



THE ROLE OF TEACHERS' INSTRUCTIONAL STRATEGIES ON THE TEACHING OF SPEAKING SKILLS IN ENGLISH AS A SECOND LANGUAGE

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Abstract:

Using a qualitative multiple case study research design that emanates from a constructivist worldview, this study explores the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language. Data were collected through an interview schedule and field notes, in which the criterion-based purposive sampling technique was used to select 40 teachers from 40 schools. Data analysis was conducted using thematic, typological and content analyses, with Atlas.ti and MAXQDA. The study found that teachers' instructional strategies play an important role in teaching speaking skills, resulting in both positive and negative effects. Teachers should study and learn the application of instructional strategies, apply strategies to optimise their success and enhance the teaching of speaking skills. Teachers should integrate instructional strategies to support the teaching of speaking skills. Teachers' instructional strategies enhance and promote the teaching of speaking skills in English as a second language.

Keywords: teachers' instructional strategies, teaching speaking skills

1. Introduction

The research findings by Almadani (2025) and Baillo *et al.* (2025) have indicated that instructional strategies of teaching speaking skills in English as a second language have been using audiovisual, authentic materials, providing a relaxed atmosphere, and using intrinsically motivating procedures. According to Abahussain (2016) and Alqahtani (2019), designing speaking activities in forms of role play; drama and/or drill requires maximum responses from students, creating a chance for the students to communicate with each other in a real-life context. Research findings by Ejajo (2025) and Estrada (2025) recommend that teachers should use Communicative Language Teaching (CLT) to teach speaking skills. Additionally, in Assalahi (2013); Bahumaid (2013), they should develop

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authentic materials; create activities and tasks which promote instructional strategies in order to teach speaking skills, whereas Tran and Thu (2025) posit that students should participate actively in activities and tasks in classrooms.

According to Sulis and Mercer (2026), emotional engagement play a crucial role in supporting behavioural engagement with English outside the classroom, while active involvement created opportunities for conscious reflection and noticing. In Hiver and Yamazaki (2025), while most students do not explicitly intend to enhance their learning through out-of-class English activities, their engagement has been motivated by their enjoyment of, and interest in them. Umida (2023) also highlight the balancing act required by the English teacher who need to become aware of students needs and interests to motivate them to engage with the language, but also need to ensure that students do not feel that the activities they enjoy are being turned into yet another school chore.

In Umida (2023), the integration of grammar into contextual learning is a means to enhance language acquisition and proficiency, emphasising the use of real-life situations and authentic materials, allowing students to engage with grammar in meaningful context through project-based learning, role-playing and simulations, collaborative learning and the use of multimedia resources which effectively contextualise grammar.

According to Anh and Toan (2025), Trang (2025), in using CLT, English teachers pay attention to both processes and goals of learning, aiming to develop student communicative competence. In Chowdhury (2014) and Moskovsky (2019), CLT recommends that English teachers should use the English language teaching in context. In Stathi and Mastrothanasis (2025), CLT has applied new teaching methods creates diversity teaching process. And according to Nalliveetil (2014) and Wang (2013), the success in language teaching depends on giving attention to basic language skills of reading, writing, speaking, and listening to enable students to express ideas in the target language. In the Namibian context, this strategy is a way of accommodating language learning in an unfavourable environment in classrooms (Shapaka, 2024a). If students fail to communicate in the target language, then the role of language teaching may fail in default (Shapaka, 2024b).

Abad (2023) argues that although speaking is considered one of the language skills that teachers should teach, it is widely noticed that the majority of teachers lack instructional strategies to teach speaking skills in English as a second language. Kassu (2019) explains that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, a crucial part of second language teaching and learning. Abdelgawad and Selim (2022) posit that despite its significance; speaking has been neglected to some extent. Abdullah *et al.* (2024) further explain that English teachers have continued to teach speaking as a repetition of drills or memorisations of dialogues by paying attention to the concept of memorisation, classification of memorisation, memorisation and understanding, memorisation use and instruction. In Wang (2023), attention should be given to concept of vocabulary memorisation, vocabulary memorisation as a subset of vocabulary learning strategy, and vocabulary memorisation

use and instruction. In Abdullah *et al.* (2024), memorisation in classrooms encompasses concept of text memorisation, and the text memorisation use.

