A SEQUENTIAL EXPLANATORY STUDY OF GRADE 10 ENGLISH SECOND LANGUAGE TEACHERS' IMPLEMENTATION OF THE CURRICULUM AT SELECTED SCHOOLS IN WINDHOEK

A THESIS SUBMITTED IN PARTIAL FULFILLMENT

OF THE REQUIREMENTS FOR

THE DEGREE OF MASTER OF EDUCATION OF THE UNIVERSITY OF NAMIBIA

By

YOLANDA HERMIEN /UISES

9712488

MAY 2016

MAIN SUPERVISOR: **DR C. VILLET**

CO-SUPERVISOR: **DR R. K SHALYEFU**

APPROVAL PAGE

This research has been examined and is APPROVED as meeting the required standards for partial fulfilment of the requirements of the degree of Masters of Education.

_____	_____
Internal examiner	Date
_____	_____
Dean of Education Faculty	Date
_____	_____
External examiner	Date

ABSTRACT

It is believed that “those who master English are likely to reap many academic, social and professional benefits” (Tella, Indoshi & Othuan, 2011, p. 809). Conversely, poor performance of learners in some countries, including Namibia, where English is the medium of instruction, has been attributed to low proficiency in English. Studies have also shown that there is often misalignment between what is intended to be taught in the classroom and what is actually taught. Therefore, the purpose of this study was to explore if teachers implemented intended Grade 10 ESL learning objectives, specifically in terms of content coverage, in their classrooms.

The study used a mixed method sequential explanatory design. Quantitative data was collected by questionnaire from thirty teachers of English as a second language (ESL) at public schools in Windhoek, from which eight teachers were selected based on specific criteria to participate in the qualitative phase of the study. Documents of teachers in the form of schemes of work and lesson plans were collected and class observations and interviews were conducted.

The study revealed that teachers do not implement all the intended Grade 10 ESL learning objectives in their classrooms. However, there was insufficient evidence to confirm if teachers’ implementation practices were influenced by teaching experience or qualifications of teachers. There was a match between the intended Grade ESL

learning objectives and the learning objectives reflected in the teachers' schemes of work and lesson plans. However, there was evidence of misalignment between some of the intended learning objectives and the learning objectives reflected in these documents. There was a match between some of the taught subject content and the intended learning objectives. However, there is a need for teachers to align the enacted basic competencies and the class activities to the intended Grade 10 ESL learning objectives.

Table of contents

ACKNOWLEDGEMENTS

I would like to acknowledge my supervisor, Dr Charmaine Villet, and co-supervisor, Dr Rakkel Kavena Shalyefu, who guided me through this research. I would also like to extend my gratitude to the principals and teachers at all the schools for their willingness to participate in the study, for their support and for their tolerance of my constant visits to the schools. Special thanks go to the Polytechnic of Namibia School of Human Sciences staff members, who continuously encouraged me to complete this research. I would also like to acknowledge my fellow students (The Class of 2011) for their persistence to complete their Master of Education degrees and who, by so doing, indirectly encouraged me in my quest to complete the studies. For their unconditional support, my sincere thanks go to my parents and my husband. Above all, I thank God for His guidance and sustenance throughout the study.

DEDICATION

This work is dedicated to my children, Richard and Donovan. Perseverance yields fruit and I hope and pray that the evidence of my struggle to complete this study will encourage them to strive for higher and better things in life, and that they will always persevere. Tribulation produces perseverance; and perseverance character; and character hope. And hope does not disappoint (Romans 5:3-5).

DECLARATIONS

I, Yolanda Hermien /Uises, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

_____ Date: _____

Yolanda Hermien /Uises

LIST OF ABBREVIATIONS

CCSO	COUNCIL OF CHIEF SCHOOL OFFICERS
ESL	ENGLISH AS A SECOND LANGUAGE
GPA	GRADE POINT AVERAGE
JSC	JUNIOR SECONDARY CERTIFICATE
K.C.S.E.	KENYA CERTIFICATE OF SECONDARY EDUCATION
KNEC	KENYA NATIONAL EXAMINATION COUNCIL
MoE	MINISTRY OF EDUCATION
NSF	NATIONAL SCIENCE FOUNDATION
SEC	SURVEYS OF THE ENACTED CURRICULUM
SSCE	SENIOR SECONDARY CERTIFICATE EXAMINATION

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

1. 1 ORIENTATION OF THE STUDY

In some multilingual contexts in Africa, particularly where a national unifying language is absent, English has been adopted as the language of both intra-national and international communication, in addition to being the medium of instruction. It is believed that "those who master English are likely to reap many academic, social and professional benefits" (Tella, Indoshi & Othuan, 2011, p. 809). Nigeria, for example, is characterised by a diversity of languages and cultures. English occupies the position of being a language of instruction from the primary level to the tertiary level in Nigeria (Ajulo cited in Fakeye & Yemi, 2009). In addition, English is "a compulsory school subject that must be passed at all levels of education in Nigeria" (p. 491). However, the Nigerian students' weakness in English has been identified as a contributing factor to the students' overall academic performance (Fakeye et al., 2009). According to Feast (cited in Fakeye et al., 2009), students who are deficient in the language of instruction would be incapable of performing well in various school subjects, which are taught in English. Thus, Fakeye et al. (2009) argue that the overall performance of Nigerian students is dependent on their English language proficiency.

In Kenya, English is the medium of instruction from primary to tertiary levels of education (Tella et al., 2011). In addition, English is considered a central subject in the

secondary school setting because “all other subjects depend on it” (p. 809). However, learners’ ongoing poor performance in national examinations may be due to lack of mastery of English. According to the Kenya National Examination Council (KNEC) (cited in Tella et al., 2011), learning outcomes in the Kenya Certificate of Secondary Education (K.C.S.E.) English examination have been below average across a number of years. This poor performance of learners was attributed to the fact that they gain inadequate language skills and knowledge, even by the time they leave school or college (Tella et al., 2011).

Studies have shown that English language proficiency of learners affects their performance in other school subjects (Wolfaardt, 2005; Fakeye et al., 2009; Tella et al., 2011; Adeyemi & Adeyemi, 2012). Adeyemi et al. (2012) agree that poor performance in English has a negative effect on the overall performance of learners in other subjects. They found a significant relationship between English language proficiency and achievement in Social Studies at Junior Secondary schools in Nigeria and recommended that teachers treat English language skills as high priority. Students’ knowledge of English was also found to be a predictor of cognitive achievement in Mathematics, regardless of gender (Adegoke, Ibode & Ibode, 2011).

However, research has established that student learning is determined by the content of teacher’s instruction (Polikoff & Porter, nd). According to Gamoran, Smithson and White (cited in Polikoff et al., nd), Schmidt, Logan, Houang and McKnight (cited in Polikoff et al., nd) and Sebring (cited in Polikoff et al., nd), content coverage yields

improvement in performance of students in all subjects. Polikoff et al., (nd) argue, therefore, that the prime reason behind the establishment of content standards, which specify the particular skills and knowledge students are to acquire during schooling, is to provide guidance to teachers regarding the most important content which is to be taught in class. However, as previously stated, students who are deficient in the language of instruction would be incapable of performing well in various school subjects, which are taught in English (Feast cited in Fakeye et al., 2009).

Squires (2009) concurs that ensuring a match between what is contained in policy documents (intended curriculum) and what is taught in the classroom (enacted curriculum) provides all students an opportunity to learn. A match between what is contained in policy documents and what is taught in the classroom is referred to as alignment, which for the purpose of this study is defined as a measure to determine the match between the intended and enacted Grade 10 English Second Language (ESL) learning objectives. A properly aligned curriculum fosters understanding of the differences in the effects of schooling, while a poorly aligned curriculum may lead to the underestimation of the effect of instruction on learning (Anderson, 2002). Yet, sometimes teachers teach what they believe is most important, or what they think the students are most ready to learn or what is most enjoyable or easy to teach (Porter, 2004). This might lead to a mismatch between the intended and enacted ESL learning objectives. Research has shown that there is often a mismatch between intends of

curriculum designers and the manner in which curricula are implemented (O' Sullivan, Smith & Southerland cited in Orafi & Borg, 2009).

In Namibia, the *National Curriculum for Basic Education* provides a coherent and concise framework to ensure that the curriculum is delivered in a consistent manner at all schools nationwide (Ministry of Education (MoE), 2008a). In addition, it specifies the key learning areas and end-of-phase competencies all learners should achieve. The former refers to the field of knowledge and skills, which form part of the foundation required to effectively function in a knowledge-based society (MoE, 2008a). One such key learning area is Languages, which requires that learners be proficient in a mother tongue, a predominant local language and English. In English, learners are expected to attain a 'high level of communicative and social competence in face-to-face and virtual interaction, as well as understanding, using and producing good written and mixed (written and visual and/or oral and aural) texts for a variety of circumstances and situations (MoE, 2008a, p. 12).

The ESL syllabus elaborates on how these curriculum objectives can be achieved by outlining the intended learning for ESL learners. This means that teachers must use the ESL syllabus to develop their schemes of work and lesson plans, to ensure that the goals, aims and objectives of the curriculum are implemented in a consistent manner in all classrooms. In other words, this means that if the topic is specified in the Grade 10 ESL syllabus, it must appear in the teachers' lesson plans and schemes of work. In addition, it must be taught in the classroom and it must be reflected in class exercises.

By so doing, the playing field between children from different socio-economic backgrounds is levelled and the achievement gap is reduced (Squires, 2005).

Similar to other countries in Africa, English plays an important role as an official language, as well as a medium of instruction in Namibia. Thus, English is the language of intra-national and international communication. Like our Nigerian and Kenyan counterparts, English is a medium of instruction from primary to tertiary level and a compulsory subject at secondary school level. However, in Namibia, particularly, the prescribed medium of instruction for Grade 1 to Grade 3 according to *The Language Policy for Schools 1992 – 1996 – and beyond (MEC 1993)*, is the mother tongue and English is to be introduced as a compulsory subject from Grade 4 onward (Wolfaardt, 2005).

The intents of this approach were to develop mother tongue or home language skills first, after which these skills could be transferred to English (Swarts, 2002). The expectation was that after completion of the primary education cycle, learners would acquire reasonable competence in English and thus be prepared for English as medium of instruction throughout the secondary school cycle (Swarts, 2002). However, discrepancies exist in the implementation of this policy and many schools introduce English as a medium of instruction from Grade 1. According to Wolfaardt (2005, p.367), the result of this is that very often learners 'do not reach the minimum level of English language proficiency required when they enter the Junior Secondary phase of

school.' However, for learners to be successful at the Junior Secondary phase, mastery of English is essential.

Studies have revealed concern regarding the performance of Grade 10 and Grade 12 learners in Namibia's national examinations (Wolfaardt, 2004; Wolfaardt, 2005; Iipinge & Likando, 2012). According to the late Minister of Education, Dr Abraham Iyambo (as cited in Zimunya, 2011), academic performance of Namibian learners is also dependent on their English language proficiency. He added that only an average of 50% of learners enrolled for Grade 10 progressed to Grade 11 from 2006 to 2010. The poor performance of learners in national examinations could also be as a result of a mismatch between national standards and what happens in the classroom, which has the potential to compromise optimal academic achievement of learners, as misalignment between ESL learning objectives taught in the classroom and what is intended to be taught might compromise English language proficiency of learners. This may ultimately affect learners' performance in other subjects because 'proficiency in English will make learning other subjects easier' (Tella et al., 2001. p. 809). It is, therefore, essential that what happens in the classroom be interrogated if learners are to achieve academic success. However, there are no known studies conducted in the area of implementation of prescribed ESL learning objectives in classrooms in Namibia.

The purpose of the study, therefore, was to explore if the intended and enacted Grade 10 ESL learning objectives match each other. It was not the aim of this study to advocate for the effective implementation of the language policy. Rather, the aim was to examine

what transpires in the Grade 10 ESL classroom, in an effort to assist students to improve their English language proficiency and thus improve their chances of attaining academic success. Therefore, it was essential to interrogate what transpires in the English classroom in terms of what is prescribed and what is enacted.

1.2 Statement of the Problem

Namibian learners' performance in the Grade 10 national examinations has not improved significantly since 2007. For example, in the Grade 10 national examination of that year, only 49% of the learners progressed to Grade 11. This was 14 years after the introduction of the first Grade 10 public examinations in 1993, in which only 15% of learners progressed to Grade 11 (Tötemeyer, 2010). According to EMIS Education Statistics (cited in Tötemeyer, 2010), very few learners (20%) obtained an A, B or C symbol for English; and the results for other subjects, like Geography, History and Life Science, were much similar to that of English. Improvement in the performance of Grade 10 learners in national examinations since that time was rather slow (Tötemeyer, 2010).

Performance in Grade 10 national examinations improved slightly (2.5%) four years after the 2007 national examinations. In 2011, 51.5%, compared to 51.2% in 2010, met the minimum requirements of 23 points and an F symbol in English to qualify for admission to Grade 11. In 2009, only 50,3% of Grade 10 learners progressed to Grade 11 while the progression averages since 1993 have ranged between a minimum of 37,2% to a maximum of 51,2% (MoE as cited in Iipinge et al., 2012). The requirements

for progression to Grade 11 were initially set at 19 points in the six best subjects, including a pass in English; however, since 2003, learners are required to obtain 23 points in six subjects (Wolfaardt, 2004; Iipinge et al., 2012). The ideal pass mark is 27 points as outlined in the assessment policy, but due to consistent poor Grade 10 examination results, it has not been implemented (Iipinge et al., 2012). Wolfaardt (2004) agrees that the Grade 10 examination results have been alarming over an extended period of time. One of the causes of this low performance could be attributed to the English language proficiency of learners.

According to Wolfaardt (2004), proficiency in English has negatively affected performance in other subjects. Examiners' reports for the exit level of the Junior Secondary phase confirmed that language hampers learners' understanding of questions in examinations. Learners either misunderstand instructions or questions, or fail to express themselves effectively (Wolfaardt, 2005).

One way to improve learners' English language proficiency is to ensure that teachers match what they teach in the classrooms with learning objectives identified in the Grade 10 ESL syllabus. A match between what is intended and what is taught provides all learners with an opportunity to attain academic success, regardless of socio-economic backgrounds. Therefore, the purpose of the study was to explore if teachers implemented intended Grade 10 ESL learning objectives, specifically in terms of content coverage, in their classrooms.

1.3 Objectives of the study

The study was guided by the following objectives, which were to:

1. determine if teachers implement all intended Grade 10 ESL learning objectives outlined in the syllabus;
2. determine if teacher qualifications and experience affect implementation of intended learning objectives;
3. determine if learning objectives reflected in teachers' lesson preparation match the intended learning objectives;
4. determine if taught subject content and exercises match the intended learning objectives.

1.4 Significance of the study

Curriculum alignment studies are significant because it is envisaged that they can guide teaching and learning. Anderson (2002), argues that 'teachers can teach up a storm but if what they are teaching is neither aligned to the state standards … their teaching is in vain' (p.259). In addition, it was anticipated that this study would shed some light on and offer an in-depth understanding of classroom or instructional practices and thus inform future curriculum decisions. Results obtained through this study could also be used by teachers to identify weaknesses in their instructional practices and could possibly lead to improved instructional practices.

Furthermore, the research was significant in the sense that it could lead to an understanding of factors that promote or hinder curriculum alignment and would suggest ways in which these issues could be addressed at classroom level for improved learner performance.

Studies have shown that lack of proficiency in English hampers academic success. Therefore, this study was significant because it was intended to highlight shortcomings in the implementation of Grade 10 ESL learning objectives at public schools. Once highlighted, attempts at minimising these shortcomings would be implemented and in that way alignment could lead to improved proficiency and thus improved performance in national examinations.

In general, this study contributes to the body of knowledge on curriculum alignment, particularly in Grade 10 ESL. Additionally, it is believed that the study contributes to knowledge about the effects of alignment or lack thereof on academic performance of learners in English, and particularly, how their performance in ESL impacts their performance in other subjects.

Finally, language is amongst the key learning areas identified for the development of Namibian society (MoE, 2008a). In addition, it is an important thinking tool and the most important means of communication. If *Vision 2030* (Office of the Prime Minister, 2004) is to be realised, there is a need for citizens who are proficient in language. Therefore, it is essential that our citizens reach a high level of communication skills in

English. Thus, this study is significant as it was intended to identify stumbling blocks in attaining the required proficiency in the English language, and by so doing, move a step closer to realising *Vision 2030*.

1.5 Limitations of the study

Ideally, this study should have included educational regions which rank at the lower end of the Grade 10 national examination rank order each year. However, due to limited resources, time and distance between regions, the study was confined to Khomas region. Schools in Windhoek, which follow the national Grade 10 ESL curriculum, were included, while private schools and special schools, whether they used the national Grade 10 ESL curriculum or not, were excluded from the study.

In addition, the study only focussed on alignment in terms of content coverage for the *reading and responding in speech and writing (including literature)* component and was confined to teachers of Grade 10 English Second Language. In other words, the study did not look at alignment in terms of the content measured by learner assessment (assessed curriculum) and what learners have learned (achieved curriculum). The reason for this is that despite the importance of these components in the educational delivery system, most learning is expected to occur within the enacted curriculum; thus, the enacted curriculum is "the single most important feature of any curricula indicator system" (Porter & Smithson, 2001, p. 2).

Another limitation of the study is that document analysis was conducted by the researcher alone. Ideally, a team of at least three to five qualified and experienced content experts analyse documents (Smithson, 2009; Polikoff et al., nd.). This was made impossible by limited resources. However, as a qualified and experienced teacher of ESL, the researcher has knowledge of subject-specific language standards, which are useful for the purposes of the study.

1.6 Delimitations of the study

This study was confined to teachers of Grade 10 ESL at public schools in Windhoek in the 2013/2014 academic year.

1.7 Definition of terms

The following terms used in this study are defined as below:

Alignment

'A measure to compare curriculum decisions created at policy- making level with the actual content delivered in the schools' (Leitzel & Vogler, 1994, p.6). It is also defined as the description of a relationship (Näsström & Hendrikson, 2008), match (Amer, 2006) or agreement between two categories (Squires, 2009). In the case of this study, alignment is a measure to determine the match between intended and enacted ESL learning objectives.

Curriculum alignment

It is the organisation of instruction and materials, curriculum objectives or standards and tests in a classroom so that they match (Amer, 2006). For the purpose of this study, curriculum alignment refers to the implementation of the intended Grade 10 ESL learning objectives in the classroom.

Intended curriculum

Official policy set by government (Porter, 2004) or an educational institution (Lefever, 2009), which identifies what should be taught in the classroom in terms of content serves as a basis for lesson plans, student evaluation and teacher accountability (Montgomery, 2008). In the case of this study, the intended curriculum refers to Grade 10 learning objectives and basic competencies outlined in the Junior Secondary Phase ESL syllabus for Grades 8-10 of 2007.

Enacted curriculum

'Refers to the actual curricular content that students engage in the classroom' (Porter et al., 2001, p.2). It consists of two categories: lesson plans used by teachers to record what they plan to teach and actual classroom instruction (Squires, 2005). For the purpose of this study, the enacted curriculum refers to learning objectives and basic competencies evident in the Grade 10 ESL teachers' lesson plans and schemes of work.

1.8 Summary

The blame for the poor performance in Grade 10 national examinations has been squarely placed on lack of proficiency in English. Research has shown that lack of proficiency in English negatively affects performance in other school subjects. One way to improve learners' proficiency in English is to ensure that teachers match what they teach in the classrooms with learning objectives identified in the ESL syllabus. Therefore, this study investigated if teachers implemented the intended Grade 10 ESL learning objectives. This chapter focussed on the background of the study, the problem statement, and the objectives of the study as well as its significance. Limitations of the study were discussed and relevant terminology defined. The next chapter presents the theoretical framework and literature review.

Chapter 2

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The researcher's interest was to explore alignment between intentions of the Grade 10 ESL curriculum and what was enacted in the classroom. Although implementation studies have been conducted in Namibia and elsewhere, very little has been done on teachers' implementation of Grade 10 ESL learning objectives in Namibia. This section looks at the theoretical framework for the study and the literature review.

2.2 Theoretical framework

This study was guided by Andrew C. Porter's theory of curriculum assessment. To satisfy the need to examine the relationship between the curriculums delivered to students and what is designed to be delivered by curriculum developers, a theory for measuring curriculum alignment was developed (Porter et al., 2001). The theory focussed on Mathematics and Science. However, Language Arts and History received some attention.

Porter (2004) categorises the curriculum into the intended, the enacted, the assessed and the learned curricula. This categorisation is useful because it allows for examination and comparison of the curriculum at different points in the system (Porter et al., 2001). Although Porter (2004) recognises that the assessed and learned curricula are important,

emphasis is placed on the intended and the enacted curricula. These categories of the curriculum were of particular interest in this study and thus were the focus of discussion.

The intended curriculum, which specifies what every learner should know and be able to do at a specified point in time, is most explicitly stated in content standards (Porter, 2004) and are subject and grade level specific (Kurz, Elliot, Wehby and Smithson, 2010). In addition, the intended curriculum serves as the target content for the enacted curriculum, which refers to the content of instruction delivered by teachers in the classroom (Porter, 2004). This is in agreement with Kurz et al. (2010), whose conception of the enacted curriculum is that it is an indication of the content the learners had opportunity to learn.

It is fundamental to determine if the content of what is taught in the classroom and what is specified in the syllabus matches (Porter, 2004). This means assessing the academic content of the intended and enacted curriculum, including similarities and differences between them. In addition, Porter (2004) argues that there are numerous issues that can only be addressed through curriculum assessment of content. These issues include concerns about whether teachers only teach what is tested or what is contained in textbooks, or whether the content of the intended curriculum increasingly matches the content of the enacted curriculum. Therefore, in order to assess opportunity students are afforded to learn in the classroom, it is fundamental to determine the alignment between content standards and the content of instruction.

Porter (2004) defines content as both topics and categories of cognitive demand. For example, for English language arts and reading, topics might refer to suffixes, prefixes or root words, while cognitive demand might include being able to recall, demonstrate, analyse, evaluate or create. Topics are subject specific and are derived from subject matter as prescribed in the curriculum, while cognitive demand taxonomies can be likened to the Bloom's Taxonomy (Bloom, Englehart, Furst, Hill & Krathwohl, 1956: Smithson, 2009).

The Bloom's Taxonomy identifies a hierarchical categorisation of cognitive skills (Ball & Garton, 2005). This categorisation constitutes six progressive levels, which include knowledge, comprehension, application, analysis, synthesis and evaluation. According to Miller (cited in Ball et al., 2005), the first two levels have been regarded as lower order thinking skills, while the remaining four are considered higher order thinking skills.

The Bloom's Taxonomy was revised to transform the original system of classification into a two-dimensional table of knowledge and cognitive processes (Anderson & Krathwohl, 2001; Anderson & Krathwohl cited in Ball et al., 2005; Krathwohl, 2002). The cognitive processes of knowledge, comprehension, application, analysis and evaluation were replaced by remember, understand, apply, analyse, evaluate and create. The revised Bloom's Taxonomy integrates the prominence of alignment as a critical concept for organising instruction. If there is misalignment between elements of the curriculum, it is unlikely for instruction to influence performance (Anderson &

Krathwohl, 2001; Anderson & Krathwohl cited in Ball et al., 2005; Krathwohl, 2002). In addition, the degree of alignment is decided through determining the match between objectives and assessment, objectives and instruction and instruction with assessment.

