, and generalisability of its findings. Firstly, the qualitative approach relied on a small sample size, which, although appropriate for in-depth exploration, restricted the extent to which findings could be generalised to a broader population of CSTs. The withdrawal of two participants from the original group of 10 further reduced the data pool and potentially limited the diversity of perspectives captured. This may have affected the representativeness of certain views and themes in the final analysis.

In addition, logistical challenges such as the rescheduling of focus group sessions due to unforeseen circumstances interrupted the data collection process and may have influenced the consistency of participants' engagement. These interruptions possibly impacted the depth and flow of group discussions. Another important consideration is my positionality. As an insider in the educational context, I brought prior knowledge, assumptions, and experiences that may have unconsciously shaped interpretations. While reflexivity, peer debriefing, and bracketing were employed to reduce bias, complete neutrality is difficult to achieve in qualitative research. This inherent subjectivity may have influenced the coding and thematic development, particularly in areas where professional familiarity intersected with participant narratives.

Finally, integrating Vygotsky's social constructivist theory with Coyle et al.'s (2010) 5Cs framework presented a conceptual limitation. While both frameworks offer valuable insights, they originate from different traditions – sociocultural theory and CLIL pedagogy, respectively. Balancing these perspectives in data interpretation was complex, particularly given the lack of precedent in the Namibian context.

Despite these limitations, the study provides important insights into CSTs' understanding and implementation of EAC. It contributes to the under-researched area of cross-curricular language development in Namibian secondary schools and offers grounded recommendations for practice and further inquiry.

5.8 Chapter Conclusion

This study highlights the essential role of a well-structured EAC framework in enhancing language integration within Namibia's secondary education system. By addressing key challenges, including the lack of professional development, inadequate policy guidelines, and limited interdisciplinary collaboration, this research provides a roadmap for strengthening EAC practices. To support effective implementation, structured professional development programmes should equip teachers with interactive, constructivist methodologies that extend beyond traditional lecture-based instruction. A clear and detailed policy framework, including subject-specific guidelines and sample lesson plans, would further assist teachers in seamlessly incorporating language learning into their content subjects. Moreover, fostering interdisciplinary collaboration among teachers could lead to a unified approach, ensuring consistency in EAC practices across various subjects. Ultimately, these insights pave the way for a more language-rich education system in Namibia, where learners develop strong language skills alongside mastery of their subjects. Such an approach not only enhances academic performance but also prepares learners for real-world challenges, fostering lifelong learning and global competitiveness. By refining EAC strategies, Namibia has the opportunity to build an interconnected, skill-based education system that empowers both teachers and learners for future success.

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APPENDICES

Appendix A: Letter To the Ministry of Education, Arts and Culture; The Directorate of Education, Kavango West Region

Petrina Kamene Mafuro

P.O. Box 109

Rundu

11 July 2023

To: The Ministry of Education, Arts and Culture

Through: The Regional Director of Education

Kavango West Region

Private Bag 6193

Nkurenkuru, Namibia

Dear Sir

PERMISSION TO CONDUCT RESEARCH IN YOUR REGION

I hereby request permission to conduct a study in the three selected secondary schools in your education region. I am Petrina Kamene Mafuro, a student at Rhodes University, pursuing a Master of Education Degree in English Language and Teaching. This study I anticipate undertaking aims to contribute to knowledge and understanding of the phenomenon under investigation.

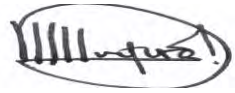
This is a case study entitled: **Exploring Teachers' Understanding and Practices of English Across the Curriculum Strategy: A case study in 2 Secondary schools in Kavango West, Namibia.** This study will mainly see the involvement of teachers as participants. I, therefore, ask for permission to conduct research with them. This study will explore CSTs' understanding and practices of the English Across the Curriculum strategy.

This is vital as it will generate information on factors influencing learners' ESL performance. The results can be a source of information to curriculum developers, policymakers and school administrators to revise their curricula and training in the area of EAC strategy practices based on the results. The findings would also assist the MoE of Namibia to adopt new techniques in EAC strategy in curriculum development and implementation for our school system in Namibia in general. Finally, the study will help other researchers to carry out further studies in implementing the EAC strategy while using this study as a reference.

