

**AN INVESTIGATION OF GRADE 11 OSHINDONGA TEACHERS’
UNDERSTANDING AND
IMPLEMENTATION OF THE LEARNER-CENTERED APPROACH ADOPTED
IN
NAMIBIA: A CASE STUDY**

**A thesis submitted in partial fulfilment of the
requirements for the degree of**

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by

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ABSTRACT

Before the Republic of Namibia achieved independence in 1990, Bantu Education was the prevailing structure used to promote the social, economic, and political ethos of apartheid through a teacher-centered education system. After 1990, Namibia underwent a major restructuring of education. Learner-centered education was introduced as an inclusive and participatory approach to achieve the reform goals. One of the aims was to review the existing Language policy and to promote mother tongue teaching, since it is through language we internalize our experience and construct our own understanding. In other words, our cognitive, emotional and social development is dependent on language.

In this case study, the understanding and implementation of a learner-centered approach in Namibia were investigated in order to gain insights about how the participating education officer, responsible for Oshindonga understands and assists teachers to implement this approach. At the same time, this study aimed at investigating Grade 11 teachers' understanding and implementation of LCE in their classrooms. The qualitative methodology in this case study used semi-structured interviews, classroom observations and document analysis for data collection.

The data revealed that there are a number of misconceptions. In some cases, what teachers say is not what they do. The findings suggest that teachers, while attempting to implement a learner-centered approach, are not confident about its underlying theory, and therefore the degree of implementation depends on how the teachers used their understanding of that theory in their practice within these conceptual constraints. The study highlights particular challenges and problems that hinder the effective implementation of learner-centered education.

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DECLARATION OF ORIGINALITY

I, CHRISTOFINA NALWEENDO MBANGULA, hereby declare that the work contained in this thesis is my own and has not been previously submitted for a degree in any other university. Where I have drawn on the words or ideas of others, these have been acknowledged using complete references according to Department Guidelines.

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Table of contents

CHAPTER 1: AN OVERVIEW OF THE STUDY	1
1.1 INTRODUCTION	1
1.2 RESEARCH SITE	1
1.3 CONTEXT OF THE STUDY	4
1.4 THE RESEARCH QUESTION	9
1.5 THE OUTLINE OF THE STUDY	9
CHAPTER 2: LITERATURE REVIEW	11
2.1 INTRODUCTION	11
2.2 LEARNER-CENTERED EDUCATION IN THE NAMIBIAN CONTEXT	11
2.2.1 <i>Rationalization for Adoption LCE in Namibia</i>	12
2.2.2 <i>The Namibian Approach to LCE</i>	14
2.2.3 <i>Primary Features of LCE</i>	14
2.2.4 <i>Learner-Centered Education from Global Perspective</i>	16
2.2.5 <i>Learning Theory Underpins Learner-Centered Education in the Namibian Context</i>	17
2.3 LANGUAGE POLICY FOR SCHOOLS IN NAMIBIA	19
2.3.1 <i>The Relationship of the Aims, Objectives & Competencies for Oshindonga First Language Syllabus (NSSCO/H) With LCE</i>	21
2.4 LCE STRATEGIES IN TEACHING LANGUAGE	23
2.4.1 <i>Strategies for Learner-Centered Education</i>	24
2.4.2 <i>The Teacher's Role/Responsibility in the LCE Classroom</i>	34
2.4.3 <i>Learner's Responsibility/Role in LCE Classroom</i>	34
2.4.4 <i>Learner-Centered Education and Assessment</i>	35
2.4.5 <i>Challenges Teachers Face in the LCE Classroom</i>	38
2.5 CONCLUSION	39
CHAPTER 3: METHODOLOGY	40
3.1 INTRODUCTION	40
3.2 RESEARCH PARADIGM	40
3.3 RESEARCH METHOD: A QUALITATIVE CASE STUDY	41
3.4 SELECTION OF RESEARCH RESPONDENTS	42
3.5 DATA COLLECTION	43
3.5.1 <i>Interviews</i>	44
3.5.2 <i>Classroom Observation</i>	45
3.5.3 <i>Document Analysis</i>	46
3.6 DATA ANALYSIS	46
3.7 VALIDITY	47
3.8 ETHICAL ISSUES	48
3.9 LIMITATIONS OF THE RESEARCH	48
3.10 CONCLUSION	49
CHAPTER 4: DATA PRESENTATION AND ANALYSIS	50
4.1 INTRODUCTION	50
4.2 THE INTERVIEW RESULTS FROM THE EDUCATION OFFICER	50

4.2.1	<i>The Profile of the Education Officer</i>	51
4.2.2	<i>Strategies Joseph Suggested Teachers Need To Make Use of When Teaching Language in LCE</i>	55
4.2.3	<i>Documents Joseph Mentioned during Interview Session that are Needed in Teaching Language</i>	56
4.2.4	<i>Challenges Teachers Faced when Implementing LCE according to Joseph.....</i>	57
4.3	THE INTERVIEW AND CLASSROOM OBSERVATIONS RESULTS WITH THE TEACHERS.....	58
4.3.1	<i>The Profile of the Schools and the Teachers.....</i>	58
4.3.2	<i>The Teachers' Understanding of LCE.....</i>	60
4.3.3	<i>The Way Teachers Implemented LCE in their Classrooms.....</i>	64
4.3.4	<i>Teaching Strategies Used During Classroom Observations.....</i>	69
4.3.5	<i>Assessment and Evaluation</i>	79
4.3.6	<i>Resources Teachers Used.....</i>	80
4.3.7	<i>Challenges and Problems in Teaching and Learning Oshindonga in LCE.....</i>	83
4.4	DOCUMENT ANALYSIS	86
4.5	CONCLUSION.....	89
CHAPTER 5: DISCUSSION AND ANALYSIS OF FINDINGS		90
5.1	INTRODUCTION	90
5.2	TEACHERS' UNDERSTANDING IN TERMS OF PREPARATIONS/PLANNING.....	91
5.3	LEARNER PARTICIPATION IN THE LESSONS	93
5.3.1	<i>Use of Group Work.....</i>	94
5.3.2	<i>Questioning Strategies</i>	96
5.3.3	<i>Use of Resources</i>	97
5.3.4	<i>Integration Method.....</i>	98
5.3.5	<i>Remedial Teaching.....</i>	99
5.4	REFLECTION ON WHAT TEACHERS UNDERSTOOD ABOUT LCE	99
5.4.1	<i>Teacher and Learners' Responsibility</i>	100
5.4.2	<i>Accessing Learners' Prior Knowledge.....</i>	100
5.4.3	<i>Democratic Instruction.....</i>	103
5.4.4	<i>Understanding of Continuous Assessment</i>	103
5.5	ASSESSMENT PRACTICES	104
5.5.1	<i>Homework</i>	105
5.5.2	<i>Provision of Feedback.....</i>	106
5.6	THE ROLE OF THE SYLLABUS IN SUPPORTING TEACHERS' UNDERSTANDING	108
5.7	CHALLENGES AND PROBLEMS LANGUAGE TEACHERS FACE THAT CAUSE THE INEFFECTIVE IMPLEMENTATION OF LCE	109
5.7.1	<i>Lack of Resources.....</i>	109
5.7.2	<i>Reluctance of Learners to Participate in Group Work</i>	110
5.7.3	<i>Assessing Individual Learners for Progress in Groups</i>	110
5.7.4	<i>Time Constraints</i>	111
5.7.5	<i>The Lack of Status Given to African Languages</i>	111

5.7.6	<i>Overlarge Classes</i>	112
5.7.7	<i>Teachers and Learners' Level of Understanding</i>	112
5.8	CONCLUSION	113
CHAPTER 6: CONCLUSION		114
6.1	INTRODUCTION	114
6.2	THE PURPOSE OF THE STUDY	114
6.3	OVERVIEW OF THE RESEARCH PROCESS.....	115
6.4	THE KEY FINDINGS OF THE STUDY	115
6.5	LESSONS LEARNT	117
6.6	VALIDITY OF THE STUDY	119
6.7	LIMITATIONS OF THE STUDY	119
6.8	POSSIBILITIES FOR FURTHER STUDY AND TENTATIVE SUGGESTIONS FOR FURTHER ACTION	120
6.9	CONCLUSION	120
REFERENCES		122
APPENDICES		132
APPENDIX A: MAP OF OSHANA EDUCATIONAL REGION		
	INDICATING OSHAKATI CIRCUIT	132
APPENDIX B: LETTER TO THE PERMANENT SECRETARY		
		133
APPENDIX C1: RESPONSE FROM THE PERMANENT SECRETARY		
		134
APPENDIX C2: RESPONSE FROM THE PERMANENT SECRETARY		
		135
APPENDIX D: LETTER TO THE REGIONAL DIRECTOR		
		136
APPENDIX E: RESPONSE FROM THE REGIONAL DIRECTOR.....		
		137
APPENDIX F: SCHOOL VISITS TIMETABLE		
		138
APPENDIX G: LETTER TO THE SCHOOL PRINCIPALS.....		
		139
APPENDIX H: CONSENT FORM SIGNED BY SCHOOL PRINCIPALS		
		140
APPENDIX I: LETTER TO THE INSPECTOR OF EDUCATION		
		141
APPENDIX J: LETTER TO THE PARTICIPATING TEACHERS		
		142
APPENDIX K: CONSENT FORM SIGNED BY THE PARTICIPATING TEACHERS.....		
		143
APPENDIX L1: SEMI-STRUCTURED INTERVIEW SCHEDULE: (EDUCATION OFFICER).....		
		144
APPENDIX L2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT-EDUCATION OFFICER (JOSEPH), ENGLISH TRANSLATION		
		146
APPENDIX M1: SEMI-STRUCTURED INTERVIEW SCHEDULE (PARTICIPATING TEACHERS).....		
		156
APPENDIX M2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT-TERIA, ENGLISH TRANSLATION.....		
		158
APPENDIX M3: STIMULATED RECALL INTERVIEW-TERIA: ENGLISH VERSION, FIRST LESSON		
		168
APPENDIX N1: SEMI-STRUCTURED INTERVIEW SCHEDULE: OSHINDONGA VERSION		
		179
APPENDIX N2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT-CHAINA: OSHINDONGA VERSION		
		181
APPENDIX N3: STIMULATED RECALL INTERVIEW-CHAINA: OSHINDONGA VERSION, LESSON 1		
		192

APPENDIX N4: STIMULATED RECALL INTERVIEW-CHAINA: OSHINDONGA VERSION, LESSON 2	196
APPENDIX N5: STIMULATED RECALL INTERVIEW-CHAINA: ENGLISH VERSION, LESSON 3	199
APPENDIX N6: CLASSROOM OBSERVATION-TERIA, LESSON 1.....	202
APPENDIX N7: CLASSROOM OBSERVATION-SUSAN: OSHINDONGA VERSION, LESSON 3	212
APPENDIX O1: A SAMPLE OF LEARNING OBJECTIVES AND BASIC COMPETENCIES AS DEFINED IN THE NSSCO GENERIC FIRST LANGUAGE SYLLABUS (OSHINDONGA VERSION). (NAMIBIA. MoE, pp 11-12).....	216
APPENDIX O2: SUBJECT SYLLABUS OSHINDONGA FIRST LANGUAGE HIGHER LEVEL	217
APPENDIX P1: SCHEME OF WORK-TERIA)	218
APPENDIX P2: SCHEME OF WORK-CHAINA.....	219
APPENDIX P3: SCHEME OF WORK SUSAN	220
APPENDIX Q1: LESSON PLAN: TERIA, LESSON 1	221
APPENDIX Q1: LESSON PLAN: TERIA, LESSON 2	223
APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 1	225
APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 2	226
APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 3.....	227
APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 1	229
APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 2	231
APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 3.....	233
APPENDIX R1: SUSAN'S LEARNERS' WRITTEN WORK	235
APPENDIX R1	236
APPENDIX R1	237
APPENDIX R1	238
APPENDIX R1	239
APPENDIX R2: CHAINA'S LEARNERS' WRITTEN WORK	240
APPENDIX R2	242
APPENDIX R2	243
APPENDIX R2	244
APPENDIX R2	245
APPENDIX S: QUESTIONS ASKED BY PARTICIPATING TEACHERS DURING CLASSROOM OBSERVATIONS ..	246
APPENDIX T: REQUISITION OF SUBMISSION OF DOCUMENTS FROM PARTICIPATING TEACHERS	252
APPENDIX U: CLASSROOM OBSERVATION-CHINA, ENGLISH VERSION, LESSON 1.....	253
APPENDIX V: CLASSROOM OBSERVATION-CHINA, OSHINDONGA VERSION, LESSON 2.	256

List of Figures

Figure 1: Map of the regions of Namibia	2
Figure 2: Map to indicate the approximate distribution of the first-language speakers of	4
Figure 3: Extract from the Newspaper	112

List of tables

Table 1: Joseph's Profile	52
Table 2: Profile of the participating teachers	60
Table 3: Syllabus extract from the NSCH Generic First Language Syllabus (NIED, 2005, p. 15).....	65
Table 4: Extract from the NSSC/H Generic First Language Syllabus (NIED, 2005, pp. 12-13).....	68
Table 5: Teaching strategies teachers used to teach Oshindonga FL	69
Table 6: Summary of question categories per Bloom's taxonomy employed by the three participating teachers.....	74
Table 7: Resources teacher used in teaching Oshindonga First Language	81
Table 8: Particular problems experienced by teachers	84

CHAPTER 1: AN OVERVIEW OF THE STUDY

1.1 INTRODUCTION

After Namibia achieved independence in 1990, the provision of quality education was entrenched as a basic human right. Education was to be available to everyone with the idea of moving “from elite education to education for all”. (Namibia. Ministry of Education and Culture (MEC), 1993, p. 1-2). The education reform process introduced in 1991 was based on the tenets of access, equity, democracy and quality. These ideals continue to be upheld and curriculum development over the past nineteen years has focused on achieving these ideals through the adoption of the educational approach known in Namibia as Learner-Centered Education (LCE).

This study investigated the understanding and implementation of LCE by Grade 11 Oshindonga First Language teachers. In introducing the study, the first section of this chapter provides an overview of the research site. The second section focuses on the context of the research, the third section presents the research question, and the concluding section is a brief outline of the six chapters of the dissertation.

1.2 RESEARCH SITE

This study was conducted in two schools (one Combined and one Secondary) in the Oshana educational region in the northern part of Namibia, in the urban area of Oshakati. (see region 11 in the map below). The Oshana educational region has 132 schools (private schools included), of which 65 are Primary (juniors and seniors: Grade 1-7), 50 are Combined (Grade 1-8 or 1-10 or 1-12), 6 are Junior Secondary (Grade 8-10) and 11 Secondary Schools (Grade 8-12). (Oshana Regional Office, March 17, 2009).



Figure 1: Map of the regions of Namibia

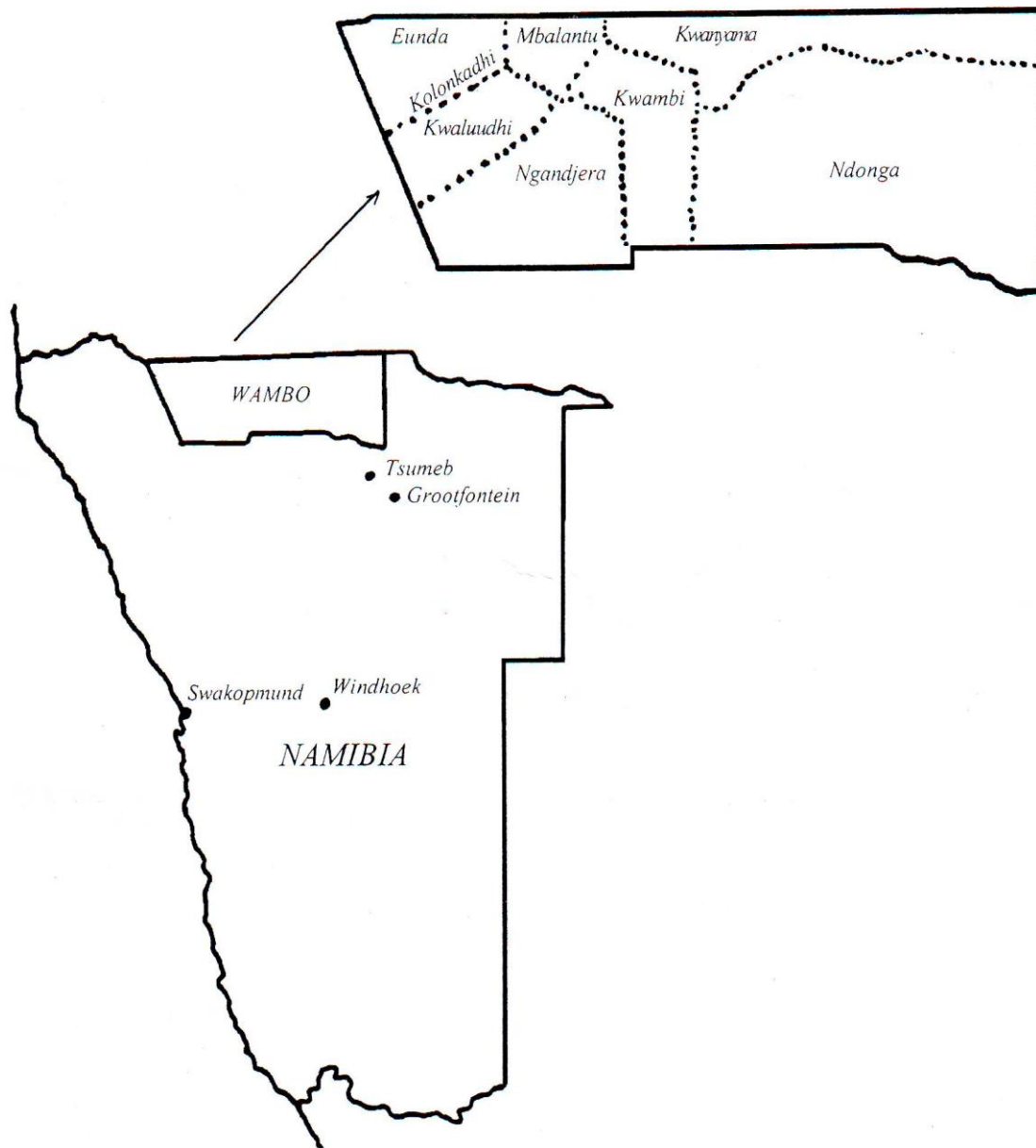
(Sue Abraham. (2006). Graphics Unit, Rhodes University, Grahamstown).

The average teacher-learner ratio is as follows: Primary schools, 1: 35 and in Secondary schools, 1: 30. The ratios include a Principal and HOD (Namibia. Ministry of Basic Education Sport and Culture, (MBESC), 2001, para. 3). The Owambo people of the Oshana region of Namibia live in the far north west area of the country and have ties to the people of Angola. Brock-Utne (1997) and Venter and Roman (1994) indicate that Oshiwambo is a language within the Bantu family.

According to the 1981 census Oshiwambo is spoken by 46% of the population, some 281 550 people (Haacke, 1986, p. xv) Venter and Roman (1994, p. 81) indicate that Oshiwambo

consists of the following seven dialects: Oshikwanyama, Oshindonga, Oshikwambi, Oshimbalantu, Oshingandjera, Oshikwaluudhi and Oshikolonkadhi. The first two dialects, Oshikwanyama and Oshindonga are used for educational purposes (Venter & Roman, 1994, p. 81). Other than Oshikwanyama, all the other Oshiwambo speakers are taught Oshindonga as a subject at school. Brock-Utne (1997, p. 244) also reports that the Namibian languages “of the Bantu group which are currently approved for use in the formal education system of Namibia are: Oshikwanyama, Oshindonga, Rukwangari, Otjiherero, Rugciriku, Thimbukushu, Silozi and Setswana”.

Oshindonga is one of the two literary dialects of the Oshiwambo language. Due to the work of the Finnish mission in 1870, it developed as a written form and gained official status in 1968. The German Lutheran mission developed Oshikwanyama as the other major dialect by 1891 (Haacke, 1986, pp. xv-xvi). Oshindonga is one of the Namibian Languages taken at first language level and taught as a subject from Grade 1 up to tertiary level. (Namibia. MBESC, 2003, p. 5; Legere & Trewby, 1999, p. 17). The first written Grade 12 examination in Oshindonga was in 1978. In 2009, 1039 learners at Ordinary level and 699 at Higher level are expected to write Grade 12 examination in Oshindonga in the Oshana region. There are 343 Oshikwanyama learners at Ordinary level and 478 at Higher level. (The Directorate of National Examinations and Assessments, June, 22, 2009).



(Department of Bantu Education's Oshindonga Orthography No. 2, 1975).

Figure 2: Map to indicate the approximate distribution of the first-language speakers of the dialects of Oshiwambo in Namibia

1.3 CONTEXT OF THE STUDY

Namibia adopted Learner-Centered Education (LCE) as an approach to teaching and learning in 1991. LCE is underpinned by the theory of constructivism which is described by Van Harmelen (2006, p. 28) as an approach that aims to develop learning through understanding, that enables learners to describe, explain and apply “what is known”. Furthermore, the new

paradigm demands a high degree of participation with the view to enhancing the development of conceptual understanding (Namibia. MEC, 1993). The active learning approach is located in the thinking of education theorists such as Piaget (1978, p. 20) who claimed that:

The basic principles of active education methods may be expressed as follows; to understand is to discover, reconstruct by discovery and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simple repetition.

The Broad Curriculum for senior secondary phases (Namibia. Ministry of Basic Education and Culture (MBEC), 1998, p. 8) states a basic principle of LCE is the view of a learner as “an active, inquisitive human being, striving to acquire the knowledge and skills needed to understand his/her world”. The policy document further says, “The curriculum will build on and continue with the learner-centered approach to education already implemented as a part of the reform process at lower levels”. Furthermore, the policy document states that the “learner brings to the school a wealth of knowledge and social experience gained from the family, the community and interaction with the environment. The learner is seen as sufficiently mature to share more responsibility for his/her own learning; therefore, a learner-centered classroom should be productive, ordered, interactive and enriched for interest and enjoyment as well as for maximization of the learner’s potential” (Namibia. MBEC, 1998, p. 8).

LCE in the Namibian context is interpreted through social constructivism, and the understanding that learners construct meaning as they make sense of their world (Johansson as cited in Squazzin & Van Graan, 1998). Since the introduction of LCE as a foundation for the new education policy of Namibia, there have been very different interpretations of the meaning of LCE and how to put it into practice. The research undertaken by the National Institute for Educational Research reveals that the curriculum and syllabi, textbooks and materials, assessment and examinations developed in the 1990’s are not consistently based on LCE principles.

A further claim suggests that teaching in Namibian schools is also not consistent with LCE policy and that there is a general lack of clarity about the underlying principles and theory of LCE (Namibia. NIED, 2003). Much of the research on educational reform in Namibia deals with the perceptions and practice of LCE in schools and in teacher education. A common

theme has emerged, that teachers are familiar with the term “learner-centered” but tend to understand it superficially in terms of classroom methodology and interpret it as group work (Namibia. NIED, 2003, p. 19).

Amakali’s (2007, p. 88), recent research in this area, shows that “learner-centered education can only be “implemented successfully if its theoretical and practical position is well understood. Amakali points out that teachers’ understanding of group work was flawed and that they grouped learners learning “alongside expert or capable peers instead of soliciting learners’ understanding and helping them to acquire some of the other skills and values associated with group work” (p. 88). Amakali’s (2007) study further reinforces the urgent need to support Namibian teachers both in developing their understanding of LCE and in how to implement LCE in their classrooms.

One of the goals of the language policy for Namibian schools is that the teaching and learning of Namibian languages should be included up to Grade 12. The language policy states that many learners have not had the opportunity to learn through their own language, as Namibian languages were not offered in schools as subjects for study up to Grade 12 level (Namibia. MBESC, 2003). The language policy for schools emphasizes the importance of learning the mother tongue (indigenous language) since language is a means of retaining both a culture and a cultural identity (Namibia. MBESC, 2003). Indigenous languages are regarded as relevant, practical and necessary for the revival of Africa’s institutions (Hameso, 1997). The current language policy has been formulated as one of the means to achieve equity and to redress past imbalances. The language policy also aims to promote national unity. All national languages are considered as equal regardless of the number of speakers or the level of development of a particular language.

In order to conform to the educational goals mentioned “it is ideal for children to study through their own language during the early years of schooling when basic skills of reading, writing and concept formation are developed” (Namibia. MBESC, 2003, p. 1). Brock-Utne (1997, p. 250) suggests, “mother tongue will be used as the medium of instruction at the lower primary level. Therefore, the concern here is not with so-called group identity or ethnic

consciousness and exclusivity, as has been the case with the apartheid colonial regime but, with the fulfilment of cognitive and communicative functions”. It is believed that a strong foundation in mother tongue will uplift the acquisition of the mother tongue as well as second languages at higher levels while influencing their educational achievements (Hameso 1997, p. 16).

My research interest is in the teaching of Oshindonga in Grade 11, the phase in which I have been teaching for almost 19 years. In my experience, this is a neglected phase in the process of implementing LCE with all the attention being concentrated on the lower levels up to Grade 10. The majority of teachers teaching Oshindonga Grade 11 experienced a teacher-centered education programme and few of us have had any professional development in LCE. Ryan (1995, p. 31) indicates that “teachers teach the way they were taught, regardless of training, due to their isolation and lack of power to engage in meaningful dialogue or to make change in curriculum, goal or outcomes”.

I have served as a language Head of Department since 1997, and in this role, I am obliged to conduct class visits/classroom observations in the LCE way. This has been challenging, as I have received no training in how to adapt to the changes. No professional workshop on LCE was provided. The only preparation I received in LCE was during my studies for the Diploma in Education African languages (DEAL) through the University of Namibia and the Higher Education Diploma through Vista University, RSA. In both cases I was a distance education student. I heard about the concept of “educational reform in Namibia” (Kiangi, 1994, p. 3), in passing but had no in-depth knowledge of the process. The teaching of African languages has been a cause for concern, not only in Namibia but also in other African countries. Bamgbose (2000, p. 53) reveals a number of problems regarding the teaching and learning of African languages.

In the Namibian context, an intensive exploration of language teachers’ perceptions of LCE is needed in order to better understand how this policy is understood and implemented in conjunction with the language policy.

The Oshindonga First Language Syllabus (FL) states that “the national curriculum guidelines applicable at the stage of Senior Secondary School (Grade 12) and at the equivalent stage of non-formal education, as part of lifelong learning, recognize the uniqueness of the learner and adhere to the philosophy of LCE” (Namibia. Ministry of Education (MoE), 2006, p. 1). The syllabus (Oshindonga FL) for Senior Secondary Phase states that the broad outlines concerning language and culture are based on what is stipulated in article 3 and 19 of the Namibian constitution as follows:

Article 3: Language

1. The official language of Namibia shall be English.
2. Nothing contained in this Constitution shall prohibit the use of any other language as a medium of instruction in private schools, financed or subsidized by the state, subject to compliance with such requirements as may be imposed by the law to ensure proficiency in the official language or for pedagogic reasons.
3. Nothing contained in Sub-Article (1) hereof shall preclude legislation by parliament which permits the use of a language other than English for legislative, administrative and judicial purpose in any region or where other such languages are spoken by a substantial component of the population.

Article 19: Culture

Every person shall be entitled to enjoy, practice, profess, maintain and promote any culture, language, tradition or religion subject to the terms of this constitution and further subject to the condition that the rights protected by this article do not impinge upon the rights of others or the national interest (Namibia. Ministry of Information, Broadcasting and Corporation, 1990, pp. 3-12).

By focusing on the Grade 11 Oshindonga syllabus, I hope that this study will provide some insights into the teaching of mother tongue at the Senior Secondary Phase. Insights that will enhance my own understanding of how I can apply the current education policy to develop

the sort of conceptual development that underpins the learning of mother tongue in the context of its broader socio-cultural role.

In turn, I hope the insights gained from this study will be useful in informing my work as a teacher as well as an HOD for Languages. I believe that these results will also inform the Namibian Ministry of Education on the level of understanding of teachers of the concept of LCE and its application in the classroom.

1.4 THE RESEARCH QUESTION

The goal of this research was to investigate an Education officer and three selected Grade 11 Oshindonga teachers' understanding and implementation of the philosophy of LCE in Namibian classrooms. In order to achieve this, I focused on this question:

- How do Grade 11 Oshindonga teachers perceive and implement the philosophy of LCE?

1.5 THE OUTLINE OF THE STUDY

The thesis is divided into six chapters as follows:

Chapter one, the introduction, introduces the study by providing the background of my research sites. It also describes the context of the research, the research question and discusses my research goal.

Chapter two, the literature review, provides a theoretical framework in which this study on LCE can be located. It discusses LCE in the Namibian context, and provides a rationalization for adopting LCE in Namibia. I explain the Namibian approach to LCE, as well as LCE in a global perspective. Further more it briefly discusses the learning theory underpins LCE, the Language policy for schools in Namibia, and the relation of aims, objectives and competencies for Oshindonga First Language Syllabus with LCE, the strategies used in

implementing LCE, the role of the teacher and learners in an LCE classroom are covered. I also consider appropriate assessment in teaching and learning language in an LCE classroom, and finally pose the challenges faced in teaching mother tongue in an LCE classroom.

Chapter three is the methodology chapter. Here I describe and justify the research design and procedures that I used to carry out this research.

Chapter four presents an analysis of the data collected from the different data collecting tools. This chapter provides an in-depth picture of the empirical dimension of the study.

Chapter five, the discussion of findings, presents a discussion of common issues that emerged from the analysis in chapter four, providing an interpretation of the findings.

Chapter six concludes the study. It provides a critical overview and reflection of what prompted the research and why it was worthwhile. It also gives an overview of the key findings; outlines lessons learnt which would inform my own teaching and professional development. Furthermore, the chapter presents the validity and limitations of the study, possibilities for further study and tentative suggestions for future action.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

There is a proverb in Oshindonga: “*Ihadhi gwanene omutse gumwe*” which Hasheela (1986, p. 14) translates, as “*Intelligence is not in one head only*”. This proverb, which stresses the idea that ideas and knowledge generated from many sources is advantageous forms the framework for investigating Grade 11 Oshindonga First Language (FL) teachers’ understanding and implementation of the learner-centered education (LCE) adopted in Namibia. My literature review reflects the focus of my argument, which is that if learner-centered education is to be implemented effectively in First Language Oshindonga Grade 11-12, then teachers should have an understanding of the concept of LCE, along with a good knowledge of the subject matter.

In this chapter, I focus on learner-centered education in the Namibian context and give reasons for its introduction in Namibia. I discuss the characteristics of LCE with regard to teaching and learning. LCE is not unique to Namibia therefore I will briefly explore global perspectives about LCE as well as the learning theory (constructivism) that underpins it. I include a brief discussion of the Namibian language policy for schools in relation to LCE. Furthermore, I examine the Oshindonga FL Syllabi Grade 11-12 touching on the relationship of the aims, objectives and competencies with LCE policy. I draw on teaching strategies appropriate for LCE as well as the roles teachers and learners’ play in LCE classrooms as well as appropriate assessment strategies. The chapter concludes with a brief discussion of the challenges faced by language teachers in implementing LCE.

2.2 LEARNER-CENTERED EDUCATION IN THE NAMIBIAN CONTEXT

After Namibia become independent in 1990, the Ministry of Education and Culture embarked on educational reform that was designed to shift from the existing behaviourist “teacher-centered approach to a learner-centered approach” (Namibia. MEC, 1993, p. 10). This new

approach required Namibians to re-think their educational system and to reflect on how the major goals for education i.e. access, equity, quality and democracy could be achieved through the adoption of LCE (Namibia. MEC, 1993); (National Institute for Educational Development, (NIED), 2003).

2.2.1 Rationalization for Adoption LCE in Namibia

Angula as cited in Zeichner and Dahlstrom (1999, p. 18) expresses the idea of reform as “the process of change aimed to bring about substantial change in ethos, policies, programmes and educational practices”. Equity, access, quality and democracy are goals regarded as fundamental to educational reform. In the Namibian context, the restructuring of the curriculum and every aspect of the reform was designed to turn the rhetoric of the reform into a reality. In this section I concentrate briefly on the implications for teaching and learning contained in these goals.

Equity means that learners are treated fairly regardless of their race, gender and social class. Learners are also educated and encouraged to respect other’s point of view. In addition, the Pilot Curriculum Guide for formal senior secondary education (Namibia. MBEC, 1998, p. 8) states, “All subjects and fields of study in the senior secondary phase will be available for selection by any learner irrespective of sex”. The pilot curriculum further emphasizes that the interests, aptitude and ability of learners should be the criteria for the selection of subjects or field of study.

Access implies that knowledge should be accessible to the learners. One requirement embedded in this goal is for teachers to have a broad knowledge and understanding of their subject in order to facilitate learning. This can be achieved through the appropriate selection of teaching and learning methods as well as learning aids to be used to match the needs, interests and background of their learners (Namibia. MEC, 1993, p. 10). Van harmelen (2006) indicates that theorists, including Dewey, Piaget and Vygotsky hold the view that the acquisition of knowledge is dependent on what the learner already knows. Van Harmelen continues saying that this view has led to current curricula emphasizing the notion of prior

knowledge. Piaget (1978) cited in Van Harmelen describes prior knowledge as the existing schemata the learner has. In addition Van Harmelen (2006, p. 17) points that prior knowledge “must not be viewed simply as what the learners remember from the previous lesson”.

The policy maintains that “Quality means that the relevance, meaningfulness and reasonableness of challenges in education are addressed” (Namibia. NIED, 2003, p. 5), therefore the curriculum, the teacher, materials and the learning environment should be all of a high standard. It means that all educational stakeholders should be committed to every function of education. They should demonstrate their willingness to improve practice in the classroom. Teachers should be able to plan the teaching and learning process, which takes needs, interests, abilities and pace of learners into account. The policy points out that whatever is to be learnt and assessed should be relevant, meaningful and reasonable. Teachers and learners are encouraged to be creative in producing their own materials. This makes learning exciting, empowering and relevant to one’s life.

In order to promote a democratic society, education should be structured in an open way and the values of democracy should be taught and experienced. The Namibian education policy, *Toward Education for All* recognizes the concept of learner-centered education as a transformative democratic pedagogy. (Namibia. MEC, 1993). In addition, one of the aims of the Curriculum for Basic Education is to create a democratic society (Namibia. MoE, 2007, p. 9). In a democratic pedagogy, teachers should structure the learning environment so that learners partake in decision-making about what is to be learned, taught as well as why and how. Teachers must be innovators and manage their class effectively, but they should not regard themselves as masters in an authoritarian sense (Namibia. MBEC, 1998).

Bock (1996) suggests that in a democratic learning environment, teachers must make sure that the community is involved in teaching and learning processes in various ways such as inviting parents and other experts to participate in education. Berger (1987) and Kemp (1996) as cited in Bock (1996) state that when teachers understand and respect the parents’ involvement, feelings and contributions to school activities, then a strong partnership between the school and the community is established. Bock (1996, p. 34) adds that the teachers must not assume

that they are the sole source of all knowledge, they have the teaching skills but need to recognize that other people around them also have a contribution to make.

2.2.2 *The Namibian Approach to LCE*

In this section, I examine LCE in the context of how Namibia adopted the policy. First, I point to the key characteristics with regard to teaching and learning which demand a high degree of learner participation with the view to enhance the development of conceptual understanding (Namibia. MoE, 2006, pp. 1-2). The new approach was adopted to replace the teacher-centered instruction which was seen as “inefficient and frustrating” to most learners and not consistent with *Education for All* (Namibia. MEC, 1993, p. 10).

2.2.3 *Primary Features of LCE*

The structure of the LCE approach adopted by Namibia is in accordance with the Conceptual Framework document of (Namibia. NIED, 2003). Central to this framework are the following premises:

- LCE presupposes that teachers should have a holistic view of the learner, valuing the learner’s life experience as the starting point for their studies. In other words, teachers should be able to select content and methods based on learners’ needs, interests and abilities.
- In a democratic pedagogy, the learners are expected to participate and to contribute to the teaching and learning.
- Teaching methods must promote learning with understanding through conceptual development. The claim is made that if learners are actively involved, they can construct knowledge and that knowledge is retained longer. Amutenya (2002, p. 17) noted that active participation directs learning by enabling learners to understand, share information and learn through a productive process. She further adds that teachers must have a sense of commitment, confidence, a reflective attitude, critical curiosity, problem-solving skills and a sense of empowerment to enable them to employ active learning strategies in their classrooms.

- LCE promotes the empowerment of learners to take responsibility for their own learning. Teaching and learning should be clearly communicative, interactive and appropriate for different groups of learners and the task in hand. This includes group and pair work, doing self and peer assessments under the managerial role of the teacher. Learners are empowered if there is mutual respect and trust among the educational stakeholders.

In addition Jacobus, Vakalisa and Gawe (2006, p. 19-22) refer the concept of empowerment to “the act of giving power to the learner through teaching”. They further outline different ways a teacher can do to empower the learner such as through discussion, evaluation, experimental learning, and learners’ questions and by developing a positive self-concept. Empowerment through discussion, the teacher must take the learner’s existing knowledge into consideration and always try to link the new information with this.

The learners are allowed to make their own contributions. By empowering learners through assessment is meant that learners are asked what they know rather than what they do not know. Questions set should vary in order to consider all learners i.e. fast, average and below-average learners. Empowerment through experimental learning that encourages discovering on one’s own is emphasised. Learners are seen to be empowered if they are allowed to ask questions, their questions are answered as honestly as possible and if the teacher happens not to have ready answer to a learner’s question he/she must say so. By a positive self-concept is meant understanding one’s own potential and one’s strengths and weakness, learning to accept one and striving to become the best one can ever be in view of one’s natural endowments.

- *Toward Education for All* emphasises learning as a “lifelong activity a process not an event” (Namibia. MEC, 1993, p. 11). It means that teachers are also co-learners as they learn from learners in the process. LCE requires that teachers must continue to study and to be active learners throughout their life thereby broadening their knowledge.
- The Pilot Curriculum guide for formal senior secondary education states that the learner “brings to the school a wealth of knowledge and social experience gained from home, the community and during interaction with the environment” (Namibia. MBEC, 1998).

2.2.4 *Learner-Centered Education from Global Perspective*

Learner-centered education according to Moll (1994), originated from the epistemology of constructivism, an approach to learning that challenged behaviourism as the dominant learning theory. Amweenye (2003, p. 10) suggests that “behaviourism failed to be reliable as a transformative epistemology in this world of questions, changes, demands and deeds, therefore, it was necessary to shift to the constructivist paradigm which appeared to provide an appropriate platform to achieve the reform ideals”.

Educational psychologists, Piaget (1978), Vygotsky (1929) and Bruner (1966) believed that learners actively construct their own knowledge. In other words, learners build their own understanding through the new environment they encounter. Sewell (2002, p. 24) adds that learning “is not the result of teaching, rather it is the result of what students do with the new information they are presented with”.

Vygotsky (1929), Bruner (1966) as well as Taylor (1993) believed learners are social beings and learn with the help of others, so learners acquire knowledge when socializing with others.

Teer and Hunter (1979) and McCombs and Miller (2007) promote the idea of teaching and learning with respect. They feel learners respond well if they are shown respect. They contend that failure to respect learners fosters learner’s helplessness and they claim that this contributes to learners depending on rote memorization rather than learning with understanding.

Learner-centered approaches located in constructivist theories are not without their critics. A perennial criticism is the belief that constructivism over emphasizes the idea that all knowledge is relative (Moll, 1994). The counter argument is that this is in fact a misconception related to the central idea that learners construct their own knowledge, which in the context of cognitive science simply refers to the cognitive processes involved in the learning process (Van Harmelen, 2006). An issue more relevant to the Namibian context is the increased focus on a learner-centered pedagogy in a well resourced teaching and learning environment with manageable class sizes. The focus on language proficiency and on well-

prepared educators to achieve learning is perhaps even more problematic in the context of applying constructivist based pedagogy (Van Harmelen, 2006).

In the next section I explore the learning theory underpinning learner-centered education, and consider why constructivism is suitable in the Namibian context. Firstly, I examine how behaviourism is criticized for not being able to answer current educational challenges.

2.2.5 Learning Theory Underpins Learner-Centered Education in the Namibian Context

It is mentioned earlier that after the independence of Namibia in 1990, the education system shifted from Bantu education (behaviourism) which was based on traditional “teacher-centered” (Namibia. MEC, 1993) and adopted a new epistemological basis on constructivism. Van Harmelen (2006, p. 6) reveals that from the 1950’s education in South Africa & Namibia was increasingly developed along “racial lines”. She further continues to say that the theory that was to drive the entire education system was that of “Fundamental Pedagogy”, the view that was dominating knowledge was taken from behaviourism. Change was needed from the view of apartheid to knowledge. These are key criticisms relating to this as a view of knowledge:

- That the curriculum leads to rote learning of isolated facts at the expense of understanding
- That knowledge was seen as an ever increasing accumulation of facts, at the expense of conceptual development
- That skills were trivialised and their development was limited by the interpretation of the then developmental theories
- Values teaching was ignored
- Knowledge was reified and therefore not challenged and this resulted in passive learning, with no critical thinking-leading to lack of problem solving or informed decision making

All the above were seen to lead to a “general trivializing of knowledge”. In other words this view of knowledge leads to coercion, indoctrination and manipulation and therefore was criticized mostly of its being viewed as an immoral approach (Stenhouse 1975).

Piaget (1978, p. 17) stated that “transformation has taken place from the idea that the knowledge is given to the passive learner to the idea that active learners invent knowledge as they encounter and engage with it”. Stenhouse (1975) believes that in a behavioural approach the focus of education is more on the learning outcome of the subject matter, because its aims and objectives are specified in terms of learner behaviours and emphasize the notion of “right answer” at the expense of other indicators of learning and understanding.

Amutenya (2002, p. 10) emphasises that constructivists reject the idea that in the teaching-learning process the emphasis should be placed on memorization and/or copying of information, rather than thinking about information in order to build understanding. Piaget (1978, p. 10) suggested that in the process of acquiring understanding learners actively acquire existing human knowledge (language, cultural wisdom, technical skills, school disciplines, etc.) as their own system of knowing and that learners actively construct and re-construct knowledge”.

Vygotsky (1929) and Bruner (1966) both believe that knowledge is constructed using prior-knowledge, through language as well as experiences, beliefs and culture, in this way meaningful learning has to take place. Vygotsky also explains that the learner is capable of constructing new knowledge with the help of more ‘knowledgeable others’. This means that learners learn best through interacting with their peers, teachers and others. Therefore constructivism is an approach to teaching and learning which emphasizes that learning is both an individual and social process.

Van Harmelen (2006, p. 27) concludes that since constructivist theories promote a particular view of knowledge then, it should be accepted that constructivism is an “epistemology” and it is not just one theory but many. The educational philosopher, Dewey’s (1938) thinking had a

profound influence on current theories of constructivism. His views about learning listed below are more closely related to cognitive theories than to the prevailing views held by behaviorists.

- Learning is an active process in which the learner interprets and uses sensory input and constructs meaning out of it.
- People learn to learn as they learn; meaning learning consists of both constructing meaning and constructing systems of meaning.
- The crucial action of constructing meaning is mental
- We learn by making mistakes
- Learning is a social activity
- Learning is a contextual
- We learn in relationship to what else we know, what we believe, our prejudices and our fears
- One needs previous knowledge to build on
- Motivation is a key component in learning
- Learning involves language

(John Dewey, 1938)

In the next section I examine how learner-centered education is related to language teaching and learning in Namibia. I begin the discussion with a brief overview of the Namibian language policy for schools in order to provide a context for LCE in teaching language.

2.3 LANGUAGE POLICY FOR SCHOOLS IN NAMIBIA

Bock (1996, p. 86) refers to a policy as a “plan of action and a statement of aims and goals especially one made by a government, a political party, a business company, an established organization such as a trade union or a student body”. In this case a language policy is established by the government as a plan of action and a statement of aims and goals to direct and guide the teaching of languages. For example it is stated in Namibia’s language policy

that “English is a compulsory subject, starting from Grade 1 and continuing throughout the school system (Namibia. MBESC, 2003, p. 5). According to Legere, Jones, Trewby and Van Graan (2000, p. 3), during the colonial era the language policy of education was “limited” and aimed to regulate the knowledge and skills of “non-white people in order to provide cheap manpower”. The purpose was to perpetuate White supremacy.

One cannot separate language from culture; both are constitutional rights, entrenched in the Namibian constitution as stipulated in article 3 and 19 mentioned in chapter 1. Therefore, the Namibian Language policy for schools is a part of education reform, in the sense that it promotes the view of learners as individuals respecting their culture and their language.

Brock-Utne (1997, p. 4) explains that “the principal aspects of the Namibian language policy were already formulated and adopted before independence during the liberation struggle” in the document *Toward a language policy for Namibia*-UNIN, 1981. He elaborates that the choice of English as the official language was based on “the criteria of unity, acceptability, familiarity, feasibility, science and technology to foster Pan-Africanism in the wider community of Africa as well as globally” (Brock-Utne, 1997, p. 4).

While the Namibian language policy is regarded as sound it is not without problems, one of its broad goals states that “education should promote the language and cultural identity of learners through the use of mother tongue as the medium of instruction in Grade 1-3”. The statement continues “if parents or the school wish to use English as the medium of instruction in the Lower Primary phase, permission must be obtained from the Ministry of Basic Education Sports Culture with well-grounded, convincing motivation. This statement is seen to be contradictory. The phrase “if parents or the school wish” it is suggested, opens the way for English to be used as a medium of instruction at the expense of the mother tongue right from Grade 1. Brock-Utne (1997, p. 253) says that there can be little doubt that “Education for all” could not be reached in our time without the strengthening of the indigenous languages of Africa.

Brock-Utne (1997, p. 251) notes though English was chosen as an official language, it is not spoken by many people at all, only 0, 8% the total population speaks English as a mother tongue, according to the 1991 census figures. Brock-Utne (1997) further suggests that English as the language of administration, government and higher education, may further undermine the status of the Namibian languages. In addition, research done by Bamgbose as cited in Brock-Utne (1997) shows that children learn best through their mother tongue, that they become more proficient in a foreign language through first developing language skills in their mother tongue. Brock-Utne, (1997) also claims that Namibians are not well informed about the importance of implementing mother tongue instruction and adds that the task has been left up to teachers and principals, who are themselves, not knowledgeable on the subject.

Legere, Richards, Trewby and Van Graan (2000) revealed that few teachers at the lower primary level qualify to register for the Diploma in Education for African Languages which was designed for Namibian Language teachers. Lower primary teachers are generally poorly trained in their respective mother tongues; as a result they are unable to teach through the medium of instruction. There are many difficulties in implementing the policy. Legere et al. (2000) have identified the major problems in the field of education programmes for mother tongue and second language medium of instruction as follows:

- (a) Poor preparation for the change from one medium of instruction to another
- (b) Negative attitudes towards the use of some languages
- (c) Inadequate resources and
- (d) Poor planning

2.3.1 The Relationship of the Aims, Objectives & Competencies for Oshindonga First Language Syllabus (NSSCO/H) With LCE

Aims, learning objectives and competencies are clearly stated in the Oshindonga First Language Syllabus. These aims are the same for all learners and describe the educational purpose of the course in a first language for the NSSCO/H examination. These aims are to:

- enable learners to understand and respond appropriately to what they hear and read,

- encourage learners to enjoy and appreciate the variety of language
- encourage learners to enjoy the reading of literature and (a variety of other texts) and to explore the areas of universal human concern
- complement the learners' other areas of study by developing skills of a more general application, e.g. analysis, synthesis, evaluation, drawing of inferences, ordering of facts, presentation of opinion, detection of bias (Namibia. MoE, 2006, p. 2).

According to these aims there is a link with LCE in the sense that they have to do with skills, attitudes, knowledge and cognitive development. These aims promote learning with understanding through conceptual development. Learners hear, read, see, explore and experience through active participation. The Oshindonga FL syllabus aims to develop attitudes and values where learners enjoy and appreciate the language and the literature. The Oshindonga FL Syllabus aims to develop critical thinking “through open-ended, higher order questions, evaluative reasoning and judgment” (Namibia. MoE, 2006, p. 2). The syllabus also encourages the development of the skills of analysis, synthesis, evaluation, etc. which ties in with the LCE principle of promoting the concept of integration.

