

CHALLENGES EXPERIENCED IN ENGLISH LANGUAGE BY LEARNERS AND
PROMOTERS OF ADULT UPPER PRIMARY EDUCATION PROGRAMME IN
KHOMAS REGION, NAMIBIA

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ABSTRACT

The lack of acceptable fluency in speaking, reading, and writing of the English language among adult learners, at the Adult Upper Primary Education level of the National Literacy Programme in Namibia poses a significant challenge. This study explored the challenges experienced by promoters and learners at the AUPE level of the NLPN, in the Khomas Region, in teaching and learning the English language, respectively. By employing a phenomenological design of the qualitative approach, the data was collected through interviews and observation techniques. Three (3) promoters and six (6) adult learners were purposively sampled and interviewed, and classroom observation of three (3) promoters' teaching English language was conducted after the interviews. Through the content analysis, the interview data revealed that although promoters were motivated by the love of working with adults, their practice was challenged by a lack of permanent teaching centres, outdated teaching materials, and some learners tend to be slow to understand the lesson, making it a challenge for the promoter to move on within the limited time. Another challenge is the stringent recruitment policy of a minimum of fifteen (15) adult learners per class, which is difficult to attain and sustain, as well as limited support from the Directorate of Adult Education (DAE). Nevertheless, the observation data indicated that promoters employed various effective techniques such as lectures, question and answer, incorporation of translation and practical activities in lessons to promote learners' learning of the English language. The findings shed light on the difficulties experienced by learners related to reading comprehension, listening skills, grammar usage, spelling, pronunciation, and sentence construction. External

factors such as work schedules and limited class time further hindered learners' English language learning.

Keywords: English language, andragogy, challenges, adult learners, promoters

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ABBREVIATIONS/ACRONYMS

AUPE	Adult Upper Primary Education
CV	Curriculum Vitae
DABE	Directorate of Adult Basic Education
DAE	Directorate of Adult Education
DLOs	District Learning Officers
MBESC	Ministry of Basic Education, Sport and Culture
MoEAC	Ministry of Education, Arts and Culture
MoE	Ministry of Education
NLPN	National Literacy Programme in Namibia
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organization
VTCs	Vocational Training Centres

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This thesis is dedicated to God Almighty through Psalm of David 103:1-2, which reads: "Let all that I am praise the Lord; with my whole heart, I will praise His Holy name. Let all that I am praise the Lord; May I never forget the good He does for me." (Life Application Study Bible-NLT 2007, page 950).

In addition, God, through Isaiah 41: 10 says "Don't be afraid, for I am with you. Don't be discouraged, for I am your God. I will strengthen you and help you. I will hold you up with my victorious right hand" (Life Application Study Bible-NLT 2007, page 1154). I focused on the good things God has been doing for me, because I received all good things without deserving any of them. No matter how difficult my journey during my studies was, I can always count God's blessings—past, present, and future, all in God's hands.

Therefore. "May the words of my mouth and the meditation of my heart, be pleasing to You, O Lord, my Rock, and my Redeemer." (Psalm 19:14, Life Application Study Bible-NLT 2007, p. 862).

DECLARATION

I Aune Hambeleleni Odunlami, hereby declare that this study is my own work and is a true reflection of my research, and that this work, or any part thereof has not been submitted for a degree at any other institution higher learning.

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CHAPTER 1: INTRODUCTION

1.1 Orientation of the study

It is a global belief that literacy is one of the pillars of national development. For example, the United Nations Educational, Scientific and Cultural Organisation (UNESCO) defines literacy as an ongoing process of acquiring and mastering reading, writing, and numerical skills throughout one's life. Literacy is integrated into a broader array of skills such as digital proficiency, media awareness, and job expertise. These skills enable individuals to learn, grow, actively participate in their communities, and contribute to the progress of society (UNESCO, 2023). Therefore, it is the right of everyone to be provided with and enjoy the benefits of quality literacy. The Namibian Constitution adopted in 1990, prioritises education to make it possible for every Namibian, young and old, to have access to education.

In keeping with UNESCO's idea of literacy, the Ministry of Basic Education, Sport and Culture (MBESC) provided people who had missed out on formal education system with opportunities to acquire and upgrade their literacy skills, by introducing the National Literacy Programme in Namibia (NLPN) in 1990. The aim was to provide equal access, democratic and quality basic education to adults and out-of-school youth. Thus, the responsibility of the NLPN is to educate the previously disadvantaged adults and out-of-school youth, to enable them to contribute more effectively to Namibia's national development (MoE, 2009).

The NLPN consists of two levels of learning: Level 1 and Level 2. Level 1 has three stages (Stages 1-3), where Stage 3 is equivalent to Grade 4 of formal schooling and focuses on the learning of the English language and Numeracy, amongst other subjects.

Level 2, which is also referred to as Adult Upper Primary Education (AUPE), is equivalent to Grade 7 of formal schooling (MoE, 2009). The AUPE Level 2, is a three-year programme focusing on addressing the problem of English language communication in all four language skills: reading, listening, speaking and writing. English is the official language and medium of instruction in Namibia. English proficiency is thought to empower learners by enabling access to knowledge through reading, listening, speaking, and writing (Al Zoubi, 2018). Thus, NLPN learners are expected to acquire appropriate and sufficient English language competencies at the end of the AUPE level. Competencies learners are expected to possess upon completion of the AUPE programme amongst others include academic competency, critical thinking and problem-solving, communication skills and information literacy. Academic competency is subject-specific knowledge and skills, that learners acquire in the course of their learning. This may include knowledge of mathematics, science, languages (for example, English), social sciences, arts, or other related academic disciplines. Learners should be able to analyse information, think critically, and solve problems effectively. This includes the ability to gather and evaluate evidence at hand, make logical connections, and develop creative solutions.

Learners should be able to express their ideas clearly and effectively, both verbally and in writing. This includes the ability to communicate ideas, discussions and information in a structured and coherent manner. Learners should be able to locate, evaluate, and use

information from a variety of sources. This includes understanding the usage of libraries, databases, and online resources and critically assessing the reliability of information (DAE, 2009). These competencies when put into action, would serve as a vehicle towards empowering learners economically, socially, and academically. In addition, Namibia's education language policy emphasises the use of the mother tongue as a medium of instruction in grades 1 to 2 and learners only start with English as a medium of instruction in Grade 3. This is equal to the NLPN system which starts with the mother tongue as a medium of instruction in Level 1, stages 1 to 2, before the introduction of English as a medium of instruction in Stage 3. Thereafter, level 2 of the NLPN, which is the AUPE level, and using English as the medium of instruction. Dahm & De Angelis (2018), support this idea, arguing that mother tongue literacy plays a positive role in language learning, especially when learning a second language.

In Namibia, English, other than any other foreign language, is given preferential value since it is an official language in the country, and it is also the language of communication all over the world. English is not just used as an official language, but has the function of national unity in Namibia, since Namibia could not select one of the eleven languages of Namibia as the language of unity, because none of the local languages plays that role. Since the inception of the AUPE programme after independence country-wide, those Namibians who were previously educationally disadvantaged, are using an opportunity to uplift their educational background through the AUPE programme. When people acquire knowledge and skills in any discipline, there are always challenges that interfere with successful learning (Sweller, 2019). English is no exception, with one of the most challenging skills to learn being speaking (Abrar et al., 2018). These challenges are experienced more when learning is done in a

foreign language. Challenges of learning a foreign language are observed in speaking, reading with understanding, and writing.

Evaluation studies have been conducted by the Directorate of Adult Education (DAE) to appraise the progress of the NLPN programme. The outcome of the studies indicates that learning and teaching English to adult learners was met with many challenges (DAE, 2014). However, these reports lack clarity on the specific challenges that were experienced by learners and promoters. The reports are also silent on specific measures that could be implemented to address the challenges experienced in the English language educationally. In addition, in 2013, the researcher was invited by the Ministry of Education Arts and Culture through DAE, in order to be part of the research team under Turning Point Consultancy cc that was mandated to explore male participation in literacy classes at the time. This consultancy took place at two primary schools in the Khomas Region. During those discussions, the researcher observed that most participants' level of English was below the expected competencies as per the AUPE English language curriculum. Learners were unable to demonstrate acceptable fluency in both speaking and reading with understanding and writing in the target language.

1.2 Statement of the problem

The lack of acceptable fluency in speaking, reading, and writing of the English language among adult learners, at the AUPE level of the NLPN programme poses a significant challenge (DAE-Ministry of Education, 2014). Despite the programme's objective to develop language proficiency, it appears that adult learners at the AUPE level struggle to express themselves fluently in English. This issue hinders their ability to effectively communicate, participate socially, and access better employment opportunities, thereby

obstructing their overall academic and economic upliftment (Farahani, 2014). To address this problem, it is important to investigate and understand the specific challenges faced by both promoters and learners in English language acquisition at the AUPE level of NLPN, particularly in the Khomas Region.

1.3 Research questions

This study was directed by the following research questions:

1.3.1. What challenges in the English language are experienced by AUPE promoters and learners in the Khomas Region?

1.3.2 How do promoters facilitate learning of the English language in their classrooms at the AUPE stage?

1.3.3 What support do promoters receive to empower them to teach the English language at the AUPE stage successfully?

1.3.4 What do AUPE learners do in their daily lives to enhance their learning of the English language?

1.4 Significance of the study

This research will help improve the AUPE programme by identifying and understanding the challenges facing promoters and learners in their English proficiency. This provides insight into specific areas that require intervention and support to improve language learning and teaching strategies, ultimately leading to overall educational improvements for adult learners. English language skills are crucial for effective communication and social engagement on many levels. By examining English speaking, reading and writing tasks, this study sheds light on the barriers adult learners face when trying to express

themselves fluently. Addressing these challenges can improve social interaction, integration and participation within communities.

The study recognises the important role language skills play in economic recovery. By examining the challenges faced by educators and learners in English proficiency, this study provides insight into potential barriers that prevent adult learners from obtaining better job opportunities and higher salaries. Addressing these challenges could open doors to economic development and a better life for AUPE adult learners.

The results of this study can be used to develop targeted interventions and support programmes that specifically address identified challenges in learning and teaching English during the AUPE level of the NLPN programme. These interventions can contribute to effective language teaching in order to enhance language skills, improve educational opportunities, and potentially facilitate the social and economic empowerment of adult learners at the AUPE level of the NLPN programme, especially in the Khomas Region. By conducting research in the Khomas Region, a focus on a specific geographic area and providing local insights into the challenges faced by promoters and learners, the region-specific understanding will lead to the development of contextualised strategies and interventions tailored to the needs of adult learners in the Khomas Region.

1.5 Limitations of the study

This study's findings are specific to the Khomas Region and may not apply to other regions or contexts within Namibia or beyond. The unique characteristics, demographics, and educational infrastructure of the Khomas Region may limit the generalisability of the study's findings. Regarding the sample size and representation, the

study's findings might be influenced by the sample size and composition of participants. The sample size may not be diverse enough thus the results may not fully capture the range of challenges faced by promoters and learners in the AUPE programme. The researcher's observations and perceptions may have introduced subjectivity and bias into the study as the researcher may have not used validation assessment tools that could have ensured transparency in data collection and analysis. The study may have relied on self-reported data from adult learners and promoters, which could be subjected to recall bias or social desirability bias. Participants may have responded the way they did, because they thought their responses were expected to be favourable, which may have affected the accuracy and reliability of the collected data. Conducting a comprehensive study on the challenges experienced by promoters and learners in the English language requires sufficient time, resources, and funding. Limitations in these areas may have restricted the scope of this study, leading to potential gaps in the understanding of the challenges and limitations to draw robust conclusions.

This study's outcomes may be influenced by external factors such as socio-economic conditions, language policies, and cultural dynamics. These factors have an impact on the challenges faced by adult learners and promoters in English language acquisition and were beyond the scope of this study. Despite these limitations, it is important to acknowledge and address these limitations in order to ensure validity, reliability, and applicability within the given context of investigating the challenges in English language proficiency at the AUPE level of the NLPN programme in the Khomas Region.

1.6 Delimitation of the study

The research was restricted to the Khomas Region. Khomas Region has a diverse population with a combination of urban and rural areas. This diversity can provide valuable insights into the challenges faced by promoters and learners in different contexts. Urban areas may have more resources and exposure to the English language, while rural areas might face additional challenges such as limited infrastructure and access to educational materials.

Khomas Region's accessibility and logistical considerations, such as transportation and accommodation, were convenient compared to other regions, making it a practical choice for conducting this research and gathering data. The researcher fluently speaks and understands four languages (Oshiwambo, Otjiherero, Afrikaans and English) of the languages widely spoken in Namibia. Therefore, only the participants who could speak and understand these languages were sampled to participate in this study.

1.7 Definition of terms

Challenges - this concept refers to the possible difficulties promoters and adult learners face during teaching and learning English.

Promoters - refers to promoters of learning among adult learners of the AUPE programme.

Adult learning - refers to a learning situation where a mature person, because of individual circumstances, has not completed formal learning and therefore involves him/herself to undertake learning (Knowles et al., 2015).

Andragogy - the theory, methods, and activities involved in teaching adult learners (Cambridge Dictionary, 2023). Knowles et. al. (2015) defines andragogy as the art and science of teaching adults and how it differs from children's education.

Facilitation - Cambridge Dictionary (2023) defines facilitation as "the process of making something possible or easier". More specifically related to learning, Farini & Scollan (2023) describe facilitation as a way of communicating that helps learners express their own thoughts and choices when talking to others. In this study, facilitation refers to the process of supporting adult learners' development and competencies of speaking, reading with understanding, and writing in the English language.

1.8 Structure of the Thesis

This report is organised into five chapters. Chapter one is the introduction chapter. Its purpose is to present a brief orientation of the study; clarify the problem that inspired the study; and state the research purpose and questions. This chapter further defines important concepts used in the Thesis.

Chapter Two presents the findings, arguments and conclusions of the reviewed literature. It mainly deals with the educational implications of promoter competency in their teaching of the English language, as well as those of learners taking responsibility for their own learning. The same chapter concerns itself with the general background of the theoretical framework that has informed the phenomenon under study, challenges experienced in AUPE level. This chapter concludes with the analysis of other researchers' findings and presents the gap found in the current literature, which justifies the inquiry. Chapter Three presents the research methodology; shows how the research questions of this study were addressed; explained how sampling techniques and criteria used in the choice of participants; presents details of data collection techniques and procedures used for data gathering and analysis. Chapter Four presents the data collected through interviews and observation to investigate and understand the specific challenges faced by both promoters and learners in English language acquisition at the AUPE level of NLPN The findings are interpreted, summarised and presented in descriptive-narrative form. Chapter Five is the concluding chapter that presents the end product of what has been studied. It shows how the results confirm or deviate from the study's expectations, recommends and offers suggestions for further research.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This study explored challenges experienced by the promoters and learners of the Adult Upper Primary Education (AUPE) stage of the NLPN. Wolf et al. (2014), defines literacy as a sociocultural tool, designed to liberate illiterate individuals from the cycles of poverty and illiteracy. Without literacy, one would be excluded from the information vital to one's personal and socioeconomic growth in a rapidly changing world (Wolf et al., 2014). The Ministry of Education in Namibia emphasised developing learners' competencies in the English language at the AUPE stage of the national literacy programme. It is believed that the knowledge of English would help learners to access knowledge through reading, listening, speaking and writing (Al Zoubi, 2018).

According to Heerden-Pieterse (2015), being competent in English helps learners grasp the knowledge and concepts of other subjects being taught in the English language. Literacy is considered a mechanism towards empowerment and economic development, and it is meant to break the barrier of education disparity (Likando et al., 2016). Without adequate literacy, one would be disadvantaged from much needed information whether in speaking, listening, reading, or writing. According to Wang (2014), literacy contributes in ways that are relevant and useful in society. The main aim of the Ministry of Education, through the Directorate of Adult Education (DAE), is to reduce Namibia's rate of poverty by giving adults who were previously disadvantaged educationally, the opportunity to learn, and as a result, improve their livelihoods (MoE, 2011).