According to Arfanti and Risnawaty (2021) and Arochman *et al.* (2023), today's world requires the teaching of speaking skills to help students to improve their communicative competence, to help them to express themselves, and learn how to follow social and cultural rules in each communicative circumstance. In Chanratana *et al.* (2024), Chung (2023), the main reason for teaching speaking is to allow students to become communicative competent. And according to Eragamreddy (2024); Fenyi *et al.* (2021), students in English language teaching do not only learn to make grammatical correct sentences but also to develop the ability to use the language they learn for various communication purposes. And in Hiver and Yamazaki (2025), attention should be given to learner engagement in language learning: task engagement, engagement with language, and engagement with corrective feedback.

Research findings by Hamuda *et al.* (2023); Hoang and Yen (2024) have indicated that teaching speaking skills is crucial in language teaching, as it enhances students' communicative efficiency. Latupono and Nikijuluw (2022) posit that speaking skills, like other skills, have their own goals, and to achieve these goals, teachers need to use many strategies in classrooms. Muhammad and Batubara (2023) further explain that it is important to have a clear understanding and firm grasp of the wide range of strategies, techniques and procedures for teaching speaking skills.

In studies like Ortega and Contreras (2021), Saeedi (2023), speaking skills are a means through which socialising with others in and/or outside the classroom can take place. According to Saleh and Althaqafi (2022), to realise the teaching of speaking skills in a target language, being a graduate in the teaching of a second language can be seen as a guarantee for teaching a target language. According to Skripsi (2024), the teacher needs to follow instructional strategies obtained from the carefully conducted research findings, empirically observed experiences from teaching speaking skills. In a study by Woymo *et al.* (2024), assessing instructional strategies of teaching speaking skills is fundamental to enhancing students' communicative competence. However, in Lehtinen *et al.* (2023), such argumentation also reflects somewhat teacher-centred interpretation of constructivism and a subtle bias toward teacher agency. And in Kersey (2023), argumentation places slightly less emphasis on students' autonomy than some contemporary researchers do. For instance, Wu *et al.* (2023) and Lehtinen *et al.* (2023) often stress co-construction of knowledge and/or students-driven interaction. Trang (2025) acknowledges students participation and how students themselves adapt or respond to teachers instructional strategies.

According to Waluyo and Wangdi (2024); Xu *et al.* (2021), in order to develop speaking skills, instructional strategies of teaching speaking skills should be identified, practiced and/or improved using various methods and techniques. However, in Woymo *et al.* (2024), speaking skills seem to be neglected, and in most cases, speaking skills seem not to be taught in the right way. Zare *et al.* (2021) explain that this came as a result of some teachers' misunderstanding and/or inability to teach speaking skills or ignorance of

its importance. According to Yenkimaleki and Van Heuven (2022), some teachers are not good English users, and those who cannot speak English fluently are unlikely to teach speaking skills. In Bežilová (2024), English teachers need to create and/or promote a safe environment to enable their students to talk, providing them with the social context required for the current situation, changing from dominator and/or commander's roles into organiser and explorer's roles (Shapaka, 2025a).

The Oshana Region statistical results for 2023 overall performance revealed that only 23.1% qualify for a tertiary institution. The results for the English second language revealed that only 65.1% were graded A-D. By comparison with the other languages that were offered, Afrikaans overall score is 100%, Oshindonga overall score is 82.3%, whereas Oshikwanyama overall score is 91.4% (Ministry of Education, Arts and Culture [MoEAC] 2024). These statistical results suggest that only 65.1% who were graded A-D in English second language qualified for a tertiary institution.