A number of publications such as Stern (1983), Yalden (1983), Richards (1984), Nunan (1985a), Dubin and Olstain (1986) cited in Nunan (1988), urge the development of an integrated approach to language curriculum development and challenge the previous isolation of language curricula. Nunan (1988) cites Hunkins' (1980) view that a learner-centered curriculum should continue to contain elements in the traditional curriculum such as: planning (including needs, analysis, goals and objectives settings) implementation (including methodology and material development) and evaluation.

Nunan (1988, p.3) feels that a set of aims “will relate to the teaching of specific language skills, other aims to the development of learning skills” These aims may include the following:

- to provide learners with efficient learning strategies
- to assist learners to identify their own preferred ways of learning

- to develop the skills needed to negotiate the curriculum
- to encourage learners to adopt realistic goals and time frames
- to develop learners skills in self evaluation

(Adopted from Nunan (1988, p.3)

These aims are consonant with the purpose of LCE, but when it comes to our Oshindonga First Language syllabus the content is there, but there is no mention of methodology or materials. The Oshindonga syllabus does not suggest what teaching and learning strategies should be used or which teaching and learning materials should be used. There are no guidelines about how learners could evaluate themselves or how the learners can be used as a resource. The curriculum is already decided on with no room provided for learners' involvement. The focus is put more on content and the accepted role of the teacher is still to provide teaching while learners follow what the teacher has presented. This leaves it up to the teacher to find ways to include learners' knowledge, experience and to give them a chance to be involved in the teaching and learning process, as prescribed in LCE.

2.4 LCE STRATEGIES IN TEACHING LANGUAGE

Bock (1996, p. 22) suggests that teaching, like other activities does not have only one right method, "what is right is what works at any particular time or place, and one has to have as many tools as possible to choose from". She further points out that methods should have the following characteristics:

- a) have clear objectives
- b) improve the learning environment
- c) allow for individual differences in learners
- d) encourage activities that make learners think and create ideas
- e) be related to the learner's experience
- f) provide good feedback to the learners on how they are progressing

Bock (1996) stresses that methods that create division, segregation and hostility should be avoided, and the purpose of teaching, content and the language should be relevant to the learners. Callewart & Kallos (1992, p. 17) point out that “the new learner-centered pedagogical strategies in independent Namibia are supposed to enable students to learn to analyze and synthesize, to imagine and explore, to criticize and create, to understand and use”. The Namibian educational policy (Namibia. MoE, 2007) emphasizes that teaching strategies must be varied but flexible.

2.4.1 Strategies for Learner-Centered Education

The Pilot Curriculum Guide for formal senior secondary education (Namibia. MBEC, 1998) points out that learning should clearly be a communicative and interactive process. This process requires the teachers to draw on a range of methods including whole class work, pair work, group work and individuals work. In this section I briefly explore the main characteristics of the key strategies suggested as I believe that these will provide a useful set of indicators for my study.

Whole class instruction

Grant (1987) and Harmer (1991) share the view that whole class instruction suits language teaching. Grant (1987, pp. 8-9) explains that many teachers prefer to teach the whole class together most of the time as teaching grammar, vocabulary and pronunciation to large classes it is time consuming leaving insufficient time for pair work or group work as well as correcting the learners’ work.

Grant (1987, p. 9) opposes this point of view and believes that learners should spend some time working in pairs or groups, because “this is how learners learn best-when they are interacting with one another”. Harmer (1991, p. 244) suggests it is not, “ideal having whole class grouping for communicative work”, claiming that this “leads to too much teaching and too little learning”, but it does not mean the whole class grouping should be completely abandoned.

Pair work

Harmer (1991, pp. 244-245) and Lewis and Hill (1985, p. 45) support the idea of using pair work that maximizes “the amount of student talk” providing it is “well-organized pair work”. For pair work to be “well organized” Lewis and Hill (1985) explain that teachers must give clear and explicit instructions and, while the pair work is taking place, teachers should be moving around monitoring, guiding and if necessary correcting what individual pairs are doing.

Harmer (1991, p. 244) contends that pair work “allows” the students to use language and encourages students’ co-operation as well as motivating learning with others. Harmer further adds that pair work encourages communicative efficiency. Pair work can be used for an “enormous” number of activities whether speaking, writing or reading. However Harmer (1991) cautions that learners who are left in pairs for a long time often become bored and restless.

Group work

As in the case of pair work Harmer (1991, p. 248) and Lewis and Hill (1995) indicate that group work seems to be an extremely attractive idea for a number of reasons, for instance “increasing learners talking time”. Learning in the group, they suggest, leads to a degree of self-reliance which is not possible in teacher-controlled situations. Group work is viewed as more dynamic than pair work, therefore, there is a greater possibility of discussion, and working in a group is more relaxing (Lewis and Hill, 1995).

Shinyemba (1999, p. 41) observes that in the African context, group and pair work are part of the African education in the sense that at home young people are “taught to assist each other and share, for example food and farming”. She further explains that this can also be done “through collaborative and interaction in ceremonies such as weddings, harvesting etc”. Therefore, the tradition of collective work, sharing and collective learning ought to be developed within classrooms in order to encourage communication.

Harmer (1991, p. 247) as well as Lewis and Hill (1995) suggest that most activities can be performed by the learners working in groups. Different groups may do different tasks. The authors support the view that one learner ought to be the group leader acting as the group organizer and a “mini-teacher”. While Grant (1987, p. 78) suggests that the following points should be kept in mind when organizing group work:

- Form the groups in the simplest way possible
- Have mixed ability groups
- Select the activities for group work carefully
- Present the activities carefully
- Do not interfere with groups unless something is seriously wrong
- Stop group work at an appropriate moment
- Show the results

Individual study

The learner in an LCE context is seen as an individual with his or her own abilities. Harmer (1991, p. 248) observes that sometimes learners must be allowed to work on their own and at their own pace to allow any individual learning “space”.

Questioning techniques

Smalley and Morris (1985, p. 49) suggest that “the technique of questioning is one that has to be carefully developed by the teacher of modern languages since its purpose and function is somewhat different from that required for the world outside the classroom”.

Hussain (2003) refers to a study that showed that 80 percent of the school time was used for question and answer recitation. It appears that teachers have mistakenly equated quantity of questions with quality, but research over the years has proved that the practice has hardly changed. Hussain (2003) further explains that “if teachers are to teach logically, they must be knowledgeable in the process of framing questions so that they can guide the students’ thoughts process”.

Hussain (2003) provides reasons for the importance of asking questions as follows:

- To encourage learners to talk constructively and on task
- To signal an interest in hearing what learners feel and think
- To stimulate interest and awaken curiosity
- To encourage a problem-solving approach to thinking and learning
- To encourage thinking about and exploratory approaches to tasks
- To help learners to learn from each other
- To monitor learning
- To deepen learners' thinking level and increase their ability to conceptualize

Smalley and Morris (1985) suggest the following questioning procedures:

- The teachers should state the question clearly and concisely. If it is complicated, it may be necessary to rephrase it.
- The teachers should always ask the question to the class first, and give learners time to think. Waiting time is important when asking high-level questions.
- Call on the learner by name, select the learner randomly or call for volunteer. If the learner can't answer, it is better not to wait, pass on to someone who can, then the teacher should go back to the one (s) who have failed to answer or who gave an inadequate answer.
- Listen to the answer. Ask another learner to respond to the answer given to ensure learners are attentive.
- Emphasise the correct answer, by asking probing questions.

The authors suggest that the following guidelines represent good questioning techniques:

- Questions asked must be according to the level of the learners.
- Questions with definite answers should be encouraged
- Questions that require learners to compare, evaluate or draw inference should be asked.
- A question should not have a "trick" or catch to it.
- Yes/No questions should be avoided.

These practices should be avoided (Smalley and Morris, 1985):

- Repeating one's own questions
- Repeating learners' answers
- Answering one's own questions
- Questioning for chorus answering
- Not allowing learners to complete a long response
- Not attending to the responding learner
- Selecting the same learner respondents

In addition Lewis and Hill (1995, p. 48) suggest that teachers should avoid questions like “Do you understand?” According to them this is a sign of laziness on the teachers' part as learners will not admit that they don't understand. Instead learners may be asked *what* [**Emphasis mine**] they do not understand.

As teachers, we need guidelines on how to use good questioning techniques. According to some of the educational experts, questions are classified into different categories.

Benjamin Bloom (1956) created this taxonomy for categorizing level of abstraction of questions that commonly occur in educational settings. Taxonomy is a list of things that are similar, yet some are more complex than others (Namibia. MBEC, 1996, p. 2). The taxonomy provides a useful structure in which to categorize questions. Different kinds of questions should be asked such as memory (knowledge) and higher order questions. Memory questions demand shorter answers, less thought and little competence in language use by learners. Higher order questions are asked to allow learners to develop higher order thinking skills which require thinking and manipulation of information. These questions require much more “brain power” (Hussain, 2003); extensive, elaborative answers and they are more demanding (Namibia. MBEC, 1996). Below are the six question categories as defined by Bloom et al (1956).

- **Knowledge Level:** In this level, questions are asked solely to test whether a learner has gained specific information from the lesson. For example, have they memorized

the dates for a particular war or do they know the presidents that served during specific eras in American History etc. It also includes the knowledge by learners of the main ideas that are being taught. You are probably writing knowledge questions when you use words like: tell, list, identify, label, name, etc., this leading for: remembering; memorizing; recognizing; recalling identification and recalling of information e.g.

- Who, what, when, where, how...?
- Describe

- **Comprehension Level:** This level of Bloom's taxonomy has learners go past simply recalling facts and instead has them understanding the information. With this level, they will be able to interpret the facts and understand the meaning of the information. Instead of simply being able to name the various types of clouds, for example, the learners would be able to understand why each cloud has formed in that manner. You are probably writing comprehension questions when you use words like: describe, contrast, discuss, predict, etc., this is inviting for: interpreting; translating from one medium to another; describing in one's own words; organization and selection of facts and ideas etc. e.g.

- Retell...

- **Application Level:** Application questions are those where learners have to actually apply, or use, the knowledge they have learned. They might be asked to solve a problem and the information they have gained in class would be necessary to create a viable solution. For example, a learner might be asked to solve a legal question in an American government class using the constitution and its amendments. You are probably writing application questions when you use words like: complete, solve, examine, illustrate, show, etc., this is inviting for: problem solving; applying information to produce some result; use of facts; rules and principles etc. e.g.

- How is...an example of...?
- How is...related to...?
- Why is...significant?

- **Analysis Level:** In this level, learners will be required to go beyond knowledge and application and actually see patterns that they can use to analyze a problem. For example, an Oshindonga teacher might ask what the motives were behind the protagonist's actions during a novel. This requires learners to analyze the character and come to a conclusion based on this analysis. You are probably writing analysis questions when you use words like analyze, explain, investigate, infer, etc., this is inviting for: subdividing something to show how it is put together; finding the underlying structure of a communication; identifying motives; separation of a whole into component parts etc. e.g.
 - What are the parts of features of...?
 - Classify...according to...
 - Outline/diagram...
 - How does...compare/contrast with...?
 - What evidence can you list for...?

- **Synthesis Level:** With synthesis, learners are required to use the given facts to create new theories or make predictions. They might have to pull in knowledge from multiple subjects and synthesize this information before coming to a conclusion. For example, if a learner is asked to invent a new product or game they are being asked to synthesize. You are probably writing synthesis questions when you use words like invent, imagine, create, compose, etc., this is inviting for: creating a unique, original product that may be in verbal form or may be a physical object; a combination of ideas to form a new whole etc. e.g.
 - What would you predict/infer from...?
 - What ideas can you add to...?
 - How would you create/design a new...?
 - What might happen if you combined...?
 - What solutions would you suggest for...?

- **Evaluation Level:** The top level of Bloom's taxonomy is evaluation. Here learners are expected to assess information and come to a conclusion such as its value or the bias behind it. For example, if a learner is completing a DBQ (Document Based

Question) for a Namibian History course, they are expected to evaluate the bias behind any primary or secondary sources in order to see how that affects the points that the speaker is making. You are probably writing evaluation questions when you use words like select, judge, debate, recommend, etc., this is inviting for: making value decisions about issues; resolving controversies or differences of opinion; development of opinions, judgements or decisions e.g.

- Do you agree...?
- What do you think about...?
- What is the most important...?
- Place the following in order of priority...?
- How would you decide about...?
- What criteria would you use to assess...?

Things to consider while implementing Bloom's taxonomy:

The reason that some teachers fail to move learners up the levels of Bloom's Taxonomy are many, for example, a teacher might have low expectations concerning the learners's abilities. This is just sad and becomes a self fulfilling prophecy. Another reason might be that it can become difficult and time consuming for the teacher. It is a complete truth that it is much easier to grade assignments based on the lower levels than on the higher levels.

(Adopted and modified from: Bloom, et al., 1956, pp. 1-2)

Hussain (2003, p. 3) concludes that "research has shown that, of teachers' questions the predominating ones are those that are concerned with simple data and recall of facts already learned which fall under lower order questions". He further proposed several reasons why teachers ask such questions these include the prevailing view of teachers who feel that learners should learn to focus on facts that they must use when answering more interpretative questions later on and the second one is that teachers are not trained in the use of questioning strategies and lastly, teachers do not use a system to organise and classify questions.

Therefore, teachers should develop the habit of asking more thought provoking questions so that learners' involvement in the process of learning increases (ibid). In addition, Hussain (2003, p. 4) emphasizes "that if teachers desire a response at a selected level of thinking, then

appropriate questions must be framed that will elicit proper response level from the learners”. Another important point Hussain (1956) mentions is that the teachers should make sure that the teaching materials provide an opportunity to ask focused questions that require learners to compare, contrast, persuade, and determine cause and effect, which would develop their process of thinking.

Integration

In order to be successful in language teaching the four basic language skills of listening, speaking, reading and writing, need to be taught in an integrated way. The language policy (Namibia. MBEC, 1997, p. 18) indicates that “integration also entails that all four skills should deliberately be taught. It is often taken for granted that our learners know how to listen”. The integration method ensures that a suitable theme is selected and that all four language skills are taught through a variety of activities (Namibia. MBEC, 1997).

Homework and Marking

Landman, Bodenstein, Van der Merwe, Smith & Windell (1988 p.108-109) describe homework as a limited amount of work that requires less time to do than an assignment; requires no research and is handed in the following day, however, Smalley and Morris (1985, p. 46) see “homework as an essential part of the lesson because it is in fact an extension of the lesson”. This is often not the case and pupils go home with something to do simply because it is “homework night, for linguistics homework”. The purpose of homework is to reinforce work done in class.

The aims of homework

- To help the pupils to develop independent study habits, thus making him/her less dependent on the teacher and more prepared for the future
- To help the learner to apply newly acquired skills and knowledge
- To provide an opportunity for the learner to express him/herself
- To facilitate revision of work done in the class (reinforcement)
- To encourage direct involvement (self-experience)
- To direct study, thus avoiding aimless work

- To discover problem points which can serve as a starting point for remedial work
- To awaken the pupil's curiosity
- To give the learner further practice at home in work done at school

When homework is given it must be well defined, the instructions must be clear (to avoid confusion) and the learning matter must be available.

(Adopted from Landman et al. (1988 p. 108)

In addition Landman et al. (1988 p. 109) as well as Smalley and Morris (1985, p. 46) feel that homework should be started during class time “in the last five minutes of the lesson”.

Homework should only be given after the teacher has explained the work in class and made sure that all the learners understand what they are going to do and how to do it, “new subject matter must first be dealt with in class”. Smalley and Morris (1985) call for parental involvement in homework, as homework should be handed in and all written homework should be marked by the teacher. The Namibian policy (MoE, 2007, p 2-3) suggests homework should be “regularly marked by the teacher and the feedback should be praising, encouraging, positive and informative”.

The use of resources

The education policy of Namibia, (Namibia. NIED, 2003) indicates that learner-centered education should promote a wider awareness of what resources are available as well as a critical way of using resources. Smalley and Morris (1985, p. 65) remark “language teachers for today, nearing the twenty-first century, find themselves in a privileged position in one sense, for they are the inheritors of a vast amount of technical development and pedagogical research which together enable teachers to deploy technical advances in the most effective and the most realistic way”. The successful use of resources as learning support materials, however, requires that teachers not only have access to appropriate resources but know how to use them, how to adapt them and how to manage them. Resources often have to be renewed and replenished. The storage of learning support materials may also be problematic in some learning environments (Van Harmelen, 2003).

2.4.2 The Teacher's Role/Responsibility in the LCE Classroom

The successful LCE classroom depends on teachers having a sound knowledge of their subject matter. Foster (1998) points out that the role of the teacher in the LCE classroom is complicated since it has changed from an instructing role to one of facilitating and monitoring. Hedge (2000) supports Grant's (1987) view that planning, managing, interacting, monitoring learning, giving instruction and giving feedback are the responsibilities of teachers.

Another suggestion (Blues & Witthaus, cited in Namibia. MBEC, 1997, p. 2) is that teachers should encourage learners to make requests, suggestions and criticisms and these ought to be taken into account during lesson preparation. The Namibian education policy (Namibia. MoE, 2007, p. 36) emphasizes that the teacher in LCE has to take on a "wider spectrum" of classroom roles. These include being a manager and organizer of learning, a counsellor, a coach as well as being an instructor. Teacher should make use of a variety of techniques such as "direct questioning, eliciting, explaining, demonstrating, challenging the learners' ideas, checking for understanding, helping and supporting, providing for active practice and problem solving". While Littlewood (1981), Van der Walt (1990) as well as Tudor (1996) cited in Shaalukeni (2000) identify a teacher as being a facilitator and classroom manager.

2.4.3 Learner's Responsibility/Role in LCE Classroom

Research has shown that a learner-centered approach requires a teacher to plan various activities for the lesson. Block (1994) cited in Hedge (2000) indicates that in teaching language, learners should be asked to contribute to the overall design of course content and the selection of the learning procedures. Schwartz and Pollishuke (1990, p. 50) as cited in Mubita (1997, p. 26) state that: "When planning...an integrated, learner-centered curriculum with the children, the curriculum, the themes, the activities and the active learning experience become more relevant, because they are built on the backgrounds, interests and everyday life experiences of each individual student". Through real involvement in the learning process learners move towards the goal of becoming lifelong learners as they gain a positive attitude towards school (Schwartz & Pollishuke, 1990) cited in Mubita (1997).

The second perspective on learner-centeredness is that of the learners contributing to the design of language learning activities, Clarke (1989) as cited in Hedge (2000, p.34) suggests, “This idea would certainly ensure that the purpose of classroom activities were well understood”, while Maley (1992, p. 5) states that the main principle in interactive teaching is that all class activities should be done, “using information that the learners themselves bring to the class”. This information could involve materials such as texts which learners find and for which they design reading activities.

The third perspective on learner-centeredness is that of encouraging learners to take a greater degree of responsibility for their own successful learning not only by contributing to course or activity design as mentioned above, but also by contributing to their learning outside class at home or in self-access facilities (Hedge 2000). Here, the teacher takes reciprocal responsibility to ensure that learners have effective strategies for planning, performing and monitoring their independent learning. This may mean that learners will be empowered if the language teacher plays a role in establishing a relationship of care with the learners. The Pilot Curriculum Guide for formal senior secondary education states that at this level, learners are mature enough to share more responsibility for their own learning under the responsibility and professional authority of their teachers (Namibia. MBEC, 1998).

Hedge (2000) also recommends the use of a methodology, which allows learners greater control over the learning process. In this way learners need to be motivated to discover ways of solving problems while the teacher guides and directs his/her learners. Tudor (1996, p. 12) describes the responsibility of the learners as “learner autonomy” while Brandes and Ginnis (1986) cited in Shaalukeni (2000) call it “learner ownership”. Learner autonomy implies the ability to think and act independently. The learners are guided to participate more and more in decision making about their learning.

2.4.4 Learner-Centered Education and Assessment

The policy of *Education for all* points out that one part of Namibian education reform is to re-think the role of examinations. In the past, the examination was regarded as the sole measure

of success in individuals and programmes, but after independence examinations became one of several tools for assessing and evaluating progress. Assessment is defined as the process of gathering information about how the learners are progressing in their learning, while the Curriculum for Basic Education states that assessment measures the learning achievement of a learner or learners using a variety of approaches (Namibia. MoE, 2007). Hedge (2000, p. 376) refers to assessment as the general process “of monitoring or keeping track of the learners’ progress”. He further explains it is part of the whole education process of teaching and learning.

The Curriculum for Basic Education (Namibia. MoE, 2007, p. 40) emphasizes that assessment and examinations should support learning, but not drive learning. What should be assessed are the basic competencies, the understanding and skills that a learner should demonstrate as a result of the teaching-learning process. If assessment is the process of monitoring the learner’s progress it must be done continuously. In the case of the teaching and learning of language, Hedge (2000, p. 376) refers to assessment as “the means by which students’ language learning developments and achievements are monitored over time”. The other point Hedge (2000) makes regarding the purpose of assessment is that it functions to inform learners and their parents of progress and achievements; to inform teachers of problems, and serve as a guide in decisions about compensatory teaching and promotion.

Broadfoot (1987, pp.8-9), cited in Wilmot (n.d.), argues that assessment should gather information about four aspects of achievement, namely:

- written expression, knowledge retention; ability to organize material and select appropriately and effectively
- the application of knowledge; practical, oral, investigative and problem-solving skills
- personal and social skills; communication and relationships, working in groups, initiative and self reliance, responsibility and other such qualities
- self confidence, motivation, commitment and attitude

She claims that examinations only assess the first aspect of achievement.

The Curriculum for Basic Education (2007) describes learning in terms of certain core skills that are required in terms of Namibia's Vision 2030 for Basic Education. The core skills are to be assessed in all subjects, which mean that the Namibian National Syllabus should provide opportunities for developing these key skills across the various fields of study. The First Language Generic Syllabus (2004) states that language contributes directly to the development of key skills as follows: communication skills, information skills, problems solving skills, self-management and competitive skills, social and co-operative skills, work and study skills. Assessment should show that learners are able to analyze, synthesize, evaluate, draw inference, order facts, present opinion and detect bias in other areas of study.

Since learner-centered education promotes learning with understanding, teachers should make use of various strategies to measure what learners know. *Towards Improving Continuous Assessment in Schools* (Namibia. MBEC, 1998, p. 14) says that "one assessment method may allow you to better assess a learning objective than another assessment method".

In other words, teachers should make use of different methods when assessing learners. On the other hand, the Curriculum for Basic Education (2007, p. 40) advocates that continuous assessment must be clear, simple and manageable, and "anchored in learner-centered principles and practice". Teachers must elicit reliable and valid information about the learners' performance in the basic competencies. This information will then be used to provide feedback to the learners' parents as well as educational authorities concerning learners' strength and weakness: where they are doing well, and why, and where they need to improve, and how.

Smalley and Morris (1985, p. 22) regard feedback as "vital" for both teachers and learners, to enable them to review progress. Learners can see where they have done well as well as realize where they have gone "wrong". Teachers can use feedback to evaluate the effectiveness of their teaching and do something about it. Leahy, Lyson, Thompson & William (2005, p. 24) point out that teachers should provide feedback that "engages" students and "activates" their desire to improve. Jacobus, Vakalisa, and Gawe (2006, p. 23) point out that correction of learners' work can be done without making them feel stupid and that their efforts are worthless and in addition Jacobus et al. cites Duminy (1973, p. 130) who illustrates how

sensitive learners are subjected to discouraging remarks, and how they react to a more encouraging attitude. Furthermore, Jacobus et al. continue that teacher criticism affects a learner's self-concept. In addition Jacobus et al explain that demoralising remarks may evoke negativity even among learners with a positive self-concept.

Hedge (2000, p. 385) and Harmer (1991, p. 237-238) identify two contrasting forms of feedback. "Content feedback" reveals how the learners performed in a test, relative to each other. Presumably, some pass and some fail, but this information does not provide a useful guide to enable them to perform better, nor to assist the teacher in planning for class. The second type of feedback is called "form feedback", and this tells learners how well they have performed linguistically and how accurate they have been. The teacher's written comments not only indicate the "strengths and weaknesses" (Harmer, 1991, p.237-238) of the learners' writing, but may also assist them in monitoring their own progress, such as by identifying specific language areas requiring further attention. The teacher can assist learners in monitoring their own progress and highlight priorities in terms of future teaching or the recycling of points already covered, as well as providing useful information to parents (Hedge, 2000 & Harmer, 1991).

Wilmot (2003, p. 15) concludes that "good assessment practices should be democratic". In other words, learners should be involved in the process of assessment through peer-and self-assessment. Involving learners in self-assessment can be facilitated by a criterion-referenced self-assessment pro-forma that includes questions requiring the learner to reflect on his or her learning.

2.4.5 Challenges Teachers Face in the LCE Classroom

The policy (Namibia, NIED, 2003, p. 24) states that "the teacher is the key to learner-centered education": teachers therefore need to be competent in every aspect of the teaching and learning process in order to overcome any obstacles they might come across. Amakali (2007, p. 81) has shown that one of the challenges faced is that "teachers have a shallow understanding of learner-centered education, caused by their lack of understanding of constructivist epistemology and the learning theory that underpins LCE".

Research done in Namibia indicates that group work is almost the only method that teachers associate with learner-centered education, but criticizes them for applying it in a superficial manner. The research suggests that learners are just grouped for the sake of being in groups, and in many such situations are not helped to acquire knowledge, skills and values through tasks (Namibia. NIED, 2003). Tudor (1996) cited in Shaalukeni (2000) suggests that teachers are resistant to change, but Shaalukeni (2000, p. 14) feels that teachers find themselves “unfamiliar and uncomfortable” with the new approach.

As far as teaching African languages is concerned, teachers face a negative attitude towards these languages. Research done by Bamgbose (2000, p. 67) has shown that African languages do not “command the respect that they should”, a situation that will doubtless hinder the effective implementation of learner-centeredness. Both Bamgbose (2000) and Brock-Utne (1997) indicate that parents want English to be the medium of instruction rather than African languages. However, Brock-Utne (1997, p. 253) maintains, “Education for all cannot be reached without the strengthening of the indigenous languages of Africa, the languages most people speak”.

Resources are seen as a further challenge. Hameso (1997) mentions the lack of appropriate resources for teacher training, of grammars and orthographies, textbooks and supplementary materials. In order for learner-centered education to be effectively implemented, the provision of sufficient resources—including human resources—is of the utmost importance (Namibia. NIED, 2003, pp. 28-29).

2.5 CONCLUSION

This chapter has emphasized the importance of teachers’ understanding both their subject area and the appropriate pedagogy in order to facilitate meaningful learning. LCE is furthermore associated with a shift in perspective concerning the nature and role of assessment, and this too was briefly analyzed. It is recognized that teachers are faced with a number of challenges in adopting LCE, and those surveyed in this chapter will be examined in more detail later in the study.

CHAPTER 3: METHODOLOGY

3.1 INTRODUCTION

The main purpose of this chapter is to describe and justify the research design and procedures employed in this study. In order to acquire an understanding of and gain insight into teachers' implementation of the learner-centered approach, the study was located within the interpretive paradigm. The case study method is explained as well as its suitability for this research project. Sampling is described, and the choices made in this regard are justified. Data collection, which in this case was done using non-participant observation, interviews and document analysis, is also discussed, as well as validity and ethical issues. Finally, this chapter highlights the limitations of this case study.

3.2 RESEARCH PARADIGM

This study is located within an interpretive paradigm, which is the most appropriate framework to investigate my research question that looks at the process of teachers' understanding and implementation of the learner-centered approach adopted in Namibia. Connoles (1998, p. 14) points out that in this paradigm, "the task of a researcher becomes that of understanding what is going on", while Merriam (2001) suggests that where research has understanding of social phenomenon as a primary focus the interpretive orientation is particularly appropriate. Cantrell (1993, p. 84) argues that this paradigm allows a researcher to understand the situation in which the researched phenomenon is located and to interpret meaning within "the social and cultural context of the natural setting". Newman (2000, p. 7) suggests that a key characteristic of interpretive research is explaining how people arrive at their understanding of the world; this the researcher does through "direct observation of the setting in which the study is done".

3.3 RESEARCH METHOD: A QUALITATIVE CASE STUDY

I have chosen to locate the research in a qualitative case study. Bell (1987, p. 6) suggests that this approach is “particularly appropriate for individual researchers, because it gives an opportunity for one aspect of a problem to be studied in some depth within a limited time scale”. Merriam (1988, p. 21) and Anderson (1998, p. 152) claim that a qualitative case study is “an intensive, holistic description and analysis of a single instance, phenomenon, or social unit”. Sturman (1994, p. 61) as quoted in Bassey (1999, p. 26) views a case study as a “generic term” used for investigation of an individual, or group or phenomenon. He further maintains that the techniques used in the investigation may be varied, and may include both qualitative and quantitative approaches. Mbelani (2007, p. 31) clarifies the qualitative aspect saying, “such a study is qualitative because it is not a survey or an experiment and it is not statistical in nature”. In addition Merriam (2001, p. 19) points out that:

A qualitative case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is the process rather than outcomes, in the context rather than specific variable, in discovery rather than confirmation.

Yin (1994, p. 13) cited in Anderson and Arsenault (1998, p. 153) defines a case study as follows:

1. A case study is an empirical inquiry that: “investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”.
2. The case study inquiry:
 - copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result
 - relies on multiple sources of evidence, with data needing to converge in a triangulation fashion, and as another result
 - benefits from the prior development of theoretical propositions to guide data collection and analysis.

Therefore using a qualitative case study helped me to understand my research participants' words and actions within the theoretical perspective of learner centered-education as adopted by Namibia using the process of multiple data collection and analysis.

Apart from the strengths of a case study, it has also weaknesses as Merriam (2001, p. 42) notes that case studies can "oversimplify or exaggerate" a situation and qualitative case studies are too limited by the "sensitivity and integrity" of the investigator. Patton (1990) also maintains qualitative research has been criticized for the overall subjective nature of the study and on the basis of the small sample the criticism being that the result cannot be generalized.

3.4 SELECTION OF RESEARCH RESPONDENTS

I have chosen convenience sampling in order to select my research respondents. According to Mbelani (2007, p. 35) convenience sampling means "choosing the sample on the basis of easy access". Patton (1990, pp. 180-181) states that convenience sampling is the strategy of sampling by convenience, doing what's fast and convenient, but generalization is limited".

For this study, I selected three teachers and an education officer who participated in my research project. The education officer was included in this research in order to gain insights into how he understands and expects teachers to implement the policy of LCE in Namibia classrooms. It is his responsibility to provide guidance to teachers.

I had easy access to the education officer and the teachers as the two schools are in a neighbouring town and in the same Circuit as the school where I teach. One of these schools is a Combined School from Grade 1-12, while the other one is a Secondary School from Grade 8-12. The reason for selecting a small number of participants is to generate depth of data rather than breadth, which is suited both to the context of a case study and to the practical limitations of the time available for a half thesis research project (Patton, 1990, p. 165; Bell, 1993, p. 8).

3.5 DATA COLLECTION

This section discusses the procedures and strategies that I used to collect data for the research project. I used classroom observations, semi-structured and stimulated recall interviews and document analysis. As Patton (1990, p. 245) states, “A multi-method, triangulation approach to fieldwork increases both the validity and reliability of evaluation data”. Using these data collecting tools helped me to compare the data from different sources and I consequently felt more confident about the validity of the data.

Prior to visiting the schools, I conducted a pilot study with one of my colleagues to help me develop the best possible interview questions. Anderson and Arsenault (1998, pp. 11-12) define a pilot study as “a small scale study conducted prior to the actual research...to test the procedures and techniques to see that they work satisfactorily”. I conducted a pilot interview and classroom observation with her.

A letter requesting permission to conduct research was forwarded to the Permanent Secretary, the Regional Director of Education as well as to the school Principals (Appendices B, D & G) prior to starting the research. I sent the teachers letters requesting their participation in the study and assured them that I would follow the necessary ethical procedures related to a study of this nature. (Appendix J). Teachers were asked to sign a consent form. (Appendix K).

After obtaining permission from the authorities, I visited each teacher seven times. Since I did not know which teachers teach Oshindonga First Language at these particular schools I sought guidance from the principals. At Tweuthigilwa Combined School, the principal referred me to the Grade 11 Oshindonga teacher who agreed to be one of my participants. The selected teacher provided me with her personal timetable, and I arranged the school visits and interview sessions. The second time I visited Tweuthigilwa Combined School, I gave the teacher the consent form to sign.

I visited the second school, Shoonuukongo Secondary School, in order to finalize the school visit arrangements. I went through the same procedure as Tweuthgilwa Combined School. I held introductory sessions before the classroom observations.

I spent four days with each teacher in a week and during that time; I observed their lessons, while the interviews were conducted with each teacher on a day after the classroom observations. Each of the teachers was observed in the class group of their own choice. The school visit schedule was provided to the Permanent Secretary, the Regional Director, School Principals, the relevant Inspector of Education as well as the participating teachers (Appendix F).

3.5.1 Interviews

I chose to use interviews as a data collecting tool, as MacMillan & Schumacher (1993, p. 251) observe that this approach “helps build a positive relationship between the interviewer and respondent”. I was keen to build such a relationship with my interviewees. MacIntyre (2000, p. 84) describes interviews as “face to face interactions which allows the interviewer to ask carefully prepared questions and in addition to probe the respondents so that further information is obtained”. I used the same semi-structured interview schedule with both the education officer and the teachers (Appendices L1 & M1) and this enabled me to probe for more information when necessary in order to get data that was as rich as possible. According to O’Leary (2004, p. 165) these interviews are: “neither fully fixed nor fully free and are perhaps best seen as flexible and pursue a more conversation style of interview that many see questions answered in an order more natural to the flow of conversation”.

During the interviews, I focused on the understanding and implementation of learner-centered education by my participants. I used open-ended questions for the interviews. Patton (1990, p. 24) notes that “the purpose of gathering responses to open-ended questions is to enable the researcher to understand and capture the points of view of other people without predetermining those points of views through prior selection of questionnaire categories”. Each interview was begun by briefing the participants on the purpose of the study; to

investigate the understanding and implementation of a learner-centered approach. The three semi-structured interviews were conducted from the last week in May until the middle of June.

Stimulated recall interviews were also conducted on the same day after each teacher's classrooms observation (Appendices M3, N3, N4 & N5). All were on various aspects of the lesson that I had noted during my classroom observation (Murray & Nhlapo, 2001). The language in which I conducted the interviews had been clarified in the letters requesting permission to conduct research. All the interviews were conducted in Oshindonga, because Patton (1990, p. 29) states, "capturing the precise language of participants is an important way to record participants". I later transcribed each interview transcript from Oshindonga Language into the English Language. I interviewed the education officer at a time of his choosing at his workstation. The interviews were all tape-recorded with the consent of the participants.

3.5.2 Classroom Observation

Classroom observation was one of my data collecting tools. This method enabled me to compare what teachers said they did with what they actually did. I regarded this strategy as appropriate to my research process since, Stake (1995, p. 60) refers to the importance of using observations where we want "to increase our understanding of the case". Merriam (2001, p. 97) notes that "observation is the best technique to use when an activity, event, or situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study". In addition, Connole, (2005, p. 93) states that, "observation evidence is often useful in providing additional information about the topic being studied". Furthermore, Bell (1993, p. 109) suggests, "It can be particularly useful to discover whether people do not, or do behave in the way they claim to behave".

During classroom observations, I tried to capture events and behaviours as they occurred in all nine lessons. I acted as a non-participant observer (Babbie & Mouton, 2001). Afterwards post-discussion sessions were held with each teacher for every lesson observed in the form of

stimulated recall interviews. (Appendices M3, N3, N4 & N5). Merriam (2001, p. 95) offers one critique of the process of participant observation indicating that “as a data gathering technique it points to the highly subjective and therefore unreliable nature of human perception... which is very selective”, while, Gillham (2000, p. 47) adds that the major problem with observation of whatever kind is that “it is time-consuming”. In addition, being an inexperienced researcher might also have limited its value. All lessons were videotaped with the consent of the participants, while I also took field notes on what was happening in the classrooms.

3.5.3 Document Analysis

A further data collection strategy entailed the perusal and analysis of documents. I used documents such as the syllabi, schemes of work, teachers’ daily preparations, internally set questions, tasks and learners’ written work. This strategy of data collection is equally important, because it provides information, which could not be obtained through interviews and classroom observations. Hopkins (1993) suggests, “It provides information and understanding of what is happening in the classroom”, while Koshy (2005, p. 96) indicates, “These sources can often provide a useful background and context for the project and also can be very illuminating”. Merriam (2001, p. 126) claims, “Documents are good sources for qualitative case studies because they can ground an investigation in the context of the problem being investigated”. It is for these reasons I decided to use this strategy especially given that the observation period was limited, I felt that these documents provided me with a more balanced perspective related to certain aspects of the LCE implementation in these specific classrooms.

3.6 DATA ANALYSIS

After gathering data from the interviews, I transcribed them before moving on to transcribing data from the classroom observations and collecting data from document analysis. Bogdan and Biklen (1982, p. 145) point out that qualitative data analysis means “working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns,

discovering what is important and what is to be learnt”. I read through the transcribed interviews and coded them based on patterns, and based on the interview questions. According to Kerlinger (1970) cited in Cohen, Manion and Morrison, (2001, p. 283) coding is referred as “the translation of question responses and respondent information to specific categories for the purpose of analysis”.

I then focused on the data from the observations and documents. This data was processed according to the key indicators I identified from the literature review, particularly pertaining to the teaching and learning strategies employed, assessment approaches and learner participation. Having collected and processed the data I constructed a case history for each participant, starting with the education officer. Patton (1990) supports using cross-case analysis to draw out threads and contrasts. The case histories for each participant enabled me to observe the range of data and then, using this, I was able to move to a further level of analysis. The cross referencing of these data helped me in structuring both the presentation of the data and the in-depth analysis required for chapter four and five of this dissertation.

3.7 VALIDITY

Using more than one method of gathering data helped me increase the validity of my data. Bell (1993, p. 65) indicates that validity “tells us whether an item describes what it is supposed to”. Patton (1990, p. 244) feels that by using “a combination of observations, interviewing and document analysis, the fieldworker is able to use different data sources to validate and cross-check findings”. In addition Marshall and Rossman (1989, p. 79-111) cited in Patton pointed out that “using a combination of data types increases validity as the strengths of one approach can compensate for the weakness of another approach”. For instance, interviewing three teachers and observing their nine lessons gave me rich information. It was my intention to be as objective as possible to enhance validity and to try to put preconceived assumptions aside.

Other ways in which I tried to increase validity was to ensure that no omission or deletion was done in transcribing interviews and lessons and the exact words of the respondents were used. Furthermore, together with my participants, I viewed the video and listened to the taped data. In addition, I gave the interview transcripts to the respondents to facilitate member checking thus validating the information. The language used was their mother tongue (Oshindonga). This helped them to express themselves more easily and added greater validity.

3.8 ETHICAL ISSUES

I ensured that my research would be ethical by following the ethical recommendations made by McNiff (1996, p. 35) as follows: negotiating access, promising confidentiality, right of withdrawal from the research and keeping good faith related to the information given. (Appendices B, D, G & J). For the protection of the participants' identities and their schools, I referred to the schools as Tweuthigilwa Combined School and Shoonuukongo Secondary School respectively. The pseudonyms I used for the teachers were as follows: Teria refers to teacher A, Susan refers to teacher B and Chaina to teacher C. All were Oshindonga First Language teachers. The education officer is referred to as Joseph, while his duty station was called Longeni Institute.

In all my correspondence, I assured them of complete confidentiality regarding the research process. I also informed the Inspector of Education about my school visits in his Circuit and provided him with my school visits schedule as mentioned in the previous section of this chapter.

3.9 LIMITATIONS OF THE RESEARCH

MacMillan and Schumacher (1993) feel that educational research is "constrained by ethical and legal considerations in conducting research on human beings, the public nature, the

complexity of educational practices and methodological limitations”. In my case, I believe that my lack of experience in doing research may have been a limitation. For example, during the scheduled interview the 90 minutes tapes finished before the last question, but I did take notes on the unrecorded portions but I am concerned about the accuracy of my notes. In one case, I forgot to press the pause button almost half way through the interview. My interviewee encouraged me just to restart, instead of re-scheduling the interview session. The venues were also a challenge because of the learners’ movements in the school; therefore, the venues were negotiated and agreed between my participants and me.

The most challenging factor was the process of translation from Oshindonga into English. I was concerned that the use of Oshindonga during interview sessions and taking notes during classroom observations might affect the validity of the data. The use of triangulation strategies however, was most valuable with its “cross-data validity checks” (Patton, 1990, p.188) and ensured the data was accurate.

3.10 CONCLUSION

In this chapter, I have presented and justified the research methodology and procedures I used in this qualitative case study research. I have justified why the interpretive paradigm was used. The case study method was explained and the reason why it was selected for the research project, sampling has also been described, choices made and justified. Data collection and strategies employed were discussed. The validity and ethical considerations were presented and discussed. Finally, the chapter concluded with the limitations of the research.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

In this chapter, I present the findings I obtained from the analysis of the semi-structured interviews, stimulated recall interviews, classroom observation and document analysis. My inquiry was how selected Grade 11 Oshindonga First Language (FL) teachers and an education officer understand and implement the learner-centered education (LCE) adopted in Namibia. In order to facilitate this analysis, I will use categories, which were influenced by my research question. The chapter is structured as follows:

- The interview results from the education officer
- The interview and classroom observations results from teachers
- Challenges and problems teachers experienced in implementing LCE
- Document analysis
- Conclusion

4.2 THE INTERVIEW RESULTS FROM THE EDUCATION OFFICER

The findings presented in this section are based on my interview with an education officer responsible for supporting the teaching of Oshindonga throughout Namibia. As I indicated in chapter three, for the sake of confidentiality, anonymity and privacy, each school/institute and each participant was given a pseudonym. Therefore, the education officer is Joseph, and Longeni institute is his duty station. This section is outlined as follow:

- The profile of the duty station and education officer
- The education officer's understanding of LCE and its implementation
- Strategies he mentioned teachers should employ in implementing LCE
- The documents Joseph mentioned that are needed for teaching language
- Challenges teachers faced when implementing LCE

4.2.1 The Profile of the Education Officer

The education officer is responsible for Oshindonga in Namibia. He is a member of the Oshindonga curriculum committee, and responsible for evaluating and revising the Oshindonga First Language curriculum. He also organises training for material development and workshops. He is the overall coordinator of any new development concerning teaching and learning of Oshindonga FL.

Table 4.1 shows that the education officer majored in languages including Oshindonga FL, but has never actually taught Oshindonga. However, according to him he has been teaching English as a second language since he started teaching in 1997 when he was promoted to the post of education officer, a post he has held for more than ten years. He is currently busy studying Oshindonga. He attended a one-week training programme in LCE.

Table 1: Joseph's Profile

Institute	Education Officer	Sex	Grade/s taught Oshindonga	Education Officer's qualifications in Oshindonga	Teaching experience in Oshindonga	Training received in LCE	Current studies related to teaching Oshindonga
Longeni	Joseph	M	0	1. Education Certificate Primary 2. Bachelor of Arts in Oshindonga 3. Education Diploma Secondary 4. BA Honor(Socio-linguistic with specialization in Oshindonga) 5. MA Sociolinguistic with specialization in Oshindonga	0	1 week (workshop)	Yes

The education officer's understanding of LCE and its implementations

The results presented in this section are based on the responses of the education officer in the initial interview held with him (Appendix L1). When Joseph was asked about his understanding of the concept of LCE, he responded by saying that:

As the name implies, I feel learners must be given a chance to express themselves under the guidance of the teacher. It, however, calls for the teacher to prepare sufficiently and to have adequate information for proper facilitation through

harnessing of learner's previous knowledge and content of the lesson topic at hand, for good comprehension and results.

Joseph observed that learners' experience their previous knowledge from *"previous grades, their surroundings, media or from material they read"*. On the question of the responsibilities of the teacher in LCE, he said, *"Maintaining order in class as well as catering for the varying needs of learners, both gifted and less gifted ones to ensure that the lesson's objectives are ultimately achieved"*.

Joseph felt that parents are also stakeholders in education. They have the responsibility to remind and assist their children in doing their given tasks. He expressed this as follows: *"Parents should also have a stake in ensuring that their kids attend to their tasks for improving performances in class"*.

Joseph also added that learners have the responsibility to work as a team and evaluate their work themselves in LCE classrooms, saying, *"They have to continuously research for more information to which the teacher will add..."* Joseph further pointed out that *"team work will help them either in pairs or large groups...each contributing and assessing themselves for better understanding"*. Joseph understands that an LCE approach differs from a teacher-centered approach when it comes to preparations based on *"tasks and roles..."* and *these two approaches can be used "to complement each other"*

On the question of how he expects language teachers to implement LCE in their classrooms, he felt that teachers must be generous in using different teaching strategies. *"It is evident; teachers can use many methods to analyze one issue which includes many more aspects"*.

On the point of the learning objectives of the Oshindonga First Language Syllabus, Joseph pointed out that, the syllabus aims to ensure *"that the learner knows and acquires the skills needed which he/she will be able to use long after they left school..."* The latter responses emphasized one of the key aspects of LCE, which is lifelong learning as well as relevance to

the learners' situation and needs. Joseph also emphasized that the syllabus does not prescribe how the learning content should be presented by saying:

The syllabus points out the competencies to be acquired by learners through different plays, games, drama or traditional courts. The teacher uses different methods in determining the level of acquisition of the competencies which are not part of the syllabus”.

Continuous assessment (CA) is central to LCE and Joseph's response to this aspect was:

This refers to the continuous assessment of learners throughout the year to determine their performance and identify the areas where improvement is sought. It is the barometer, which teachers and parents can use to mirror the learners' progress.

He continued saying: “*Continuous assessment is benefiting both the teacher and learners in exposing the level of understanding in learners and the depth or content of teaching material the teacher needs to attain the intended level of achievement*”. In response to the question What is really meant by continuous assessment in teaching Oshindonga First Language Grade 11, Joseph shows his understanding as follows: “*It is meant to test and determine if the learners are meeting the required competencies specified in the syllabus, to qualify him/her to go to grade 12*”. While on the relationship between formal continuous assessment and examination, he answered: “*Well, there is a relationship, because with CA you are preparing learners for the examination and the acquisition of desired competency levels as indicated in the syllabus, so the relationship is there*”.

The other point he mentioned under continuous assessment is that there are two methods of continuous assessment, although he did not elaborate on either method simply saying: “*One is the teacher determines when it is the appropriate time to assess learners. Another method is by giving them a test or examination to determine their progress. Therefore, there are two methods*”.

4.2.2 Strategies Joseph Suggested Teachers Need To Make Use of When Teaching Language in LCE

Joseph mentioned the following strategies in this context:

- Access learner's prior knowledge

Joseph emphasized that teachers need to prepare their lessons well and to ensure that learners' existing knowledge is taken into account. This he noted during the interview *"...calls for the teacher to prepare sufficiently and to have adequate information for proper facilitation through harnessing of learners' previous knowledge..."*

- Planning

Planning plays a vital role in learner-centred education.

Joseph had this to say in relation to planning and implementation LCE: *"Teachers can do so by preparing adequately...so, teachers need to plan their lessons properly and learners' tasks and roles should be well outlined to them. Prior preparation of teaching aids needed for the lesson should also be made"*.

- The integration method

In order to be successful in language teaching, the four basic language skills need to be taught in an integrated way. The integration method entails the selection of a suitable theme and that all four-language skills are taught through a variety of activities. Joseph indicated that as well as the four required language skills: *"It was clearly stipulated that language should not be taught in a vacuum, for instance when teaching different language skills you can make use of the same text (theme). You can teach writing, summary writing, language writing etc. [through these themes]"*.