When assessing the curriculum, it is essential to first define the content and to ensure that the content language for academic subjects include all possible types of content, to ensure the same language is used across studies and purposes (Porter, 2002). Content can also be defined in terms of time (Porter, 2004). According to Schwille (cited in Porter, 2004), teachers decide on the time to spend on a particular subject, the content to be covered within a specified period, what content to teach to which students and also the levels of cognitive demand at which they want learners to achieve. These decisions of teachers regarding what to teach are influenced by numerous factors. According to Porter (2004), teachers teach what they consider as most important, what they think the students might be most ready to learn or what they perceive as enjoyable or easy to teach. Thus, taught subject content might differ from learner to learner or within a specific class group. In addition, pacing decisions of teachers, students' level of mastery and time constraints serve as determinants of the content teachers enact in their classrooms (Porter, 2004).

2.3 Literature review

The review of literature for this study focused on subject management of ESL in Namibia, Grade 10 ESL syllabus, the effects of low proficiency in English and curriculum alignment.

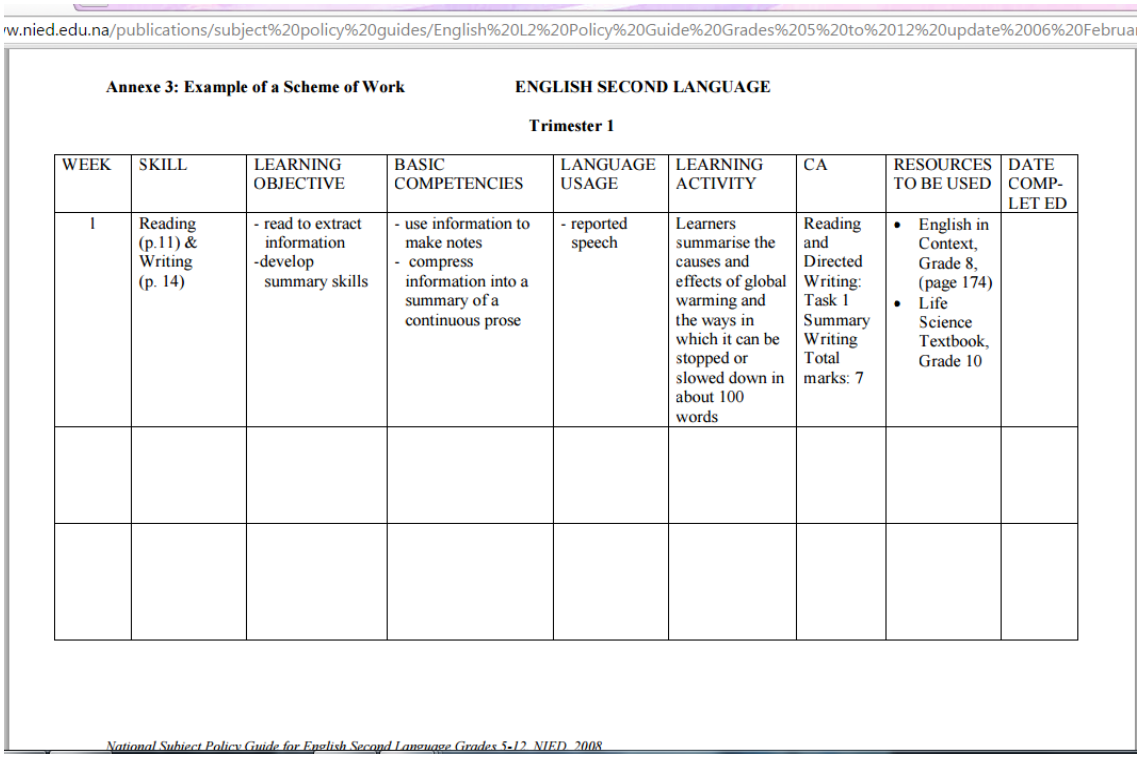
2.3.1 Subject management requirements of ESL in Namibia

The *National Subject Policy Guide for English as a Second Language for Grades 5 – 12* (MoE, 2008b) stipulates conditions that need to be adhered to in order to ensure effective subject management of ESL in public schools in Namibia. This is the official subject policy guide for ESL, which aims to, amongst others, guide teachers in how to organise their administrative duties and how to plan the teaching and learning of the subject. Thus, teachers across the country are expected to consult the subject policy guide in order to ensure that teaching occurs within the guidelines of the MoE (MoE, 2008b).

One requirement is that teachers meet the expectations outlined in the *National Curriculum for Basic Education* (MoE, 2008a) and the *English Second Language Syllabus* (MoE, 2006). This means that teachers should "develop effective and efficient schemes of work" and plan their lessons daily or weekly (MoE, 2008b, p. 7). Schemes of work, developed from the subject syllabus, should be used for lesson planning purposes. These schemes of work and lesson plans, including the subject syllabus, are to be kept in the teachers' preparation files.

According to MoE (2008b), the schemes of work and daily or weekly lesson plans in teachers' files should be "up-to-date" (p.2). The schemes of work should be developed at the beginning of each year; it should be divided into school terms and be updated as the syllabus changes. In addition, provision should be made in the schemes of work to

mark off work completed. This should be done on a weekly basis. Figure 1 below exemplifies a scheme of work teachers should emulate.


w.nied.edu.na/publications/subject%20policy%20guides/English%20L2%20Policy%20Guide%20Grades%205%20to%2012%20update%2006%20Februa

Annexe 3: Example of a Scheme of Work **ENGLISH SECOND LANGUAGE**

Trimester 1

WEEK	SKILL	LEARNING OBJECTIVE	BASIC COMPETENCIES	LANGUAGE USAGE	LEARNING ACTIVITY	CA	RESOURCES TO BE USED	DATE COMP-LET ED
1	Reading (p.11) & Writing (p. 14)	- read to extract information -develop summary skills	- use information to make notes - compress information into a summary of a continuous prose	- reported speech	Learners summarise the causes and effects of global warming and the ways in which it can be stopped or slowed down in about 100 words	Reading and Directed Writing: Task 1 Summary Writing Total marks: 7	• English in Context, Grade 8, (page 174) • Life Science Textbook, Grade 10	

National Subject Policy Guide for English Second Language Grades 5-12, NIED, 2008

Figure 1: Extract from a prescribed scheme of work (*Source: National Subject Policy Guide for English as a Second Language for Grades 5 – 12, p. 16)*

As can be seen from figure 1, teachers should make provision for the week, skill, learning objective, basic competencies, language usage, learning activity, continuous assessment, resources to be used and the date completed. To identify the skill to be taught, teachers must use the subject syllabus. For example, the *English Language Syllabus for Grades 8 – 10* (MoE, 2006), identifies the skills areas for ESL learners.

These include listening and responding in speech and writing, reading and responding in speech and writing, grammar and usage as well as literature. Learning objectives, which translate into the intended learning, the basic competencies, - “significant cognitive operations, skills, attitudes and values which all learners should be able to demonstrate” (MoE, 2008b, p. 2), - and aspects of grammar and usage are also specified in the subject syllabus. For resources, teachers may use material prescribed in the textbook catalogue provided by the MoE and other sources available at school and in the community (MoE, 2008b).

In relation to lesson preparation, all teachers, regardless of experience, are required to plan their lessons using the schemes of work. This means that lesson planning is compulsory for all teachers and should be done well in advance before delivery of the lesson (MoE, 2008b). For planning of lessons to be successful, teachers should amongst others, include lesson objectives and basic competencies to be achieved in their lesson plans. Once a lesson has been delivered in class, teachers are required to reflect on their lesson, and take cognisance of how teaching strategies could be adjusted to meet lesson objectives.

Subject management at school level is also the responsibility of the principal, the Head of Department (HOD) for Languages, and the subject head. According to MoE (2008b), as teachers mark off progress of work completed on their schemes of work on a weekly basis, management is expected to monitor the progress of work. The subject head is also particularly responsible for co-ordinating curriculum implementation. In addition, the

subject head should create opportunities for team building as well as professional development. The subject head should also identify training needs of the teachers and solicit support from Advisory teachers at the regional education offices, to tackle these needs. This does not mean that responsibility of identifying training needs of teachers and seeking support rests with subject heads only. Teachers are expected to consult the resource centres closely located to them, should they require training (MoE, 2008b).

2.3.2 Namibian Grade 10 ESL Syllabus

The *National Subject Policy Guide for ESL for Grades 5-12*, defines a syllabus as 'a course description of a subject within the curriculum ...' or 'a concise and general statement of intended learning' (MoE, 2008b, p.1.) Thus the Grade 10 ESL learning objectives, which define what learning is intended to happen at the level of the subject, are specified in the syllabus. It specifically aims to ensure learners are able to communicate effectively in speech and writing. In addition, learners are expected to be able to express their thoughts, ideas, experiences and values as an essential part of self-development. To achieve these aims, the syllabus identifies four ESL assessment objectives, which include listening and responding in speech and writing, reading and responding in speech and writing, continuous writing/creative writing and grammar and usage. These assessment objectives are based on the intended learning content the ESL syllabus partitions into three components. These components include 1) listening and responding in speech and writing, 2) reading and responding in speech and writing (including literature) and 3) grammar and usage. For each component, learning

objectives (intended learning to happen) and basic competencies (what learners should be able to demonstrate) are specified**.**

The competencies, which are basic language requirements, indicate the minimum level that should be attained by the learners at the end of each grade in the Junior Secondary phase (MoE, 2006). For example, some of the basic competencies learners are expected to achieve under the *reading and responding in speech and writing (including literature)* component include the ability to read with increasing fluency, speed and accuracy, the ability to demonstrate a personal interpretation of a text, as well as to respond appropriately to various types of questions to be expected in examination papers and tests. However, learners do not attain the required language proficiency after completion of the Junior Secondary phase (Wolfaardt, 2004). The examiners' report for the October/November Junior Secondary Certificate (JSC) ESL examination in 2006, confirmed that the overall performance of learners in paper 1 ranged between average and poor and that English had not improved among the majority of the candidates (MoE, 2006). Language proficiency of Grade 10 learners had still not improved after three years. According to the examiners' report for the October/November JSC national examination in 2009, learners were unable to express themselves in English (MoE, 2009). This has negative effects on their performance in other subjects (Wolfaardt, 2005; MoE, 2006; MoE, 2009) in both the Grade 10 and Grade 12 national examinations. Studies have shown that language proficiency compromises performance in other subjects (Fakeye et al., 2009; Tella et al., 2011; Adeyemi et al., 2012) and that

learners who are deficient in English, the language of instruction, will be incapable of performing well in school subjects taught in English (Feast cited in Fakeye et al., 2009).

2.3.3 Effects of low proficiency in English

Examiners' reports have identified proficiency in English as the culprit that hampers performance of learners in the JSC Geography and History examination (Wolfaardt, 2005; MoE, 2006; MoE, 2009). English, in general, was a big problem in the Geography examination, and the reason for the poor performance in paper 1 was due to learners being unable to express themselves (MoE, 2006). In addition, although examination questions in Geography paper 1 were clear, learners misinterpreted these questions as the basic English language skills proved to be a major problem (MoE, 2009). Similarly, learners could not score high marks in the History examination, as the majority of candidates still experienced problems with English and failed to express themselves properly (MoE, 2006).

As far back as 1999, English language proficiency was identified as a stumbling block for learners to respond to questions in the national examination papers (Wolfaardt, 2005). For example, examiners' reports indicated that in paper two of Physical Science, there were indications that learners misunderstood some questions. In History, a large number of students had problems with English and were consequently unable to express themselves effectively in English. In addition, they were unable to understand what was required of them. The Mathematics results similarly indicated that most learners experienced challenges with interpretation of questions (Wolfaardt, 2005).

In fact, the national averages for the Grade 10 ESL examination results from 1997 – 2001 were below 50% (see table 1). When these national averages were compared to other Grade 10 subjects, it was noticeable that the learners performed poorly, even much worse compared to the performance in Grade 10 ESL, especially in subjects such as Mathematics, Physical Science, Geography, Accounting and Business Management.

Table 1: National averages for Grade 10 ESL from 1997 -2001

Subjects ↓ Year→	**1997**	**1998**	**1999**	**2000**	**2001**
English L2	45,1	44,3	45,1	46,7	48,8
Agriculture	41,6	42,8	42,3	43,3	43,7
Mathematics	26,1	28,2	27,1	29,2	23,4
Physical Science	34,4	38,3	31,7	33,5	33,1
Life Science	43,6	43,2	45,4	47,8	43,5
Geography	28,2	30,7	33,3	33,6	32,7
History	36,4	37,8	40,5	44,0	46,4
Accounting	27,7	33,0	31,1	35,1	32,8
Business Management	30,0	34,8	34,0	37,5	39,4
Needlework and	42,2	44,6	40,5	47,6	38,4
Home Science	36,1	37,0	42,6	42,2	40,0
Woodwork	47,0	42,2	47,7	42,5	45,3
Technical Drawing	43,3	41,6	41,1	41,2	41,1
Computer Practice	44,2	48,1	45,6	46,0	48,9
Typing	36,9	35,1	35,1	37,4	39,8

Extracted from Wolfaardt (2005, p.2362)

These results can be attributed to English language proficiency of learners as students performed better in mother tongue compared to English (see table 2). For example,

national averages for Khoekhoegowab, Oshikwanyama, Oshidonga, Rukwangali, Silozi and Otjiherero ranged between 58.8% and 61.7% in 1997. Performance in ESL was lower compared to these subjects. However, despite the good performance in mother tongue, performance in Mathematics (26.1%), Accounting (27.7%), Geography (28.2%), Business Management (30%), Physical Science (34.4%) and History (36.4%) was poor.

Table 2: National averages for Grade 10 Languages from 1997 -2001

Subject↓ Year→	**1997**	**1998**	**1999**	**2000**	**2001**
Afrikaans L1	48,1	50,2	48,6	51,8	53,2
English L1	53,2	54,4	53,0	51,1	59,2
German L1	51,5	53,9	54,2	53,4	50,4
Khoekhoegowab	56,1	64,7	62,9	55,4	54,7
Oshikwanyama	60,6	61,8	61,0	63,5	59,9
Oshindonga	60,0	62,2	63,0	63,8	64,0
Rukwangali	61,7	66,3	62,0	68,4	65,8
Silozi	59,1	59,0	61,6	64,5	64,0
Otjiherero	55,8	57,6	54,4	57,7	55,6
Afrikaans L2	45,1	46,9	46,2	46,9	50,4
English L2	45,1	44,3	45,1	46,7	48,8

Extracted from Wolfaardt (2005, p.2362)

In 1998, the national averages for Khoekhoegowab, Oshikwanyama, Oshidonga, Rukwangali, Silozi and Otjiherero ranged between 57.6% and 66.3%, while performance in ESL remained below 50%. Scores in Mathematics (28.2%), Accounting (33%), Geography (30.7%), Business Management (34.8%), Physical Science (38.3%) and History (37.8%) showed slight improvement. However, despite improvement in some of these national languages, there was no significant positive impact on performance of learners in other subjects. The highest performance in ESL was 48% in 2001, while in other languages the average ranged between 50.4% and 65.8%. If results in ESL are improved, improvement in other subjects is probable.

Wolfaardt (2005) acknowledges that language proficiency affects examination results. While she attributes the problem of poor proficiency to an effect of the stage of development and competency the child has reached in the first language, it should be acknowledged that issues of alignment can also contribute to the problem. While the purpose of this study was not to undermine the interdependence of first and second languages in the development of competency in language skills, it advocates the significance of curriculum alignment to ensure that all students have an opportunity to learn and improve their ESL proficiency and thus attain academic success. According to Wolfaardt (2004), an investigation into the role of English in the Grade 12 examination revealed that 94% of the sample of 200 learners with an F-grade in English, and 39% of the sample of 150 learners with an E-grade in English also did not achieve 20 points to secure employment in government. However, 45% of the 75 learners with a D-grade in

English achieved the 25 point benchmark. Wolfaardt (2004) adds that performance in ESL in Grade 12 is affected by performance in Grade 10 ESL as it drops by two grades.

There is agreement beyond Namibian borders that proficiency in English impacts performance in other subjects (Aina, Ogundele & Olanipekun, 2013). Adegbo (cited in Aina et al., 2013) attributes poor performance in Mathematics for the Senior Secondary Certificate Examination (SSCE) to a lack of proficiency in English. He emphasised that there is a need to improve teaching of English in order to improve performance in Mathematics. In addition, despite the fact that performance in English might be slightly higher than that of Mathematics, poor reading ability compromises performance in Mathematics.

Other studies that found a positive relationship between proficiency in English and performance in other school subjects include Adeyemi et al. (2012). Adeyemi et al. (2012) argue that if comprehension and vocabulary in English are improved, achievement would be positively affected, particularly in Social Studies. Therefore, they conclude, that 'the four language skills of listening, speaking, reading and writing should be given equal teaching attention (p. 33).

Fakeye (2014) conducted a study in the two Nigerian states of Oyo and Osun to assess the extent to which English language proficiency of students at secondary school predicted their overall academic performance. According to Fakeye (2014), academic

achievement of secondary school students in Biology and Mathematics increased as proficiency in English increased.

The negative impact of poor proficiency in English on performance in other school subjects, however, stretches beyond the secondary school phase. Feast and Graves (cited in Fakeye, 2014) conducted separate studies in order to assess the relationship between English language proficiency and performance of students at tertiary level. They used the Grade Point Average (GPA) as a measure and found a significantly positive relationship between proficiency in English and performance at university.

Aina et al. (2013) conducted a study amongst 120 students at a college of education in Nigeria to assess the relationship between English language proficiency and performance in other subjects. They found that proficiency in English is a requirement for improved performance in science and technical education. One way of ensuring improvement in English proficiency of learners, is to ensure that the intended Grade 10 ESL learning objectives and what happens in the classroom are aligned.

2.3.4 Curriculum alignment

Alignment in education refers to the 'agreement between a set of content standards and an assessment used to measure those standards' (Case & Zucker, 2008, p.2). In addition, content standards describing what students are expected to know and be able to do at each grade level are determined and educators are expected to use these standards for instruction purposes. In a broad sense, alignment refers to the degree to which education

system components interact to achieve desired goals (Case, Jorgensen & Zucker, 2004). These components of the education system include curricula, assessment and instruction in addition to standards.

Alignment can be vertical or horizontal. Vertical alignment has to do with multiple grade comparisons of agreement in a particular component of the education system, while horizontal alignment has to do with same grade level comparisons across components of the education system (Case et al., 2004; Case et al., 2008). In addition, alignment can focus on standards and instruction or instruction and assessment (Porter cited in Nasström et al., 2008). Efforts to align components of the education system need to start with defining of the standards by using the curriculum (Nasström et al., 2008). Once standards are defined, a blueprint can be designed as a point of departure for instruction and assessment (Baker cited in Nasström et al., 2008).

This study focussed on alignment between the intended curriculum and the enacted curriculum for Grade 10 ESL. Thus, the researcher believed that aligning of these components require that content specified in the Grade 10 ESL syllabus (intended curriculum) be taught in the classroom (enacted curriculum). In order for teachers to implement the intended learning objectives in the classroom, the expectation is that they be acquainted with the syllabus content, and not rely only on the prescribed textbooks (MoE, 2008b). Teachers were, therefore, expected to plan their teaching and learning by designing schemes of work from the syllabus at the beginning of each year. These schemes of work would then be used to prepare daily or weekly lesson plans, as lesson

preparation is essential for achieving success in the (English) class, and it is also compulsory for every teacher, regardless of their teaching experience (MoE, 2008b). In addition, lesson preparation is an essential component of curriculum alignment.

However, alignment research shows that there is often a discrepancy between what is intended and what is enacted in the classroom. Omusonga, Kazadi and Indoshi (2009), investigated the match between the intended and actual French curriculum objectives as outlined in the syllabus. The study was prompted by low retention rates and poor achievement amongst secondary school learners. Four official objectives were specified in the syllabus, but the study found a match in terms of one objective only. This could mean that misalignment might have resulted in low retention and poor achievement.

Additionally, Lefever (2009) found a number of discrepancies between national curriculum objectives and classroom practices, after reviewing research which focussed on teaching methods, use of English during instruction and assessment methods of English in compulsory schools in Iceland. As is the case with many alignment studies, these studies did not look at the alignment of the intended and enacted learning content. In order to ensure alignment, the same topics identified in the syllabus should be taught in the classroom (Anderson, 2002; Porter, 2004). Therefore, this study focused on assessing curriculum implementation in terms of topical coverage.

2.3.4.1 Benefits of curriculum alignment

An aligned curriculum levels the playing field for poor and minority students (Squires, 2005; Squires, 2009). In addition, through the alignment of the curriculum, gaps in academic achievement can be reduced. Mitchell (1999), Squires (2005) and Crews (2010) are in agreement that curriculum alignment leads to improved performance amongst learners. According to Mitchell (1999), curriculum alignment increases student achievement regardless of different socio-economic backgrounds.

A study on the effects of alignment on Mathematics achievement amongst third graders in the Delkalb Country School System in the state of Georgia in the USA, which included all elementary schools, looked at the effect of alignment on different socio-economic groups and found that there was a significant difference in the effects of curriculum alignment when used as a treatment to increase student achievement (Mitchell, 1999). Squires (2005) contends that curriculum alignment produces dramatic results under certain circumstances and results become visible after the first year of implementation.

This implies that performance might be improved by aligning the intended curriculum and the enacted curriculum, through teaching the learning objectives specified in the Grade 10 ESL syllabus. However, as demonstrated earlier, English language proficiency poses academic challenges for learners as low proficiency in English or the lack thereof compromises performance in other school subjects. Therefore, what is taught in the ESL classroom determines gains in student achievement. Omusonga et al.

(2009) emphasise that learning is fostered when two kinds of objectives match perfectly but it is hindered when there is a mismatch. Curriculum alignment, therefore, appears to be an important measure if the expected end-result of the Grade 10 national examination is to increase the percentage of students that progress to Grade 11 each year.

2.3.4.2 Curriculum alignment methods

Norman Webb and Andrew Porter (Kurz et al., 2010) have worked individually to develop tools for assessing curriculum alignment. Their work commenced in the late 1990s and was conducted in collaboration with the Council of Chief School Officers (CCSSO), the National Science Foundation (NSF) and the Department of Education. Their efforts resulted into two major methods for conducting alignment analysis. These methods are known as the Webb model and the Surveys of the Enacted Curriculum (SEC) model (Kurz et al., 2010). The researcher had an interest in the SEC model developed by Andrew Porter. Therefore, details of this model are outlined below.