2.2 Theoretical Framework

This study was informed by a Constructivism Theory. This theory is perceived as the foundation for lifelong learning (Mohammed, 2020). Mohammed (2020) argues that knowledge should be actively constructed within a learning environment, where learning is made to be active, it should be a creative and socially interactive process.

Constructivism advocates for an alternative instructional approach, challenging the traditional methods prevalent in schools (Knowles et al., 2015). According to Knowles et al, (2015), instead of mere transmission of knowledge through symbols, it emphasises hands-on, meaningful experiences through dialogue and its many socio-cultural expressions in the target language. Promoters, therefore, should establish an environment that supports this approach to teaching and learning.

Informed by the constructivism theory, the researcher observed and talked to promoters and learners in the AUPE stage of NLPN with the purpose of understanding how promoters systematically facilitate the acquisition of knowledge in the English language in the classroom. Krashen (as cited in Kamisli & Özönur, 2017) advocates the constructivism theory proposed principles of adult learning, for example, Knowles' six principles of andragogy, provide a framework that the researcher uses to interpret and understand how adults learn a language effectively and correctly. These principles guide the approach to teaching and facilitate a better understanding of adult learners' needs and preferences in the process of learning the English language. The first principle is that adult learners need to know why they are learning, what they are learning and what methods or strategies they are going to use in their learning.

Constructivism further places a strong emphasis on the active engagement and meaningful construction of knowledge by learners. When applied to adult learning, it becomes crucial for adult learners to understand why they are learning, what they are learning, and what methods or strategies promoters are going to use in their (adults) learning journey. The principle of "why" aligns with constructivism's emphasis on the learner's motivation and purpose, as adult learners are more likely to be motivated and engaged when they perceive a clear relevance and purpose for their learning. The principle of "what" connects to the constructivism notion that learners actively construct their knowledge by connecting new information to their existing mental framework. Understanding what they are learning helps them as adult learners, to make connections and integrate new knowledge effectively. Lastly, the principle of "how" corresponds to the constructivist view that learners construct knowledge through active experimentation and problem-solving. Knowing the methods or strategies they as promoters will employ, enables adult learners to take ownership of their learning process, make informed decisions, and engage in meaningful and self-directed learning experiences.

The second principle focuses on adults learning about their self-concept, which involves their feelings of autonomy and self-direction in determining what they want to learn. In the constructivist approach, the active generation of knowledge is influenced by an individual's self-concept, including a sense of autonomy and self-orientation in the learning process. As adult learners introspect and explore their self-image, they become more aware of their own personal interests, goals and motivations. This perception is consistent with the constructivist principle of learner autonomy, as adults are seen as self-directed learners who actively participate in shaping their own learning experience (Wang, 2014). Understanding their self-image helps adults make informed decisions

about what they want to learn and identify topics and areas that resonate with their personal experiences and aspirations. This self-directed learning approach increases motivation and engagement, leading to more meaningful and effective learning outcomes within the constructivist paradigm. The third principle highlights the significance of an adult learner's prior experience and the resources derived from previous learning, including their cognitive framework or mental models of how that learning was acquired.

Constructivism recognises the importance of the adult learner's previous experience and the resources drawn from that previous learning, such as the cognitive framework and mental models of how that learning was acquired. From the constructivist perspective, learning is an active process where individuals construct knowledge by integrating new information with their existing mental structures (Bada & Olusegun, 2015). Adult learners bring with them a wealth of previous experience, knowledge, and skills that form the basis of new learning. This cognitive framework, or mental model, shapes how we perceive, interpret, and understand new information. By leveraging previous experiences, adult learners can make connections, close gaps, and effectively integrate new knowledge. This process is known as schema theory, which states that individuals actively construct meaning by relating new information to an existing cognitive framework (Walker & White, 2018). Recognising and leveraging the prior experiences and cognitive framework of adult learners is therefore essential, to foster meaningful and effective learning experiences within the framework of the constructivist paradigm.

Fourthly, an adult learner is ready to learn as long as what he/she is going to learn is related to what he/she needs in life, including his/her personal development. Again, in

the constructivist framework, adult learners' motivation to learn is closely related to the relevance of learning content to their individual needs and goals. Constructivism recognises that learners become more motivated and engaged when they perceive learning as meaningful and applicable to their lives (Wang, 2014). When adult learners see the direct link between what they learn and their personal development and life situations, they are more likely to be prepared and engaged in the learning process. By incorporating student needs and goals into the learning experience, promoters can create an environment that fosters active participation, problem-solving and critical thinking. This learner-centred approach aligns with constructivism's emphasis on the learner as an active participant in constructing their knowledge through meaningful experiences and problem-solving (De Costa, 2023). Therefore, when learning content is tailored to the needs and life situations of adult learners, it increases learning motivation and promotes meaningful and transformative learning experiences.

The fifth principle is that an adult learner's orientation to learning should be towards problem-centred learning, and it should be contextual. Within the constructivist framework, an adult learner's orientation to learning should be directed towards problem-centred learning that is contextual and situated. According to Amineh & Asl (2015), constructivism emphasises the importance of authentic, real-world problem-solving as a means to construct knowledge. Problem-centred learning involves encouraging learners to actively explore and solve real-life problems relevant to their specific situation, rather than focusing solely on what teachers or the educational system dictate. It helps learners connect theoretical knowledge with practical applications, fostering a deeper understanding of the subject matter. By situating learning within relevant and authentic contexts, adult learners can develop a deeper understanding of the

subject matter and apply their knowledge effectively. This approach aligns with constructivism's emphasis on the learner as an active participant in constructing their knowledge through meaningful experiences and problem-solving (De Costa, 2023). Therefore, by fostering a problem-centred and contextual orientation to learning, adult learners can engage in meaningful, relevant, and transformative learning experiences.

The sixth and final principle regarding why adults learn is their individual motivation to learn, which holds intrinsic value due to the personal rewards and benefits they associate with learning. Constructivism recognises the importance of individual learning motivations and their contribution to the constructivist learning process. In the constructivist paradigm, learning is the active, personal effort of the learner to construct his or her own knowledge. Intrinsic motivation, driven by personal rewards and gains, plays an important role in this process. When adult learners find personal value and meaning in their learning, they are more likely to be engaged and motivated (Bada & Olusegun, 2015). A constructivist perspective emphasises the active role of learners in shaping learning experiences. It is also building their knowledge, based on their own interests, experiences and goals. By acquiring new skills, they also gain greater understanding or achieve personal development. Adult learners associate their learning with personal rewards and benefits, as they become more focused on the learning process. This intrinsic motivation by adults leads to more effort, perseverance, and deeper engagement with what they are learning in the classroom or elsewhere, leading to more meaningful and effective learning outcomes within the constructivist framework.

2.3 How does one successfully teach and learn the English language

According to Al Zoubi (2018), successful language teaching and learning is achieved through exposure to the target language, and interaction with language in an authentic context, to mention but a few. Educators should aim to successfully teach a language through a learner-centred approach and encourage learners' active participation in learning situations through role-plays and other methods effective for solving real-life issues. For example, role-play makes learners express themselves in the target language and thus practice a speaking skill (Henisah et al., 2023). Henisah et al. (2023) further argue that methods that promote problem-solving develop learners' higher order of thinking skills.

2.4 Challenges that might hinder teaching the English language

The AUPE programme in Namibia faces several challenges in teaching the English language. These challenges include linguistic diversity, limited teaching and learning resources, teacher training and cultural barriers to mention but a few. Namibia is a linguistically diverse country with several indigenous languages spoken by different ethnic groups. This linguistic diversity poses a challenge in teaching English as a second language, as learners may face difficulties in transitioning from their mother tongue to English. The lack of exposure to English outside the classroom environment may further impede the language-learning process (Al Zoubi, 2018).

The AUPE programme in Namibia faces resource constraints such as inadequate teaching materials, outdated textbooks, and limited access to technology. These limitations can hinder effective English language instruction and limit opportunities for interactive and engaging learning experiences. The quality and adequacy of teacher

training can significantly impact the teaching of English in adult education (Ahmed et al., 2017). Teachers in the AUPE programme may require specialised training in second language acquisition methodologies, effective language teaching strategies, and the use of instructional technology in the classroom, which the use of it could expedite learning. Insufficient training and professional development opportunities for teachers can result in ineffective instruction and therefore hinder learners' language development. Cultural factors also pose challenges in teaching English in Namibia's AUPE programme. Language learning is influenced by cultural beliefs, values, and norms. If English is perceived as a foreign language or lacks relevance to the local culture and context, learners may exhibit resistance or lack motivation to learn the language (Seven, 2020). It is essential for promoters to address cultural barriers and establish at the beginning of the programme and establish a connection between English language instruction and the learners' cultural background/mother tongue.

Furthermore, for example, some scholars express reservations regarding the importance of English language being used as a language of instruction in schools, especially in lower grades (Ipinge, 2023). Ipinge (2023) further argues that the use of English as the official, and language of instruction and learning is a hindrance to the educational goals in Namibia.

In partial support, the Ministry of Basic Education Sports and Culture believes that instruction in the mother tongue proves more effective, especially in Grades 1 to 3 (MBESC, 2003). However, according to Brown (2014) study, there was no significant difference in learning as was observed between learners who were taught through their mother tongue and those who were taught in English. Brown (2014), on the other hand, supports the use of a foreign language to be a language of instruction as they reason that

mother tongue instruction for all learners is not practical, particularly in a setting where there is a large variation of different ethnic groups and communicating in different mother tongues. These researchers argued that finding bilingual educators to translate into different languages and be able to use the multilingual approach is one of the major challenges.

Nevertheless, the literature concedes that English as a language of instruction should not be done away with completely, but it should just be introduced and taught at an early stage of learning (Iiping, 2023; Shiweda, 2013; Chavez, 2015). This is because the delaying of its introduction as the medium of instruction may limit Namibian learners' access to global opportunities, such as international scholarships, employment prospects, and participation in global discourse. Therefore, making English the language of learning and teaching as early as Stage 1 rather than Stage 3 of the NLPN can help learners develop a higher command of the language required at a higher educational stage. Equally, the above statement could be said about the teaching of English to be intensified from Stage 1 of the NLPN, to make the use of it easier for both the promoters and learners when it comes to the AUPE level.

The use of English in adult literacy classes has been viewed as a catalyst for personal growth, aiding in the acquisition of general knowledge and facilitating effective English language use in various aspects of learning and advancement (MoE, 2009). For example, some careers such as porters, bartenders and post office clerks require English as a prerogative skill for job security (Ministry of Labour, Industrial Relations and Employment Creation, 2019).

2.5 Challenges faced by promoters teaching English Second Language

Lack of teaching resources limits the extent to which the promoters can instil knowledge in learners, while limited class time also could limit mastering of the language, especially if chances to go over difficult activities are limited. Literature reports that mastering language does not occur overnight (Moses & Mohamad, 2019). Weakness in teaching foreign language methodologies, especially in andragogy, coupled with classroom management strategies could pose challenges in effective language learning. Another challenge occurs when the promoters themselves are lacking in their language proficiency, and as a result, opt for teaching only what they think they can teach from the given syllabus, or what they think learners are most ready to understand or is enjoyable to them (Lyamine & Mlambo, 2016).

2.6 Ways to make teaching and learning English more successful

Language competency in promoters is important if they are to understand learners' difficulties so they can prioritise teaching materials and structure the lesson plan accordingly (Madkur, 2018).

Promoting a positive attitude towards learning English is crucial in language acquisition. It is equally important to help learners recognise their motivations for choosing to learn English and what inspired them to make that decision to join the AUPE programme. The goal of language instruction is to encourage learners to authentically learn and use the language; it involves learners effectively employing the skills learned in the classroom and applying them in their everyday lives (De Costa, 2023). Effective communication in English can be facilitated by basing lessons on topics that are familiar to learners, such as their experiences with people, places, and things. According to Khasinah (2014),

several factors significantly play a role in second language acquisition and can impact the success or failure of a second language learner. These include factors such as learning styles, the influence of social and cultural identity, and access to exposure and opportunities through the use of the target language, to name but a few. Additionally, factors like learners' age, personal motivation, and interests should be taken into consideration to ensure a tailored and engaging learning experience.

Exposure to the target language and interaction in an authentic context through real-life situations like face-to-face conversations, reading English literature such as books, newspapers, and magazines, and watching English programs, is regarded as instrumental for effective language acquisition and fluency (Sheila, 2016). Creating an authentic learning environment that involves incorporating authentic language activities and familiar contexts guided by a learner-centred approach is one of the best strategies for teaching a language effectively. As an illustration, incorporating authentic materials to enhance learners' reading and writing skills may involve activities like having learners work on job advertisements for job applications and curriculum vitae (CV), writing, and using teaching aids such as newspaper clippings and advertisements (Ahmed, 2017). Using learners' prior knowledge and exposing them to authentic contexts and applications during language learning serves as a valuable means for arousing their interest and active participation. This approach stimulates and motivates learners as they engage with real-life situations.

2.7 Summary

This chapter attempted to provide a review of literature voice on the challenges faced by adult educators in teaching and learning English as a second and foreign language, and it

shed some light on how to go around it in order to mitigate these challenges. In the context of Namibia, therefore, the challenges faced by promoters and learners in the Adult Upper Primary Education (AUPE) level of the National Literacy Programme in Namibia (NLPN) in the Khomas Region, the significance of English proficiency in the Namibian education system is emphasised, as it serves as the medium of instruction and facilitates access to essential information. Debates surrounding the use of English as the official language of instruction, and the importance of mother tongue instruction are discussed. It is recognised that striking a balance between English instruction and the promotion of mother tongue learning is crucial for effective language education. Research conducted in Namibia highlights the inadequate English language skills among graduates in general, particularly in written communication, underscoring the need for contextualised and comprehensive literacy programmes in adult education.

The theoretical framework of the study is based on constructivism theory, which emphasises the active construction of knowledge within a social and interactive learning environment. Adult learning principles, such as understanding the purpose of learning, the self-concept of adult learners, prior experience, and individual motivation, are taken into consideration in the literature review. Various challenges in English language learning are identified, including limited resources, time constraints in class, weak teaching methodologies, and promoters' own language proficiency.

To address these challenges and enhance the success of teaching and learning English, suggestions are provided, including promoting a positive attitude, emphasising practical language application, tailoring lessons to learners' interests and experiences, and creating authentic learning environments. The limitations of the existing literature on the AUPE

programme are acknowledged, highlighting the need for more comprehensive research in order to understand and address the specific challenges in the English language teaching and learning faced by promoters and adult learners, thereby hoping to improve the shortcomings within the AUPE programme of the NLPN.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to explore the challenges experienced by promoters and learners of the Adult Upper Primary Education (AUPE) level of the NLPN programme in their teaching and learning of the English language in the Khomas Region, Namibia.

3.2 Research Design

According to Leedy & Ormrod, (2021), a research design is “a general structure that guides data collection and analysis in order to address a research problem” (p. 457). This study employed a phenomenological design of a qualitative approach as it was deemed appropriate for the collection of data through participants’ responses to the interview questions. The researcher employed a purposive sampling procedure to select participants who were available and willing to take part in the study.

3.3 Population

The population of this study consisted of all 57 promoters and 441 adult learners in the Khomas Region who were participating in the AUPE stage of the NLPN. The Khomas Region, according to the Directorate of Adult Education (DAE) report of 2016, housed five centres where AUPE classes were conducted. These centres served as primary locations for adult learners and promoters to engage in the NLPN's AUPE stage, which aimed to enhance their professional skills and provide them with lifelong learning opportunities. This study aimed to investigate the impact of the AUPE stage on the participating promoters and adult learners in Katutura Central, Samora Machael and

Khomasdal Constituencies, considering their diverse backgrounds and educational experiences within the Khomas Region.