- Remedial education/compensatory teaching

This method promotes various teaching methods and materials in order to include learners with different abilities and with different learning styles. Joseph felt that learners, who do not perform well, need to be given more attention according to their abilities. He insisted: *"extra and/or remedial classes can then be contemplated and thus implemented"*.

- Self-assessment

A learner-centered approach supports reflective teaching. Joseph indicated that assessing oneself increases learning with understanding.

- Analyzing

Joseph suggested that teachers need assistance in analyzing some aspects of the language in language teaching. He said, *“It is evident; teachers can use many methods to analyze one issue which includes many other aspects”*. Joseph further indicated that one could be said to have knowledge and understanding of a language if he/she were able to *“analyze literature”*.

- Asking questions

This strategy is used mostly to introduce and end a lesson. Joseph suggested that teachers can also assess learners’ progress by asking questions to test their understanding. He responded: *“In a way he/she can ask learners, i.e. asking questions...”*

- Homework

Joseph indicated the strategy of giving learners homework to do as a *“way of assessing them and see how the outcome looks like”*.

- Feedback

Feedback is necessary after assessment. Joseph confirmed that feedback provides an opportunity for reflection for both learners and teachers. Joseph maintains that feedback plays a vital role as a means of communication between parents and the school. He claimed:

To me feedback is the stage that gives an opportunity to reflect on the outcome of both learners and teachers. They reflect on these achievements and shortcomings and plan the way forward for better and improved future results. Feedback is also a good opportunity for teachers, learners and parents to interact.

4.2.3 Documents Joseph Mentioned during Interview Session that are Needed in Teaching Language

Joseph referred to the following documents as necessary for effective language teaching:

1. The syllabus
2. The scheme of work
3. Daily preparation

4. Learners' written work

- The syllabus

Joseph pointed out that the syllabus outlined the skills that had to be developed and that the teachers should make use of different strategies in order to develop these skills. He stated, *"The teachers use different methods in determining the level of development of the skills"*. In addition Joseph gave the example of teaching composition writing, pointing out that the aims of the syllabus is to focus on ensuring that a *"learner knows and acquires the skills needed which he/she will be able to use long after they have left school in drafting speeches or writing articles..."*

- The scheme of work

Joseph stated that the education system demands a program outline, set up for the day, the term or the year. He said, *"The scheme of work is one of today's instruments in education"*. Joseph felt that although teaching methods are not outlined in the syllabus, he suggested that teachers include them in their schemes of work. He answered, *"They can be acquired by following the common scheme of work of all language teachers which spells out the learning activities. However, teachers should feel free to use different ways in the absence of the regional cluster scheme of work"*.

- Daily preparations

Planning plays a vital role in education; teachers need to plan their lessons either daily or weekly. He emphasized, *"Teachers can do so, preparing adequately...so, teachers need to plan their lessons properly and learners' tasks and roles should be well outlined to them. Prior preparation of teaching aids needed for the lesson should also be made"*.

4.2.4 Challenges Teachers Faced when Implementing LCE according to Joseph

On the question of the types of challenges encountered by the teachers, he revealed aspects such as the poor language standard used by the print media, saying. *"There are shortcomings, because a closer look reveals printed media uses inferior language at times"*. Another point

he mentioned is the scarcity of textbooks in schools. *“Books are important. It is important that each person has a textbook; however, they are not always enough.* The other problem Joseph added is the ineffective use of group work with the learners as a method for discussion. He observed, *“... they (teachers) may not be properly using it, mainly subjecting learners to group discussion without periodic supervision and guidance by the teacher”.*

Other contributing factors according to Joseph are different levels of teachers’ training, variety of learners’ levels of understanding, time constraints and lack of internet services for networking between schools.

4.3 THE INTERVIEW AND CLASSROOM OBSERVATIONS RESULTS WITH THE TEACHERS

In this section, I present the profile of the participating teachers, their understanding of the concept of LCE, its aims, benefits, values and importance. The section further explores how teachers implement LCE in their classrooms, their lesson plans, teaching strategies, their understanding and use of assessment. I also describe their use of resources. Finally, I present the challenges teachers face in implementing LCE in their Oshindonga First Language Grade11 classrooms followed by an analysis of the documents.

4.3.1 The Profile of the Schools and the Teachers

The study focused on the two schools (a Combined and a Secondary) in the Oshana region, which offer Oshindonga First Language (NSSCO/H) as part of the curriculum. Both schools are in the town of Oshakati where the educational regional offices of Oshana are located. As I indicated in chapter 3, for the sake of confidentiality and privacy each school and each teacher was given a pseudonym. The first teacher, Teria is a teacher at Tweuthigilwa Combined School. This school is located in the Oshakati Circuit and caters for Grades 1-12. (Appendix A). Tweuthigilwa, originally a primary school, was established in the 1940s and is one of the oldest schools in Oshakati.

There is one principal and three heads of departments for Lower primary, Languages and Mathematics & Science. The school was exclusively for white pupils during the colonial era. The school is equipped with facilities, such as electricity, water, a library and photo copying machines. There are 52 Oshindonga Grade 11 learners and Teria teaches them all in a combined class. She teaches 29 periods per week. In this class, the 52 learners share 11 text books. There are 44 desks and chairs.

Teachers, Susan and Chaina teach at Shoonuukongo Secondary School that is also located in the Oshakati Circuit, it caters for Grades 8-12. Shoonuukongo was established in 1980 and began by offering Standards 6-7. Currently it is a boarding school. There is a principal and four heads of departments for Science, Social studies, Languages and Commerce subjects respectively. There are 10 Grade 11 class groups for Oshindonga. Susan teaches 175 Grade 11 learners of Oshindonga in different class groups. Susan teaches 34 periods per seven-day cycle. I observed one of her classes with 40 learners where the learners shared 20 prescribed textbooks. In this class, there are 40 chairs and 40 desks. Chaina, the third teacher, teaches 35 periods per seven-day cycle. She teaches 187 Grade 11 learners. In the class I observed, there were 41 learners, 41 desks and 41 chairs. In this class learners share 21 Oshindonga prescribed textbooks.

Table 2 shows that Teria has 8 years teaching experience, but has been teaching Oshindonga for 6 years. She received training in LCE during her teacher-training programme in Ongwediva College of Education in 1999. She obtained a DEAL (Diploma in Education African Languages) through distance education with UNAM. She teaches Oshindonga First Language Ordinary Level. Susan's teaching experience comprises three years of teaching Oshindonga and she obtained her qualification from the University of Namibia in 2005. She teaches Oshindonga at the Higher Level (Oshindonga can be taken either at Ordinary or Higher Level). She received training in LCE during her initial teacher training. Chaina received teacher-centered teacher training in Ongwediva Training Centre in 1979, she received training in LCE through in-service programme. She furthered her teaching qualifications through distance education and received a Higher Primary Education Diploma and Diploma in Education African Languages (HPED and DEAL) with UNAM. She has

taught for 27 years, with 3 years teaching experience in Oshindonga. She teaches Oshindonga at the Higher Level. All participating Oshindonga teachers were female. At the time of this research, none of them was doing any further study in the teaching of Oshindonga.

Table 2: Profile of the participating teachers

School	Teacher's name	Sex	Grade(s) taught and level	Teacher's qualification (s)	Teaching experience in Oshindonga	Training in teaching in LCE	Current further studies in Oshindonga
Tweuthigilwa CS (urban) 1-12	Teria	F	11 Ordinary Level	1. Grade 12 2. BETD 3. DEAL	6 yrs	Yes, during teacher training	N/A
Shoonuukongo SS (urban) 8-12	Susan	F	11 Higher Level	1. Grade 12 2. BEd	3 yrs	Yes, during teacher training	N/A
Shoonuukongo SS (urban) 8-12	Chaina	F	11 Higher Level	1. Standard 10 2. Senior Primary Diploma, 3. Higher Primary Education Diploma 4. DEAL	3 yrs	Yes, workshops(In-service training)	N/A

4.3.2 *The Teachers' Understanding of LCE*

The results presented in this section are based on the responses of the teachers in both the initial semi-structured and stimulated recall interviews (See Appendices L, M, and P & Q).

In my interviews with all the teachers about their understanding of the concept of a learner-centered approach, the teachers' responses revealed that they understood LCE as follows:

Teria explained:

The learner-centered approach gives a learner a chance to participate in all lessons, not only for the teacher to say something. A learner and a teacher have equal opportunities or let me say the learner needs to play a bigger role than the teacher. A learner is expected to say more with the help from the teacher. She/he has to bring up ideas. This approach expected the child to bring ideas and knowledge to classroom so that when the teacher comes to class he/she will not just start teaching. The teacher is expected to find out what the learner knows and how much. This approach calls for learners to sit in groups discuss and share ideas with the teacher.

Susan shared the same views with Teria when she responded:

I understand the learner-centered education in this way that for the learner to play a major role is when the learner is given a chance to give his/her views/knowledge during the lesson, because the teacher does not know everything.

Chaina said:

Learners give their ideas as he/she pleases, not for the teacher to dictate to the learner what they must say. Teachers learn from the learners also. Sometimes learners give typical examples which you, the teacher were not aware of e.g. at the level of their generation, information that comes from the peers which the adults may not think of, the teacher should give an introduction about the topic. The teacher should allow the learner to create ideas from the ideas given by the teacher. The teacher should not say it all.

Their responses reveal that the three teachers understood that in LCE:

- learners are expected to be given a chance to share knowledge and ideas with assistance from the teachers
- teachers should guide learners in whatever learners do
- learners also needed to be actively involved in the teaching and learning process, while teachers act as facilitators.

Susan and Chaina emphasized that the teachers are not a source of all knowledge, but are co-learners in the process. In addition, both Teria and Susan believed that individual learners have their needs and interests that ought to be catered for. Apart from learners' needs, teachers are all aware that the existing knowledge of learners should be taken into account.

Teria explained that this approach expects the child to bring ideas and knowledge from parents, their culture, newspapers etc. to the classroom so that when “*the teacher comes to the classroom he/she will not just start teaching*”.

On the notion of teachers and learners' responsibilities in LCE classroom, Teria responded to my initial question by indicating that the teacher is seen as a facilitator while learners come to school to learn and be responsible for their own learning by conducting research for more information. Teria was uncertain who should play a bigger role in the process between teachers and learners.

Teria indicated:

As a teacher in a learner centered approach is to facilitate...I am just to help them get answers and information and show them how to get these answers...As learners they should have a responsibility, that when they come to school, they come to learn, to be responsible for their own learning not to wait for the teacher to force them to learn...They have responsibility to search for information and learn a lot from that practice. A learner and a teacher have equal opportunities or let me say the learners need to play as a major role as the teacher.

Susan had a similar understanding when she indicated that the learner has to play a major role while teachers act as facilitators, to enable and guide learners in their group activities, *because teachers do not know everything*". Chaina added that teachers should be guardians and directors in order to guide and direct their learners during the process of teaching and learning. She noted, *"The teacher should give an introduction about the topic and should be moving around in the classroom"*.

Chaina, Teria, and Susan pointed out the need for a healthy relationship between teachers and the community including parents, as well as the importance of parental involvement in education.

Teria indicated:

A learner-centered approach calls for parents and teachers to communicate regularly to identify and discuss the needs of the learner at school...business people can help with certain needs...Even though we say, it is a learner-centered approach there are many people involved in this teaching and learning approach.

At one point she mentioned, *"...there are many people involved; there are parents, teachers, community..."* Susan felt, *"Learners get the information from their parents and guardians. Much of the knowledge is passed from generation to generation."* While, Chaina said, *"Sometimes learners give typical examples...information that comes from their peers..."* All three teachers expressed an awareness of the differences between the old and the new approach. Teria pointed out that the new approach is democratic. Learners can ask questions

if they wish to do so and teachers need to know learners' background and that it is required a change in lesson preparation. Teria said: *"Ok, there are differences as I mentioned before, learners have no say in the lesson, they do not have democracy...the new approach teachers give learners chance to ask where they do not understand. Yeah, lesson preparation is different in the new approach"*. Susan stated, *"The difference I noticed so far is that in the new approach, the learner plays a major role while in the old one, it is the teacher who plays a major role...teacher does much of the talking/activities of the lesson while learners remain passive, just listen"*.

Chaina supported this view by saying:

The old system did not give the learners ample chance to be creative; learners were compelled to take whatever comes from the teacher. In the new system, the teacher introduces an idea; allows learners to elaborate on the issue. Learners in a group bring a lot, sometimes new information to other learners.

On the question of how teachers understand continuous assessment, they responded as follows:

Teria indicated:

Continuous assessment in Grade 11 is just to see if the learner is on the right track and for the learner to see where he/she is. Also for the parents to know where their child is, it is up to them (parents) to take action together with the teacher. The teacher will know where to focus and where to change for the learners to improve.

Susan responded by saying: *"I think it is good, because you find out how much the learners know and for you to know what they do not understand"*. While Chaina said, *"A teacher may ask a question at the end of the lesson to assess the understanding of the learners...the purpose is to make the learner remember what was taught during the lesson and also to link the previous lesson to the next"*.

Intergration of knowledge is also a part of principles in teaching the language in LCE approach; therefore participating teachers were asked how they understand the concept of intergration of the language skills.

Teria said: *"Language skills are not supposed to be taught in isolation, if you are teaching speaking skills, the learners should learn something from that lesson which help him/her in*

life e.g. you can give a topic on how they prevent and protect themselves from HIV/AIDS infection”.

Susan and Chaina shared the same views that they do understand the notion of intergration of language skills that *“it is about leading to an understanding of how to use the language”*. No further elaboration was given.

4.3.3 The Way Teachers Implemented LCE in their Classrooms

I conducted my observation schedule over three weeks. I observed nine lessons in total. I observed three consecutive lessons taught by Teria, Susan and Chaina. I used the first day of the week for introductions while the last day of the week was used for stimulated recall interviews.

Overview of teachers’ lessons

Teria’s lessons

As mentioned above, I observed three consecutive lessons taught by Teria. Her first lesson was under the syllabus section, *Literature* and was based on the topic: *analyzing a prescribed drama* which is included in the syllabus as a means for learners to acquire knowledge and understanding of different genres. Teria’s lesson plan identified the following competencies she hoped to develop in the course of the lesson, *learners will be able to explore/give views/ideas from different characters and be able to analyze conflicts and solutions, characterization etc.* The learning objectives, which were given as “aims”, were identified as *“learners will examine and explain genres”*.

Her lesson plan also identified the teaching strategies she intended to use such as group work, presentations and reporting from group work, analyzing and giving homework. The lesson plan did not indicate the resources she intended to use, but I observed resources included group exercise books and the chalkboard.

The second and the third lessons were based on writing *adverts* which was a part of Grade 10 syllabus, but were not included in Namibia Senior Secondary Certificate Ordinary Level (NSSCO) Oshindonga First Language Syllabus. Teria herself admitted the error she made, during one of the stimulated recall interviews when she indicated: *“Speaking under correction, because I also teach Grade 10 and maybe I mixed up issues...I mixed up Grade 10*

and 11 syllabus teaching”. Teria’s lesson plans identified the following competencies: *learners should be able to write commercial advertisements*. The teaching strategies in her lesson included using questions, explaining, and group work as well as assessment strategies like homework. The second lesson plan identified resources included copies of an example of a commercial advertisement. The learning objectives given were as follow: *Learners will write a wide range of tasks*. She indicated her third lesson plan was not available.

Table 3 shows an extract from the Oshindonga syllabus and reflects the syllabus instructions for the section on Literature. I have included this extract, because both Teria and Susan dealt with aspects of literature in the lessons I observed.

Table 3: Syllabus extract from the NSCH Generic First Language Syllabus (NIED, 2005, p. 15)

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
Knowledge with understanding	Acquire knowledge and understanding of different genres: – Prose – Drama – Poetry	• recall and narrate events in texts studies • identify and interpret themes • explain literal and implicit meanings in texts and context of meanings • select details relevant to tasks set and use quotations appropriately • understand intentions of writer
2. Critical interpretation	Critique and review texts	• distinguish different points of view • detect and explore themes, motive (cause and effect), imagery and symbolism in texts studied • provide analyses of plots, characters, etc. • identify and explore how language, structure and form contribute to the meaning of texts • identify appropriate literary language in their critical analysis of texts studied: – imagery – irony – sarcasm – satire – humor/wit • identify relationships between characters and plot as well as among the characters themselves • identify figures of speech as they appear in texts: – personification – simile – metaphor – alliteration – assonance

Susan's lessons

Again, I observed three consecutive lessons. Lesson one was under the *reading and directed writing* section of the syllabus and was based on the topic “*a circular*” which is included in the syllabus as a means for learners to acquire skills and understanding in writing on a wide range of tasks, a circular being viewed as a specific genre. Susan's lesson plan for the lesson identified the following competencies she hoped to develop in the course of the lesson: “*learners will know how to define a circular and give examples*”. The learning objective identified as “*aims*” was: “*Learners will know that it is a means of giving information*”. Her lesson plan also identified the teaching strategies she intended to use such as *questioning and explaining*.

Her second lesson was based on literature; the topic was “*a drama*” she intended that learners would demonstrate knowledge and understanding of drama as a specific genre. Susan's lesson plan identified the following competencies she hoped to develop in the course of the lesson they are: “*learners must be able to recall and narrate events in text (a drama) studied*”. The learning objective was identified under aims was; “*learners will acquire knowledge and understanding of a drama*”. The teaching strategies she identified in her lesson plan were: using questions, group work, explaining and summarizing. The lesson plan included the resources she intended to use which was a poster. The assessment strategies she hoped to put into practice were homework and self-evaluation.

Susan's third lesson was based on the topic “*leaflets/brochures*” which is included in the syllabus as a means for learners to demonstrate the ability to identify the important points or themes from a range of texts. Susan hoped in the course of the lesson that learners would be able to write brochures. In her lesson plan she identified the teaching strategies she intended to use as; “*questioning and defining*”. The learning objective identified was *learners will write a wide range of tasks*. The resource she indicated was an example of a brochure. The assessment strategies she intended to use were “*homework and self- evaluation*”.

Chaina's lessons

I also observed three consecutive lessons taught by Chaina. The first one was based on the topic *summarizing a text* that falls under the section (general) *reading and writing* in the syllabus. Summarizing was included in the syllabus as a way for learners to develop summary skills in different genres of writing. Chaina's lesson plan for this lesson identified the following competencies she hoped to develop i.e. *by the end of the lesson learners will have the ability to identify main ideas and summarize the given text*. She identified the learning objective under the topic "aims" as "*learners will know how to summarize all different genres and they will be able to identify main ideas in their order*". Her lesson plan also identified the teaching strategies as followed which included: *using questions, explaining, group work, reporting/feedback from group discussions*. The lesson plan also indicated resources such as: tape recorder, exercise books, copies of the text and a poster. Assessment strategies included homework and self assessment/evaluation.

Her second lesson was based on the topic *grammar and usage*. Grammar and usage are included in the syllabus for learners to use appropriate grammatical structures in writing. Chaina's lesson plan for this lesson identified the following competencies: *learners should be able to see the difference between proverbs and idiom expressions, and to be able to identify them from the text. They will give their own examples and give their meanings*. Chaina's lesson plan identified the following learning objective: *learners will use appropriate grammatical structures in writing*.

The third lesson was based on the topic *Curriculum vitae (CV) writing*. This topic falls under the syllabus content: *reading and directed writing*, in which she expects learners to develop their writing skills based on a wide range of tasks. Her lesson plan identified the following competencies: *learners will be able to know how a CV is written*. The learning objective was identified as: *learners will write a wide range of tasks*.

All Chaina's lesson plans were signed by HOD, as they were from the same school.

Table 4 shows an extract from the Oshindonga syllabus and reflects the syllabus instructions for the section. I have included this extract, because both Susan and Chaina dealt with aspects of reading and directed writing in the lessons I observed.

Table 4: Extract from the NSSC/H Generic First Language Syllabus (NIED, 2005, pp. 12-13)

SKILLS	OBJECTIVES Learners will:	COMPETENCIES Learners should be able to:
		• Use active and passive voice • Use degrees of comparison • Use relative clauses • Use idioms and idiomatic expressions
13. Using vocabulary	Use appropriate and effective vocabulary in different context and situations	• Use direct, unambiguous vocabulary • Use appropriate vocabulary for a variety of personal, social and academic purpose • Use appropriate vocabulary to display a specific attitude • Use rich and varied vocabulary to describe, explain and argue • Use technical terms and specialized vocabulary suited to a task • Acquire specific vocabulary in certain fields such as education, technology, sport, social matter, etc. • Use synonyms, antonyms, homonyms
14. Comparing two texts	Identify similarities/differences and give evidence	• Identify similarities and differences between two texts • Give evidence/examples of similarities and differences
B: Directed writing 15. Writing for specific purposes	Write a wide range of texts	Write: • Information/friend letters • Formal letters: – Application and form filling – Press – Complaint – Circulars • Articles to newspaper, school magazines • Reports – Accident – Crime – Witness statement – Club/social activities – Report to authorities • Newspaper reports • Press releases • Dialogue/conversations

In order to compare how each of the three teachers used a particular teaching strategy, observations are presented in tabular form (Table 5) which shows the different types of strategies and indicates how frequently each teacher used a particular teaching strategy.

4.3.4 Teaching Strategies Used During Classroom Observations.

Table 5: Teaching strategies teachers used to teach Oshindonga FL

Teaching strategy	Teria	Susan	Chaina
Using questions	Often used	Often used	Often used
Group work	Often used	Often used	Often used
Homework	Seldom, used	Often used	Often used
Explaining	Seldom used	Seldom used	Seldom used
Feedback	Seldom used	Seldom used	Seldom used
Giving summaries	Seldom used	Seldom used	Seldom used
Using definition	Seldom used	Seldom used	Seldom used
Assessing learners learning progress	Seldom used	Seldom used	Seldom used
Integration method	Not at all	Not at all	Not at all
Story telling	Not at all	Not at all	Seldom used
Remedial education/ compensatory teaching	Not at all	Not at all	Not at all
Self-assessment & evaluation	Not at all	Not at all	Not at all
Learning support material	Seldom used	Seldom used	Often used
Planning	Seldom used	Seldom used	Seldom used
Whole class instruction	Often used	Often used	Often used
Individual work	Seldom used	Seldom used	Seldom used

Table 5 shows that all three teachers used a number of teaching strategies during my observations. Chaina tended to use a greater variety of teaching strategies than Susan and Teria. The table shows that all three teachers employed the method of using questions, group work and whole class teaching most often. These three teachers seldom made use of homework, explanation, feedback, planning, learning supporting material, assessing learners' progress and using definition. Self- assessment and evaluation, integration of language skills as well as remedial education were not used at all. Storytelling as a method was only used by Chaina, and then infrequently. Individual work was indicated by all, but was not frequently used.

The following section is a description of how each strategy was used by the teachers.

Strategy 1: Using questions

The teachers most commonly used this strategy, although none of the teachers mentioned questioning as a strategy during the initial interview. Questions were used to introduce the lessons, to involve learners in the lessons and to guide learners as the lessons progressed. The method was also used when relating new knowledge to what learners already knew, to find out how much learning took place as well as how much the learners still remembered about the previous lessons. Most of the time teachers posed questions to learners and repeated those questions, when learners gave answers, teachers tended to repeat the answers given by the learners.

Susan explained:

I have repeated that question many times, because I found out that learners do not understand what I am trying to say. I have been asking questions like: what is the important of a circular, and what are the main purposes of a circular, but learners do not understand what I meant.

Teria explained during one of the stimulated interviews:

Yes indeed! I always repeat it and explain a bit because I always add more explanatory points to confirm and consolidate it to show that the given response is correct. This is because some learners are giving too many responses, and thus it is not proper to directly tell a learner that she/he is wrong and that is why at the end always give the correct answer and the learners would themselves sense whose response among all those given by various learners is correct. It is not right to directly state that the learners response is wrong, however these wrong answers learners will find out themselves and that's why it is my aim always to repeat the response as many times as possible.

Teria and Susan often asked questions and then answered the questions themselves. Most questions asked by Teria and Susan required simple 'yes' or 'no' answers or questions that only required factual recall and learners answered them in chorus. Chaina did however give the learners a chance to provide answers.

Here some of the examples of actual questions were asked by participating teachers during lesson observations:

Teria

Lesson 1: Literature: Prescribed book: *"Inau ku tetekela"*

Factual questions: Examples

What does it mean by conflict?

What did the boys do in order to solve the problem? Learners: ...

Probe questions: Examples

How did the boys solve the problem?

How do you understand tension? Can you explain more?

Affective questions:

What have you learnt from this book?

Lesson 2 and 3: Reading and Writing: An advert

Factual: Examples

What should the content of an advert be?

Who is selling?" Learners: "The seller!"

When we write an advert what should we start with?

Procedural questions: Examples

Any questions, Are there any questions?

Susan

Lesson 1: Reading and Directed writing: A circular

Factual: Examples (All of the answers were given in chorus)

What is a circular?

Where does the information go?

Can you see how it is written?

Procedural questions: Examples

Do you understand?

Any questions?

Lesson 2: Literature: Drama genre: Okanona mondhikwa yemwanka

Factual: Examples

What did our ancestors do during social evenings?

Which story have we learnt?

Procedural questions: Examples

Any questions?

Lesson 3: Reading and Writing: Leaflet

What is the leaflet about?

What is the purpose of reading leaflets? Do you read leaflets?

Can you see how they abuse alcohol?

Probing questions: Examples

What do the contents look like? Can you all see what is written here?

Procedural questions: Examples

Anyone have a question?

Is it clear?

Chaina

Lesson 1: Reading and Writing: Summarizing

Factual questions: Examples

What is meant by summarizing?

Where do we get summarizing?

What you have to avoid when writing a summary?

**Lesson 2: Reading and Writing: Grammar and Usage: Use of idioms
and idiomatic expressions**

Factual questions: Examples

What are the different techniques used in writing?

*What did you underline from the first and the second paragraph? What do you
call it?*

What have you written?

Probing questions: Examples

How do we differ between proverbs and idioms?

Why is it important to learn about “idioms and figurative speech”?

Procedural questions: Examples

Do you have any question?

Any comment?

Lesson 3: Reading and Writing: Directed Writing: A CV

Factual questions: Examples

You are studying; do you have any good purpose to studying?

What is a CV?

How many of you have a CV?

Procedural questions: Examples

Any questions?

Do you understand?

Table 6 below is a summary of the questioning techniques employed during the lessons by the three participating teachers (a detailed analysis of this summary is presented in Appendix S).

It is revealed in chapter two that teachers tend to ask questions in the knowledge category 80%-90% of the time. Looking at the summary of the question categories per Bloom's taxonomy, questions in the knowledge category are from 71%-100%, from the comprehension category are from 0%-8% asked by two of the teachers during different lessons, application category 6%-14% by all three teachers during different lessons, while in the last two categories, synthesis and evaluation there is 0%.

Most of the questions asked were memory questions require learners to recall information, while very few of the higher order questions those require more complex thinking skills, were asked, but there were none type of question from both synthesis and evaluation categories.

Table 6: Summary of question categories per Bloom's taxonomy employed by the three participating teachers

Question categories per Bloom	Teria		Susan		Chaina	
	Number of questions per lesson	Percentages per lesson	Number of questions per lesson	Percentages per lesson	Number of questions per lesson	Percentages per lesson
Knowledge Level	Lesson 1=12	80%	Lesson 1=17	94%	Lesson 1=6	100%
	Lesson 2 & 3=12	92%	Lesson 2=8	100%	Lesson 2=5	71%
			Lesson 3=12	100%	Lesson 3=13	93%
Comprehension Level	Lesson 1=1	8%	Lesson 1=1	6%	Lesson 1=0	0%
	Lesson 2 & 3=1	8%	Lesson 2=0	0%	Lesson 2=0	0%
			Lesson 3=0	0%	Lesson 3=1	7%
Application Level	Lesson 1=1	8%	Lesson 1=1	6%	Lesson 1=0	0%
	Lesson 2 & 3=1	8%	Lesson 2=0	0%	Lesson 2=1	14%
			Lesson 3=0	0%	Lesson 3=0	0%
Analysis Level	Lesson 1=0	0%	Lesson 1=0	0%	Lesson 1=0	0%
	Lesson 2 & 3=0	0%	Lesson 2=0	0%	Lesson 2=1	14%
			Lesson 3=0	0%	Lesson 3=0	0%
Sythesis Level	Lesson 1=0	0%	Lesson 1=0	0%	Lesson 1=0	0%
	Lesson 2 & 3=0	0%	Lesson 2=0	0%	Lesson 2=0	0%
		0%	Lesson 3=0	0%	Lesson 3=0	0%
Evaluation Level	Lesson 1=0	0%	Lesson 1=0	0%	Lesson 1=0	0%
	Lesson 2 & 3=0	0%	Lesson 2=0	0%	Lesson 2=0	0%
		0%	Lesson 3=0	0%	Lesson 3=0	0%

Strategy 2: Group work

Group work was the main strategy associated with the learner-centered approach. It was most commonly used strategy by all of the teachers. In Chaina's class, groups comprised four to five learners. In Teria's class groups ranged from six to seven learners while Susan's ranged from two to eight learners. In Teria's lesson, learners did their activities without the teacher's close supervision while Chaina kept an eye on what was done. Both Chaina and Teria gave learners a chance to present their reports but did not fully discuss their responses. In Susan's class reports from groups were not discussed by the whole class, however she made comments. All of the teachers had to hurry their learners in group tasks, because time was a problem.

Teachers used a variety of group work activities. Susan instructed the groups to do the following (for all the groups) activities:

1. *You are a Minister of Trade and Industry; write a circular to the business complaining about the company selling rotten food. Prepare a leaflet where you give advice to people on HIV/AIDS".*

Chaina set the following questions based on the passage they were using. The questions were based on the passage the learners had to read and were essentially a comprehension exercise. The tasks included:

1. *Explain clearly the characteristics of the soccer ball field according to the passage you have read.*
2. *Who is the insurer of the tournament and how did he/she do it?*
3. *Apart from tournament insurer, name other people involved in this tournament and how they have been given prizes?*
4. *How does this game differ from the game which is played in your institute? Explain with 3 points.*
5. *Who came last in this soccer game how was he/she given the prize?*

Teria gave these tasks based on the text:

1. *Give the characterizations of the following characters. Provide clear reasons for your answers.*

a) Emma

b) Sakaria

2. What does it mean: “Inau ku tetekela nau ku hugunine?” (Oshindonga proverb)

3. Give two political milieus from the text book.

(These tasks were given as group work for all the groups).

Strategy 3: Explaining

All three teachers made use of this strategy during each lesson. Teria explained the concept *bathos* to her learners during the second period: “*The word bathos means causes of pity*”. Susan explained when she was teaching a *circular*, “*a circular means to give information to the private sector*”; the abbreviation *DNEA* (Directorate of National Examinations and Assessments), she said: “*Otashi ti ashike: Oshikondo shomakonakono*”, in English: “*It means Directorate of Examinations*”, which stands for Directorate of National Examinations and Assessments. She further explained: *the circular is very important in giving information for any organization*. Chaina explained and tried to support those explanations with examples when she was explaining what a CV is and gave examples for what is used. She also gave her learners details about the homework questions during the second lesson.

Strategy 4: Homework

This strategy was used by all the teachers. Homework was indicated in Teria’s lesson plan and sometimes she started her lesson by checking learners’ homework. Both Susan and Chaina gave learners homework daily at the end of each lesson, but according to my observations there was no presentation of the completed homework nor feedback given on these tasks.

During the stimulated recall interview Susan explained: “*I gave homework to my learners in order to keep them doing something*”. While Chaina’s reason was that she felt “*my aim of giving them homework was to find how much they have learnt from the lesson*”. Teria had a similar point of view, “*it was for me to know for sure how learners have performed this task*”.

Strategy 5: Feedback

This is the strategy which all teachers mentioned during the interviews. In Teria's lessons I observed learners presented what they were given as homework to the class. She however, did not allow discussion on the presentation. In the case of Susan and Chaina, homework was neither presented nor was any other feedback given on these particular tasks. All of the teachers gave a small amount of work as written homework and class work.

From Teria's lessons the following was noted: "*Omolwashike wa nyola nopena ndjika?*" which means, "*Why did you use this pen?*". Susan: "*Owa nyola ku na konasha [sic]*" which means "*you wrote with carelessness*". China wrote on her learners' written work: "*Very good, but be careful in dividing of words. The content is interesting, Keep it up! Do proof read on your work!*" Susan wrote: "*Good, keep on dividing words correctly*". Apart from giving these levels of feedback the teachers also allocated marks. (Appendix S1, S2 & S3).

Strategy 6: Learning support materials

The use of learning support materials mentioned during interviews included posters, pictures, a tape recorder, a chalk board, textbooks, leaflets and newspapers. The teachers all revealed that using a variety of teaching aids enhanced understanding. In the lessons I observed Teria and Susan use the chalkboard which they had indicated in the interviews helped them to explain work to their learners. Chaina mentioned during one stimulated recall interview: "*I use a poster with the purpose of saving the time as it was already prepared and again you are just clarifying while learners follow and listen to your explanation*". All three teachers integrated pictures in their lessons. Teria showed her learners a picture when she was teaching the adverts. Susan showed her learners pictures when she was teaching literature.

Chaina used pictures when she was teaching summary writing. She also used a tape recorder to bring reality to the class and stimulate interest among the learners. Chaina explained during the stimulated recall interview: "*the learner gets a picture about the lesson, and will get more interested in this lesson and be encouraged to answer questions*". Chaina was teaching language usage about proverbs and idioms. She distributed a text among learners in groups to follow while listening to the tape recorder and underlining proverbs and idioms, after a while the tape recorder was switched off. Questions followed, then the tape recorder was switched on for the second time and learners were asked to answer questions.

Strategy7: Giving summaries

All three teachers required their learners to do summaries in the lessons I observed. Susan gave learners an oral summary while Teria gave written summaries. Chaina wrote a summary on a prepared poster, she used this summary while explaining the main ideas of the lesson during the first lesson I observed. In one of Teria's lessons she asked one of her learners to read from her summary book. I also viewed one of the learner's summary books. Susan and Chaina could not produce any summary books from the learners.

Strategy 8: Using definitions

All the teachers made full use of this strategy, because they often provided definitions to introduce and develop concepts in lessons. Teria, when teaching literature explained concepts like: *conflict, tension* and different *types of authors* while Susan used the strategy of defining when teaching *a circular and CV*, Chaina defined *a summary writing, proverbs and idioms*. Learners were also involved in giving definitions of concepts. (Appendix S).

Strategy 9: Integration method

Teria's first lesson was on literature, the second and the third were on adverts. Susan's first lesson was on reading and writing, but there was nothing to be read. The second one was on literature and the third lesson was again on reading and writing. Chaina's first lesson was on summary writing, the second was on language usage and the third was on reading and directed writing. I was looking to see whether the teachers incorporated the four language skills in their lessons or through a suitable theme, but none of them applied this strategy.

Strategy 10: Story telling

This method featured in both interviews and classroom observations. Chaina and Susan used this method by using a story to introduce their first and the second lessons because learners enjoy listening to stories. In one of the stimulated recall interviews Chaina responded:

I told them a story that I created myself because learners like listening to stories once you ask them to listen to a story you are reading to them, here everybody will listen attentively and each wants to hear what the story is all about.

Strategy 11: Compensatory teaching/ remedial education

Learner-centred education puts emphasis on implementation of compensatory teaching. The curriculum for basic education also demands compensatory teaching. I however did not observe any of teachers using this strategy, although during the interviews they all indicated that there is a need to repeat the lesson if some learners do not understand the lesson.

4.3.5 Assessment and Evaluation

Assessment is seen as an integral dimension of LCE and as indicated in chapter two is expected to play a very precise role in relation to the learners' development and progress. For this reason I focused on this aspect as a separate section in this study. The data relating to assessment emerged from interviews, observations and documentary analysis. My main focus was initially on Continuous Assessment and its implementation in the teaching of Oshindonga. The three teachers provided a variety of views on how to implement continuous assessment. Chaina said that she understands that continuous assessment is when she assesses learners in subsequent periods because she may run of time during the first period. She continued that it is clear that questions will be asked the next day.

Teria's response was:

Continuous assessment in Grade 11 is just to see if the learner is on the right track and also for the learner to see where s/he is. It is also for the parents to know where their children are so that they can take actions together with the teacher. The teacher will also know where to focus and where to change for the learners to improve if you gave a task and many learners happen to fail including the talented ones, you can tell that it is your fault and have to improve/change.

Susan replied as follows: *"I think it is a good thing because, you find out how much the learners knows and what they do not understand"*.

Having been able to obtain very little information about continuous assessment from the initial interviews I looked at how assessment was done in the period in which I observed the lessons and I noted that in all three teachers' lessons I only observed informal continuous assessment and this was only related to the questions asked during lessons. There was no indication of how continuous assessment was done.

I then analyzed documents such as the teachers' schemes of work and lesson plans and the learners work books to obtain greater clarity in this regard. In chapter two I explain that the syllabus documents are not clear on how to carry out continuous assessment. The only guidelines in the syllabus are assessment objectives for aural/oral, reading and responding, writing and literature.

The scheme of work drawn up by Teria contained the following components: a weekly schedule, a topic, learning objectives, aims and dates 2008-2010, while the scheme of work, a regionally based one, used by Susan and Chaina was structured according to: work covered during the term, learning objectives, weeks, domains and the dates 2007-2009. The lesson plans used by Teria contained the subject, grade date, time, domains, skills, presentation with checking of homework, introduction, new presentation, teacher's activities and learner's activities, conclusion and lesson evaluation. This was the only information available so I focused on how much written work had been completed and whether it related to the syllabus guidelines. I also looked at how feedback was provided on the learners' written work.

All three teachers gave learners a small amount of written work, which varied from two to four exercises. Susan set two tasks based on language usage, and another three on directed writing. Chaina set three exercises on language usage and another one on reading and directed writing. In all these cases, the correction of the tasks was inconsistent. Chaina was the only teacher who recorded her learners' marks. Teria had set three exercises on language usage, three exercises on continuous writing and one exercise on literature. Neither Teria nor Susan recorded their marks.

4.3.6 Resources Teachers Used

The description of the lessons and the strategies employed mentioned how learning resources were incorporated in the lessons I observed. These are detailed in the table below:

Table 7: Resources teacher used in teaching Oshindonga First Language

Resource(s)	Teria	Susan	Chaina
1.Chalkboard	✓	✓	✓
2.Posters		✓	✓
3.Text books		✓	
4.Pictures	✓	✓	✓
5.Leaflets		✓	
6.Newspapers			
7.Tape recorders			✓
9.TV	✓		
10.Radio			
11.Magazines		✓	
12. Exercise books	✓	✓	✓

Resource 1: Chalkboard

The most common resource used by all three teachers was the chalkboard, although none of them mentioned this resource either in interviews or in their documents. Teria observed, *“I can write on the board when I am speaking with the purpose that if the learner did not get what the teacher said she/he sees what the teacher meant. They will also know how the word is spelt”*.

During classroom observations Susan and Chaina put posters on the blackboard Susan put pictures on a chalkboard that was still full of previous teachers’ work, Susan felt *“the board is very important because, learners can also write on the chalkboard”*, she claimed. The board was used in each case to promote learning with understanding and to highlight areas of difficulty that were detected.

Resource 2: Posters

Susan and Chaina used this resource. Susan pasted pictures on newsprint, and then put it on the chalkboard. She also developed an example of a circular, while Chaina wrote a summary and the homework on a sheet of newsprint; Teria did not use posters at all.

Resource 3: Textbooks

Susan was the only teacher to use textbooks; she divided books among groups of learners, one book per group. Learners did not read from the books, the teacher summarized the book for them. Nevertheless, they all mentioned using textbooks in their interviews.

4. Pictures

All teachers used pictures in their lessons. Teria used picture while she was teaching in a commercial advertisements”, Susan was summarizing a prescribed literature book then used pictures she cut from magazines and Chaina used pictures from a local newspaper showing a recent flood.

5. Newspapers and Magazines

These resources were mentioned by all three teachers during the initial interviews, although according to my observations it was only Chaina who made use of a copy of a newspaper. Teria pointed out that newspapers are useful and appropriate, because they contain everyday news and learners learn from them.

6. Tape recorders

This resource was used only by Chaina while Susan, mentioned its usefulness during the initial interviews.

7. TV and Radio

Teria mentioned the TV as a resource during the initial interview when she indicated that learners bring worthwhile knowledge to the school from different sources such as parents, newspapers, radio and TV.

8. Exercise books

All three teachers made use of learner's exercise books, in which learners do their class and homework. In the case of Teria, learners wrote their summaries in exercise books.

4.3.7 Challenges and Problems in Teaching and Learning Oshindonga in LCE

Interviews (both initial and stimulated recall interviews) classroom observations, as well as document analysis highlighted the following challenges and problems.

Table 8: Particular problems experienced by teachers

Challenges and problems	Teria	Susan	Chaina
1.Lack of resources	✓	✓	✓
2.Reluctance of learners to participate in groups	✓	✓	✓
3.Assessing individual learners for progressing in groups	✓	✓	✓
4. Difficulties of seeing who is not participating in group discussions.	✓	✓	✓
5.Homework given is done by others on behalf of the learner	✓		
6.Noise/Disruptive behaviour	✓		
7.Time constraints	✓	✓	✓
8.Disrespect/ no cooperation between teachers and learners	✓	✓	
9.Overlarge classes	✓	✓	✓
10.Difficulties of gaining learners attention and introducing a new topic		✓	
11.Teachers do not appreciate learners' efforts		✓	✓
12. Laziness of certain learners			✓
13.Lack of knowledge about the teaching process in learner-centered education	✓	✓	✓
14.Poor standards of language used by printed media		✓	
15.Difficulties related to the interpretation of the syllabus by teachers	✓	✓	✓
16.Lack of information about teaching strategies for learner-centered education		✓	
17.General problems related to teachers' and learners' level of understanding of assessment	✓	✓	✓

When referring to the lack of resources, all of the teachers expressed similar feelings. Teria revealed, *“In our Namibian education we do not have enough books for learners. Learners are sharing books e.g. 2 to 5 learners per book.”*

Similarly Susan in a stimulated recall interview indicated, *“I did this because we do not have enough prescribed textbooks and I wanted learners to hear what the story is about for them to be able to answer questions that I would ask...”* While China did not touch on the scarcity of books, I observed and detected this lack in document analysis. Learners had only two types of books for written work and some wrote on loose paper.

The other serious challenge I observed concerning the lack of resources was a shortage of chairs and desks with some learners having to sit on tables during the lesson. Teria said the following in this regard:

If they go and search for chairs and find the teachers have already started with the teaching, then it is the teachers’ fault because the teacher was supposed to wait for those learners to return and then get started. If you wait for them, it will be just time wasting and a teacher will lose such precious time for teaching.

All three teachers found group work difficult to implement although it is a recommended strategy for LCE.

Teria said: *“Some learners do not say anything in class, but there are those that can tell you what they like”*, Susan added: *It is difficult for those are reluctant to participate. They wait for the teacher to bring her/his view, but you can give them individual work to do.”* Chaina shared similar views saying, *“Some learners don’t like any co-operation with others, they like doing things alone.”* Apart from dealing with learner’s participation in group work, teachers experienced difficulty in assessing learners’ progress in group work, instead they just awarded marks to groups.

Teria indicated, *“It is not easy to access every learner in the group, but look at what the group did and you give a group marks,”* while Susan responded, *“Yes, I used to give them marks, but not always, only sometimes. If I divided them into groups, then marks will be awarded to each group.”* However, Susan said she never awarded marks to individual learners in group work, *“I really don’t do it, because there are too many groups, when I am busy with one group, I will find other groups already finished with discussion.”*

In addition, time constraints became a big challenge in the teaching and learning process in LCE. According to my observations, teachers did not manage to finish their lesson within the allotted time.

Teria explained: *“Sometimes when giving them homework tasks ,it is because, if you give all tasks during the lesson the time will be very short that it is why they should do the work as homework tasks...”* both Susan and Chaina indicated that there was not time to give learners a chance to think. Susan indicated during one stimulated recall interview: *“I did not wait for the learners to think about the answer; I selected whoever raised her/his hand because of the time”* She added that there is no opportunity or time for small group instruction.

Observation and document analysis showed that teachers found it difficult to interpret the subject syllabus, as well as the subject knowledge.

4.4 DOCUMENT ANALYSIS

In this section I analyse the following documents to see how the participating teachers have implemented them according to the syllabus implementing LCE in their respective classrooms. I want to see whether the schemes of work and lesson plans are presented according to the policy documents in terms of necessary components they should comprise and also whether they were compiled from the current syllabi. On the learners' written work I am going to see if those written work were used to be monitored accordingly, what types the feedback given by teachers. The other part was also in question was recording of learners' marks. The documents presented were as follows:

Schemes of work

Lesson plans

Learners' written work

- **The schemes of work**

In Teria's first lesson, she interpreted her scheme of work as follows: topic: *Literature, critical interpretation*; learning objectives: *learners will examine and see genres*; aim: *learners should be able to recognize and interpret correctly structural elements of genres such as imagery, irony, sarcasm, satire etc.*; and dates: (2008, 2009 & 2010).

Susan and Chaina interpreted the contents of their schemes of work differently. The one used by Chaina was interpreted as follows (example for her first lesson): terms: 2; weeks: 5; domain: *writing, literature, reading and writing, aural/oral, reading, language usage and continuous writing*; skills: *writing for specific purposes*; learning objectives: *learners will write a wide range of tasks*; activities: *teacher will give a text and learners will identify and complete a certain person's CV* and dates (with consecutive three years: 2008, 2009 & 2010.) Susan's scheme of work was interpreted as follows: domain: *aural/oral, writing, reading and writing, language usage and literature*; according to Susan's third lesson, it was the third week of the first term and the skill was: *language usage*; while the learning objectives: *learners will write a wide range of tasks*; activities: *leaflet*. (Appendices R1, R2 & R3).

- **Lesson plans**

The lesson plans the teachers used contained the following components: Teria: *subject, grade, domain, topic, date, time, teaching aids, aims, competencies, monitoring of home work, introduction, presentation consisted of teacher and learners' activities, conclusion and lesson evaluation*. Both Susan and Chaina used lesson plans with the same format consisting of: *subject, grade, date, time, topic, aims competencies, teaching aids, introduction, presentation including teacher and learner-activities, homework, conclusion, assessment, HOD's signature and the date*. In the case of Teria's first lesson, the components were interpreted as follows: domain: *literature*, topic: *analyzing of prescribed book, Inau ku tetekela nau ku hugunine*; aims: *learners will examine and explain genres*; competencies: *learners should be able to recognize different thoughts of characters, to give and analyze conflicts and their solutions, characterization etc.* The lesson evaluation said: *this lesson did not go well, so it needs more*

days in order to finish the book, will continue with the lesson on Tuesday the 27th of May 2008. (Appendices Q1, Q2 & Q3).

- **Learners' written work**

All three teachers provided me with copies of their learners' written work. Some of the work was marked by the teacher who used her own assessment criteria, and some were not marked at all. In some cases, feedback was given in terms of marks without comments. While some of the learners did corrections, others did not. No recorded marks were available. Feedback comments consisted of:

"Nawa" in English *Good*,

"Kambadhala okufatulula oshipalanyolo tango manga ino Tameka netompelo", translated: *Try to explain the topic, before you start with the reason;*

"Omolwashike wa nyola nopena ndjoka?" Translated: *Why did you use this type of pen?*

"Kambadhala aluhe u leshulule oshinyolwa shoye" translated: *Try to do proofread*

"Owa nyola ku na konasha [sic]", translated: *You did your work with carelessness.*

Susan gave two tasks on language usage using her own assessment criteria, no written work was corrected. The feedback was given in the form of marks. No recording of marks was available. Chaina corrected the work using national assessment criteria. Feedback was given in the form of marks as well as comments like:

"Dhingi" translated, *Excellent!*

Kala wu na eyooloko pokati kath-thikama nadh-dhingoloka translated, *Make a difference between th-of thikama(standing) and dh-of dhingoloka (circulate).*

Kala ho leshulule shoka wa nyola. *Keep on proofreading your writings.*

Idheula okunyola nawa. *Train yourself to write properly.*

Yelithila ndje nawa ndi uve ko. *Make it clear for me.*

Eopaleko kala ho li ningi neitulomo. *Keep on doing your corrections very carefully.*

(Appendices R1, R2 & R3).