2.3.4.2.1 Surveys of the Enacted Curriculum model

Surveys of the Enacted Curriculum (SEC) is considered to be one of the most commonly used measures of curriculum alignment (Blank, Porter & Smithson cited in Polikoff et al., nd), and this method allows for investigating instructional alignment with standards (Martone & Sireci cited in Polikoff et al., nd). SEC tools were developed through two decades of research, which was aimed at understanding the decisions teachers make about what to teach and the effect of these decisions on gains in student

achievement (Porter cited in Polikoff et al., nd). These tools began as a set of instructional surveys, which were expanded to include techniques for analysis of content, assessments, standards and curriculum materials. The primary purpose of the tool was to estimate alignment among standards, instruction, assessments and/or curriculum materials (Polikoff et al., nd).

Their approach to assessing the curriculum by coding and analysing content is multi-dimensional and taxonomy-based (Porter et al., 2001). There are three dimensions: topic coverage, cognitive demand and mode of presentation. However, to reduce burdens on teachers when responding to survey instruments, two dimensions (topic coverage and cognitive demand), displayed in matrix format to be used for self-reports by teachers, were proposed. This means that the SEC methodology is characterised by a two-dimensional content taxonomy (topic coverage and cognitive demand), which is used to collect detailed and systematic descriptions of the content of instruction (Smithson, 2009). The cognitive demand taxonomy employs categories of cognitive demand that can be equated to Bloom's taxonomy (Kurz et al., 2010). Categorization of the elements of the curriculum according to topic coverage and cognitive demand results in the production of a matrix, which is used for purposes of comparison (Case et al., 2004).

Information about the coverage of instructional content is sourced from teachers through online or paper-and-pencil self-report surveys (Kurz et al., 2010; Smithson, 2009), over a given period of time (Polikoff et al., nd.). Through surveys, teachers report content of instruction (topics taught), time spent on each topic taught and the

level of cognitive demand at which topic was taught (Porter, 2004; Polikoff et. al., nd.). Then, content of instruction is compared with content of other documents, which contain the standards. However, textbooks, pacing guides or many other materials can be used for comparison purposes (Polikoff et al., nd.). Survey responses are translated into proportions of content emphasis for each cell in the topics-by-cognitive-demand matrix, which is subjected to a process of document analysis (Smithson, 2009). Thus, this approach to assessing curriculum alignment is perceived as a 'relatively straightforward procedure to compare content descriptions in terms of their similarities and differences in content coverage' (Smithson, 2009).

Ideally, document analysis is conducted by a team of at least three to five qualified and experienced content experts (Smithson, 2009; Polikoff et al., nd.). These content experts are trained in SEC conventions and subject-specific language standards (Kurz et al., 2010). Once the experts categorise elements of the curriculum into topic coverage and cognitive demand, statistical computations can be used to quantify the extent of alignment between curricula elements. Results are presented using charts and graphs (Case et al., 2004).

According to Porter (2004), a researcher who has an interest in assessing the enacted curriculum for a limited number of days can use classroom observations using a common content language instead of a survey instrument. In cases of classroom observations, samples of between eight to twelve observed lessons is acceptable, depending on the number of times a particular topic is covered (Porter, 2004).

Rowan, Camburn and Correnti (2004) argue that self-report surveys administered once annually, followed by few observations are unreliable. However, heavy reliance on self-reports which were not followed up with classroom observation or other research methods, noted in most studies are not encouraged (Lefever, 2009). Hence, this study combined both quantitative and qualitative methods to account for weaknesses in each method.

2.3.4.3 Obstacles to curriculum alignment

There are many factors that hinder alignment of the curriculum (curriculum implementation). According to Wang (2008), teachers are the most important players in curriculum implementation. However, they do not faithfully implement the intended curriculum. There are several reasons why teachers may not implement the intended curriculum. Apart from teachers teaching what they believe is most important, or what they believe the students are most ready to learn, or what is most enjoyable and easy to teach (Porter, 2004), implementation problems might arise from different interpretations of the same curriculum policies (Wang, 2006; Wang, 2008), misunderstanding or a superficial understanding of the same policies or due to lack of capacity, knowledge and skills to implement the intends of the policy makers (Spillane, Reiser & Reimer cited in Wang, 2008). Another obstacle to curriculum implementation, particularly in Namibia, identified by O' Sullivan (cited in Wang, 2008), relates to classroom realities, which include teachers' professional and linguistic capacity, learner capacity and support services.

In addition, Lefever (2009) contends that internal factors, which include teachers' education, professionalism, beliefs about teaching and learning, and support they receive for professional development, and external factors, which include national tests and external evaluations, demands from society, job market and other school levels, affect curriculum implementation. He argues that these factors make it impossible to ensure a match between the intended and enacted curriculum.

Wang (2006) concurs that curriculum alignment is hindered by internal as well as external factors. One such factor is high stakes tests, which impact what is taught and how it is taught. According to Birgisdottir (cited in Lefever, 2009), teachers do not cover curriculum areas which are not assessed in national tests. Another factor that affects curriculum alignment is the widespread use of textbooks (Wang, 2006). Birgisdottir (cited in Lefever, 2009) argues that textbooks exert a huge influence on teaching. Textbooks have several advantages. They provide teachers access to professionally developed resources (Richards cited in Wang, 2006), they save time and they provide for more effective teaching (Hutchinson & Torres cited in Wang, 2006), and relief teachers from the pressure of searching for original materials (Hermer cited in Wang, 2006). However, the use of textbooks has several drawbacks. One such drawback is that teachers tend to over rely on textbooks and neglect their responsibility of engaging in decisions about what to teach and how to teach it (Wang, 2006). Teachers do not make use of a variety of learning activities because of the comfort textbooks provide (Birgisdottir as cited by Lefever, 2009).

Wang (2008) conducted research on teachers' perceptions of language policy implementation in the Chinese tertiary context. Her findings revealed a mismatch between intentions of policy makers and what teachers executed. Her findings also revealed that classroom teaching was exclusively based on textbooks assigned to the teachers, rather than on learning objectives specified in the syllabus. In addition, when the time spent on English language skills (reading, listening, writing and speaking) was compared, writing and speaking skills were underrepresented in teaching. In other words, teachers do not equally represent all skills areas in their teaching, with some skills enjoying an advantage over the others. Underrepresentation of some skills prevented teachers from completely implementing the intended curriculum objectives (Wang, 2008). National policy makers had expectations of teachers to adhere to the intended curriculum objectives in their teaching and to be knowledgeable about the syllabus, but the teachers who participated in the research did not meet these expectations (Wang, 2008).

Other factors that hinder curriculum alignment include teaching experience (Carless cited in Wang, 2006; Snyder, Bolin & Zumwalt cited in Owusu & Yiboe, 2013), teacher qualifications, teacher perceptions and school support measures (Snyder et al., cited in Owusu et al., 2013), teachers' personal concerns as well as different interpretations of curriculum policies by stakeholders at various levels (Wang, 2006). The interest of the researcher was teacher qualifications and teaching experience as hindrances to curriculum alignment.

According to Cheng (cited in Owusu et al., 2013), teachers' qualifications and experience are probably the most crucial factors that affect curriculum implementation. This is because the success of curriculum implementation is dependent on teachers, as they hold the responsibility of the day-to-day implementation of the intended curriculum (Emmanue & Ambe, 2014). Therefore, it is crucial that teachers possess knowledge of subject matter for subjects assigned to them for teaching purposes. Knowledge of the subject matter can be obtained during teacher training.

In addition, qualification levels of teachers play a role in curriculum implementation. According to Ukanupong (cited in Emmanue et al., 2014), teachers who have lower qualifications in teaching would experience challenges in the correct implementation of the intended curriculum. This is perhaps because research has shown that qualifications of teachers determine their competence in the classroom (Owusu et al., 2013). Penuel, Fisherman, Yamaguichi and Gallgher (cited in Owusu et al., 2013) concur with the research findings. They argue that performance of teachers in the classroom is affected by educational attainment. However, Owusu et al., (2013) caution that the impact of individual intellectual ability on curriculum implementation should not be ignored and that qualification alone cannot determine teacher effectiveness. In addition, Hanusheck (2003) argues that despite the rise in qualifications of teachers, there was little evidence to suggest significant changes in the academic performance of learners. By extension this suggests that improved qualifications of teachers may not necessarily translate into improved curriculum delivery in the classroom.

There is agreement in research findings that teaching experience may pose an obstacle to the effective implementation of the intended curriculum. However, Evans (cited in Owusu et al., 2013) opines that curriculum implementation is hindered as years in teaching experience increase, but it is higher when years in teaching experience are low. Hanusheck (2003) concurs that increase in the number of years in teaching experience hampers curriculum implementation, as the effects of teaching experience on curriculum implementation are concentrated in the early years of teaching.

Although there is agreement in research with regard to the impact of the number of years on curriculum implementation, there is disagreement in terms of the significance of the effect of teaching experience of the implementation of the intended curriculum. Numerous studies have found a positive effect of years in teaching experience on curriculum implementation, but only a small number of the estimates have found statistically significant results (Owusu et al., 2013). Hanusheck (2003) is in agreement that positive results of the relationship between teaching experience and curriculum implementation were not strong.

When years in teaching experience and qualifications of teachers are compared as obstacles to curriculum implementation, studies have revealed that teacher experience has a more positive effect on curriculum implementation (Hanusheck, 2003). However, Owusu et al., (2013) contend that teacher qualifications were the best predictor of curriculum implementation, as the effect of teaching experience on curriculum implementation only occurred by chance. Evans (cited in Owusu et al., 2013) opines

that half the successes in curriculum implementation were due to teacher characteristics. By extension this means that teacher characteristics are hindrances to curriculum implementation. However, Evans (cited in Owusu et al., 2013) adds that curriculum implementation is higher when teacher perceptions and attitudes of the curriculum were positive.

Hindrances to curriculum alignment discussed are not exhaustive. There are numerous obstacles that make curriculum alignment impossible. However, Lefever (2009) emphasises that regardless of these obstacles, the responsibility of ensuring that the conditions for effective teaching and meaningful learning are met, rests with policy makers and education practitioners. Additionally, regardless of these obstacles to curriculum alignment, aligning the curriculum is an effective tool to ensure that all learners have equal opportunity to achieve academic success.

2.4 Summary

There are no known studies on teachers' implementation of Grade 10 ESL learning objectives in Namibia. This study was aimed at filling that gap in research. Studies have shown that learners do not attain the minimum level of language proficiency required after completion of the Junior Secondary phase and this has negative effects on their performance in Grade 10 national examinations. Performance of learners can be improved through curriculum alignment. Thus, this chapter looked at the theoretical framework, the Grade 10 ESL syllabus and the effects of proficiency in English on performance of learners. The concept of curriculum alignment was explained and the

benefits and methods of alignment outlined, in addition to outlining the obstacles to curriculum alignment. The next chapter discusses research methods employed in the study.

Chapter 3

Methodology

3.1 Introduction

As pointed out in previous chapters, the purpose of the study was to explore teachers' implementation of intended learning content in the Grade 10 ESL classrooms. This chapter delineates the research methodology employed in this study. Research design, population, sample and sampling procedures, research instruments, data collection procedures and data analysis procedures that were used and research ethics are discussed.

3.2 Research Design

This study adopted the mixed method sequential explanatory design. Creswell (2003, p.3) defines research designs as ‘plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.’ A distinction is made between three designs – the quantitative, the qualitative and the mixed methods. Mixed method designs entail the use of quantitative methods for one phase of the study and the use of qualitative methods for the other phase of the same study, either concurrently or sequentially (Creswell, 2003; Leech & Onweugbuzie, 2009; Ivankova, Creswell & Stick, 2006).

Furthermore, the mixed method design is based on the philosophical underpinnings of pragmatism. Pragmatism posits that the researcher focuses on the research problem

rather than methods. Thus, it ‘opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis’ (Creswell, 2003, p. 11).

Thus, the mixed method sequential explanatory design adopted by the study involved collecting and analysing of quantitative data and then qualitative data in two consecutive phases of the same study (Ivankova et. al., 2006). After numeric data was analysed, qualitative data was collected and analysed to help explain the statistical data. This was because statistical data provided a general understanding of the research problem. The qualitative data refine and explain statistical results by exploring participants' views in depth. Therefore, the ‘quantitative data are more heavily weighted than qualitative data; hence, the model is known as the QUAN-qual model’ (Gay, Mills & Airasian, 2009, p. 463).

Gay et al., (2009) proposed the use of a quantitative survey to explore how different groups compared on a variable, followed by an interview to explore why these differences exist for the QUAN-qual model. This study used a questionnaire for the quantitative phase and the qualitative phase used document analysis, class observations and interviews. This triangulation in data analysis, therefore, improved the reliability and validity of the research findings (see figure 2).

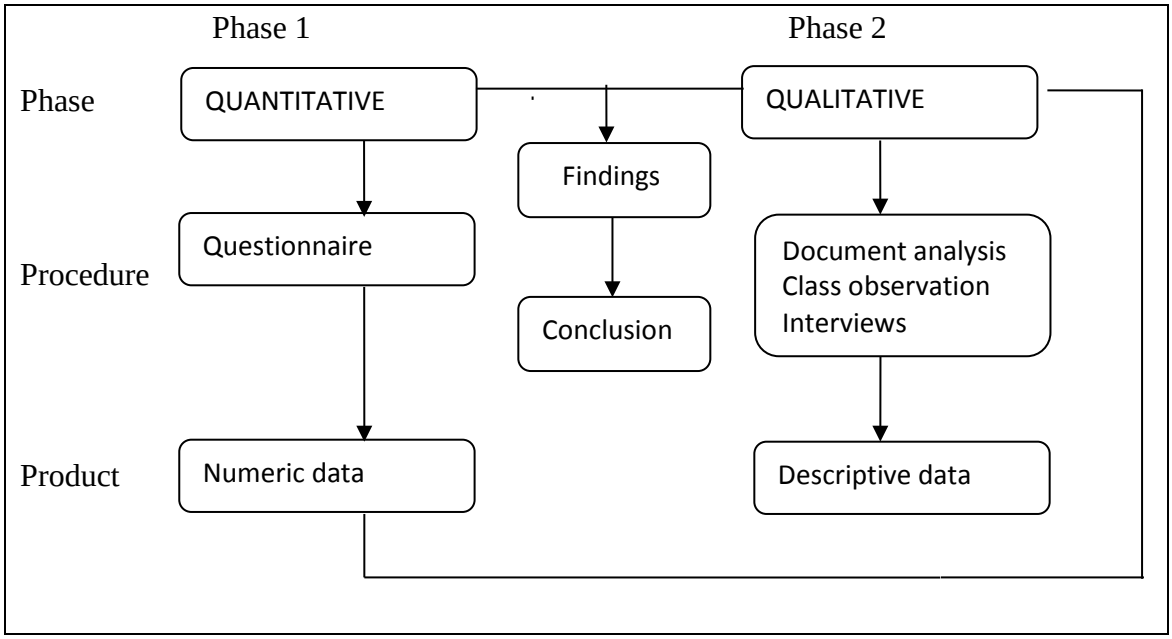


Fig. 2 Visual Model for OUAN-qual Mixed Method design

As mentioned earlier, one of the objectives of this study was to explore if teacher qualifications and experience affected implementation practices. The mixed method sequential explanatory design was particularly appropriate for this study because quantitative data was necessary for the potential predictive power of teacher qualifications and experience on implementation of Grade 10 ESL learning objectives in their classrooms. The numeric data offer added opportunities for the exploration of quantitative results in greater detail. However, this analysis would only present a general understanding of the research problem (Ivankova et al., 2006). Therefore, descriptive data derived from phase two of the study was important to elaborate on the quantitative results (Gay et al., 2009). When both quantitative and qualitative methods were combined, the overall strength of the study was greater as the weaknesses of one

method were complemented by the strengths of the other (Creswell, Plano, Guttmann & Hansen, 2003).

3.3 Population

The population referred to the larger group from which the sample was drawn and generally consisted of two types – the target population and the accessible population. Gay et al. (2009, p. 124) define the target population as one 'to which the researcher would ideally like to generalize the study results' and the accessible population as one 'from which the researcher can realistically select subjects.'

The target population of this study comprised all teachers of Grade 10 ESL in thirteen educational regions across the country. This was because there was evidence of challenges in terms of academic achievement in all these regions. However, due to constraints such as expense, time and accessibility, it was more feasible to conduct the study in Windhoek (Cohen, Mansion & Morrison, 2007; Gay et. al, 2009).

There were twenty-five public schools in Windhoek at the time the research was conducted and each school was expected to at the least have one Grade 10 ESL teacher. Consequently, the accessible population for this study constituted twenty-five Grade 10 ESL teachers, although it was expected that some schools would have more than one Grade 10 ESL teacher.

3.4 Sample and Sampling Procedure

The sample for this study was initially planned to be the entire population of the Grade 10 ESL teachers at public schools in Windhoek, because this was anticipated to be a manageable sample as there were only twenty-five public schools in Windhoek at the time the study was conducted. A sample refers to the number of individuals, items or events selected from a population in such a way that they are characteristically representative of that population (Gay et al., 2009). It is generally accepted that a larger sample size is always desirable, especially in quantitative research, as it increases the probability of the results being applicable to the larger group. Although Cohen et al. (2007) concur that a larger sample is ideal for greater reliability of the findings and for conducting a more sophisticated analysis, they add that sample size is dependent on the purpose of the study as well as nature of the population being studied. Furthermore, sample size is also dependent on the style of research, type of analysis to be performed and other constraints such as costs - time, finances, resources, administrative support or resources. Potential sample participants might also deny access to the researcher due to lack of time to spend with the researcher, or for the reason that they 'have something to protect' (Cohen et al., 2007, p. 109).

Surveys require larger sample sizes while studies of a qualitative nature require small sample sizes. However, when the population size is less than a hundred, the entire population should be surveyed (Gay, Mill & Airasian, 2009). Thirty Grade 10 ESL teachers at nineteen of the twenty-five public schools consented to participate in the

study. Therefore, because the accessible population constituted thirty Grade 10 ESL teachers at public schools in Windhoek, these teachers represented the quantitative sample. Details of how the number of thirty Grade 10 ESL teachers was reached are discussed under data collection procedures.

For the qualitative phase, four Grade 10 ESL teachers from the highest and four from lowest implementers were selected based on the following criteria: most and least years of Grade 10 ESL teaching experience and highest and lowest teacher education qualifications. This was because there are conflicting views regarding the effect of teaching experience and level of teacher training on curriculum implementation (Wang & Cheng, 2009).

3.5 Research Instruments

Research instruments are 'tools that enable researchers to collect data' (Gay et al., 2009, p. 144). A questionnaire was used to collect quantitative data while an audio recorder, as well as a class observation schedule and an interview schedule were used to collect qualitative data.

3.5.1 Questionnaire

The questionnaire was designed from the Grade 10 ESL syllabus and survey questionnaire specifications according to Porter et al., (2001). The intention of the questionnaire was to measure data for the quantitative phase. Subsequently, participants' responses to the questionnaire were intended to determine if teachers

implemented all Grade 10 ESL learning objectives and to determine if teacher qualifications and teaching experience accounted for differences in teachers' implementation practices.

Therefore, the questionnaire was made up of four sections (see Appendix D) to collect demographic data and information on the intended and enacted curriculum. Section A of the questionnaire consisted of five questions that required responses to questions on gender, teaching experience, qualification level (undergraduate diploma or degree/postgraduate diploma or degree), qualifications (diploma/ bachelor degree/ honours degree/ masters) and specialization of the teachers.

Section B of the questionnaire consisted of eleven questions that confirmed teachers' familiarity with and opinions of the intended curriculum. Responses for this section ranged from strongly agree (SA), agree (A), neither disagree nor agree (N), disagree (DA) to strongly disagree (SDA). Section C and D focussed on the learning objectives for the *reading and responding in speech and writing (including literature)* component of the Grade 10 ESL syllabus.

Sections C and D each consisted of fifteen questions and were intended to solicit responses on the enacted curriculum. While Section C focussed on how often teachers allowed learners the opportunity to practice learning objectives listed under the *reading and responding in speech and writing (including literature)* component, Section D

required responses to the highest level of mastery teachers expected learners to attain for each learning objective in this component.

3.5.2 Document analysis checklist

A checklist (see Appendix E), designed from the Grade 10 ESL syllabus, was used as another instrument for collecting qualitative data. The purpose of the checklist was to determine if learning objectives reflected in teachers' lesson plans matched the intended learning objectives. The checklist comprised of three main columns. The first two columns matched the lesson objectives and the basic competencies outlined in the Grade 10 ESL syllabus. The last column was subdivided into eight smaller columns for recording lesson objectives and basic competencies in each teacher's scheme of work and lesson plans.

3.5.3 Class observation schedule

The class observation schedule was designed to determine what was enacted in the Grade 10 ESL classrooms. In addition, its purpose was to assess alignment between taught content and the intended Grade 10 ESL learning objectives. The class observation schedule had three sections that solicited pre-observation information, information on general observations and the enacted learning objectives.

3.5.4 Interview schedules

An interview protocol was designed from the questionnaire data, class observations and document analysis to collect information on teachers' interpretation of the findings of the quantitative phase and the qualitative phase.

3.6 Pilot study

The questionnaire was piloted with one Grade 10 ESL teacher at one randomly selected school in the Khomas educational region. This school was not targeted to take part in the main study. In addition, two lecturers at tertiary level, both with Grade 10 ESL teaching experience, participated in the pilot study. The purpose of the pilot study was to assess question clarity to avoid misinterpretation and to assess if the questionnaire would elicit intended responses. Further details of the pilot study are provided under data collection procedures.

3.7 Validity and reliability of measuring instruments

Gay et al., (2009) define validity as the degree to which a test measures what it is supposed to measure, and consequently permits appropriate score interpretation. Every test is designed to serve a particular purpose. Instruments, therefore, must assist researchers in achieving that purpose. In order to ensure validity of the research instruments, the questionnaire, the document analysis checklists and the class observation protocol were submitted to the researcher's supervisors for comments and suggestions before administering them to the participants.

Reliability of measuring instruments refers to the dependability and trustworthiness of the instruments. In other words, reliability is the extent to which the test consistently measures what it is measuring (Gay et al., 2009). This means that when the test is administered to the same group of teachers at a different time or by a person other than the researcher, the same or similar results must be obtained. To ensure reliability of the research instruments, the questionnaire, checklists and class observation protocol were submitted to research supervisors for comments and the questionnaire was pilot tested. In addition, to ensure reliability, multiple instruments were used for triangulation purposes.

3.8 Data Collection Procedures

Data for the quantitative phase of the study was collected using a questionnaire. However, before the questionnaire could be administered, written permission was requested from the Director of Khomas Education Region to carry out research in the region (see Appendix A). In order to gain access to Grade 10 ESL teachers at schools, appointments to meet each principal at the twenty-five public schools were scheduled. These meetings served as verbal requests for permission to conduct research with the Grade 10 ESL teachers and to explain the purpose and the procedures of the study. In addition, these verbal requests were accompanied by a letter (see Appendix B) outlining the purpose and procedures of the study.

In 2013, only eight of the twenty-five principals approached, granted permission for research to be conducted at their schools. Grade 10 ESL teachers at the eight schools

ranged from a minimum of one teacher to a maximum of four teachers. One of the schools was randomly selected to pilot the questionnaire. Consequently, one Grade 10 ESL teacher and two lecturers at tertiary level – with Grade 10 ESL teaching experience – participated in the pilot study. Through pilot testing, two questions which were unclear were improved.