3.4 Sample and Sampling Procedure

This study engaged a purposive sampling procedure. Purposive sampling, also known as judgmental or selective sampling, is a non-probability sampling technique commonly used in qualitative research. This approach allows researchers to target participants who possess the characteristics, experiences, or knowledge deemed most relevant to the study (Doreen, 2021). Other authorities state that purposive sampling enables researchers to select participants with diverse characteristics or experiences, facilitating a comprehensive understanding of the research topic. By deliberately selecting individuals who can offer different perspectives, researchers can capture a broad range of viewpoints and ensure a more nuanced analysis of the data (Busetto et al., 2020).

The researcher then sought recommendations from DAE and the Khomas Educational Regional Office. Three constituencies within the Khomas Region were identified for sample collection, namely, Katutura Central Constituency, Samora Machel Constituency, and Khomasdal Constituency. The lists of learners and promoters obtained were screened by the researcher in order to select the sample.

As the research progressed, the researcher refined the sampling strategy and instruments following a pilot study in the Goreangab and Greenwell Matongo constituencies which involved three promoters and four learners. This process ensured that the sample encompassed a wide range of experiences and perspectives relevant to the research questions. Once participants had been identified for sampling, data was collected

through in-depth interviews and classroom observations. The researcher interviewed three promoters and six learners from Katutura Central, Samora Machael and Khomasdal constituencies who constituted the sample used in this study.

3.5 Research Instruments

Research instruments are methods a researcher use to collect information (data) to answer his/her research questions. The instruments that this study used were interviews and observation to collect data.

3.5.1 In-depth interviews

An interview is a two-way conversation where the interviewer asks questions to collect data and to learn about the ideas, beliefs, views, opinions, and behaviours of the participant. Qualitative interviews allow you to see the world through the eyes of the participant.

Interviews are a way of collecting data as well as gaining knowledge from individuals. According to Jain (2021), interviews prove to be a valuable data collection method in the context of exploratory qualitative research. Indeed, interviewing is expected to broaden the scope of understanding investigated phenomena more closely by asking probing questions, as it is a more naturalistic and less structured data collection tool (Hamza, 2014; Jain, 2021). The aim of interviews is to see the world through the eyes of the participants, and the data from it can be a valuable source of information, provided that they are used correctly (Celce-Murcia et al., 2014). In this study, interviews were conducted among promoters and learners of AUPE to learn about the challenges they have been experiencing during their facilitation, and learners during the learning

processes. Through the interview, the researcher explored the support promoters might have received from DAE.

3.5.2 Observation

In qualitative research, observation is an important instrument used to gather data by systematically observing and documenting the behaviour, actions, interactions, and context of individuals or groups in their natural settings. It involves the researcher immersing themselves in the field, actively observing and recording information without direct intervention or manipulation of the situation being studied (Celce-Murcia et al., 2014).

3.6 Pilot Study

The instruments in Section 3.5.1 and 3.5.2 were piloted in two centres in the Goreangab and Greenwell Matongo constituencies and involved three promoters and four learners. The promoters and learners voluntarily agreed to participate in the pilot study. Three promoters (all females) and four learners (one male and three females) participated in the pilot study.

Participants were asked to give their comments and or constructive criticism on unclear or confusing questions. These comments were invited to validate the content clarity of the instrument, improve questions and refine the research instrument before the main investigation commenced. The respondents did not suggest any change to the instrument.

3.7 Data Analysis

Recorded interviews were transcribed verbatim, converting spoken language into written text. The researcher read interview transcripts to become familiar with the data, identifying key themes, ideas, and patterns.

The researcher assigned labels to segments of the text that represented meaningful concepts, themes, or categories. The interviews were then interpreted and synthesised to identify relationships, connections, and explanations. Based on the analysis, the researcher aimed to develop concepts that could explain the challenges faced by learners in the AUPE programme.

In addition, the researcher repeatedly immersed in the observational data, looking through the materials to gain familiarity with the context and details. This involved assigning descriptive codes to capture significant events, actions, behaviours, and contextual information observed during the interviews.

Two data categories were set to be obtained from both learners, as well as the promoters, namely, (i) the data from interviews, and (ii) data from observation. For the interviews, a set of questions were used to source data in order to respond to the research questions, (see Appendix F and Appendix G). With regards to the observation data, a guide was put together indicating what was to be observed (see Appendix H).

According to Fry et al. (2017), observation in data collection involves systematically gathering information from various settings and groups to gain a deeper understanding of specific phenomena, such as processes, knowledge, beliefs, and social interactions within their context. For this research, observation was used to collect data on how the

promoter presented their English language lessons, including other aspects of language teaching and learning. This involved various tasks such as:

- (i) Assessing whether there was an appropriate introduction to the lesson at hand
- (ii) Evaluating learners' engagement in the learning process (i.e. how learners responded to the lesson), and
- (iii) The teaching and learning tools or aspects available for both promoters and learners (for example, classroom atmosphere, teaching aids used, such as lesson plan and materials for learners including supplementary materials).

The above are said to be crucial to teaching and learning, because they create a conducive learning condition, as this is a prerequisite for the smooth implementation of learners' learning activities. The data gathered through observations responded to questions 1, and 2 of the research questions, while the interview questions provided answers to all remaining the research questions.

3.8 Ethical clearance

Prior to starting the actual data collection, the researcher obtained an ethical clearance letter from the University of Namibia's (UNAM) School of Postgraduate Studies, and Research and Publications Office. The ethical clearance letter was used to seek permission from the Ministry of Education and all other relevant authorities at the regional level.

Article 13 of the Constitution of the Republic of Namibia (1990 and as amended) guarantees the protection and respect of individuals' rights to privacy, therefore, it was imperative that educational researchers upheld the same principles of privacy in their

research endeavours. Each participant was asked to sign a consent form in which they were assured of their confidentiality, anonymity and the right to withdraw at any time from the study. Respondents were protected from physical harm by ensuring that sessions were conducted free of physical risks and stressful reactions in participants. The data were stored in a personal computer at home and will be discarded after five years after the researcher had graduated.

3.9 Summary

A pilot study was conducted with three promoters and four learners in different constituencies to test the instruments and procedures. The study population consisted of 57 promoters and 441 adult learners in the AUPE level of the NLPN programme. The purpose of the research was to investigate the challenges faced by promoters and learners through teaching and learning English in the AUPE programme, in Namibia's Khomas Region. The research approach employed was a qualitative methodology approach, which involved in-depth interviews and observations to understand the experiences of participants regarding the challenges they faced in teaching and learning English in the AUPE programme. The researcher observed the promoters' teaching techniques and teaching aids used and assessed learners' responses to address the research questions effectively.

Purposive sampling was used, and three constituencies were selected for sampling. Three promoters and six learners participated in the study with permission obtained from the Regional Council's office. Observation sheets, recorded classroom activities, atmosphere, and classroom management. While the interviews, explored the challenges experienced by promoters and learners during the teaching and learning process, the

support promoters received from DAE and what adult learners did outside the classroom in order for them to enhance their English language skills.

The data analysis involved transcriptions, multiple reviews of transcripts, coding, categorisation, and theme development helped the researcher to get answers to the research questions. One-on-one interviews and classroom observations were conducted, and ethical considerations were ensured throughout the research process.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The familiarisation of challenges experienced by promoters and learners in the AUPE level of the NLPN in the Khomas Region of Namibia reveals several key findings. Firstly, both promoters and learners face significant challenges in the English language. For example, learners struggle with language comprehension, pronunciation, and vocabulary acquisition, while promoters encounter difficulties in adapting teaching strategies to cater to diverse learning needs. These challenges primarily occur within the context of limited resources, and a lack of English language immersion opportunities outside the classroom.

To facilitate English language learning, promoters employ various methods such as questions and answers, reading and writing instructions, and the utilisation of multimedia resources like the use of newspapers. However, promoters often lacked sufficient support including professional development opportunities and teaching materials, to effectively teach English. On the other hand, AUPE learners actively engaged in self-directed learning outside the classroom by participating in language learning activities such as asking for job opportunities, shopping where they use English for asking items, accessing online resources for example the meaning of words, and engaging in conversation with friends and visitors in the country who do not speak their mother tongue. The issue of the English language in Namibia is supported by various studies conducted in Namibia, including those by Haileleul & Makinde (2017), Nambuli & Nambuli (2018), and Mbako et al. (2020), which focus on adult education and English language learning challenges in the country.

This chapter presents the analysis and interpretation of data collected about the challenges experienced, by promoters and learners of the English language at the AUPE stage of the NLPN, in the Khomas Region. The collected data and analysis are presented according to the following research questions:

1. What are the challenges experienced in the English language by AUPE promoters and learners in the Khomas Region?
2. How do promoters facilitate learning of the English language in their classroom at the AUPE stage?
3. What support do promoters receive to empower them to teach the English language at the AUPE stage successfully?
4. What do AUPE learners do in their daily lives to enhance their learning of the English language?

To respond to the above research questions, two research instruments [interviews (see Appendix F - Promoters' questions and see Appendix G - Learners' questions), and observation (see Appendix H - Observation Guide)] were used to collect data from three promoters and six learners.

4.2 Description of research centres and demographic information of participants

4.2.1 Description of Research Centres

This research took place at three different learning centres, situated in three of the low-income communities around Windhoek, the capital city of Namibia. Learning Centre 1 is situated within the Youth Recreational building in Katutura Central Constituency. Learning Centre 2 is situated in Goreangab Dam Extension 2, in the Samora Machel Constituency, while Learning Centre 3 is situated in the Otjomuise area, within the Khomasdal Constituency. All centres, though far away, were easily accessible to promoters and learners, and their safety at the entrances of the learning centres was secured by the presence of security guards at the centres.

The classrooms in the learning centres in the Samora Machel and Khomasdal constituencies were equipped with basic equipment, such as tables and chairs for learners, a big table, a chair, a blackboard and chalks for the promoters to use. The centre in Samora Machel and the one in the Khomasdal constituencies have many classrooms because they are government schools, where AUPE has been allowed by the government to temporarily use school classrooms for their evening adult classes. After all, the NLPN does not have its own centres to run its activities. According to the promoters interviewed, these classrooms were not to be re-arranged by promoters when teaching, because they were to be used every morning by school children. This type of arrangement between the school and AUPE promoters leaves the promoters with limited opportunities to do more language teaching activities like games or group work, because of the restrictions put in place.

Regarding the location of a teaching and learning centre or classroom, it is very important that there is a conducive environment around these facilities in order for effective teaching and learning to take place (Brown & Lee, 2015). This is because language teaching and learning do not happen in a vacuum, but can be influenced by factors such as venues and classroom, and the close surroundings of a particular venue, for example, learners may not pay attention to what is being taught because of noise pollution or if the centre is far from their home a large distance (MoE, 2014). The classroom in the Katutura Central Constituency, however, had only a table and a chair for the promoter, and three chairs for learners. There was no chalkboard. This classroom was not meant for teaching, it was only a space provided within what was an old community library building, which is no longer operational. Given that the NLPN does not have its own centres, as mentioned earlier, this promoter in question is constrained to accept the provided option due to the absence of choices. According to Namibia's 5th National Development Plan (National Planning Commission, 2022, p. 57), poor quality of school environments makes teaching and learning more difficult, and less enjoyable, than is ideal.

4.2.2 Demographic information of promoters

Three promoters, two female and one male participated in this research study.

Table 1 below provides an overview of the promoters' ages, gender, educational background, home language, and their reasons/motivations for becoming promoters in the AUPE programme. The information provided in Table 1, especially, issues like the educational background of promoters, years of teaching experience, and the motivation

for the promoters to teach AUPE classes, is thought to be vital answering to the main research questions.

Table 1: Promoters' background information

Name	Gender	Age	Educational background	Years of experience in teaching AUPE	Home language	Motivation for becoming a promoter in the AUPE programme
Promoter 1	F	27	Grade 12	2	Damara/ Nama	Need of employment.
Promoter 2	F	36	B.Ed.- majored in Adult Education	7	Oshiwambo	Love of working with adults since an early age.
Promoter 3	M	26	B. Tech – Information and Technology	2	Oshiwambo	Love of working with adults, which was nurtured through upbringing by his grandmother, and the help he got

Name	Gender	Age	Educational background	Years of experience in teaching AUPE	Home language	Motivation for becoming a promoter in the AUPE programme
						from adults in his prime youth.

Promoters' informative history, particularly their educational background, may serve to show knowledge, and if English language competence is one of their accomplishments, they are bound to influence their learners' potential learning.

4.2.3 Demographic information of learners

Six learners, four females and two males were interviewed. The interview took place at the centres. Two learners were selected from each of the three promoters' classes.

Table 2 below provides an overview of the learners' ages, gender, educational background, home language, and reasons/motivations for enrolment in AUPE classes.

Table 2: Learners' background information

Name	Gender	Age	Level of education	Home language	Reason/motivation for Enrolment in AUPE
Learner A	F	38	Grade 10	Damara>Nama	To improve her education in general and the English language.
Learner B	F	51	Standard 8 (Grade 10)	Damara>Nama	To improve or upgrade her education and be able to study further and start her own business.
Learner C	F	28	Grade 9	Rukavango	To be able to assist her children with their studies.
Learner D	M	45	Standard 6 (Grade 8)	Oshiwambo	Aspiring to be a UNAM student one day in the faculty of medicine, specifically to become a pharmacist.
Learner E	F	31	Grade 9	Rukavango	To be able to speak and write English well.
Learner F	Male	28	Grade 0 (Self-taught)	Oshiwambo	To improve his English in order to become a university student one day.

Table 2 shows that learners came from diverse cultural backgrounds. Apart from English being the language of instruction in AUPE classes, and as an official language in Namibia, none of the learners grew up speaking English as their home language or living within an English language-speaking community. This could be one of the contributing factors regarding challenges in learning English in general.

Learners' ages ranged between twenty-eight and fifty-one years old. Three learners, one male, and two females were in their last year of AUPE. The highest educational level achieved by the learners is Standard 8, which is equivalent to Grade 10 in the current educational system. Four learners, one male and three females were unemployed, while the remaining two learners were employed. One male learner was employed as a fleet controller, and one female learner was employed as an assistant teacher at a kindergarten in the city.

Acquainting oneself with the educational backgrounds of learners can significantly assist promoters in evaluating potential learning capabilities, especially in the context of establishing entry or diagnostic tests for placement. Factors such as age and gender, while not directly influencing instructional strategies, contribute to a comprehensive understanding of the demographic profile of learners, primarily for record-keeping purposes.

4.3 Presentation and analysis of interview data collected from promoters

4.3.1 The challenges experienced by promoters in teaching English language

The data shows that the promoters experienced various challenges that interfered with the success of their teaching. The challenges faced by AUPE promoters encompass

mixed learners' competencies, slow learners, difficulties in meeting the policy requirement of a minimum number of 15 learners per class, outdated teaching materials, lack of teaching materials, for example, class readers, and concerns about the relevance of the curriculum, and promoter' difficulties with spelling English words.

About the issue of learners' mixed competencies, Promoter 3 shared his experience.

“I found it very difficult to teach mixed levels because of learners' unequal levels of understanding the use of the English language, and the fact that the AUPE level of English in the textbooks is more advanced compared to that of the previous levels, for example, the stages two and three levels, within the NLPN programme.”

Mixed levels or unequal competencies refer to a situation in which all learners do not have the same understanding of the lesson or subject at hand, which could be due to a variety of factors such as speaking fluently or with difficulty, reading with comprehension or struggling to understand, or the necessity for extensive assistance from promoters or peers to facilitate understanding.

Furthermore, promoters indicated that they become impatient with learners' inability to understand lessons due to age differences between them and learners. Age discrepancies between them and learners, whether promoters are younger, or learners are older, should be avoided because the emphasis should be on the subject content, method, relevance, and appropriateness, including level appropriateness.