4.5 CONCLUSION

In this chapter, I have reported on my findings of how the education officer and selected teachers understand and implement Oshindonga First Language in Grade 11 in their respective schools. I obtained these findings through interviews, stimulated recall interviews, classroom observations and document analysis. I reported my findings guided by my research question. In chapter 5, I discuss my findings; I will attempt to reveal whether what teachers actually do corresponds with what they say they do. I will discuss the challenges posed by the teachers and the data I analyzed in order to discover the causes of these problems.

CHAPTER 5: DISCUSSION AND ANALYSIS OF FINDINGS

5.1 INTRODUCTION

The purpose of this chapter is to assess and evaluate the results discussed in chapter 4 more closely and to synthesize the information obtained from the various data sources. I will also draw on the relevant literature explored in chapter 2 in order to frame my interpretation of the data.

The main goal of this study was to investigate the understanding and implementation of LCE by three selected Grade 11 Oshindonga teachers in Namibian classrooms. From the data presented in the previous chapter, it is evident that there is significant discrepancy between what teachers perceive as a learner-centered approach and its implementation in actual practice. The interviews and classroom observations show a very superficial understanding of many aspects of LCE. One of the causes is a lack of information about the social constructivism learning theory and of the epistemology underpinning learner-centered education. I now present a discussion of the findings that may suggest reasons why participating teachers seem to have misunderstood LCE. The following themes will be discussed and evaluated:

- Teachers' understanding in terms of preparations/planning
- Learner participation in the lessons
- Reflection on what teachers understood about LCE
- Assessment practices
- The role of the syllabus in supporting teachers' understanding
- Challenges language teachers face that cause ineffectiveness in implementing LCE

5.2 TEACHERS' UNDERSTANDING IN TERMS OF PREPARATIONS/PLANNING

In this section I discuss how the education officer and the participating teachers tried to achieve an understanding of LCE in their preparations/planning in terms of learning objectives, competencies, strategies and resources identified.

One of the roles of a teacher in a classroom to effect the implementation of LCE is to prepare for the lesson to ensure that particular skills and competencies are developed within the conceptual framework of a particular theme or topic. This is supported by Hedge (2000); Grant (1987); Nunan (1988); Hankins (1980) cited in Nunan (1988) as well as Blues and Witthaus (1996) cited in (Namibia. MBEC, 1997). The Namibian educational policy (Namibia. MBEC, 2004, p.14-15) indicates that “without careful preparation, this approach could put a great deal of strain on the teacher”.

The education officer as well as Teria shared the view that the planning of the lesson should be done properly and adequately. The findings indicated that although the teachers and the education officer claimed proper planning, the teachers' lesson plans did not correspond to what they said. Teachers did not make use of varied resources and teaching and learning aids nor were the lessons designed in a manner that would facilitate learning as a coherent whole which would lead to the sort of conceptual understanding explored in chapter 2. As a result, they did not take learners' needs into account as per Namibian educational policies (Namibia. MEC, 1993; MBEC, 1989; NIED, 2003 and MoE, 2007). Although a variety of teaching strategies were identified in teachers' lesson plans, they did not have the characteristics Bock (1996) suggests (see chapter 2), therefore they could not enhance learning with understanding. The teachers' lesson plans did not contain the components suggested by the educational policy (Namibia. MoE, 2007, p.1- 9).

In addition some of their lesson plans were not based on the basic competencies and learning objectives from the NSSCO/H Oshindonga syllabus (Namibia. MoE, 2007).

The results revealed that the learning objectives and competencies identified in the lesson plans were not taken from the subject syllabi. This was revealed in the case of Susan's first lesson and all Teria's lessons and above all Teria's second and third lessons were not part of the NSSCO Syllabus at all, they were from the Grade 10 syllabus. Teria admitted the mistake she made during one of the stimulated recall interviews by saying: "*speaking under correction, because I do also teach Grade 10 and may be I mixed up issues...I mixed up Grade 10 and 11 syllabi teaching*". These findings iterate the need for teachers to have a sound knowledge of both syllabus and subject matter as Shaalukeni (2000) and (Namibia. NIED, 2003; MoE, 2007) emphasize.

The findings revealed that learning objectives and competencies identified in Susan's second and third lessons's were from the subject syllabus and well formulated although they were identified as "aims" (see chapter 4 of this thesis). The same error was found in Chaina's first and second lessons, but the objectives of her third lesson were from the syllabus but the competencies were not. These results suggest that teachers did not always use the syllabus, simply because they do not understand it fully.

The education officer and all participating teachers agreed that teachers should make use of varied teaching strategies/techniques and concurred with the Namibian educational policies as stipulated in (Namibia. MEC, 1993; MBEC, 1998 and MoE, 2007). In terms of resources the findings revealed that resources were not identified in some of the teacher's lessons, but Namibian educational policy (Namibia. NIED, 2003; Smalley, 1991 and Van Harmelen, 2003) observe LCE promotes awareness of appropriate resources available and the *right way* to use them [**Emphasis mine**].

In Teria's first lesson for example, resources were not identified, while in the second lesson plan copies of an example of a commercial *advert* were to be shown to the learners. Although the education officer, Chaina, Teria and Susan identified some of the resources, the findings suggest that often the resources were not appropriate and teachers did not know how to use them, therefore learning with understanding could not take place.

Apart from that, there was no indication of what (Namibia. NIED, 2003, p. 29) refers to as “a greater acknowledgement of human resources for teaching and learning than otherwise”. In other words, the community’s experience, learners themselves and the teachers were not recognized and identified as learning resources. My findings suggest a lack of training and a superficial grasp of information by my participants. The education officer only received a one-week training course, and Chaina only received in-service training. Although Teria and Susan claimed they received training during their teacher training, in practice they were unable to implement LCE.

I observed that the Heads of Department (HOD) signed teachers’ lesson plans, my findings suggest that even the HODs lack the necessary understanding of the syllabus, as there were no guiding comments provided by the HOD for these teachers in terms of developing lesson plans that would more closely relate to the LCE policy. In the same vain my data suggest that there is lack of close working relation with the principal as well as the subject advisors.

5.3 LEARNER PARTICIPATION IN THE LESSONS

In this section, I discuss how teachers promoted learner participation in their lessons in terms of choice of teaching strategies to encourage active participation.

As I stated in the introduction of this chapter that there is a gap between what teachers say and how they put it into practice. From interviews, observations and document analysis none of the participating teachers had adequately internalized what learner-centered education is and how to apply it appropriately in their classrooms. Bock (1996, p. 22) suggests that there is no “one right method”, right strategy is determined by circumstances, but one should have “as many tools as possible”.

The Namibian educational policies (see chapter 2) indicate the key LCE strategies are, whole class instruction, pair work, group work and individual work. All the participants in this study were aware of implementing those strategies although some of them were not mentioned during interviews. The following strategies mentioned during interviews were used during

classroom observations. The discussion of this section is structured into the following categories:

- Use of group work
- Questioning strategies
- Use of resources
- Integration method
- Remedial teaching/Compensatory teaching

5.3.1 *Use of Group Work*

The Pilot Curriculum for senior secondary education (Namibia. 1998) as well as Grant (1987) argues that learning should be clearly *a communicative and interactive process* [**Emphasis mine**]. Learners learn best when they interact with one another. Research studies done in Namibia shows that group work is the only teaching method associated with LCE, but is superficially understood by teachers. (Namibia. NIED, 2003). Harmer (1991) supports using group work for the sake of increasing learners talking time. My observation in classrooms differed from what Harmer (1991) recommends, but I share the same experience with what the policy document reveals that using group work is superficially understood (Namibia. NIED, 2003). According to my observations learners were not given ample time to talk, instead teachers talked on behalf of the learners all of the participating teachers indicated during the lesson that “*time is limited, you must hurry up*”.

During Teria, Susan and Chaina’s lessons they were talking more than their learners, there was little of the teacher-learner dialogue (see appendix N6 & N7) suggested by the policy document (Namibia. MoE, 2007, p.3) There was no discussion, instead learners were told to “sit and listen” rather than “talk and act” (Namibia. MoE, pp. 1-3). Harmer (1991) and Lewis et al. (1995) suggest that many activities can be performed by learners in groups. Chaina gave her learners various activities during the second lesson. Different groups were allowed to do

different tasks, but my findings revealed groups performed the same activities all the time. The results suggest teachers are reluctant to adopt the new approach because they are unfamiliar with the methodology; therefore learning with understanding was limited.

The participating teachers were not aware of how to organize or to manage the groups to enhance learning in the manner suggested by Harmer (1991) and Lewis et al. (1995). One of the group advantages is that teachers can pay attention to individuals while others work, according to my observations individuals were not given attention during group work. In all three teachers's case learners were told to go into groups, but every learner was on his/her own, no discussion among them took place. In some cases, learners did their activities without supervision and group results were not shown as Grant (1987) suggests, although all three teachers claimed "*learners have to give feedback to the class from their group discussions*". Consequently, feedback, which is the most essential dimension of LCE as adopted by Namibia, was problematic.

In group work, learners interact with one another and at the same time they help one another to learn. This is one of the principles of LCE. The participating teachers experienced reluctance among the learners to participate and co-operate but the findings suggest that the problem is not solely on the learners' side. Tudor (1996) as cited in Shaalukeni (2000, p. 14) indicates for group work to encourage participation is has to be structured in such a way that learners are motivated and enabled to participate.

My findings revealed all three participating teachers found it difficult to assess individual learners while they worked in groups. Learners were not assessed while in groups. Chaina was asked during one of the stimulated recall interviews how she allocates mark to individual learners while in groups, she indicated: "*Each group will be given equal marks as they were all sharing their ideas together...*" therefore, according to Chaina learners are not assessed individually when working in groups but, they were assessed as a group. Susan categorically made it clear during one of the stimulated interviews that "*I really don't do it, because groups are many, I don't observe everyone when they discuss in groups*", Teria also shared the same feelings: "*every group member gets the same marks...*" Smalley and Morris (1985) support the importance of teachers paying attention to individuals, while others work.

In most cases learners were given tasks to do by the end of the lesson to go and do as home work. Its obviously learners will not do the work, in the sense that there is no teacher's supervision, at the same time learners do not stay at the same place, the work will end up done by one learner only or not even done at all. During Chaina's first lesson learners were doing group work during the period but not enough time was given to them to discuss among the group.

5.3.2 Questioning Strategies

Questioning is one of the strategies commonly used by teachers in the teaching and learning process. Smalley and Morris (1985) emphasize questioning must be carefully developed by language teachers. They further condemn repeating the same question, and demanding a reply in chorus. Most of the time Teria and Susan's learners answered questions in chorus, but Chaina tried to identify respondents most of the time. All three participating teachers repeated the same question and answered their own questions. The question is how these teachers monitored their learners' understanding if learners reply in chorus.

Smalley and Morris (1985) as well as Hussain (2003) suggest that teachers should state questions clearly and concisely and learners should be given time to think before answering the question. However, this was not the case in the lessons I observed, teachers asked questions and answered those questions themselves. They tended to repeat learners' answers, without any further comment or feedback mainly because questions to individuals only required simple recall answers (see appendix S). Hussain (2003) emphasizes the latter practices should be avoided. In addition Lewis et al (1985) support teachers should not ask learners whether they (learners) do understand instead they should ask *what* [**Emphasis mine**]they do not understand.

During classroom observations, most of the questions asked by all three participating teachers were low level questions according to Bloom's taxonomy. Questions asked primarily required learners just to memorize and recall information (Bloom et al (1956). Only a few questions asked by Chaina and Teria required higher-order thinking skills (see chapter four, table 6) that required thinking and manipulation of information (Namibia. MBEC, 1996). Higher-order thinking skills enable us to understand the world more completely (ibid). Susan did not ask

any questions based these higher levels. In addition it is one of the aims of Oshindonga First Language Syllabus (NSSCO/H) to complement the learners' other areas of study by developing skills of a more general application e.g. analysis, synthesis, evaluation, drawing of inferences, ordering of facts, presentation of opinion, detection of bias (Namibia. MoE, 2006, p. 2).

Hussain (2003) emphasizes that good questions are pitched according to the level of the learners and should challenge learners by requiring them to compare, evaluate or draw inferences. The latter allows learners to demonstrate an understanding in describing, explaining, applying knowledge, skills and values (Namibia. MBESC, 2004). Kallewarts & Kallos (1992) believe LCE strategies are supposed to enable learners to learn to analyse, synthesis, to imagine and explore, to criticize and create to understand and use (see chapter 2).

My findings suggest questions asked and tasks given by all participating teachers did not encourage problem-solving and critical thinking (Hussain, 2003; Namibia. MoE, 2007). In other words, the way teachers were asking questions did not provoke discussions amongst learners. Furthermore, Smalley and Morris (1985) emphasize that questions require learners to compare, evaluate or draw inference should be asked.

Smalley and Morris (1985) state that in order to emphasize the correct answer, probing questions should be asked. Teria and Chaina, in contradiction, believe that teachers repeat the same questions for further explanation. In addition my results suggest that participating teachers did not follow the sort of questioning procedures Smalley and Morris (1985) recommend and the questioning skills teachers used "affected the way learners responded" (Amakali, 2007). The results suggest that teachers were not aware of the correct procedures and lack knowledge of different questioning techniques.

5.3.3 *Use of Resources*

Although the education officer and participating teachers acknowledged that varied resources need to be used in the LCE classroom, in reality, not many resources were used. All my

participants mentioned various resources that need to be used in teaching. The education officer emphasized during the initial interview: *“Books are important. It is imperative that each person has a book... they are not enough... TV, internet,... resource person can also be consulted...”*, Teria said during one of the stimulated recall interviews that *“pictures do really help in our teaching... we need to use them...”*, while Susan mentioned during the initial interview that *“I use teaching aids like news papers, posters or empty boxes that I bring to school”*. Similarly, Chaina pointed out: *“Tape recorder, posters, copies, pictures, adverts, from commercial advertisement boxes, which can be used in the classroom”*.

Although my participants mentioned these resources, in practice they don't use even those those resources readily available, teachers did not know how to use those they did to ensure meaningful learning. Smalley and Morris (1985) observe that teaching and learning aids are only as good as the teacher makes them. My findings revealed a lack of knowledge of the importance, objectives and successful way of using learning support material of teachers and the education officer. (Van Harmelen, 2003).

During classroom observations some resources were not identified in teachers' lesson plans but, were used such as Teria in her first lesson plan: group exercise books and the chalkboard. In all teachers' lessons the chalkboard was used, but not identified under the list of resources. Both Chaina and Susan identified all resources they were going to use in all of their lesson plans, but the way they used them was problematic. My findings suggest teachers lack understanding of the importance of resources.

5.3.4 Integration Method

The Namibian educational policy (Namibia. MBEC, 1997) emphasizes the integration method that focuses on the use of a suitable theme designed in such a way that all four language skills (listening, speaking, reading and writing) are taught through a variety of activities. Although all of my participants mentioned that the four language skills should be taught in an integrated way, and should not be taught in isolation none of them put that into practice Teria confused the concept of integration with contextualization. She said: *You can give a topic on how to prevent and protect themselves from HIV/AIDS infection”* Susan and Chaina understood the

concept as a skill leading to an understanding of how to use language. No suitable theme was selected for all language skills.

Bock (1996) as well as (Namibia. MBEC, 1998) emphasize using the method of teaching language across the curriculum. There was no evidence to indicate that the language teachers conferred with their colleagues in other subjects to promote or support this view.

5.3.5 Remedial Teaching

All four participants were aware that LCE requires remedial teaching. Bock (1996) and (Namibia. MoE, 2007) observe that one of the aims of LCE is to find out which learners need help. In other words, teaching methods and materials should enable slow or disadvantaged learners either to reach their optimal level of achievement or an acceptable minimum standard. Results suggest that teachers do not have a clear understanding of the difference between remedial teaching and simply repeating a lesson.

5.4 REFLECTION ON WHAT TEACHERS UNDERSTOOD ABOUT LCE

In this section, I consider how the participants articulated the concept of LCE. This section highlights the problems that exist in situations where teachers have been introduced to the discourse of a new approach without having any real or deep understanding of its theoretical and pedagogical underpinnings.

The following concepts are discussed and analyzed in this section: teacher and learners' responsibility, accessing learners' prior knowledge, the development of a democratic and participatory environment as well as an understanding of assessment.

5.4.1 *Teacher and Learners' Responsibility*

One of the main objectives of this study was to investigate the participants' understanding of LCE. All of my participants were able to verbalize the policy, which says that the teacher's responsibility is to guide, allow learners to learn from others, facilitate, act as co-learner, access learners' experience, apply democratic principles in their teaching and learning, have a holistic view of the learners and involve learners actively in the teaching and learning process. The following authors identify these characteristics as central to the ideas of LCE: McCombs and Miller, (2007); Sewell (2002); MBEC (1998); Bock (1996); Namibia. MEC (1993); Taylor (1993); Piaget (1978); Bruner (1966) and Vygotsky (1929).

The interviews revealed that while both the education officer and the three teachers were able to describe the policy, practical implementation was problematic. Teachers' practice was not focused on the roles they identified in the interviews.

According to my findings, teachers continue to see their role from a traditional teacher-centered perspective while learners are not guided and empowered to take responsibility for their own learning through being encouraged to take initiative, solve problems and to think critically (Murray & Wilmot, 2000).

5.4.2 *Accessing Learners' Prior Knowledge*

The participants claimed that in LCE, learners need to be catered for according to their different needs, activities, space, and interests in order to make knowledge accessible to the learners (Namibia. MEC, 1993). The findings indicated that the notion of prior knowledge was understood and implemented superficially and focused primarily on having learners recall what had been covered in earlier lessons rather in the broader sense suggested by the policy.

During some of the stimulated recall interviews participating teachers aired their views as follows: Teria answered to the question why she used to ask questions on what learners learnt from the previous lesson, she said: *"It is really to confirm and see if learners will remember the content of the previous lesson"*, Chaina answered similarly to the same question by saying:

“I did ask the question because, learners have already learnt about summary writing in their summary books, I wanted to find out if they (learners) can still remember what they have learnt”, but Susan’s response to the question of why she asked learners questions at the beginning of the lesson, was different to their views, she mentioned: *“The main aim was that I wanted learners to give their ideas first, to see if they have got the knowledge about the community”*. She shared what the policy document stipulates: *“The learner brings to school a wealth of knowledge and social experience gained from the family, the community...”* (Namibia. MBEC, 1998, p. 7).

In two of Teria’s lessons the topics were not part of the Grade 11 Oshindonga syllabus. She was teaching an *advert* (lesson 2&3) and while it is not necessary to slavishly follow the syllabus it is necessary to ensure that lesson development is part of cohesive conceptual development and this was not the case in the context of my observations. In some cases, knowledge was not related to the learners’ experiences or communities. For example in Susan’s first lesson *“teaching a circular”*. As the idea of the circular was new and unfamiliar to the learners, the teacher was supposed to use examples, which learners can identify with from their culture or community.

During Teria’s second lesson, she taught a new concept *tension*. According to my findings, learners did not understand what she was trying to explain. She could have used familiar examples and words to simplify her lesson. When I asked her during one of the stimulated recall interviews whether she thought her learners really understood the meaning of the concept, she responded: *“There are some who have really understood, but there are some who find it difficult to understand the concept”*. In Chaina’s case during her first lesson she used a poster, instead of asking learners to explain what was in the poster she explained herself while learners just listened to her. She said: *“I do use poster with the purpose of saving time as it is already prepared and again you are just following clarifying while learners follow and listen to your explanations on chalkboard and the time is saved”*.

By this action learners were not able to access their prior knowledge. Learners could have been given a chance to prepare the poster themselves or to first explore what was explained in

the poster. The Policy document states that “a learner is not an empty vessel” just to be fed. In addition (Jan, 1996) quoted in (Sibuku, 1997, p. 103) indicates:

Another advantage of the learner-centered approach is that the teacher will always find out from the children what they know about the topic instead of giving them all the information. A teacher can therefore learn from what the children know about the topic. Some times there are many things children know that the teacher doesn't know about a topic. Children will therefore have rich information about the topic as each one of them shares his/her experiences instead of just getting information from one person.

My findings revealed that this teachers' understanding of the concept prior knowledge was limited and that it was not applied in the context of tapping into the learners' socio-cultural experiences.

Even summary writing was difficult for the learners to understand. At one point (during the first lesson) Chaina was reading a story to her learners, learners were supposed to be given an opportunity to read themselves, while reading other learners could listen and gain reading skills from others, then to summarise. What was noted was that summaries were primarily seen as a précis, rather than as a form of analysis.

According to my observations, in all cases all three participating teachers gave their learners' home work to be done, but I did not see learners being asked to give their feedback, in such cases learners could not share and exchange knowledge amongst themselves and with the teacher. In all Chaina and Susan's lesson plans they identified a component of assessment, but practically it was misunderstood and not correctly implemented, in this way learners did not gain knowledge.

The general claim made by the participants is that lesson evaluation increases learning with understanding and needs to be implemented as such. Practically teachers did not understand this dimension of assessment and it was not implemented at all. Participating teachers were asked how they understand lesson evaluation, Teria said: *“It is really to confirm and see if learners will remember the content of the previous lesson”*. Susan indicated: *“...I conduct lesson reflection...the aim is for me to see if learners did understand what I have taught, if not then I will do remedial education”*, while, Chaina answered: *“It is important to evaluate the*

lesson to see to it that what you have discussed during the lesson has been implemented and also to see whether learners were follow with interest”. I conclude that participating teachers could not access learners’ prior knowledge, because of their narrow knowledge of the subject matter, inappropriate selection of teaching and learning methods and learning aids that did not match the needs, interests and background of the learners.

5.4.3 Democratic Instruction

Both the education officer and all three teachers reportedly understood learner-centered as a democratic pedagogy and teachers seemed to practice their teaching and learning process democratically (Namibia. MEC, 1993; MBEC, 2003). However, according to my observations, there was no evidence of the teachers involving learners in decision making, instead the teachers regarded themselves as solely responsible for all aspects and issues relating to the teaching and learning context (Namibia, MBEC, 1998).

Teachers did not apply what Bock (1996) suggests characterizes a democratic learning environment where teachers must make sure that the community should also be involved in the teaching and learning process. This environment would include the learners as well as parents and other experts participating in the education process.

5.4.4 Understanding of Continuous Assessment

There was a clear lack of understanding among all of the participating teachers and the education officer about the concept of continuous assessment. The policy as laid out in (Namibia. MBEC, 1998) and Hedge (2002) describes it as a process of monitoring learners’ progress and achievements continuously in order to inform learners, parents as well as teachers of problems that learners might experience in the teaching and learning process.

The education officer expressed the view that CA was necessary, but there were inconsistencies in his response, which revealed that his view of continuous assessment is conflated with that of cumulative assessment. Although Teria responded that *CA in Grade 11 is to see whether the learner is on the right track for parents to know where their children are and to take action and for the teacher to know his/her focus for improvement purposes*, she

did not put this into practice. One must ask, How would the parents know about their children's progress if Teria and Susan could not produce any record of marks they recorded about their learners' progress? And, how would Teria know the level of her learners' understanding if learners always responded by completing the sentences she started herself? Susan and Chaina both pointed out that the purpose of CA is *to see whether learners do understand what they were taught*. Nor were any of my participants able to explain the strategies that are related to continuous assessment and there was no evidence to support their use of CA according to the policy or to the theory.

5.5 ASSESSMENT PRACTICES

The Namibian educational policy (Namibia. MoE, 2007) suggests that the learner-centered curriculum and learner-centered teaching use a broad range of knowledge and skills relevant to a knowledge-based society. The basic competencies specified in the subject syllabus states what understanding and skills learners should demonstrate as a result of the teaching and learning process which will be assessed. Since learner-centered education is known as a communicative approach, Naylor, Keogh and Goldsworthy (2004) insist that assessment activities provide opportunities for learners to share, discuss, evaluate, re-interpret and modify their ideas. My observation revealed that my participants could not make the above-mentioned as a success. Learners were not given enough time to share, discuss, re-interpret, or modify their ideas.

My findings revealed that all my participants had trouble with regard to understanding and implementing assessment in this context. Research done in Namibia has also found that many teachers have an inadequate foundation in learner-centered approaches particularly related to assessment practices. A particularly worrying dimension is that teachers cannot actually identify what type of learning takes place and therefore are unable to assess it (Namibia. MEC, 2003). The MEC further states that there is a need to develop what is called assessment literacy in teachers.

Regarding continuous assessment, Joseph sees continuous assessment having summative and normative links, because he said, *“It is meant to test and determine if the learners are meeting the required competencies specified in the syllabus, to qualify him/her to go to Grade 12”*. He also conflated the ideas of CA with cumulative assessing for normative purposes, when he maintained that two methods of continuous assessment are to: *“determine when it is the appropriate time to assess learners and by giving them a test or examination to determine their progress”*.

He indicated that continuous assessment in Grade 11 is meant *“to test and determine if the learner is meeting the competencies to qualify him/her to move to Grade 12”*. He stated what was against the Namibian policy document stipulates (Namibia. MBEC, p. 26). Susan also has shown her lack of understanding when she responded by saying: *“... you find how much the learners know for you to know where they do not understand”*, Chaina expressed: *“Continuous assessment makes the learner to remember the previous lesson”*.

The primary purpose of continuous assessment is to monitor individual learner's progress (Namibia. MEC, 1993; MBEC, 1998; MoE, 2007 and Hedge, 2000) therefore this it is the teachers' responsibility to do continuous assessment. The teachers in this study compared learners' performance instead of monitoring their progress. In the case of Teria and Susan, there was no proof of recording learners' progress.

In assessing learners' written work Teria and Susan did not use the criteria specified in the Oshindonga syllabus, Chaina did made use of assessment criteria specified in the syllabus but as with the other teachers, the criteria were not applied as a means to provide constructive feedback relating to specific concept skills or values. In addition the criteria used were also not well understood, as they were not used effectively. Although China recorded the learners marks, it did not serve the purpose, because she answered during the initial interview that her purpose of recording marks is *“to compare the learners”*, which is not according tthe policy.

5.5.1 Homework

Smalley and Morris (1985) describe homework as an essential part of the lesson. The education officer supported the idea during the initial interview that homework should be

given to learners to do in the sense that it is a “*way of assessing them to see how the outcome looks like*”. Teria mentioned that she has to make sure “*how learners have performed their homework tasks*”. Susan answered to the question why she gives her learners homework, she answered: “*Homework keeps my learners doing something, they get more practice, then I will mark their books*”, but Chaina has a different understanding on the aim of giving homework, because she answered: “*The whole idea is to set to it if they can implement what they have gained something from the lesson.*”. Looking at what Chaina said echoes the same feelings as Landman et al. (1988, p. 108) as they point out one of the aims of homework is “to facilitate revision of work done in the class”, but obviously Teria and Susan were not aware of the importance of homework.

Landman et al. (1988) and Smalley and Morris (1985) explain that homework should be started during class time and should only be given after the teachers are satisfied that all learners understand what they are going to do. My results revealed that only Chaina tried to explain the homework tasks before giving, while Teria and Susan gave homework almost as the period was ending. Susan in one instance gave homework on subject matter, which had not yet been covered in class. Learners were tasked to go and read *Bronchures*, although it was not dealt with during the lesson and above all nothing was given as homework on the work done during the lesson. No written homework was handed in the following day to be marked by the teacher. Homework as set by these teachers also was not designed to extend their (learners) understanding or to develop specific competencies and was primarily used for consolidation purposes.

5.5.2 Provision of Feedback

According to Black, Harrison, Marshall and William (2003) there are various types of feedback learners can receive from their teachers such as: marks, comments and a combination of marks and comments. Marks were allocated but no criterion referencing was used. My findings were that all three teachers gave feedback through marks and in a few instances through marks and comments that had little bearing on what was being assessed.

During the initial interview, the education officer claimed that feedback is necessary after assessment, provides an opportunity for reflection for both learners and teachers as well as to

play a role as a means of communication between parents and the school. Looking at what the education officer pointed, it is clear that he knows the importance of the feedback, but it seemed teachers were not familiar with the good provision of feedback.

Bloom (1984) and Brown (1994) feel that the most effective feedback is the one that identifies success and weaknesses and also offers learners the opportunity for corrective action. Grades and codes do not direct learners with regard to what areas they need to improve. In my findings, none of my participating teachers' comments indicated the success and shortcomings of their learners. Comments such as those given by Teria: "*You did your work with carelessness*" and Susan's: "*Occupation is written in capital!*" or that of Chaina: "*If you do Oshikwanyama, move to Oshikwanyama beforehand!*" do not enhance learning. In the case of marks being awarded there was no explanation of what the marks meant or of how they were awarded.

Looking at the participating teachers' comments they were discouraging and made learners feel what Jacobus, Vakalisa, and Gawe (2006, p. 23) "feel stupid and that their efforts are worthless".

5.5.3 Peer and Self Assessment

Self-assessment is essential to learning. The education officer explained during the initial interview that learners can assess themselves for better understanding, he pointed: "*Team work will help them; both in pairs or large groups, working like project members each is contributing and assessing themselves*". Angela as cited in Black et al. (2003) and Wilmot (2003) observes that good assessment practices should be democratic by involving learners in the process which means that learners should be involved in the assessment process. I have observed that learners were not involved in self-assessment at all.

In the interviews, teachers claimed there is a room for self-evaluation and learners are also involved in self-evaluation sessions but in practice, this does not happen. Teria understood the concept of self-assessment that if the given task is not much difficult a teacher can assign learners to assess themselves, she answered as follows: "*Yeah, if you give learners some tasks that are not much difficult then I can tell learners to swop their books later I would re-mark*

all the books to see how their marking was done”, while Susan was not sure whether learners are also obliged to reflect on what they have done she said: “*Apparently, I did not try, it gives learners a chance to reflect on the lesson*”, then Chaina expressed herself in this way that learners can also find where their mistakes are.

The teachers’ lesson plans revealed teachers did not understand the concept of self-assessment at all. Susan and Chaina made no provision for self- evaluation in their teaching and learning process or in the documents analysed. In Teria’s lesson plans there was such a component, but looking at what the policy (Namibia. MoE, 2008) states, that the teacher should reflect on the outcome of the lesson as a whole, considering the strengths, weaknesses that need to be improved and lessons learned, it is evident that this is not really understood or implemented.

5.6 THE ROLE OF THE SYLLABUS IN SUPPORTING TEACHERS’ UNDERSTANDING

The policy guideline in (Namibia. MBEC, 2003) indicates that the teacher is the key to learner-centered education. The Ministry further points out that the teacher must possess curriculum knowledge and is able to work towards goals and aims for learning rather than staying at the content and objectives level, and be able to integrate community knowledge into the curriculum. In addition Van der Walt (1990) as cited in Shaalukeni (2000) as well as (Namibia. MoE, 2007) point out that the teacher’s role is to have a sound knowledge of the subject matter.

The findings of this study have shown that the focus of the syllabus is primarily on content that needs to be covered rather than on providing guidelines on how the content should be developed. When a radical theoretical shift occurs, syllabi need to go beyond this traditional function and ought to be a reflection of the epistemology and pedagogy adopted for teaching and learning to complement and to consolidate the theory, its structure, and organization.

The education officer revealed in the interview that teachers need to have a comprehensive understanding of the syllabus requirements regarding competencies to be acquired. He further believed that teachers who fail to read the syllabus would end up making mistakes. However, teachers' interpretation of the syllabus is shaped by their understanding of their subject a view that is confirmed by policy (Namibia. MEC, 1993 and MoE 2007). My findings led me to question the teachers' understanding of their subject matter given their practice and their interpretation of the syllabus. The results suggest not only a lack of training in LCE but also a lack of deep understanding about the nature and aim of mother tongue instruction.

Results suggest that all the misconceptions in implementing LCE occur because of a lack of understanding of the learning theory underpinning LCE. The Oshindonga syllabus aims to conform to LCE but it lacks guidelines according to Nunan (1988).

5.7 CHALLENGES AND PROBLEMS LANGUAGE TEACHERS FACE THAT CAUSE THE INEFFECTIVE IMPLEMENTATION OF LCE

This section discusses the challenges and problems that were revealed by both the education officer and the three participating teachers in the study during their respective initial interviews. These challenges and problems are discussed in the light of the literature reviewed.

5.7.1 *Lack of Resources*

Without resources, teaching language in LCE will be difficult if not impossible. Shaalukeni (2000), Mbelani (2007) and Kasenga (2007) discuss the effects of a lack of resources. Hameso (1997) further indicates that in order to implement LCE effectively resources are of utmost importance, especially human resources.

Namibian policy (Namibia. MBEC, 1996) states that group work requires learners to sit together by arranging desks and chairs in groups. According to my observations and teachers experiences, specifically Teria, there are not enough chairs and desks at schools and this is one of the main causes of disruption and time wasting causing ineffective implementation of LCE (Smalley and Morris, 1985).

Besides the lack of basic resources, which enhance a learning environment, there is a serious lack of essential resources such as textbooks and supplementary teaching and learning aids. This was confirmed by two of the participating teachers during their interviews when they responded, Teria: *“In our Namibian education we do not have enough books for learners. Learners are sharing books e.g. 2 to 5 learners per a book”*, then Susan responded in one of the stimulated recall interviews: *“I did this because we do not have enough prescribed textbooks and I wanted learners to hear what the story is all about for them to be able to answer questions that I would have asking...”*

5.7.2 *Reluctance of Learners to Participate in Group Work*

The reluctance of learners was a concern raised by all of my participating teachers during interviews. Shaalukeni (2000, p. 88) articulates the same situation about the “fundamental problem of learners’ reluctance to participate and teachers do not know how to increase learner participation”. Shaalukeni (2000) further recommends the continuation of professional development of teachers. She adds that learners believe that in order for them to learn, the teacher should do most of the talking, which she claims was reflected in the learners’ responses. One of the reasons learners give is shyness.

5.7.3 *Assessing Individual Learners for Progress in Groups*

All three teachers revealed the difficulty of assessing learners’ progress when they do activities in groups (Namibia. MoE, 2007; MBEC, 2003; MBEC, 1997; 1998; & MEC, 1993); Smalley and Morris (1995) and Sibuku (1997) observe “it is difficult to monitor pupil’s progress”.

5.7.4 *Time Constraints*

My observation showed that teachers had difficulty completing their lessons within the allocated time. Teria claimed she gave homework because of time constraints while Susan and Chaina indicated there was no time to give learners a chance to think about answers. Shaalukeni (2000) as well as Reeves (2000) cited in Mbelani (2007, p. 83) also report that “time and pacing is currently a central concern in South Africa that hinders meaningful teaching and learning as shown in various studies that have been carried out throughout the country”.

In addition, the Namibian educational policy (Namibia. MBEC, 2004) revealed that marking takes up most of the teachers time, because teachers have too many lessons. My findings suggest that teachers did not have enough time to prepare at the same time they did not have sufficient knowledge of how to prepare.

5.7.5 *The Lack of Status Given to African Languages*

Teria and Susan pointed out this concern during one of the stimulated recall interviews. Bamgbose (2000, p. 67) observed that African language teachers face negative attitudes towards the language and this hinders the effective results of learner centeredness, “African languages do not command the respect that they should”. He postulated the view that European languages are seen as superior to African languages; therefore, parents want English as the medium of instruction rather than African languages.

My findings suggest that the language policy for Namibian schools creates contradictions since it encourages and allows a loophole for using the English language as a medium of instruction rather than mother tongue. Evidence also suggests teaching African languages is associated with female teachers and in the Namibian culture; this is a further factor that inhibits the status given to African language teaching.

Below is an SMS extracted from one of the local newspapers (*The Namibian, Thursday August 14 2008*), where people write to air their views and this shows how one of the readers feels about African languages used as a medium of instruction. Findings suggest the

Ministry's policy should be blamed on this controversy, because it allows the loophole of preference.

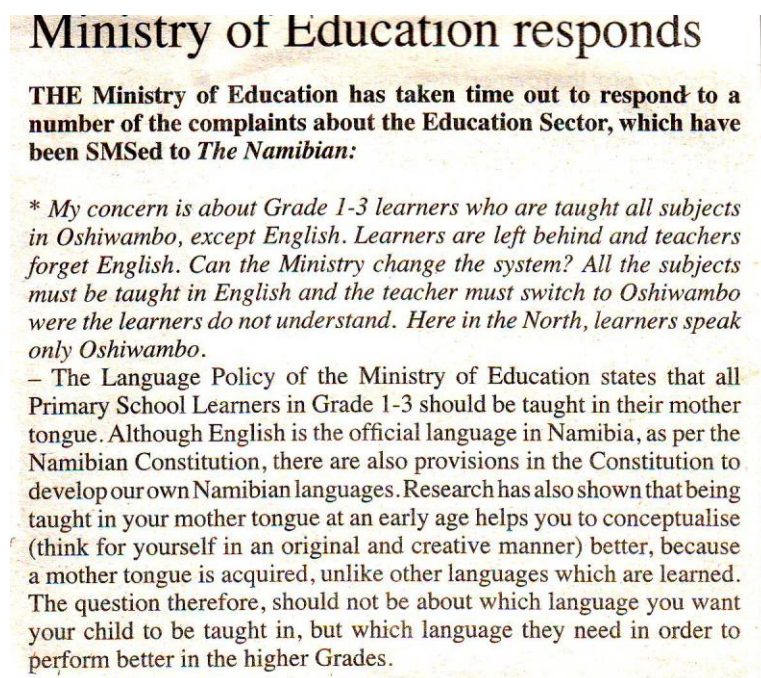


Figure 3: Extract from the Newspaper

5.7.6 Overlarge Classes

Much of the educational research carried out in Namibia has shown overlarge classes cause ineffective implementation of LCE (Namibia. MBEC, 2003). Shaalukeni (2000) and Kasenga (2007) in their respective findings report classes are overcrowded.

5.7.7 Teachers and Learners' Level of Understanding

The education officer and Susan raised this concern during the initial interviews. Hameso (1997) indicates lack of appropriate resources for teacher training. Legere et al. (2000) reports poor training at Lower Primary teacher training in African languages and only a few teachers qualified to register for DEAL. Kasenga's (2007, p. 87) findings revealed teachers face "a lack of support and advice from school management teams, and regional advisory teachers to assist with implementation of LCE" while Amakali (2007, p. 82) suggests teachers need assistance to make the LCE policies "work".

Kay (1996) and Van Harmelen cited in Kasenga (2007, p. 75) emphasize that knowledge and skills are not “static in nature, but they keep on changing according to time and space, hence the need to constantly provide teachers with in-service training”.

5.8 CONCLUSION

This chapter gives an account of the research data and its analysis. In trying to understand what this data meant to me, I compared the responses to the interview questions with how my participants understand and implement learner-centered education in their classrooms. In doing this, I considered many factors such as the teachers’ teaching strategies, type of teaching and learning resources teachers used. I also probed the type of challenges and problems teachers faced that have a negative effect in implementing LCE.

CHAPTER 6: CONCLUSION

6.1 INTRODUCTION

In this final chapter, I provide a critical overview and reflective summary of the research process and of the main findings to have emerged from this study.

The first section offers a critical reflection on the aims of the study and why it was considered worthwhile doing. The second section presents a critical reflection on the research process. The third section deals with the findings of my study, while the fourth section discusses some of the lessons learnt that will inform my own teaching practice and enable me to provide support to my colleagues. In the fifth section, I reflect on the validity and the limitations of the study, and finally I consider possibilities for further research and make tentative suggestions for future action.

6.2 THE PURPOSE OF THE STUDY

My reading and analysis of the Namibian educational reform policy has revealed that its fundamental focus, learning with understanding, differs considerably from the previous educational system that tended to promote rote memorization. The literature examined suggests that knowledge as understanding means being able to say, “I know”; in other words, it means being able to describe, to explain and to apply the phenomenon being learnt. Yet current research and educational statistics constantly point to the teachers’ lack of understanding or shallow understanding of what LCE pedagogy entails. Recent national reports on education maintain that learners perform poorly due to their lack of understanding. If teachers themselves lack understanding of LCE, to what extent will this affect learners’ understanding of the subject matter?

As I indicated in chapter 1, my interest in this study was first prompted by my own experience of being a Head of Department for languages at our school. The majority of Oshindonga

Grade 11 teachers, including myself, underwent teacher-centered education programmes and few of us had any professional development in LCE. During my class visits and during NIED panel moderation sessions for BETD pre-student teachers, I have observed that teachers do not fully understand the LCE approach. This is confirmed by recent research indicating that Namibian teachers' understanding of LCE is narrow and superficial (Namibia. NIED, 2003).

Through this study, I hoped to come to an understanding of the problems that teachers experience, and gain insight into how they perceive and implement LCE.

6.3 OVERVIEW OF THE RESEARCH PROCESS

I used an interpretive qualitative orientation. The design and approach helped me to shape the study. The interpretive paradigm allowed me to understand what teachers in this case study said, did and believed. Using a qualitative approach helped me to probe their perceptions and views regarding the concept of LCE.

The integration of three methods (interviews, classroom observations and document analysis) made it possible to obtain valid data.

6.4 THE KEY FINDINGS OF THE STUDY

This section provides an overview of the main findings of the research. Results analyzed in chapter five in the light of the literature review revealed key problems relating to the concept of LCE adopted in Namibia, as well as problems relating to the way it was being implemented in teaching at Oshindonga.

Fundamental problems associated with the concept of LCE include the following:

- The apparent lack of understanding on the part of the research participants concerning the processes that lead to learners developing understanding. This problem influenced every aspect of teaching and largely limited learning to the recall of information. As

indicated by the data, the dimensions relating to deep explanation and application in these language classes were inhibited, and where application was attempted, such as in the writing of adverts or a circular, it relied mostly on imitation rather than on critical analysis and reflection.

- The notion of participation is aligned to an understanding of the cognitive dimensions of learning and consequently, because learning is only partially understood as a process, participation is applied and understood superficially. The result is misinterpretations of group work and problems relating to the application of other participatory strategies.
- In these language classes, understanding of the learning and knowledge of language as an integrated and interdependent series of processes employing all the language skills in a critically reflective manner tended to be problematic.
- My findings showed that there is a lack of understanding of the concept of continuous assessment (CA), which leads to problems in its implementation. CA tends both to be conflated with the notion of cumulative assessment, and not distinguished from summative assessment, which renders the whole formative dimension problematic. In the context of CA the notion of criterion referencing is problematic. Not only is the formulation of criteria problematic, but there is also no apparent understanding of how performance criteria can be used to assess or evaluate the development of the desired competencies in language.

The fundamental problems associated with understanding LCE were reflected in some of the difficulties associated with its implementation. These included:

- All three Grade 11 Oshindonga First Language teachers appeared to adopt the concept of LCE through the memorizing of information and following instructions.
- The classrooms I observed were mostly teacher-centered, although the claim was made that a learner-centered approach had been adopted.
- All three teachers associated LCE with group work. Learners were indeed put into groups, but these did not function according to group work principles.
- My findings show that all three teachers found planning a challenge.

- The results show that the syllabus was often misinterpreted.
- Teachers lack understanding of how to use resources as learning aids rather than just as teaching aids.
- There were problems relating to the application of relevant assessment practices and, in line with this, with providing learners with adequate feedback to aid in their development.

These problems appeared to be caused or exacerbated by a number of factors, including:

- Problems relating to the syllabus structure and the absence of clear guidelines for teachers concerning how to implement the syllabus in the context of LCE.
- There also appeared to be a lack of the sort of in-service support these teachers need, in terms of both interpreting the syllabus and relating language teaching to LCE.
- One of the most serious challenges faced by these teachers was the matter of resources. Not only were vital resources such as textbooks in short supply, but there appeared to be little understanding among teachers of how to use resources as learning aids.

6.5 LESSONS LEARNT

From the research process, these are the lessons I have learnt:

- I have learnt about the whole process of research, including the topic researched, and as a result I have grown as a researcher as well as a teacher. I have learnt to understand the concept and various aspects of LCE and how to put it into practice.
- I have learnt that placing my research within an interpretive paradigm in the form of a case study does not allow me to pass judgment, but enables me to understand what teachers in this study did, believed and said.

- Triangulation of my data helped improve my insight into these teachers' understanding and implementation of learner-centered education.
- I have learnt that educational reform needs ongoing research in order to achieve its goals.
- I have learnt that the best time to do analysis is during and immediately after data collection; otherwise you run the risk of being overwhelmed by other demands and/or forgetting aspects of the data.
- I became computer literate.

One of the most important lessons this study has taught me is how important it is to abide by research ethics, in the sense that research should be carried out within an ethos of respect for persons, knowledge, and democracy and the quality of educational research. Participants must understand what they are going to do.

These are some of the lessons I have learnt from the findings:

- An important lesson this study has taught me is that if Namibia is serious about developing understanding as a key dimension of teaching and learning, then first we need critically to consider how this view of learning can be understood and implemented in the context of the current learning environment. Secondly, we need critically to evaluate how the theory of LCE is represented in education and how the pedagogy of LCE ought to be related to the theory. Third, we need to understand the misconceptions that have arisen over time about LCE, particularly in relation to learning, and ensure that these are addressed.
- Another key lesson is the realization that our syllabus development in terms of its structure and the guidelines provided needs to be critically re-evaluated.
- I have also recognized and gained a deeper understanding of the challenges we face in language teaching in terms of LCE, which will help me better to understand how to help my colleagues, and do so with a level of empathy I lacked before doing this study.

- I have also reached a far deeper understanding of how LCE is perceived and why. I therefore believe that I will be able to be more flexible about my own practice, as well as better positioned to aid my colleagues.

6.6 VALIDITY OF THE STUDY

The following strategies were employed to increase the validity of my study;

- The utilization of more than one method of gathering data, i.e. interviews, classroom observations and document analysis.
- Stimulated recall interviews.
- Taking field notes during non-participant observation helped me to balance the evidence.
- The use of qualitative interpretation also added greater validity to the study.

Getting the perspectives of the different participants, such as the education officer and three teachers, and making use of member checking accorded me an opportunity to share the interpretations of the study with my participants in order to verify my reporting. I made sure data were accurately gathered and avoid an omission or deletion in transcribing the interviews. The exact words of the respondents were used, and respondents were free to express their feelings and opinions.

6.7 LIMITATIONS OF THE STUDY

Due to the nature and size of my study, I cannot generalize the findings, which are therefore exclusive to the four participants in my study. The time available to me, along with my work commitments, did not allow me to probe as deeply as I would have liked. The transcribing and translating of data from one language to another also proved a challenge. The fact that I used convenience sampling may have limited the scope of my research question.

6.8 POSSIBILITIES FOR FURTHER STUDY AND TENTATIVE SUGGESTIONS FOR FURTHER ACTION

My focus in this study was to investigate how teachers understand and implement LCE in their classrooms. The learner-centered approach is a broad concept, however, and some aspects of it not investigated in this study still need to be explored if Namibia is to achieve educational reform goals.

The study raised some questions for further research:

- To what extent clear question instructions contribute to learning with understanding;
- The role of the classroom environment in Namibian schools in supporting learners' development;
- Teachers' understanding and implementation of the concept of integration in teaching language;
- Implementation of the NSSCO/H curriculum;
- Reading with comprehension/ understanding;
- The role of feedback;
- The role of homework.

6.9 CONCLUSION

This study has complemented and extended previous research showing that teachers do not fully understand the learning theory underpinning learner-centered education, and consequently cannot implement LCE effectively. The upshot is that no meaningful learning can take place. The study forming the focus of this research has concentrated on issues raised about LCE relating specifically to the teaching of language as a mother tongue. A particularly valuable dimension of this study was the way in which the findings illuminated the relationships between a sound pedagogy, deep subject knowledge in the context language, and a clear understanding of the theoretical frameworks informing learning.

The study highlighted the need to support educators in developing the necessary foundational knowledge; and the need for all educational stakeholders, including school management, advisory teachers and peers, to assist each other in the understanding and implementation of a learner-centered approach.

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APPENDIX B: LETTER TO THE PERMANENT SECRETARY

OSHAKATI
07March 2008

To: The Permanent Secretary
Ministry of Education
Private Bag 13186
Windhoek

Dear Mr. Ankama

Subject: Request for permission to conduct research at...and...school in Oshana Region on the topic: Investigating Grade 11 Oshindonga Language teachers' understanding and implementation of learner-centered approach adopted in Namibia. A case study.