After the questionnaire was improved, meetings were scheduled with each Grade 10 ESL teacher to explain the purpose of the study and to obtain teachers' written consent to participate in the study (see Appendix C). Another purpose of the scheduled meetings was to distribute the questionnaire at all schools to collect quantitative data for the first phase. To ensure maximum return, each teacher completed the questionnaire in the presence of the researcher. By so doing, questions by the teachers were addressed immediately. However, direct contact with Grade 10 ESL teachers was not permitted by principals of some schools. In these cases, the principals of the schools distributed and collected the questionnaires. In addition, any questions teachers had were addressed through the principals.

Data was not collected from the teacher who participated in the pilot study. Thus, the total number of Grade 10 ESL teachers who participated in phase one of the study was thirteen. This number was considerably less than the anticipated number of at least twenty-five teachers and this necessitated the data collection for the quantitative phase to be extended to 2014. Subsequently, principals who were unwilling to grant permission in 2013 were contacted to reconsider their original decision not to grant

permission. Additionally, the principals who granted permission in 2013 were contacted to ensure that any new Grade 10 ESL teachers at their schools would not be excluded. This process yielded positive results as the number of participants for the quantitative phase increased to thirty.

For phase two, eight teachers were selected based on their teaching experience, qualifications and implementation scores as determined by the questionnaire information. To establish if learning objectives reflected in teachers' schemes of work and lesson preparation matched the intended learning objectives, the first two semesters' schemes of work and lesson plans of teachers, who were selected for the qualitative phase of the study, were intended for use as documents for analysis. A document analysis checklist (see Appendix E) was used for this purpose. The documents for analysis were meant to provide further evidence of what was enacted in the Grade 10 ESL classrooms. However, only two, as opposed to the expected eight teachers, presented evidence of schemes of work, while only four teachers, as opposed to the expected number of eight teachers, presented evidence of lesson plans.

To determine if taught subject content and exercises matched the intended learning objectives, two lessons for each of these teachers were intended for observation to collect qualitative data. A class observation schedule (see Appendix F) was used to collect data about the starting and ending time of the period, the actual time the lesson started and the initial activities before the lesson content was delivered. In addition, evidence on the enacted ESL learning objectives was recorded. This evidence was

obtained by asking questions about the topic of the lesson, expected learning outcomes learners were expected to achieve, the type of questions the teacher asked and the activities learners were engaged in to help them achieve these outcomes. In addition, each observed lesson was audio recorded to ensure consistency and accuracy of voice recordings and the class observation schedule notes. The total number of twelve, instead of the envisaged sixteen lessons, was observed between June and July 2014. This was because two teachers withdrew their participation in the research at this stage of the study.

An interview protocol (see Appendix G) was then designed from the questionnaire data, class observations and document analysis to collect information on teachers' interpretation of the findings, during individual interviews.

3.9 Data Analysis Procedures

Questionnaires

Data for the quantitative phase and qualitative phase was analysed differently. For the quantitative phase, a unique identifier was assigned to each questionnaire. Then responses to the questionnaires were coded and entered into an Excel spreadsheet. Each questionnaire was compared to the corresponding data in the database to ensure the information contained in the two documents matched. Data was then summarised using descriptive statistics, particularly frequencies, percentages, the mean and standard deviation based on teaching experience and qualifications. In addition, a value was

assigned to each response item for Sections B to D and the responses to these sections were scored to obtain an implementation score for each teacher. This information was generated to determine if teachers implemented all the intended Grade 10 ESL learning objectives. In addition, the scores were arranged in ascending order to easily identify the high scores (scores that fell in the upper 30%) from the low scores (scores that fell in the lower 30%).

Next, respondents were grouped according to years of Grade 10 ESL teaching experience. Once respondents were grouped from the least years of experience to the most years of experience, qualifications and the implementation score of each respondent was added. By so doing, the link between the influence of Grade 10 ESL teaching experience and teacher qualifications was determined. This also made it manageable to identify eight teachers to participate in the qualitative phase of the research. Four teachers with high scores and four with low scores were selected using the following criteria: (1) lowest Grade 10 ESL teaching experience and lowest qualification, (2) lowest Grade 10 ESL teaching experience and highest qualification, (3) highest Grade 10 ESL teaching experience and lowest qualification and (4) highest Grade 10 ESL teaching experience and highest qualification.

Document analysis

In order to analyse teachers' schemes of work, the number of lessons each teacher covered for the *Reading and responding in speech and writing (including literature)* component within the specified period was determined. Then, the lesson objectives and

basic competencies reflected in teachers' schemes of work were identified and a checklist for content coverage was used to confirm topics covered as reflected in lesson plans of teachers. Teachers' lesson plans were subjected to the same procedure. In order to do this, first the topics reflected in the schemes of work and lesson plans were categorised into three groups according to the assessment objectives outlined in the Grade 10 ESL syllabus. The three groups were as follow: 1) Listening and responding in speech and writing, 2) Reading and responding in speech and writing (including literature), and 3) Grammar and usage. This made identification and analysis of the data for the component of interest to the researcher manageable.

Class observations

Once class observations were conducted, observation schedule notes and the audio recordings were compared for correctness and accuracy. Then, the observation schedules were used to determine content covered during each lesson. Data from the observation schedule was scrutinized for recurrent themes. The match between the content delivered in class, the exercises learners were engaged in and the intended Grade 10 ESL learning objectives was also determined.

Interviews

An interview schedule was used as the final instrument to collect data for the qualitative phase. Face-to-face, audio-recorded interviews were conducted with each teacher. Once data from audio-recorded interviews was transcribed, these, together with notes from

class observations, schemes of work and lesson plans were read and reread for recurring patterns and themes, followed by classification and categorizing of data. Finally, quantitative and qualitative data were compared for a more complete picture of teachers' implementation of Grade 10 ESL learning objectives at schools in Windhoek.

3.10 Ethical Considerations

The most basic and important ethical issue in research is the protection of participants (Gay et. al., 2009). Therefore, participants were ensured that they would not suffer harm as a result of their participation as personal details and their duty stations would not be disclosed. The researcher also obtained informed consent from all participants and provided sufficient information about the study. In addition, participants were informed that they were free to withdraw from the study at any time.

3.11 Summary

This chapter described the research design, population, sample and sampling procedures, research instruments, data collection procedures and data analysis procedures employed to achieve the four research objectives. The data collection and analysis strategies described in this chapter enhanced the findings of this research. The next chapter presents the participants responses to the questionnaire and the data collected through document analysis, class observations, and interviews.

Chapter 4

Data presentation, analysis and findings

4.1 Introduction

This chapter presents the teachers' responses to the questionnaire and the data collected through class observations, document analysis and interviews. As previously mentioned, this study investigated the alignment between the intended and enacted Grade 10 ESL curriculum learning objectives. A mixed method sequential explanatory design was used to collect data. Therefore, the first part of this chapter presents results of the quantitative phase, after which the results of the qualitative phase are presented. Data for both phases are presented in accordance with the procedures discussed in the previous chapter.

4.2 Quantitative data analysis

One of the purposes of the quantitative phase was to determine if teacher qualifications and experience had an influence on the implementation of the intended Grade 10 ESL learning objectives. In order to do this, it was necessary to collect information on teaching experience, teachers' qualifications and subject specialization. This information was useful for grouping teachers into four distinct categories, which would allow for easy comparison of teachers' implementation practices. Another objective of the quantitative phase was to determine if teachers implemented all the intended Grade 10 ESL learning objectives. For this purpose, information on teachers' knowledge and opinions of the intended curriculum and information on teachers' implementation

practices in terms of content (topics, time and cognitive demand) was collected. Data for this phase was collected through a questionnaire and was summarised using descriptive statistics, particularly frequencies, percentages, the mean and standard deviation based on teaching experience and qualifications. Teaching experience and qualifications of Grade 10 ESL teachers are presented first, followed by teachers' knowledge and opinions of the intended curriculum, teachers' implementation of the intended curriculum, influence of teaching experience and qualifications on implementation practices and the selection of respondents for the qualitative phase of the study.

4.2.1. Teaching experience and qualifications

The study collected data on teaching experience of thirty teachers at public schools in Windhoek. Table 3 below provides a breakdown of the teaching experience of the teachers who participated in the study.

Table 3: Teaching experience of teachers (N=30)

Teaching experience in years	Number of respondents	Percentage %
Less than 1 year	3	10
1 – 2	5	17
3 - 4	4	13
5 - 6	4	13
7 - 8	6	20
9 - 10	3	10
More than 10 years	5	17

Table 3 shows that teachers had varying degrees of years in Grade 10 ESL teaching experience. Three teachers had taught Grade 10 ESL for less than one year and thus had the least number of years in teaching experience. In addition, nine teachers (5 with 1-2 years and 4 with 3-4 years) had taught Grade 10 ESL for less than five years and also represented the lower half of those with the least number of Grade 10 ESL teaching experience. Fourteen of the remaining eighteen teachers represented the upper half of those with the most years in Grade 10 ESL teaching experience because they had a minimum of seven years in Grade 10 ESL teaching experience. Of the fourteen teachers, five had more than ten years in Grade 10 ESL teaching experience (11, 14, 18 and 23 respectively). However, one of the five teachers did not specify the number of years in teaching experience. There were four teachers with five (5) to six (6) years Grade 10 ESL teaching experience. These teachers represented the group of teachers whose number of years in Grade 10 ESL teaching experience was considered as intermediary. The interest of the researcher was in teachers with the lowest and highest number of years in Grade 10 ESL teaching experience. The understanding was that these groups would provide more insight into teachers' curriculum implementation practices than the intermediary group would provide.

In addition to collecting data on teaching experience, the study collected data on education levels and qualifications of teachers. Table 4 below provides the teachers' levels of education and the qualifications.

Table 4: Educational level and qualifications of respondents (N=30)

Level of education	Qualification	Number of respondents	Percentage
Undergraduate diplomas/certificates	Diploma	8	27
Undergraduate degrees	Bachelor	13	43
Postgraduate degrees	Honours	5	17
	Masters	2	7
	Not specified	2	7

Education levels of the teachers ranged from undergraduate diplomas/certificates to postgraduate degrees. The majority of the teachers (21) had undergraduate qualifications and the remaining nine (9) teachers had postgraduate qualifications. The lowest level of these qualifications was an undergraduate diploma and the highest level of qualification was a postgraduate degree. This means that eight (8) teachers had basic teaching diplomas, thirteen (13) had bachelor's degrees, five (5) had honours degrees, two (2) had masters' degrees. Two (2) teachers did not specify which postgraduate qualifications they held; however, they indicated the level of qualification as postgraduate degree.

The education level and the qualifications of the teachers was used to categorise the teachers into four distinct groups: 1) lowest Grade 10 ESL teaching experience and lowest qualification (LELQ); 2) lowest Grade 10 ESL teaching experience and highest qualification (LEHQ); 3) highest Grade 10 ESL teaching experience and lowest

qualification (HELQ) and 4) highest Grade 10 ESL teaching experience and highest qualification (HEHQ). This categorisation was important because it allowed for easy comparison of teachers' curriculum implementation practices based on years in Grade 10 ESL teaching experience and qualification levels of teachers. In addition, it was useful for the selection of the eight teachers for phase two of the study. Table 5 below shows the distribution of teachers into the four categories based on their years in teaching experience and qualifications.

Table 5: Frequency distribution of educational level and qualifications (N=30)

Teaching Experience		**Qualification Undergraduate (Lowest)**		**Qualification Postgraduate (Highest)**		
		Diploma	Bachelor	Honours	Masters	Not specified
Lowest	Less than 1 year	0	2	2	0	0
	1 – 2 years	2	2	1	0	0
	3 – 4 years	1	2	0	0	1
Intermediate	5 – 6 years	3	1	0	0	0
Highest	7 – 8 years	1	3	1	1	0
	9 – 10 years	0	1	0	1	0
	More than 10 years	1	2	1	0	1
Total		**8**	**13**	**5**	**2**	**2**

As can be seen from the above table, the majority (9) of the teachers fell in the LELQ category. Teachers in this category included those with between less than 1 year Grade 10 ESL teaching experience and those with up to 3-4 years teaching experience. All

nine (9) teachers had undergraduate qualifications. There were four (4) teachers with a maximum of 4 years Grade 10 ESL teaching experience. However, these teachers had postgraduate qualifications and fell in the LEHQ category.

The second largest group of teachers fell in the HELQ category. This group constituted eight (8) teachers whose Grade 10 ESL teaching experience ranged from seven (7) years to more than ten (10) years. All eight (8) of these teachers had undergraduate qualifications. Five teachers, who had a minimum of seven (7) years Grade 10 ESL teaching experience, fell in the HEHQ category and all of these teachers had postgraduate qualifications. The remaining four (4) teachers had between five (5) and six (6) years Grade 10 ESL teaching experience. Consequently, they were not categorised as they did not meet the criteria for the four groups because they made up the intermediary group in terms of years in teaching experience.

In addition to categorising the teachers into four distinct groups, teachers were required to indicate their specialisation. This was because it was important to find out if the teachers who taught Grade 10 ESL at the schools specialised in teaching English. Table 6 below shows specialisations of teachers.

Table 6: Teachers' specialisations

	ESL		Other		Not specified	
Specialisation	25	83%	1	3%	4	13%

The table shows that the majority of the teachers specialised in teaching ESL. However, one (1) teacher did not specialise in teaching ESL and four (4) teachers did not indicate their specialisations.

4.2.2 Teachers' knowledge and opinions of the intended curriculum

As previously mentioned, section B of the questionnaire solicited responses on teachers' familiarity with and opinion of the intended curriculum. There were eleven (11) questions in section B to which teachers had to respond to confirm their familiarity with and opinions of the intended curriculum, which is contained in the *National Subject Policy Guide for Grades 5-12* and the Grade 10 ESL syllabus. Response options for this section ranged from strongly agree (SA), agree (A), neither disagree nor agree (N), disagree (DA) to strongly disagree (SDA).

One of the ways in which teachers were expected to demonstrate their knowledge of the intended curriculum was to indicate how regularly they consulted the *National Subject Policy Guide for Grade 5 – 12*. The purpose of the *National Subject Policy Guide for Grade 5 – 12* is to ensure that teaching delivery is in accordance with the guidelines of the MoE. Teachers' familiarity with this document would improve subject management, which would translate into successful delivery of the ESL teaching programme (MoE, 2008b). Table 7 shows teachers' responses to the question on their familiarity with the *National Subject Policy Guide for Grade 5 – 12*.

Table 7: Teachers' familiarity with the National Subject Policy Guide (N=30)

Response	SA	A	N	DA	SDA	NR
Frequency	5	13	6	2	1	3
Percentage	17	43	20	7	3	10

More than half (18) of the teachers indicated that they regularly consult the National Subject Policy Guide for Grades 5-12, while six (6) neither agreed nor disagreed with the statement. However, three (3) teachers indicated that they do not regularly consult the National Subject Policy Guide for Grades 5-12, while another three (3) teachers did not answer the question.

Another way in which teachers were expected to demonstrate their knowledge of the intended curriculum was to indicate their familiarity with the Grade 10 ESL syllabus content. The Grade 10 ESL syllabus outlines intended learning for ESL at the Junior Secondary Phase (MoE, 2008a). The assumption was that if teachers are well-acquainted with the syllabus content, chances of them delivering this content in the classroom may be improved. Table 8 summarises teachers' familiarity with the Grade 10 ESL syllabus content.

Table 8: Teachers' familiarity with the Grade 10 ESL syllabus content (N=30)

Response	SA	A	N	DA	SDA	NR
Frequency	18	11	0	0	1	0
Percentage	60	37	0	0	3	0

Almost all (29) the teachers indicated familiarity with the Grade 10 ESL syllabus content, with one indicating unfamiliarity with the content of the Grade 10 ESL syllabus. It is the belief of the researcher that the teacher erroneously indicated lack of knowledge of the Grade 10 ESL syllabus content as teachers are exposed to subject syllabi during teacher training.

Therefore, the researcher expected increased teacher effectiveness in delivery of the intended curriculum, because the results showed that teachers were well-acquainted with the *National Subject Policy Guide for Grade 5 – 12* and the Grade 10 ESL syllabus content. According to Emmanue et al. (2014), knowledge of the subject matter for subjects assigned to teachers could determine level of curriculum implementation. However, teacher effectiveness in delivery of the intended curriculum could be affected by the opinions teachers held of the intended curriculum. Therefore, teachers were asked to indicate their opinions of the intended curriculum. Table 9 on the next page shows teachers' opinions of the intended curriculum.

Table 9: Teachers' opinions of the intended curriculum (N=30)

Statements	Frequency of responses					
	SA	A	N	DA	SDA	NR
Q8 The Grade 10 ESL syllabus clearly identifies what learners are expected to learn.	12	16	2	0	0	0
Q9 Grade 10 ESL learning objectives are easy to teach.	12	16	2	0	0	0
Q10 Grade 10 ESL learning objectives are clear and achievable.	9	15	5	1	0	0
Q11 The Grade 10 ESL syllabus is a useful guide when planning what to teach.	12	15	2	0	0	1
Q12 To achieve success in the English class, teachers must plan their lessons.	16	11	1	1	0	1
Q13 Some Grade 10 ESL learning objectives are easy to understand.	9	19	1	0	0	1
Q14 I sometimes skip learning objectives that are difficult to understand or teach.	1	8	2	9	10	0
Q15 The time allocated to cover the Grade 10 ESL learning objectives is sufficient.	2	7	4	8	8	1
Q16 I teach all Grade 10 ESL learning objectives outlined in the syllabus.	4	13	7	4	1	1

As shown in the tables above, the teachers' opinions about the intended curriculum were positive. A significant number of teachers (28) indicated that the Grade 10 ESL syllabus clearly identifies the intended learning learners are expected to acquire and that the intended learning objectives were easy to teach. Twenty-seven (27) teachers regarded lesson planning as important if success was to be attained in the ESL classroom and that the Grade 10 ESL syllabus was valuable in lesson planning. A similarly high number of teachers (24) considered the intended learning objectives as achievable, and at least seventeen (17) teachers reported that they teach all intended learning objectives in the Grade 10 ESL classroom. Positive perceptions and attitudes of

the intended curriculum results in higher levels of curriculum implementation (Evans cited in Owusu et al., 2013).

Despite these positive sentiments about the Grade 10 ESL intended curriculum, there were concerns of time constraints for enacting the intended learning objectives and challenges in comprehending some of the intended learning objectives. This is in agreement with Spillane et al. (cited in Wang, 2008), who maintain that teachers experience problems with understanding the intended curriculum. Some teachers (9) skipped intended Grade 10 ESL curriculum learning objectives that they perceived to be difficult. This is in line with Porter (2004), who opines that what teachers enact in the classroom is determined by the level of difficulty of the intended learning objective. However, the majority of the teachers (19) indicated that they did not skip intended Grade 10 ESL curriculum learning objectives. Thus, even though there were negative sentiments about some aspects of the intended Grade 10 ESL curriculum, these negative sentiments were restricted to a limited number of teachers. The researcher, therefore, did not consider these sentiments as serious hindrances to effective delivery of the intended Grade 10 ESL curriculum learning objectives in the classroom. However, the sentiments of these teachers should not be ignored as they may act as hindrances to teachers' implementation of the intended Grade 10 ESL learning objectives. For example, in response to whether teachers implement all intended Grade 10 ESL learning objectives outlined in the syllabus, seventeen teachers provided a positive

response, and although seven teachers neither agreed nor disagreed, five teachers provided a negative response.

In order to obtain a thorough understanding of each teacher's knowledge and opinion of the intended curriculum, teachers' responses to the eleven questions on the intended curriculum were scored. This provided an implementation score for each teacher. A high score implied that the teacher was well-acquainted with the intended curriculum and embraced a positive attitude towards the curriculum. Figure 3 summarises the individual scores for the intended curriculum.

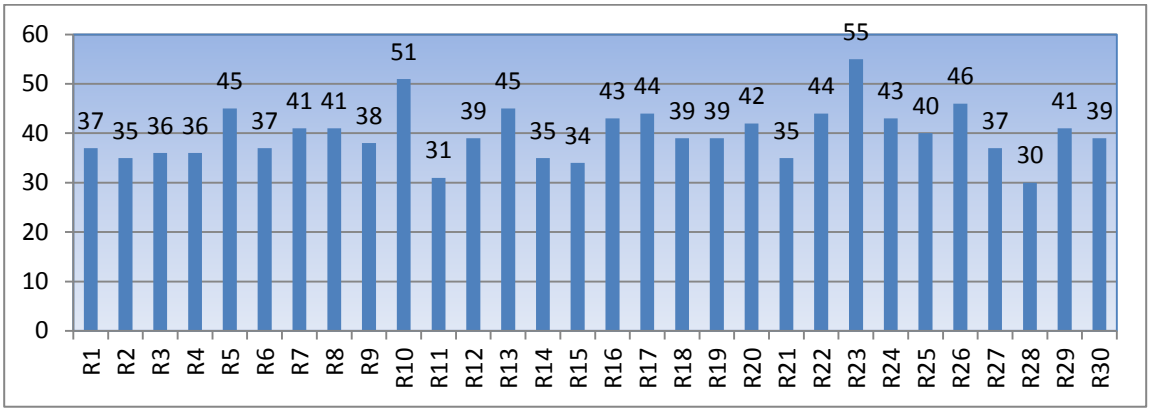


Fig. 3: Teachers' scores for the intended curriculum (N=30)

As can be noted, two (2) teachers scored above fifty (50) followed by twelve teachers whose scores fell above forty (40) out of a possible maximum score of 55 for the intended curriculum. The lowest score for the intended curriculum was thirty (30) and all other scores for the remaining fifteen (15) respondents ranged between thirty-one (31) and thirty-nine (39). In other words, most implementation scores were relatively

high, indicating that the majority of the teachers were well-acquainted with the intended curriculum and embraced a positive attitude towards the curriculum. This interpretation reinforces the interpretation of the results obtained earlier. In other words, the majority of the teachers embraced a positive attitude in relation to the intended curriculum. The next part details participants' responses to the implementation of the intended curriculum.

4.2.3 Teachers' implementation of the intended curriculum

One of the objectives of this study was to determine if teachers implemented all intended Grade 10 ESL learning objectives. The learning objectives of interest to the researcher were restricted to the *Reading and responding in speech and writing (including literature)* component of the ESL syllabus. Therefore, data on teachers' implementation of the intended learning objectives, in relation to topical coverage and cognitive demand, was collected through section C and section D of the questionnaire.

Porter (2002) refers to the implementation of the intended curriculum as the enacted curriculum. This is because teachers' implementation of the intended curriculum provides a window to the content learners had opportunity to learn. Therefore section C focused on the topics learners had opportunity to learn as well as how often they were exposed to these topics in the Grade 10 ESL classroom. In other words, it focused on how often teachers allowed learners opportunity to practice learning objectives listed under the *reading and responding in speech and writing (including literature)*

component of the Grade 10 ESL syllabus. The response options ranged from always (AL), usually (US), sometimes (SO), rarely (RA) to never (NE).