The study will involve me as a researcher. I intend to employ focus group discussions with purposively selected eight teachers per school, including four English Second Language Teachers and four CSTs at the three selected schools, respectively. I will also conduct two classroom observations for each school's eight teachers. I wish to guarantee your good office that permission will be granted; I assure to strictly uphold all the ethical standards required by the Ministry of Education, Arts and Culture. The data that will be collected will be treated as confidential.

I would be grateful if favourable consideration is made at your convenience.

Yours Sincerely



Petrina Kamene Mafuro

Appendix B: Letter to the Circuit Inspector of Education, Bunya Circuit

Petrina Kamene Mafuro

P.O. Box 109

Rundu

11 July 2023

To: The Inspector of Education

Bunya Circuit

Kavango West Region

Private Bag 6193

Nkurenkuru

Dear Sir/ Madam

PERMISSION TO CONDUCT RESEARCH IN YOUR CIRCUIT OF EDUCATION

I hereby request permission to conduct my study in the three selected secondary schools in your circuit. I am Petrina Kamene Mafuro, a student at Rhodes University, pursuing a Master of Education Degree in English Language and Teaching. This study I anticipate undertaking aims to contribute to knowledge and understanding of the phenomenon under study.

This is a case study entitled: **Exploring teachers' Understanding and Practices of English Across the Curriculum strategy: A case study in 2 Secondary schools in Kavango West, Namibia.** This study will particularly see the involvement of teachers as participants. I, therefore, ask for permission to conduct research with them. This study also aims to explore content subject teachers' understanding and practices of English Across the Curriculum Strategy.

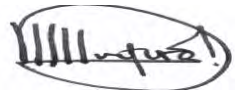
This is vital because it will generate information on factors that influence learners' performance in ESL. The results can be a source of information to curriculum developers,

policymakers and school administrators to revise their curricula and training in the area of EAC strategy practices based on the results. The findings would also assist the MoE of Namibia to adopt new techniques in EAC strategy in curriculum development and implementation for our school system in Namibia in general. Finally, the study will help other researchers to carry out further studies in implementing the EAC strategy while using this study as a reference.

The study will involve me as a researcher, where I intend to employ focus group discussions with purposively selected five teachers from the field of social sciences per school. I will also conduct two classroom observations for each school's five teachers. I wish to guarantee your good office that if permission will be granted; I assure to strictly uphold all the ethical standards as required by the Ministry of Education, Arts and Culture. The data that will be collected will be treated as confidential.

I would be grateful if favourable consideration is made at your possible convenience.

Yours Sincerely



Petrina Kamene Mafuro

Appendix C: Letter to Teachers as an Invitation to Participate in Focus Group Discussion

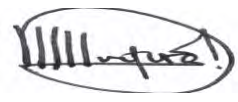
Dear Teacher

I am a student at Rhodes University, pursuing a Master of Education Degree in English Language and Teaching under the supervision of Dr Andza Anele Gobodwana and Mr. Sean Nkosi as a co-supervisor at the Department of Education. I am writing to invite you to participate in research I wish to undertake with the title: **Exploring Teachers' Understanding and Practices of English Across the Curriculum Strategy: a case study in 2 Secondary schools in Kavango West, Namibia.** The study aims to explore content subject teachers' understanding and practices of English Across the Curriculum Strategy.

As English teachers and teachers who use English to teach other subjects, I sincerely appreciate your involvement in this study, because you are well-positioned to provide your perceptions regarding the EAC strategy. You should rest assured that participating in this research is voluntary. I will, as a researcher schedule the focus group discussions in advance according to the dates, locations and times that will be convenient for you. These discussions will not take longer than an hour. Your names, participants and answers will be kept confidential and will not be connected to information you will share during the focus group discussions. Be advised that while I will make every effort to ensure that the latter does not happen, I on the other hand cannot guarantee that other participants in the focus group discussions will treat the information confidentially. Thus, all participants are advised to not disclose sensitive personal information shared in the focus group discussion.

I would be grateful if favourable consideration is made at your possible convenience.