I have registered as a part-time student for Master's degree in Education (General Education Theory and Practice) at Rhodes University-RSA. I have successfully completed the course work of the Master's programme. As a part of my study course, I am required to carry out a research project on the above-mentioned topic. It is linked to an aspect of the work undertaken in the course work. My goal is to investigate an education officer and any three Grade 11 Oshindonga Language teachers' understanding and implementation of learner-centred education in Oshana region at classrooms level.

My research interest is in the teaching Oshindonga First Language in Grade 11, the phase that I have been teaching for almost 20 years. On my own experience, this phase has not been given proper attention when it comes to the implementation of learner-centered education, specifically in (indigenous) Oshindonga Language. As it is required that "the implementation of the Namibia Senior Secondary Curriculum will build on and continue with the learner-centered approach to education already implemented as a part of the reform process at lower levels". (Namibia. Ministry of Education Sport and Culture 1998, p. 6). Attached please find a copy of my research proposal.

I kindly therefore, request your good office to allow me to use the above –mentioned two schools in our region as my research sites for the research project. I am also required to observe their lessons and evaluate their learners' work, teachers' schemes of work, daily preparations as well as interviewing those Grade11 Oshindonga Language teachers at the two selected schools. I am expected to complete this data collection not later than the end of May. The regional director will be finally notified as well as the schools as soon as permission has been granted.

The schools and participants will be assured of confidentiality and anonymity in the final research report and will be invited to proofread drafts of the report to ensure that details are accurately recorded and reported as are issued.

Should you have any concerns or questions about this request, you can contact me at 081288785 or 065-230345(w) or my supervisor: Ms Ursula van Harmelen at tel: 064-603 83 83.

Yours Sincerely

.....
Christofina N Mbangula (Mrs.)
Head of Languages: Gabriel Taapopi S.S.

APPENDIX C1: RESPONSE FROM THE PERMANENT SECRETARY



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PROGRAMMES AND QUALITY ASSURANCE

Tel: 264 61 2933200
Fax: 264 61 2933922
E-mail: mshimho@mec.gov.na
Enquiries: MN Shimhopileni

Private Bag 13186
Windhoek
NAMIBIA
9 April 2008

File: 11/1/1

Christofina N. Mbangula
P. O. Box 95
Oshakati
Namibia

Dear Madam

SUBJECT: PERMISSION TO DO EDUCATIONAL RESEARCH

Your letter requesting permission to do research as part of the post-graduate studies for a Masters of Education Degree, through the Rhodes University, Grahamstown, South Africa, has reference.

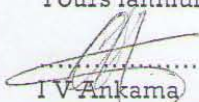
Kindly be informed that the Ministry of Education recognises your effort and the possible contribution your research initiative can make towards successful curriculum implementation for education in a broader sense.

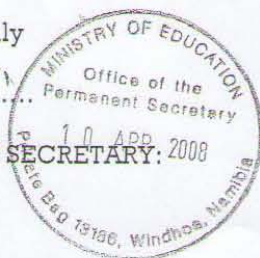
This letter grants you permission to do the required work in terms of consultations, interviews and other related interactions at both school and regional office levels.

Kindly note that the Ministry of Education would expect from you to deposit copies of you published work in the respective libraries and resource centres. Also ensure that your research activities do not interfere with normal school programmes.

Best wishes for success in your academic endeavour.

Yours faithfully


T. V. Ankama
PERMANENT SECRETARY: 2008



APPENDIX C2: RESPONSE FROM THE PERMANENT SECRETARY



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION

PROGRAMMES AND QUALITY ASSURANCE
Private Bag 13186, Windhoek

Enquiries: C. M. Kabajani
Tel No.: 061-293 3205
Fax No.: 061-293 3219
E-Mail: ckabajani@mec.gov.na

17 March 2008

HEAD OF LANGUAGES

GABRIEL TAAPOPI SS

P.O.BOX 95

ONGWEDIVA

Ms. Christofina Mbangula

REQUEST TO CONDUCT RESEARCH AT [REDACTED] AND [REDACTED] OF OSHANA REGION.

The Ministry of Education hereby acknowledges receipt of your letter dated Match 10, 2008.

After a closer look at the document, the Ministry has decided to grant you permission to conduct the research as requested. We however wish to bring few aspects to your attention, such that:

- The project be conducted in a manner that doesn't hinder the study and learning process at school(s).
- Selected school(s) be well informed about the exercise, through their Regional Director's Offices, well in advance.
- A time table (schedule) be provided to the Regional Office, with the names of selected schools and dates for visits.

We however wish you well with your project, and especially with the completion of your programme.

Sincerely


MINISTRY OF EDUCATION
Office of the
Permanent Secretary
28 MAR 2008
Private Bag 13186, Windhoek, Namibia

V.I. ANKAMA
PERMANENT SECRETARY: MoE

APPENDIX D: LETTER TO THE REGIONAL DIRECTOR

OSHAKATI
07March 08

To: The Regional Director of Education
Oshana Region
Private Bag 5518
OSHAKATI
Dear Mrs. Shinyemba

Subject: Request for permission to conduct research at...and...in Oshana Region on the topic: Investigating Grade 11 Oshindonga Language teachers' understanding and implementation of learner-centered approach adopted in Namibia. A case study.

I have registered as a part-time student for Master's degree in Education (General Education Theory and Practice) at Rhodes University-RSA. I have successfully completed the course work of the Master's programme. As a part of my study course, I am required to carry out a research project on the above-mentioned topic. It is linked to an aspect of the work undertaken in the course work. My goal is to investigate any three Grade 11 Oshindonga Language teachers' understanding and implementation of learner-centered education in Oshana region at classrooms level.

My research interest is in teaching Oshindonga First Language in Grade 11, the phase that I have been teaching for almost 20 years. On my own experience, this phase has not been given proper attention when it comes to the implementation of learner-centered education, specifically in (indigenous) Oshindonga Language. As it is required that "the implementation of the Namibian Senior Secondary Curriculum will build on and continue with the learner-centered approach to education already implemented as a part of the reform process at lower levels". (Namibia. Ministry of Education Sport and Culture 1998, p. 6). Attached please find a proof of permission granted from the office of Permanent Secretary.

I kindly therefore, request your good office to allow me to use the above two schools in our region as my research sites for the research project. I am also required to observe their lessons and evaluate their learners' work, teachers' schemes of work, daily preparations as well as interviewing those Grade11 Oshindonga language teachers at the two selected schools. I am expected to complete this data collection not later than the end of May. The schools and participants will be assured of confidentiality and anonymity in the final research report and will be invited to proofread drafts of the report to ensure that details are accurately recorded and reported as are issued.

Should you have any concerns or questions about this request, you can contact me at 0812887485 or 065-230345(w) as well as fax no 065-230394.

Yours Sincerely

.....
Christofina N Mbangula (Mrs.)

APPENDIX E: RESPONSE FROM THE REGIONAL DIRECTOR



REPUBLIC OF NAMIBIA
MINISTRY OF EDUCATION
OSHANA REGION

Tel: (065) 229800
Fax: (065) 229832

906 Sam Nujoma Rd
Private Bag 5518
Oshakati

Enquiries: Mrs. Helena Amuthitu
Ref: 10/3/4/1

Mrs. Christofina N. Mbangula
Gabriel Taapopi Secondary School
Oshakati Circuit

17 April 2008

Dear Mrs. Mbangula

RE: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH

1. Your letter dated 16 April 2008 is hereby acknowledged.
2. Please be informed that permission is granted to conduct research as requested. *However, the permission is only valid if it can be done as per condition set out in the letter from the Permanent Secretary.*
3. This office is therefore waiting for the schedule for your visit to those schools.

Thank you

M. D. D. 17.4.08
MRS. DUTTE N. SHINYEMBA
REGIONAL DIRECTOR: OSHANA



All correspondence must be addressed to the Regional Director

APPENDIX F: SCHOOL VISITS TIMETABLE

SCHOOL VISITS SCHEDULE

Date(s)	School(s)	Day(s) of the week/cycle	Time	Period(s)	Name of teacher
23/05/2008	No 1	Friday	08h50-09h30	3 (Introduction)	Teacher A
27/05/2008	No 1	Tuesday	08h50-09h30	3	Teacher A
28/05/2008	No 1	Wednesday	08h50-09h30	3	Teacher A
29/05/2008	No 1	Thursday	08h50-09h30	3	Teacher A
30/05/2008	No 1	Friday	15h00-17h00	Interview sessions	Teacher A
02/06/2008	No 2	Monday/Day7	08h00-08h45 & 09h30-10h15	2 (Introduction) 4 (Introduction)	Teacher B Teacher C
03/06/2008	No 2	Tuesday/Day1	08h00-08h45	2	Teacher B
04/06/2008	No 2	Wednesday/D2	9h30-10h15	4	Teacher B
05/06/2008	No 2	Thursday/Day3	08h45-09h30	3	Teacher B
06/06/2008	No 2	Friday/ Day4	15h00-17h00	Interview sessions	Teacher B
09/06/2008	No 2	Monday/Day5	12h15-13h00	7	Teacher C
10/06/2008	No 2	Tuesday/ Day6	09h30-10h15	4	Teacher C
11/06/2008	No 2	Wednesday/D7	09h30-10h15	4	Teacher C
12/06/2008	No 2	Thursday/Day1	15h00-17h00	Interview sessions	Teacher C

APPENDIX G: LETTER TO THE SCHOOL PRINCIPALS

11 May 2008

The Principal and Chairperson of SGB
OSHAKATI
Dear Sir/Madam

SUBJECT: Request to conduct research in your school

I have registered as a part-time student for a Master's degree in Education (General Education Theory and Practice) at Rhodes University-RSA. To qualify for my Master's degree, I am required to write a research report on a topic that is linked to an aspect of the work undertaken in the coursework component of the Master's programme. The goal of my research is to investigate 3 selected Grade 11 Oshindonga language teachers' understanding and implementation of the learner-centred education in Oshana region at classroom levels. As it is required that "implementation of the Namibian Senior Secondary Curriculum will build on and continue with the learner-centred approach to education already implemented as part of the reform process at lower levels." (Namibia. Ministry of Education Sport and Culture 1998, p. 6).

I kindly therefore, request your good office to allow me to use your school as my research site for the research project. Attached please find the proof of permission to conduct the research in Oshana Educational Region, granted by both the office of the Permanent Secretary as well as the office of Oshana Regional Director of Education.

I will need to observe one/two selected Grade 11 Oshindonga language teachers, three lessons from each, and evaluate their learners' work, teachers' schemes of work, daily preparations as well as interviewing that/those two selected teachers. Interview sessions will be conducted through the medium of Oshindonga language and a tape recorder will be used. An audio visual will be used during the lesson observations only. I am expected to complete this data not later than the end of May 2008.

The school and participants will be assured of confidentiality and anonymity in the final research report, and will be invited to proofread drafts of the report to ensure that details are accurately recorded and reported as were issued. A time table for class visits with dates and times of visits will be provided.

Should you have any queries about this request, please contact me at 081 288 7485 / 081 299 4769 or 065 – 23 0345.

Yours Sincerely

.....
Christofina N. Mbangula (Mrs.)

APPENDIX H: CONSENT FORM SIGNED BY SCHOOL PRINCIPALS

Consent form for School Principal (s) & SGB Chairperson

Christofina Nalweendo Mbangula is hereby given permission to use ...as the research site for the research report she is required to write for the completion of her Master's degree. I understand that data for analysis will be collected from observations and evaluation of teachers' schemes of work, daily preparations learners' work and interviews with selected teachers and that information from these may be used in the final report. I have been assured that my school and my teachers will have anonymity in that report.

Principal's signature.....Date.....

SGB Chairperson's signature.....Date.....

APPENDIX I: LETTER TO THE INSPECTOR OF EDUCATION

11 May 2008

The Inspector of Education
Oshakati Circuit
OSHAKATI

Dear Mr. Bezuidenhout

Subject: Research to be conducted at...and...school

I have registered as a part-time student for a Master's degree in Education (General Education Theory and Practice) at Rhodes University-RSA. To qualify for my Master's degree, I am required to write a research report on a topic that is linked to an aspect of the work undertaken in the coursework component of the Master's programme. The goal of my research is to investigate 3 selected Grade 11 Oshindonga language teachers' understanding and implementation of the learner-centred education in Oshana region at classroom levels. As it is required that "implementation of the Namibian Senior Secondary Curriculum will build on and continue with the learner-centred approach to education already implemented as part of the reform process at lower levels." (Namibia. Ministry of Education Sport and Culture 1998, p. 6).

I kindly therefore, request your good office to allow me to use your schools as my research site for the research project. Attached please find the proof of permission to conduct the research in Oshana Educational Region, granted by both the office of the Permanent Secretary as well as the office of Oshana Regional Director of Education.

I will need to observe three selected Grade 11 Oshindonga language teachers, three lessons from each, and evaluate their learners' work, teachers' schemes of work, daily preparations as well as interviewing those two selected teachers. Interview sessions will be conducted through the medium of Oshindonga language and a tape recorder will be used. An audio visual will be used during the lesson observations only. I am expected to complete this data not later than the end of May 2008.

The schools and participants will be assured of confidentiality and anonymity in the final research report, and will be invited to proofread drafts of the report to ensure that details are accurately recorded and reported as were issued. A time table for class visits with dates and times of visits will be provided.

Should you have any queries about this request, please contact me at 081 288 7485 / 081 299 4769 or 065 – 23 0345

Yours Sincerely

.....
Christofina N. Mbangula (Mrs.)

APPENDIX J: LETTER TO THE PARTICIPATING TEACHERS

OSHAKATI
4 May 2005

Dear Colleague

I am registered as a part-time student for a Master's degree in Education (General Education Theory and Practice) with the Education Department at Rhodes University, Grahamstown-RSA. To qualify for my Master's degree, I am required to write a research report on a topic that is linked to an aspect of the work undertaken in the course work component of the Master's programme I have chosen to focus on Grade11 Oshindonga teachers' understanding and implementation of learner-centered education adopted in Namibia.

I kindly therefore request your co-operation and assistance as Oshindonga Grade11 teacher to be one of the participants in my research project. I will need to observe three of your lessons, evaluate your learners' work, daily preparations as well as interviewing you. Interview sessions will be conducted through the medium of Oshindonga Language and a tape recorder will be used while an audio-visual will be used during the lesson observations only. I am expected to complete this data not later than end of May 2008.

Participation in this research project is completely voluntary and there will be no negative consequences if you choose not to participate in my research project. If you agree to participate, you may drop out at any point without any penalty. In addition to myself, my supervisor Ms Ursula van Harmelen will be the only person with access to information collected in this project. The names of people and recognizable locations in the study will be changed in the written report to protect your identity. A report of the project's results will be available at the end of the study. I don't believe there are any risks associated with participation in this study. No really names or identifying information will appear in any reports of this research. You will be assured of confidential and anonymity in the final research report and you will be invited to proofread draft of the report to assured that details are accurately recorded and reported as were issued.

A time table for class visits and interview sessions will be provided.

Should you have any concerns or questions at any point, you can contact me at 0812994769/0812887485 or 065-230345 (w).

Kindly sign the attached consent form if you are willing to assist me with my research.

Yours sincerely

.....
Christofina N. Mbangula

APPENDIX K: CONSENT FORM SIGNED BY THE PARTICIPATING TEACHERS

I hereby agree to participate in classroom observations and interviews with Christofina Nalweendo Mbangula. I understand that she will be enquiring about my understanding and implementation of learner-centered education adopted in Namibia and gain insight into the teaching approaches I use to enhance learners' learning in Grade 11 classrooms.

Signed.....

Date.....

**APPENDIX L1: SEMI-STRUCTURED INTERVIEW SCHEDULE:
(EDUCATION OFFICER)**

DATE.....**TIME**.....

Topic:

Investigating Grade 11 Oshindonga teachers' understanding and implementation of the learner-centered approach adopted in Namibia. A case study.

Background information:

All your answers will be utilized anonymously in the research. However, provide me with some personal data that could help me with analysis.

Gender:

What kind of teacher education programme did you experience?

In your teacher training was teaching language included?

If it is yes, which in language were your trained to teach and when was the training took place?

When did you start teaching and which subject?

In which Grade you started teaching?

1. As an education officer responsible for Oshindonga language in Namibia, what do you understand by the concept “learner-centered education” adopted in Namibia?

.....
.....

2. Have you undergone any teaching and learning training course on LCE?

.....
.....

3. How do you expect teachers to implement the LCE in the First Language Oshindonga Grade 11 classroom?

-
-
4. As an education officer how do you see the difference between teacher-centered and learner-centered approach?

-
-
5. Which type of strategies do you see teachers should make use in teaching and learning the first Language Oshindonga in LCE classroom and why?

-
-
6. How do you understand continuous assessment in the First Language Oshindonga Grade 11?

-
-
7. What problems/challenges did you see teachers encounter in teaching First Language Oshindonga in LCE classroom?

.....

.....

**APPENDIX L2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT-
EDUCATION OFFICER (JOSEPH), ENGLISH TRANSLATION**

- O1:** What kind of teacher education programme did you experience?
- O2:** Diploma in Education Secondary as well as a Certificate in Primary Education
- R3:** In your professional training as a teacher did they also include the teaching of language?
- O4:** Yes, it was included.
- R5:** Which language perhaps and when were you were trained?
- O6:** Language training covered areas such as speaking, listening, writing and aspects of literature, whereas the training was acquired at around 1994 and 1995.
- R7:** Was the training conducted in English or African language?
- O8:** By then we were taught in Oshindonga
- R9:** When did you start teaching and where?
- O10:** I started teaching at the then Kasita Secondary School (not real name) in 1997, currently known as Paulus Secondary School (not real name).
- R11:** Which subject were you teaching and in which Grade?
- O12:** By then I taught English in Grades 11 and 12
- R13:** Let us now start with the first question. As an education officer responsible for Namibian languages, what are your viewpoints on learner-centered approach?
- O14:** As the name implies, I feel learners must be given a chance to express themselves in the guidance of the teacher. It, however, calls for the teacher to prepare sufficiently and to have adequate information for proper facilitation through harnessing of learners' previous knowledge and the content of the lesson topic at hand, for good comprehension and results.
- R15:** From where do learners get their previous knowledge?
- O16:** They might have learnt it from previous Grade or from their surroundings. Also, it could be from the media or from the resourceful materials they read.

- R17:** Besides guiding learners and facilitating the learning process, what would you say are other responsibilities of the teacher?
- O18:** Maintaining order in class as well as catering for the varying needs of learners-both gifted and less gifted one to ensure that the lesson objectives are ultimately achieved.
- R19:** In your opinion, how can a teacher better assist the learners in those varied learning styles you mentioned earlier?
- O20:** The teacher can assist them in different ways, depending on their differing learning abilities. It can be by giving tasks such as assignments to learners and the level of their performance will indicate the level and form of assistance they require to fully master the lesson content. It will also enable the teacher to devise and use different teaching methods aimed at achieving the lesson objectives. Extra and remedial classes can then be contemplated, and thus, implemented.
- R21:** You have referred to the tasks and responsibilities of the teacher in the learner-centered approach, will you also do the same on the side of learners.
- O22:** Learners tasks in attending to their responsibilities, they have to continuously research for more information to which the teacher will add or, where necessary, correct. To excel, learners need to research and work in discussion groups with their mates.
- R23:** You alluded to a learner having a responsibility. Whose task is it to give responsibilities to learners and who should teach them that?
- O24:** Teachers must give tasks and responsibilities to learners. Learners must also make it a point to attend to their tasks. Parents should also have a stake in ensuring that their children attend to their tasks for improving performances in class.
- R25:** You said learners should share ideas and opinions. How can this be achieved?
- O26:** Team work will help them, both in pairs or large groups, working like project members each contributing and assessing themselves for better understanding.
- R27:** During learners' interaction in groups, what will be the responsibility of the teacher?
- O28:** Facilitating should be a resource to groups.
- R29:** If the learners' findings are not appropriate, what should the teacher do?
- O30:** This is when the teacher's presence becomes more vital in guiding, probing and promoting learners to a correct outcome.
- R31:** Onto the second question. Were you as a teacher-cum education officer given training on the learner-centered approach?

- O32:** There was a one week workshop here for all education officers with various presentations, explaining the origin of the approach (which was said to be the constructionism theory). That was four to five years ago. Thereafter, they introduced a booklet on learner-centered approach which...
- R33:** Alright. In your view, what necessitated the holding of the workshop?
- O34:** In the past, we had a teacher-centered approach. When the new approach was brought into the fore, it arose the need to train officers in the new approach as that when they prepare to study materials as well as book written they are in line with the new approach.
- R35:** What exactly were you doing in that workshop?
- O36:** We were put in groups, deliberating different teaching methods, thereafter, a repertoire will make the group's presentations and others will also commend on your findings. Finally, a facilitator will make a rounding of the different findings.
- R37:** Have you benefited from that workshop, in your view?
If yes, how have you?
- O38:** I benefited because it outlined the differences between the old and the new approaches and how the two can be used to complement each other in balancing the delivery of education successfully.
- R39:** Sir, you alluded to the old and new approaches. In your view, is there a difference between these two approaches?
- O40:** Differences are in preparations, i.e teacher and learners' preparations differ based on tasks and roles. The old approaches, the teacher's preparation was peripheral compared to the new one. The new approach calls for detailed research on the day is lesson topic for efficient learning outcome.
- R41:** You referred to the resources to be used for preparation in the new approach. According to you which one are more appropriate for usage in Grade 11?
- O42:** Right. Books are important. It is imperative that each person has a book. However, they are not always enough, thus necessitating the use of other sources such as internet where available, for more detailed information. Resource persons can also be consulted as well as the media will out compliment.
- R43:** As an educational officer, how do you intend to assist teachers' especially with the use of newspapers?
- O44:** Teachers need to be assisted as is done in workshops, by analysing the content regarding aspects of speaking or listening, such as the xenophobia attack on foreigners in South Africa, has many aspects that can be deliberated on pertaining to language. As of listening, videos and TVs can be used to analyse the situation. Another aspect

with considering is on the environment, regarding the causes of the attacks, poverty and population size which led to insufficient availability of social amenities to all. It is evident, teachers can use many methods to analyse one issue which includes many more other aspects.

- R45:** Regarding resources such as print media as you referred to them; is there no shortcoming which may impair proper language uses?
- O46:** There are shortcomings because on a closer look print media do use inferior language standard at times. Teachers can then be watchdogs in the language use and advice accordingly for improved language use.
- R47:** Taking you back a little about the learner centered approach. How should teachers implement the approach?
- O48:** Teachers can do so by preparing adequately but because of uncertainties surrounding the effective implementation, you may find that they may not be properly using it, mainly subjecting learners to group discussions without periodic visitation and guidance by the teacher. By so doing, the teacher will not know what is happening in the respective groups. So, teachers need to plan these lessons properly and learners' tasks and roles will outline to them. Prior preparations of teaching aids needed for the lesson should also be made.
- R49:** In the event of insufficient materials in school such as books what advice would you give to Grade 11 Oshindonga teachers to achieve most of their objectives with the limited resources they have, if resources are not enough for each and every learner?
- O50:** Teachers can summarise the important learning aspects and emphasise them to this learners. By so doing in language it helps them to advance, where available hand-outs may also be given to learners.
- R51:** You mentioned one important aspect of selecting more vital learning content to be emphasised to learners. What do you mean by this, sir?
- O52:** Important such as correct language use, word separation in continuous writing. That is where emphasis should be given, stating, for example the following four or five aspects are very, very important language usage, punctuations, etc.
- R53:** In Grades 11 if a learner is able to write a good composition in Oshindonga. Which skills should a learner have to achieve this?
- O54:** Skills such as the types and sections of a composition, i.e. the introduction, the content and the conclusion. The level of language use in the composition including proverbs will all indicate the extent of goodness of the composition.
- R55:** What is the (position) learning objective of the syllabus in the writing of compositions?

- O56:** It aims that a learner knows and acquire the competencies needed which he/she will be able to use long after they have left school in drafting speeches or writing articles with well articulated ideas.
- R57:** Well, we were talking about compositions. From which areas or sections do learners in Grade 11 write compositions?
- O58:** Normally, examiners look at the syllabus requirements, which require the inclusion of general aspects from environment, health and technology. It is from these areas that question will be derived.
- R59:** Onto the sixth question. How do you view continuous assessment in Oshindonga as a first language in Grade 11 in the learner-centered approach?
- O60:** This refers to the continuous assessment of learners throughout the year to determine their performance and identify the areas where improvement is sought. It is the barometer which teachers and parents can use to monitor the learners' progress.
- R61:** When a person is referred to have knowledge and understanding the language, what competencies must they possess?
- O62:** By writing well, talking in a logical flow based on the presentation, ability to analyse literature, are some of those competencies. Also, reading and commenting on what they read properly constitutes such competencies
- R63:** Besides all the competencies you mentioned how do we call those areas in a language?
- O64:** Different from English, they are referred to as sections of a language as stated in the syllabus
- R65:** Does the syllabus spells out how the language should be taught?
- O66:** The syllabus points out the competencies to be acquired by learners through different plays, games, drama, or traditional courts. The teachers use different methods in determining the level of acquisition of the skills which are not part of the syllabus.
- R67:** Without the teaching methods outlined in the syllabus, how should teaching be carried to achieve those skills/ competencies in your view, sir?
- O68:** They can be acquired by following the common scheme of work of all language teachers which spells out the termly learning activities. However, teachers are still at liberty to different ways in the absence of the regional/ cluster scheme of work.
- R69:** You indicated that those language skills must be taught altogether, what do you mean by that? Well, each teaching (way) method has a specific name, is there probably a specific name for this method or how is it known?

- O70:** If there is a specific name, perhaps, I am not aware of it, however, I sometimes hear people talking of intergrated teaching. I am only aware of that one.
- R71:** In your opinion, which methods of continuous assessment should teachers use in Grade 11?
- O72:** Well, in the existing assessmet I think that...
- R73:** Alright, we ended at that question about what method of continuous assessment will be suitable for use by teachers in Grade 11.
- O74:** Ok. There are two methods. One the teacher determines self when is the appropriate time to assess learners. Another method is by giving them a test or examination to determine their progress. So there are two methods.
- R75:** About the teacher determining self the appropriate assessment time, what really do you mean sir?
- O76:** By that I mean the teacher is not bound to any time factor. He/she decides on what and how to test the learners to determine the level of their understanding either individually or collectively. The teacher is at liberty to decide on the assessment, such as whether the learner(s) know how to analyze what they were taught or not.
- R77:** In your view, is there space for continuous assessment in a teacher's lessons?
- O78:** Yes, there is because as it was alluded to earlier the teacher is at liberty to decide when and how to assess learners.
- R79:** In which way perhaps is the teacher to assess the learners.
- O80:** In a way he/she can ask learners, i.e asking questions or giving them homework / exercises and see how the outcome looks like.
- R81:** You referred to the outcome of learner's work does the teacher need to take note recording marks obtained or not?
- O82:** It is indeed needed proper recording of marks will determine the level of understanding of learners.
- R83:** Mh let me take you aback for a while. So what is the objective of continuous assessment, whom is intended to benefit and how?
- O84:** Continuous assessment is benefiting both the teacher and learners in exposing the level of understanding in learners and the depth or content of teaching material the teacher needs to add to attain the intended level of achievement.
- R85:** What really is meant by continuous assessment in Grade 11?

- O86:** It is meant to test and determine if the learner is meeting the required competencies to qualify him/her to move on to Grade 12 and required competencies as specified in the syllabus.
- R87:** Well, so what then is continuous assessment in Grade 11?
- O88:** It is the preparation and prerequisite to excel in Grade 11 and be ready for Grade 12
- R89:** Is there any relationship between formal continuous assessment and examination, perhaps?
- O90:** Did you say relationship or differences?
- R91:** Yes, relationship!
- O92:** Well, there is relationship because with continuous assessment (CA) you are preparing learners for the examination and the acquisition of desired competency levels as indicated in the syllabus. So the relationship is there.
- R93:** How is the learner being prepared?
- O94:** The learner is being prepared in all spheres of the language.
- R95:** Right, what does Grade 11 exams help learners in and what type of information do they give to learners
- O96:** They are very helpful in disseminating information into learners.
- R97:** Well, we are still on Grade 11 exams' importance. How do they help in disseminating information in those schools?
- O98:** They help learners in exposing their areas of difficulty in different aspects of the language so as to better be helped by the teacher. It helps in exposing specific areas where assistance is sought. It helps the teachers to be of best assistance to the learners throughout up to Grade 12.
- R99:** As an officer how do you assist your teachers teaching the language, what type of advice do you give when pertaining to learners' assessment in preparation for examinations, both mid-year and end-year? What do they really need to assess?
- O100:** I as much as I am concerned teachers need to have a comprehensive understanding of the requirements of the syllabus regarding competencies to be acquired. Those who fail to read the syllabus will end up doing mistakes in their vocation and this cripples the learners' level of attainment.
- R101:** Again, as an officer how best do you think teachers can be assisted in reading and teach according to the syllabus?

- O102:** Teachers must have copies of the syllabus in their subject files. Also HODs must always supervise and ensure that teachers are doing the right thing in their preparations and should be themselves familiar with the syllabus to be for great assistance. Once teachers are aware of what is expected from them and their supervisors are assisting them, then they will have no major problems.
- R103:** How will it be determined that the HOD language is doing his/her job properly for teachers to master the syllabus?
- O104:** This can be achieved through a good working relation with the principal who should supervise the HODs' work and ensure that syllabus uses are being properly interpreted and implemented. Also, subject advisors are unable to cover all schools, so with a proper school supervisor modality in place, this will be achieved.
- R105:** Sir, may, I ask you again how do you view feedback?
- O106:** Feedback given by whom, for example?
- R107:** Right we have referred to learners being assessed in various aspects, earlier. So, I feel that after the examination, and then feedback is needed.
- O108:** To me feedback is the stage which gives an opportunity to reflect on the outcome of both learners and teachers. They reflect on their achievements and shortcomings and plot the way forward for better and improved future results. Feedback is also a good opportunity for teachers, learners and parents to interact.
- R109:** When assisting our teachers, do you probably tell them types of feedback methods they should use?
- O110:** Of particular importance that feedback should be in a written form to avoid extinction and for it to remain vivid in the user's memory for long. For example, if the learner does not know how to write a proper composition, one can always refer back to the written feedback for correctional use.
- R111:** Where should it be written?
- O112:** It can be in the learner's book or where books are not enough there can be one filed feedback book in the school.
- R113:** Can it be written in learners' (exercise) book?
- O114:** Yes it can be, but learners do lost their books time and again. So it will be wise to have it written somewhere else, just in case.
- R115:** Besides written feedback is there any other form of feedback?
- O116:** Yes, it can be given in a different form, in groups or an outsider can be invited to be a quest/advising speaker who will then talk about aspects of feedback.

- R117:** In your various visits at schools in the region have you encountered one or more schools where teachers implement/use the feedback method?
- O118:** What I saw is marking mainly writing but I have not encountered any different form of feedback giving different from what we have discussed already or it is perhaps because I was not at all schools as yet.
- R119:** So, if the teacher gives feedback say about improper writing, how will that help the learner improve?
- O120:** It will help the learner to improve as there will be specific instructions on areas where improvement is sought.
- R121:** Yes, sir lastly, as an education officer, what challenges or problems have you encountered facing Grade 11 teachers of Oshindonga as a first language?
- O122:** We can look at the challenges of textbooks and one is about different levels of teachers' training, limited sources and learners' level of understanding. For example you find learners coming from lower Grades to enter upper Grades without knowledge and understanding of the areas they supposed to be taught from lower Grades. In Grade 11 there is not enough time to start from scratch. Also, learners are at different levels of understanding so there is not enough time to prepare them for Grade 12. Specific challenges need specific solutions and there are always limited resources or nothing at all, e.g lack of internet services for networking among and between schools.
- R123:** You have talked about the learners who are coming to Grade 11 without enough competencies, why do you think it is a challenge for learners from the lower Grades coming to senior Grades?
- O124:** It is a challenge because the blame will be put on the last person, like for example how learners can have completed with Grade 12 and yet cannot write a composition, when the learner enters the university or job he/she will encounter problems that will only fail money will be wasted. In most cases learners do not respect their mother tongue instead English is seen as superior to.
- R125:** What is the advice are you giving to the Grade 11 Oshindonga teachers to help learners to cope with the situation they are facing?
- O126:** I would like to advise the teachers to give extra lessons in some given days during holidays, these are the only opportunity we have left with to help out learners.
- R127:** How do the other challenges should be solved like those of not enough textbooks that you have mentioned earlier?
- O128:** Looking at the problems of books, this must be the responsibility of the schools and parents to hold fundraising funds this will help. It is clear that there is no money; this is the only way that will help the schools. Sometimes the government can be blamed. You may find out that orders were placed but nothing would be sent at schools. Books

are really helpful in case a teacher did not turn to school learners can go ahead with their books. One problem is of sharing books.

R129: Yeah, is there anything still you want to share with me?

O130: Not that much, may be sometimes need to be done about the Oshindonga language as there are many things not included for example dictionary in African languages. There are people like Tate Amakali and others have just abruptly ended up there then from there nothing happened which is the indication of discontinuity of the language. Something must be done we cannot just keep quite like that. Even if we see that books are expensive, we may try out the computers. Once it is installed may be it will be also cheaper. Teachers need also to be encouraged to be initiative for other alternatives.

R131: Yeah let me thank you very much for our conversation more especially I let you in a short notice. Thank you a lot for having used your time.

O132: Thanks a lot Madam.

**APPENDIX M1: SEMI-STRUCTURED INTERVIEW SCHEDULE
(PARTICIPATING TEACHERS)**

DATE.....TIME.....

Topic

Investigating Grade 11 Oshindonga teachers’ understanding and implementation of the learner-centered approach adopted in Namibia. A case study.

Background information

All your answers will be utilized anonymously in the research. However, provide me with some personal data that could help me with analysis.

Gender

What kind of teacher education programme did you experience?

When did you start teaching?

In which Grade you start teaching?

Which Grade did you start teaching and from when?

How long have you been teaching First Language Oshindonga in Grade 11?

1. What do you understand by the concept “learner-centered education”?

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2. Have you undergone any teaching and learning training course on LCE?

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3. How do you implement the LCE in the First Language Oshindonga Grade 11 classroom?

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4. As a Grade 11 First Language Oshindonga teacher, how do you see the difference between teacher-centered and learner-centered approach in the teaching and learning the First Language Oshindonga classroom?

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5. Which type of strategies do you use in teaching and learning the First Language Oshindonga LCE classroom and why?

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6. How do you understand continuous assessment in the First Language Oshindonga Grade 11?

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.....

7. What problems/challenges did you encounter in teaching First Language Oshindonga in LCE classroom?

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APPENDIX M2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT- TERIA, ENGLISH TRANSLATION

- R1:** Let me thank you Ms. for availing yourself foviev. I have seven questions. We will start with the information. The topic is to interview on your understanding and implementation of learner-centered education.
- R2:** All your answers will be utilized anonymously in the research report. However, provide me with some personal data that could help me wih analysis.
- R3:** Can you please tell me where you received your teacher training education?
- T4:** Thank you for the question, I did my Teacher Diploma in Ongwediva College, I studied languages, English and Oshindonga. I went to further my studies with University of Namibia where I completed a Diploma in African Languages (DEAL) I studied Oshindonga only.
- R5:** When did you start working as a teacher?
- T6:** I started working as teacher in 2000.
- R7:** Which Grade did you teach when you started?
- T8:** I started teaching Grade 3 for two years and I moved to teach from Grade 5 up to Grade seven where I was teaching English. Later I started teaching Grade 9 to Grade 12 and that is where I am teaching Oshindonga now.
- R9:** Mh, Oh lets go move on to the next question how do you understand learner- centered education where the leaner play a role?
- T10:** Learner-centered approach gives a leaner a chance to participate in all lessons, not for the teacher only to say something. A learner and the teacher have equal opportunities or let me say the learner needs to play a big role than the teacher. A learner is expected to say more with the help from the teacher. She/he has to bring up ideas. This approach expects the child to bring ideas and knowledge to classroom so that when the teacher comes to class she will not just start teaching. The teacher is expected to find out what the learner knows and how much. This approach calls for learners to sit in groups and share ideas with the teacher.
- R11:** Ok, what do you really mean by learners to bring ideas and knowledge to classroom?
- T12:** I mean that the learner has some knowledge even though it is not real the teacher expects. Let's say the teacher when teaching language she teaches through different contents e.g. culture, so the child knows something from home this child will bring more information about culture than the teacher.

- R13:** Where does the learner get this knowledge?
- T14:** When we are talking about topics e.g. culture, a learner should have something to say about culture because everybody has a culture. The learner has something that she learnt from parents or from newspapers, radio or TV. You can pick up knowledge from anywhere.
- R15:** Ok, can you please tell me why this approach is being well?
- T16:** Yes, this approach in Namibia is considered as the way in which the learners will have freedom to learn because if the learner always depends at the teacher giving information, she will not be used to give ideas. His/her thinking might be undeveloped but if all learners discuss in class and share ideas they will learn something from others. If the learner did not get a chance to talk, what they were supposed to contribute will not be heard by all in class.
- R17:** Mh, what is your responsibility or role as a teacher when teaching through learner-centered approach?
- T18:** Ok, my role as a teacher in a learner- centered approach is to facilitate because if I gave an activity to the learners I will not give them answers, I am just to help them getting answer and information and show them how to get these answer. I am not going to give them answer; they have to think so that they will be able to think for themselves in future.
- R19:** I don't know real if you touched on the role of the learners, so when you are play a role as a facilitator, what will be the learners doing?
- T20:** As learners, they should have a responsibility, that when they come to school, they come to learn, to be responsible for his learning not to wait for the teacher to force him to learn. Learners are expected to learn, to have a will to learn. If there is no will then it will be difficult for the learner to pay attention. A learner should know what she is suppose to do at school, what to know and should have a will to learn. Not to wait for the teacher to tell them to study every day. They have a responsibility to search for information and learn a lot from that practice.
- R21:** Apart from searching for information can you please give me another example of what the learner is expected to do?
- T21:** Let me say for example when learners are given a task, they should not wait to be told that they will write a test next day for them to learn. Every time they receive new information, she/he should go through given work on her/his own. Where they do not understand they are expected to go to the teacher and ask for more explanation or help. They should not wait for the teacher to come and ask them where they do not understand. When they in class and the teacher did not come for the lesson, they are not suppose to be happy and go to playing, a responsible learner will go the teacher to find out why the teacher did not come to class, it is their responsibility, they should also have a responsibility to seek for the teacher's help when they experienced

difficulties for them to be able to be helped. You will see that this learner has a will to learn and are motivated to keep his learning going on.

R23: Do learners need to be reminded or how will they know what to do?

T24: It does not mean in learner-centered approach is only the learner who plays a role, there are many people involved, there are parents, teachers, community, so they have to take responsibilities from parents who train the child, because learning goes hand in hand with behaviours. As a learner she/he should have good behaviours, responsibilities to perform and not to depend on the teacher everyday. A teacher should work together with other people involved to make sure that the learner knows his/her responsibilities if they are used to take responsibilities, before they are young, they will be good learners and the teaching and learning of learner-centered approach means that.

R25: How will the parents and community members know the needs of learners?

T26: Learner-centered approach call for parents and teachers to communicate regularly to identify and discuss the needs of the learner at school. A parent will know about the learners' needs from the teacher if there are community member who wants to help the school, they will know what to help with from teacher. Teacher will be able to give information about the learner's need e.g. business people can help with certain needs and parents can work together with parents, e.g. to invite other stakeholders for meetings. They can also find out what the teachers need. Even though we say it, is a learner-centered approach, there are many people involved in this teaching and learning approach.

R27: Ok, let's move to the second question, did you receive any training or information on how to implement this learner - centered approach?

T28: Yes, we received training.

R29: How did you receive this training, who gave it to you and when?

T30: We did receive training from Ongwediva College of Education, we real received training. There is a subject called Education Theory and Practice where we were trained how to implement a learner-centered approach in a specific subject, when we go for workshops that is the main topic of discussions for the teachers to know how to implement a learner-centered approach.

R31: How do you get this training? What do you discuss?

T32: Ok, as I mentioned before that we have a subject called Education Theory and Practice, we teach different subjects, we have people of different abilities so a learner-centered approach looks at all these people, those who are below average, we are trained in all those areas, how to curry it out to include all learners, not to leave some out or to go fast to accommodate gifted learners.

- R33:** How do you teach learners with different abilities?
- T34:** We were trained that if you have learners with different abilities, a gifted learner should be given certain task that will be able to keep him/her busy. If you give the same task as to the class, gifted learners will finish fast and give the answer before others are done. To the same pace, you give him/her extra task while others are busy. If you did not do that you will disadvantage those who are slow.
- R35:** Do you think the workshop and trainings you received helped you?
- T36:** Yes they did, if I can remember what we were taught, those things were not addressed, and I can tell that now I am teaching them as it should be. Before teacher comes to class with a book and start reading, ask the class to continue tomorrow and comes in class and go on talking, reading and we don't understand what she/he is saying, you continue until the book is finished. This approach is real helping, the child has freedom, this approach adapts the constitution of Namibia where we have democracy, it emphasizes for the child to have democracy. In the past the learners do not have a say during the lessons. I think this approach is real helping.
- R37:** How do you implement democracy in your class?
- T38:** When I go to class I do not just start to teach, but I give an example. In our Namibian education we do not have enough books for learners. Learners are sharing books e.g. 5 or 2 learners per one book. It is not easy to tell learners that on Friday you will have a test. Learners may ask you to postpone the test to the next Wednesday because they have to share books, so in this way you give a learner a chance for a say and you can decide together. You can tell the learner that because you brought good ideas, we can change the date to next Wednesday. So democracy is exercised in class.
- R39:** Uhm, Ok, let's go to third question. How do you use learner-centered approach during Oshindonga lessons in Grade 11?
- T40:** I implement this approach in different ways. I can give learners an activity to do in groups of three or four or I give them work in pairs. Sometimes they work individual and tell them to exchange answer sheets to see how others did the activity. Sometimes I give different work to different groups. They will discuss and report to the class what they discussed. In this way I gave a chance to the learners to do their own work and teach other on what they find out about that topic. They can discuss in class or go out and look for information; they are still saying something in class.
- R41:** Why do you have to put them in different groups e.g. in pairs, groups of two or three?
- T42:** The purpose to put learners in groups is something we were trained on. We have learners with different abilities, talented ones and those who are not talented in academic activities. We have to accept this in education, some learners are prefer to study on their own and other like to discuss, some learners understand when they are discussing in groups. To accommodate all these learners you have to alternate methods of teaching. Today is groups work tomorrow pairs and next individual.

- R43:** How can you tell how learners prefer to learn e.g. in groups, individual or pairs?
- T44:** Some learners do not say anything in class, but there are those that can tell you what they like. Some learners can tell when you give them an individual activity they do not look happy and from that you can tell which learners like individual activity and which one like group work. That how I group them so that they can benefit from what others are saying, not only to hear from the teacher every time.
- R45:** Which methods did you notice more effective than other?
- T46:** All the methods have advantages and disadvantages, but the one I see as effective is group work. A learner who does not understand will get information from others by helping each other. If you use one method every day, it is not going to help the learners. It is better to alternate as all learners have their strengths and weaknesses.
- R47:** How do you know which learner is participating and which one does not participate?
- T48:** As I said before that I gave group work, the teacher's role is to walk around and see how learners are caring out the task. You will pick up the discussions and notice who does participate and who does not. Sometimes you will notice that only this learner is speaking and telling others what to write and sometimes, they tell me that this one is not doing anything. I will then tell them to take turn to contribute to group work. They also have to take turns in writing and reporting.
- R49:** How do you award marks in groups?
- T50:** I look at how they present and how useful is their information, did they add extra information or how well everybody understand. If I marking books, then I look at what she/he has written.
- R51:** My question was about how do you give marks to people in the same group?
- T52:** Ooh, ok, every group member gets the same mark because they all contributed to the group work.
- R53:** Uhm, at the beginning you mentioned that learners have to give feedback to the class from their groups' discussions, why do they have to do that?
- T54:** Learners have to give feedback to be able to see if they did their work, to give information that others do not have and also to see where they need help. When they are reporting to class, I have to listen and not commend, after everybody is done is when I point out what was supposed to be done. They will then see where they were correct and where they went wrong.
- R55:** Is it the teacher only to give answers or learners also can do?

- T56:** As I said learners gives reports to the class; first they give answers to the teachers. The teacher commends on the answer from learners, make correction where needed. The teacher will not tell a learner that you are wrong straitforward she/he will correct and commend on correct answers the learners will then find out where she/he was wrong. The teacher does this together with learners.
- R57:** What is the role of the other groups?
- T58:** I said I will do it together with learners, we give answers together to see how the answer is suppose to be, but it says learners-centered approach they (learners) have to say something first.
- R59:** How do you give group work, do you give the same topic or how do you do it?
- T60:** Sometimes they give answer in their books, giving answers individual, sometimes I give group work. If I teaching literature, I will ask one group to look for a theme, another for a conflict so that is how I give group work. Each group looks for its own information.
- R61:** I did not get you well when you said groups are more effective, why are they more effective?
- T62:** I said the effective way is group work I am saying that because sometime you do not understand the topic and you do not know what to do, that is how it is with learners. When they discuss, they start to think and share ideas. Other can help you and you can think clearly about things you did not think of before.
- R63:** Ok, let's go to the fourth question, as teacher of First Oshindonga language in Grade 11, what difference did you notice between learners-centered approach and a teacher – centered approach?
- T64:** Ok, Mh, there are differences as I mentioned, before learners have no say in the lesson, they do not have democracy, the teacher has to say everything. Learners should take their book sit still shouldn't talk or make any noise. If you want to ask, not always you are given a chance to do so. When you ask if they understand, they will say yes or they will say no questions. When you give them a test, they will fail. The new approach teaches learners to ask where they do not understand. I think this one is different. It is helping learners sit in groups and share ideas.
- R65:** Mh, how does it happen for a learner to be taught but do not understand?
- T67:** Yes, Oo, It happens for a learner not to understand as I said that some people are talented and some are not. Sometimes it's a problem in a learner's life, because some will manage if there are no problems. If there are problems learners will not listen in class. We all experience the same when we have problems we do not concentrate. An orphan child will also lose interest in learning, she/he is thinking about things she/he needs and will not listen in class.

- R68:** Mh, as a teacher how does you helps these learners with problems?
- T69:** We are trained in all this to use learners-centered approach. A teacher should know that there are learners with difficulties. In the past if a learner is sleep in class; the teacher will beat him/her without knowing that may be there is a problem for the child to sleep. With this new approach I can talk to the child to pay attention during lessons. I can call the child to talk to her/him in a good manner, if I can help because sometimes we have learners that go to the councellors but teachers picked it up. This helped a lot at learners.
- R70:** Apart from the differences you mentioned, are there other differences between the new approach and the old one?
- T71:** Yeah, lesson preparation is different in the new approach. In the past at the beginning of the lesson, the teacher tells you to take your book and read from a certain pages. Now you don't take books at first but you have to ask learners questions, so that you can find out their knowledge for you to know where to start. And which activities to give, If you have prepared the lesson, you can change it after finding out what the learners know, you can find out what they don't know and you have to do that before you move on to the next topic. This was not done in the past, the teacher continues and sometimes learners did not understand.
- R72:** Mh! Is that the only different you notice during introduction or is there any other difference?
- T73:** Yes, during the lesson as I said learners can sit in groups and discuss, in the past this was not done. They did not have democracy. Now they sit in groups and they make decisions together with the teacher. At the end of the lesson, learners are given homework. People use to use prescribed textbooks only, but now you can use everything, especially if you teach languages. It can be a magazine or newspaper and you use that for the lesson. Now a learner takes points from other to get pass marks. These points are added together with examination mark. In the past only the examination results counts. Now they are tested throughout the year. In Grade 11 results are not used for anything, it is used to know where a learner has problems.
- R74:** You said class mark are not used for something in Grade 11, what do you mean by this?
- T75:** I mean that even though at the end of the year in Grade 11, these marks are not used at the end of the year do test, projects year, they have to write examination. It is not like in other Grades where the other activities. All those marks will be added together with exam results to see how the learners performed throughout the year. She/he needs help and how the teacher can help.
- R76:** Mh apart from finding out where the child needs help, how else does it help?
- T77:** A leaner will know where to make changes/adjustments and the teacher will find out if the method used is effective or not. If learners fail to understand, then the teacher can look at method used and she/he can use a different method.