Information on cognitive demand was collected by means of Section D of the survey. Section D sought to confirm the highest level of mastery teachers expected learners to attain for each learning objective for the *reading and responding in speech and writing (including literature)* component. Response options for section D included create (CR), evaluate (EV), analyse (AN), apply (APP), understand (UND) and remember (REM). A

no response (NR) code was assigned to questions the teachers did not answer. Table 10 and table 11 summarise teachers' responses to the questions on implementation of the intended learning objectives with regard to topical coverage and cognitive demand.

Table 10: Topical coverage and cognitive demand of intended learning objectives Q 17 – 24 (N= 30)

Statements	Frequency of responses						Cognitive levels						
	AL	**US**	**SO**	**RA**	**NE**	**NR**	**CR**	**EV**	**AN**	**APP**	**UND**	**REM**	**NR**
Q17 Read aloud to convey understanding of the text**.**	10	8	12	0	0	0	0	4	3	10	8	0	0
	33%	**27%**	**40%**	**0%**	**0%**	**0%**	**0%**	**13%**	**10%**	**33%**	**27%**	**0%**	**0%**
Q18 Demonstrate a personal interpretation of a reading text.	7	11	12	0	0	0	2	3	3	5	10	1	1
	23%	**37%**	**40%**	**0%**	**0%**	**0%**	**7%**	**10%**	**10%**	**17%**	**33%**	**3%**	**3%**
Q19 Demonstrate the ability to find meaning, spelling and idiomatic usage in dictionaries**.**	11	8	10	0	0	1	2	6	3	6	6	1	1
	37%	**27%**	**33%**	**0%**	**0%**	**3%**	**7%**	**20%**	**10%**	**20%**	**20%**	**3%**	**3%**
Q20 Read silently using appropriate reading strategies, e.g. skimming and scanning.	9	13	7	1	0	0	1	2	4	12	4	1	1
	30%	**43%**	**23%**	**3%**	**0%**	**0%**	**3%**	**7%**	**13%**	**40%**	**13%**	**3%**	**3%**
Q21 Respond appropriately to different types of questions, e.g. objective, open-ended and 'yes' or 'no' questions.	12	14	3	1	0	0	1	3	7	5	8	1	0
	40%	**47%**	**10%**	**3%**	**0%**	**0%**	**3%**	**10%**	**23%**	**17%**	**27%**	**3%**	**0%**
Q22 Identify plot and characterization in novels and plays.	2	7	16	2	1	2	1	6	9	3	3	2	1
	7%	**23%**	**53%**	**7%**	**3%**	**7%**	**3%**	**20%**	**30%**	**10%**	**10%**	**7%**	**3%**
Q23 Identify and explain different figures of speech in poems, e.g. irony, personification, alliteration and rhythm.	8	11	9	2	0	0	1	4	7	8	1	3	1
	27%	**37%**	**30%**	**7%**	**0%**	**0%**	**3%**	**13%**	**23%**	**27%**	**3%**	**10%**	**3%**
Q24 Work out the meaning of unfamiliar words using contextual clues.	11	7	10	1	0	1	3	1	4	8	7	0	2
	37%	**23%**	**33%**	**3%**	**0%**	**3%**	**10%**	**3%**	**13%**	**27%**	**23%**	**0%**	**7%**

As is evident from table 10, responses of the teachers varied in terms of how often they allowed learners opportunity to practice the intended Grade 10 ESL curriculum objectives in their classrooms. However, for the majority of the teachers, the responses were centred on the AL, US and SO response options. For example, the majority of

teachers AL, US or SO allowed their learners opportunity to read aloud to convey understanding of the text. Conversely, the number of teachers who AL or US allowed learners opportunity to practice identification of plot and characterization in novels and plays dwindled and the majority of the responses, which represented 53%, were centred on SO.

From the above table, it has become evident that teachers skip or rarely allowed learners opportunity to practice some of the intended Grade 10 ESL learning objectives. For example, one teacher indicated not having allowed learners opportunity to identify plot and characterization in novels and plays. However, compared to the number of teachers who skip some Grade 10 ESL objectives as evidenced by the teachers' responses about their opinions of the intended curriculum, this number is small (one teacher indicating skipping). This could be an indication of inconsistency in the responses provided by the teachers, particularly because nine (9) teachers had indicated that they skip difficult learning objectives and seventeen had indicated that they teach all intended learning objectives (see table 9).

In addition, it is evident from table 10 that teachers had varying expected levels of mastery for learners to achieve. Some teachers (10) expected learners to be able to apply reading aloud in order to convey understanding of texts, whereas other teachers expected learners to analyse (3) or evaluate (4) how to read aloud to convey understanding of texts. Although most teachers allowed learners opportunity to practice demonstrating a personal interpretation of texts, some teachers (10) wanted learners to

understand how to demonstrate a personal understanding of texts. Other teachers (5) expected learners to apply and some others expected learners to achieve this learning objective at higher levels of cognitive demand.

Teachers' responses in relation to the highest level of cognitive demand they expected of their learners varied, particularly for the intended Grade 10 ESL learning objectives captured under questions 17 – 24. Teachers' responses centred on REM, UND and APP. The reverse was true for question 22, as teachers' responses shifted from REM, UND and APP to EV and AN, particularly in relation to the highest level of mastery for identifying plot and characterization in novels and plays. For identifying and explaining different figures of speech, expected highest level of mastery for twelve teachers was AN, EV and CR and for the other eight (8) teachers, the expected highest level of mastery was centred on REM, UND and APPL.

Table 11: Topical coverage and cognitive demand of intended learning objectives Q 25 – 31 (N=30)

Statements	Frequency of responses						Cognitive levels						
	AL	US	SO	RA	NE	NR	CR	EV	AN	APP	UND	REM	NR
Q25 Use grammatical structure to identify relationships between words, phrases and sentences.	7	15	8	0	0	0	2	4	4	9	3	4	0
	23%	**50%**	**27%**	**0%**	**0%**	**0%**	**7%**	**13%**	**13%**	**30%**	**10%**	**13%**	**0%**
Q26 Demonstrate ability to identify conflict, themes and symbols in texts.	3	9	14	3	1	0	1	4	10	3	5	1	1
	10%	**30%**	**47%**	**10%**	**3%**	**0%**	**3%**	**13%**	**33%**	**10%**	**17%**	**3%**	**3%**
Q27 Write introductory, developmental and concluding paragraphs.	14	11	4	1	0	0	14	1	0	8	1	1	0
	47%	**37%**	**13%**	**3%**	**0%**	**0%**	**47%**	**3%**	**0%**	**27%**	**3%**	**3%**	**0%**
Q28 Write formal letters, reports, articles and speeches.	15	11	3	1	0	0	14	1	0	8	0	1	1
	50%	**37%**	**10%**	**3%**	**0%**	**0%**	**47%**	**3%**	**0%**	**27%**	**0%**	**3%**	**3%**
Q29 Compose different types of compositions, e.g. imaginative, descriptive, etc.	13	12	4	1	0	0	15	2	0	6	2	0	0
	43%	**40%**	**13%**	**3%**	**0%**	**0%**	**50%**	**7%**	**0%**	**20%**	**7%**	**0%**	**0%**
Q30 Write with a sense of audience and purpose.	13	11	6	0	0	0	12	1	2	6	0	2	2
	43%	**37%**	**20%**	**0%**	**0%**	**0%**	**40%**	**3%**	**7%**	**20%**	**0%**	**7%**	**7%**
Q31 Write selected information in a summarised format, e.g. note or paragraph form summaries.	17	10	3	0	0	0	11	2	3	7	2	0	0
	57%	**33%**	**10%**	**0%**	**0%**	**0%**	**37%**	**7%**	**10%**	**23%**	**7%**	**0%**	**0%**
	57%	**33%**	**10%**	**0%**	**0%**	**0%**	**37%**	**7%**	**10%**	**23%**	**7%**	**0%**	**0%**

As was the case for questions 17 – 24, the concentration of responses for questions 25 – 31 were centred on the AL, US and SO response options. Approximately half of the teachers AL allowed their learners opportunity to practice intended Grade 10 ESL curriculum learning objectives captured under questions twenty-seven (27), twenty-nine (29) and thirty (30), whilst at least half of the teachers AL allowed their learners opportunity to practice writing of formal letters, reports, articles and speeches. In

addition, more than half of the teachers (57%) AL exposed their learners to the writing of selected information in summary form.

However, the number of teachers who AL allowed learners opportunity to practice some intended Grade 10 ESL curriculum learning objectives decreased. For example, few teachers (7) allowed learners opportunity to practice the use of grammatical structure to identify relationships between words, phrases and sentences. Even fewer teachers (3) AL allowed learners opportunity to demonstrate the ability to identify conflict, themes and symbols in texts. In addition, three (3) teachers indicated that they RA permitted learners to demonstrate capability of identifying conflict, themes or symbols, while one (1) teacher indicated skipping this learning objective.

In relation to the expected level of cognitive demand learners were to achieve, approximately half of the teachers' responses were centred on AN, EV and CR. For example, at least fifteen (15) teachers expected learners to create different types of compositions, while fourteen (14) teachers expected learners to compose introductory, developmental and concluding paragraphs, in addition to being able to compose formal letters, reports and speeches. In fact, fewer responses were centred on the REM, UND and APP response options. However, at least nine (9) teachers expected learners to APP the use of grammatical structure to identify relationships between words, phrases and sentences, and for this learning objective, majority of the responses were centred on the REM, UND and APP response options.

It was important to obtain a complete understanding of teachers' implementation practices of the intended Grade 10 ESL curriculum learning objectives in terms of topical coverage and cognitive demand. Therefore, the responses for questions 17 – 31 to questions related to topical coverage were scored to obtain an implementation score for each teacher. Figures 4, 5 and 6 summarise scores on topical coverage, cognitive demand and overall implementation scores for each teacher.

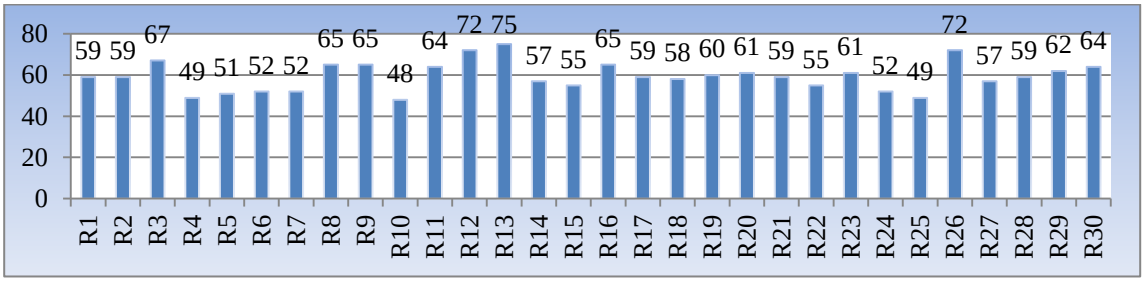


Figure 4: Teachers' scores for topical coverage (N= 30)

Individual scores for the enacted curriculum for topical coverage (see fig. 4) showed high implementation scores for approximately half of the teachers, with the highest score being 75. This was also the highest possible score for the enacted curriculum in relation to topical coverage. This implies that at least half of the teachers whose scores ranged between sixty (60) and seventy-five (75) implemented at least 80% of the topics for questions 17-31, while the lowest score of 48 indicated that the teacher with the lowest score implemented at least 64% of the topics covered in questions 17-31. Figure

5 details teachers' scores for the enacted curriculum in terms of the highest level of cognitive demand they want their learners to achieve.

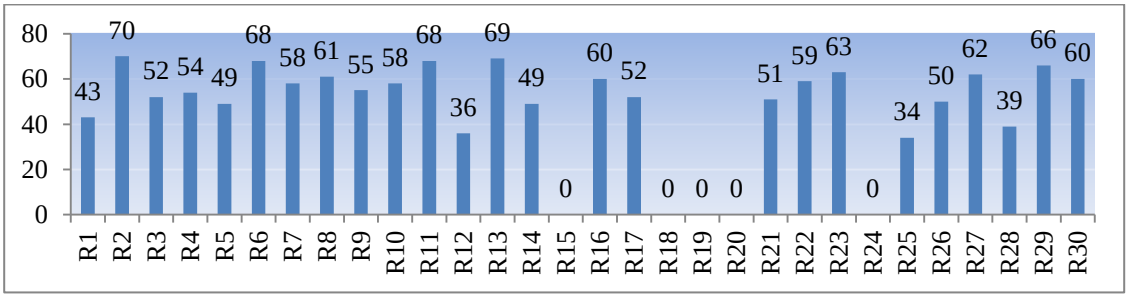


Figure 5: Teachers scores for cognitive demand (N= 30)

The possible highest score for the enacted curriculum relating to the expected cognitive demand was ninety (90). However, the highest score obtained by teachers was seventy (70). The higher the score obtained by teachers for the enacted curriculum (cognitive demand), the higher the cognitive level at which these teachers expected learners to perform for various leaning objectives. Similarly, the lower the score obtained for the enacted curriculum (cognitive demand), the lower the cognitive levels at which these teachers expected learners to perform. The lowest score obtained for cognitive demand was 34 (37.7%). As shown in fig. 5, at least five (5) teachers did not complete this section of the questionnaire, which meant that the actual lowest score for this section was nil (0).

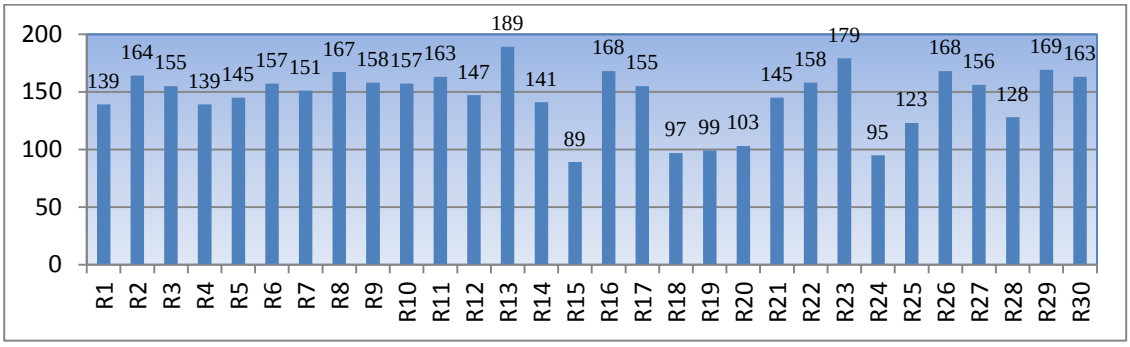


Figure 6: Teachers' overall implementation scores (N= 30)

When scores for Section B, C and D (see fig. 6) were added, the highest implementation score was 189 (representing 86%) out of a possible 220 maximum score, with the lowest score being 89 representing 40%. Five (5) of the lower scores (89, 95, 97, 99 and 103) were as a result of Section D, which was incomplete. This meant that of the complete questionnaires, the lowest score was 123 (representing 56%) followed by a score of 128 (representing 58%). In other words, only two teachers had scores below 60% and only two teachers had scores above 80% (179 and 189). The table below summarises the statistics for the assessed curriculum elements.

Table 12: Descriptive statistics for assessed curriculum elements

	N	Minimum	Maximum	Mean	Std. Deviation
Intended Curriculum	30	30	55	39.93	5.407
Topical Coverage	30	48	75	59.43	6.951
Cognitive Demand	25	34	70	55.44	10.087
Overall Implementation	25	123	189	155.36	14.977
Valid N (listwise)	25				

As the table shows, the mean score for the intended curriculum was 39.93 with a standard deviation of 5.407; and for topical coverage, the mean score was 59.43 with a standard deviation of 6.951. This means that there was little variation in teachers' opinions and familiarity of the intended curriculum. However, the descriptive statistics revealed that there was little more variation in terms of implemented learning objectives (topical coverage). The spread of the scores from the mean became wider for cognitive demand, which had a mean score of 55.44 and a standard deviation of 10.087. The spread of scores for overall implementation was wider than for cognitive demand, which meant that there was a slightly wider variation in teachers' implementation of intended learning objectives in Grade 10 ESL classrooms.

4.2.4 Influence of teaching experience and qualifications on implementation practices

One of the objectives of the quantitative phase was to determine if teaching experience and qualifications influenced teachers' implementation of Grade 10 ESL learning objectives. Therefore, in order to determine if teaching experience and qualifications influenced implementation practices of teachers, first, the overall implementation scores were used to group teachers. Low implementers (those with low implementation scores) were six (6) and their scores ranged between 123 and 145 (65% downward). High implementers (those with high implementation scores) were sixteen (16) and their scores ranged between 155 and 189 (70% upward). Then the two groups were divided based on Grade 10 ESL teaching experience and qualifications. Tables 13 and 14 below

detail the two groups based on teaching experience, qualifications and implementation scores.

Table 13: Low Implementers (Score range: 123 -145)

Teaching Experience		Qualification Undergraduate (Lowest)		Qualification Postgraduate (Highest)		
		Diploma	Bachelor	Honours	Masters	Not specified
Lowest	Less than 1 year	0	**139**	0	0	0
	1 – 2 years	**123**	0	0	0	0
	3 – 4 years	0	**141**	0	0	1
Highest	7 – 8 years	**145**	0	0	**145**	0
	9 – 10 years	0	**128**	0	0	0
	More than 10 years	0	0	0	0	0

As can be seen from the above table (Table 13), the six (6) low implementers (teachers with low implementation scores) were divided into two groups: those with the lowest number of years in teaching experience and those with the highest number of years in teaching experience. Three (3) of these teachers were categorised as having the lowest number of years in teaching experience, because they had below five (5) years of Grade 10 ESL teaching experience. One of these teachers had less than one year of Grade 10 ESL teaching experience, the second teacher had less than two years of Grade 10 ESL teaching experience, while the third teacher had less than four (4) years of Grade 10 ESL teaching experience. The other three teachers were categorised as having the

highest number of years in Grade 10 ESL teaching experience. Two of these teachers had less than eight (8) years Grade 10 ESL teaching experience and the remaining teacher had less than ten (10) years of Grade 10 ESL teaching experience.

In terms of qualifications, two teachers amongst those with the lowest number of years in Grade 10 ESL teaching experience had Bachelor's degrees, while the remaining one teacher had an undergraduate diploma. Amongst the three teachers with the highest number of years in Grade 10 ESL teaching experience, one teacher had an undergraduate diploma, one teacher an undergraduate degree and the other teacher had a master's degree.

When comparing the implementation scores of the teachers with undergraduate diplomas, the teacher with less than two (2) years in Grade 10 ESL teaching experience scored 123, while the teacher with less than eight (8) years in Grade 10 ESL teaching experience scored 145. In this case, the teacher who had more years of teaching experience scored higher than the teacher who had fewer years of teaching experience. However, when the scores of teachers with undergraduate degrees were compared, the two teachers who had the lowest number of years in Grade 10 ESL teaching experience scored 139 and 141 respectively. These scores were higher than the score (128) of the teacher who had between nine (9) and ten (10) years of Grade 10 ESL teaching experience. In other words, in this case the teachers who had a lower number of years in teaching experience had higher scores than the teacher with more years in teaching experience.

None of the teachers in the category of lowest number of years in teaching experience had a postgraduate qualification. However, one teacher from the category of teachers who had the highest number of years in teaching experience had a postgraduate qualification. This teacher had between seven (7) and eight (8) years of teaching experience and an implementation score of 145. There was one other teacher who had a score of 145. This teacher had between seven (7) and eight (8) years of Grade 10 ESL teaching experience and an undergraduate diploma. In this case, the teacher with a lower qualification and the teacher with a higher qualification had the same implementation score.

Table 14: High Implementers (Score range: 155 -189)

Teaching Experience		**Qualification Undergraduate (Lowest)**			**Qualification Postgraduate (Highest)**			
		Diploma	Bachelor		Honours		Masters	Not specified
Lowest	Less than 1 year	0	**163**		**155**	**189**	0	0
	1 – 2 years	**164**	**156**	**163**	0		0	0
	3 – 4 years	0	**155**		0		0	**158**
Highest	7 – 8 years	0	**158**		0		0	0
	9 – 10 years	0	0		0		**157**	0
	More than 10 years	**157**	**167**		**169**		0	**179**

Table 14 shows that high implementers (teachers with high implementation scores) were also divided into two groups: those with the lowest number of years in teaching experience and those with the highest number of years in teaching experience. Eight (8)

teachers were categorised as having the lowest number of years in teaching experience, while six (6) teachers had the highest number of years in teaching experience. Three (3) of the eight teachers who had the lowest number of years in teaching experience had less than one year Grade 10 ESL teaching experience, three (3) had less than two years of Grade 10 ESL teaching experience and two (2) had less than four years of Grade 10 ESL teaching experience. One of the teachers from those with the highest number of years in Grade 10 ESL teaching experience had less than eight years teaching experience, one teacher had less than ten years teaching experience and the remaining four teachers had more than ten years teaching experience.

In terms of qualifications, one (1) teacher from those with the lowest number of years in teaching experience and one (1) teacher from the highest number of years in teaching experience had an undergraduate diploma. In addition, four (4) teachers from the lowest Grade 10 ESL teaching experience category and two (2) teachers from the highest Grade 10 ESL teaching experience category had undergraduate degrees. In terms of postgraduate qualifications, two (2) teachers categorised as having the lowest number of years in teaching experience had honour's degrees and one (1) teacher had an unspecified postgraduate degree. In contrast, one (1) teacher from the group categorised as having the highest number of years in teaching experience had an honour's degree, one had a master's degree and one had an unspecified postgraduate degree.

In terms of implementation scores obtained, the teacher with less than two years Grade 10 ESL teaching experience and an undergraduate diploma scored 164, while the

teacher with more than ten years Grade 10 ESL teaching experience and an undergraduate diploma scored 157. In other words, the teacher with fewer years teaching experience had a higher implementation score compared to the score of the teacher with more than ten years of Grade 10 ESL teaching experience. However, when considering the scores of the teachers with undergraduate degrees, the teacher with the least number of years Grade 10 ESL teaching experience had an implementation score of 163, while the teachers with less than two years of teaching experience scored 156 and 163 respectively. The teacher who had less than four years of teaching experience scored 155. Among the teachers categorised as having the highest number of years of Grade 10 ESL teaching experience, one teacher who had less than eight years of Grade 10 ESL teaching experience scored 158, while the teacher who had more than ten years of Grade 10 ESL teaching experience scored 167. In this case, the highest score was obtained by the teacher with the most years in teaching experience. However, the second highest score was obtained by the teacher with the least years in Grade 10 ESL teaching experience, and this score was higher than the score of the teacher who had more (less than eight) years of Grade 10 ESL teaching experience.