Yours Sincerely



Petrina Kamene Mafuro

CONSENT:

I AM AWARE THAT

- I will be asked questions during the focus group discussions.
- I can withdraw from the study at any time I wish without any undesirable consequences.
- The information provided will be used for the purpose of the study only.
- The information I will provide will be strictly confidential and the findings will be reviewed in the research ethics.
- That my identity will be protected by the code of ethics in the study.
- Finally, Taking note of the above information, I would like to freely participate in the study and I am not being forced to do so.

DECLARATION

I _____ (names and surname) hereby confirm that I understand the contents of this letter and that of its nature of the study. Thus, I consent to participate in the study.

Participant's signature: _____ Date: _____

Researcher's signature: _____ Date: _____

Appendix D: Permission Letter from the Directorate

KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE

Tel No: (066) 274200
Email: kavangowesteac@yahoo.com
Enquiries: Lukas N Jacob
Ref: 26 / 1 / 16

Private Bag 6193, Nkurenkuru
Namibia

12 October 2023

Petrina Kamene Mafuro
P. O. Box 109
Rundu

Dear Ms. K. M Petrina

RE: PERMISSION TO CONDUCT A RESEARCH STUDY AT TWO SELECTED SCHOOLS IN KAVANGO WEST REGION

1. The Directorate of Education, Arts and Culture Kavango West wishes to acknowledge receipt of your letter dated 11 October 2023, seeking for permission to conduct an academic research for Master of Education Degree in English Language and Teaching on the topic: **Exploring Teachers Understanding and Practices of English Across the Curriculum Strategy.**

2. Permission is hereby granted to you provided you seek for further clearance from the Circuit Inspector of Education where you wish to conduct your research to ensure that:

   - Permission is sought from the School Principals
   - Teaching and Learning is not interrupted
   - Participation is voluntary

3. Furthermore, you are kindly requested to share your research findings with the Ministry of Education, Kavango West after completion of your study. You may contact the Deputy Director for Programme and Quality Assurance (PQA) for submission of a summary of your research findings.

4. We wish you all the best in conducting your research.

Yours Sincerely,

PONTIANUS V. MUSORE
DIRECTOR OF EDUCATION, ARTS AND CULTURE
KAVANGO WEST

KAVANGO WEST REGIONAL COUNCIL
Office of the Director
Directorate of Education, Arts & Culture
2023 -10- 13
Tel: 066-256015 Private Bag 6193
Nkurenkuru

13/10/2023
DATE

Appendix E: Permission Letter from the Circuit Inspector of Education

KAVANGO WEST REGIONAL COUNCIL
DIRECTORATE EDUCATION, ARTS AND CULTURE
BUNYA CIRCUIT OFFICE

Enquiries: K. Shindendere
Email:Chris.shindendere@gmail.com
Ref.26/1/16

Private Bag 6193, Nkurenkuru
Namibia
Cell: 0812028324

19 October 2023

To Ms. Mafuro Petrina
P O Box 109
Rundu

Dear Ms. Petrina K Mafuro

SUBJECT: PERMISSION TO CONDUCT RESEARCH STUDY AT TWO SELECTED SCHOOLS IN KAVANGO WEST REGION

1. Your letter dated 11October 2023 bears reference.
2. This letter serves to inform you that permission is hereby granted for you to conduct your study for your Master of Education programme in English Language and Teaching on the topic: **Exploring Teachers Understanding and Practices of English Across the Curriculum Strategy.**
3. This office is further informing you that you still need to abide to the guidance contained in the Regional Director's letter to you and make it a point that the office of the school principal has a say in what you do at school.

We wish you everything of the best in conducting your research.

Yours truly,

Kristian Shindendere
Inspector of Education
Bunya Circuit

MINISTRY OF EDUCATION, ARTS AND CULTURE
OFFICE OF INSPECTOR
BUNYA CIRCUIT
19 OCT 2023

19/10/2023
Date

All official correspondences must be forwarded to the office of the Chief Regional Officer

Appendix F: Permission Letters from Schools

Bunya Secondary School
Growing the Next Generation

Enquiries: Mr. Kotokeni Willem
Email: bunyacombinedschool@gmail.com or willemkotokeni@mail.com

P. O. Box 2139, Rundu
Telephone: 066 – 257 308/ 0813130689

26 October 2023

To: Ms. Mafuro Petrina
P O BOX 109
Rundu

Dear Ms. Mafuro

SUBJECT: PERMISSION TO CONDUCT RESEARCH STUDY AT BUNYA CS.