- R78:** Let's say in Grade 11, learners write examinations, what information do results give?
- T79:** It gives information to the learners to know how much she/he knows, it also gives information to the teacher to make decision regarding the child if the child go to the next Grade or not. It gives a clear picture to all people involved in education e.g. Inspector and to Director to see which level is education to see if child is ready for Grade 12.
- R80:** When you are testing for improvement, what methods do you use?
- T81:** What improvement?
- R82:** When you testing for progress, what method do you use?
- T83:** Yes, when we are testing languages knowledge of reading and writing speaking and listening. When I am testing then I include all skills.
- R84:** What is knowledge real?
- T85:** When we talk of knowledge we mean knowledge of reading, speaking. We look at how a person can speak adding few things to make the speech interesting, using idioms and metaphors, what is the knowledge we look at how much knowledge the person have in speaking, to help him/her where she/he does not have knowledge for him/her to improve.
- R86:** If the learner has, can she/he use proverbs or which knowledge SHE/HE demonstrates?
- T87:** She/he can only do that if the has knowledge, including reading, writing, speaking, but when the teacher is teaching she/he has to include something different. She/he can not teach those skills alone.
- R88:** How do you teach language skills?
- T89:** Language skills are not suppose to be taught in isolation, if you are teaching, speaking, the learners should learn something from that lesson to help him/her in life e.g. you can give a topic on how to prevent HIV/AIDS infection, they are learning how to protect themselves from the disease.
- R90:** Mh we are still at knowledge testing at Grade 11 level, there is continuous assessment, and what do you exactly do what do you assess?
- T91:** Continuous assessment in Grade 11 is just to see if the learner is on the right track and also for the learnerto see where she/he is. Also for the parents to know where their child is it's for them to take actions together with the teacher. The teacher will also know where to focus and where to change for them to improve. If you gave a task and many learners are failed including the talented one, you can tell that it is your fault and have to improve or change.

- R92:** We have skills that need to be developed in line with the syllabus; there are skills to be addressed in languages, which ones?
- T93:** Yes, we have speaking skills we look at this in languages only. We teach how to speak for the learners to be able to speak different topics from different languages. In languages the learners is trained how to speak and use this in other subjects. If the child does not know how to read, she/he will not be able to do other tasks. They take reading skills from language because that is where those skills are.
- R94:** How does speaking skills help learners?
- T95:** Yes, let's say in future the learners will be somebody in the nation who gives speeches in front of crowds. If the learners is trained well language, she/he can speak in any language, what language to use, which words to use, this learners has skills already.
- R96:** Mh, ok, let's go to the fifth question. What teaching aids do you use during teaching and learning process; let's say in learner-centered classroom?
- T97:** I use posters, handouts or any information from somewhere, you put it on a paper and give it to learners, newspapers like New Era, all these can be used during a language lesson.
- R98:** Why do you think the aids you mentioned are appropriate in a learner-centered education?
- T99:** They are appropriate, e.g. in newspapers there are everyday news. The learner will also learn something from that story. I want learners to have knowledge, not like in the past. Skills cannot be taught in isolation; they have to get something from the story.
- R100:** Mh, who has a responsibility to get these teaching aids?
- T101:** A learner can also bring a newspaper as long as you told them to look for it about a certain topic, they will bring it, and the teacher can also bring aids, so they can all bring newspapers to be used in the lesson.
- R102:** Apart from the aids you mentioned, what about the chalk board?
- T103:** What about the chalk board?
- R104:** How do you use it?
- R105:** Ok, I can write on board when I am speaking with the purpose that if the learner did not get what the teacher said, she/he see what the teacher mean. They will also know how the word is spelled.
- R106:** Mh, ok, let's go to the sixth question, what problems did your experience when implementing this approach?

T107: Learners do not like to work in groups, even if you try to make them understand, some keep quiet, they do not participate and do not contribute, some there is a possibility that they do not understand, you try to explain for them to understand. I also give them a chance to choose what to do.

R108: Mh, how do you know that all learners are taking part when they are in groups?

T109: It is not easy to see if everybody is taking part, but you go from group to group, to see who is participating and who is not.

R110: How do you assess their progress when they are in groups?

T111: It is not easy to assess every learner in a group but, you look at what the group did and you give a group mark.

R112: Ok, I thank you for your participation in this interview and also for you time. Thank you very much and God must bless you.

R113: Thank you very much!

APPENDIX M3: STIMULATED RECALL INTERVIEW-TERIA: ENGLISH VERSION, FIRST LESSON

- R1:** These questions are based on your first lesson that you taught on the 27th March 2008. Some of the class learners did not have chairs and then you told them to go and search for chairs. The question is then what will be done on them if they have found you already started with the teaching?
- T2:** If they go and search for chairs and found the teacher already started with the teaching, then it is the teacher's fault because the teacher was supposed to wait for those learners to return and then get started. It is just that some learners if you say they must go and search for chairs then like some I have noticed well that if they go and search for chairs they will take long time and if you wait for them, it will be just time wasting and the time is going and that's how a teacher will lose such precious time for teaching.
- R3:** When you have given your learners some tasks to do either as individuals or in groups, why do you ask them to read out loud their answers during the lesson with the feedback they brought along why do you do that?
- T4:** Mh, in the lesson I always asked them to read aloud but not always some times the teacher himself/she is the one who assessed it but now I made them read simply because I want to hear from them. The original intention was that to put it on paper then each learner will report on it themselves.
- R5:** Mh! Ok! What happens to those who did not get the opportunity to report back in the lesson? How do you deal with those learners?
- T6:** As groups or as individuals?
- R7:** Either in certain groups or individuals, because if they may not do it all together for instance the same time. How do you deal with all of them?
- T8:** Yeah, such as that lesson?
- R9:** How does that work is being assessed?
- T10:** Ok! Like that lesson where you find learners doing their lesson tasks in groups, we started with it earlier however there are some groups that were left out on reporting and that's why we use continued with the lesson.
- R11:** Ok, that's to say, I mean does giving feedback answers during the lesson of any benefit?
- T12:** Yes indeed! it got benefits because when a learner is giving feedback to the fellow learners, others are learning out something however if you give task and then mark it

as a teacher, the other learners will not know and learn because if every learner is playing a role in the lesson giving out answers aloud which can be heard by every learner that make it possible for them to learn out something from that respond. If there is a mistake they will have also learn something that the fellow learner, for examples or who does not know or does know. Even when the learner is going to write the examination they will recall that, Mh! the answer to the question or feedback was given by who because they will note the respond especially when it is spoken and this method of noting through spoken word a learner will not forget that note easily and thus in most times learners always learn and note when in such instances.

R13: Mh! When do you find out that each learner has done their given tasks or has not done such given task?

T14: Aa, sometimes it is possible to fail finding out learners who have not done their given tasks, however sometimes you send out task at individual level, even now I told them to submit their task books in groups however should bring along their given tasks books. However, I may give them some more tasks work that they can work on individually which I will mark and assess as a teacher.

Sometimes I walk along the class marking and assessing them in the class, if a teacher did not assess and mark them, he/she has failed that way. Walking around the class to find out wether there are some who have not done their given tasks, if you seriously look at their work you will find out some learners who failed to do their work.

R15: Mh! When you walk around looking at their work what do you aim to find out?

T16: It is just to find out those who have worked and those who have not done and those who have failed to do their work and also to see how you can render assistance to learners.

R17: Why do you give them homework to be done at home where there are no teachers?

T18: Sometimes when giving them homework tasks it is really because of time because if you give all the tasks during the lesson the time frame will be very short that is why it is fine they should do the work as homework tasks but not always, there are some tasks where I always dicide that should be class work because sometimes you find the work just done by their fellow learners on behalf or even other non-schooling people in their family members.

R19: Mh,! On observation and analysis, the whole time I have been in your class, most of my time, if the respond to the question is given by one of the learners you always repeat it and do explanation again why do you do that practice?

T20: Yes! Indeed! I always repeat it and explain a bit because I always add up more explanatory points to confirm and consolidate it to show that the given respond is correct. This is because there are some possibility that some learners are giving too many responds, and thus it is not proper to directly tell a learner that she/he is wrong and that is why at the end always give the correct answer and the learners would

themselves sense out whose respond among all those given by various learners is correct. It is not right to directly state that the learners' respond is wrong, however these wrong answers learners will find it out themselves and that's why it is my aim always to repeat it in the respond so many as possible times.

R21: Why it is not needed to indicate that a learner's response is wrong?

T22: If I start that you (a learner) is wrong then you are discouraging a learner, he/she will not always feel free to give his/her view point and respond in subject activities.

R23: Is the learner not wrong? to be honest?

T24: A learner can be wrong, but it is not needed and appropriate to directly and openly tell the learner that she/he is wrong specifically because in the first instance. I am destroying the learner's courage trying giving responds to the questions and even in future to encourage the learner by thanking him or her. "thank you for the repond" and let's her/him another respond from someone else and in that way you have encouraged such learner and even tomorrow this learner will try to give his/her respond to the question.

R25: Mh! So it means there are then some answers that are always wrong and the correct ones? Ok, apart from the explanation method during the lesson, do you use other different method of explaining?

T26: It is possible then to give them some certain information where learners could self reading through written instructions either on chalkboard or on a single paper that copied onto the chalkboard.

R27: But you as a teacher you, are you the sole person reponsible with the correction of assessment and evaluation?

T28: Mh, do, but sometime I can use a certain learner when you for instance that, that specific learner have given correct answers for instance when you have given tasks, then you can use such a learner to give correct answers to the rest of the class.

R29: Mh! When you look back at what you were teaching that concept "tension" do you think your learners have really understood that?

T30: There are some who have really understood, but there are some who are having difficulty in failing to understand it (the concept).

R31: Why may be those learners fail to undertand it?

T32: May be the word is new to their vocabulary or what to say because I have taught about it many times, but most of them they don't understand it easily only some of them do understand it.

- R33:** Oh! It is about that new concept to the learners and they (concept) have to be taught. What will you try to do in order for the learners to make them understand the words?
- T34:** I will have to always try by all means to explain to them till they fully understand them.
- R35:** In which methodology you will explain those words?
- T36:** This can be done by giving more examples, then in that way learners would be able to understand those new words by given examples, then they could understand this or that example, like the word “tension” we cannot even specifically explain and translate the word in its own context that being used it in the sentence, because not all of the learners can explain the word on their own but, can give a sentence example using that word to demonstrate the meaning of understanding the word, he or she only starts by giving one sentence example and this indicates that the learner do understand even she/he failed to give exact explanation which she could not give smoothly.
- R37:** Where do you get the entire example?
- T38:** I could obtain extract from the prescribed textbook and I can even use othe examples that are not extracted from the prescribed textbook.
- R39:** Mh! I observed most of the time when learners were giving explanations they were always reading aloud from their exercise books, why do learners read aloud from their books?
- T40:** They do read aloud from their exercise books because they don’t know the idea themselves that is why they always try to refer reading aloud what they were given by the teacher in order to remember and read, but, if you ask a learner to explain by him/herself a word he/she always fail to explain that they are only able to give more examples without reading.
- R41:** Why maybe learners are not able to explain by themselves?
- T42:** The language wealth is not in possession of many learners, specifically the vocabulary, our learners lack a lot of language vocabulary.
- R43:** Were they given words explanation before?
- R44:** Yes! It was done for them.
- R45:** But the learner him/herself is unable to explain the word?
- T46:** Mh! It is the possession of language vocabulary that is downing on the arrival of English, such as if you ask them in English if a learner is listening attentively then he/herself can explain the word but currently nowadays our learners are experiencing difficulty lack of knowledge in their own first languages.

- R47:** Mh! It is going to be like that or will you find out one different way of teaching and learning methodology?
- T48:** I fully need to have focus an concentration but it does not mean a teacher alone but parents too do need to be talked to that they should give their encouragement to their children to do more reading pieces in Oshiwambo and not only in English and they will enrich themselves with vocabulary of their first language. If a learner likes read a lot she/he will gain more language skills but if a person don't read written words in the language, he/she will not gain and enrich him/her with the first language vocabulary easily.
- R49:** Ok! Yes really, most of the time towards the end of the lesson you were always give learners opportunity to ask questions at that stage? Why do you invite them to ask questions?
- T50:** I always give the learners the opportunity to ask questions simply because I want to find out if there is someone who has not clearly understood before I could have proceeded with the next topic learners could have that chance to ask. It is good to give chance for that moment when they could remember something.
- R51:** Apart from not having understood very well is there any other pending issue?
- T52:** Mh! It is possible for a learner to ask a question then, if the other one who feel some have not understood could learn something from the question asked by a fellow learner. But the learner has felt that she/he understood but when a question was posed by a fellow learner then he/she will learn out something from the posed question.
- R53:** Mh! I did also notice many times that when you gave a learner opportunity for questioning asking, they always responded saying there is no question and then are you peacefully assured that the learners do understand or why do may they always say there is no question?
- T54:** Sometimes our learners do say there is no question but if you ask them a question, they don't answer it as required. Just as I have said ealier to you previously, when learners said no question but when I asked a learner to explain for us she/he completely failed to give that explanation.
- R55:** Mh! Ok, tension concept? What does it really mean?
- T56:** Tension simply means that sometimes when for instance studying a certain topic or watching a film or listening to a story then the person who is either watching or listening would then develop concern thoughts as to what will happen next after something happened and these thoughts do develop as a result of a certain event that sometimes is frightening and thus concept "tension" then simply refers as a certain someone did something then what really will then happen if you are watching a film or reading a story you will continue in order to know wether did a character has fired a gun or not then a reader would always have that will of knowing what really happen next.

- R57:** Apart from giving examples from books or in films are there other examples from our daily real life situations about tension?
- T58:** Yes, there are many examples especially in our home events of such nature do appear for examples we do have learners coming from home with so many serious problems.
- R59:** If you use it daily such the tension, will it help learners understand the concept better?
- T60:** Which concept?
- R61:** If there was no any other situation that can be used prior to the practical usage of the concept tension of which would demonstrate the meaning of the word?
- T62:** Any other word which may be can be used instead of tension?
- R63:** Or may be the concept is very difficult?
- T64:** Because, it is a state of frightening that every person possess but I don't know how to explain the word because, each person do try to explain but I don't think that there is a straight forward word to be used I really don't know or may be I have forgotten such as word.
- R65:** Uhm! At the end of the lesson you wrote about lesson evaluation, what does lesson evaluation means?
- T66:** Mh?
- R67:** At the end of your lesson preparations you wrote the word evaluation.
- T68:** Is it on what I wrote at the lesson paper itself?
- R69:** Yes, indeed!
- T70:** Is it about how a lesson was?
- R71:** Yes!
- T72:** Ok! It means that I have to reflect on how my lesson has progressed including the learners and a teacher as well plus all the other lesson activities carried out.
- R73:** Who really normally do evaluate the lesson?
- T74:** It is a teacher him/herself.
- R75:** When and how do you do that?
- T76:** I always do that at the end of the lesson.

- R77:** Why do you have to do that lesson evaluation?
- T78:** I always do it with the aim that learners and I to know where there is a need for change either on the teaching or the learning methodology.
- R79:** Do the learners also need to bring a change during the course of each lesson?
- T80:** Is it about a learner giving suggestions and evaluation as to how the lesson was presented?
- R81:** Yes, that's it.
- T82:** Yes, it is needed sometimes, but it is time consuming but I can give such opportunity for instance I can give a very long topic and then give out pieces of papers to the learners themselves to evaluate how the lesson was, but it do waste time because, were are you going to use it? Time is very scarce.
- R83:** It may be if you gave them certain task is it possible to give them that opportunity to evaluate themselves on the given assessment?
- R84:** Yes, because if you give learners some tasks that are not that much difficult then I can tell learners to swop their books later I would remark all the books to see how their marking was done.
- R85:** Mh, Let us proceed with the next question that I, also noticed learners are always speaking during the lesson which is not appropriate, as they are disturbing the lesson preventing it to continue smoothly. Why do you think learners are doing that?
- R86:** My analysis especially in Oshindonga lessons I think that learners do come to the lessons of which they do because they don't have otherwise but do not need it and are fully of disrespect of it. Learners think they don't have anything to gain in Oshindonga language, however based on the research I carried out among teachers and learners it is done with a certain aim because there are learners who are very much unruly with no discipline at all. Learner comes from different household situations and upbringing and when they met others at school there is an expectation of such frequent speaking happen during the lesson, but I do try with whatever method to stop it.
- R87:** Does that mean the upbringing of a learner at home is possible to have influence of whatever nature in a lesson?
- T88:** Yes, it does bring in something in the lesson.
- R89:** You have a proof of the cause of this problem where does it come from and how it begins?
- T90:** I can remember I was doing my research on my studies and I investigated the choosen topic titled "learner's behaviours and conduct in our school". Then later I discovered that from many responds that learner's behaviours and conduct have changed a lot in a

negative way because learners or children are watching films movies that are not suitable for their ages whether how young a child is, they have watched them already. When also as parents, do not know what to talk about at children, everything parents are just talking about and still us parents in our houses we only left children alone while parents are at cucashops. Even when children commits some mistakes then there is no any correctional advice from a parent on how things are done and what not to be done. That is when you find all these situations cause truly proper speaking, child upbringing is lacking in our houses, such a learner would only adapt to the behaviours of other learners'. Especially children from urban towns and cities they lack discipline because they feel have right to freedom something they learnt from watching movies and films.

R91: Who are the most especially noise makers you have noticed so far?

R92: Yes, I have really noticed who are they?

R93: Mh! Ok! Why there are sometimes when you are teaching but they can be silent?

T94: Aha! It is true, but they are not just silent, not at all. Learners would never stay without saying anything in the class. Most of the time learners do talk only about private matters then you have to continue with one noisy learner culprit keeping standing and that is the only way to proceed because if you let such a learner to sit, the time you are going to give class work such a learner would not do anything and I don't know where the problem or mistake is, but when really looking at it critically it is the way of upbringing being brought up.

R95: Apart from making him to stand for the rest of the lesson so to say what attempts have you tried in bringing up some changes?

T96: Yes, I have tried by talking to them which I did so many times, so far and thus when you came that previous time, it was better in listening as the learners have changed for the better. That is because I were always talking to them of which even are three I can possibly summon them and ask them if they have noticed their mistake during the lesson which have a possibility for those learner sometime to speak out that they do have noticed a mistake they always do during the lesson. But why do you always do that at the end you find them apologise baging for forgiveness and promising that they would not do it again. They would always deny it that they would not do it again then I always tell them to seriously concentrate at their education. We are there for education which should not be forgotten at all; it should always be like that and then when I would come tommorrow they have changed, but after few days then there is a need of talking to such a learner again.

R97: Mh! How do they perform in their classwork?

T98: Yes! As you can recall the one other boy who was doing some funny stuff, if you give him some writing task then even to write about him self he does not know and do at all. He is to experience difficulty to understand the language and grammar badly but

himself when I did some research the house where he is living; the home language is Portugues and not Oshiwambo it seems.

R99: Mh! Ok! It is possible sometimes you are asking but learners did not respond and you gave the response by yourself why do respond it yourself?

T100: I am compelled by that situation to say, of learners may be they don't understand the question and thus I cannot just ask and they remain without responding to it.

R101: After all, how long do you do give that respond?

T102: Is it after I have asked the question?

R103: Yes, please!

T104: There are times I can ask a question but, I would not give the respond but towards the end I have the possibility to give that respond even it was not related to the lesson. Even if I will give homework task I will only bring up such a task for learners to go and do that because they don't have the answer of the question for such moment I have realised that they should go and found the answer for me.

R105: Do they bring the answer you sent then?

T106: Mhh, if you gave them some learners do bring the response but not all of them because there is a possibility such learners from urban areas will only come telling you what ever from his/her heart that my caretaker told me that. You could really see that what he/she say is not true at all.

R107: Mh! Ok! There are times even when a learner is giving the answer may not really the one that you expected then others start laughingbut you always warn and silence them, why do you silence them?

T108: That is because I cannot allow them to laugh at other learners. If I allow that practice then now everyone will have that fear that if she/he gave the wrong answer fellow learners will laugh, but if I prohibit laughing then they will have that confident that they will not be laughed at and in that way I have encouraged other learners to speak out but if I allow laughing I will not get those response and even a learner who was trying giving the answer will not try again because is afraid of being laughed at!

R109: May be why a learner is giving an answer that is said to be wrong?

T110: It is because we human being we don't think the same, everyone will have his/her own thoughts.

R111: Ok, on many accassions you do speak out the word, you are writing on the chalkboard, when do you that or why do you do that?

T112: Sometimes the aim to do that, you will mention the word but a learner does not know how the word is spelt out you have to write it on the chalkboard that will help a learner learn how it is written and spelled.

R113: Mh! I do also notice that they raised their hands when eager to give the answer or to say something out, there is time you were asking “Shalala” (not real name) to answer the question without raised his hands.

T114: Yes, they didn’t.

R115: Why then?

T116: We do have learners with different characters and attitudes, there may be a learner who appears to be before being mentioned then he will not say anything and it seems like that those who don’t mention anything is locked out of lesson activities and in that situation they will not think of anything during the lesson. If you ask them randomly every one will always be prepared to say the answer so, learners will notice that it is possible for them, therefore I have to give chances to even there learners who don’t raise their hands to say something too!

R117: Mh, why do you want all learners to say something?

T118: It is because, I want to know and assure that how deep or low all the learners to understand and also to participate in the learning centered process activity. I always try to bring all learners participation in the lesson even if I would not manage to mention everyone.

R119: Ok! Do you remember you were talking about the narrator/or story teller to the story based on a literature it was about different of views for instance first-person point of view, limited third-person point of view etc. what does it mean; limited third-person point of view?

T120: Ok! It means that narrator of the story’s aims is to narrate even about a certain person, only about one person, let’s say “Kamonde” even there are other people’s names featuring when narrating to them about Kamonde’s story, or Kamonde told the story characters such as Tomas and others will feature through on how the story about Kamonde and those other actors have only knew the statement/the story about Kamonde.

R121: Does that mean that there are among the characters there are some too well known?

T122: Yes!

R123: They are known when have done what?

T124: They do have their own different featuring characteristics and roles but to know their roles in the story it is linked to the others’ role. Other characters are known through the main character of the story.

- R125:** Those other characters (actors) who it is said known through the other characters what does that really mean?
- T126:** It means that the characters (actors) you know, there is the main character (actor) in the narrated story, there may be then author have used the main character then there is another person (character) who is narrating story. The author has just written but there was a narrator narrating that there were characters who and who doing what but the main character or actors is not really the one narrating saying she/he said but this actor/character is the one bringing in his fellows that is to say through the main character (actor).
- R127:** Can it happen that just in one novel there may be only one type of the narrator or is it possible for it to contain different types of narrators/point of views?
- T128:** There is a possibility for there to be a novel with different point of views because there is a possibility of some characters to feature in speaking but could be like in a dialogue as it asking and responding to one another like in a drama type conversation.
- R129:** Give then even an example of a certain novel with different type narrators/points of views.
- T130:** Let's say for example the novel about the late Fillemon Elifas then there entered even Fillemon in coversation with his friend about the exodus of people leaving the country going into exile because of war apart from this the narrater was narrating but at that phase it came because it was a dialogue (conversation).
- R131:** Now, what it means, through what types of narrator/point of view?
- T132:** But really the novel itself does as contain a main character (actor) in whom the narrator has exposed/revealed whatever but there is also seen through.
- R133:** Ok, then thank so much.
- T134:** Thank you too!

APPENDIX N1: SEMI-STRUCTURED INTERVIEW SCHEDULE: OSHINDONGA VERSION

Esiku:**Ethimbo**.....

Oshipalanyolo: Okukonakona euvoko netulomiilonga lyomulandu omulongwa ta dhana onkandangala melongo, kaalongi yOshindonga Elaka lyOtango mOndondo onti-11 (NSSCO/H) moNamibia.

Omauyeleele kombinga yOmulongi

Omayamukulo goye agehe otaga ka longithwa meholamo molopota yomapekapeko ngaka kwatha ndje wow u pe ndje omauyeleele gopaumwene, oshoka otandi keg a longitha mokuvongokonona shoka sha monika po.

Uukashikekookantu: Omumeme

Owa mona omadheulo uunake ongomulongi?

.....
.....

Owa tameka okulonga uunake ongomulongi?

.....
.....

Owa tameka okulonga mOndondo ontingapi?

.....
.....

Oshindonga Elaka lyOtango owa tameka oku shi longa mOndondo ontimulongo onti-11?

.....
.....

1. Omulandu omulongwa ta dhana onkandangala melongo owu gu uvite ko ngiini?

.....
.....

2. Owa mona omayelithilo nomapukululo kombinga yomulandu gomulongwa ta dhana onkandangala melongo?

.....
.....

3. Omulandu gwomulongwa ta dhana onkandangala melongo, oho gu tula miilonga ngiini miilonga motundi yOshindonga Elaka lyOtango mOndondo onti-11 (NSSCO/H)?

.....
.....

4. Ongomulongi gwOshindonga Elaka lyOtango mOndondo onti-11, omayooloko ogeni wa mona mokutula miilonga omulandu gwomulongi ta dhana onkandangala nomulandu gwomulongwa ta dhana onkandangala melongo?

.....
.....

5. Oho longitha omikalo/iikwathitholongo dhini mokulonga motundi yOshindonga melongo lyomulongwa ta dhana onkandangala mOndondo onti-11?

.....
.....

6. Etalontseyo tali tsikile ou li uvite ko ngiini motundi yOshindonga Elaka lyOtango mOndondo onti-11?

.....
.....

7. Omashongo/omaupyakadhi ogeni wa tsakaneka mokutula miilonga omulandu omulongwa ta dhana onkandangala melongo, motundi yOshindonga Elaka lyOtango mOndondo onti-11?

.....
.....

APPENDIX N2: SEMI-STRUCTURED INTERVIEW SCHEDULE TRANSCRIPT- CHAINA: OSHINDONGA VERSION

- R1:** Nandi ku pandule meme kompito ndjika twa mono, otandi ku pandula sho wi iyamba opo wu longithe oshipambu shomethimbo lyoye opo wu kale wa kwatha ndje moshiikundwa shika tashi ka landula mpaka, oshipalanyolo sho shene oshi na ko nasha owala kutya, okukonaakona euveko netulomiilonga lyomulandu omulongwa ta dhana onkandangala melongo, kaalongi yOshindonga yElaka yOtango mOndondo ontimulongo noyotango ano momusindalongo ngono tagu ithanwa Namibia Senior Secondary Certificate Ondondo yopokati nondondo yopOmbanda (NSSCO/H) moNamibia. Omauyelele kombinga yomulongi, omayamukulo goye agehe otaga ka longithwa meholamo molopota yomapekaapeko ngaka, kwatha ndje woo wu pe ndje omauyelele gamwe ga nika paumwene oshoka otandi ke ga pumbwa mokuvongokonona shoka sha monika po.
Oo, meme owa mona omadheulo geni gomapayithano ongomulongi?
- T2:** Onda mona omadheulo gondondo yopevi nosho wo ondondo yopombanda.
- R3:** Mh! onda hala okupula kutya, uulongi wuni wa mona, sho to dheulwa ongomulongi
- T4:** Onda mona petameko, onda mono ngaa ngoka go.....
- R5:** Mh! momadheulo ngono wa dheulwa omwa li mwa kwatelwa mokulonga elaka?
- T6:** Eeno, otandi dhimbulukwa lela
- R7:** Nongele omwa li mwa kwatelwa edheulo mokulonga elaka, olini?
- T8:** Elaka olyo ngaa ndyoka lyOshindonga.
- R9:** Eewa, owa tameka okulonga uunake ongoomulongi?
- T10:** Onda tameka momumvo eyovi limwe nomilongo hetatu nahamano.
- R11:** Eewa, owa tameka okulonga mOndondo ontingapi?
- T12:** Onda tameka okulonga mOndondo ontine.
- R13:** Mh! Oshindonga elaka lyotango mOndondo ontimulongo noyotango, owe a tameka li longa uunake?
- T14:** MOndondo ontimulongo noyotango onda tameka ngaa lwopomumvo omayovi gaali, oshoka ngame mwene onda kala handi longo iilongwa yilwe yi ili ngaashi Ondjokonona nosho wo oReligious studies.

- R15:** Eewa meme, otatu tameke nepulo lyotango, epulo lyotango otali ti ngi. Omulandu nguno tagu ithanwa kutya, omulandu omulongwa ta dhana onkandangala melongo nenge ndi tye omulongwa ta kutha ombinga enene melongo owu gu uviteko ngiini?
- T16:** Iyaa, omulandu nguno ondi wete naanaa kutya ogo ngono omunona e na okukala oye ta kutha ombinga oyindji shi vulithe omulongi, unene mokupopya ondi wete kutya omulongwa okwa pumbwa okukala oye ta kutha ombinga oyindji shi vulithe omulongi.
- R17:** Mh! ngele oto popi omulongwa ta kutha ombinga oyindji, owa dhiladhila naanaa shike?
- T18:** Onda dhiladhila kutya omulongwa ando ota gandja omayiuvo ge naanaa ngaashi e uvite shi vulithe omulongi oye konyala ta gandja oshindji oshoka aalongwa ohaa kala ye na oshindji shono tu tye tashi kala oshipe nokuli nokomulongi ngele e shi holola.
- R19:** Mh! oshindji shono to popi meme oshiholelwa ongaashi naanaa shike?
- T20:** Oshindji shi nda dhilaadhila osho shono kutya, aalongwa ohashi shiwa taa gandja iiholelwa yimwe mbyono omuntu wa li nookuli nangoye inoo yi dhilaadhila nda dhini okutumbula omulongwa ote eta iinima oyindji yopethimbo lyawo, oshoka oye li nooyakwawo mokwiinyenga mpaka naampeyaka ota vulu okweeta oshindji shono kaashi li naanaa pepipi lyuukuluntu.
- R21:** Mh! natu tye nee melongo ndyono lyomulongwa ta dhana onkandangala, owa popi sha kombinga yomulongwa, owu uvite kutya oshinakugwanithwa shoye ongomulongi, oshini po mongulu mono tamu longitha elongo lyomulongwa ta dhana onkandangala melongo?
- T22:** Iyaa, ondi wete kutya osha pumbiwa omulongi e te ashike ehuku nenge tu tye ete etameko ye ompito te yi ethele omulongwa shi vulithe omulongi oye te eta ashiheshihe ye itaa gandja ompito komulongwa.
- R23:** Mh! omulongwa sho ta pewa ompito ota kala e li mewiliko lyalye?
- T24:** Iyaa, omulongi ando ota gandja ngaa ompito ye ta, kala ngaa nokwiinyenga mokati kaalongwa mono, ti inyenge mo ngaa ashike edhanonkandangala nali kale ngaa lyaalongwa. Nda dhini okutumbula nande okuli, taa pewa ngaa oshilongadhalwa yo taa vulu oku shi eta natango ye omulongi ta gwedha ko ashike kashona.
- R25:** Mh! omolwashike omulongi e na okugwedha ko?
- T26:** Iyaa, osha pumbiwa ngaa, oshoka ohashi shiwa pokuma pamwe opwe endeka ngaa, nenge opwa popiwa ngaa iihwiyuhwiyu ye omulongi te endukulula ngaa.
- R27:** Mh! Oo, meme natu ye kepulo etiyali: epulo otali ti kutya owa mona mbela omayelithilo nomapukululo kombinga yokutula miilonga omulandu ngono gomulongwa ta dhana onkandangala melongo?
- T28:** Iyaa, konyala oshi li ngaa, oshishona ngaa kashi shi naanaa oshindji osho owala omuntu twe ende ngaa to tungile ko unene sho melongo taku ti omulongwa na dhane

onkandangala ou wete ngaa kutya, melongo lyetu lyonale omulongi oye a kala ta dhana onkandangala ndele ngaashingeyi omuntu otwe ende ngaa tashi ya momadhilaadhilo kutya omulongwa oye na dhane onkandangala nomolwashono nandi mwe ethele ngaa ompito nonando edheulo ka li li naanaa lyi ihwa po kutya otatu she ende ngiini.

R29: Tashi ti ino mona nando ompito yomadheulo okuza mpano naampeyaka?

T30: Inandi mona naanaa.

R31: Ashike owa mona ngaa?

T32: Ashike onda mona, unene otandi shi popile kOndondo ontimulongo, kOndondo ontimulongo otandi shi popile oshoka onda mona po ngaa okawuyelele nande opo nda tameke.

R33: Iyaa, omapukululo ngono okwa li we ga mono uunake? Nongiini?

T34: Omapukululo ngono onde ga mono moomvula ngiika ashike mbali ike dha piti moshiputudhilo ngaa mono hamu dheulwa moshigongiilonga omo ngaa mo.

R35: Oo, naango a li e ge mu pa olye?

T36: Iyaa, aakwatelikomeho ngaa yelaka moshitopolwa shetu, oyo ngaa haye tu ithana omalufe ngaa nokutu pa uuyelele, ishewe otandi koneke aalongi ngele twa hwiwa ngawo aantu oye na oontseyo dha yooloka, mokati kaalongi ooyakwetu mono, omu na ngaa yamwe taa gandja omauyelele ko oko ngaa omuntu twe ende to tungile ho.

R37: Eewa, meme natu ye kepulo etitatu: epulo etitatu otali ti kutya omulandu omulongwa ta dhana onkandangala melongo oho gu tula ngiini miilonga, motundi yoye yOshindonga mOndondo ontimulongo noyotango?

T38: Iyaa, mootundi dhandje ondi na ngaa omikalo dha yooloka unene tashi yooloka payimpungu, ohashi shiwa tu kale tatu lesa nenge otaa popi, nenge otaa nyola nosho tuu, nomolwashono miimpungu ayihe mbino omulongi ohandi kambadhala opo omulongwa a kale e na mo oshitopolwa sha gwana okuninga sha.

R39: Kakele kiimpungu mbyo wa popi ope na ishewe iinima yimwe ino yi tumbula ho yi longitha mondondo ontimulongo noyotango?

T40: Iyaa, konyala okulesha nokunyola, okupopya konyala ayihe oya kwatathana ngaa.

R41: Mh! Natu tye nee ngashi mokulesha nokunyola oho longitha naanaa omikalo dhini? Nomolwashike ho dhi longithile?

T42: Iyaa, mokulesha nomokunyola ohandi longitha ngaa omikalo dha yooloka, ethimbo limwe otandi longitha okakwatamawi, mono nda kwata ewi lyandje mwene nda lesela aalongwa okahokololo kontumba ndele tandi ya lombwele ye ka pulakene yo

taya yamukula omapulo taga ka landula, tashi ti otaa pulakene e taa nyola nenge tandi ya ningile eyindjipaleko lyoombapila mono mu na okahokololo taa lesa yo taa yamukula omapulo ge li mo.

- R43:** Omolwashike wu uvite kutya okakwatamawi ota ka opalele mo melongo lyomulongwa ta dhana onkandangala?
- T44:** Ondi wete kutya okulongitha iikwathitholongo yi ili noyi ili oshinima oshiwana shi vulithe shaasiku oshipelende ngaa, omembo ngaa otashi eta okanona ka kale uunene ngaa ke na nga ethano epe, oke wete ngaa oshinima oshiye nota ka vulu okuhokwa okupulakena nokuyamukula.
- R45:** Iyaa, kakele nee komikalo dhono wa popi po, ope na ishewe dhimwe natango ho dhi longitha?
- T46:** Ee, ope na dhimwe oshoka ohashi vulika ndi kuthe okahokololo miifokundaneki, ohashi shiwa yamwe iifo ohaye yi uvu ashike ohashi kala nduno oshiwana opo wu ya etele ngaa momudhingoloko gwe ta vulu ngaa okulikola mo sha yo otaa vulu ishewe okumona kutya nani iifo ihayi leshwa ashike hwiya kokule ohayi vulu okuya mongulu yosikola.
- R47:** Mh! Omolwashike yi na okukala ihayi longithwa ashike mongulu yosikola ohayi longithwa nokondje?
- T48:** Iyaa, shino okweendela ngaa pamwe nethimbo a kale nga eshi kutya oonkundana nenge pamwe omahokololo otaga endele pamwe nethimbo nopondje ohagu uvika nomeni lyosikola na geye woo nenge taa lombwelwa kutya oshifo kehe tamu mono eteleleni kosikola yo taa mono nee kutya nani hamomambo ashike gosikola tamu vulu okuza oshilongwa, oshilongwa otashi vulu okuza apehe mpoka pe na sha tashi vulu okuleshwa.
- R49:** Mh! Omikalo adhihe ndhono ho longitha, oguni po wa mona hagu longo nawa? Nomolwashike to tile kutya ohagu longo nawa?
- R50:** Iyaa, konyala omukalo gokulongitha okakwatamawi nokulongitha iifokundaneki nenge uuhokololo ngaa tawu totwa komulongi ye mwene, omikalo lela omiwanawa nenge taa pewa ngaa yo yene ya vule okweeta sha oku shi tota po taa dhiladhila kuyo yene nasho ohashi ya nyanyudha.
- R51:** Mh! omolwashike wa mona hadhi longo nawa?
- T52:** Ondi wete kutya ohaa itula mo lela noonkondo okuyamukula omapulo nenge okutungila ko omapulo gawo ya hala okuuva oshindji.
- R53:** Owa tumbula ya hala okuuva oshindji, oshindji ongaashi shike?
- T54:** Oshindji ongaashi nande okuli moshifonkundana omwa popiwa sha shi na sha noompangu, oku li ngaa ihaa holoka moompangu, ndele sho taa lesa otaa vulu

okumona mo uyelele owundji nenge iiningwanima ya ningwa muuyuni yi ili noyi ili komavi gamwe gi ili otaa vulu okulikola uunongo tawu zi kokule taye wu lesha nomukalo gu li nga.

R55: Omolwashike ya pumbwa okukala ya mona uunongo?

T56: Oya pumbwa okukala ye na uunongo oshoka otaye wu longitha natango ngee miinyolwa yawo. Oshoka ngaashi momatotwahokololo ohaku tiwa naa nyole etotwahokololo taa longitha mo oowino ndhono a uva ngee miifonkundana nenge pamwe momambo gamwe ngo ga yooloka.

R57: Mh! nату ye kepulo etine: ongomulongi gOshindonga Elaka lyOtango mOndondo ontumulongo noyotango momusindalongo ngo gwaNamibia Senior Secondary Certificate mOndondo yOpokati noyOpombanda omayooloko ogeni wa mona mokutula miilonga omulandu omukulu ngono omulongi ta dhana onkandangala melongo naangu omupe gomulongwa ta dhana onkandangala?

T58: Omayooloko ogongano kutya uuna omulongi ta dhana onkandangala iha gandja we naanaa nenge tu tye iha gandja ompito kaalongwa ya vule okweeta sha ngaashi ye shi na, yo aalongwa oya thiminikwa mpono kutya naa taambe ashike shi tashi zi komulongi, omanga monkalo ndjino omulongi ote eta po paufupi ye omulongwa tashi ningi oshinima she okweeta po naanaa oshindji, unene sho aalongwa taa longwa muungundu otaa vulu okwiilonga sha oshindji mooyakwawo shono ya li kaye shi.

R59: Owa tumbula po aalongwa taa longo muungundu, uungundu oho wu longitha ngiini?

T60: Uungundu ohandi topola aalongwa ya kale ooyatano mokangundu kamwe opo ya vule okulongela kumwe mono handi ya hololele kutya ando naa hogolole gumwe ngono ta ningi hamushanga naangono ta kala omuwiliki ashike, omayiyuvo gawo agehe nomadhiladhilo gawo otaga taambiwa ko.

R61: Omolwashike ho ya topolele muungundu ooyatano?

T62: Iyaa, okutopola muungundu opo ya vule okuholola omayiyuvo gawo oshoka ohaa ka pewa ompito opo ya gandje naanaa eyamukulo ndyoka ya gongele mokangundu kehe taa pewa manga nenge to tameke ngaa shaampoka shampa owala kutya otaa vulu okwiilonga wo nomuungundu wulwe wooyakwawo nenge taa vulu okwoopaleka omapuko ga popiwa mooyakwawo, oshoka otaga popiwa naanaa ayehe yu uvite ko.

R63: Ngele to longekidha uungundu nenge to topola uungundu ohwi ikolele kushike?

T64: Iyaa, pakutopola uungundu kape na naanaa eyooloko ngeno kutiwe mbano oyo ya fa yu uvite ko kashona naa ikalele nenge mbano oyo ya fa haa dhiladhila kashona naa kale mpano aaye, ohaa wu topolwa ashike pamukalo ngono gwaantu ye li mongundu yimwe taa longele pamwe, ihandi tala kutya mbano ohaye endebele mokudhilaadhila nenge pamwe ongiini.

R65: Omolwashike ho hogolola okuya topola pamukalo ngono?

- T66:** Ondi wete kutya opo taa longele kumwe nawa naamba nee haa kala ya fa ye na ohoni kashona nenge aanyengwi otaa vulu okulongelakumwe nuupu.
- R67:** Eewa, kombinga yomulandu nee nguno omulongwa ta dhana onkandangala melongo, mokulongekidha oshileshwa aluhe, oshike naanaa sha tulwa komutima?
- T68:** Aluhe omulongi ngele ta longekidha oshilongwa oha tala naanaa kutya oshike shono ta pe aalongwa noshike shono a tegelela aalongwa ye ete po. Oshilongadhalwa shono taa ka longa motundi noshithigilwa shoka taa ka ninga konima yotundi.
- R69:** Ngele to longekidha iilongadhalwa oho tala kushike nenge oshike naanaa ho konaakona miilonga ya tya ngawo?
- T70:** Miilongodhalwa omulongi oha tala oowino ndhono ando omulongwa e na okukala a likola mo mwaashono a longwa, okwa pyokoka tuu mwaashono a pewa, mwaashono u ulukilwa, okwa tseye ngaa sha, opo wu tale naanaa ngele omulongwa owe mu pe tuu ontseyo yasha ta vulu natango oku yi ku galulila nenge pamwe ina uva ko natango ye omulongi te endulula mo.
- R71:** Eewa, natu ye kepulo etitano. Oho longitha iikwathitholongo yini, mokulonga nokwiilonga motundi yOshindonga mOndondo ontimulongo noyotango melongo lyomulongwa ta dhana onkandangala?
- T72:** Iikwathitholongo yo yene ongaashi ngaa yimwe nde yi tumbula, uukwatimawi mbono oombapila dhi indjipalekwa na ohapu kala woo omanyolwakalata ngono haga vulu ga kale ga nyolwa sha tashi tsilikwa koshipelende nenge ngaa omafano, ayihe mbyono otayi kwathele melongo nenge ngaashi ngaa nenge ongaashi omulongi ta longo nando omatseyitho gapaipindi, ota vulu okutuma aalongwa ndele taa ka gongela uupakete mbono wa li wa longithwa momagumbo mono, ngele woothewa, owomayi, uunima ngaa mbo nawo otawu vulu kulongithwa mongulu yoskola.
- R73:** Omolwashike ho yi longithile?
- T74:** Iyaa, yo yene ohayi eta ohokwe yokupulakena nokulandula, aluhe ngele taye yi tala ngawo otayi pendutha naanaa ohokwe shi vulithe shaasiku otaa lesa momambo naye etelwe woo ngaa iinima mbi tayi hili omeho gawo yo tayi ye etele ohokwe yokulandula.
- R75:** Oshiholelwa ngaashi nee oombapila dhi indjipalekwa uunake ho dhi longitha nomolwashike ho dhi longithile?
- T76:** Iyaa, oombapila dhi indjipalekwa uuna ngaa omuntu wa hala ya yamukule nando oomombapila owu na omapulo yo taa vulu nee okunyola mo yo taa lesa nee omayamukulo gawo mono uuna taa gandja oolopota dhawo.
- R77:** Sho wa tala okulongitha omafano motundi yomulongwa ta dhana onkandangala otashi opalele mo ngiini?
- T78:** Omafano ngono oshilongwa oshiwanaawalela kaalongwa, oshoka otaga hokitha unene otashi shiwa we ete po ashike efano nande limwe, ndele tamu li konaakona nawa

ndeke omulongwa kehe ota vulu okweeta po ehokololo pakutala ashike efano ndyo nenge omafano ngaa ogendji ga yooloka, ga yooloka ngaa nando okoshinima shimwe nda dhini kutumbula nando ongaashi efundja lya li ko, yo iifonkundana oyindji ye eta omafano goludhi ndono osha yela nale kutya otamu vulu okweeta omafano ogendji gamwe oge na uuwinayi, omapya ga halakana po nenge ga kungululwa po oondjila dha yonuka po naantu taa mono iihuna omanga gamwe oge na uuwanawa, uuwanawa ngaashi ngaa aantu ye etelwa oohi noontangu uuwanawa ngaa mboka otaa hupu tuu nawa nosho tuu.

R79: Olye e na oshinakugwanithwa shokweeta iikwathitholongo mbyono mongulu yoskola?

T80: Okweeta iikwathitholongo oshinima itatu ti naanaa oshomulongi oye awike, oshoka naalongwa ohaa vulu oku yi mona, nenge taye yi tumwa ashike, oto mono ike we etelwa naambi nookuli wa li inoo dhilaadhila omulongi nomulongwa oshinakugwanithwa shawo okweeta iikwathitholongo mbyono opo yi vule okulongithwa mongulu yoskola.

R81: Mh! otaye yi adha peni?

T82: Iikwathitholongo konyala oyi li ngaa momudhingoloko oshoka opu na ngaa aalongwa haa zi komagumbo, otaa vulu naanaa oku yi mona ngee nee miifonkundana nge nee ngashi twa ti opomagumbo mpono, okapakete kapu nee othewa ita ke ekelwahi otaka etwa ndee taka ningi oshilongitho nenge aalongwa yamwe oonkulungu otaa vulu okweetapo sha oshoka ngele okwa tiwa tu ningeni utale osha yela kutya otaa vulu okweeta po sha tashi ninga wala nande omongulu yoskola ndele tashi vulu okulongithwa.

R83: Eewa, natu ye mepulo etihamano. Epulo etihamano oli na sha netalontseyo, ano kutya etalontseyo oshike ano nana?

T84: Iyaa, etalontseyo ngaye mwene sho tandi dhilaadhila ondi wete ngaa kutya omulongi mpano oha tala nkene okanona ka taamba motundi, oku uvu ko ngiini kwaashono a longo ota pula okanona epulo lya zi mwaashono ka longwa, okutala ngaa ngele ota ka dhimbulukwa shono ka longwa, osho owala nde shi tala ko nga.

R85: Mh! ope na nee omaludhi getalontseyo, oto vulu okutumbulila ndje omaludhi nenge limwe ngaa ndyono lyoludhi lwetalontseyo?

T86: Iyaa, otashi shiwa omulongi ta pula omapulo kebulilela lyotundi hwiya a tale ngaa kutya okaana okuuvu ko ngiini nenge te ka pesha ke shi ninge oshihupilela a tale pethimbo ndyono ngele okuuvu ko.

R87: Mh! Iyaa, otu na etalontseyo tali tsikile, etalontseyo tali tsikile owu liuvite ko ngiini melaka lyOshindonga, mondondo ontimulongo noyotango melongo ndino lyomulongwa ta dhana onkandangala?

T88: Etalontseyo tali tsikile ondi wete kutya otali tsikile kotundi tayi landula ethimbo tali landula oshoka ngele okwa tala etalontseyo motundi ndjino yonena lyo ethimbo lya

puko, osha yela nale kutya methimbo tali ka landula mesiku tali ka landula epulo natango lya pamba oshilongwa shono ondi wete kutya etalontseyo tali tsikile.