When scores of teachers with honour's degrees were considered, two teachers categorised as having the lowest number of years in Grade 10 ESL teaching experience scored 155 and 189 respectively. These teachers had less than one year of teaching experience. One teacher categorised as having the highest number of years in teaching experience scored 169. Thus, in this case, the teacher with the highest score had the

least number of years in Grade 10 ESL teaching experience. This score of 189 was higher than the score of 157 obtained by the teacher who had a master's degree and less than ten years Grade 10 ESL teaching experience, as well as the scores of the two teachers who had unspecified postgraduate degrees. However, between the teachers with unspecified postgraduate degrees, the teacher who had more than ten years of teaching experience scored higher (179) than the teacher with less than four years of teaching experience, who had a score of 157.

4.2.5 Selection of respondents for the qualitative phase

Eight teachers were selected for phase two of the study. In other words, four teachers with low implementation scores (Group 1) and four with high implementation scores (Group 2) were selected using the following criteria: 1) lowest Grade 10 ESL teaching experience and lowest qualification (LELQ), 2) lowest Grade 10 ESL teaching experience and highest qualification (LEHQ), 3) highest Grade 10 ESL teaching experience and lowest qualification (HELQ), and 4) highest Grade 10 ESL teaching experience and highest qualification (HEHQ). Tables 15 and table 16 show years in Grade 10 ESL teaching experience, qualifications and implementation scores of teachers for Group 1 and Group 2.

Table 15: Group 1: Respondents with low implementation scores

Criteria	Teaching Experience	Qualification	Score
1	1 – 2 years	Diploma	123
2	Less than 1 year	B. degree	139
3	9 – 10 years	B. degree	128
4	7 – 8 years	M. degree	145

As depicted by the table, Group 1 teachers had a minimum of less than 1 year Grade 10 ESL teaching experience and a maximum of between 9 and 10 years. The lowest qualification for this group was an undergraduate diploma and the highest qualification a master's degree. The implementation scores of the teachers in Group 1 ranged between 123 and 145.

Table 16: Group 2: Respondents with high implementation scores

Criteria	Teaching Experience	Qualification	Score
1	1 – 2 years	Diploma	164
2	Less than 1 year	H. degree	189
3	More than 10 years	B. degree	167
4	More than 10 years	Not specified	179

Teachers in Group 2 had a minimum of less than 1 year and a maximum of over 10 years Grade 10 ESL teaching experience. The lowest qualification held was an

undergraduate diploma and the highest a postgraduate degree. It is not known whether the postgraduate degree was at an honours level or a master's level. The implementation scores of Group 2 teachers ranged between 155 and 189.

4.3 Qualitative data analysis

The qualitative phase explored if learning objectives reflected in teachers' schemes of work, lesson preparation and taught subject content and exercises matched the intended learning objectives. Data for this phase was collected by means of schemes of work and lesson plans of teachers as documents for analysis, class observations and individual face-to-face interviews. Teachers' schemes of work, lesson plans and class observation data are discussed as part of teachers' implementation of the intended curriculum. Then influence of teaching experience and qualifications on implementation practices is discussed, followed by a presentation of the interview data. Data for this phase is presented in the form of tables.

4.3.1 Teachers' implementation of the intended curriculum

4.3.1.1 Schemes of work

Schemes of work, developed from the subject syllabus, are a requirement for each teacher (MoE, 2008b). Schemes of work should also, amongst others, indicate learning objectives that will be covered for a particular period, as well as the basic competencies to achieve each learning objective. Table 17 on the next page shows the intended learning objectives, which were reflected in the schemes of work of teachers.

Table 17: Intended learning objectives reflected in teachers' schemes of work

Learning objectives	Group 1 Teacher 1	Group 2 Teacher 2
LO1 Read aloud to convey understanding of text and to entertain	X	
LO2 Read silently from prescribed and other available texts using appropriate reading strategies	X	
LO3 Distinguish between different types of questions and respond appropriately	X	
LO4 Read and respond to plays, novels and stories	X	
LO5 Read and understand poems		X
LO6 Understand the literal meaning of a text		
LO7 Read and review texts to explore attitude, values and issues		
LO8 Write a variety of well-structured paragraphs		X
LO9 Produce well organised, coherent pieces of writing	X	
LO10 Write creatively a variety of formal and informal texts, showing a sense of audience and purpose	X	
LO11 Write different types of compositions/essays		X
LO12 Respond to passages in writing in an variety of ways	X	
LO13 Make summaries	X	

Table 17 shows a mismatch between the intentions of policy developers and what transpires at the school level. Not all teachers from both groups presented evidence of a scheme of work, despite it being a requirement for every teacher. In addition, the teachers that presented evidence of schemes of work did not implement all the intended Grade 10 ESL learning objectives. For example, none of the schemes of work reflected LO6 and LO7. Additionally, Teacher 1's scheme of work did not reflect LO5, LO8 and LO11, while Teacher 2's scheme of work only reflected LO5, LO8 and LO11. This further indicates a mismatch between learning objectives implemented by each teacher

as evidenced by the schemes of work. The mismatch between the learning objectives reflected the teachers' schemes of work may be attributed to the fact that Teacher 1 had planned for a longer period (two trimesters), while Teacher 2 planned for a shorter period (one trimester). However, despite the fact that Teacher 1 planned for a longer period, not all the intended Grade 10 ESL learning objectives were reflected in the teacher's scheme of work.

Despite a match in some intended learning objectives and those reflected in the schemes of work of both teachers, there were inconsistencies. Table 18 shows the inconsistencies between the intended learning objectives and competencies and those reflected in teachers' schemes of work.

Table 18: Inconsistencies between learning objectives and basic competencies

Intended curriculum		**Teachers' schemes of work**	
Learning objectives	**Basic competencies**	**Learning objectives**	**Basic competencies**
LO5 Read and understand poems	Respond to key aspects of poems such as irony, rhythm, alliteration, personification, metaphor, simile and emotions expressed in poems and aroused in the reader	Poetic devices	Not specified
LO9 Produce well organised, coherent pieces of writing	*Show a sense of style and register in writing for a specific audience *Use appropriate diction in formal and informal writing	Produce well organised, coherent pieces of writing	Use introductory, developmental and concluding paragraphs effectively.
LO10 Write creatively a variety of formal and informal texts, showing a sense of audience and purpose.	Write shorter and longer texts on the following formal and informal situations: Letters, reports, articles, speeches, poems, cartoons and brochures	Interpret cartoons and brochures	Use poetic devices in writing

As Table 18 shows, there was a mismatch between the intended learning objectives (LO5 and LO10) and the learning objectives reflected in the schemes of work. The purpose of LO5 as specified in the syllabus is for learners to read and understand poems. However, the objective the teacher aimed at was poetic devices. Although there was a match between the intended and reflected learning objective (LO9), there was a mismatch between the intended basic competencies to achieve the learning objective and the basic competency reflected in the scheme of work.

4.3.1.2 Teachers' lesson preparation

An expectation is that teachers use schemes of work developed at the beginning of each year to prepare written lessons well in advance of delivery in the classroom (MoE, 2008b). Teachers are expected to indicate the learning objective and the basic competencies for each planned lesson. Table 19 shows the learning objectives, which were reflected in teachers' lesson plans for Group 1.

Table 19: Learning objectives planned for delivery in class (Group 1)

Learning objectives	Teacher 1	Teacher 2	Teacher 3	Teacher 4
LO1 Read aloud to convey understanding of text and to entertain				
LO2 Read silently from prescribed and other available texts using appropriate reading strategies			X	
LO3 Distinguish between different types of questions and respond appropriately			X	
LO4 Read and respond to plays, novels and stories			X	
LO5 Read and understand poems	X	X	X	
LO6 Understand the literal meaning of a text			X	
LO7 Read and review texts to explore attitude, values and			X	

issues			
LO8 Write a variety of well-structured paragraphs	X		X
LO9 Produce well organised, coherent pieces of writing	X		X
LO10 Write creatively a variety of formal and informal texts, showing a sense of audience and purpose	X	X	
LO11 Write different types of compositions/essays	X		
LO12 Respond to passages in writing in an variety of ways	X		
LO13 Make summaries	X	X	

As evidenced by Table 19, not all teachers adhered to the requirement of having up-to-date written lesson plans. When requested to present evidence of lesson planning, a teacher responded:

> *I think I have earned the privilege of not planning lessons because of the number of years I have gained in teaching experience, don't you think?*

Among the teachers that presented evidence of written lesson preparation, there was indication that they skipped some of the intended Grade 10 ESL learning objectives. For example, none of these teachers' lesson plans reflected LO1. In addition, while all the teachers' lesson plans included LO5, Teacher 2's lesson plans included LO5, LO10 and LO13 only. Although Teacher 1 and Teacher 3 implemented many of the intended Grade 10 ESL learning objectives as evidenced in their lesson plans, each teacher decided which learning objective to implement. Teacher 1's lesson plan included LO5 to LO13 only, but excluding LO6 and LO7, while Teacher 3's lesson plan included LO2 to LO9 only.

Additionally, there was a mismatch between the intended basic competencies to achieve some learning objectives and the basic competencies reflected in the lesson plans. In Teacher 1's lesson plans, poems were planned for use as reading comprehension texts only instead of focussing on key aspects of poems (see Table 18 for key aspects of poems) for the purpose of understanding poems. There was evidence that key aspects of poems would be focused on in Teacher 2's lesson plan. However, there was no indication of which key aspects would be covered during that lesson, in the lesson plan.

Analysis of Group 2 teachers' lesson plans revealed similar patterns as those of the teachers from Group 1. Table 20 shows lesson objectives planned for implementation in Grade 10 ESL classes as reflected in Group 2 teachers' lesson plans.

Table 20: Learning objectives planned for delivery in class (Group 2)

Learning objectives	Teacher 1	Teacher 2	Teacher 3	Teacher 4
LO1 Read aloud to convey understanding of text and to entertain				
LO2 Read silently from prescribed and other available texts using appropriate reading strategies				
LO3 Distinguish between different types of questions and respond appropriately				
LO4 Read and respond to plays, novels and stories				
LO5 Read and understand poems				X
LO6 Understand the literal meaning of a text				
LO7 Read and review texts to explore attitude, values and issues				X
LO8 Write a variety of well-structured paragraphs				
LO9 Produce well organised, coherent pieces of writing				
LO10 Write creatively a variety of formal and informal texts, showing a sense of audience and purpose				

LO11 Write different types of compositions/essays		X
LO12 Respond to passages in writing in an variety of ways		
LO13 Make summaries	X	

Table 20 shows that not all teachers provided evidence of up-to-date written lesson plans. When the teachers were questioned about planning lessons in advance as required by MoE, Teacher 1 replied that the lessons were indeed planned but were misplaced as they were removed from the file during the Minister of Education's visit to the school. According to the teacher, the removal of files was necessitated by the training offered at the time on how to plan lessons more effectively. Teacher 2 provided a similar response. According to Teacher 2, the file might have been stolen by a learner after it was handed in at the office for scrutiny by the Head of Department in preparation for the Minister of Education's visit to the school. However, Teacher 2 was able to provide evidence of planning for three days in June. Teacher 3 did not offer any explanation.

Teachers that presented evidence of lesson planning did not implement all the intended Grade 10 ESL learning objectives. Teacher 2 implemented LO1 only as evidenced in the lesson plans prepared for 23 June 2014 to 25 June 2014. Apart from these lesson plans, there was no evidence of planning in the teachers' preparation file since the commencement of the 2014 academic year. Teacher 4 implemented LO5, LO7 and LO11 only as evidenced by the lesson plans. There was a match between intended learning objectives and the basic competencies for LO5 and LO11 only. For example, for LO5 the teacher had identified alliteration, similes, metaphors, personification and

irony as the focus of the lesson on poetry. This was in line with the requirements of the ESL syllabus for that learning objective.

As can be gleaned from the analysis of the schemes of work and lesson plans of teachers, there was a mismatch between intends of the MoE and what teachers implement at the school level. One expectation of the MoE was that teachers develop schemes of work in order to meet the requirements of the curriculum and the ESL syllabus (MoE, 2008b). However, not all teachers showed evidence of schemes of work. In addition, the presented schemes of work were not effectively aligned with the syllabus. Furthermore, all teachers were expected to prepare daily or weekly lessons using the schemes of work as an essential aspect for achieving success in the ESL classroom (MoE, 2008b). However, this expectation was not met by the teachers. For example, some teachers from both Group 1 and Group 2 were unable to present evidence of lesson planning. Teachers' lack of lesson planning compromises curriculum alignment and thus compromises success in the ESL classroom.

4.3.1.3 Class observations

The rationale behind the class observations was to determine if taught subject content and exercises matched the intended learning objectives. Class observations focussed on what each lesson was about (topic), expected outcomes (learning objectives), what was taught about the topic and the exercises learners engaged in to achieve the expected outcomes. This information is summarised below.

4.3.1.3.1 Summary of lessons observed (Group 1)

Teacher 1

Lesson 1

The first observed lesson covered argumentative essay writing. The expected outcome for this lesson was for learners to be able to write a composition for the purposes of Grade 10 ESL national examination, in which they present a good argument on issues discussed. The teacher discussed tips on how to write an argumentative essay introduction, body and conclusion. This discussion was preceded by an explanation on what an argument is in the context of composition writing. There was insufficient time left for learners to be engaged in a classroom exercise as the bell rang while the teacher was still explaining some of the tips that were being read from a book.

Lesson 2

The second observed lesson was on adverbs. Although the expected outcomes of the lesson were not mentioned, the lesson covered functions of adverbs in a sentence, how to identify adverbs, how to differentiate between adverbs and adjectives, and the different types of adverbs. Throughout the lesson, the teacher asked learners to identify adverbs in examples of sentences provided by the teacher or for learners to provide examples of sentences on adverbs of time as the different aspects of adverbs were explained. After the presentation of the lesson, learners were expected to copy a short paragraph which was written on the chalkboard and underline five adverbs in the

paragraph. There was insufficient time after the presentation of the lesson for learners to complete the exercise. The teacher announced that the exercise would be completed in class the following day.

Teacher 2

Lesson 1

The lesson was on formal letters and learners were expected to be able to use appropriate diction as well as be able to write for a specific audience. The lesson focussed on the structure of a formal letter, particularly where to write the postal address in the formal letter and what to include in the postal address. Learners were expected to compare the formal letter copy distributed in class by the teacher with the informal letter example they had previously discussed. The comparison focussed on differences in terms of structure.

Lesson 2

The focus of the second lesson was on the poem *The road not taken* by Robert Frost. Learners were expected to read and enjoy the poem. Learners were engaged in an initial discussion of reasons why people make certain choices. They had to study a picture of two roads drawn on the chalkboard, choose the one of the roads and justify their choice. The right side of the road had houses, a soccer field and cars while the left side had snakes and scorpions. The teacher then provided background information on the poem

and asked learners to read the poem and underline all unfamiliar words that they came across, record the words in their notebooks and use a dictionary to find meaning of the words.

Teacher 3

Lesson 1

The first lesson focussed on a listening comprehension activity and a reading comprehension activity. The purpose of the two activities was to record marks for continuous assessment purposes.

For the first activity, learners had to listen to a recording of a radio broadcast and answer questions based on the recording. The answers to these questions were discussed, the learners marked and scored each other's work and read the scores for the teacher to record for continuous assessment purposes. For the second activity, learners were provided with a copy of a reading text on time management. Learners were expected to read the text and write a point form summary, which was to be submitted to the teacher before end of day. Learners were unable to do the activity in class due to lack of time.

Lesson 2

The second observed lesson focussed on concord (subject-verb agreement). Although the expected outcomes of the lesson were not mentioned, subject-verb agreement was

explained and learners were provided with hints on how to avoid errors of concord. Learners were provided with copies of a five-sentence activity on concord. Learners had to read the sentences and select the appropriate verb from the options provided.

As the summary shows, teachers presented lessons on grammar and usage as well as listening comprehension, despite the fact they were informed of the interest of the researcher. The researcher's interest was observing lessons on *reading and responding in speech and writing (including literature)* only. This observation is in agreement with Porter (2004), who contends that teachers make decisions about what to teach, when to teach it and how much time to spend on a particular topic.

Another observation was that the learning objectives of the lesson on argumentative essay writing, letter writing, poetry and reading matched the intended Grade 10 ESL learning objectives. However, the lessons were either not accompanied by class activities due to time constraints, or there was a mismatch between the intended basic competency to achieve the learning objective and the class activity. For example, there was no activity provided to learners for the argumentative essay, as a class activity or as a homework activity, because of *time constraints.* In addition, although learners were expected to use appropriate diction and write for a specific audience in letter writing, the class activity focussed on structure of the formal and informal letters; and while learners were expected to read and understand poems, the concept of understanding was restricted to finding *meaning of difficult words in the dictionary* instead of focussing on

poetic devices such as alliteration, personification or on how emotions are expressed in poems as outlined in the syllabus.

4.3.1.3.2 Summary of lessons observed (Group 2)

Teacher 1

Lesson 1

The first observed lesson was on adjectives. Although the expected outcomes of the lesson were not mentioned, the lesson covered functions of adjectives in a sentence, when and how to use adjectives, how to differentiate between adjectives and nouns, and the different types of adjectives (proper and possessive adjectives). Learners worked in pairs to list examples of adjectives after the teacher explained the function of adjectives in sentences. Learners were provided with a copy of hints on adjectives and nine (9) sentences were written on the chalk board. Using these hints, they had to formulate adjectives for each word in brackets for the nine (9) sentences.

Learners were unable to complete the activity due to insufficient time.

Lesson 2

The second lesson focussed on how to respond to the directed writing tasks in the end-of-year examination paper. The teacher wanted learners to be aware of how directed writing tasks were scored in the end-of-year examination and that marks obtained depended on the responses of learners. The teacher covered hints on how to use reading strategies to find information on questions asked in the directed writing tasks. Learners

were provided with a reading text and asked to read the title of the text. Using the title, they had to predict what the text was about. Learners were asked to read the question accompanying the text to see if their predictions were correct. They were expected to underline possible responses to the question they read and to underline difficult vocabulary in the text. This activity had to be completed at home.

Teacher 2

Lesson 1

The topic of the first lesson was degrees of comparison, which learners were expected to be able to use in their speech and writing. The lesson focussed on the differences between comparative and superlative forms and how to use these forms when comparing things. In addition, different types of adjectives and how adjectives change depending on form (comparative or superlative) was discussed. The teacher wrote three sentences on the chalkboard. Learners had to copy the sentences in their note books and change the form of adjectives in brackets.

Lesson 2

In the second lesson, feedback on the three sentences dealt with the previous day was provided. In other words, the topic of the lesson was degrees of comparison. The number of sentences was increased and learners were identified to write their answers on the chalkboard. The teacher corrected punctuation errors and discussed rules of

punctuation as learners provided answers to the activity. Answers were considered correct if rules of punctuation were adhered to. In this way, rules of punctuation were included as an additional topic.

Teacher 3

Lesson 1 and 2

Two consecutive lessons were observed as arranged by the teacher. The lessons focussed on subject-verb agreement and learners were expected to be able to determine if the subject of a sentence should take on a singular or plural verb. The difference between a fragment and a sentence was explained. Learners were provided with verbal and written examples of sentences and had to identify the subject and then decide if the verb had to be singular or plural. They had to justify their responses.

Teacher 1's second lesson focussed on the component of interest to the researcher. For this lesson, the intended Grade 10 ESL learning objective and the objective of the lesson delivered in class matched. However, though the teacher explained the reading strategies at the disposal of students, the lesson mostly focussed on how the directed writing tasks were scored in the national examination. In addition, there was insufficient time for the learners to engage in activities on reading strategies in class, and the activity was to be completed as homework.

In general the lessons taught during class observations covered intended Grade 10 ESL topics outlined in the syllabus. However, some of the basic competencies learners were

expected to achieve during a particular lesson and some of the class activities were not aligned to the intended learning objectives, and therefore could result in learners not meeting the intended learning objectives and by extension, not achieving the required language proficiency in English. In addition, despite the fact that teachers were informed that the interest of the researcher was only on the *reading and writing (including literature)* component, teachers covered lessons on listening and grammar and usage components. Thus, lessons on reading, writing and literature were underrepresented for lessons delivered during the period of class observation. Additionally, lessons covered were influenced by what was usually assessed in the final examinations, what was covered in the textbooks and for obtaining marks for continuous assessment.

4.3.2 Influence of teaching experience and qualifications on implementation practices

4.3.2.1 Schemes of work

Teachers from both Group 1 and Group 2, regardless of years in teaching experience and qualifications did not develop schemes of work at the beginning of every year as required by MoE. In Group 1, for example, only Teacher 1 presented evidence of a scheme of work. This teacher fell in the LELQ category (see Table 15 and Table 16 for categories). In Group 2, Teacher 1 had the same number of years in teaching experience as well as qualifications as Teacher 1 in Group 1. However, Teacher 1 from Group 2 did not present evidence of a scheme of work. Another example is that of Teacher 4 in each

group, who fall in the category of HEHQ. However, unlike the teacher from Group 2, the teacher from Group 1 was unable to present evidence of a scheme of work.

Further evidence that neither teaching experience nor qualifications influence implementation practices is illustrated in the following examples. In Group 1, Teacher 2 and Teacher 3 each had bachelor's degrees. However, Teacher 2 fell in the LELQ category and Teacher 3 in the HELQ category. In Group 2, Teacher 2 and Teacher 3 represented different categories. Teacher 2 was in the LEHQ category, while Teacher 3 fell in the HELQ category. Neither of these teachers presented evidence of lesson planning.

Analysis of schemes of work also revealed that both teachers who presented evidence of a scheme of work, skipped some of the intended learning objectives (see Table 17), regardless of the years in teaching experience or qualifications. However, Teacher 1's scheme of work reflected more intended Grade 10 ESL learning objectives compared to Teacher 2. Additionally, none of the teachers' schemes of work reflected LO6 and LO7. There is no evidence to attribute these differences to years in teaching experience or teacher qualifications. In addition, there was evidence of a mismatch between the intended learning objectives and competencies and those reflected in the schemes of work of both teachers (see Table 18).

4.3.2.2 Teachers' lesson preparation

Some teachers from both groups were unable to present evidence of up-to-date weekly or daily lesson plans as required by the MoE, regardless of teaching experience and qualifications. Teacher 4 (HEHQ) in Group 1 as well as Teacher 1 (LELQ) and Teacher 3 (HEHQ) in Group 2 were unable to present evidence of lesson preparation. Teacher 4 was categorised as HEHQ, while Teacher 3 fell in the HELQ category.

In addition, analysis of lesson plans revealed that all teachers skipped some of the intended learning objectives, regardless of years in teaching experience or qualifications. In Group 1, Teacher 1 (LELQ) skipped LO1 to LO4 as well as LO6 and LO7. Teacher 2 (LELQ) only implemented LO5, LO10 and LO13, while Teacher 3 (HELQ) skipped LO1, LO11 and LO12. In Group 2, Teacher 2 (LEHQ) only implemented LO13 and Teacher 4 (HEHQ) implemented LO5, LO7 and LO11.

4.3.2.3 Class observations

Analysis of class observation data revealed that regardless of the group, teaching experience or qualifications of teachers, teachers presented lessons on the intended Grade 10 ESL learning objectives. However, there were inconsistencies between the intended basic competencies to achieve the learning objective and class activities. In addition, lessons were not accompanied by class activities due to time constraints.