1.The above matter bears reference.

2. I herewith acknowledges the receipt of your letter dated 20 October 2023, with the above subject and permission is hereby granted.

3. **My office look forward to your fruitful engagement with my staff for the benefit of a Namibian child and expect that you will abide to the school principles and operation during the duration of your research.**

I wish all the best in all your preparation towards your studies.

Yours faithfully,

Kotokeni Willem Kotokeni (Mr.)

Principal

MINISTRY OF EDUCATION, ARTS & CULTURE
THE PRINCIPAL
BUNYA COMBINED SCHOOL
2023 -10- 26
P.O.BOX 2193
RUNDU, KAVANGO WEST
TEL: 066-257300
FAX: 066-257309
REPUBLIC OF NAMIBIA

Appendix G: Letter Requesting Permission from Parents

PETRINA K MAFURO

P O BOX 109

RUNDU

Cell: +264 81 294 5454

Email: pmmpetrina@gmail.com

Dear Parent

REQUEST TO CONDUCT RESEARCH

My name is Ms. Petrina Kamene Mafuro, an M.Ed. student in the Department of Education at Rhodes University. As part of my degree, I will be filming in your child's classroom. The research is called: **Exploring teachers' Understanding and Practices of English Across the Curriculum strategy: A case study in 2 Secondary schools in Kavango West, Namibia.** I am interested in the way in which your child's teacher uses English when she teaches to enhance the learners' English language skills.

In this study I will focus on the teacher, not on your child. I will video record two lessons in your child's classroom and direct the camera away from the learners. If you have any questions about the research please contact me on the phone number above.

The code of ethics of Rhodes University will protect your child's identity. Your child is free to withdraw from the research at any time without any consequences. This research has been approved by the Education Faculty Research Ethics Committee**,** reference…… and any questions about ethics may be directed to the Ethics Coordinator at ethics-committee@ru.ac.za, telephone +27 (0) 46 603 7727.

Please complete the attached consent form and return it to the school. Thanking you in advance.

Ms. P. K Mafuro

Detach and Return

PARENT'S DECLARATION

I _____

(Full names of parent) hereby confirm that I have been informed about the nature, purpose and procedures of the study: **Exploring teachers' Understanding and Practices of English Across the Curriculum strategy: A case study in 2 Secondary schools in Kavango West, Namibia.** I understand everything that has been explained to me and I consent for my child to be present during the observation and filming of two lessons. I understand that I am at liberty to withdraw my child from the research at any time if I want to.

I agree/ do not agree for my child …… (child's name) to participate.

Signature of Parent Date

…… …….

Thank you in advance

Ms. P. K Mafuro

Appendix H: Child Participant's Assent Form

INFORMED DECLARATION

Title: Exploring teachers' Understanding and Practices of English Across the Curriculum strategy: A case study in 2 Secondary schools in Kavango West, Namibia.

Researcher's name: Ms. P.K Mafuro

Your Name: ……

1. **Has the researcher explained what sshe will be doing and wants you to do?**

YES	NO

2. **Has the researcher explained why he wants you to take part?**

YES	NO

3. **Do you know that Ms. Mafuro will be video recording your teacher in two lessons, but not you?**

YES	NO

4. **Do you know that your name and what you say will be kept a secret from other people, unless you give permission for Ms. Mafuro to use the videos?**

YES	NO

5. **Did you ask the researcher any questions about the research?**

YES	NO

6. **Has the researcher answered all your questions?**

YES	NO

7. **Do you understand that you can refuse to take part and that nothing will happen to you if you refuse?**

YES	NO

8. **Do you understand that you may leave the study at any time if you no longer want to continue?**

YES	NO

9. **Do you know who to talk to if you are worried or have any other questions to ask?**