R89: Mh! lyo elalakano lyetalontseyo ndyono tali tsikile lyo lyene olyashike?

T90: Iyaa, elalakano ondi wete kutya olyoku eta omulongwa a dhimbulukwe ngaa oshilongwa shi sha piti nenge okukwatakanitha oshilongwa sho sha landula naashoka pamwe ohashi shiwa natango otundi tayi tsikile nomolwaashono okukwatakanitha ngaa ootundi ndjino ya piti naandjoka yesiku lya landula.

R91: Mokupopya kwoye owa holola ngaa kutya etalontseyo tali tsikile oshitopolwa shokulonga nokwiilonga, oho longitha omikalo dhini mokukonakona aalongwa yoye lyetalontseyo tali tsikile mondondo ontimulongo noyotango!

T92: Omikalo odhindji ngaa, nda dhini ku tumbula ongaashi omayeletumbulo, omuntu owa li ngaa to longo omayeletumbulo, oto vulu okugandja oshitya shimwe shono to ti onda hala wu pe ndje eyeletumbulo kefatululo ndi nde ku pe, to gandja efatululo manga lyeyeletumbulo ngweye to tula po oshitya nduno shi wa hala shi kale meyeletumbulo ndi tali tungwa po ngawo oto tala okanona ngele ota ka dhimbulukwa.

R93: Omulongwa nee ngele ota vulu okulongitha eyeletumbulo ongele e na oowino dhini?

T94: Eyeletumbulo, konyala ongele we ya enditha po ngaa nawa, to ya yelithile ngaa kutya omayeletumbulo ongaashi ontumba, ongaashi ngeyi na uuna tatu longitheni nduno iinyolwa yetu tu ga longitheni opo twe eteni omulyo moshinyolwa shetweni ngweye to ya pe po ngaa iiholelwa yimwe mbi taa vulu okukala ya longitha.

R95: Oo, nomondondo ontimulongo noyotango, omu na etalontseyo tali tsikile lyowina oli na oshilonga shashike?

T96: Iyaa, etalontseyo tali tsikile lyowina ondi wete kutya olya pamba aalongwa mbono ya fa ya thigala kuyakwawo, wa mono ngaa uunkundi washa, ngele mokunyola ohali, talika ngaa kutya etalontseyo yowina talitsikile to li ningile owina uunene mbono wu wete ngaa kutya oya thigwa po kuyakwawo nomolwaasho owa hala ngaa ye endeke pamwe.

R97: Lyo ohali gandja nee uyelele wuni?

T98: Ohali gandja ngaa uyelele wa tsikila shoka mbuno wotango ngele owu wete ngaa tapu ya uunyengwi osha yela kutya oto gandja ngaa natango wumwe kwaambono, oshoka ihawu ka pamba wee ayehe.

R99: Ekwatathano olini li li pokati ketalontseyo lyowina nomakonaakono?

T100: Etalontseyo lyowina ondi wete kutya oha li ningwa ngaa pamukalo gwaloy gwiili ashike ekonaakono ohali kwatelema ayehe naambono ngaa ya pyokoka nawanawa naambono ngaa yak ala yafa taa thigala.

R101: Mh, ngele ototi kutya olya kwatelamo ayehe owa dhilaadhila naanaa shike?

- T102:** Onda dhilaadhila kutya ekonaakono ihali patele omuntu pondje, ndele otali kwatele mo ayehe, omanga etalontseyo lyowina konyala oho kala wa ndhindhilika mo mbono ya pumbwa natango ekwatho lya gwedhwa po ha ye shi ningilwa ngaa pethimbo lyawo li ili.
- R103:** Mokutala nee mokukonaakona ontseyo yaalongwa yoye mondondo ontimulongo noyotango melaka lyotango lyOshindonga oho longitha oshiyelekitho shini shetalontseyo?
- T104:** Iyaa, konyala ohandi kala ngaa ndi na omulandu ngono twe gu kutha momusindalongo ngele opakunyola natango ohatu tala ngaa kutya iitsa otatu gandja naanaa shi li ngiini tatu tala kelaka sho a nyola nokoshikalimo she nomokupopya osho wo otatu tala ngaa sho ta tumbula iitya nopamukalo ngoka ta popi.
- R105:** Oo, natu tye nee nando okuli kutya, onda hala nee okutya kutya etalontseyo lyo lyene tali tsikile oho li ningi uunake?
- T106:** Iyaa, etalontseyo tali tsikile konyala ihali ningwa naanaa olundji ohali ningwa ngaa nee omalupita uunene ngele owa konaakona ngaa kwaashi yi ilongo ndele osha fa sha thigala kashona nenge ohali ningwa oshike ngele otundi tayi ka tsikila inaayi hula pethimbo ndyono lya li po lyotango opo nee ho ke shi ninga natango.
- R107:** Oho ndhindhilike iitsa yetalontseyo, nongele oho yi ndhindhilike omolwashike?
- T108:** Ee, ngaye mwene ohandi ndhindhilike iitsa mbyono nelalakano okuyeleanitha ngaa kutya omulongwa mompito ndjino okwa li e shi enditha ngiini, okwa li ngaa e li pombanda te ende ta koloka te ya pevi nenge okwa tamekele pevi u uka pombanda shono ohashi kwathele omulongwa a vule okumona kutya aaye, nani mpano ota hwepopala okwa li ngaa a tameka pevi, ngaashingeyi oku uka piitsa yi li nawa.
- R109:** Kakele kokumona uunkundi momulongwa oto vulu woo okumona shike metalontseyo?
- T110:** Metalontseyo natango omulongi ota vulu okumona ngaa ngele okwa adha ngaa elalakano lye, oshoka uuna aalongwa ya piti niitsa yi li pombanda uunenene ota vulu ngaa a mone kutya pamwe okakonakono oka li kanathangwa nenge ya pita niitsa yi li pevi pamwe okweka kindjika uunene.
- R111:** Mh! ope na etalontseyo hakutiwa etalontseyo lyomokati komumvo melongo ngele ota tu vulu oku shi takuma ndyono haku tiwa “formative assessment,” ano omakonaakono ngono mondondo ontimulongo noyotango ohaga gandja uuyeleele wu ni nohaga kwathele shike?
- T112:** Iyaa, omakonaakono ngono gomokati komumvo ohaga gandja uuyeleele ashike omulongi a tale ngaa kutya sigo opompono aalongwa ye oye she enditha naanaa ngiini kombinga yeuvoko na aavali natango ohaa vulu oku ya ya tale kutya oyana oya ningi ngiini pethimbo olo tuu ndyo.

- R113:** Eewa, oshi na sha nee ngele to tala oontseyo dhaalongwa yoye oho gandja shono haku ti ofeedbeka, oho shi ningi nomikalo dhini?
- T114:** Ngele omuntu oto gandja nee oshizemo shono sha zi miilonga yaalongwa, ngaashi uunene momatotwahokololo pethimbo ndiya omulongi ta tala omatotwahokololo gaalongwa oha kala anyola pepeko ngaa lyongundu ndyo kutya mongundu muno onda mono mo aantu ya nyola ngeyi ya nyola ngeyi iitya ya shangelwa kumwe nenge ya topolwa inaashi pumbiwa yo oyo nee omulongi he ya nayo kongulu ethimbo lyosikola, ethimbo ndyo ta gandja iizemo ndele ta ti taleni osho hamu nyola ngiika hasho mu na okunyola omu na okunyola ngi ashi ti ethimbo ndyono omapuko te ga kutha mo mongulu ne ga ndhindhilike e ete ge eta hwiya sho aalongwa taa ningi eyopaleko oyo ihe iinima ta dhenge omuthindo mbyo.
- R115:** Oho shi ningi nomukalo gokupopya pakana nenge omomashangelo?
- T116:** Shono osha pumbiwalela shiya momushangelo koshipelende ayehe ye shiwete ethimbo olyo tuu ndyo, omu wete ko manga nookuli inoo ya pa iifo yawo, omu wete ko, omapuko ngano ogo hamu nyola nga taleni huka amuhe inashi pumbiwa we tu nyoleni ngiika tunyoleni ngeyi nokuza nee mpono otandi ke mu pa iifo yeni onda hala naanaa munongonone mo nawa natango, ngweye twe ende mo ngaa ne to tala iifo yawo sho ye yi na pomake gawo mpono, natango twe ende ngaa to yu ulukile kutya shino oto kala to ti ngi, oshoka konyala oyendji ihaa ningi omapuko ga faathana kehe gumwe oku na ngaa omapuko ge.
- R117:** Kombinga yoohandimwe nee sho nee haa ningi omapuko ga yoolokathana kombinga yoohandimwe oto mono ngiini kutya nguno oku na omapuko geni?
- T118:** Iyaa, kombinga yoohandimwe omuntu sho wa tala embo lye owa opaleka po nopena ontiligane owe mu pukululalela kutya shino ihashi tiwa ngeyi, shino ohashi tiwa ngeyi konyala omapuko nga hwe eta koshipelende oonga ngaa wu wete kutya oga ningwa kaantu oyendji, goohandimwe ohaga holoka ngaa poombapila dhawo kehe gumwe ta tala mo nee ta tala kutya okwa pukululwa ngiini oshoka okutendagula ashike ita mono kutya epuko oli li peni.
- R119:** Kakele koohandimwe, kutya kakele kokugandja eyamukulo owu na po natango omukalo guni ho gu longitha?
- T120:** Konyala ohashi shiwa omuntu wu mwi ithana ngaa ye mwene pethimbo lya shewa nenge opethimbo lyayakwawo ya zimbuka ngweye to mu enditha po oshoka owe mu koneke thiluthilu kutya nguno okwa pumbwa ekwatho lya shewa ngu eta mu endepo naye to mu ulukile po osha yela kutya otwe ende ngaa to mu tala natango ngele ota lundulula ye oku na ngaa okukala tango I ilonga.
- R121:** Owaa, omikalo ndhi ho longitha oguni po wu wete hagu longo nawa?
- T122:** Omukalo konyala ngu nda popi ohagu ya kwathele nuupu oshoka omapuko ngono wa mono mongundu oyo tuu ndjono oho ya nago ndele to ge eta koshipelende komeho gaantu yo ayehe taye ga tala pethimbo olyo tuu ndyono otaa vulu nee oku mona kutya

oo, nani shino hasho ngeyi, ano ookomenda dhomapuko ngono wa mono giitya inayi oopekwa nawa otayi etwa komeho gawo.

R123: Kakele nee kookweeta omapukululo ongweye awike hoshi ningi nenge ohashi ningwa woo nokaalongwa?

T124: Iyaa, ohashi vulika shiningwe nokongundu osho ka ohashi shiwa omulongi atothemo ngaa ontumafo yimwe, oshinyolwa shimwe shaa longwa teshi indipaleke sho tashi ya nee aalongwa ya pukululwe paungundi wawo. Sho sha pukululwa paungundi wawo taa pulwa nee kutya omulongwa oye tuu ngono, omwa mono mo omapuko geni omwe mu pa iitsa yi li ingapi yo ta ye ende nee taa yelekanitha aaye tse otwe mu pe ngapingapi dhokomilongo mbali, tse otwe mu pe mo shi thike peni aye, tu taleni omapuko ngo mwa mono mo aaye, ogonga, ogonga ogonga pakutala nee ngawo ondi wete kutya nasho ohashi ya kwathele ya mone kutya naanaa ohaa vulu okuninga omapuko shoshili ndele otaa kutha moshinyolwa shamukwawo.

R125: Kombinga yomulongwa ye mwene oha vulu woo okumona omapuko ge mwene.

T126: Iyaa, halundji naanaa ha mono omapuko oshoka sho ta nyola okuwete ashike e li mondjila shaa nee sha hololwa kuyakwawo opo nee ta vulu okumona kutya oo, mpano nani osho ngeyi oshoka opo he ende ta koneke kutya nani shino ihashi tiwa.

R125: Ye mwene iha vulu okumona epuko lya za membo lye ye mwene?

T128: Oha vulu, oshoka ngele oto ningi eyindjipaleko oho yi indjipaleke ashike ngweye to gandja kushaangoka osha yela kutya...

R129: (Tape ended, researcher had to take notes)

**APPENDIX N3: STIMULATED RECALL INTERVIEW-CHAINA: OSHINDONGA
VERSION, LESSON 1**

- R1:** Iyaalo, otatu yi moshitopolwa shetu oshitiyali shi na sha niileshwa mbyo wa longa motundi. Oshileshwa shotango, epulo lyotango otali ti ngeyi kutya, omolwashike wa pula aalongwa yoye epulo kutya engongo oshike?
- T2:** Epulo ndyono onde li pula oshoka aalongwa oya adhika nale ya tsakaneka engongo moshinyolwa shawo mehokololoningomwa nomolwaasho onda li naanaa tandi hadha opo ndi tale ngele otaa vulu okudhimbulukwa natango shono ya longwa
- R3:** Eewa, omulongwa gumwe sho a yamukula, eyamukulo lye owe li endulula, uunake ho shi ningi nomolwashike?
- T4:** Iyaa, konyala ohandi shi ningi ashike ngele ondi wete nakugandja eyamukulo inee shi popya naanaa mokule ngaye nda hala yakwawo ye shi uve nenge nda koneka nandi endulule mo ye a mone kutya nani onda li nda tumbula epuko.
- R5:** Iyaa, mokulonga kwoye omolwashike ho gandja iiholelwa oyindji, ano iiholelwa oyindji mbyono ya konda mpwiiyali mono hamu adhika engongo.
- T6:** Opo ya vule okudhimbulukwa ngaa kutya openi haa vulu okwaadha engongo ngaashi miinima yesiku kehe ngaa, moonkundana nosho tuu, oshoka yamwe oonkundana oha ye dhi pulakene ashike inaa nongela ngele ohamu vulu okukala mu na engongo, nuuna nee sho lya popiwa yo otaa dhimbulukwa.
- R7:** Owa longitha eposta, mono wa tapela engongo, uunake ho longitha eposta nomolwashike ho li longitha ?
- T8:** Eposta lyo lyene ohandi li longitha nelalakano ndino kutya ohashi hupitha ethimbo oshoka olya longekidhwa nale natango omuntu owa landula mo oshike to yelitha yo ya landula ashihe shono to ya fatululile, oshi vulithe ishewe omuntu opo to ka nyola koshipelende lyo ethimbo otali yi.
- R9:** Omolwashike wu wete tashi opalele melongo lyomulongwa ta dhana onkandangala?
- T10:** Sho shene otashi opalele shoka onkalo yesiku kehe ando hakoshipelende aluhe aantu naa mone ngaa oshinima oshipe tashi ya ngaa, sho ye li tala nee ngeya aaye, ohaa hokwa.
- R11:** Omolwashike we ya hokololele okahokololo notashi opalele ngiini melongo lyomulongwa ta dhana onkandangala?
- T12:** Onde ya hokololele okahokololo hono nde ka tota mwene, oshoka aalongwa konyala olundji oye hole okupulakena omahokololo, shaa nga wa ti pulakeneneni ehokololo

ndika tandi mu leshele mpaka kehe gumwe ota pakaleke omakutsi a gundjila nokwa hala okuuva naanaa kutya ehokololo otali popi shike.

- R13:** Uunake ho longitha omafano moshileshwa shoye ngaashi wa adhika we shi ningi nomolwashike ho ga longitha?
- T14:** Iyaa, omafano go gene ohage ya ngaa momikalo dha yooloka unene okuyelitha ashike nokufatulula nokuuvitha ko oshoka aanona oye hole okutala omafano kutya nee oya kale ye li mOndondo yi thike peni, shaa we eta po efano mpoka shaa gumwe okwa yeluka.
- R15:** Omolwashike wa longitha okahokololo taka popi kombinga yefundja notashi opalele ngiini melongo lyomulongwa ta dhana onkandangala?
- T16:** Efundja lyo lyene oshinima sha li ngaa shi wetike komuntu kehe ishewe ethimbo ndino olya adhika ngaa lya fa lyefundja, oku ya dhimbulutha ashike onkalo moka ya li ye li yamwe nokuli oya gumwa lelalela kefundja nayamwe oye li mona sho lya li tali longo, okuya dhimbulukitha ashike onkalo ndjoka ya li ye li muyo yo yaa yi dhimbwe thiluthilu.
- R17:** Oshi na oshilonga shashike ngele ina ye shi dhimbwa?
- T18:** Ngele inaa dhimbwa onkalo ndjono otaa vulu okukala taa longitha omadhilaadhilo ngono miinyolwa ya yooloka ngaashi ngaa momatotwahokololo otaa vulu okudhimbulukwa nuupu yo taa holola ngaa ne, nando okwa tiwa hokololo uuwinayi wefundja mbalambala otaa vulu kudhimbululwa nomafano mono nomonkalo ndjoka a li muyo pethimbo ndyo.
- R19:** Onda mono we ya pe iilongadhalwa ya yoolokathana muungundu mono taa yamukula omapulo moklasa, omolwashike mbela we ya pela iilongadhalwa ya yoolokathana?
- T20:** Iilongadhalwa oya yooloka ashike momukalo ngono opo ya vule okumona kutya uuna taku popiwa engongo ohali vulu okutotha mo nomapulo galyo ga odheka iinima ya yooloka ohashi shiwa ku tiwe ngonga okahokololo kehe to tala kontumba nokongandi nenge to odhekelwa mo kondandalunde oshinima shontumba shongandi, ano osha hala ngaa shili okutya engongo ohali vulu okuyamukulwa ngiini.
- R21:** Uunake haa yamukula nenge haa longo iilongadhalwa yawo moombapila nomolwashike?
- T22:** Iyaa, konyala unene oombapila ohadhi ya kwathele okundhindhilika po eyamukulo lyawo, opo sho ta ye ya ka pewe oompito itaa dhimbwa wee otaa vulu okulesha omadhilaadhilo gawo ngono ya adhika ya nyola po.
- R23:** Omolwashike uuna aalongwa yoye taa longo muungundu oto ende pokangundu nokangundu?

- T24:** Iyaa, okuli nga muungundu okumona omayele gayakwawo, okugwedhelathana po nokutala ngaa kutya yakwawo ohaa dhilaadhila ngiini, okutala nkene taa longo okutala ashike kutya kehe gumwe okwiituula mo tuu kwaashono tashi ningwa yo natango oya vule okulonga meni lyethimbo ndyoka ya pewa oshoka, ohaa kala ya lombwelwa kutya olya ngambekwa noya vule okugandja omayamukulo gawo.
- R25:** Aalongwa mba inaa mana pethimbo ndyono ya pewa ohaa ningwa ngiini?
- T26:** Aalongwa mbono ihaa mana pethimbo ohaku talika ngaa kutya oya eta po shike ko taku tsikilwa ngaa taa pukululwa ngaa ne kutya taya endekululwa ngaa kutya aaye, mpono omwa li mu na okumana tamu ti tamu ti.
- R27:** Iyaa, uuna ye li mokangundu ngawo oho konaakona ngiini ontseyo yakehe omulongwa e li mokangundu?
- T28:** Uuna nee ye li mokangundu ngawo omuntu oho tala ngaa kutya olye to tumbula po oshoka haaluhe to tumbula ngu ha kala aluhe ta ganeke nenge oye ngaa ta yeluka komutse oho tala ngaa kehe gumwe opo a vule okukala ta ningi sha.
- R29:** Iitsa oho ya futu ngiini uuna ye li mokangundu?
- T30:** Okangundu kehe haka longo kumwe ohaka vulu ngaa okufutwa iitsa yi thike pamwe oshoka omadhilaadhilo oga li ngaa taga pewathana, haaluhe ngaa haa longele muungundu ope na ngaa oompito dhimwe to ka futa kehe gumwe ta futwa polwe uuna taa longo ya topoka.
- R31:** Omolwashike uungundu hawu pewa ompito kookamwe nookamwe ya gandje iizemo yawo paungundu?
- T32:** Uungundu ohawu pewa oompito dha yooloka opo ya gandje omayiyuvo gawo yo yakwawo nayo ya pulakene ngaa kutya yakwawo oya eta po shike nuuna nee ya koneke epuko li li po li vule tuu okwoopalekwa nenge ngele oye na shi ya thiga po nasho tashi gwanithwa po ngaa.
- R33:** Nopehulilo konyala lyotundi oho ya pula yi idhimbulukithe po pwaashi sha ningwa motundi. Omolwashike mbela ho shi ningi?
- T34:** Iiyaa, pehulilo konyala omuntu oho ya eta mpono ya vule okudhimbulukwa shono ya li ya longwa petameko oshoka osho naanaa shi na oshilonga ya kale taa yi nasho ngawo sigo opehulilo lyotundi.
- R35:** Uunake ho ya pula ya pule omapulo nomolwashike?
- T36:** Konyala ompito yomapulo ohaye yi pewa pehulilo lyotundi opo ya holole ngaa ngele oye na mpo kaya uvite nenge ya gwedhele po ngaa sho sha pumbiwa.
- R37:** Sho wa longo otundi yoye ndjino ehuku lyoshileshwa shoye olini?

- T38:** Ehuku lyoshileshwa shino olyo ashike okutotha mo omanenedhilaadhilo moshileshwa ya tseye ngaa nkene omasimanidhilaadhilo haga tothwa mo.
- R39:** Ngele otaku popiwa ehuku lyoshileshwa okwa dhilaadhilwa naanaa shike?
- T40:** Iyaa, ehuku lyoshileshwa okwa dhilaadhilwa ashike oshitsa oshinene mehokololo mono omanenedhilaadhilo gehokololo ndyo.
- R41:** Epulo lyahugunina motundi yoshileshwa shino kutya, omolwashike we ya pa iilongagumbo ya ka longe koohandimwe?
- T42:** Iyaa, onde ya pa ya ka longe koohandimwe oshoka ope na aalongwa yamwe haa zi komagumbo yamwe ohaa zi ngaa momuhandjo ashike ihaa zi pehala lya faathana. Sho natango okutala ngaa kutya kehe gumwe polwe mwene oku shi uvite ko ngiini oshoka oya li taa longele nale mongundu ngawo okutala ashike kutya omulongwa kehe okwa kala a landula ashihe shili nenge ongiini.
- R43:** Osho ashike shono nenge ope na ishewe shimwe wa hala okugwedha po?
- T44:** Iyaa, konyala osho ashike sho.
- R45:** Iyaa, iyaloo tangi meme!

**APPENDIX N4: STIMULATED RECALL INTERVIEW-CHAINA: OSHINDONGA
VERSION, LESSON 2**

- R1:** Otatu tsikile noshileshwa oshitiyali. Oshileshwa oshitiyali mefalomo lyoye owa ningi eyelekanitho lyomulyo gwiikulya, yuundjolowe, omolwashike wa hogolola okulongitha eyelekanitho lya tya ngaaka?
- T2:** Onda li nde shi ningi oshoka oshilongwa shono otundi ndjono oyo naanaa ndjoka yi na sha nomulyo gwelaka onda li nde yi ya etele ashike, oshinima sho ye shi nawa noye shi hole oshoka nkene nda popi oshiyaha shiikulya kehe gumwe, oya tameke taya imemeha oshoka oye wete kutya iikulya ohayi kala iitoye ngiini nomulyo ngono ogo nee nda kala tandi kongo gu ya galulile koshilongwa.
- R3:** Omolwashike mokulonga kwoye omayeletumbulo niipopiwamayeleye owa kala nokugandja iiholelwa kukehe?
- T4:** Iyaa, iiholelwa onda kala tandi yi gandja, opo ya vule okuninga eyooloko pokati kiipopiwamayeleye nomayeletumbulo oshoka oyendji konyala ohaye yi tula mumwe niiholelwa nee mbyono oku ya etela ashike mpono ya kale ya yeletwa kutya shino eyeletumbulo nani ngele taku tiwa ngeyi oshipopiwamayeleye.
- R5:** Omolwashike wu na okupula aalongwa yoye iipopiwamayeleye nomayeletumbulo?
- T6:** Iyaa, shono oshinima sha kala shi na oshilonga opo naanaa ya kale ye shi kutya osha simana ngiini okunyola iinyolwa mu na omayeletumbulo ye ete mo omulyo oshoka itashi kwatha sha omuntu ta nyola omapandja ge li gatatu ndele kamu na nando omulyo ngaashi twa yeletanitha kutya iikulya ngele oyindji yi li mpono niiwanawa momoho ngele kayi na omulyo itayi vulu okuliwa.
- R7:** Oshinyolwa shi na omulyo ohashi kwathele mushike?
- T8:** Iyaa, oshinyolwa shi na omulyo otashi hokitha okulesha sho natango omuntu ota vulu okulikola mo sha shi vulithe ashike kaamu na nande oshipopiwamayeleye shasha nenge eyeletumbulo lyongandi.
- R9:** Eewa, oshilalakanenwa shoye shokulonga omayeletumbulo niipopiwa mayele osho oshashike?
- T10:** Iyaa, oshilalakanenwa osho shono kutya aalongwa ya kale ya tseye eyooloko pokati kiipopiwamayeleye nomayeletumbulo yo ya kale ye na oowino natango okulongitha nokukala ya pyokoka mokulongitha omayeletumbulo niipopiwamayeleye ye ete woo omulyo nohokwe miinyolwa yawo.
- R11:** Omolwashike mokulonga kwoye owa longitha omikalo dhi ili nodhi ili nomolwashike wu wete tashi opalele melongo lyomulongwa ta dhana onkandangala?

- T12:** Omikalo dhi ili nodhi ili okweeta ashike omulongwa a kale a tseya naanaa nomikalo adhihe dho, okutya nee pamwe oshitya te shi pewa a vule okweeta po eyeletumbulo ota vulu okudhimbulukwa mbala nenge okwa pewa efatululo ye mbalambala ota vulu okudhimbulukwa ku tya kefatululo hono eyeletumbulo olyondi.
- R13:** Uunake ho shi ningi?
- T14:** Konyala ohandi shi ningi ashike uuna taya ilongo opo ya vule oku shi koneka uuna tayi ilongo nenge taa longwa ohaa vulu okukoneka mbala nenge okutala ngaa ngele oya uva ko, ohaa vulu okudhimbulukwa nuupu.
- R15:** Olwindji oho tumbula aalongwa yoye koogumwe noogumwe omolwashike?
- T16:** Iyaa, okutumbula aalongwa koogumwe noogumwe oku ya pa ashike oompito ayehe ya vule okukala taa ningi sha shi vulithe gumwe oye ngaa ando ta tumbulwa kehe gumwe a vule ngaa okuholola omayiyuvo ge ye a tale ngaa kutya ota endeke pamwe ngiini notundi.
- R17:** Uunake ho ya pe oshithigilwa sha nyolwa meposta nomolwashike?
- T18:** Oshithigilwa sha nyolwa meposta okukwata ashike unene ethimbo sho tali endekele ominute otadhi yi, eposta olya longekidhwa nale, mbalambala ohaa vulu ishewe oku shi nyola shi vulithe ishewe opo to nyola koshipelende lyo ethimbo olya ya nale.
- R19:** Omolwashike wa leshulula moshithigilwa mono ndele to shi fatulula natango?
- T20:** Okulesha mo oku ya yelithila ashike ya kale ye uvite naanaa kutya oshike naanaa ano sha tegelelwa, oshoka gumwe oha vulu ngaa okukala ta leshe ndele esiku limwe ke wete naanaa kutya ngiini oku ya yelithila ashike ya kale ye shi kutya ano oshike sha tegelelwa sho tatu ka ninga oshithigilwa shetu.
- R21:** Uunake haa nyola miifo nomolwashike?
- T22:** Miifo ohaa nyola mo opo, konyala oshithigilwa kehe ohaa nyola miifo opo iifo mbyono tayi ya yi ka talike komulongi a tale ngaa kutya okunyola kwawo oku li ngiini oshoka konyala motundi ngele oya li taa holola okupopya omulongi oha kambadhala natango okutala kutya pakunyola otaye shi ningi ngiini.
- R23:** Motundi yoye oho longitha oshipelende, omolwashike wu wete tashi opalele melongo lyomulongwa ta dhana onkandangala?
- T24:** Konyala oshipelende osho oshilongitho nenge tu tye oshikwathitholongo shono itaa tu vulu oku shi yanda nande nomolwaashono aluhe uuna tatu nyola koshipelende osha yela nawa ye kehe gumwe ota vulu oku shi mona nuupu.
- R25:** Oto shi mono ngiini kutya otundi yoye oya enda nawa nenge inayi enda nawa?

- T26:** Konyala shono ohashi zi kokutala nkene aalongwa yi itula mo motundi, sho to longo eyitulomo oto li mono kiipala yawo nokokuyamukula omapulo nokokugwedhela po nenge ngaa taya eta po natango shimwe shono tashi pendutha natango ohokwe muyakwawo sho taa pulakene.
- R27:** Ompito ndjino oyi li oshitopolwa shotundi?
- T28:** Ohashi kala oshitopolwa shotundi oshoka oho ka pula nee kutya ope na gumwe te eta po sha tashi ti to gandja ehalo ewanawa kukehe gumwe ngono a hala okweeta sha nomolwashono ote eta omayiuvo ge naanaa ngaashi a hala oku ga eta muyakwawo.
- R29:** Oshi na oshilonga shashike okutalulula otundi?
- T30:** Oshi na oshilonga okutalulula otundi opo wu tale ngaa ngele shono mwa ningi motundi osha yiwa tuu nasho momadhilaadhilo nenge pamwe osha ende po ashike oshi na oshilonga lela okutala ngele aantu oya kala tuu ya landula nawa noye na tuu ohokwe shoshili.
- R31:** Mokutalulula otundi olye taa mono mo uuwanawa?
- T32:** Mokutalula otundi konyala ayehe otaa mono mo uuwanawa omulongi nomulongwa, omulongi ota vulu okumona ngele aalongwa oye na ngaashi ya mono mo oya likola mo tuu sha motundi aalongwa nayo otaa vulu okukoneka nenge okuulika kutya oye na shi ya likola mo meyilongo lyawo motundi.
- R33:** Ngele okwa mono kutya aalongwa inaya mona mo sha omulongi ota ningi po shike?
- T34:** Omulongi ohe shi koneke ngele aalongwa inaa koneka mo sha tashi zi kokupula omapulo aluhe ngele itaga yamukulwa osha yela kutya aalongwa inaa mona mo sha nomolwaashono okuna ngaa okuya a shune mo natango.
- R35:** Eewa, otwa thika pehulilo lyoshileshwa oshitiyali!
- T36:** Eewa tangi meme!

**APPENDIX N5: STIMULATED RECALL INTERVIEW-CHAINA: ENGLISH
VERSION, LESSON 3**

- R1:** We are continuing with the third lesson, which is the last lesson. At the beginning of the lesson you asked learners which method do they use when applying for a job, why do you ask such a question?
- T2:** I just wanted to find out their view/opinions and to see if they can really come up with the answer related to the topic in discussion.
- R3:** Why is it important for learners to come up with a information related to the topic/lesson in hand?
- T4:** It is important for learners to predict what we are going to do by the end they will realise where they were driven to by the teacher through going the answers to the question posed.
- R5:** How does it help learners to predict what they are going to do?
- T6:** It helps the learners out to be able to see what exactly they are learning because through trying they will see their outcomes where they were driven to.
- R7:** While you are teaching some learners came late but you allowed them to come in why do you do that?
- T8:** The whole idea is that learners should not miss out to what is being taught. I have also realised that it is not too late for learners to keep them outside I have also noticed that it is important for learners to take part with others when we were at the beginning of the lesson.
- R9:** Why is it essential in LCE that those learners must not miss out the lesson?
- T10:** It is important that once learners missed out they have lost not only but, their contributions are of essentials.
- R11:** Why are you teaching CV?
- T12:** For learners to know how to write CV. I have also realised many of the learners do not have knowledge as I have seen this at the beginning. When I did just asked them how many of them have their curriculum vitae only three who raised up their hands. It is when I have realised that there is a need to do so.
- R13:** Yeah, what are the competencies should a learner have in writing a CV?
- T14:** Is when a learner is able to know what is included when writing a CV could either be about the person himself/herself (personal details) education, job, hobbies etc.

- R15:** What we mean when talking the language skills?
- T16:** Skills for knowledge of the language?
- R17:** Yeah, language skills?
- T18:** In the CV the language skills to see how the person known or how many languages does the person know. Are those only home languages or added some other foreign languages.
- R19:** Which language skills are to be intergrated in teaching?
- T20:** The language skills should the person must know how to use language.
- R21:** Yeah, let's go little bit behind when hand out the papers why do you ask who has not received a paper?
- T22:** For each and everyone to see and follow in his/her own paper as it is not good when they are sharing. One should work on his/her own paper so that it will be easy to study and follow easily.
- R23:** What does it help a learner when following?
- T24:** It helps one to recognise everything that is said, read will follow at his own case.
- R25:** What is the main reason of giving learners a sample of a CV?
- T26:** When we are discussing a learner may understand what it means when we are talking about the structure, the whole structure of the text and that the structure should stand in certain components and recognising and the content of a CV.
- R27:** What is the purpose of asking who has got own CV?
- T28:** It is simply to find out of whether learners are already know or it is for the first time to hear about the new topic and also for learners to realise that it is essential that when one is at school it is expected to have a (CV) and it helps them out throughout their life.
- R29:** Why did you ask learners to say something before you start with your lesson?
- T30:** It is simply to check their previous knowledge.
- R31:** Why did you ask them to write their CV's as a homework?
- T32:** The whole idea is to set to it if they can implement what they have gained something from the lesson as well to see if they (learners) write the CV down.

- R33:** Madam, We have come to the end of our discussion. I thank you for you for being patient and you have tried to the all your best of ability to respond to the entire process of questions I did ask you. Thanks a lot to your co-operation may God bless you.
- T34:** I have also thank you a lot for all the views we have shared together. We have really learnt a lot from these questions although some were not properly answered. Thanks a lot.
- R35:** Okey, that is great!

APPENDIX N6: CLASSROOM OBSERVATION-TERIA, LESSON 1

School: Tweuthigilwa C. School	Date: 27/05/2008
Grade: 11	Lesson starting time: 09h30
Lesson topic: Literature	Lesson ending time: 10h15
Teacher: Teria	Number of learners: 52

Lesson description	Learners' responses	Remarks
1. Teacher asks each learner to say his/her name Oshiwambo 2. She greets learners and asks them to sit down 3. Teacher asks learners if there are no more chairs and asks three of the learners without chairs to go and get the chairs. Hurry up! 4. Teacher asks learners where they have ended up in literature text book "<i>Inau ku tetekela...</i>" 5. Teacher says: I left you with tasks to complete on Friday ins't? mention them then explain the book "<i>Inau ku tetekela...</i>" • type of author • conflicts... 5. Teacher writes while learners going out the answers. Ee, Mh, points one learners! 6. Ee, Koto, what have you learnt in our book? What have you learnt in our book '<i>Inau ku tetekela</i>'?	Learners say their names and their responsibility in Oshiwambo. Learners sit down. Okey! Learners: "...<i>inau ku hugunine</i>" Yes,...conflicts One of them says the topic and the contents of the book. What have i learnt?	Learners in a queue to enter the classroom and they are making noise. Learners are speaking in a broken Oshiwambo. All the learners ending the phase started by the teacher All of them. Learners are making noise

7. Teacher: These are the tasks I left with you on Friday, there were some groups... “eikwatopomutima (tension) nuupyakadhi, nekandulopo (conflicts and solutions). 8. We are going to start with these for a while, then we go on what? more especially with those groups could not finish their work on problem solving and resolutions give us about your findings in our books: “<i>Ina u kutetekela</i>” and their problem solving the other groups did eikwatopomutima insn’t? 9. Another problems? Good! 10. Apart from these, the problems were still continue may be the problems are solved when the school principal called Sakari’s parents to discuss the matter and what happens? what.....? 11. Yes, Sakaria and others were suspended as a punishment, this was the method used. 12. You must hurry up, you have taken for so long. You must take back the chairs after you are done! 13. They gave good informations about these boy friends of Johanna, Julia and Emma when they have decided to get married to these girls they were owed the church insn’t? 14. Problems were solved by the boys when they did what...?	Yes! One of the learners stands and reads out their feedback on the conflicts and their solutions. Yes! When they paid for the girls’ dept.	All of them. . (It seems the learner does not know how to read) Other learners were clapping hands. (while scratching his head) Learners who went to get the chairs get in at this moment. The group answer.
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15.They have paid the debt for.... 16.What did they have when they went to buy for the rings? There was still problems of Julia: I don't want this cheap ring, Julia said. If this man is buying me a ring that what will happen next? If he can not afford to buy this ring. how this problem was solved? Tell us how the problems were solved? Say how? Yes, (Loto)! (not a real name) 17.Okey, they went to buy othe rings how Julia's problems were solved and by whom? 18.Teacher points another learner 19.Yes the problem was solved by Emma when adviced her friend Julia to buy same rings at a cheaper price through she decided earlier, that she is not interested in a man who goes for cheaper rings. Though she decided ealier, that she is not interested in a man who goes for a cheaper rings. 20.Okey, we have mentioned all the problems in the books, but we still have serious problems, that led to the establishment of this book, let us identify them, which I believe they have links with the title of the book "<i>inau kutetekela...</i>" 21.The major problems? Ok, Mbulu!	They went to buy another ring. By Julia. By Emma when adviced by her friend Julia to go and by the same rings at a cheaper price.	l/s were listening and smiling One of the learners.
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22. Clarify the problems in details and how these problems should be solved. Those major ones and solutions? Nangula, what are the problems all about? 23. Thanks, if you scrutinise, there are many problems mentioned in the book for example there are problems mostly of Emma, they did not have clothes, shoes etc. They solved their problems when they committed themselves to education. They did study hard, besides the problems they encountered, they ended up taken care by a kind man who acted like a foster parent, as they were come from his house to attend their classes. They were not even allowed to study from the man's house but this did not prevent them, from trying until they completed their studies, to do what? This is also how the teachers solved the problems and these are the problems in discussion. 24. Okay, we are done with the identification of the problems isn't? 25. Yes, explain how do you understand about <i>tension</i> tell about the <i>eikwatopomutima</i> you had in your minds as you did your readings. The tension group? (eikwatopomutima groups?) You had eikwatopomutima.	Poverty Mevrou, Emma and Julia were extremely poor, that some one can feel pity. They were committed when were schooling till they become employed, with better salary, that way they ended up their poverty. Yes! No! It is there, Miss.	All of them. All No response
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42.Thanks, may be we can put <i>eikwatopomutima</i> that Emma and Julia have been struggling with their education. one may be nervous about their outcomes, we can also see through...many problems they encountered during their studies. you can be worried about thier examination results. 43.Remember, the <i>eikwatopomutima</i> cannot happen to the characters but in what? You the reader you can understand the better. It is not from the character, but it is in you, who is reading or listening to the story, for example. 44.You are being told about a story that as we enter the gate of our school we saw girls of our school facing each other quarrelling, one rans into the house and came out with a knife are you not going to listen to the story? Life for example if one got into the house an came out with a knife you might ask yourself, what will happen? 45.Okey, is there any question? 46.Yes, you may say that.. apart from that,... 47.There are sometimes you give the <i>eikwatopomutima</i>, but the thing is not shaking the person even if you are		chorus. ((The class) Some of the learners. (One of the learners asks before,the sentence ends)
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these:- 1. the title and the content 2. what have you learnt in the book '<i>inau kutetekela, na u kuhugunine</i>' quickly 61.I divide you in groups of who responsible for what? What did we say about the reader? Mh, Mh? we discussed who is the author, but did not say who wrote the book. 62. What type is the author Mh, what type of the another one? (takes the book). 63.I did give you tasks to be analysed, isn't? 63.Okey, before we are not saying anything about the another, who can read for us, the another one the analysed tasks? 64.Yes, we have different authors for example you can know another one through the other one. 65.Yes, look at your book what kind of the author? 66.Make sure you have got readings. 67.What is their groups say, is the auther through the first person point of view? 68.The other characters are known through the story of Emma and Julia. 69.Okey, what are you saying? (points to one groups) What did you say and your explanations? 70.Okey,X, what did you say in your group? 71.Which one? This one?		All learners. She took the book. Learner stands up whispering to some learners Points one of the learners.
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72. May be this group is for..... 73. Okey, what did you say? What did you say? What did you say, Mh? 74. Okey Mama, what did you say in your groups? Z and your group are you getting stuck? 75. So, you gave up? Why did you give up without a try? 76. Okey, we have novels of different kinds for example: drama, where the speakers are conversing, there are also books that are written in prose form called (a play) which means the book is just written continually with no people engaging in discussion. The prose, when it comes to a play if exchange the another, it is sometimes difficult to see what kind is the author apart from this, if you thoroughly study, you might have seen that some of the characters are known through Emma and who? These are what we call protagonistic they have started the idea of the author, this is normally found in prose novels. You can see that the story is told through conversations, so you can clearly see who the major characters even if the character is invisible, you might see that some characters are different or the author has written the book in reported form or something else? You will identify some of the things we will be back.	No! We are really getting stuck! Ok!	Teacher walks around the class. a learner has just said something without being pointed (Say the whole class)
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**APPENDIX N7: CLASSROOM OBSERVATION-SUSAN: OSHINDONGA VERSION,
LESSON 3**

Osikola: Shoonuukongo S.S	Esiku: 05/06/2008
Ondondo: 11	Etameko lyotundi: 08h45
Oshipalanyolo: A brochures	Ehulilo lyotundi: 09h30
Omulongi: Susan	Omwaalu gwaalongwa: 40

Oohapu niilonga yomulongi	Oohapu niilonga yaalongwa	Omagwedhelopo
1. Omulongi te ya popitha 2. Omulongi: Omudhingoloko ogwa thikama miitopolwa...tumbula iitopolwa yomudhingoloko. 3. Otatu ka ilongeni kombinga yokafo kegandjo lyomaueyelele. 4. Okafo kegandjo lyuuyeyele okashike? Okashike? Otaka gandja uuyeleye kombinga yashike?	Aalongwa taa zimine.	Omulongi te ya pula sha kombinga yoshileshwa shohela.
5. Ngele owa yi mo moshiputudhilo shaUNAM oto wu mono, mOombaanga nosho tuu.	Gwotango: Uuyeleye kombinga yomikithi Omutiyali: Uuyeleye kombinga yOmusindalongo gwa lunduluka Omutitatu: Kombinga yuuyuni nkene wa lunduluka.	Omulongi ta endulula eyamukulo lyomulongwa kehe.
6. Omulongi ta yanuna embo ta lesa natango omaueyelele. 7. Omalalakano ogashike mu leshe uufu womauyeleye?	Aalongwa taa yamukula ayehe oshita.	
8. Ohamu lesa ngaa uufu womauyeleye?	Ee!	Ayehe.
9. Omulongi ta fatulula.		
10. Oto yolo shike?	Hoo!	Omulongi ta pula omulongwa gumwe sho a yolo.
11. Omwa nyola ko tuu	Ee!	Aalongwa taa zimine.

omaueyelele? 12. Omwa tula mo ngaa omafano? Oshipalanyolo? 13. Pulakeneni omulandu nkene okafo komaueyelele haka nyolwa. Elaka lya yela nawa... 14. Omulongi ta fatulula... 15. Olye a mona okafo komaueyelele ke na okaalita? 16. Olye e ka mona? 17. Otaka popi shike? 18. Otaka popi efundja moNamibia. 19. Ngele owa yi mongulu yomambo oto wu mono mo. 20. Omu ka wete? 21. Opu na Ufo womaueyelele wu li poshitaafula. Omu ka wete? 22. Oshipalanyolo oshinilela? 23. Otamu ya mu nyole nale. 24. Oshipalanyolo otwa ti oshi li ngiini? -Osha nyolwa muutendo -Itandi lesa mo 25. Ta tsikile noshikalimo shEtestamendi. 26. Ta kutha okafo, te ka fatulula ye e ka na meke lye. 27. Omu ka wete amuhe? 28. Omu wete sho sha nyolwa? 29. Omu wete nkene taa longitha iikolitha? 30. Ee! ku ya wete? 31. Ufo osho owala wu li ngeyi!	Ee! Ee! Ee! Mevrou, ngame ondi shi po kamwe. Otaka popi efundja moNamibia. Hee! Ee! Omatestamendi nuuthiga(ashike okafo oke na sha no-HIV-Aids) Aalongwa oya pulakena. Aa-ee! Aa-ee! Aa-ee! Oya kolwa mbono?	Omulongi ta endulula eyamukulo lyomulongwa. Aalongwa yamwe taa yolo. Ayehe. Aalongwa oya pulakena. Omulongi ta geneke Okafo komaueyelele, ye te ende nongulu yosikola a ganeka okafo. Omulongi ta yamukula ye mwene epulo. Ayehe. Ayehe. Ayehe. Gumwe gwomaalongwa ta pula sho a ulukilwa okafo komulongi.
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32. Ngaashi mpano open a shike? 33. Okafo osho ngaa nee oko akeke ke li po. 34. Oto ka eta. 35. Otamu ke wu italela mongulu yomambo. 36. Omulongi ta kutha okakwawo e te ya ulukile, ye ta fatulula ye ta ende nongundu. 37. A thikama komeho ta ulike Oka nyolwa ngiini? 38. Itatu wu mana ko, mbuka owa gwana. Hano oka nyolwa shike? 39. Andiya ndi ka leshe! Omikithi oha dhi taandele... 40. Ngame otandi leshe ngaashi shi li. Ta tsikile nokulesha... 41. Ondi inekela yamwe inamu hala okupulakena, oshoka otamu popi ashike konima. 42. Omulongi ta tsikile nokulesha... 43. Oshikalimo osho shi li ngawo, omwe shi uva ko sho nda leshe? 44. Ta tsikile okulesha oshitopolwa shahugunina. 45. Olye e na epulo? 46. Onda hala mu leshe Uufo weni womauyelele. 47. Pulakeneni shot a leshe. 48. Manga ta leshe otandi mu pe Uufo wo... mu tale mo. Mupyamunene ethimbo olya pwa ko. 49. Leshe muule!	Katu ka wete! Mevrou, katu wete ko! Mevrou, ka pe ndje! Ongundu ayihe: Tse katu wete ko! Aa-ee! Ee-ee! Aa-ee! Omulongwa tau like Okafo ke Omulongwa gumwe ta leshe... Yefrou, oku na ethimbo.. Gumwe ta leshe oshithigilwa...to longitha etse lyakuku... Ta tsikile: Omalalia oyo	Aalongwa ayehe. Ayehe. Gumwe gwomaalongwa. Yamwe yomaalongwa taa yolo. Aalongwa taa yolo. Aalongwa kehe gumwe okwa itsakidhila noshe shimwe shi ili yo taa kudhile. Ta leshe a thikama komeho. Yalwe oya pulakena ya mwena. Omulongi ta topola Uufo manga omulongwa ta leshe. Omulongi ta lombwele omulongwa a leshe muule.
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50. Okangundu ka landula ko!	ndji... OTB... Ta lesa ye tau like okafano.	Yalwe taa yolo. Yalwe taa holola otaa tondithwa kefano.
51. Omulongi ta gongele Uufo womauyelele, ye tat ala kowili.		
52. Pulakeneni nawa. 53. Pulakeneni!	Katu uvite ko! Omulongwa ta tsikile nokulesha... Aalongwa: Pwaka-pwaka-pwaka!	
54. Omulongi okwa thikama komeho: Wa ningi nawa! Ta hakele: Pwaka-pwaka! 55. Onda hala Uufo mu wu tonye ngaashi naanaa... 56. Iilonga yokegumbo oyombi:	Aalongwa taa tonyo Uufo womauyelele.	Ta pandula omulongwa ngu a lesa. Omulongi ta tsilike okambapila koA4 ka nyolwa iilongagumbo kombinga yOkafo komauelele.
57. Eewa natu hulileni mpano.	Yaloo, meeNambili (not real name) gwetuu!	