Promoter 3 said:

“I’m teaching people who are too older than me. The oldest learner is over 40 years, while I am 26 years. Sometimes I forget that my learners are older than me and I become impatient when they take time to follow and understand the lessons or instructions I give.”

Promoter 1, who also stated that one of her learners was slow in doing class activities had this to say:

“I have a very, very slow learner. For example, if I give them an activity, others will finish, I will mark their activities but the one who is slow in doing activities will just be there on the same question, so, I question myself to how I should continue a new lesson because the slow learner would not have finished the first activity. I must go and explain to her over and over again. So, that’s a challenge to me.”

This is what Promoter 1 had to say:

“The support from DAE has been poor, so much so that learners are propelled to receive and use one exercise book for the two subjects.”

On the issue of mixed competencies of learners, the data indicates that the learners who were taught in Afrikaans as a medium of instruction before they joined the AUPE programme find it hard to understand English at the AUPE level compared to the learners who’s medium of instruction was English. Promoter 2 believes that the mixed competencies in English language skills are a product of two separate educational

backgrounds. For example, some learners come from a former educational system in which Afrikaans was the medium of instruction, however after independence, English was selected as the medium of instruction.

This is what Promoter 1 said:

“Many learners who were previously taught in Afrikaans struggle with utilising English, especially at the AUPE level, where English is the major medium of instruction for all four language skills (reading, speaking, writing, and listening).”

Promoters expressed their own shortcomings regarding teaching English to AUPE learners. For example, Promoter 3 said that he sometimes struggles with spelling without using a computer to spell check. In addition, he expressed the challenge of motivating learners to pay attention to his lesson, because the activities covered in the AUPE syllabus are not much attractive to learners’ attention. After all, some topics are not relevant to meet their needs, especially, in this changing world. The promoter was quick to point out his inadequacies when facilitating, such as the difficulty in motivating learners to the subject at hand due to outdated/obsolete materials.

Promoter 3 stated:

“When it comes to spelling, I tell my learners that I’m the worst speller ever, especially during the exams when I have to write with my own hand and not using a computer which would normally assist with spelling.”

Promoter 3 stated that the curriculum content also undermines learners' needs and thus it needs to be reviewed, to include topics related to current trends. The promoter put it as follows:

“The way the curriculum is set up undermines the knowledge of the learners, because some topics/activities are irrelevant to current trends in education. Therefore, either we review this curriculum, or we will remain to just keeping teaching things for the sake of doing or teaching.”

Another major challenge faced by promoters was the policy directives on the recruitment of AUPE learners. Promoters expressed that teaching has been negatively affected by the policy which states that promoters should have not less than a minimum of 15 learners in each class, lest their classes be cancelled by DAE. Promoter 1 had this to say:

“The issue of recruiting a minimum of 15 learners per class affects my teaching mood because I have to tell the learners ‘Ok’, you are 5 or you are 6 in the class instead of 15 learners and therefore, if the Ministry’s officers come, our classes will be forced to close down, so, will I also lose my livelihood, and you, will lose your learning.”

The NLPN policy or guideline requires each promoter to recruit a minimum of 15 learners or a maximum of 30 learners per class which poses a challenge to promoters (DAE-Ministry of Education, 2014). The policy or guideline caused job uncertainty and fear of losing jobs among promoters, which not only affect their motivation to teach but also affects the mood of the learners as they come to learn about the situation from their

promoters. As a result, learners too do not know whether their classes would be discontinued or not, and therefore, also might feel discouraged to learn. When asked how the policy requirements on recruitment affect teaching Promoter 3 stated:

“It’s challenging to recruit 15 learners per class during the year, as many adult learners are working and it also will depend on the location of the centre, and its surrounding environment, where one finds oneself, which determine to have or not to have learners enrolling for AUPE classes, and because, the policy dictates that a class with less than a minimum of 15 learners will be closed down.”

The challenges experienced by the promoters impact the quality of teaching the English language in the AUPE programme. This is because teaching should be a harmonious deliberation. Therefore, strenuous issues such as anxiety caused by job uncertainty could impact teaching, because emotions can shape the way one teaches (Teng, 2017).

4.3.2 How promoters facilitate learning of the English language in their classroom at the AUPE level

In this section, the researcher learnt during the interviews that promoters employed the following techniques to facilitate learners’ learning of the English language in their classrooms. They employed: brainstorming as the mechanism to explore learners’ existing knowledge about topics; questions and answers method to get a response from learners and therefore show understanding, peer learning from group discussions to learn from each other and encourage and support each other’s learning, and role play demonstrates learning to using English to express themselves.

Concerning teaching techniques, Promoter 1 stated:

“I use role-play to teach learners oral communication skills and promote their confidence in speaking English.”

In support, Promoter 2 said:

“You must know your learners to know which of the many methods to use. But mostly brainstorming, grouping learners during class activities and role play. I use small groups mostly because learners learn from each other.”

Promoter 3 preferred a more practical approach by using relevant and appropriate topics that would enhance language learning, for example, using materials like newspaper articles, topics and texts from the internet. And, at times he invites subject matter experts to his class in order to motivate learners.

These were his words:

“I try to relate my teachings to everyday life. I try to give information about topics that are related to needs around my learners.”

4.3.2.1 Motivation as a contributing factor towards teaching English at the AUPE level

This section of data under research Question 2 looked at what motivated promoters to teach at the AUPE level. It was therefore felt necessary by the researcher to include this section on motivation as to why the promoters opted to teach adults, and AUPE in particular. It would cover the promoters’ detailed account of how they facilitate English language learning at the AUPE level. It is, therefore, expected that though all three

promoters teach English, they would however have their unique motivating factors and experiences in the different areas of teaching.

After the researcher collected data on the demographic information of the promoters, the researcher found it necessary to explore what motivated the promoter to teach at the AUPE level in the first place. Two promoters' responses indicated that they were propelled by their love for teaching and did not just take up teaching for the mere sake of it, or in order to earn a living per se. Promoter 2 stated that she was motivated by the love of working with people, especially adults.

She explained as follows:

“This is my passion. I want to really change other people’s lives through teaching, because of where I am coming from, my background was surrounded by adults. For example, I was also helped with acquiring my life skills by adults in my family, and from my surrounding. It has been just like that since my childhood. I just like being with adults around me.”

Promoter 3 added:

“This is my passion. I want to really change other people’s lives through teaching because of where I am coming from, i.e. where I was born. For example, my background was surrounded by adults, and where I was also helped with acquiring my life skills by adults during my childhood. I just like to be with adults around me.”

Promoter 1 on the other hand, was motivated by wanting to be upgraded from teaching Stage 3 of the NLPN to that of teaching the AUPE level, which is more advanced than Stage 3.

This is what she had to say:

“AUPE is more challenging than Stage 3. You are not given answers to comprehension activities. You must find the answers on your own in order to help learners when they are struggling to find the answers.”

In summary, the findings revealed that promoters employed various teaching techniques to facilitate English language learning among their learners. These techniques included brainstorming to tap into learners' existing knowledge, the questions and answers method, peer learning through group discussions, and role play. Promoter 1 utilised role play to enhance oral communication skills and boost learners' confidence in speaking English. Promoter 2 emphasised the importance of understanding learners' needs and typically employed brainstorming, small group activities, and role play, allowing learners to learn from each other. Promoter 3 took a practical approach, using materials like newspaper articles and internet texts, and occasionally said to have been inviting experts to the class to engage learners in real-world topics. Group discussions and role play were used as confidence-boosting activities and icebreakers to foster competitiveness among learners.

In addition, it was, therefore, felt necessary by the researcher to include the section on motivation, to explore why the promoters opted to teach adults, and AUPE in particular. Findings revealed that while all three promoters teach English to adult at the AUPE

level, they, however, have their unique motivating factors. For example, Promoter 2 and Promoter 3 were motivated by their passion for teaching adults, drawing from their personal experiences of receiving help and life skills from adults during their childhood, hence their desire to positively impact the lives of others, especially adults. On the other hand, Promoter 1's motivation stemmed from the challenge and advancement offered by the AUPE level, which she perceived as more demanding than Stage 3 of the NLPN she had been teaching before being promoted to the AUPE Level.

4.3.3 Support received by promoters to successfully teach English in the AUPE classroom

The researcher sought to find out about the possible support promoters receive to successfully teach English at the AUPE level. Promoters 1 and 2 said that, generally, in previous years they used to receive more support from the Ministry of Education, Arts and Culture (MoEAC) through the Directorate of Adult Education (DAE), in the form of four weeks of training, teaching materials such as a dictionary for the promoters, and three textbooks called “English In Everyday Life” (modules 1-3). Learners received stationaries such as pens, rulers and exercise books for note taking and doing class exercises. All these materials were received at the beginning of the first term. This is to help the promoters to stay engaged with teaching.

Promoter 1 had this to say:

“Learners received exercise books, and textbooks (Modules 1-3) and promoters received one Oxford dictionary at the beginning of the first term, this year (2019).”

Promoter 1 again stated that apart from receiving training, they have not been receiving stationery from the Government this year 2019, as used to be in previous years, due to budgetary constraints.

This is what Promoter 1 said:

“We get support from DAE through training on how to actually teach the English language. We received two weeks of refresher training at the beginning of the year, one week at the beginning of module 2 and the other week at the beginning of module 3, for a total of four (4) weeks.”

The following were Promoter 2’s words on what support she had received:

“I only received a textbook called “English in Everyday Life,” including support through training in teaching English during the first workshop, before the starting of the first term. We also attended one week refresher course at the beginning of this second term (June 2019), and we are still going to receive another refresher course at the beginning of the third term around September 2019.”

Promoter 1 again stated the following:

“In total we attended a two-week training on general methodologies, approaches and theory of teaching adult learners, as well as one-week refresher course for Modules 2 term 2 respectively, on how to start with a new module, revise the content for confidence and a guide on how to test learners”.

Promoter 3 too received some support from DAE in the form of teaching materials, and the training. This is what Promoter 3 had to say:

“We received training on how to actually teach the English language, three textbooks (modules) for the promoter, for each of the three modules, including three textbooks for learners too.”

In summary, all promoters underwent a comprehensive training programme, consisting of a two-week session at the commencement of the first term and an additional one-week training at the initiation of the second term (June 2019). This training also involved the provision of a dictionary and the selection of a teaching centre facilitated by the Department of Adult Education (DAE). Collectively, a total of four weeks of training was administered by the conclusion of the specified year.

The initial two-week training at the onset of Term 1 was designed to equip promoters with essential pedagogical methodologies, teaching approaches, and the overarching philosophy applicable to instructing adult learners. The subsequent one-week refresher training at the commencement of each term, including June 2019, aimed to enhance promoters' knowledge, understanding, and confidence in teaching and assessing specific module content. This refresher training also served as a platform for promoters to exchange teaching ideas and discuss challenges encountered in their instructional roles.

4.3.4 What AUPE learners do in their daily lives to enhance their learning of the English language: Promoters' perspectives

With this question, the researcher sought to explore from the promoters, what they think their adult learners do to enhance their English language learning outside the classroom.

It is believed that learning the English language outside the classroom yields success (Lightbown & Spada, 2020). The data reveal that all three promoters did not pay attention to this aspect. They indicated limited knowledge about their learners' out-of-class activities although they assumed that some learners may use English for communication when seeking jobs, doing shopping, making inquiries in various offices for job opportunities; engaging in leisure activities like reading newspapers, watching news on the national television, and communicating with friends in English as part of their daily routines to improve their language skills. The promoters' lack of knowledge about what learners do in their daily lives to enhance their learning of the English language was crystal clear in their responses.

Promoter 3 stated:

“I don’t really know much what learners do outside the classroom. However, I assume many learners go to various offices including shops, using the English for communications looking for jobs or asking for items in shops. Thus, in the long run, enhancing their English language skills outside the classroom environment.”

In addition, Promoter 2 said:

“I think they do a lot of things. Normally, the things they do in their daily lives are like: reading newspapers, as one of the ways for improving their English, including communicating with friends through the English language.”

Promoter 1 stated that one of her learners uses English at her workplace, a kindergarten, and she has improved her speaking skills resulting in her promotion to assist with teaching.

4.3.5 Overall summary of the findings from Promoters' Interviews

Promoters' experiences provide valuable insights into English teaching dynamics within the Khomas Region, particularly the AUPE level within the NLPN programme. The findings highlighted challenges the promoters faced in fulfilling their teaching roles including outdated materials, lack of supplementary materials, challenges in managing mixed levels of competencies of learners which contributed to inadequate addressing of learners' needs, minimum support from DAE, unprecedented limited teaching time due to safety concerns and distances between the teaching centres and the promoters residence, pressure to recruit a minimum number of 15 learners per class as per policy/guideline directive leading to promoters feeling about their job uncertainty, high learners' dropout due to various reasons which also contribute to not meeting the minimum number of 15 learners per class, and promoters' challenge to navigate through age variation (promoter too young than learners).

The findings on the support that the promoters received include training on teaching approaches and methods, textbooks, and stationery from the Ministry of Education's Directorate of Adult Education. Promoters used various methods like peer learning and practical approaches to facilitate learning the English language in their classrooms. Although promoters receive some support from the Directorate of Adult Education, resource availability is limited due to budgetary constraints, requiring promoters to source teaching materials themselves. Additionally, promoters have limited knowledge

of learners' activities outside the classroom which is essential for language enhancement outside the classroom.

4.4 Presentation and analysis of interview data collected from learners

This sub-section presents the analysis of data collected from learners on challenges they experienced in learning the English language; adding their motivation for registering in the AUPE programme; their perspective of the promoters' facilitation of English language learning; and what they do as learners to enhance their learning of the English language in their daily lives, outside the classroom.

4.4.1 Challenges experienced by learners in English language acquisition in the AUPE programme

This study found that learners too were facing several challenges in learning the English language though different from those of their promoters. Most of the challenges they experienced were in the four English language domains: *reading* texts with understanding; *writing* including correct spelling; *speaking* including the use of correct grammar and sentence construction, and pronunciation; and *listening*.

Concerning the challenge of spelling correctly this was what Learner A stated:

"For instance, consider a situation where I intend to write the word "feet" in its plural form, but instead write "foot" in its singular form, incorrectly assuming it to be the correct spelling in the plural form."

Learner E indicated her challenge of speaking as follows:

"I somehow speak broken English, but my challenge lies in, for example, mispronouncing certain words, which leads to spelling errors. This happens because the pronunciation I hear sometimes, doesn't always match the correct spelling of the word."

Most of the learners highlighted issues pertaining to reading comprehension, pronunciation, and grammatical challenges.

Learner A had this to say:

"I don't understand all the words in the reading text sometimes, and I also experienced many challenges in pronouncing some words and slow down my learning and understanding too."

While Learner A faced challenges in reading comprehension and pronunciation, attributing these difficulties to an inability to grasp certain words within the reading materials and struggling with accurate word pronunciation, Learner B's words cited struggling in pronouncing words clearly and handling with the complexities of verb tenses, notably the past, present, and future tenses:

"I cannot say words clearly, I am not also good with tenses; for example, the past, present and future tenses are not easy for me."

Learners articulated a desire for their promoter to increase emphasis on reading comprehension in their learning process.

In Learner C's words:

“This is what I want my promoter to do more for me, to focus more on reading with understanding, in order to help me in this area.”

Learner F expressed a lack of comprehension regarding the usage of punctuation marks, particularly adhering to the full stop, during reading or written activities. This learner struggled to determine when and where to employ such punctuation marks. She said:

“I never knew when and where to adhere to a full stop when I’m reading. I never understood the ‘full stop’ and all those punctuation marks when writing.”

Learner D’s challenges were in writing and speaking to improve his performance at work. He stated that:

“I must correctly record in the logbook all the trucks coming in and going out of the premises. I must make sure that the information is recorded in the logbook in an understandable/correct English language.”