The problem is that despite provisions of teachers' instructional strategies, the teaching of speaking skills in English as a second language remains a stumbling block. The purpose of this study is to address the gaps in the existing empirical findings by exploring the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language. This study expands on the previous efforts of quantitative research by Khuong and Thi (2025), estimating the efforts of teachers' pedagogical strategies on the students' outcomes by considering previously neglected strategies by Stathi and Mastrothanas (2025), namely the teachers' instructional strategies. This study is specific to the analysis of the speaking effort on the students' outcomes by Anh and Toan (2025). Non-academic writing and policymaking efforts by Trang (2025) have been intensified, trying to link different types of strategies to student achievement (Sun & Révész, 2021), therefore, the need for teachers' instructional strategies on the teaching of speaking skills in English as a second language is warranted. While studies such as Almadani (2025) and Ejajo (2025) have examined the instructional strategies individually, few have explored their combined efforts with speaking skills in African contexts and/or in Namibia contexts in particular. Based on the Oshana regional directorate, many of the schools are poorly performing (Shapaka, 2024a; United Nations Children's Fund [UNICEF], 2015), which is leading to poor academic performance. Considering the above, the current study sees an urgent need to investigate the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language, aiming to explore the role of the teachers' instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region in Namibia.

The overarching research questions the study explored were:

- Which instructional strategies are used by teachers to teach speaking skills in English as a second language?
- What instructional strategies do teachers use in Oshana Region?
- What existing speaking skills are in the Oshana Region?
- Which existing instructional strategies enhance speaking skills in the Oshana Region?

- What existing speaking skill is associated with instructional strategies?

2. Literature review

2.1 Instructional strategies and speaking skills

Research literature (Kodirovna, 2024; Octaviani *et al.*, 2024) has shown that CLT encourages communication interaction in the classroom to strengthen students' speaking skills and help them to practice a second language in real-life situations. Yenkimaleki and Van Heuven (2019) argue that although CLT is mainly focused on teaching meaning and speaking skills, grammar instruction is also very important in helping students to use English accurately. According to Abahussain (2016), one of the aims of CLT is to develop students' grammatical competence. Therefore, in Almadani (2025), teachers need to provide feedback on grammatical structures and/or correct students' grammatical errors in the classroom, as learning meaning without grammar leads to the articulation of incorrect, incomprehensible utterances, causing misunderstanding and miscommunication between listeners and speakers.

Following the argumentation of English Foreign Language (EFL) researchers (Alqahtani, 2019; Baillo *et al.*, 2025), speaking skills need to be incorporated into CLT. However, according to Estrada (2025) and Tran and Thu (2025), many English teachers face challenges in applying CLT in speaking classes. First, the lack of materials and practical knowledge about teaching speaking skills in CLT classes led many English teachers to prefer the traditional methods to teach speaking skills. Second, some students and their parents opt for the traditional approaches instead of CLT because they prioritise the higher grades over acquiring communicative skills. Third, some students prefer traditional teaching methods in EFL classrooms because they do not want to interact with the teacher and other students, fearing they may make errors in front of them (Shapaka, 2025b).

Studies, among others, Anh and Toan (2025); Trang (2025) argue that although CLT approach is widespread nowadays, many English teachers still lack accurate knowledge about it. Stathi and Mastrothanas (2025) have noted that while English teachers may have theoretical knowledge of the CLT approach, most lack practical knowledge, unable to distinguish between communicative activities and tasks that belong to other teaching approaches. Kassu (2019) further explains that many English teachers avoid using CLT for several reasons. First, adopting the CLT may lead to classroom mismanagement. Second, English teachers argue that a class is hard to manage when all students interact and/or communicate. Third, many parents and students believe CLT will not help students to achieve higher scores on midterm and/or final exams; therefore, many teachers focus only on teaching the material which is considered important for exams and/or disregarding communicative tasks. Fourth, some teachers, especially those who teach English as a foreign language, are struggling to explain certain ideas and/or communicate effectively with students due to limited proficiency. As a result, they avoid using CLT and/or employ traditional approaches instead. Fifth, English teachers

are very reluctant to shift from teacher-centred to student-centred approach. And sixth, many English teachers do not use CLT because students are too reluctant to speak in the classroom. However, according to Abad (2023), instead of blaming English Second Language students (ESL)/EFL students, English teachers should find suitable ways to encourage students to talk and discuss in classrooms. In Abdelgawad and Selim (2022), one such strategy is to use referential questions that are similar to those encountered in real-life situations. Abdullah *et al.* (2024) explain that although teachers face challenges when using the CLT approach, some find it helpful for developing student linguistic competence. Arfanti and Risnawaty (2021) explain that once teachers learn to adapt to, rather than simply adopt, the CLT, they can overcome many of these challenges, whereas Arochman *et al.* (2023) argue that, instead of ignoring the CLT, teachers can blend traditional approaches with the CLT.