**APPENDIX O1: A SAMPLE OF LEARNING OBJECTIVES AND BASIC
COMPETENCIES AS DEFINED IN THE NSSCO GENERIC
FIRST LANGUAGE SYLLABUS (OSHINDONGA VERSION).
(NAMIBIA. MOE, PP 11-12)**

OKULESHA NOKUNYOLA (etsikilo)

OOWINO	IILALAKANENWA Aalongwa otaa ka:	OMAPYOKOKO Aalongwa naa kale taa vulu:
B: Okunyola 14 Okunyola nomalalakano gokondandalunde	Nyola iinyolwa oyindji ya mbwalangandja yi ili noyi ili	Okunyola: • Oontumwafo (ombilive) dhuukume • oombilive dhopambelewa ngaashi: – Oofoloma dhekongo lyiilonga neudhitho lyadhho – Yokiinyanyangidho – Yomanyenyeto – Osekula • Iinyolwa kiifonkundana nokomangazine niifo yosikola • Omahokololoningomwa, ngaashi: – Oshiponga – Epogolo – Uumbangi – Ookluba nenge iinima yopankalathano – Omapangelo • Ehokololoningomwa kiifokundana • Egandjokunda kiikundaneki (mwene gwoshifo) • Kepandja lyomukundaneki • Omishangwasiku • o-CV • Oonkundathanakonakono • Ominute/iikundathanwa • Omemo yomeni/omatseyitho • Oagenda • Iipopiwa ya longedidhwa nambyoka inaayi longekidhwa • Omatumwalaka gopae-maila • Omatumwalaka gopafaksa

APPENDIX O2: SUBJECT SYLLABUS OSHINDONGA FIRST LANGUAGE HIGHER LEVEL

OOWINO	IILALAKANENWA Aalongwa otaa ka:	OMAPYOKOKO Aalongwa naa kale taa vulu:
1. Ontseyo neuvoko	Mona nokulikola ontseyo neuvoko lyomaludhi goongundu oonene dha yoolokathana dhuunamambo: – Uukwaprosa – Iinyandwa – Uukwtewo	• okudhimbululwa nokuhokolola iiningwanima mbyoka yi ilongo miinyolwa • okutotha nokufatulula omahuku • okugandja uuyeleele wi ihwa po kombinga yomudhingoloko, nokungonga oplota, ehuku naanyandi • okufatulula omaityo kondandalunde naangoka ga futama miinyolwa • okuhogolola omafatululo gomuule ge na sha niilongadhalwa ya gandjwa nokulongitha iitowwamo tayi opalele • okuuva ko omalalakano gomunyoli • okukwatakanitha okaleshwa nethimbo lyopandjokonona
2. Efatululo lyomuule	Konakona nokutalula iinyolwa	• okuyoolola omadhiladhilo ga yoolokathana • okumona nokuhitilila omahuku (iiyetithi niilanduli) omaifethitho niinima yopamafano miinyolwa mbyoka tayi ilongwa omakeyuwa? • okugandja nokundjandjukununa mo omaupyakadhi nomakandulopo gago, onkalolupe yaanyandi nosho tuu • okutotha nokuhitilila muule nkene omitungilo dhelaka tadhi nwetha mo omaityo giinyolwa. • Okutotha mo nokulongitha mondjila omalukoitya gopaunamambo mokundjandjukununa iinyolwa tayi ilongwa: – omufethelamo – enyokelo – eshadho – okutotha mo omakwatathano pokati kaanyandi nuupyakadhi nekandulopo nosho wo pokati kaanyandi yo yene • okudhimbulula iitya yopamafano mbyoka tayi opalele mevongokonono lyawo lyiinyolwa:

APPENDIX P1: SCHEME OF WORK-TERIA)

Shirika	Oshipalanyalo	Tilalakaraniwa	Elalokano	2008	2009	2010
Ehivite	Oshipalanyalo	Tilalakaraniwa	Elalokano	2008	2009	2010
	Elongitho lyelaka Etapolo niitya	Alalongwa otaa ka humitha koneho cowino dhobu- nyda	Alalongwa naa kale taa vu- lu obutopola iitya ngele, taa nyola osto wa taa lesha			
7	Elongitho lyelaka	Alalongwa otaa ka longitha amitungilo dhaempango dhaelaka mangjila	Alalongwa naa kale taa vulu aculongitha iitya- pe, iityaholeli, iityamwaa lu niityamwene mangjila			
	Uunamambo Okulesha Okambo Ina ku tetekela naa ku hugumire	Alalongwa otaa ka longitha amitungilo dhaempango dhaelaka neta nereno amaluchi ga jooloka gi- leshwa	Alalongwa naa kale taa vu- lu okulesha, okuuvu ka naku tambula ko uuleshwa wa za muunamambo wa ili nani ili ngashu uunaveta uuhoko- lolo uufupi, iimpindwa niika utewo			
8	Okunupa noma- lalakano okanda ndatunde	Alalongwa otaa ka nyola implywa gindya ya mawa londandya fi it nani ili.	Alalongwa naa kale taa vulu okunupa amemo yamemi, osetula, oshipapian			
9	Okutesha Okambo Ina ku tetekela naa ku hugumire	Alalongwa otaa ka lesa netoneheno amaluchi ga jooloka gireshwa	Alalongwa naa kale taa vu- lu okulesha, okuuvu ka naku tambula ko uuleshwa wa za muunamambo wa ili nani ili ngashu uunaveta, uuhoko- lolo uufupi, iimpindwa niika utewo			
	Okuwangkonona Okambo Ina ku tetekela	Alalongwa otaa ka kona koneho uufatubula in yelaka	Alalongwa naa kale taa vu- lu okuuvu amotehila chib ga joolakaraniwa			

APPENDIX P2: SCHEME OF WORK-CHAINA

③					2008	2009	2010
CHAMPAUNU	OWINO	ILALAKANENWA	ILONGADHALWA				
5 Okupopya nokupulakana	Okungonga iinyolwa	Aalungwa ya humitte komeho oowino dho-kutetha mo omanere-dhiladhilo moshileshwa	<u>Engongo</u> • Efatululo • Elalakano • Omutungilo	✓			
Okupopya nokupulakana (kwa tsihile)	Okungonga iinyolwa	Aalungwa ya humitte komeho oowino dho-kumyola	Aalungwa taa ngongo omanere-dhiladhilo go othekeka mifonkunda-na	✓			
Elangitho hylaka	— " — "	— " — "	Okalesha moko aalanga taa tottha mo, taatunga nokufatulula, <u>omanyetumb</u> niipopiwamayele.	✓	11/06/08		
Okulesha okumyola	Okumyola nomalakano gskondanda-lunde	Aalungwa ya nyole iinyolwa ojinaji yi ili ngi ili.	Ta gandra deahokdolo e ka tota moko aalungwa taa tottha yuuti-the <u>OCV</u> yomuntu gzi-ntumba.		12/06/08		
Uunamambo	Okulesha neuveko	Aalungwa ya mone nokulikola ontseyo neuveko muunama-mbo	Taa latha okanama-mbo koogumwe noogumwe mawiliko lya-mulongi.				
6 Okupopya nokupulakana	Euvoko hpmuile	Aalungwa ya kona kene shoka yuuti	Taa eta po uuteshwa wawo nokutetha mo ootementi mawiliko lya-mulongi.				
Okumyola	Okumyola nomalakano gskondanda-lunde	Aalungwa ya nyole iinyolwa ya mawiliko lya-mulongi yi ili	<u>Ehiyo neAgenda</u> • Efatululo • Elalakano • Omutungilo				

OSHIKAKO: II

IHLALAKA-NENWA	OOWINO		IHLALAKANENWA	IHLONGADHALWA	OMUMVO, ESHAINOKAHA NESIKU SHA PWA		
					2007	2008	2009
1	EENDULULO LYEKONAKONO						
2	Okunyola kwa tsikilathana	Okweeta po oshinyolwa sha landulathana nosha kwatathana nawa	Omaludhi gomatotwahokololo ya hokolole omauvoko gawo yene shi ikwatelela kuukwashili	Etotwahokololo • Efatululo • Elalakano • Omutungilo			
	Okunyola kwa tsikilathana	Okweeta po oshinyolwa sha landulathana nosha kwatathana nawa	Omaludhi gomatotwahokololo ya hokolole omauvoko gawo yene shi ikwatelela kuukwashili	- Okunyola etotwahokololo etotwahokololo.			
	Uunamambo	Efatululo lyomuule	Aalongwa ya dhimbulule nokutoloka omitungilo dhiitopolwa yoProsa	- Aalongwa taa ulukilwa nokuuvako nkene ooclemente dhuukwaProsa hadhi tothwa mo.			
	Okulesha nokunyola	Okulesha iinima ya yooloka	Aalongwa ya leshe iinima ya yooloka opo ya mbwalangandjeke ontseyo netyapulo nokwiigililika omukalo gwokulesha.	Okaleshwa -Ya tothe mo ooclemente dha gandjwa.			
	Okupopya nokupulakena	Euvoko lyomuule	Aalongwa ya konakone shoka yu uvite.	Taa eta po uuleshwa wawo nokutotha mo ooclemente mewiliko lyomulongi.			

APPENDIX Q1: LESSON PLAN: TERIA, LESSON 1

Lesson 1

Elongekidho lyoshindonga

Oshilongwa Oshindonga

Esiku 16, 19, 20-05-08

Ondondo 11

Ethimbo 40 min

Oshimpungu Uunamambo

Oshipalanyolo Okuvongekonana okambo Inau ku tekela

Ikwathitholongo

Ombapila dha indipalekwa dhawetele wuvongekonana
Omalalakano Qalongwa ota ka konakona nakafa-
tulula iimpulwa.

Omapyoko Qalongwa naa kale taa valu danyoko
Omadhipadhi ganyandi ga yalokathana. Okugadha
nokundiandikununa na mapyoko dhawetele nomakandulopo
gogo, ankalupe yanyandi nasho tuu.

Elongo lyoshileshwa

1. Okutala ilonga

yokegumbo Omulongi ota pula qalongwa ilonga
mbyika a gandle manga etudho inau
ya ota qalongwa ya vongekonane
mo nawa okambo Inau.

2. Efalomo Omulongi ota pula qalongwa kutya
uuna amuntu ta vongekonana okambo ota
kutha ma shike, qalongwa taa yamutela
namulangi ta dwecha po komapamukulo qaa-
longwa nokufabulula mo nawa nkene
u ha okuvongekonana okambo.

Elongo lyoshileshwa oshipe

Iinyangadhalwa yomulongi

Iinyangadhalwa yomulongi

Omulongi ota gandi ilonga
kaalongwa mungundu
wawo ota ya kuthe
mo nashokolola ankalupe
ya yalamba Inau.

Qalongwa ota longo
mungundu ota ya
hokelote ankalupe
ya Inau tekela.

Omulongi ota gandi
ampito kaalongwa ya
gandje nenge ya
lepat shoka ya longo
mungundu wawo.

Qalongwa taa gandi
oatapa dhawo pamungundu

Omulongi pamwe naalagi
ota kutha mo wa
colemente dhimwe maku
vongekonana mo nawa

Taa longo pamwe
namulangi shoka
taa pulwa komu
ngi ya longo.

ngapashi: Ehaku, onkalolope,
amudhingoloko - fryilwe

Omulongi ota topolele
aalangwa illonga apo
ya kuthe mo amawpa-
kiche namakandulopo
tanga adhika molambo,
amawapomitinga, asho
wa santamanana pakati
kanyandi.

Omulongi pamwe naalangwa ya mana
taa bakule ndunagdana sgo

Ehulitho Omulongi ota gandi ampita kulongwa
ya pule amipula kambinga - jwongkorono.
nopo nee ta gandi illonga tokogumbo
apo ya ba leshe wuyelele, u na sga kumetwa
apo ya tsepe kutya uutawo ashike?

Nkene Otundi ya li Otundi ndjina omulongi ine yi tala nawa
onkene oya pumbwa amasiku agandi apo tu
vongolconone mo nawa akambo akene ka Inau ka
tetekela Onkene nee oyo awala tatu mana
nayo tango metiyali Nombongo 27.05.08
metiyali

APPENDIX Q1: LESSON PLAN: TERIA, LESSON 2

Lesson 2

Elongekidho lyoshindonga

Oshilongwa Oshindonga Esiku 23.05.08
 Ondondo 11 Ehimbo 40
 Oshimpungu Uhanamba Okulesta nalcunya
 Oshipalanyolo Amatseyitho
 Iikwathiholongo Amhapila ya indipalekwa yi na
oshiholekwa shamatseyitho gapaupindi
 Omalalakano calongwa ota ka nyaka ihyolwa
ya mbwalangandja yi ill nanyi ill
 Omapyokoko calongwa na bale taa vuku
okungola amatseyitho gapaupindi.

Elongo lyoshileshwa

1. Okutala iilonga
 yokegumbo Omulongi ota pula calongwa iibanga
yawo yokegumbo mbyaka a li e ya
thigila shi na sha nuntewo. Ta kutla
ko manga amambo kaalongwa.
 2.
 Efalomo Omulongi ota pula calongwa kutya
naele amuntwa awa na engesheta faye
ndeke awa hala iye kameho awa na
Okunibga ngura oyo kaatu ya tseye ipindi
mbyaka to landitha. calongwa taa fimukela

Elongo lyoshileshwa oshiye

Iinyangadhalwa yomulongi

Omulongi ota lambwele
calongwa kutya awa na
amatseyitho ipindi faye
kaatu to nina
amatseyitho gapaupindi.

Omulongi ta pula istawe
kutya amatseyitho gapaupindi
ipindi ota oyo nuntewo
inee kamibalo dhini

Omulongi ta fatuluka
shaka amuntwa hawulu
Okutseyitha ipindi
faye.

Iinyangadhalwa yomulongwa

calongwa taa pulake
ne

calongwa taa yamukela
shaka Omulongi a
pula oyo ne

Ta fahelula isheve shaka shi na dukala sha kawa telu netse tho kopupindi okup ka alangwa onepulo mpaka sha puthu. Ta longtha ashokela Omulongi ota pula alangwa mungundu wawo ya nyete etseyitho kopupindi ewarawa.	alangwa taq pulacere nokuyamula uluna ya pulwa. alangwa taq nyoh mungundu
--	---

Ehulitho Omulongi ota ende nangundu ota
 a tale amatseyitho ta an etwa po
 kaalangua nokuyakwathela

Nkene Otundi ya li Otundi njino na yi longwa ankere otayi
 ka longwa mesiku ta li laudula. Amatseyitho
 ota longwa 28.05.08 etitatu

APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 1

Eilongekidho Lyesiku:

Oshilongwa: Oshindonga Esiku: 3 Juni 2008

Omulongi: 16.00.00 Ondondo: 16.00.00

Ethimbo: 45

Oshipalanyolo: Osekula

Omalalakano: Balongwa ya tseye kutya phasi tande litha omamufelle melongo.

Omapyokoko: Balongwa taa tseye okufata lula osekula nokigandja iholekwe.

likwathitholongo: Okapakete, eposta

Efalomo: Ngaye omukuluuntu gwelongo, ova alhihila endapo lyandando 10, ou na okuninga ngini?

Okulonga

lilonga yomulongi	lilonga yaalongwa
Omulongi ota ka pula aalongwa kutya osekula la estike?	Balongwa ota ka gandja omamfuro gano.
Omulongi ota ka gandja afatutulo.	Balongwa ota ka kala tya pulafene nawa.
Omulongi ota tukulula nakupala omakulo ye ta gandja omafatutulo.	Balongwa ota ka pulafene nawa.

APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 2

Eilongekidho Lyesiku:

Oshilongwa: Oshindonga Esiku: 4 Juni 2008

Omulongi: Oshindonga Ondondo: 11

Ethimbo: 45

Oshipalanyolo: Oshinyandwa (Okanona mbandhwa yemwanka)

Omalalakano: Oalungwa otaa ka mawa nokulika ontse-ya neeloko lyoshinyandwa.

Omapyokoko: Okudhimbululwa nokuhokolola iiningwa nina mbyaka yi ilonga moshinyandwa

Ikwathitholongo: Eposta

Efalomo: Omulongi ta pula aalungwa kutya oo-
kuku poohungi nale oya li haya kala taya ninge shike?

Okulonga

Ilonga yomulongi	Ilonga yaalongwa
Omulongi ota lombwela aalungwa kutya ota ka pulakeha okahokolola ta ka laudula.	Oalungwa oye li mei-mweneneho.
Omulongi ota ka ho kolola pulufuto okahokolola ke na she moshinyandwa.	Oalungwa ota kala ya pulakeha nawa.
Omulongi ta tule aalungwa mwa	Oalungwa ota ka kala mweneneho.

APPENDIX Q2: LESSON PLAN-SUSAN: LESSON 3

Eilongekidho Lyesiku:

Oshilongwa: Oshindonga Esiku: 5 Juni 2008

Omulongi: 11:00 Ondondo: 11:00

Ethimbo: 45

Oshipalanyolo: Okafo kegandjo lyomanyelele

Omalalakano: Aalongwa otaa ka nyola iine-
lwa opindi ya mbwalangandja yil'ayili.

Omapyokoko: Aalongwa naa kale taa ulu oku-
nyola okafo kegandjo lyomanyelele.

Iikwathitholongo: Uufu wegandjo lyomanyelele

Efalomo: Omulongi ota ka pula aalongwa ota-
pula ge na sha nashoka a long eriku lye pita.

Okulonga

Iilonga yomulongi	Iilonga yaalongwa
<u>Omulongi ota ka pula</u>	<u>Aalongwa ota ka</u>
<u>aalongwa ya gandja</u>	<u>gandja ota ka</u>
<u>efatulo lyokafo</u>	<u>gandja ota ka</u>
<u>lyomanyelele.</u>	<u>gandja ota ka</u>
<u>Omulongi ota ka taa</u>	<u>Aalongwa taa pulakene</u>
<u>ulu naa pulakene</u>	<u>naa pulakene</u>
<u>Omulongi ota ka taa</u>	<u>Aalongwa ota ka</u>
<u>okafo kegandjo lyomanyelele</u>	<u>kala yil'ayili</u>
<u>Omulongi ota ulu uufu</u>	<u>wa, aalongwa taa taa.</u>

Ililonga yokegumbo: Longetridha akafo komayelithile

moko to ngangozhele aantu kombonga
Yoshubanga
Ehulitho: Amulangi aka ka bulitha abantu
nokupula omapulo.

Etalontseyo: Aalungwa aya li fagkutha omba
nga motundi. Oqando dhimiwe iradhiya
Pehulitha lyetundi

SIGNATURE OF HOD: _____

ESIKU: 11/06/08

APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 1

Eilongekidho Lyesiku:

Oshilongwa: OSHINDONGA Esiku: 9 Juni 2008

Omulongi: 11 Ondondo: 11

Ethimbo: 45 min

Oshipalanyolo: Engongo lyoshinyolwa

Omatalakano: Aalongwa ya tseye okungonga iinyolwa yomabudhi aghe
ya vule okutottha mo amanenedhiladhilo giinyolwa nokugan-
dhila melanduladhano.

Omapyokoko: Pehulilo lyetundi aalongwa etaa lea vula okutottha
amanenedhiladhilo nokungonga okahokololo.

Ikwathitholongo: Engolwakalata, oolopi dhoshilongadhakwa,
omafano.

Efalomo: Omulongi ta pula aalongwa sha kombinga
yengongo napoompito mpoka hali holoka.

Okulonga

lilonga yomulongi	lilonga yaalongwa
Ta tsilike engolwakalata e ta yelithile aalongwa omulandu gwengongo.	Taa landula nkene efatululo tali ningwa.
Ta yelithile aalongwa shoka ye na okuyanda uuna taengongo.	Taa koneke shoka ye na okuthiga po mengongo.
Ta tsilike amafano nogo ta longitha olwe eta ehokololo, ta pula ya tothe mo amanenedhiladhilo nokugandja amayamukulo gawo paungundu.	Taa landula nkene taku hekholole e ta totha mo amanenedhiladhilo nokulopota paungundu.

lilonga yokegumbo: Taa thigilwa sja lsa nyale okatendo ya ngonga
leombinga yokuilongekidhila efundya monaluyina

Ehulitho: Eyelitho kiiyetwapo yaungundu, aalengwa
taa ningi omagwedhelopo kiizemo yayalawano.

Etalontseyo: Omapulo: Oshike aihke omulongwa e na
okudhimbubulawa uuna ta ningi engongo?

SIGNATURE OF HOD: _____

ESIKU: 09.06.08

APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 2

Eilongekidho Lyesiku:

Oshilongwa: OSHINDONGA Esiku: 10 Juni 2008

Omulongi: _____ Ondondo: 1.1.2.3.4.5.6.7.8.9.10.11.12

Ethimbo: 4-5 min

Oshipalanyolo: Ontseyolaka nElongitho lyuyambitya

Omatalakano: Aalongwa otaa ka longitha elaka pamushangela gonashila.
Otaa ka longitha uyuyambitya nawia moonkalo dha
yeoloka.

Omapyokoko: Aalongwa naa kale taa vulu okumona eyaloko pokati
keyeletumbulo nashipopiwa mayele
ya vule okuyi mona mo makahokololo
Otaa ka tunda yawo yene nekuyi gandjela omafatulus.

Iikwathitholongo: Okakwatamawi, ifo yekunyola,
oolcopi dhuuhokololo nEmyolwakalata.

Efalomo: Omulongi ta pula aalongwa ya tunge uugumbo, ye wete
okayaha kiikulya taka mli onelha. Oshike tashi ke mu
hokitha okulya po iikulya mbyono? omulyo. Nomiinyelwa
omwa pumbwa omulyo tipop.may. nEmayelt.

Okulonga

lilonga yomulongi	lilonga yaalongwa
Ta talike emyolwakalata kashipelende	Taa landula nkene efatululo bali
moka ta yelithile aalongwa emayeloko ningwa.	
Ta pe aalongwa iiholelwa ya yab. Taa ningi eyaloko hyasho ya	Taa ningi eyaloko hyasho ya
iipopiwa mayele nmayeletumbulo	pewa kutya ashini oshipop.may.
Ta kopolele aalongwa, ombapila dhuulo	Taa tende koshi iipop.may yi li nmayelt.
kololo ya taa tende koshi emayelt nii ge li mo nekuganaya omafatululo	kugo.
popiwa mayele.	

Iilonga yokegumbo: Aalongwa taa pawa omayeletumbulo ye ke ga
kongele omamwayina nokui ga fatulula.

Ehulitho: Omulongi ta patululile aalongwa okalewatamawi
ya nyile oshilongadhalwa motundi yo taa lopeta
omayamukulo gawo.

Etalontseyo: Aalongwa taa pulawa ya yelithe eyooloko potedi
kuipapiwamayelet nomayeletumbulo nokugandja
iiolelwa komayamukulo gawo.

SIGNATURE OF HOD: _____ **ESIKU:** 10. 06, 08

APPENDIX Q3: LESSON PLAN-CHAINA: LESSON 3

Eilongekidho Lyesiku:

Oshilongwa: OSHINDONGA Esiku: 11 Juni 2008

Omulongi: _____ Ondondo: 11 - _____

Ethimbo: 45 min

Oshipalanyolo: Ondjokanona oCV

Omatalakano: Aalongwa ya nyale iingolwa oyindji ya mawala-
ngandja.

Omapiyokoko: Aalongwa otaa ka nula okutseya nkene o CV hayi
nyulwa.

likwathitholongo: Enyelwakalata, oombapila dhokurilonga, ookopi
dha nyelwa edhewo.

Efalomo: Omulongi ta pula aalongwa ya tumbule nkene
aantu haa moro ompito dhiilonga naddokumende
ndhoka dha pumbiwa metulunga iilonga.

Okulonga

Ilonga yomulongi	Ilonga yaalongwa
-Ta pula aalongwa ya tumbele	-Aalongwa taa gandja emayamu
ombapila thaji kala ypa mo	kulo ngaashi ya uvite,
meindilo.	
-Ta pula aalongwa ya fatulule	-Taa yelitha ngaashi taa dhila-
oCV yo ya popye shoka sha lawakha	dhila.
muga.	
-Ta tsilike enyulwakalata moka ta	-Taa nongonona nawa enyulwakala-
yelithile aalongwa. Te ya topolele	ta e taa konakona ombapila ya
wa ombapila moka te ya pula	pewa e ta yelitha pamalufo
ya yelithe paungundu.	paungundu.

lilonga yokegumbo: Aalongwa taa thigilwa ya ka nyole

oo CV dhawo yene,

Ehulitho: Aalongwa taa topoletwa combapila dhuuhokololo

ye wu leshe noku wu nyola taa yamukula muungundu
wawo nekugandja colopeta dhawo pamalifo.

Etalontseyo: Omulongi ta pula natango aalongwa emapulo hol.

oCV oshike? Oya kwatela mo shike? Omolwashike
ya pumbiwa?

SIGNATURE OF HOD: _____

ESIKU: 11.06.08

APPENDIX R1: SUSAN'S LEARNERS' WRITTEN WORK

17 Malibwa 2008

0-1
e-21
0-1
8-5
e-2
0-2
e-1
e-1
e-2

16 nawa!

20

-21 May 2008

OSHOPITWA SHE KUMAGIDHO LYAGUMBE
DYATH MEGONGATU OMASIMBITI

Idangi unene Kumjito nde yi inkelwa-

Omumakipindi omumakipindi
omakotekete omumakotekete, agandjuka aana
magetwa yamwe nangwe, yitiki ndje,
02/05/08 ndi kumagidhe agandjuka agakwe
tu yomegagala lyeta omumakipindi.

Petumekela nandi mu kumde ngame ndi mu
yandule oho muu hufika, Numayandula omu
kumwe nandi ga gandje kumwaga 'gpo-
mlanda lino e tu ne omkundo epa tu kale
kwa gongala myaka. Omakulu gande okwa
kile kekukumwete ke Shi gye, ano nena
ndjika enda hala ndi mu kumagidhe agwa
ndjika omakutwa, na endi inekela idandi
ka luga emanya lya londa ku kumwaga.

APPENDIX R1

Aagundjuka eayabwela, ehe eayia Lyulwily
 ashike eku li to ashike faife kwi itala
 mivivana yuyuni ina ku hala uhe
 okugongala yushaya shakalunga, mivivani
 yagundjuka eku wo kamalongofofalunga, ~~amigwa~~
~~nge yagundjuka mabe wo kamalongofofalunga~~
 unda kala ndiyi, "Kapo Kapo na lelama
 uho matukila uyuni, legelala na na yuse
 kumagendi" eku kala ashike le mpevu
 ka mwayini kashilishi nando ekuwawaw
 ne aagundjuka ina mu gu lya egongwa
 legelani gu tilingane.

Umakanda nuntana shanelende hyungwanga
 kamalwathalen shululuka yushaya, sha kala
 nga mabe wo yugongi mli ya namba
 aagundjuka, nunge kasho ito kala nom
 wenyi emule nelo go kamanda yini.

Pshulo nandi tye nga wya emkubisi
 mabe na makwalumbwaba mabe mabe

Kwantu na uho kamalwathala okuya em-
 wenge gukaya eku. Jamuli ko ama-
 kumyandho gandi nomuko agehe go na
 ga nunge okatwe ka kehe eku.

Tangi unene.

Isikila ko mabe
 Isikila natango shutapala
 itya nava!

0-2
 e-2 epaleka

2 June 2008

DSHIBFUM. SHEHUMGITHO LYATAGUNDYA
 KA MEGONGRHO OMUSIMBISI

20/06/08

Tangi unene kumulo nde yi inkelwaba.

Omumagundiyi omumamankwa, aagundjuka

APPENDIX R1

14 novel 20 3 June 2008 Ministry of Education REPUBLIC OF NAMIBIA Ministry of Education Sport and Culture Ground Floor - Block OSHAHH 3 June 2008 Umunela yepeto : 3 / 3 / 3 Umunela : N.S Tel : 061 2933343 Fax : 061 - 2933332 Umunela yepetula 28/2008 hanyelwa : Kaawilki yelongo mibupulwa, Kaataletikhikoniyo mibupulwa maakuluntwikhela yomibupulwa. Umunela : <u>leleke kuyipundi li huli</u> yepo	Mebingona: Shauwili yelongo 14 June 2008 Umunela tokulwa imabingonitwina yomulungwa a kehe ngelwa ka ka teya wihupundi a kale a Vandula umina mli layi Lundula myaka: 1. Umulungwa kehe na kale afutwela nawa kuyipundi apo ka ka teya wihupundi. 2. Umulungwa kehe taka teya wihupundi yhe yfwaene wina na wku talwina nane cho amane. 3. Uya ka ka teya wihupundi shauwili wa wku ka nawa egelo lya ngwa Kegona. 1. Umulungwa ka ka teya wihupundi nagi itwini nula. Ye wku ngitwina na kale fawini nakuwa, wku ka ka wihupundi
--	--

APPENDIX R1

		12 Febuwali 2008
	$\frac{14}{20}$	
Edhevo 2	Sileshitho	
Okameretu kaandja Shipanga oke tu etele iilongitho ngaashi: Ombike, etemo, oshihupulo nekuya. Atuhe otwe yi nyanyukulwa, oshoka otwa li twi iilongekidhila iilonga. Meme sho a galuka kOmeege, okwe tu pe iikulya tu trikile iilonga nawa. Otu shi 12/2/08 otwa lolokele we iilonga ihayi li omuntu, "ocho Kondja a li".		
		14 Maalitsa 2008
	<u>Oshithigilawa</u>	
A yenda	no	uluatakanth

APPENDIX R1

9 rawa unene!
10

31 Januari 2008

03/02/08

1. Amukashuna eta koni iilya. ✓
2. Amati etaa thanga etanga. ✓
3. Kuku eta koto Donyongo. ✓
4. Ogame tandi panga nena moshupangela. ✓
5. Selma eta li shumbumba. ✓

8 Febuluali 2008

Kumaleko

04/03/08

1. Ogame tandi panga nena moshupangela. ✓

8 Febuluali 2008

to 13

04/03/08

1. Amumati ✓
2. Shikumbo X
3. Letemo ✓
4. Amandhiju X
5. Okar. ra X

APPENDIX R2: CHAINA'S LEARNERS' WRITTEN WORK

11
20

2008

12 Febuluali 2008

Edheho 2: Ileshilho

Okamentu kaandja Shipanga oke
tu etele iilongitso ngaashi; ombike,
etemo, oshihupuloo nekuya. Atube
olwe uyi nyanyukilwa, oshoka, ~~olwe~~
u yi nyanyukilwa, ~~olwe~~ olwa li tui
iilongekidhila iilonga. Meme shoo agaluka
komege, okwe tu pe iikulya tu
12/01/2008 oshikile iilonga nawa. ~~Olwe~~ Olwe shi 15
Olwa lolokelile, iilonga ihayi li
omuntu osho Kondja a ti.

14 Maalito 08

Oshihigilwa

A. D. Jenda mo iikwatakanithiningwa
e to tala ngel oya nyolwa mondjila.

1. Okema uye ~~ondk~~ nyipondjo ohela x
2 →

14 Maelisa 2008 <u>Obithingwana</u> A. Yinda mo ikwatatathingwa e to kaka ngele eya ngelwa mondila: 1. Shema ye onde <u>hondip</u> shela. 2. Junalwa ye onde <u>ndj</u> yaka po metatano a pepye ndje. 3. Embo kyaRandu onde <u>li</u> ganda manga una ya. 4. Paulus eye na engembe odhingi ndele una haka <u>dhipepwe</u>. B. Yetha mo ikwatatathingwa 1. Onde <u>mu</u> lombwele <u>mu</u> shure mondila yamwe. 2. Shingwa shawo shwe <u>li</u> landitha	2 po e ka kanda omela. 3. Ekopi li mu pa, manga ina mutha omgata. 4. Kulu shwa lumire <u>ndje</u> omkucide gomuhula. <u>mu</u> epele! 19 Maelisa 2008 <u>Sepelele</u> A. 1. Shema ye onde <u>li</u> hondip shela. 2. Junalwa ye onde <u>li</u> yaka po metatano a pepye ndje. 3. Embo kyaRandu onde <u>li</u> ganda manga una ya. 4. Paulus eye na engembe odhingi ndele una haka <u>dhipepwe</u>. B. 1. Onde <u>mu</u> lombwele <u>mu</u> shu e mondila yamwe.
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APPENDIX R2

7:1/0113	MINISTRY OF EDUCATION (H) IGCSE ANSWER PAPER		PAGE NO. 11
CENTRE NO: CANDIDATE NO: SUBJECT CODE AND PAPER NO:			
NAME OF CANDIDATE: ~~XXXXXXXXXX~~ ~~XXXXXXXXXX~~			
QUESTION NUMBER		22 Feburuali 2008	FOR USE BY MARKER
	Oshipalanyolo ? Ola li elago enene ku Johanna sho kuu- mpe ke maria. Oshipalanyolo ayinge ohi- kumbi she oshinene makati bya k. a. a. sho- ka maria ahi a gwa yuka medita omangata ka sitene. yakwayo laasilepe.		
	natangue : (konima sho ya RORithohana) Onda tu muwa ku Maria anuwa ndi ku esyithile kutya anuwa okwa hala wapinga ominkumbi she oshinene.		
	Johanna : aipala oshingane oshinkumbi shep oshinene. Ngame nga Johanna ndi li ngeyi. nkene nga oha okumbo ke ayendi nde engaye nga. lya lya shili.		
	natangue : Anuwa engwe ^{damane} ~~anumaneka~~ maku mpe ke ayabe.		
	Johanna : Omili ^{nam} ~~mbili~~ ^{ngwanalo} ~~ngwanalo~~ ina kuka sho ofile ~~palanga~~ sho ekurine ~~the shilipo~~ . she shilipo.		
	natangue : ngame ondi uke wapinga elago sho wa hongololwa yingene ohi- kumbi oshinene.		
	Johanna : ^{shono} ~~n~~ elago we shono nenge oha ^{ngama} ~~shilipo~~		

APPENDIX R2

QUESTION NUMBER	huyiga.	huyiga.	FOR USE BY MARKER
	natangwe: Mgame nandi ye manga ndi kathi kibho butya owa dhimina.		3
	Johanna: Awo, ino ya manga ^{ee zetta} kalembeke amati ya andetu yefeko shomumila omubwira. Omoka ngate onda eka soka nda ringilwaku malira omene.		1
	Matangwe: Oho, nde mupandulilako no Rene le yaye. Omoka kama ye omuri ngashingeye nande mubinga ominkumbi nati nga yomawala oyo nga k. kute.		
	Johanna: Iyiti nati nga waka yee. ngam me. nangame wandi yakomengula		1
	Oho nga sha enda ngaha ^{aka} Matangwe aka shikitha ipima yaantii. ye Johanna ahi gwaro nemaliko. Omule omoka okwalica bumwa nati kwa sha akingwila kumdi a.		
-3	Kala bu lesimula shoka wa nyola, Idhula okumyola nawa!		
-3			
(11)			

APPENDIX R2

1/0113

MINISTRY OF EDUCATION (H) IGCSE ANSWER PAPER

PAGE NO.

CENTRE NO: CANDIDATE NO: SUBJECT CODE AND PAPER NO:

NAME OF CANDIDATE: Angela Johnson 11

QUESTION NUMBER	FOR USE BY MARKER
1	Othali elago enene ku Johanna she a hongololwa mokati kokunene ku natangwe she a hongololwa anenge Othinkumbi Othine mokati koya kwaga. sheba maria a li a gwa yuka mekuta Omangath Yakwaya esa it Silemo natangwe: (konima she ya Kopitthalhana) Dnda tumwa ku Maria anuwa okwa hala ndi ku tseyi thile kutya. anuwa okwa hala waninga Othinku mbi she Othine. Johanna: A hala a ninge ndje Othinku she Othine. Ngamo nga ena Okumwe ke oiyeni nde onga Yenga. eyaleo shili. natangwe: Anuwa ongue a simanika mokumwe ke aheke. Johanna: Othili nani ngamale ena Puka she ati a lile Kalunga she kunimwe she shili po. natangwe: ngamo ondi wela waninga elago she wa hongololwa Uni nge Othinkumbi Othine. Johanna: Shono elago we shono nenge Othi gama huiya.

APPENDIX R2

QUESTION NUMBER	ANSWER	FOR USE BY MARKER
	Natangwe: ngame nandi ye manga ndi kathi litho kutya owa thamina zimina.	
	Tshanna: Awe, ene ya manga lo gela la ndi ka lombela amali yaandletu ye ziko Shemushila Imukupi. Othoba ngaye nda zila shoka nda ningilwa lu nia Othuhene.	
	Natangwe: Oho nde mukandwila ka mi Ponele yaye. Othoba kapend ye Omuntu gathingeyi nade mtu muninga Othuhumbi ndi nga yomo	
	Eopaleko kala ho li ningi neitulemo! Idheula okumola nawa!	

APPENDIX S: QUESTIONS ASKED BY PARTICIPATING TEACHERS DURING CLASSROOM OBSERVATIONS

Here are most of the questions asked learners by the participating teachers during lesson presentations:

TERIA

Lesson 1: Literature: Prescribed book: “*Inau ku tetekela*”

Factual questions: Examples

We did analysis on our prescribed...which one? Learners: *Inau ku tetekela nau ku hugunine* (the name of the book)

I gave you something to be done on Friday, did I? What are those? Name them.

Learners: *Yes, they are...*

We have one of the groups which did not finish doing their work isn't it?

Learners: *Yes!*

Is tension experienced by the reader or by the character? Learners: Some: *By the reader*, while others: *By the character*

This group was doing conflicts and solutions the other one was doing tension, wasn't it? Learners: *Yes*

What does it meant by conflict?

What was the conflict? Learners: (Name...)

What did happen after Samaria's parents called to come to school? Learners:

...

Those mentioned girls debited the congregation, didn't they? Learners: *Yes*

What did the boys do in order to solve the problem? Learners: ...

Probe questions: Examples

How did the boys solve the problem?

How do you understand tension? Can you explain more?

Give examples of tension?

Have you noted identified tensions?

Procedural questions: Examples

None

Affective questions:

What have you learnt from this book?

Lesson 2 and 3: Reading and Writing: An advert

Factual: Examples

Let's say you have a business or willing to start with a business. What are you going to do if you want the public to know about your business?

What do you consider first when writing an advert?" Learners: "The headline"

Where do you put your advert? Learners: Through radio

You advert should be attractive, shouldn't it?

What should be the content of an advert?

Who is selling?" Learners: "The seller!"

We have learnt about commercial adverts, haven't we?

When we write an advert what we should start with?

Is the message written in capital letters?

What is more needed in as a part of the content of this advert?

Why should we summarize the message of an advert? Learners: "Because one must pay for it".

Where is yours?

Probe questions:

None

Procedural questions: Examples

Any question, Is there any question?

SUSAN

Lesson 1: Reading and Directed writing: A circular

Factual: Examples (All of the answers were given in choral)

Let's say you are the Director of education and you have learnt that the Grade 10 result was very poor. What are you going to do?

What is a circular?

Where does the information go?

Can you see this example?

What is at the beginning?

Where does it come from?

Can you see how it is written?

What does it mean a circular number?

Can you see this picture?

To who is the circular addressed?

What does it mean by the “subject”?

What is next of this?

The teacher read a paragraph and asked: *What is this?*

Can you see how has she read? (After one of the learners has read)

Why a circular is very important?

Can you see this topic?

Probe questions: **Examples**

None

Procedural questions: **Examples**

Do you understand?

Any question?

Lesson 2: **Literature:** Drama genre: *Okanona mondhikwa yemwanka*

Factual: **Examples**

What did our ancestors do during social evenings?

Which story have we learnt?

Nowadays, what do parents tell their children about?

Let's talk about elements, who is the betrayer?

Can you see this one?

Can you all see this picture?

Where is our homework?

Probe questions: **Examples**

None

Procedural questions: **Examples**

Any question?

Lesson 3: Reading and Writing: Leaflet

What does the leaflet about?

What is the purpose of reading leaflets? Do you read leaflets?

Have you written information?

Have you included pictures, topic?

Have you seen a leaflet including a map?

Can all you see it?

Can you see how they abuse alcohol?

What is here?

The content it is just like that, did you hear when I was reading?

Probe questions: Examples

How do the contents look like? Can you all see what is written here?

Procedural questions: Examples

Anyone has a question?

Is it clear?

CHAINA

Lesson 1: Reading and Writing: Summarizing

Factual questions: Examples

What does it meant summarizing?

Where do we get summarizing?

What you have to avoid when writing a summary?]

What are we learning?

What do you say Y?

What is on top of the text?

Probe questions

None

Procedural questions

None

Affective questions

None

Lesson 2: Reading and Writing: Grammar and Usage: Use of idioms and idiomatic expressions

Factual questions: Examples

What are the different techniques used in writing?

What did you underline from the first and the second paragraph? How do you call it?

What have you written?

Probe questions: Examples

How do we make a difference between proverbs and idioms?

Why is it important to learn about “idioms and figurative speech”?

Procedural questions: Examples

Do you have any question?

Any comment?

Affective questions

None

Lesson 3: Reading and Writing: Directed Writing: A CV

Factual questions: Examples

You are studying; do you have any good purpose of studying?

What is a CV?

How many of you have their CV?

What does the CV comprise?

What comes after the topic?

What is working experiences all about?

What should we put in mind?

What does it meant by “sex”?

Marital status, what should females/males say?

This group, what did you write?

What is needed to be corrected?

What did they say on marital status?

Probe questions: Examples

None

Procedural questions: Examples

Any question?

Do you understand?

Affective question

None

**APPENDIX T: REQUISITION OF SUBMISSION OF DOCUMENTS FROM
PARTICIPATING TEACHERS**

3 June 2008

Dear Colleague,

Please provide me with the following as are stipulated in the letter I wrote to you:

1. Learners written books – all types you use
4 books each
2. Schemes of work (Oshindonga L1 grade 11)
3. Recording of marks
4. Your daily preparations
5. Handouts used during lesson observations

Note: Please give me whichever is available.

(Chibambangule)

**APPENDIX U: CLASSROOM OBSERVATION-CHINA, ENGLISH VERSION,
LESSON 1.**

School: Shoonuukongo S.S.		Date:
Grade: 11		Lesson starting time:
Topic: Idioms and Proverbs		Lesson ending time:
Teacher: Chaina		Number of learners: 41
Lesson description		
1. Teacher greets her learners	The learners respond back.	Chalkboard is cleaned
2. Teacher poses a question to the learners: <i>What is the meaning of summary writing?</i>	A learners respond back	
3. Teacher repeats the learner's response		
4. Where may be one is requested to summarise, Simon! (not real name)	For example, in report writing.	Another learner responds.
5. In a short story one also needs to summarise, which part of a story may one be requested to summarise?	At the resolution (ending).	A different learner responded
6. Teacher repeats the learner's answer		
7. Teacher displays poster on board		Learners are paying attention.
8. Teacher explains to the learners what summarising is, and the components of summarizing.		Learners listen attentively.
9. The teacher asked learners if they are following.	Learners: yes!	
10. Listen to a story	Learners listen attentively	Teacher reads the story

11. Teacher hangs the poster with a picture on it, “the story that I just read is being supported by this picture”. 12. Explains each picture 13. Puts the third poster on the board and asked question on what the picture entails? 14. Continues with explanation what we are learning from the story? What is flood? 16. Right, any other response? 17. Describe how people have been affected by floods? 18. Identify from the story, those who have assisted people during the times of floods. 19. Teacher places learners in groups; each group gets a different story. The groups are numbered. 20. Time is limited! Give the responses that you had so far, write them onto your paper. 21. Teacher walks around; monitoring and reminding them about time. 22. Is there any other groups that did not finish yet? 23. Now, it is time for feedback! 24. Group 1 presents 25. The teacher calls for	Learners listen attentively Yes madam! Learners listen attentively A learner responds: it is water..... They left their homes. Help wasn't at hand in most cases. Learners respond: churches, banks... Learners sit in their groups. They listen attentively. Learners work in groups quickly One of the learners read their feedback to the class.	Listening attentively Learners are listening carefully. There are pictures showing events- various events regarding floods. Another learner explains too. In a group of 4-6 they work on the various questions assigned. Teacher monitors time
--	--	--

additional responses. 26. Ok. Anyone from group two? Group 4 29. Anyone to continue? 30. Group 5 31. At least all groups have said something, is there anyone with any additional point? 32. Why? 33. Reflections on the lesson. Teacher poses questions on summarizing for revision purposes. (What should one include in summarizing?) 34. Teacher reinforces main points. 35. Asks what the story line is. 36. Is there any question or any additional information? 37. How do we summarise? Answer this question: Kakoko, what is your answer? 38. What is always on top of the text? 39. Finally the teacher gives learners a home work.	Learners: no Ms! One of them presented Did the same. No Ms! One of them said something. The last group supposed not to say... Learners respond: proverbs... Learners are listening. When requested to summarise, I need to start with....? Learners responded I will start with.... Heading/topic. Yes, Ms!	Learners shout! Then the teacher told that learner to repeat. A learner asked a question
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**APPENDIX V: CLASSROOM OBSERVATION-CHINA, OSHINDONGA VERSION,
LESSON 2.**

Osikola: Shoonuukongo SS		Omapyokoko: Omayeletumbulo nLipopiwamaye
Ondondo: 11		Etameko lyOtundi: 9h35
Oshikalimo shOmusindalongo: Elongitho lyElaka		Ehulilo lyOtundi: 10h14
Omulongi: Chaina		Omwaalu gwaalongwa: 41
Iilongadhalwa yOmulongi	Iilongadhalwa yAalongwa	Ookomenda
1. Omulongi ta popitha aalongwa ye e te ya pula kombinga yiikulya	Aalongwa taa yamukula Omulongwa 1: elongitho lyElaka Omulongwa omuti-2: omipopyofano Omulongwa omuti-3: omayeletumbulo	
2. Ta yelekanitha omulyo gwiikulya nogwelaka	Aalongwa oya pulakena	
3. Ta pula kutya Melaka...	Kaali (lyomeholamo) ta yamukula	
4. Eewa, otwa tumbula po omipopyofano... otatu ka tala pokati kiipopiwamaye nomayeletumbulo. Oshike hashi tu pe tu mone omayooloko?	Aalongwa taa yamukula	
5. Omulongi ta tsilike eposita lya nyolwa iipopiwamaye nomipopyofano.		
6. Ta fatulula ye ta gandja iiholelwa	Aalongwa oya pulakena	Omapulo inaga gandjwa manga, oya pulakena lwaali
7. Eewa, omolwashike sha pumbiwa tu ilonge...	Aalongwa taa yamukula: Otwa pumbwa tu ga tseye tse tu ga longithe.	
8. Ta topolele aalongwa ye oombapila dhookopi dhokaleshwa ye li muungundu.	Aalongwa oye li muungundu wooyatano	

9. Ta patulula oteyipa, e ta kala te yi patulula ye he yi pata.		
10. Eewa, mokatendo kotango owa tende mo shike?		Omulongi ta endulula eyamukulo lyomulongwa.
11. Eewa, mokatendo omo tuu moka owa mono mo shike?	Omulongwa ta yamukula: omakanda-osinonime Omukwawo: Otwa kanda...	
12. Okatendo okatiyali?	Gumwe: eyeletumbulo- oshipopiwamaye	
13. To shi luku to ti?	Katewa...?	Omapulo inga nyolwa
14. Natu, tsikileni...		Omulongwa ta yamukula
15. Tu tsikileni natango, okahokololo naka tye manga ngawo...		Omulongi ohayi puungundu omathimbo gamwe ta pulakene?
16. Omulongi ta nyola: <i>omugongo</i> , Eewa, tunga omayeletumbulo...	Omugongo wu lilila oongu hagu ku kwiinine.	
17. Natango? Omulongi: <i>Omugongo omuposi okekuya</i> .		Oya nyolwa mombapila
18. Ta nyola: egoya	Egoya olya...	
19. Otandi ku pe efatululo: <i>Omugundjuka longa manga wu na aakuluntu yoye</i> .	Lumoho ilonga manga kulyo e li po.	
20. Omulongi: <i>Ino tonda oluhepo lwaayeni</i> .	Nekwa lya tsima oye ngaa nyoko.	
21. Natango, oteyipa te yi patulula	Aalongwa otaa pulakene yo taa nyola.	Ota longitha uungundu wooya4-6
22. Omipopyofano tadhi kongelwa omayamukulo. Aalongwa taa lombwelwa ye dhi kongele omayamukulo.	Otaa kundathana mungundu. Omulongi ota kwathele mpaka naampeya. Otaa ganeke ayehe.	
23. Iyaloo! Ominute odha		

