

# Teaching Challenges of English Second Language Teachers in Senior Secondary Schools in the Ohangwena Region, Namibia

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## Abstract

The study investigated the teaching challenges faced by English Second language (ESL) teachers in Senior Secondary Schools in the Ohangwena Region, Namibia. The study used the mixed methods research approach to collect data from a sample of 60 ESL teachers currently teaching in the eleven Senior Secondary Schools in Ohangwena Region. The research participants were selected using the purposive sampling method. Data were collected using questionnaires, focus group discussions and observations. The study found that ESL teachers in Ohangwena Region encounter challenges such as lack of resources for teaching and learning ESL, overcrowded classes, absenteeism by learners, lack of parental involvement, learners' lack of motivation, learners' poor attitude, lack of support from advisory education officer, lack of refresher workshop and learners' lack of exposure to English language programs. To minimize the identified challenges, the participants highlighted the need for the provision of adequate resources such as ESL textbooks and buildings to accommodate all the learners, involving parents in their children's education, reducing the teacher-learner ratio in the classrooms, organizing capacity building workshops for ESL teachers, and changing the medium of instruction for junior primary grades from Oshikwanyama to the English language. The study recommended that government should improve the teaching resources and infrastructure as well as provide refresher workshops to enhance the ESL teaching conditions in the study area.

## Keywords

English Second Language, Teaching Challenges, Mitigation Measures, Ohangwena Region

# Readings On English As A Second Language For Teachers And Teacher Trainees

**Peipei Pang**



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*Readings on English as a Second Language: for Teachers and Teacher-trainees* Kenneth Croft, 1972      Readings on English as a Second Language Kenneth Croft, 1972      *Readings on English As a Second Language* Kenneth Croft, 1980-01-01

Teaching English as a Second Language Wallace L. Goldstein, 1975      *Teaching English to Second Language Learners in Academic Contexts* Jonathan M. Newton, Dana R. Ferris, Christine C.M. Goh, William Grabe, Fredricka L. Stoller, Larry Vandergrift, 2018-02-07

Teaching English to Second Language Learners in Academic Contexts Reading Writing Listening and Speaking provides the fundamental knowledge that ESL and EFL teachers need to teach the four language skills This foundational text written by internationally renowned experts in the field explains why skills based teaching is at the heart of effective instruction in English for academic purposes EAP contexts Each of the four main sections of the book helps readers understand how each skill reading writing listening and speaking works and explains what research has to say about successful skill performance Pedagogically focused chapters apply this information to principles for EAP curriculum design and to instructional activities and tasks adaptable in a wide range of language learning contexts Options for assessment and the role of digital technologies are considered for each skill and essential information on integrated skill instruction is provided Moving from theory to practice this teacher friendly text is an essential resource for courses in TESOL programs for in service teacher training seminars and for practicing EAP teachers who want to upgrade their teaching abilities and knowledge bases

*Guide to Materials for English as a Second Language* ,1981 This guide is a catalog of materials currently available for English as a second language ESL instruction at the elementary secondary and adult levels It is intended for educators who are attempting to meet the needs of immigrants refugees and non English speaking U S natives of all language backgrounds Over 460 entries are included ranging from textbooks for basic courses to a wide variety of supplementary and audiovisual materials Each entry lists the following information title author editor publisher and address year of publication proficiency level type of material skill development area emphasized target grade level and a broad category designation Author AMH

**TESOL Guide for Critical Praxis in Teaching, Inquiry, and Advocacy** Crawford, Jenifer, Filback, Robert A., 2021-09-17 The field of TESOL encompasses English teachers who teach English as an additional language in English dominant countries and those teachers who teach English as a foreign language in countries where a language other than English is the official language This range of educators teaches English to children adolescents and adults in primary secondary post secondary popular education and language academies or tutoring centers The diversity of learners and contexts within the TESOL field presents a unique opportunity for educators to address varied educational and societal needs This opportunity calls for TESOL educators who can support the whole learner in a range of contexts for the greater social good There is an urgent need for readily reproducible and step by step research based practices and current standards in TESOL that bridge the gap between critical scholarship and equitable teaching practices This book would serve

as a critical addition to current literature in TESOL TESOL Guide for Critical Praxis in Teaching Inquiry and Advocacy is an essential reference that provides practical and equitable step by step guides for TESOL educators through the current best practices and methods for effective and equity minded teaching critical inquiry and transformative advocacy This book is of particular value as it bridges theories to practices with a critical look at racial and social justice in English language teaching which will lead to the integration of social justice focused practice across the new curriculum Covering topics such as integrated language instruction equity and inclusivity critical consciousness and online learning this text is essential for in service and pre service TESOL educators education students researchers administrators teacher educators and academicians

**Reading on English as a Second Language** Kenneth Croft,1972      **Resources in Education** ,1999-04      Teacher Training Essentials Craig Thaine,2010-10-21 The essential resource for new and experienced teacher trainers      *Research in Education* ,1971-12      **Bilingual Educational Publications in Print** ,1983      **Library of Congress Catalogs** Library of Congress,1976      Library of Congress Catalog Library of Congress,1970      *Second Language Instruction/acquisition Abstracts* ,1997      *Literacy* S. N. Colamery,2000 Literacy is defined as the ability to read and write One would expect that as the world enters the 21st century of the Third Millennium we wouldn't even need to discuss such a topic But alas that is not the case Even in the United States the only so called superpower left standing at the moment the rate of illiteracy is astonishing Some cynics say that there is no cause for alarm since the rich elite class needs millions of workers for low paid jobs and the less educated the better Others say that the lack of literacy is the fault of the schools and that if we double the pay of the teachers they will somehow suddenly be interested in teaching Still others say that with television and VCRs everywhere who needs to read and write anyway In this book we have collected citations sorted and indexed them in a way which we hope will be useful for those seeking further information on this topic At the beginning we offer excerpts from some of the fundamental reports summarising the dismal situation      **Language and Language Behavior Abstracts** ,1982      *Current Index to Journals in Education* ,1998-10      **Linguistics and Language Behavior Abstracts** ,1996      **Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant** ,

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