4.3.3 Interviews

The main purpose of conducting interviews was to determine teachers' interpretation of the findings of the research. Responses to interview questions are summarised in the table below.

Table 21: Teachers' responses to interview questions

Question focus	Responses			
	***Anthia**	***Agnes**	***Alletha**	***Anka**
Reasons why some teachers may not plan their lessons	• Teaching experience (mastery of content) • Time constraints	• Teaching experience (no need to plan)	• Time constraints • Attitude of 'I know it all' • Not seeing importance of planning • Lack of monitoring • Incompetence (not knowing how)	• Teaching experience • Incompetence (not knowing how) • Laziness
How to ensure a match between prescribed and taught learning objectives	• Ensuring match is a challenge (some learners have not mastered aspects specified for the lower levels)	• Classroom activities are affected by learners' level of knowledge and background • Teachers do not recall what they planned to teach	• By reflecting on lessons delivered in class • By constantly checking the syllabus to see if there is a match • Assessing learners to see if they mastered competencies covered	• By understanding and being able to interpret the syllabus well • Being aware of what needs to be taught and one's own competencies
Possibility of ensuring match without planning	• It is not possible	• It is not possible (if you do not prepare, you struggle to get the message across to the learners.)	• It depends on the interpretation of planning (writing or thinking about how to present lessons).	• It will be difficult (ensuring a match requires proper planning)
Impact of lesson objectives not implemented on performance of Grade 10 learners	• Negative impact. (Teachers have no knowledge of what will be covered in the examination; therefore, it compromises performance).	• No impact. (Knowing how to respond to questions in the examination is more important than knowing all topics)	• Negative impact if learning objectives are assessed in that examination only (Teachers only skip learning objectives that are not usually assessed in final examination).	• There is some negative impact although it is difficult to discuss this issue with certainty.

Whether teaching experience or qualifications of teachers influences implementation practices of teachers	• Individual interest affects implementation more than teaching experience.	• Teachers with only Grade 10 have taught learners and taught well (love for teaching)	• Experienced teachers have knowledge of learner characteristics, examinations and the teaching environment but they must have qualifications.	• Experience is important but qualifications are equally important.

4.3.3.1 Reasons for lack of lesson preparation amongst teachers

As shown in the table, one of the main reasons in response to why teachers did not plan their lessons as required by the MoE was teaching experience. Teachers opined that teaching experience was accompanied by mastery of content. Therefore, the necessity of planning lessons diminished as years of teaching experience increased. Agnes had the following to say about why teachers do not plan their lessons:

Experienced teachers do not plan. They do not see the need.

According to Anka, teachers with years in teaching experience do no need to plan their lessons. She explained:

Planning is in the head due to experience.

As mentioned earlier, lesson planning, however, is an important element of curriculum alignment. Thus, by extension, lack of planning compromises curriculum alignment. This is in line with Evans (cited in Owusu et al., 2013) and Hanusheck (2003), who contend that as years in teaching experience increases, curriculum implementation

decreases. However, the results of this study revealed that both novice and experienced teachers do not plan their lessons.

Closely linked to teaching experience were the challenges teachers experienced, which hindered lesson planning. Cited amongst these challenges were time constraints. Another challenge was the attitude of teachers towards lesson planning, and by extension, curriculum implementation. Teachers may not plan their lessons because they might feel that they *'know it all,'* as one teacher reported during the interview, while some teachers simply may not consider lesson planning as important. Teachers also cited lack of knowledge in relation to how to plan as a stumbling block to lesson planning. Results revealed this *lack of knowledge about how to plan* through the mismatch between intended learning objectives and the learning objectives reflected in teachers' schemes of work and lesson plans. In addition, the mismatch between the intended learning objectives and the activities planned to achieve these objectives was another indication of teachers' *lack of knowledge about how to plan.*

4.3.3.2 Obstacles to curriculum alignment

Teachers had contrasting views with regard to how to ensure a match between the prescribed and the taught learning objectives. While some teachers reported that classroom realities posed a challenge for curriculum alignment, others opined that awareness of what needs to be taught by constantly consulting the syllabus, understanding and interpreting the syllabus, and reflecting on lessons delivered would ensure that the intended learning objectives and what was enacted in the classroom

matched. Being acquainted with the syllabus is a requirement of the MoE (2008b). However, according to Spillane, Reiser and Reimer (cited in Wang, 2008), misunderstanding the intended curriculum or having a superficial understanding of the intended curriculum may pose challenges to curriculum alignment. One of the reasons teachers have cited as hindrances to aligning the intended and enacted learning objectives was the fact that learners level of content mastery for lower levels, knowledge and background influenced what was taught in the classroom, and this in turn influenced curriculum implementation. Agnes had the following to say when asked about obstacles to curriculum alignment.

Classroom activities are affected by learner knowledge and the environment in which the learners grow up.

Teachers were, however, in agreement that ensuring a match between intended learning objectives and what was enacted in the classroom would be impossible without lesson planning. Anthia adds:

Yes, planning is important in life, but it depends on what our understanding is of planning. Lesson delivery is more important than filling the form for planning, and writing lesson plans is a waste of time. But there should be some notes. No evidence means you will not convince anyone of any planning.

4.3.3.3 Influence of lack of curriculum implementation on learner performance

The majority of the teachers were of the opinion that the impact of lesson objectives not implemented in the Grade 10 ESL classroom on performance was negative. While one teacher said that skipping some learning objectives affects performance of learners, as teachers were unaware of what might be covered in the examination, the teachers opined that the impact would be negative if skipped learning objectives were assessed in the examination. In contrast, one teacher argued that knowledge of how to respond to questions in the examination was more important than topical coverage.

4.3.3.4 Influence of teaching experience and qualifications on teachers' curriculum implementation practices

Teachers were also asked whether teaching experience or qualifications influenced teachers' implementation practices. One teacher explained that some teachers with only a Grade 10 certificate had taught learners successfully in the past and that qualification did not really matter. According to this teacher (Anka):

People without Grade 10 have taught well in the past because teaching was in their heart and soul.

Another teacher maintained that increased years in teaching experience was accompanied by knowledge of learner characteristics, examinations and the teaching environment, which impact curriculum implementation. However, the teacher added that qualifications were also important. According to this teacher (Alletha):

New comers desire to follow what is stipulated in the curriculum while experts decide what is important and then overlook aspects not focussed on in the exam. New ones implement everything with the hope that some of the aspects that they teach may be asked or examined.

This is in line with Chung (cited in Owusu et al., 2013), who opines that teaching experience as well as teacher qualifications have an impact on curriculum implementation. The influence of teaching experience and qualifications on teachers' implementation practices was, however, not confirmed in this study.

4.4 Research findings

The quantitative phase (phase one) of the study was centred on two research objectives, while the qualitative phase (phase two) of this study served two purposes. The first purpose was to confirm or reject the research findings of phase one of the study and the second purpose was, to respond to the third and fourth research objectives of the study. The findings of these research objectives are presented below. These findings are based on the observations made during the analysis and discussion of the quantitative data and the qualitative data.

1. The quantitative finding regarding the first objective, which was to determine if teachers implement all intended Grade 10 ESL learning objectives, is that teachers do not implement all intended Grade 10 ESL learning objectives. Even though there was some inconsistency in the responses of the teachers, the

researcher believes that there was sufficient evidence to support this judgement. When teachers were tested on their opinions of the intended curriculum, some revealed that they find some learning objectives difficult to teach. Consequently, they skip these learning objectives. According to Porter (2004), what teachers enact in the classroom is determined by the level of difficulty of a particular learning objective. When teachers had to indicate if they teach all intended Grade 10 ESL learning objectives, only some teachers indicated in the affirmative. Wang (2008) agrees that although teachers are the most important players in curriculum implementation, they do not faithfully implement the intended curriculum. Scores on teachers' responses on topical coverage indicated that at least half of the teachers whose scores ranged between sixty and seventy-five (which was the highest score) implemented 80% of the intended learning objectives, while those who scored lower covered at least 64%. The results of the qualitative data analysis confirmed the findings of the quantitative phase. Analysis of schemes of work and lesson plans revealed that teachers did not implement all the intended Grade 10 ESL learning objectives. In addition, in some instances, there was a mismatch between intended learning objectives and basic competencies and the enacted learning objectives and basic competencies.

2. The second research objective of the study was to determine if teaching experience and teacher qualifications influenced teachers' implementation of

Grade 10 ESL learning objectives. Cheng (cited in Owusu et al., 2013) argues that these are the most crucial factors which influence curriculum implementation. However, the researcher was unable to provide concrete evidence in relation to the influence of teaching experience and teacher qualifications on implementation practices of teachers through the analysis of the quantitative data. When implementation scores of teachers were compared based on teaching experience and teacher qualifications, the results did not reveal any trend. Results of low implementers revealed that while LQHE had a higher implementation score compared to LQLE, the opposite could also be true as LQLE scored higher than LQHE. In addition, both LQHE and HQHE had the same score. For high implementers, there was also no trend. Results indicated that while LQLE scored higher than LQHE, the opposite was also possible as evidence by the analysis of the data. Therefore, the quantitative results do not support whether teaching experience and teacher qualifications influence teachers' implementation of the intended Grade 10 ESL learning objectives.

The analysis of the qualitative data confirms that this study cannot endorse or reject the influence of teaching experience and teachers' qualifications on implementation practices of teachers. The study did not reveal any trend in the results of the analysis of the schemes of work and the lesson plans of the teachers. This finding epitomises contradictory research findings in relation to influence of teaching experience and qualifications on curriculum

implementation. Some research findings indicate that teaching experience rather than qualifications influence curriculum implementation (Hanusheck, 2003). However, Owusu et al., (2013) contend that teacher qualifications are the best predictor of curriculum implementation. Both novice and experienced teachers, regardless of the level of qualifications they had, did not develop schemes of work, plan their lessons or implement all the intended Grade 10 ESL learning objectives. This finding contradicts findings of Hanusheck (2003) and Evans (cited in Owusu et al., 2013) who opine that curriculum implementation is higher when years in teaching experience is low and decreases as years in teaching experience increases.

3. The third research objective was to determine if the learning objectives reflected in teachers' lesson plans and schemes of work matched the intended Grade 10 ESL learning objectives. The findings are that some learning objectives reflected in teachers' schemes of work and lesson plans matched the intended learning objectives. However, there was evidence of misalignment between some of the intended learning objectives and the learning objectives reflected in the schemes of work and lesson plans of teachers. According to O'Sullivan (cited in Wang, 2008), classroom realities in Namibia, including teachers' professional and linguistic capacity, learner capacity and support services may present obstacles to ensuring a match between what is expected to happen and what happens at

school level. Teachers indicated during interviews that they found ensuring a match between the intended and enacted curriculum challenging.

4. The fourth objective sought to determine if taught subject content and exercises matched the intended learning objectives. The finding is that there is a match between some of the taught subject content and the intended learning objectives for the lessons observed. Alignment research has shown that there is often a discrepancy between what is intended and what is enacted in the classroom (Lefever, 2009; Omusonga et al., 2009). However, there is a need for teachers to align the basic competencies intended, which are supposed to help learners achieve the intended learning objectives, and the class activities, which are supposed to help learners achieve the basic competencies, to the intended Grade 10 ESL learning objectives as well. In addition, because teachers that were observed were more inclined to deliver lessons on grammar than on the component of interest to the researcher, it is possible that some topics under the *reading and responding in speech and writing (including literature)* component are underrepresented in the Grade 10 ESL classroom.

4.5 Summary

This chapter presented teachers' responses to the questionnaire and data collected through document analysis of lesson plans and schemes of work of teachers, class

observations and interviews. The questionnaire data revealed that teachers do not implement all intended Grade 10 ESL learning objectives. Teachers only implemented 61% of the intended learning objectives. This finding was supported by the results yielded by the analysis of schemes of work and lesson plans of teachers. In relation to the second research objective, there was no evidence to support or reject the influence of teaching experience and professional qualifications on curriculum implementation practices of teachers for both the quantitative and qualitative data analysis. There was a match between intended and enacted Grade 10 ESL learning objectives as revealed by class observations. However, the research has identified some weaknesses that may compromise the attainment of the intended Grade 10 ESL learning objectives by learners, due to the misalignment of basic competencies and class activities with the intended learning objectives. The next chapter provides a summary of the study, conclusion and recommendations.

Chapter 5

Summary, conclusion and recommendations

5.1 Introduction

This chapter presents the summary, conclusion and the recommendations of the study.

5.2 Summary

This study sought to investigate teachers' implementation of the intended Grade 10 English Second Language (ESL) learning objectives at the junior secondary school level at public schools in Windhoek, Khomas Region.

Research has shown that there is often a mismatch between intends of curriculum developers (O' Sullivan; Smith & Southerland as cited in Orafi & Borg, 2009) and what happens in the classroom. A mismatch, particularly in the ESL classroom, ultimately compromises language proficiency of learners. When English language proficiency of learners is compromised, performance in other subjects is compromised (Wolfaardt, 2005; Fakeye & Yemi, 2009; Tella, Indoshi & Othuan, 2011; Adeyemi & Adeyemi, 2012). In Namibia, both Grade 10 and Grade 12 learners perform poorly in national examinations (Wolfaardt, 2004; Wolfaardt, 2005; Iipinge & Likando, 2012). The culpability for the poor performance in national examinations has been put on English (Wolfaardt, 2004; Wolfaardt, 2005; MoE, 2006; MoE, 2009). Hence, this study sought to explore if there is alignment between the intended and enacted Grade 10 English Second Language (ESL) learning objectives.

The study was guided by the following objectives, which were to:

1. determine if teachers implement all intended Grade 10 ESL learning objectives,
2. determine if teacher qualifications and experience affect implementation of intended learning objectives,
3. determine if learning objectives reflected in teachers' lesson preparation matched the intended learning objectives.
4. determine if taught subject content and exercises matched the intended learning objectives.

The researcher employed a mixed method sequential explanatory design, which involved collecting and analysing of quantitative data and qualitative data in two consecutive phases of the same study. A questionnaire, designed from the Grade 10 ESL syllabus following survey questionnaire specifications of Porter et al., (2001), was used to collect quantitative data. Qualitative data was collected through schemes of work and lesson plans as documents for analysis, and class observations and interviews. The population of the quantitative phase of the study comprised of 30 Grade 10 ESL teachers at public schools in Windhoek, from which 8 teachers were purposively selected based on specific criteria to participate in the qualitative phase of the study.

For ethical reasons, the researcher obtained informed consent from all participants and sufficient information with regard to the purpose of the study and its objectives were provided. Participants were ensured of confidentiality and anonymity and that they would not suffer harm as a result of their participation in the study. In addition, participants were informed that they were free to withdraw their participation at any phase of the study.

The major findings of the study indicated that teachers do not implement all intended Grade 10 ESL learning objectives. This was evidenced by teachers' responses to the questionnaire, the analysis of the schemes of work and lesson plans of teachers as well as class observations. Teachers indicated that they did not teach all the intended Grade 10ESL learning objectives. Some of the reasons provided were that they skipped difficult learning objectives or learning objectives that they did not understand. The influence of teaching experience and professional qualifications on teachers' implementation practices was not confirmed. There was insufficient evidence in the results to support or reject the influence of these variables.

The study also determined that some learning objectives reflected in teachers' schemes of work and lesson plans matched the intended learning objectives. However, teachers implemented relatively few of the intended learning objectives as evidenced by their lesson preparation and there was a great variation in topical coverage of the intended

learning objectives. In addition, there was a great variation in the number of written lessons planned by teachers. Another finding of the study was that lesson objectives and expected outcomes of the lessons were in line with the intended learning objectives. However, some of the content covered during the lessons was not in line with the intended lesson objectives and basic competencies learners were expected to achieve. In addition, despite the fact that the study focussed on the reading and writing (including literature) component of the Grade 10 ESL curriculum, teachers focused more on topics associated with the grammar and usage component. Through interviews, teachers provided a variety of interpretations for these research findings. Some of their interpretations for lack of planning amongst teachers as revealed by the study were that more experienced teachers did not plan their lessons because of content mastery gained during the years of teaching the subject.

Teachers also experienced challenges that prevented them from planning as required by the MoE. Challenges included time constraints and lack of knowledge in relation to how to plan. Teachers, however, agreed that planning is essential for achieving alignment of the intended and enacted learning objectives and that lack of alignment of the intended and enacted learning objectives might negatively affect learners' performance. However, teachers revealed that achieving alignment was a challenge and that implementation of intended learning objectives was affected by constraints such as learner background and level of knowledge.

5.3 Conclusion

The main purpose of this study was to explore if the intended and enacted Grade 10 ESL learning objectives matched. On the basis of the research findings, it can be concluded that there was a mismatch between the majority of intended learning objectives and the learning objectives enacted in the Grade 10 ESL classrooms. This was revealed by teachers' responses to the questionnaire items and analysis of schemes of work and lesson plans. Teachers generally believed that their teaching experience implied content mastery as revealed during teacher interviews. Therefore, experienced teachers did not find it necessary to plan their lessons. Such lack of planning, however, increased the gap between what was intended by the curriculum developers and what was actually taught. The general lack of planning was not restricted to experienced teachers, as some novice teachers also did not present evidence of lesson planning as revealed by the analysis of schemes of work and lesson plans of teachers.

Teachers stated during interviews that ensuring a match between the intended curriculum and the enacted curriculum was a challenge. They revealed that to ensure a match was impossible without interpretation and understanding of the syllabus, as well as effective lesson preparation. The study thus concludes that teachers lack knowledge of how to align the intended and enacted Grade 10 ESL learning objectives. In addition, teachers were unable to effectively interpret the Grade 10 ESL syllabus. They lacked understanding of some aspects of the syllabus and lacked effective lesson preparation skills as revealed during the teacher interviews. Consequently, some teachers did not

plan their lessons and this behaviour might have been encouraged due to ineffective monitoring or a total lack of monitoring at the school level.

5.4 Recommendations

In view of the above conclusions, the following recommendations were made to narrow the gap between the teachers' implementation of the intended and enacted Grade 10 ESL learning objectives.

1. The Ministry of Education should organize refresher workshops to train teachers and Heads of Departments of Languages on syllabus interpretation. This would increase teachers' understanding and interpretation of the syllabus and reduce the number of intended learning objectives teachers may skip due to lack of understanding. Training Heads of Departments of Languages would reduce the burden of repeated training on the Ministry of Education. In these workshops, issues that lead to lack of understanding of the syllabus could be identified and addressed by improving the syllabus to aid interpretation and understanding, if there is a need. In these workshops, the Ministry of Education could highlight the importance and purpose of lesson preparation and train teachers on effective lesson preparation. This training should result into development of similar schemes of work and lesson plans which are aligned to the intended learning objectives for all teachers across the country to use.
2. Workshops should also be conducted to train teachers on curriculum alignment and how to use policy documents to align teaching and class activities with the

intended curriculum. In these workshops, the importance and role of aligning ESL learning objectives to improve English language proficiency of learners and to increase overall academic performance of learners could be highlighted.

3. Further research on a large scale in the area of curriculum alignment, including the effect of curriculum alignment on performance of learners in the Namibian context is necessary.
4. More stringent measures should be introduced to monitor lesson preparation and lesson delivery at the school level. Training should be provided to Heads of Departments of Languages to effectively monitor lesson preparation and delivery at the school level and to identify and offer training, guidance and support to teachers who might experience challenges in this regard.
5. Incentives should be introduced for teachers who show increased commitment to lesson preparation and for teacher who successfully align their lessons and class activities.

REFERENCES

Adegoke, B.A., Ibode, B.A., & Ibode, F.O. (2011). Knowledge of English as a predictor of students' cognitive achievement in senior secondary school mathematics. *European Journal of Educational Studies, 3*(2), 229-234.

Adeyemi, B.A., Adeyemi, B.B. (2012). Influence of English on Junior Secondary school Achievement in Social Studies in Osun, Nigeria. *Journal of Educational and Social Research, 2*(2), 29-33

Aina, J. K., Ogundele, A. G., & Olanipekun, S. S. (2013). Students' proficiency in English language relationship with academic performance in science and technical education. *American Journal of Educational Research,1* (9), 355 – 358. doi: 10.12691/education-1-9-2

Amer, A. (2006). Reflections on Bloom's revised taxonomy. *Electronic Journal of Research in Education, 4*(4), 255-260.

Anderson, L.W. (2002). Curricular alignment: a re-examination. *Theory into Practice, 41*(4), 255-260.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives.* New York. Longman.

Ball, A. L., & Garton, B. L. (2005). Modelling higher order thinking: The alignment between objectives, classroom, discourse, and assessments. *Journal of Agricultural Education, 46*(2). Retrieved from bern.library.nenu.edu.cn/…/46-02-58.pdf.

Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain. New York, Toronto: Longmans Green.*

Case, B. J., Jorgenson, M. A., & Zucker, S. (2004). *Alignment in educational assessment.* Pearson.

Case, B., & Zucker, S. (2008). *Horizontal and vertical alignment.* Retrieved from http://.www.pearson.assess.com

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education.* (6th ed.). Routledge, Tylor & Francis Group.

Cresswell, J. W. (2003). *Research design: Qualitative and quantitative mixed method approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., Plano, C. V. L., Gutmann, M. L., & Hanson, W. E. (2003). Advanced mixed method research designs. In A. Tashakkori & C. Teddie (Eds.), *Handbook of mixed methods in social and behavioural research,* 209 – 240. Thousand Oaks, CA: Sage.

Crews, C.F. (2010). *The effects of using Bloom's taxonomy to align reading instruction with the Virginia standards of learning framework for English.* A doctoral dissertation presented to the faculty of the school of education, Liberty University.

Emmanue, I. A., & Ambe, B. A. (2014). *Influence of teachers' professional qualification and area of specialization on the implementation of environmental education curriculum in Cross River State – Nigeria.* Retrieved from iicbe.org/siteadmin/upload/6377c914120.pdf

Fakeye, D. O. (2014). English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *Journal of Education and Practice,5*(9), 38 – 41. Retrieved from www.iiste.org

Fakeye, D. O., & Yemi, O. (2009). English language as a predictor of academic achievement among EFL students in Nigeria. *European Journal of Scientific Research, 37*(3), 490 – 495.

Gay, L.R., Mills, G.E., & Airasian, P. (2009). *Educational Research: Competencies for analysis and applications.* Pearson Education Inc., New Jersey.

Hanusheck, E. A. (2003). The failure of input based schooling policies. *Economic Journal*, *113*(485), 64 – 98.

Iipinge, S. M., & Likando, G.N. (2012). The educational assessment reforms in post-independence Namibia: A critical analysis. *SA-eDUC Journal, 9*(2), 1 – 10.

Ivankova, N.V., Cresswell, J.W., & Stick, S.L. (2006). Using mixed-methods sequential explanatory design: from theory to practice. *Field Methods, 18*(1), doi:10.11 77/1525822X05282260

Krathwohl, D.R. (2002). A revision of Bloom's Taxonomy: An overview. Theory into Practice, 41(4). Retrieved from www.unco.edu/cetl/sir/stating_outcome/ documents

Kurz, A., Elliot, S.N., Wehby, J.H., & Smithson, J.L. (2010). Alignment of the intended, planned, and enacted curriculum in general and special education and its relation to student achievement. *Journal of Special Education, 44*(3), 1 – 20.