Learner D expressed his need for speaking and writing well because one of his responsibilities at work was to communicate with the truck drivers when signing out trucks from the fleet and make sure that the information was correctly recorded in the fleet’s logbook. That is why he needed to speak and write English well.

While there were some aspects within the language itself that learners experienced as challenges, mentioned below were also several external factors that interrupted their language acquisition. One of the external factors was absenteeism as was stated by one of the learners who complained that he could not attend classes very often, because the class schedule clashes with his daily work schedule, causing him to either come to class

late or just miss the whole day's lesson and sometimes a week's lessons for that matter. Absence from class can detrimentally affect a learner's learning progress, especially when it occurs too frequently. For instance, a learner who fails to attend the introductory part of the lesson may encounter challenges when attempting to comprehend and engage with the remaining part of the lesson.

In this regard, learner D stated:

“At times, due to my work, I miss classes for two weeks, because I have to work according to my work schedule.”

Other learners' challenges include not knowing what the end qualification after the AUPE programme would be. Some learners told the researcher that they were told by their respective promoters that the qualification they would be awarded upon successfully completing the AUPE programme, was equivalent to that of Grade 12 of formal schooling, while in fact, the qualification to be given at the end of the AUPE programme is equivalent to that of Grade 7 of formal schooling, as stated in the DAE curriculum of the (MoE, 2009).

This is what Learner C said:

“I do not understand what qualification I will get after finishing AUPE, so I want to know more about AUPE. I just heard about AUPE on the radio as announced by the promoters that when one successfully finish all the three modules within the AUPE programme, one will get a certificate which will enables you to go to Vocational Training Centres (VTCs).”

The researcher discovered that five out of the six learners exceeded the targeted grades of 4, 5 and 6, as required for enrolment, which is intended for those below grade 7 as stated in AUPE's curriculum guidelines of 2009. This is because they (learners) were allowed to enrol with grades 8, 9 and 10 respectively. This discrepancy suggested that the information provided to learners by promoters is inaccurate, and therefore could create a mistrust about the programme, and therefore presenting a challenge to both learners as well as AUPE.

4.4.2 Learners' motivation for joining the AUPE programme

Before the researcher posted the questions to collect data on the possible challenges the learners might have experienced in English language acquisition, the researcher wanted to know what motivated them (learners) to register in the AUPE programme. According to the data collected, learners were motivated to register for the AUPE programme for various reasons.

They wanted to start their own businesses and they would need English for communication purposes; the need to improve their skills in reading, speaking and writing English; the desire to explore employment opportunities with a hope to secure decent income in fields where effective communication in English is required; the importance of knowing the English language as it may pave the way for them into politics; to support and assist their children with educational activities whenever possible; to participate in the multicultural nature of their churches, which made English be the language of communication; and the need for the ability to read and understand the English version of the bible.

The following were some of the learners' exact words:

Learner D said:

“The reason why I came to AUPE classes was to improve my education, and where I would end up and improving my knowledge in education. Even though I was late in attending school, I still want to know more about education, to further my studies so that I can get a decent income.”

In addition, Learner C who stated that she joined the programme to acquire knowledge that would help her to assist her children with their English language activities, put it as follows:

“I just started reading English language books so that I can understand well, because one day I can help my children with their schoolwork too.”

Learner F stated that:

“I mean growing up without going to school, you would not know how to write and to read, and it's only by God's grace if you do. I swapped churches if I'm not happy with what is preached, because I can now read my bible well, and I came across some churches doing some stuff that are not written in the bible, but now since I now know how to read, I know the truth from reading the bible myself.”

Learner B expressed herself as follows:

“I want to go and try starting my own business because at this old age, no employer will employ me, and I also have asthma problems. Employers do not want sick persons at this age. I also want to become a political councillor and I must know how to speak English.”

4.4.3 Learners’ perspectives on promoters’ facilitation of English language learning in AUPE classrooms

The researcher collected data from learners to answer the research question: how do promoters facilitate learning in the classrooms? All six learners expressed satisfaction with their promoters’ ways of teaching English. Learners expressed themselves that promoters facilitate learning mainly through methods such as role-play, questions and answers, and peer learning. In addition, promoters also use illustrations, drawings pictures on the blackboard for understanding, the use of teaching aids, and at times the use of the mother tongue for translations as some of the strategies to make them understand and learn the English language.

Learner A explained:

“If you don’t get a question right or what she was trying to ask you, she has to explain to you the best she could, or elicit the answers from colleagues, or if she sees that no one is answering the question, she would then sometimes come back with the same question and explaining it to us, in order for us to know the answer.”

Learner B stated:

“The promoter translates some English words into Afrikaans for us to be able to understand better, and when translation is not possible, the promoter draws pictures on the board to make it easier for us to understand.”

Learner A mentioned that:

“The promoter tells us to read a text first, and then ask questions related to the text to assess our understanding. All learners are given the opportunity to contribute to the questions and answers. Sometimes the promoter reads the text to us and asks us to retell the story in order to test understanding of what we read.”

In addition, learners explained that their promoters designed activities that were related to learners’ daily lives, for example, how learners should address or speak respectfully to elderly people in the communities in order to show respect, and so forth.

Learner E gave an example as follows:

“We are taught how to address and communicate in the official language when we go to various offices and, or when we communicate with people including the elderly in communities.”

In summary, data were gathered from six learners to understand how promoters facilitate learning in their classrooms. Even though from the learners’ expressions they would want to see their promoters do more to help them improve their English in their various aspects of needs in the English language, all learners expressed satisfaction with the

teaching methods employed by their promoters. These methods primarily involved brainstorming, questions and answers, and role-play techniques. Additionally, promoters are said to have utilised various strategies, including illustrations, drawings, and occasionally the translation of English words into Afrikaans when needed in order to enhance learners' comprehension. The promoters encouraged active participation, such as reading texts and asking related questions, allowing all learners to contribute to the answers.

4.4.4 Learner's daily activities for enhancing their learning of the English language.

The data on what AUPE learners do daily to enhance their English language skills indicate that learners socialised frequently with those who do not speak their mother tongue; read newspapers and books written in English; asked assistance from people whose English was better than their own; attended meetings where English was a language of communication; and sometimes used their cellphones to google search the meanings of difficult words.

Learner B put it as follows:

“I upgrade my English-speaking skills by communicating with members of my congregation and community members who do not speak my language, but English. Our pastor also preaches in English at church. I started two to three times, reading from the English Bible in church, and also joining the church meetings, and meetings of my political party, in which I am now able to participate through English.”

Learner F stated:

“I have few friends who don’t speak the Oshiwambo language, and only speak English with me; I also took up some other classes for computer lessons, just here in the youth centre. You have to be friendly with people, you have to communicate with people, and you have to ask anything through English that you don’t know or understand, but other people can help you, and so on.”

Learner A used to read to enhance her English language and had this to say:

“I sometimes just keep on reading books written in English, even if I do not understand everything. Sometimes I go to the library in Katutura, just to go and borrow books just to read.”

Learner D employs a combination of reading, engaging colleagues at his workplace and using his cell phone to look up the meaning of the words he does not understand.

This is what he said:

“I google words I do not understand and there at work, people I work with would help me explain the meaning of some English words, I believe my colleagues also learn some words from me sometimes, and so we exchange knowledge.”

The data on the daily activities undertaken by AUPE learners to enhance their English language skills outside the classrooms revealed several activities for language learning, for example, learners engaged in social interactions with non-native speakers of their mother tongue or seeking assistance regarding English language from individuals with

better English proficiency, participate in English-speaking church congregations and political parties' meetings, join activities like computer lessons, reading materials in English. Some learners also visit libraries to borrow English language books to read. Additionally, learners at times utilised their cellphones to look up the meaning of difficulty words. These activities collectively contributed to their ongoing language improvement and immersion in English-speaking environments.

4.4.5 Summary of the findings from learners' Interviews

The findings from the learners show that they encountered some challenges in different aspects of English language acquisition, which is the reason for this research. The challenges include the inability to pronounce some words correctly, incorrect application of grammar or language use which would include the inability to spell correctly, constructing sentences in the target language, notwithstanding the importance of understanding new vocabularies, learners' work schedule in relation to the programme schedule which results in learners missing classes or arriving late to classes.

The findings also indicate learners' perception of how promoters facilitate the English language to their satisfaction, for example, the methods they use such as questions and answers, peer learning, role-play, brainstorming, and using pictures for illustration with the aim to improve understanding, and the use of the mother tongue to translate when needed. Regarding the support received by promoters from DAE, learners do not have much to say in this regard. In regard to what learners do in their daily lives to enhance their English language learning outside the classroom, findings reveal that learners engage in conversations with individuals who do not speak their mother tongue, visit libraries to borrow English language books to read, and some learners utilised their cell

phones to look up for the meaning of difficulty words. All the above gives the overall picture that includes aspects that have to do with English language learning, be it challenges, facilitation, support received by promoters, including activities that enhance language learning.

4.5 Presentation and analysis of data collected through classroom Observation:

An introduction

Adult learners in general attend classes for various reasons depending on what motivated them to take up that step. For example, Graves (as cited in Celce-Murcia et al., 2014) stresses the importance of a lesson plan which both teachers (promoters) and learners need to enact. The reason for the researcher observing a lesson is to observe how promoters execute the activities they have planned to meet their learners' needs. The observer also found it very important to observe in an English language teaching and learning classroom, whether the lesson at hand went well, whether, some adjustments needed to be made during or after the lesson, and so forth. In this section, the researcher presented data obtained from the three promoters she observed teaching adult learners using a data observation guide, (see Appendix H).

The aim of the observation in an English language classroom was to enable the researcher a non-participatory observer to learn how the promoters facilitate learning in the English language teaching and learning classroom and to identify the challenges they might experience during the facilitation and learning process, with the aim to describe the phenomenon as precise as possible (Lightbown & Spada, 2020). Brinton (as cited in Celce-Murcia et al., 2014) mentions some aspects like the topic/subject that was going to be observed, for example, the quality of the lesson, the teacher's lesson presentation

whether the promoter has a lesson plan, learners' participation, including the teacher's major strength in conducting a lesson and so forth. The researcher as an adult educator in the English language classroom, therefore, concurred with the above argument.

It is worth noting that, unlike the data from the interview where for example, one is told about what the promoters do to facilitate learning or what the learners say their promoters do to facilitate learning the English language and so forth. The observer would, for example, at the aspect of how a lesson is planned by observing how the promoter puts into action what has been planned and how adult learners respond to such lessons. Brown & Lee (2015) describe that a lesson plan should contribute to the specific goal that a curriculum is designed to pursue, and therefore, help to remain focused on the learners' needs. One could assess the promoters' strength by observing the flow of the lesson including how much learners participated during the lesson how much did they learn and so on.

Three classrooms were observed, and each classroom was observed on a separate day. This was done to allow the researcher to spend more time observing what was happening in each of the classrooms in the three centres and observing other related teaching and learning aspects within an English language classroom. Ahmed (2017), gave examples of some factors which will help to enhance English language communication for example, whether promoters are using pictures, looking at the class's size, and time allocation to specific lessons, as well as strategies used for learners to complete their given tasks, in order to reach the lesson's objectives in the language learning and teaching which can be influenced by some of the above-mentioned factors, and therefore worth noting during the observation. For example, was there a lesson plan,

including all the needed teaching aids like pictures, whiteboard/blackboard or textbooks, and also to look at the time aspects of the lesson and so forth? For effective teaching and learning to take place, the factors as mentioned above, including time allocated to plan the activities, the strategies employed for learners' activities, and how the promoters managed their classrooms played a crucial role in the whole teaching of language learning processes.

The aim and purpose for observing all three promoters were the same and were: (a) How promoters facilitate learning, including teaching aids, methodology used, interactions between teachers and learners and class management. (b) To observe what challenges both promoters and learners might have experienced during teaching and learning English at the AUPE level. This is found to be the core of this research, though not exclusive to other language learning aspects to be added to the findings. The above applied to all three classroom observation practices.

4.5.1 Classroom 1: Promoter 1

Research findings revealed that at the time of observation in 2019, this particular classroom had four female learners, two (2) learners in Year 1, one (1) learner in Year 2, and one (1) learner in Year 3, within three years duration of the AUPE (Year 3 being the last year before graduation). The classroom setup in this particular centre resembled the “traditional” format of sitting arrangement with chairs and tables lined up in rows, resulting in the learners sitting behind each other, thus minimising effective communication with each other, and therefore, hampering learning from each other. The sitting arrangement plays a major role in the language teaching classroom, if not in all types of classrooms for teaching and learning. The example mentioned above does not

represent a learner-centred approach where learners are encouraged to communicate with each other for effective learning purposes to take place.

The findings reveal that during the observation session, the promoter presented a lesson taken from the textbook “English In Everyday Use” module two, Unit One (1) Activity 4, pages 4 – 6, which was based on reading comprehension, including vocabulary tackling. The promoter started the lesson by asking learners about the meaning of the word ‘literacy’. One of the learners answered based on the textbook's definition provided at the end of that Unit on page 6. Most of the challenging words were already explained in the Word List at the end of each unit. Following the reading activity, difficult words such as naughty, meeting, tablet, and danger in the text were discussed, with explanations already available in the 'Word List' section of the textbook, as mentioned earlier.

While the promoter engaged the three learners in a reading activity for the learners in AUPE Year 1 and Year 2 respectively, the learner for AUPE Year 3 was instructed to focus on writing about three good reasons for learning to read and write, Activity 9, instruction two (2) Unit 1.

The researcher believes that the promoter could have done more to encourage learners to give their own understanding first, rather than reading the provided definition of the word "literacy." The promoter did not have a lesson plan and explained that it was unnecessary since the textbook provided step-by-step instructions for each in a way that a lesson plan was not required, this information was obtained at the end of the observation session, and the researcher did not agree with this understanding. The information about the promoter not having a lesson plan was given to the researcher by

the promoter after classroom observation when the researcher asked the promoter why there was no lesson plan. The lesson took 45 minutes, with the promoter reviewing the lesson and informing the learners that it was the end of the lesson and said to meet again the following day.

4.5.2 Classroom 2: Promoter 2

The findings reveal that the promoter in this classroom was teaching the same lesson as that done by Promoter 1, classroom 1. The promoter was teaching from the textbook called "English In Everyday Use" (Unit One (1) Activity 4, pages 4 – 5). No lesson plan was at hand either. The promoter started the lesson by asking learners to read aloud individually. The purpose of the lesson was said to teach learners how to pronounce words correctly as mentioned by the promoters to learners. The researcher noticed that learners were pronouncing some words wrongly. For example, they pronounced "children" as "cheldren," "lazy" as "lasy," "average" as "everage," and "naughty" with an "a" pronounced as an "a" in apple. It was observed that the promoter did not correct learners' pronunciation, nor did she ask learners to correct each other at a later stage, for example, while learners were reading, it was important for the correct pronunciation of difficult words for example, the promoter to help direct the journey and ensure smooth sailing in the learning of English.

It could be concluded that maybe the situation was influenced by the fact that learners had mixed levels of understanding English in the spoken form, based on their various levels of educational backgrounds including their mother tongue, respectively. For example, in this classroom during the observation, two learners had Grade 9 and one learner had Grade 10, respectively. This mixed learners' intake should raise a question to

the Directorate of Adult Basic Education (DABE) as to why it was left unchallenged especially if promoters found it difficult to teach mixed competencies/levels. Additional data collected which could be linked to challenges in teaching and learning English is that this centre was far from the learners and the promoter's residence. The researcher got this information during the time of self-introduction when she went to the centre to explain her intention regarding data collection and its procedures.

The researcher observed that there were other evening classes held on the same premises. Learners from these classes had to walk back home, and their classes ended earlier than the AUPE class that the researcher was observing. As a result, the AUPE learners from the observed class left the classroom in the middle of the lesson to join other learners who were heading home earlier. They did this to walk together in a group for their safety. Instead of the intended two-hour duration, the classes lasted for only one hour and twenty minutes. The class lasted for one hour, and twenty minutes, instead of two hours.