Several studies, such as Chanratana *et al.* (2024) and Chung (2023), have indicated that ESL/EFL students are accustomed to teacher-centred approaches and hold similar views about the CLT, which makes them feel uncomfortable doing communicative tasks, whereas according to Eragamreddy (2024), their shy personalities prevent them from participating and talking to others in classrooms. In Fenyi *et al.* (2021), linguistic factors form students' negative perception toward CLT. Hamuda *et al.* (2023) further explain that students are struggling to communicate in the classrooms because they are unable to express ideas and/or notions correctly. Hoang and Yen (2024) have argued that a lack of communication strategies and/or fear of making errors in front of their colleagues are factors that have contributed to their negative attitudes toward the CLT.

Various studies, such as Latupono and Nikijuluw (2022) and Muhammad and Batubara (2023), have noted that many students prefer non-communicative tasks a lot because they believe that they help them to do better in exams. According to Ortega and Contreras (2021), students who depend more on non-communicative tasks obtained higher test scores than students taught through CLT, and some students are not motivated to learn English through communication since opportunities to practice English outside classrooms are rare. In Saeedi (2023), the lack of communicative teaching materials is another factor that contributes to students leaning toward the traditional approach. However, according to Saleh and Althaqafi (2022), some ESL/EFL students prefer both communicative and non-communicative activities and/or besides favouring error correction and audio-lingual drills, they enjoy group work and classroom discussion.

Studies, among others, Skripsi (2024) and Waluyo and Wangdi (2024), have revealed that English teachers are familiar with implicit grammar instruction, that almost all focus on a form-based approach, and that explicit teaching methods are used. According to Woymo *et al.* (2024), English teachers believe grammar instruction is useful for minimising students' flaws and errors. Xu *et al.* (2021) explain that they usually start their classes by explaining grammatical rules, writing these rules on the board and then asking students to practice through gap-filling exercises, substitution drills or repetition activities. In the Namibian context, most teachers incorporate Oshikwanyama in English

classes for two main purposes. Some teachers use Oshikwanyama to facilitate grammar instruction (Shapaka, 2024a). Other teachers use Oshikwanyama only to manage the classes when delivering important notices (Shapaka, 2024b); during instruction, they do not forget to provide grammar terminologies and provide direct feedback to students (Shapaka, 2025a).

Several studies, such as Yenkimaleki and Van Heuven (2022) and Zare *et al.* (2021), indicate that EFL teachers usually adopt one of the two methods. Some teachers prefer a deductive, explicit teaching method, which depends on presentation, practice, and production. Other teachers follow an inductive, implicit method which is based on exploration, explanation and/or expression. Studies such as Kodirovna (2024) and Khuong and Thi (2025) identify several reasons for the popularity of traditional teaching methods. One reason is a lack of time; many English teachers feel they do not have enough time to implement CLT in a 35-minute class. They believe that traditional teaching methods are more effective for a half-hour class. Some teachers lack enough theoretical and practical knowledge of new teaching approaches due to the outdated university educational system and the absence of systematic formal training. Teachers feel that the Ministry of Education does not supply them with updated materials, such as textbooks, and as a result, they only focus on traditional teaching methods (Shapaka, 2025b).

However, according to Sun and Révész (2021), in some contexts, students found English classes more enjoyable as they became more interactive. In Bežilová (2024), some English teachers and students found CLT beneficial, noting its effectiveness in enhancing students' speaking skills and communicative competence by allowing students to practice the English language in real-life situations with greater accuracy or fluency. According to Octaviani *et al.* (2024), by applying the CLT, students may use English for several purposes include narrative writing, conversation, interviews and reports. However, according to Yenkimaleki and Van Heuven (2019), teachers in both public and private schools prefer traditional teaching approaches that focus on immediate feedback and heavily rely on traditional exams as assessment tools.