YES	NO

10. Are you willing to take part in the research?

YES	NO

_____ _____

Signature of Child **Date**

Rhodes University, Research Office, Ethics

Ethics Coordinator: ethics-commitee@ru.ac.za

t: +27 (0) 46 603 7727 f: +27 (0) 86 616 7707

Room 220, Main Admin Building, Drostdy Road, Grahamstown, 6139

Appendix I: Focus Group Discussion Schedule

Name of school: _____ FGD date: _____

FGD : _____ Grades 11: _____

Subjects: Geo, Hist, Dev, Eco, Entre

Discussion questions	**Recorded responses**
1. What do you understand by the term English Across the Curriculum?	
2. What are your thoughts on the EAC strategy?	
3. Do you think it is important to integrating language into content teaching?	
4. Describe how the level of the grade and the subject you teach influence the implementation of the EAC strategy?	How do you integrate language teaching in the subject that you teach? Is this different across different grades?
5. What kinds of activities do you use to integrate language teaching? 6. Why do you use/select these activities? 7. How do these activities help to stimulate your classroom's critical thinking skills and problem-solving abilities?	

8. Are there any challenges you face as a content subject teacher in fostering the EAC strategy in the classroom?	
9.	

Appendix J: Non-Participant Observation

Name of school: _____ Observation date: _____

Name of teacher: _____ Grades 11: _____

Subject: History Number of learners: _____

Lesson +Topic: _____ Researcher: _____

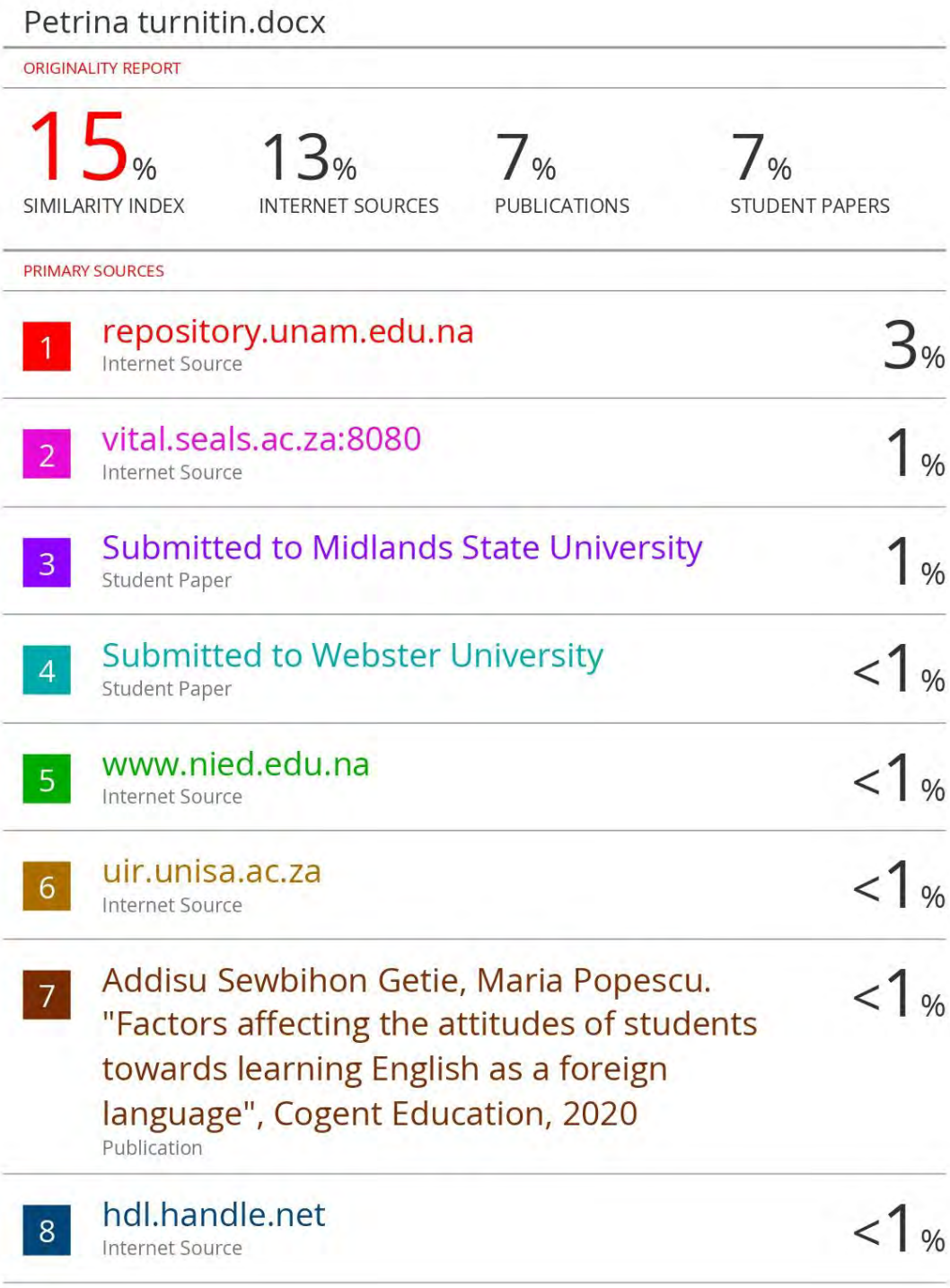
Component to be observed	**Relevance to my study**	**Description of what was observed**
1. The lesson introduction engages learners and directs them towards the lesson objectives	Teaching strategies and teaching practices that include active participation and objectives that aim at the development of English language skills	
2. The lesson introduction links new subject matter to prior experience and knowledge	Linking of known to unknown/confirming mastery of previous knowledge before new knowledge is taught	
3. The teachers give individual/pair work/group activities/tasks	Independent work as well as collaborative activities to foster development of cognitive skills	
4. The teacher uses a variety of activities/tasks (e.g. games/presentations/written work/role plays/practicals etc.)	Different tasks enhance and stimulate thinking as opposed to one type of teaching strategy all the time	
5. The teacher gives clear instructions and guidance on activities and assignments	Minimise confusion and to give proper direction, in this way making sure of effective task execution	