4.5.3 Classroom 3: Promoter 3

It is worth noting that, this classroom was located in the Katutura Community Centre within the Katutura Central constituency. Many activities were taking place there at the time of the interview and observation alike, these included: gymming, computer classes, and various meetings, including AUPE classes which are held two days a week from 14:00 – 16:00. During the time of observation, only one female learner was present (not even the one who was interviewed).

Findings revealed that the promoter's lesson was also based on Unit 2 from the same textbook "English In Everyday Use" Module Two as was used by the two promoters before. The title of the text was "Sport Broadcast". However, the promoter added supplementary material taken from a local newspaper, "The New Era," (2019), titled "Gunners stretch lead at Premiership Summit". Both texts were about soccer. The aim of the lesson as told when the researcher asked at the end of the lesson, was to read through the two texts, in order to find all the similarities and differences in these two texts. This was an oral communication lesson, including grammar. After the learner read the two texts silently, the promoter asked the learner to tell him what the similarities and the differences were between the two texts read.

The promoter went on and asked the learner to tell him about the meaning of the word "maintained" and in what tense it was written, the learner answered that the word was written in "the future tense", at that point the promoter corrected the learner that the word was written in the "simple past tense". Secondly, the learner was asked to change sentences in one of the texts from the simple present tense to the simple past tense, as per instructions given in the textbook on Page 9, Activity 7. The lesson ended with the promoter telling the learners that they would continue next week with grammar activities, based on Activity 6 on Page 9, changing words from the simple present tense to the simple past tense, and from present continuous tense to the past continuous tense, as well as writing a summary based on the two texts read.

4.5.4 Summary of classroom observations

Three AUPE promoters took part during the research, in order to be observed in their classroom environment while teaching English to adult learners, intending to learn how

they facilitate learning in the English language teaching classroom and to identify the challenges they might experience during the facilitation process. This would also include learners' participation and to observe possible challenges faced by learners. Observation as part of a qualitative tool is said to have been designed for taking field notes during an observation process (Busetto et al., 2020). The observation guide is usually planned systematically and specifies what, and how to observe. For this classroom observation during the AUPE classes, an observation guide (see Appendix H) was designed in order to note what was happening in the classrooms during observations for note taking which would help to interpret and discuss more understanding about phenomenon.

The three observed classrooms provided insights into the teaching and learning dynamics in AUPE classes. For example, observing time lost by some AUPE learners because of work schedules, therefore, resulted in time lost for learning. The promoters relied on the textbooks they received and did not see the importance of a lesson plan, and other related issues, thus missing opportunities for language teaching and learning enhancement. Classroom 2 had few mixed-level learners, and she too did not make use of a lesson plan. The activities she had at hand could have been supplemented with other complimentary materials to enhance learning, and the mixed levels of learners and lack of competencies raised a concern within the AUPE programme.

Classroom 3, despite noise disruptions in the centre, had a proactive approach and was not hampered by the lack of supplementary materials not provided by MoEAC through DAE, he instead was creative by incorporating his own supplementary materials downloaded and taken from a local newspaper and therefore, encouraged his learner to remain engaged in her learning. While promoters' teaching approaches varied, all

promoters demonstrated their ongoing teaching activities, though less adequate for successful English language teaching and learning. Nevertheless, some teaching and learning activities were taking place in all three AUPE classrooms.

4.6 Overall summary of findings in classroom observation

This chapter presents a comprehensive exploration of the challenges faced by both AUPE promoters and learners in the Khomas Region, regarding English language teaching and acquisition. The research findings shed light on various challenges encountered by both promoters and learners in the context of teaching and learning the English language. Promoters faced challenges such as using outdated teaching materials, a lack of supplementary resources, difficulties in managing learners with varying levels of competency, limited support from the DAE through District Learning Officers (DLOs), constrained teaching time due to safety concerns during evening classes, pressure to recruit a specific number of learners, high learner dropout rates, challenges associated with varying learner ages, and concerns about personal safety when commuting between centres and homes.

On the other hand, learners struggled with challenges in reading for pronunciation and comprehension, listening skills, grammar and language use, spelling, general pronunciation in speaking and reading, as well as sentence construction. These findings underscore the complexity of the English language education landscape and point to a range of barriers that need to be addressed for effective teaching and learning. External factors such as learners' work schedules clashing with their class schedules and limited class time as mentioned under challenges, further hindered the language teaching and learning progress.

Promoters were found to play a crucial role in facilitating English language learning in AUPE classrooms in general, though there is a need for improvement. In regard to promoters' facilitation, they employed some effective strategies such as utilising question-answer techniques, brainstorming, peer learning, role play incorporating translations, and incorporating some practical activities like role play in the language classroom. On the other hand, some learners were found to be actively engaging themselves in doing activities to enhance their English language skills in their daily lives outside the classrooms, such as communicating with non-native speakers, participating in community meetings addressed in English, reading English textbooks/newspapers, using online resources, seeking help from colleagues, and completing class assignments, as responding to interview questions, is found to be commendable.

Overall, the chapter highlighted the complex dynamics of English language teaching and learning within the AUPE programme, emphasising the need for more support from DAE for promoters including adequate and suitable/appropriate resources coupled with a comprehensive understanding of the promoters' and learners' linguistic backgrounds for effective curriculum/syllabus planning to effectively impact teaching and learning of the English language in the Khomas Region.

The research findings further show that promoters' motivations for teaching and learning varied among the promoters and learners with promoters 2 and 3 driven by a passion for teaching and a desire to make a positive impact on adult learners, while Promoter 1 was motivated by the challenge of the AUPE as an advanced level in comparison to the previous stages she had been teaching. Regarding learners' motivation, the findings show that learners were differently motivated to attend AUPE classes, these motivations

include improving English skills, starting businesses, supporting their children's education, participating in multicultural churches and so forth. These motivations drive learners to improve their English language skills and help them to contribute to their respective societies.

The study found that all promoters received four weeks of training in total, including methodologies, approaches to teaching, and the philosophy of teaching adult learners. Teaching materials such as a textbook titled *English in Everyday Lives*, though not adequate, and content refresher courses, however, findings reveal that promoters had limited insight into learners' extracurricular English language skill enhancement efforts outside the classroom which need to be encouraged. In regard to what learners do in their daily lives to enhance their English language outside the classroom, findings reveal that learners engage in conversations with individuals who do not speak their mother tongue, visit libraries to borrow English language books to read, and some learners utilised their cellphones to look up for meanings of difficulty words.

4.7 Overall summary of the findings from learners' interviews

The findings indicate that various challenges faced by learners in the process of learning the English language were predominantly noticeable in four language domains: for example, reading comprehension, writing, grammar usage, spelling, pronunciation, and sentence construction. Learners shared their struggles, such as difficulties in correctly spelling plural forms, mispronouncing words, and encountering difficulties in comprehending reading materials. Additionally, external factors, including absenteeism due to work schedule conflicts, appeared as an impediment to consistent learning. The

absence of learners from introductory parts of lessons was highlighted as particularly detrimental to their overall understanding of the lesson missed.

The learners expressed a desire for increased support from their promoters in the field of reading comprehension and cited issues related to the usage of punctuation marks, including sentence construction. Some learners also lacked clarity regarding the qualification they would receive upon successfully completing the AUPE programme, with various information provided by promoters regarding the equivalent grade level of the qualification. Though learners were motivated to attend AUPE classes for various reasons, like using English to start their own businesses, these findings still underscore the multifaceted challenges faced by AUPE learners as illustrated above.

CHAPTER 5: DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a comprehensive discussion of the findings obtained by this study on the challenges experienced by both AUPE promoters and learners in their pursuit of English language teaching and learning, respectively. Additionally, this chapter discusses the strategies employed by promoters to facilitate English language learning and the support mechanisms available to them. Furthermore, the discussion includes the daily efforts made by AUPE learners to enhance their English language skills beyond the classroom setting. The discussion synthesises the findings and recommends how the challenges should be addressed.

5.2 Discussion of findings

5.2.1 The challenges experienced in the English language by AUPE promoters and learners

The challenges experienced by promoters in the English language encompassed learners' slow progress, the influence of prior educational experiences and language background of learners, the teaching of mixed-level classes, the age difference between promoters and learners, outdated English language modules within the syllabus, and demotivating policy directive.

5.2.1.1 Learners' slow progress

Teaching is said to involve many aspects, including finding out learners' existing subject knowledge, skills and understanding in order to build on learners existing knowledge, skills and understanding for the promoters to extend that knowledge further (Ministry of Education, 2009). The subject knowledge in this instance is the English language teaching, which would generally dictate how language should be taught for learners to grasp what is being taught, and it should be the responsibility of the teacher/promoter to make sure that his/her learners are comfortable with the lessons at hand, including the level of the teaching and learning materials in use. Moreover, it is said to be rewarding for a teacher to see his/her learners progressing (Gottlieb, 2016), and therefore, make an effort to employ various techniques and methodologies. This approach would encourage promoters, for example, to make more effort in assisting slow learners in the English language classroom as well. By doing this, it would also help slow learners to learn within their pace of learning (DAE, 2014).

5.2.1.2 Prior educational experiences and language background of learners

After Namibia's independence in March 1990, there was a shift in the official language and the medium of instruction from Afrikaans to English (Chavez, 2016). The findings of this study revealed that this transition could be one of the contributing factors to the challenges faced by AUPE learners in effectively utilising English, particularly at the AUPE level. Learners, therefore, who had been previously educated in Afrikaans as a medium of instruction are said to face difficulties when transitioning to English as a medium of instruction, affecting their ability to keep

pace with their peers, who's medium of instruction was English in all language domains.

It is important to note that even though Namibia at the dawn of independence in 1990, declared English to be the official language, and a medium of instruction in schools, many Namibians, especially adults from the previous language dispensation remained exposed to Afrikaans in their daily lives. The above statement is supported by Lightbown & Spada (2020) as they state that adult learners who are immigrants often continue to use the language, they already know when fulfilling their daily responsibilities for work and family, and may use the second language only in limited situations.

The wider exposure to English was and remained minimal. Ellis (as cited in Celce-Murcia et al., 2014), stated the importance of being exposed to the target language in order to better acquire the target language. Ellis believes that the more one is exposed to the target language, the faster one learns. The researcher concurs with Ellis because for her to have improved her English communicative skills, as an English language teacher for (adult classes) who just transitioned from Afrikaans to English, she was given an opportunity to be exposed to an English-speaking community for a certain time which contributed to expedite her learning. The researcher concurs with Ellis's perspective on the importance of target language exposure, asserting that to enhance her proficiency in English, she, as an English language teacher for adult learners, including out-of-school youth who recently transitioned from Afrikaans to English, had to be exposed to an English-speaking community, through donor funding. Therefore, it is important for AUPE promoters to create occasional opportunities for

learners to be exposed to the English language environment, for example, be it at national libraries, or institutions of higher learning that are for seeking information using English as a tool.

5.2.1.3 Teaching of mixed-level classes/mixed competencies

Mixed level in this research, is understood to be the educational level for AUPE adult learners, whereas mixed competencies refer to the level of the English language skills of learners, for example, all learners illustrated in Table 2, their educational levels differ even though, they are in the same class, and so their language competencies. Adult learners in Namibia are said to be characterised by its diversity in terms of contents, teaching methods, participants' levels, and providers (Ministry of Basic Education Sports and Culture (MoBEAC, 2003). This creates some challenges for both the promoters and learners alike. It is, therefore worth noting that, adult learners vary considerably when it comes to acquiring a second language because some might be very talented language learners, while others might be finding it hard to acquire a second language faster than expected (Fromkin et al., 2014). Promoters therefore need to be patience and exercise understanding as they deal with adult learners. Promoters need to be enthusiastic and passionate about their teaching, emphasising planning according to learners' abilities (Booyse & du Plessis, 2018).

5.2.1.4 Age gap between promoters and learners and its impact on language teaching/learning

According to Promoter 3, the age differences between him and his learners, therefore, have an impact on his teaching causing him to be impatient, because of the learner's

inability to grasp the lesson at hand. On the other hand, Nguyen (2014) attributes the poor grasping of a lesson by learners, to the factors like teachers' uninteresting teaching styles, methodology used, and limited teaching skills as some of the factors rather than the age gap alluded to by the promoter. Furthermore, Brown & Lee (2015) complement adult learners to have the capacity to retain larger vocabularies for example, than young learners, and not necessarily less effective in their efforts to learn due to their age. Again, Lightbown & Spada (2020) believe that many adults/adolescents find it stressful when their unable to express themselves clearly and correctly, and not necessarily because of the age gap.

5.2.1.5 Outdated syllabus and insufficient teaching materials

Generally, a syllabus is said to be a descriptive list of subjects to be taught in a class (Sabbah, 2018). It also covers various topics to be taught and those subjects should relate and should try to address the immediate, and general needs of the learners. These needs could be economic, social, health, education-related and so forth. If then, those needs mentioned do not address the learners' needs, and that of the country in general, then, one would talk about the outdated syllabus. The study indicates that, according to the promoters, the syllabus used in the AUPE programme is not sufficiently engaging learners to capture their attention, because the content is outdated and irrelevant, and therefore causes it to be revised in order to be relevant. The relevance and appropriateness of the syllabus are likely to make lessons more motivating and captivating for adult learners because adults in general learn better when the topic at hand addresses their needs (Raymond & Margery, 2014). Moreover,

language acquisition is said to be best taught in a context that has meaningful learning activities that motivate learners (Moss, 2013).

5.2.1.6 Enrolment policy/guideline

The AUPE Programme, when it comes to learner recruitment policy/guideline, has a directive that stipulates 15 learners minimum to be recruited for an individual teacher to secure his/her teaching class, or risks classes to be suspended (Ministry of Education, 2014). The process of recruiting a minimal number as mentioned above does not seem to be easy, because promoters have to use their own resources for example, taxi money to go into the community to recruit, and it has not been easy as mentioned by promoters. As a result, this created a state of uncertainty about their teaching opportunities. This also is said to have created anxiety, because of the possibility of losing their jobs, and therefore, these phenomena negatively impacted their motivation to teach including learners to learn because of the classroom environment that was created by the job uncertainty. Satish et al (2021), supports the statement above by stating that, policy directives often bring unanticipated challenges and have negative consequences on the personal and professional wellbeing of the teachers, because it impedes their commitment and enthusiasm.

5.2.1.7 Difficulty in applying correct grammatical rules

We as individuals have grammatical rules that govern our diverse languages, and English is no exception. It is believed that, in order to understand the nature of any language, you need also to understand the nature of the grammatical order of that language (Fromkin et al., 2014).

Some AUPE learners had difficulties distinguishing between singular and plural forms of words in English. For instance, when to distinguish between **foot** and **feet**. This reflected challenges to some AUPE learners in applying correct grammar rules in their correct form. This also included learners' difficulties in pronouncing and speaking the English language fluently. This issue of grammatical rules in writing highlights the interconnectedness of oral and written language skills. It also suggests developing pronunciation and written exercises, including strategies that illustrate how to distinguish the formation of plural from singular to understand it and apply it correctly.

It (the grammatical rules) also calls for additional support in reading comprehension materials, indicating a recognition of the importance of the skills mentioned. This suggests that learners are aware of their needs and can provide valuable input regarding their learning needs, based on the language aspects they have been struggling with. According to Jarvis (2016), a teacher/promoter who knows his grammar gives himself credibility and stature in the eyes of his students; teachers/promoters have an indispensable tool in the undoubtable knowledge of grammar. Additionally, Walker & White (2018), posit that teachers require such skills to foster trust and a sense of security among learners and promote interaction between students.