Research literature (Alqahtani, 2019; Moskovsky, 2019) shows that many EFL teachers struggle with low language proficiency; as a result, teachers face difficulties in starting a conversation, communicating with students or negotiating meaning. According to Abahussain (2016), students also do not feel comfortable using communicative activities because they are accustomed to traditional activities. In Almadani (2025), large numbers of students in one class make it difficult for teachers to implement the CLT. Baillo *et al.* (2025) have explained that the inconsistency between CLT activities and the format of midterm and final exams further demotivates teachers and students in using CLT. Ejajo (2025) further posits that using commercial CLT textbooks which do not pay attention to Oshikwanyama values discourages EFL teachers from favouring CLT textbooks. According to Assalahi (2013), many teachers do not possess enough knowledge about the new teaching approaches and/or foreign cultures and as a result, teachers prioritise the traditional teaching approach. Estrada (2025)

further argues that while many teachers adopt new teaching approaches at the beginning, due to various reasons, they have reverted to the traditional teaching method. Bahumaid (2013) has further noted that many EFL teachers have used a communicative approach syllabus and materials mainly focused on teaching native speakers of beginners and ESL students. However, according to Tran and Thu (2025), these materials proved too advanced for some of the EFL students, especially EFL students with very low English abilities. According to Chowdhury (2014), most first-year EFL students struggled with communicative tasks due to low English proficiency levels. And according to Anh and Toan (2025), some students were not able to differentiate between English alphabet letters and/or their corresponding sounds. As a result, teachers have returned to traditional approaches since they found the CLT not helpful enough to improve English learning or assess students' progress.

The existing literature, like Moskovsky (2019) and Trang (2025), acknowledges the growing interest in adopting CLT as challenging, but not impossible. Several studies (Nalliveettil, 2014; Stathi & Mastrothanas, 2025) provide recommendations for successfully implementing the CLT approach in EFL classes. According to Wang (2013), EFL teachers need different types of training, including English and/or teaching method courses. In Kassu (2019), to use CLT successfully in the EFL classroom, English teachers should adapt to, rather than adopt, the CLT. Abad (2023) explains that this involves selecting only certain tasks that suit course objectives. Abdelgawad and Selim (2022) have suggested that EFL teachers and academic administrators are encouraged to increase parents and students' awareness of CLT and upgrade traditional assessments into the new ones, consistent with the CLT, such as writing portfolios. Abdullah *et al.* (2024) further explain that freedom should be granted to EFL teachers to choose syllabuses which match students' language levels and needs. Arfanti and Risnawaty (2021) suggest that remedial classes and technological facilities should be provided to help students to develop foreign language skills, while the primary phase EFL curriculum should be better aligned with the secondary phase EFL curriculum.

2.2 Instructional strategies and the teaching of speaking skills

Research literature (Hoang & Yen, 2024; Latupono & Nikijuluw, 2022) recommend instructional strategies to teach English speaking skills appropriately in context. According to Muhammad and Batubara (2023), CLT introduces new teaching methods, creating a diversified teaching process. In Ortega and Contreras (2021), the success in teaching language skills depends on giving proper attention to basic language skills of reading, writing, speaking and/or listening. In Saeedi (2023), the main aim of teaching English language skills is to enable students to express their ideas in the target language.

However, according to Saleh and Althaqafi (2022), although speaking is considered one of the basic language skills that teachers should teach via CLT, it has been widely noticed that teachers lack instructional strategies to teach speaking skills via CLT in the English classroom. Skripsi (2024) explains that speaking is the process of building and sharing meaning through the use of verbal and/or non-verbal symbols; it is a crucial

part of second language teaching/learning. According to Waluyo and Wangdi (2024), despite its importance, speaking has been undervalued; English language teachers have continued to teach speaking as a repetition of drills and memorizations of dialogues.