Leech, N. L., & Onwuegbuzie, A. J. (2009). A typology of mixed methods research designs. *Quality and Quantity: International Journal of Methodology, 43*, 265 – 275. doi: 10. 1007//s11135-007-9105-3(10seiten)

Lefever, S. (2009). Are national curriculum objectives for teaching English being met in Icelandic compulsory schools? *Timarit um menntarannsoknir.* Retrieved from http://fum.is/TUM-6%20C3%A1rgangur/7_Samuel.pdf

Leitzel, T.C., & Vogler, D.E. (1994). *Curriculum alignment: Theory and practice*. Retrieved from http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno =ED371812.

Mitchell, F.M. (1999). *All students can learn: Effects of curriculum alignment on mathematics achievement of third grade students*. [Paper presented at the annual meeting of the American Research Association].

Ministry of Education. (2006a). *English Second Language syllabus for Grades 8 – 10.* NIED, Okahandja.

Ministry of Education. (2006b). *Report on the examinations: JSC*.DNEA, Windhoek.

Ministry of Education. (2009). *Report on the examinations: JSC*.DNEA, Windhoek.

Ministry of Education. (2008a). *The national curriculum for basic education*. NIED, Okahandja.

Ministry of Education. (2008b). The national subject policy guide for ESL Grades 5-12. NIED, Okahandja.

Montgomery, E. (2008). Curriculum development: A critical Science perspective. *Journal of Family and Consumer Sciences Education, 26* (National Teacher Standards 3), 1-16. Retrieved from http://www.natefacs.org/JFCSE/v26 Standards3/v26Standards 3Montogomery.pdf

Näsström, G., & Henrikson, W. (2008). Alignment of standards and assessment: A theoretical and empirical study of methods for alignment. *Electronic Journal of Research in Educational Psychology, 6*(3), 667-690.

Office of the President. (2004). *Namibia Vision 2030: Policy framework for long-term national development (summary).* Retrieved from www.ncrst.na/files/ dowmloads/6ea_v230 Summary [1]. pdf

Omusonga, T.O., Kazadi, I.M., & Indoshi, F.C. (2009). Matching intended and actual French curriculum objectives in secondary schools in Western Province, Kenya. *Educational Research and Review, 4*(6), 316-321. Retrieved from http://www.academicjournals.org/ERR

Orafi, S. M. S., & Borg, S. (2009). Intentions and realities in implementing communicative curriculum reform. *Systems, 37*, 243 – 253. doi: 10.1016/j.system.2008.11.004

Owusu, A. K., & Yiboe, K. T. (2013). Teacher qualifications, experience and perceptions as predictors of the implementation of the SHS French curriculum in Ghana. *International Journal of Education and Research, 1*(10), 1 – 2. Retrieved from www.ijern.com/journal/ October-2013/37pdf

Polikoff, M. S., & Porter, A. C. (nd.). Surveys of the enacted curriculum substudy of the measures of effective teaching project: Final report. Retrieved from http://aefpweb.org/...FINAL%20SEC%REPORT_Polikoff_Porter.pdf

Porter, A.C. (2002). Measuring content of instruction: uses in research and practice. *Evaluation Research, 1*(7), 3-14. Retrieved from http:seconline.wceruw. org/Reference/Porter-InstruContent-AERA02.pdf.

Porter, A.C. (2004). *Curriculum assessment.* Retrieved from http://andyporter.org/papers/CurriculumAssessment.pdf.

Porter, A.C., & Smithson, J.L. (2001). Defining, developing and using curriculum indicators. *Research in Education, (4)*12, 1-47. DOI : 10.1016/0040-1951 (67)90007-8

Rowan, B., Camburn, E., & Correnti, R. (2004). Using teacher logs to measure the enacted curriculum: A study of literacy teaching in third-grade classroom. *The Elementary School Journal, 105*(1), 75-101.

Swarts, P. (2002). Applicability of language sensitive methodology to the Namibian context. In Mash, D., Onterio, A., & Shikongo, T. (Eds.), *Enhancing English medium instruction in Namibia* (9-10). Retrieved from http://www.content-english.org/data/namibia.pdf

Smithson, J. (2009). *Describing the academic content of PISA mathematics and science item pools.* Retrieved from https://edsurveys.rti.org/PISA/documents/Smithson NCES_PISA_Conference_Paper_FINAL.pdf

Squires, D.A. (2005). *The relationship between alignment, curriculum and student achievement.* [An unpublished literature review]. Retrieved from http://www.edvatia.org

Squires, D.A. (2009). *Curriculum alignment: Research-based strategies for increasing student achievement.* Corwin Press, London.

Tella, J., Indoshi, F.C., & Othuan, L.A. (2011). Students' perspectives on Secondary School English Curriculum in Kenya: Some related implications. *Educational Research, 2*(1), 809-817. Retrieved from http:www.interesjournal.org/ER

Tötemeyer, A. (2010). *Multilingualism and the language policy for Namibian schools*. Retrieved from http:www.praesa.org.za/files/2012/01/Paper 37.pdf

Wang, H & Cheng, L. (2009). Factors affecting teachers' curriculum implementation. *The Linguistic Journal, 4*(2), 135 – 166. Retrieved from http://www.linguistics-journal.com

Wang, H. (2006). *An implementation study of the English as a Foreign Language curriculum policies in the Chinese tertiary context*. Retrieved from http://www.asian-efl-journal.com

Wang, H. (2008). Language policy implementation: A look at teachers' perceptions. *Asian EFL Journal Professional Teaching Articles, 30.* Retrieved from http://www.asian-efl-journal.com/pta_August_08.pdf.

Wolfaardt, D. (2004). *The influence of English in the Namibian education context.* Retrieved from http://www.essarp.org.ar/bilinglatam/papers/Wolfaardt.pdf

Wolfaardt, D. (2005). *Namibia: A case of a gradual transitional bilingual language programme.* Retrieved from www.lingref.com/isb/4/1841ISB4/PDF

Zimunya, M. (2011, February 16). English practice book launched. *New Era.* Retrieved from http://www.newera.com. na/article.php?articleid=37384

APPENDIX A

PERMISSION LETTER TO CONDUCT RESEARCH

P O Box 8579
Bachbrecht
Windhoek

2 June 2013

Regional Director of Education
Khomas Region
P/Bag 13226
Windhoek

Dear Ms Seefeldt

Request for permission to conduct research with Grade 10 English Second Language (ESL) teachers

I, hereby, would like to request permission to conduct research with Grade 10 English Second Language (ESL) teachers at public schools in Windhoek. The research is in part fulfilment of my Master of Education: Curriculum, Instruction & Assessment Studies degree at the University of Namibia.

The purpose of the study will be to explore if teachers implement intended Grade 10 ESL learning objectives, specifically in terms of content coverage, in their classrooms.

Data will be collected in two consecutive phases. During the first phase, a questionnaire will be distributed to Grade 10 ESL teachers at all public schools in Windhoek. For phase two, eight (8) teachers will be selected, and with their consent, class observations

and document analysis of lesson preparation will be conducted. Finally, after an interview schedule is designed from the questionnaire data, class observations and document analysis, the eight teachers will be interviewed to collect information on teachers' interpretation of the findings. If permission is granted, arrangements will be made with the principal of each school for visits between July and September 2013.

Despite the fact that the research is in part fulfilment of my course, curriculum alignment studies are significant because they not only guide teaching and learning, but can also shed some light on and offer an in-depth understanding of instructional practices.

Therefore, your kind consideration of my request will be highly appreciated.

Yours faithfully

Yolanda Uises (Ms)
M. Ed Student
Atikan3@gmail.com

Crista Alexander (Ms)

APPENDIX B

PERMISSION LETTER TO PRINCIPAL

P O Box 8579

Bachbrecht

Windhoek

12 August 2013

The Principal

.....

Khomas Region

Windhoek

Dear Principal

Request for permission to conduct research with Grade 10 English Second Language (ESL) teachers

I, hereby, would like to request permission to conduct research with Grade 10 English Second Language (ESL) teachers at your school. The research is in part fulfilment of my Master of Education: Curriculum, Instruction & Assessment Studies degree at the University of Namibia.

The purpose of the study will be to explore if teachers implement intended Grade 10 ESL learning objectives, specifically in terms of content coverage, in their classrooms.

Data will be collected in two consecutive phases. During the first phase, a questionnaire will be distributed to Grade 10 ESL teachers at all public schools in Windhoek. For phase two, eight (8) teachers will be selected, and with their consent, class observations and document analysis of lesson preparation and schemes of work will be conducted.

Finally, after an interview schedule is designed from the questionnaire data, class observations and document analysis, the eight teachers will be interviewed to collect information on teachers' interpretation of the findings.

If permission is granted, the following activities are planned to take place between August and October 2013.

- Ten percent of all Grade 10 English Second Language teachers will be randomly selected for pilot testing of the questionnaire.
- After improvement of the questionnaire, it will be hand delivered at schools to collect quantitative data for the first phase. Data will not be collected from teachers who participate in the pilot study.
- Once analysis of the questionnaire data is completed, eight teachers will be purposively selected and with their consent, class observations and document analysis of lesson preparation and schemes of work will be conducted.
- Information obtained from class observations, document analysis and the questionnaire will be used to compile an interview protocol, which will then be used to collect information on teachers' interpretation of the findings.

Despite the fact that the research is in part fulfilment of my course, curriculum alignment studies are significant because they not only guide teaching and learning, but can also shed some light on and offer an in-depth understanding of instructional practices.

Therefore, your kind consideration of my request will be highly appreciated.

Yours faithfully

_____

Yolanda Uises (Ms)
M. Ed Student
Atikan3@gmail.com

_____

Crista Alexander (Ms)
Coordinator: Curriculum, Instruction and Assessment Studies department

TO BE COMPLETED BY THE PRINCIPAL

Please complete the following information and **fax form to 088641251** *or* **email to atikan3@gmail.com** as soon as possible **or** by 4 September 2013**.**

Title:	**Mr Mrs Ms Dr Prof** ***(Circle as appropriate)***
Name of Principal:	.....
School:	.....
Contact details:	**061** - ..... **Email**: .....
	....

PRINCIPAL'S RESPONSE: ***(Tick (√) as appropriate)***

Permission granted ☐

Permission not granted ☐ Reason(s)

.....

.....

.....

Number of Grade 10 ESL teachers at the school: .....

Name(s) of Grade 10 ESL teachers at the school:

Title (Mr/Ms)	**Surname**	**First Name(s)**

APPENDIX C

INFORMED CONSENT FORM FOR TEACHERS

INFORMED CONSENT FORM

INTRODUCTION

The purpose of this form is to solicit your agreement to participate in this study, which is in part fulfilment of my Master of Education: Curriculum, Instruction & Assessment Studies degree at the University of Namibia. Please read carefully before affixing your signature to this form.

TITLE OF THE STUDY

A sequential explanatory study of teachers' implementation of the intended Grade 10 English Second Language (ESL) learning objectives at public schools in Windhoek, Khomas region

PURPOSE

The purpose of the study will be to explore if teachers implement intended Grade 10 ESL learning objectives, specifically in terms of content coverage, in their classrooms.

PROCEDURES

Data will be collected in two consecutive phases. Phase one of data collection will commence between September and October 2013. Due to end of year examinations, phase two will only commence in part in 2014. This phase includes document analysis, class observations and interviews (Phase two will be restricted to eight teachers only).

Phase one: Quantitative phase

- Ten percent of all Grade 10 English Second Language teachers will be randomly selected for pilot testing of the questionnaire.
- After improvement of the questionnaire, it will be hand delivered at schools to collect quantitative data for the first phase. Data will not be collected from teachers who participate in the pilot study.
- Once analysis of the questionnaire data is completed, eight teachers will be purposively selected. Only these eight teachers will participate in the second phase.

Phase two: Qualitative phase

- During this phase, class observations and document analysis of lesson preparation and schemes of work of the selected teachers will be conducted.
- Information obtained from class observations, document analysis and the questionnaire will be used to compile an interview protocol, which will then be used to collect information on teachers' interpretation of the findings.
- The interviews will be audio taped to help me accurately capture your insights in your own words. The tapes will only be heard by me for the purpose of this study.
- Though direct quotes from you may be used in the paper, your name and other identifying information will be kept anonymous. You will be assigned a code number which will protect your identity

WITHDRAWAL OF PARTICIPATION

Should you decide at any time during the phase one or phase two of the study that you no longer wish to participate, you may withdraw your consent without prejudice.

CONFIRMATION:

I confirm that the purpose of the research and the study procedures have been explained to me.

Yes ☐ No ☐

I understand that I can withdraw at any stage of the research. All questions have been answered.

Yes ☐ No ☐

I agree to participate in the study. Yes ☐ No ☐

I will make all necessary documents available to the researcher. Yes ☐ No ☐

Full Name : _____

Signature: _____ Date: _____

APPENDIX D

TEACHER QUESTIONNAIRE

SCHOOL CODE: _____

A QUESTIONNAIRE ON
TEACHERS IMPLEMENTATION OF THE INTENDED GRADE 10 ENGLISH SECOND LANGUAGE LEARNING OBJECTIVES AT PUBLIC SCHOOLS IN WINDHOEK, KHOMAS REGION.

A. DEMOGRAPHIC INFORMATION

1. Please indicate your gender. F ☐ M ☐ (Tick as appropriate)

2. How many years have you taught Grade 10 ESL prior to this year?
   0 1-2 3-4 5-6 7-8 9-10 10+ (Circle as appropriate)

   If more than 10, please specify number of years: _____

3. What is the highest qualification you hold? (Tick as appropriate)

   Undergraduate Diploma ☐ Undergraduate Degree ☐ Postgraduate Diploma ☐

   Postgraduate Degree ☐ Other ☐

4. Please specify qualification:
   _____

5. Indicate major subject of specialization during teacher training:
   ESL ☐ Other ☐ (Tick as appropriate)

B. THE INTENDED CURRICULUM

Respond truthfully and honestly to the following statements. **PLEASE TICK (√) AS APPROPRIATE.**

NO.		STRONGLY AHREE	AGREE	NEITHER AGREE OR	DISAGREE	STRONGLY DISAGREE
6.	I regularly consult the National Subject Policy Guide for ESL for Grades 5-12.					
7.	I am well-acquainted with the Grade 10 ESL syllabus content.					
8.	The Grade 10 ESL syllabus clearly identifies what learners are expected to learn.					
9.	Grade 10 ESL learning objectives are easy to teach.					
10.	Grade 10 ESL learning objectives are clear and achievable.					
11.	The Grade 10 ESL syllabus is a useful guide when planning what to teach.					
12.	To achieve success in the English class, teachers must plan their lessons.					
13.	Some Grade 10 ESL learning objectives are easy to understand.					
14.	I sometimes skip learning objectives that are difficult to understand or teach.					
15.	The time allocated to cover the Grade 10 ESL learning objectives is sufficient.					
16.	I teach all Grade 10 ESL learning objectives outlined in the syllabus.					

C. THE ENACTED CURRICULUM (Topics)

How often do you allow your learners opportunity to practice the following learning objectives? **PLEASE TICK (√) AS APPROPRIATE.**

NO.		ALWAYS	USUALLY	SOMETIMES	RARELY	NEVER
17.	Read aloud to convey understanding of the text.					
18.	Demonstrate a personal interpretation of a reading text.					
19.	Demonstrate the ability to find meaning, spelling and idiomatic usage in dictionaries.					
20.	Read silently using appropriate reading strategies, e.g. skimming and scanning.					
21.	Respond appropriately to different types of questions, e.g. objective, open-ended and 'yes' or 'no' questions.					
22.	Identify plot and characterization in novels and plays.					
23.	Identify and explain different figures of speech in poems, e.g. irony, personification, alliteration and rhythm.					
24.	Work out the meaning of unfamiliar words using contextual clues.					
25.	Use grammatical structure to identify relationships between words, phrases and sentences.					
26.	Demonstrate ability to identify conflict, themes and symbols in texts.					
27.	Write introductory, developmental and concluding paragraphs.					
28.	Write formal letters, reports, articles and speeches.					
29.	Compose different types of compositions, e.g. imaginative, descriptive, argumentative, etc.					

30.	Write with a sense of audience and purpose.					
31.	Write selected information in a summarised format, e.g. note or paragraph form summaries.					

D. THE ENACTED CURRICULUM (Cognitive Demand)

Indicate highest level of mastery you expect learners to attain for each topic. **PLEASE TICK (√) AS APPROPRIATE.**

NO.		CREATE	EVALUATE	ANALYZE	APPLY	UNDERSTAND	REMEMBER
32.	Read aloud with increasing fluency, speed and accuracy						
33.	Demonstrate a personal interpretation of a reading text.						
34.	Demonstrate the ability to find meaning, spelling and idiomatic usage in dictionaries.						
35.	Read silently using appropriate reading strategies, e.g. skimming and scanning.						
36.	Respond appropriately to different types of questions, e.g. objective, open-ended and 'yes' or 'no' questions.						
37.	Identify plot and characterization in novels and plays.						
38.	Identify and explain different figures of speech in poems, e.g. irony, personification, alliteration and rhythm.						
39.	Work out the meaning of unfamiliar words using contextual clues.						
40.	Use grammatical structure to identify relationships between words, phrases and sentences.						
41.	Demonstrate ability to identify conflict, themes and symbols in texts.						
42.	Write introductory, developmental and concluding paragraphs.						
43.	Write formal letters, reports, articles and speeches.						
44.	Compose different types of compositions, e.g. imaginative, descriptive, argumentative, etc.						
45.	Write with a sense of audience and purpose.						
46.	Write selected information in a summarised format, e.g. note or paragraph form summaries.						

APPENDIX E

DOCUMENT ANALYSIS CHECKLIST

Note: Example of a checklist to be used for document analysis.

Checklist for Content Coverage using Teacher's Lesson Preparation

The purpose of this tool is to confirm the topics covered during the 2013 academic year, using the teacher's lesson preparation.

LESSON OBJECTIVES	BASIC COMPETENCIES	LESSON PLAN (√)	COMMENTS
0.1 Read aloud to convey understanding of the text and to entertain			
	0.1.1 Read with increasing fluency, speed and accuracy		
	0.1.2 Demonstrate a personal interpretation of the text		
0.2 Read silently from a variety of prescribed and other available texts using appropriate reading strategies			
	0.2.1 Read a variety of texts in order to: 0.2.1.1 Provide a considered personal view		
	0.2.1.1 Find, select and collate information from more than one source		
	0.2.2 Demonstrate the ability to find information such as meaning spelling, idiomatic usage in dictionaries		
0.3 Distinguish between different types of questions and respond appropriately			
	0.3.1 Respond appropriately to various types of questions to be		

	expected in examination papers and tests, e.g. open-ended, objective, 'yes' or 'no', question tags, directed writing tasks		
0.4 Read and respond to plays, novels and stories			
	0.4.1 respond appropriately and critically to key aspects of texts such as: 0.4.1.1 Actions and consequences		
	0.4.1.2 Plot		
	0.4.1.3 Characterisation		
0.5 Read and understand poems			
	0.5.1 respond to key aspects of poems such as: 0.5.1.1 irony		
	0.5.1.2 rhythm		
	0.5.1.3 alliteration		
	0.5.1.4 personification		
	0.5.1.5 metaphor		
	0.5.1.6 simile		
	0.5.1.7 emotions expressed in poems and aroused in the reader		
0.6 Understand the literal meaning of a text			
	0.6.1 work out the meaning of unfamiliar words using contextual clues		
	0.6.2 identify relationship between words, phrases and sentences as shown by the grammatical structure or connecting words		
0.7 Read and review texts to explore attitude, values & issues			
	0.7.1 explain the following in texts: 0.7.1.1 conflict		
	0.7.1.2 themes & symbols		

	0.7.2 identify & explore the following: 0.7.2.1 dialogue		
	0.7.2.2 imagery		
0.8 Write a variety of well structured paragraphs			
	0.8.1 write descriptive, narrative and factual paragraphs using well-structured sentences		
	0.8.2 use introductory, developmental and concluding paragraphs effectively in writing.		
0.9 Produce well organised, coherent pieces of writing			
	0.9.1 show a sense of style and register in writing for a specific audience		
	0.9.2 use appropriate diction in formal and informal writing		
10. write creatively a variety of formal and informal texts, showing a sense of audience and purpose			
	10.1 write shorter/longer texts on the following formal and informal situations: 10.1.1 letters		
	10.1.2 reports		
	10.1.3 articles		
	10.1.4 speeches		
	10.1.5 poems		
	10.1.6 cartoons		
	10.1.7 brochures		
11. Write different types of compositions/essays			
	11. Write the following compositions: 11.1. imaginative		
	11.2 narrative		
	11.3 descriptive		

	11.4 argumentative		
	11.5 expository		
12. Respond to passages in writing in a variety of ways			
	12.1 select relevant information from texts to respond effectively to directed writing tasks		
13. Make summaries			
	12.1 present selected information in a summarised format, using either 12.1.1 note form 12.1.2 paragraph form		

APPENDIX F

CLASS OBSERVATION SCHEDULE

Class observation checklist

The purpose of this tool is to assess alignment between teachers' lesson plans and what is enacted in the classroom.

A. Pre-observation information

Teacher code: _____ Class Group: _____ Date: _____

Period: _____ Starting time: _____ Ending time: _____

B. General observations

Statements	Ckeck (√) as appropriate		Comments
	Yes	**No**	
1. Does the lesson begin at least 5 minutes after scheduled time?			
2. Initial activities include: (a) Statement of lesson objectives			
(b) Statement of what learners should be able to do after lesson			

C. Enacted learning objectives

1. **What is lesson about (topic)?**

   _____

   _____

2. **What are the expected outcomes learners should achieve?**

   _____
   _____

3. **What about the topic is taught to help learners achieve the expected outcomes?**

   _____
   _____

4. **What type of activities are learners engaged in to help them achieve expected outcomes?**

   _____
   _____
   _____
   _____
   _____

5. **Additional comments:**

   _____
   _____
   _____
   _____
   _____
   _____

NB! Attach lesson plan for lesson observed.

APPENDIX G

INTERVIEW QUESTIONS

Question 1

Research results have shown that some teachers do not prepare schemes of work or plan their lessons as required by the Ministry of Education. What do you think are the reasons why teachers may not plan their lessons, despite the importance of lesson planning?

Question 2

This study was based on the premise that success in the English classroom depends on teachers matching what they teach with the topics outlined in the syllabus. How can teachers ensure a match between the learning objectives outlined in the syllabus and what they teach in the classroom?

Question 3

Do you think it is possible to match the intended learning objectives and what is taught in the classroom without planning lessons in advance?

Question 4

Research has revealed that some teachers do not teach content that they find difficult or do not understand. What do you think is the effect of skipping some topics outlined in the syllabus on student performance?

Question 5

Do you think teaching experience or qualifications have an influence on what teachers teach in the classroom in general, specifically on implementation of the intended Grade 10 ESL learning objectives? Please explain your answer.