5.2.1.8 Learners' absenteeism

Learners faced external factors, notably absenteeism from AUPE classes, due to conflicts with work their schedules. Lack of time to attend AUPE class activities has been a concern according to promoters, because being absent from classes interferes

with one's accessibility of educational opportunities for adult learners, who are often challenged because of trying to manage multiple responsibilities concurrently to improve their livelihood. The impact of absenteeism would therefore call for flexible educational programmes that accommodate learners' diverse schedules to avoid learners falling back in learning due to absenteeism. Manuela et al. (2022) believe that lack of time is one of the demotivating factors and has a negative impact on language teaching and learning.

5.2.1.9 Safety issues and classroom setup

The AUPE curriculum guidelines of 2009, are divided into three years, which each year tackling two subjects within the total of 240 hours of teaching per year. This means each course would have a total of 120 hours of teaching time. The English language course was one of the two courses, during the research period in 2019 (MoE, 2009).

In an ideal situation, one would assume that 120 face-to-face contact hours, would be contacted without any hindrance. However, reading from the promoters' guideline of 2014, adult learners would experience some barriers which could contribute to less face-to-face contact hours, with possible safety to have attributed to the long distances between learning centres, and the learners' residences. This would result in learners leaving the AUPE classes earlier than expected, in order to walk in groups with fellow students who attend classes at the same premises which would minimise being attacked by criminals especially when walking alone in the dark (MoE, 2014). Safety concerns led to AUPE classes the researcher was visiting during her research

period, ending 30 minutes earlier than scheduled. That potentially would affect the quality of English language teaching and learning.

If the safety issue is not dealt with, it can slow down learning, because learners may not pay much attention to learning especially towards the end of the lesson/class, and they would not have completed the maximum time allocated to the course.

Manuela et al. (2022) said that student's productive learning time is proportional to the length of time they spend working during their lessons. However, it is important to know that, in order for a student to learn, he/she needs the time to fully understand the lesson at hand. Again, if time is minimised constantly due to various factors like lack of safety surrounding the learning centres, it is likely that some of the students will not learn. Manuela et al. (2022) further state that, the increased levels of distress and strain may interfere for example, with students' assessments of a learning situation, with their learning behaviours, their emotions, and learning outcomes.

Regarding the classroom setup, a classroom with a traditional row seating arrangement would hinder effective communication among learners, deviating from a learner-centred approach, where learners sit in a way, they can see each other face to face, and communicate with ease without talking over other learners. Therefore, it is very important, not to allow sitting arrangements to slow down learning, because learners' effective interaction is hampered by the way they sit, especially in the communicative classroom. McCaughey (as cited in Glass, 2018), and Brown & Lee (2015) indicate that the traditional classroom setup means students should sit still and listen thus minimising classroom interaction. McCaughey further claims that the way a teacher organises his/her sitting arrangement, defines the way he/she teaches.

5.2.1.10 Learners' scepticism about the qualification they would obtain upon completion of the AUPE programme

The observation suggests a difference between the expectations of learners and the actual outcomes of the academic programme. This difference arises from the information outlined in the AUPE curriculum guideline of 2009 on Page 4, which asserts that participants successfully completing the AUPE programme within the designated three-year timeframe, would be conferred qualifications equivalent to a formal schooling grade 7.

The scepticism among learners stems from conflicting information provided by promoters, during enrolment in the AUPE programme. Specifically, learners were initially informed that upon programme completion, the resultant qualification would be equivalent to Grade 12, contrary to the factual outcome of Grade 7 upon successful completion. This discrepancy has caused uncertainty among adult learners regarding the ultimate educational attainment. The researcher noted that this scepticism is substantiated by the fact that none of the five learners' educational backgrounds, as detailed in Table 2, falls below Grade 7 in formal schooling except one self-taught learner who had no formal educational background. This inconsistency has fuelled uncertainty among learners regarding the anticipated educational outcomes.

The aforementioned argument asserts that addressing the goals and expectations of learners explicitly at the commencement of any programme is crucial for mitigating scepticism. This is underscored by the notion that preliminary discussions would have encompassed the immediate and long-term objectives of learners, incorporating their aspirations. Gloss (as cited in Celce-Murcia et al., 2014) underscores that adult

learners, such as those participating in language programmes, arrive with diverse motivations for learning, including a spectrum of personal and career goals, as well as varying expectations concerning the learning process. If executed genuinely, as asserted by the proponents, this proactive approach could have effectively alleviated learners' scepticism.

5.2.1.11 Lack of teaching materials

Promoters expressed concern about the lack of teaching materials due to the government's financial constraints. This lack of materials poses a challenge to the effective delivery of English language instruction in the AUPE classrooms. This highlights the critical role of consistent resource provision, in order to maintain teaching and learning quality and standards. This argument is supported by Maffea (2020), as she believes that the lack of teaching materials not only causes extreme distress in teachers and learners but also contributes to learners' inability to learn to their fullest potential.

5.2.2 How promoters facilitate learning of the English language in their classrooms

Although most of the findings of this study refer to many challenges experienced by promoters and learners, the researcher's classroom observation identified findings that support learners' perspectives that highlight how promoters employed some range of andragogical and learner-centred approaches and strategies. Some teaching methods and strategies, mentioned by learners, included question and answer, practical activities like reading, use of some teaching aids. Promoters' adaptability in

employing diverse teaching strategies reflects their commitment to making the English language learning process engaging and comprehensible for learners. This finding aligns with Ahmed's (2017) suggestion that diverse teaching strategies and the correct choice of teaching aids, and materials are crucial elements that significantly impact the effectiveness of language instruction and learning.

The use of questions and answers is highlighted as a prominent teaching method that encourages learners' participation and engagement, fostering an interactive learning environment, specifically for communication purposes. Promoters' willingness to explain and prompt answers from learners, demonstrates their commitment to ensuring comprehension and participation. With regards to role play, Lazaraton (as cited in Celce-Murcia et al., 2014) mentions the incorporation of role play as an educational technique, that reflects a practical and experiential approach to language acquisition in various speaking aspects. For example, asking, and giving instructions or directions. Role-play does not only enhance learners' language skills but also helps them apply English in real-life scenarios (Ashok, 2015). This active learning strategy aligns with the communicative language teaching approach, emphasising language use in context (Brown & Lee, 2015).

The use of illustrations and drawings by promoters serves as visual aids to facilitate comprehension. Visual elements like pictures can enhance learners' understanding by providing concrete representations of abstract concepts and vocabulary (Brown & Lee, 2015). According to the Ministry of Education handbook (2014), it is crucial for promoters to ensure that visual aids are adult learning culture-appropriate, and aligned with instructional objectives. Practical activities, mentioned as part of the

teaching range, promote experiential learning. Practical activities involve hands-on activities and allow learners to apply language skills in real-world situations. However, these activities should be carefully designed to align with language learning objectives and enhance language proficiency. It is worth noting that during the researcher's classroom observation, only practical activities focusing on reading and pronunciation, and speaking by answering questions with minimum writing were observed in all three classrooms. The teaching aids used in all three classes were one textbook called "English in Everyday Life, Module 2", except that classroom three, a supplementary teaching material taken from a newspaper article was used alongside the reading text from the textbook.

Generally, the incorporation of teaching aids, though unspecified in detail, suggests the use of supplementary materials to support learning. Effective use of teaching aids, such as audio-visual materials or language software that could have various language teaching and learning activities can enrich the learning experience and cater to diverse learning styles (Al Mamun, 2014). The use of the mother tongue for clarification highlights how promoters value the importance of clear communication in the classroom. While English immersion is essential for language acquisition, thoughtful use of the mother tongue is said to help bridge comprehension gaps and ensure that learners grasp new concepts effectively (Laghaei, 2021). Fortunately, the researcher did not observe the use of the mother tongue, because learners could understand the lesson at hand.

Promoters' efforts, for example, Promoter 3's design of activities that relate to learners' daily lives are indicative of a learner-centred approach. These activities

contextualise language learning and make it personally meaningful to the learners. Encouraging learners to apply English in practical scenarios, such as in their occupations, and addressing different people in communities, aligns with the principles of functional language instruction (Brown & Lee, 2015).

In conclusion, the learners' perspectives on promoters' facilitation of English language learning in AUPE classrooms highlight some range of andragogical and learner-centred approaches and strategies, though not much significant. These approaches reflect “somehow” learner-centred orientation, emphasising active engagement, practical application, and contextual relevance in some activities. To optimise the effectiveness of these strategies mentioned above, promoters should consider the need for balanced instructions. Adult learning culturally appropriate materials, and ongoing professional development to enhance their teaching skills and cater to the diverse needs of adult learners in the AUPE programme.

5.2.3 The support promoters receive to empower them to successfully teach the English language

This study's finding on the support mechanisms available to promoters who are tasked with teaching the English language at the Adult Upper Primary Education (AUPE) stage highlights the roles played by the Ministry of Education Arts and Culture (MoEAC) through the Directorate of Adult Education (DAE), in providing essential resources and training to promoters in order to enhance the effectiveness of English language teaching as a medium of instruction in AUPE classes.

Although promoters receive support from the MoEAC in the form of teaching materials such as textbooks, exercise books and stationeries at the beginning of each term, it is noteworthy to mention a decline in the support received according to promoters since 2019. This decline in providing teaching and learning materials was due to budgetary constraints. Textbooks and other teaching materials can serve as valuable resources for both promoters and learners and provide standardised content and exercises to facilitate English language acquisition (Almurashi, 2016). Inadequate learning and teaching materials at all levels of basic education affect education's quality (National Planning Commission (NDP 5), 2022, p. 57).

The findings further indicate that the promoters are provided with general training support to improve their English language teaching skills, including setting up a lesson plan, teaching methodologies, the use of teaching aids, and so forth. The training includes refresher courses, which are geared towards enhancing promoters' knowledge, understanding, and confidence in teaching specific module content. The refresher training also serves as an opportunity for promoters to discuss challenges, share teaching ideas, and collaborate on addressing specific teaching issues of concern. Nyamine and Mlambo (as cited in Kangira, 2016) assert that training also addresses the lack of understanding of the syllabus to align the English language objective, and to improve the proficiency of learners.

While there was some evidence of support in the form of training before commencing with teaching at the beginning of the year, followed by a refresher course for each remaining two terms, constraints as a result of not having sufficient teaching materials remained as a challenge for promoters. This finding underscores the

importance of sustained investment in educational resources and training, to ensure the quality of the English language instructions at the AUPE level. According to Jarvis (2014), adequate teaching and learning resources, play a pivotal role in adult learners' language development, and overall educational attainment, which in this aspect is the learning of the English language proficiency in general.

5.2.4 What AUPE learners do in their daily lives to enhance their learning of the English language

This section discussed and shed light on the practical strategies and activities undertaken by adult learners outside the classroom environment in order to enhance their English language knowledge and skills.

This study revealed that the promoters who serve as instructors in this context, the teaching of the English language to adult learners, had limited insight into the specific daily activities of their learners. The learners are engaging in learning activities outside the classroom, with the aim of enhancing their English language skills. For example, when promoters responded to the researcher's question on this matter, their responses were largely based on assumptions about what they thought learners should have been engaging themselves in the learning of English outside the classroom.

This type of response indicated the reluctance of the promoters to engage themselves with the concern for the improvement of their learners' needs in the target language outside the classroom. It also reflected that there was a serious gap in monitoring or understanding learners' activities beyond the classroom and its impact on learning,

and therefore the need for promoters to support their learners in their desire to improve their English language skills.

Moreover, Ellis (as cited in Celce-Murcia et al., 2014) supports the aspect of learners engaging in outside classroom activities and therefore finds it very important if teachers find opportunities for learning English in that way learners are likely to do it on their own, because not many learners will go out of their way to find opportunity for learning outside the classroom, unless it was arranged. Nevertheless, promoters highlighted some general assumptions about learners engaging in English language activities in their daily lives, such as interacting with English-speaking individuals in offices when looking for jobs in town and using English during shopping.

Some learners provided more detailed and concrete insights into their daily activities to improve their English language proficiency. Those learners reported that they engaged with some individuals who did not speak their mother tongue. This social interaction provides a practical environment for language practice. Reading newspapers, books, and even the English Bible was mentioned as a common activity among learners to improve their English communication skills. This reading habit, allows learners to expose themselves to written English, enhancing vocabulary and comprehension. Additionally, learners demonstrated a proactive approach by seeking assistance from individuals with better English language skills than themselves. Learners' actions of trying to enhance their language learning underscores an idea that though teachers should be at the forefront of creating opportunities for learners to learn the target language, learners should still take responsibility for their own learning (Jarvis, 2014; Hilliard & Kargbo, 2017)

Attending meetings and gathering where English is the primary language of communication, was one of the strategies used by learners to enhance their competencies in the English language. This engagement in English-rich environments, fosters language acquisition.

Some learners reported that they utilised technology, such as smartphones, to facilitate their English learning effectively. They employed their devices to search for the meanings of difficult words, showcasing the integration of digital resources into their language learning process. According to Blake (2013), employing digital media judiciously can effectively realise the implications delineated in second language acquisition. Specifically, it serves to facilitate interaction, promote the negotiation of meaning, aid in the autonomous pursuit of knowledge, and contribute to the resolution of communicative tasks. Furthermore, Blake continues to say that the digital medium proves instrumental in achieving the objectives associated with intercultural competence, effecting a shift from a teacher-centred to a student-directed classroom environment, and furnishing a conducive learning context for students. Therefore, in this case, the digital medium, supplemented and expedited the learning process of those adult learners, who opted to use it.

For example, one learner mentioned engaging colleagues at the workplace for language exchange. This mutual learning process within the workplace promotes language skills development. Overall, the findings emphasised the significance of informal and real-life language practice in the acquisition of English language skills.

While promoters may have limited visibility into these activities, learners actively pursue diverse strategies to enhance their English language proficiency. These

findings emphasised the importance of promoters' needs to create opportunities for their learners, to engage in English language experiences both inside and outside the classroom. This will promote a complete and effective language learning approach, hence, it is important for them to make it a method for learners to give feedback on them outside the classroom language activities, to motivate fellow learners. This is because language activities outside the classroom expose learners to the target language in a natural way, which they would not likely have acquired in the classroom environment, Ellis (as cited in Celce-Murcia et al., 2014).

Moreover, if learners' motivation and concern about their learning is high, then, it is possible for them to make more effort in pursuit of their goals, especially in speaking, which would eventually shape their self-image because they would have gained confidence in using the target language (Brown & Lee, 2015). These insights if understood, could inform curriculum developers and instructional strategists, to better align their topics with learners' real-life language needs and goals.

5.3 Conclusion and Recommendations

5.3.1 Conclusion

In conclusion, the discussion of findings in this chapter has provided considerable adequate information regarding the English language course within the AUPE programme as follows.

The challenges experienced by promoters encompassed a wide range of linguistic challenges based on various factors. For example, promoters have been struggling with issues related to teaching learners with diverse competencies. Some promoters

highlighted the significance of adapting teaching strategies to accommodate learners with varying learning competencies, while the mixed-level competencies of learners underscored the impact of prior educational dispensation for which Afrikaans was the official language and language of instruction in school, therefore making it difficult to transit from Afrikaans to the English language proficiency, coupled with the struggle for promoters to deal with issues of the outdated syllabus and inadequate teaching materials. Learners, on the other hand, had challenges in various language issues like grammar/language use, which include various components of grammar, for example, sentence construction, spelling, and reading comprehension/pronunciation.

In the context of the support mechanisms for promoters, the study revealed that promoters received teaching materials though inadequate. Promoters also received training from the Ministry of Education Arts and Culture (MoEAC) through DAE. While the above support was provided in general, however, there remained challenges for inadequacy, and therefore, put constraint to promoters, which call for emphasising the need for consistent provision of resources that will help promoters to execute their teaching duties with ease, and hopefully create a positive learning outcome for learners.