6. Teaching strategies allow for learners to "talk and act" more than "sit and listen"	Active involvement stimulates thinking, and learners can draw from each other's knowledge collaboratively	
7. The teacher communicates clearly and effectively through questioning, instructions, explanations and feedback	Communication and constant dialogue contribute to challenging learners' ability to ….	
8. Teaching materials demonstrate logical progression in subject matter from the known to the unknown	Progression and step-by-step will ensure the authenticity of the teaching and learning materials	
9. Assessment activities are clearly related to the lesson objective/essential competencies and require learners to:		

Observer's name: _____ Signature: _____ Date: _____

Teacher's name: _____ Signature: _____ Date: _____

Appendix K: Turnitin Report



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Appendix L: Editor's Letter

Nikki Watkins
Editing/proofreading services
Cell: 072 060 2354 E-mail: nikki.watkins.pe@gmail.com

30 May 2025

To whom it may concern

This letter confirms that I have copy-edited and proofread the article

Exploring teachers' understanding and practices of English Across the Curriculum strategy: A case study in two secondary schools in Kavango West, Namibia

by

Petrina Kamene Mafuro

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Appendix M: Ethical Clearance

RHODES UNIVERSITY
Where leaders learn

Education Faculty Research Ethics Committee
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t: +27 (0) 46 603 8315
e: dean.education@ru.ac.za

8 November 2024

Ms Petrina Mafuro

g23m0004@campus.ru.ac.za

Dear Ms Petrina Mafuro

Re: [Project title]

APPLICATION NUMBER: 2024-7405-9186

This letter confirms that your research ethics renewal application has been reviewed and **APPROVED** by the Education Faculty Research Ethics Committee (EF-REC).

Approval is granted for 1 year. An annual progress report is required in order to renew approval for an additional period. You will receive an email notifying you when the progress report is due.

Should any substantive change(s) be made during the research process, that may have ethical implications, you should notify the Education Faculty REC Chair via email. This includes changes in investigators. The REC Chair will advise as to whether a new application is necessary.

Do keep this clearance letter secure and accessible throughout your study and after its completion. It will be needed when a thesis is examined and when publications are submitted to journals.

Please also submit a brief report to the REC Chair on the completion of the research. This can be done via email. The purpose of this report is to indicate whether the research was conducted successfully and whether any ethics-related matters arose that the committee should be aware of, in order to guide future studies.

Sincerely,

Prof Mags Blackie

Chair: Education Faculty Research Ethics Committee