Regarding how promoters facilitate learning, all learners expressed satisfaction with a variety of teaching methods and techniques used by their promoters. These approaches are said to include lectures, questions and answers, role-play, visual aids, practical activities, using teaching aids to enhance learning and, at times using the judicious method of the mother tongue translation when necessary. According to Xu (2018), the use of mother tongue translation in the English classroom is a valuable

tool in language learning. These andragogical approaches reflected a learner-centred orientation, emphasising active engagement, practical application, and contextual relevance.

Adult learners' daily efforts to enhance their English language skills outside the classroom. These efforts encompassed social interactions, reading, technology utilisation, language exchange, and occasional engagement in English-rich environments outside the classroom for example, institutions of high learning for information-seeking purposes, workplaces, and reading newspapers and magazines, including talking to colleagues and friends who do not speak their mother tongue.

5.4 Recommendations

5.4.1 Recommendations to DAE

- Provide adequate and appropriate teaching and learning materials.
- Train and emphasise promoters to use alternative teaching materials such as newspapers, magazines, songs/games in language teaching and so forth. Introducing alternative teaching materials can make learning more interesting and engaging for adult learners. This is because, real-world relevance using newspapers and magazines, often contains current events, practical information, and real-world examples. Therefore, using these materials in adult classes could help learners connect their studies to the world around them, making the content more relevant and relatable, including helping the AUPE programme to become sustainable.

- Provide effective training to the District Literacy Officers (DLOs), who in return should train promoters more frequently, in order to ensure they integrate these ideas into their teaching methods. This training should cover how to select relevant articles, design activities around them, facilitate discussions about the chosen materials and appropriateness, and assess the learning outcomes of the promoter as DLOs are mandated to monitor the progress of promoters. The goal is to create a more dynamic and engaging learning experience for adult learners, which can lead to improving their English language communication skills.
- Encourage, DLOs to do their part in supporting promoters, and to make sure that promoters implement the AUPE syllabus accordingly. This should include, making sure that the right learners are recruited and placed under the correct level of competencies and grades.
- Avoid misunderstanding/scepticism of having learners who already have grades 8 to 12 of formal schooling attending a course whose end results are equivalent to Grade 7 of formal schooling, learners should be given written information that stipulates the qualification to be attained upon successfully completing the AUPE three-year course. Currently, the findings show that, apart from one learner who has no formal educational background, all other five learners interviewed had qualifications above Grade 7 of formal schooling (see Table 2).

5.4.2 Recommendations to the Ministry of Education Arts and Culture (MoEAC)

- Revise the current recruitment policy guideline that stipulates a minimum recruitment of 15 learners per class. By doing so, it would minimise anxiety and uncertainty experienced by promoters, as well as adult learners being challenged

of closing/stopping teaching activities by the understanding that, any promoter whose learners' intake is less than a minimum intake faces a possibility of his/her class to be terminated.

- Organise a symposium on adult education, the aim is to share knowledge and network with relevant stakeholders locally, regionally, and internationally, in order to share knowledge, experiences, and recent research findings on best practices on adult teaching and learning, including challenges.
- Create awareness and advocate about literacy as a lifelong learning activity and its impact on adult livelihood aspects in every adult's life, including teaching and learning English.

5.4.3 Recommendations to the promoters

- Exercise learner-centred teaching approach that encourages active participation, and interaction among learners, while still serving as facilitators.
- Be innovative, and creative enough by using various methods to enhance the teaching and learning of the English language, by using available local materials like magazines, and newspapers which are locally freely available.
- Constantly refresh needed teaching skills, through reading across the subject of teaching and learning English for communicative purposes by using the internet or collaborating with fellow promoters by sharing experiences and expertise.

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APPENDICES

Appendix A: Ethical Clearance Certificate



UNAM
UNIVERSITY OF NAMIBIA

ETHICAL CLEARANCE CERTIFICATE

Ethical Clearance Reference Number: FOE/433/2018

Date: 5 December, 2018

This Ethical Clearance Certificate is issued by the University of Namibia Research Ethics Committee (UREC) in accordance with the University of Namibia's Research Ethics Policy and Guidelines. Ethical approval is given in respect of undertakings contained in the Research Project outlined below. This Certificate is issued on the recommendations of the ethical evaluation done by the Faculty/Centre/Campus Research & Publications Committee sitting with the Postgraduate Studies Committee.

Title of Project: Challenges Experienced In English Language By Learners And Promoters Of Adult Upper Primary Education Programme In Khomas Region, Namibia

Researcher: AUNE HAMBELELENI ODUNLAMI

Student Number: 200939173

Supervisor(s): Dr N. Mbukusa

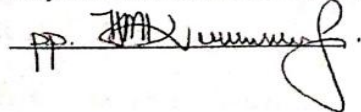
Faculty: Faculty of Education

Take note of the following:

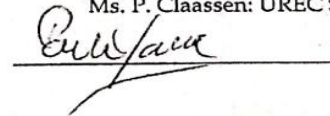
- (a) Any significant changes in the conditions or undertakings outlined in the approved Proposal must be communicated to the UREC. An application to make amendments may be necessary.
- (b) Any breaches of ethical undertakings or practices that have an impact on ethical conduct of the research must be reported to the UREC.
- (c) The Principal Researcher must report issues of ethical compliance to the UREC (through the Chairperson of the Faculty/Centre/Campus Research & Publications Committee) at the end of the Project or as may be requested by UREC.
- (d) The UREC retains the right to:
 - (i) Withdraw or amend this Ethical Clearance if any unethical practices (as outlined in the Research Ethics Policy) have been detected or suspected,
 - (ii) Request for an ethical compliance report at any point during the course of the research.

UREC wishes you the best in your research.

Dr. J.E. de Villiers: UREC Chairperson



Ms. P. Claassen: UREC Secretary



Appendix B: Research Permission Letter

CENTRE FOR POSTGRADUATE STUDIES

University of Namibia, Private Bag 13301, Windhoek, Namibia
340 Mandume Ndemufayo Avenue, Pioneers Park
☎ +264 61 206 3275/4662; Fax +264 61 206 3290; URL: <http://www.unam.edu.na>



RESEARCH PERMISSION LETTER

Student Name: MS. AUNE HAMBELELENI ODUNLAMI

Student number: 200939173

Programme: MASTERS IN EDUCATION (ADULT EDUCATION)

Approved research title: Challenges Experienced In English Language By Learners And Promoters Of Adult Upper Primary Education Programme In Khomas Region, Namibia.

TO WHOM IT MAY CONCERN

I hereby confirm that the above mentioned student is registered at the University of Namibia for the programme indicated. The proposed study met all the requirements as stipulated in the University guidelines and has been approved by the relevant committees.

The proposal adheres to ethical principles as per attached Ethical Clearance Certificate. Permission is hereby granted to carry out the research as described in the approved proposal.

Best Regards

A handwritten signature in black ink, appearing to read "Marius Hedimbi", is written over a horizontal dashed line.

Prof. Marius Hedimbi

Director: Centre for Postgraduate Studies

Tel: +264 61 2063275

E-mail: directorpgs@unam.na



Appendix C: Permission to conduct research in Khomas Region



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

Tel: +264 61 -2933202
Fax: +264 61- 2933922
Enquiries: G. Munene
Email: gm12munene@yahoo.co.uk

Luther Street, Govt. Office Park
Private Bag 13186
Windhoek
Namibia

File no: 11/1/1

Mrs Aune Hambeleleni Odunlami
Email: ahodunlami@gmail.com
Cell: 081 255 6792

Dear Mrs Odunlami

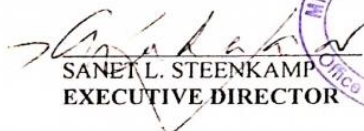
SUBJECT: PERMISSION TO CONDUCT RESEARCH IN KHOMAS REGION


Kindly be informed that permission to conduct an academic research for your Master's Degree on "*Challenges Experienced in English by Learners and Promoters of Adult Upper Primary Education Programme in Khomas Region*" in Namibia, is here with granted. You are further requested to present the letter of approval to the Regional Director to ensure that research ethics are adhered to and disruption of curriculum delivery is avoided.

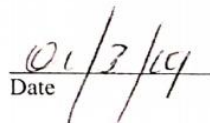
Furthermore, we humbly request you to share your research findings with the ministry. You may contact Mr. G. Munene at the Directorate: Programmes and Quality Assurance (PQA) for provision of summary of your research findings.

I wish you the best in conducting your research and I look forward to hearing from you upon completion of your study.

Sincerely yours


SANET L. STEENKAMP
EXECUTIVE DIRECTOR




Date

All official correspondences must be addressed to the Executive Director

Appendix D: Request to carry out research in Khomas Region



KHOMAS REGIONAL COUNCIL
Directorate of Education, Arts and Culture
Section: Libraries, Archives and Information Services

Private Bag 13236 Windhoek

Enquiries: Mr. S.U. Kaangundue
Tel. +264 61 293 4371
Email: stevekaangundue@yahoo.com

Fax. 264 61 400436

20 March 2019

Mrs Aune Hambeleleni Odunlami
University of Namibia
Windhoek
Cell: 081 255 6792

REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN KHOMAS REGION

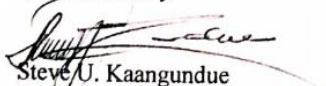
Your letter dated 14 March 2019 on the above subject refers.

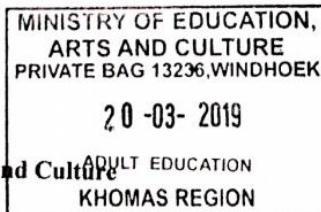
Permission is hereby given to you to carry out a research on the "Challenges Experienced in English By Learners and Promoters of Adult Upper Primary Education Programme in Khomas Region – Namibia", under the following conditions:

- ❖ *The Education Officer responsible for the district to be visited must be contacted and agreement be reached between you and the Education Officer.*
- ❖ *The normal functioning of the centre must not be interrupted.*
- ❖ *Learners and Promoters who will take part in this research/interview will do so voluntarily.*
- ❖ *The Directorate of Education, Arts and Culture will be provided with a copy of your thesis/findings.*

We wish you all the best with your studies.

Yours sincerely


Steve U. Kaangundue
Deputy – Lifelong Learning
Directorate of Education, Arts and Culture



Appendix E: Participant consent form

PARTICIPANT CONSENT FORM

PART OF ANNEX 5



TITLE OF THE RESEARCH PROJECT: **CHALLENGES EXPERIENCED IN ENGLISH LANGUAGE BY LEARNERS AND PROMOTERS OF ADULT UPPER PRIMARY EDUCATION PROGRAMME IN KHOMAS REGION, NAMIBIA**

REFERENCE NUMBER: FE/PGS/18/02/10
PRINCIPAL INVESTIGATOR: AUNE HAMBELELENI ODUNLAMI
ADDRESS: P.O. Box 8088, Bachbrecht, Windhoek
ahodunlami@gmail.com
CONTACT NUMBER: 264-81 255 6792

You are being invited to take part in the research study about challenges you experience in learning/teaching English. This study is being conducted by Mrs Aune Hambeleleni Odunlami, from the Department of Lifelong Learning and Community Education at the University of Namibia. The study is being conducted a part of the postgraduate Master's Degree thesis, approved by the University of Namibia.

You are selected as a participant in this research study because you are a learner of the National Literacy Program in Namibia (NLPN) and hope to complete the AUPE stages successfully. Please note that there are no known risks should you decide to participate in this research study. There are also no costs to you for participating in the study. The information you provide will be used to explain the practical benefits of the AUPE program. The interview will take about 45 minutes to complete. The information collected may not benefit you directly but the information learned in this study would assist in improving the AUPE program within the NLPN, for the benefit of the Namibian communities.

[Type text]

This interview will be anonymous. No one will be able to identify you or your answers, and no one will know whether or not you have participated in this study. Should the data be published, no individual information will be disclosed.

Please take note that your participation in this study is voluntary. By signing on the attached form therefore, you are voluntarily agreeing to participate in this research study. You are however free to decline to answer any particular question if you do not wish to answer.

If you have any question now about this study, please feel free to ask. In addition, if you would like to ask me later about the study, do not hesitate to contact me at +264812556792.

If you have understood the information given to you and are willing to participate, please sign the provided consent form.

Thanking you in advance.

Yours faithfully,

Aune Hambeleleni Odunlami
(UNAM student researcher)

[Type text]

Appendix F: Promoter's Open-ended Interview Questions

PROMOTERS' OPEN-ENDED INTERVIEW QUESTIONS

Opening question: Can you briefly tell me about yourself, your educational background, and years of teaching AUPE classes?

1. What challenges do you experience in teaching AUPE?
2. What criteria do you use when enrolling learners at the AUPE level?
3. What other subject do you teach, and what language do you use as a medium of instruction?
4. What is the duration of the AUPE programme (i.e., how long is the AUPE course?), and based on your answer, do you see any challenges both for you or the learners?
5. What motivated you to take up the task of teaching at the AUPE level?
6. Do you see teaching AUPE as a career? Please give reasons for your answer.
7. How do you facilitate English learning in your class? In other words, how do you make learning English easier for the learners in your class?
8. What teaching methods do you use in your AUPE classroom to enhance English language learning?
9. Would you say there is a difference between teaching adults and teaching children? And whether they learn at the same pace, elaborate.
10. Learning a foreign language is a challenge, and teaching English as a foreign language is no exception. How do you make sure that your learners are well-

equipped to apply English teaching successfully in the four (4) language skills: reading, writing, listening, and speaking?

11. For each of the four language skills mentioned above, which of the skills do you focus on the most, and why?
12. How do you assess the English language learning of your learners?
13. What support have you received, or do you receive to empower you to successfully teach English at the AUPE level?
14. Can you please give me a list of English teaching materials received from DAE for your English language teaching?
15. Apart from teaching English, can you please tell me what your learners do in their free time to enhance their English language learning?
16. Closing question: Do you have anything else to say or ask?

Thank you for taking the time to engage in conversation with me.

*****End of interview*****

Appendix G: Learners' Open-ended Interview Questions

LEARNERS' OPEN-ENDED INTERVIEW QUESTIONS

Opening question: Can you briefly tell me about yourself, your educational background, and years of attending AUPE classes?

1. What challenges do you experience in learning English?
2. What qualification do you need to have to enrol at the AUPE level?
3. What other subjects are you taught, and if any, in what medium of instruction are you taught?
4. What is the total duration of the AUPE English language programme? Do you see any problem with the duration? Please elaborate.
5. What motivated you to enrol for AUPE English classes?
6. Where do you see yourself after completing AUPE?
7. How does your promoter help you to make English language learning easier in the class? In other words, what does your promoter do during the lesson to help you understand better?
8. What teaching methods does your promoter use in your AUPE classroom to enhance English language learning?
9. Would you say that your promoter teaches adults differently than teaching children? Please explain.
10. How does your promoter help you to succeed in learning English better in all four (4) language skills: reading, writing, listening, and speaking?

11. For each of the four language skills mentioned above, which learning aspects would you like your promoter to spend more time on, and why?
12. After each lesson, how does your promoter assess you?
13. What support did you receive, while learning English at the AUPE level?
14. What English learning materials does your promoter use during teaching?
15. Apart from learning English, can you please tell me what else you do daily to enhance your English language learning?
16. Closing question: Do you have any questions to ask?

Thank you for taking the time to engage in conversation with me.

******End of interview******

Appendix H: Observation Guide

OBSERVATION GUIDE

Observer: _____ Venue: _____

Promoter: _____ Classroom: _____

Number of learners: Male _____ Female _____ Date: _____

Teaching points: _____

Promoter's command of English:

Lesson Quality:

Promoter's Presentation:

Learner's participation:

Major Strengths:

Major weaknesses:

Learner's questions or uncertainties about the lesson:

Lesson plan availability:

Duration of teaching period:

Teaching aids used:

Chronological account of lessons:

Availability of supplementary materials:

Classroom management administration:

Post observation comments:

Observation form adopted from Murcia, MC (2014).