The existing literature (Woyimo *et al.*, 2024 & Xu *et al.*, 2021) acknowledges that today's world requires that the goals of teaching speaking should improve students' communicative skills to enable them to express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance. Yenkimaleki and Van Heuven (2022) argue that the goals of teaching speaking are to help students to become communicatively competent. According to Khuong and Thi (2025) and Zare *et al.* (2021), students in English language learning do not only learn to make grammatically correct sentences but also to develop the ability to use the language they learn for various communication purposes. Sun and Révész (2021) have noted that teaching speaking skills via CLT is a very important part of language teaching. Kodirovna (2024) further explains that it enhances communicative efficiency, and to achieve these goals, Bežilová (2024) argues that teachers use instructional strategies to teach language skills appropriately in context, using a wide range of techniques and procedures for teaching speaking skills via CLT. Octaviani *et al.* (2024) further explain that the CLT approach is a way of accommodating language learning to unfavourable environment of the classroom. According to Trang (2025), it is for this reason that many researchers have decided to explore teachers' teaching instructional strategies that promote the teaching of speaking skills via CLT in English classrooms.

2.3 Existing support mechanisms associated with the teaching of speaking skills

Empirical literature (Nalliveetil, 2014; Stathi & Mastrothanasis, 2025) has revealed that using audiovisual aids as a media tool in teaching speaking skills via CLT classroom can be helpful to teachers. According to Wang (2013), audiovisual aid is a tool to support teachings that are used as a medium in instruction to deliver materials to students. Kassu (2019) explains that audiovisual aid includes audio aid, visual aid and/or audiovisual aids. Abad (2023) further clarifies that audio aids are media that can be listened to, such as radios and cassettes while visual aids are media that can be seen, such as pictures, graphics, models and/or slides. Abdelgawad and Selim (2022) posit that instructional media that involve senses of sight and hearing are named as audiovisual media and the list includes movies, video and/or television, and they play a great role to teach speaking skills via CLT in English classrooms.

Extant literature (Abdullah *et al.*, 2024; Arfanti & Risnawaty, 2021) have shown that the use of audiovisual materials gives teachers the opportunity to promote information, introduce students to various materials for analysis, interpretation of teaching speaking skills via CLT. But, according to Arochman *et al.* (2023), the schools seem to lack audiovisual materials. In line with Chanratana *et al.* (2024) scholarly views, the rise of CLT combined with advances in technology has led to many options for teaching speaking in context, focusing on communication. Chung (2023) has argued that teaching speaking via CLT has thus moved beyond memorisation of rules and/or is more

firmly situated in helping teachers to develop the teaching for communicative competence, necessitating tasks which have allowed for noticing and consciousness-raising of communications.

Research literature (Eragamreddy, 2024; Fenyi *et al.*, 2021) has acknowledged the application of audiovisual materials in teaching speaking and ensures authentic language input to students. According to Hamuda *et al.* (2023), applying content-related audiovisual materials helps teachers to teach communication competence and get in-depth CLT to teach speaking. In Hoang and Yen (2024), materials provide stimuli to teachers which facilitate the opportunity for teachers to get background schemata of students. Latupono and Nikijuluw (2022) also explain that the use of audiovisual materials helps teachers to have an idea of the accent and measure pattern of teaching speaking via CLT. In Muhammad and Batubara (2023), audiovisual materials offer language teachers provisions to see the dynamics of communication since such materials are widely available via CLT. According to Ortega and Contreras (2021), using audiovisual aids as media in teaching speaking can be helpful to teachers. Saeedi (2023) explains that it is a tool to support learning, which is used as a medium in instruction to deliver materials to students via CLT. Nevertheless, in Saleh and Althaqafi (2022), audiovisual materials which support teaching speaking skills via CLT in the English classroom are not always available.

Existing literature (Skripsi, 2024 & Waluyo & Wangdi, 2024) supports the use of real objects for enhancements of practical communication abilities. According to Woymo *et al.* (2024), teaching communication using real objects is very useful to create many benefits for students to enhance communicative competence. In Xu *et al.* (2021), efficient real objects lead to accomplishments through speaking activities via CLT in the English classrooms. In Yenkimaleki and Van Heuven (2022), real objects are prioritised over work experience, motivation, and academic accreditation to promote CLT in English classrooms.

Zare *et al.* (2021) have explained that English second language students not only have limited opportunities to speak English outside classrooms, but also have little opportunity to communicate with their English teachers. And according to Khuong and Thi (2025), in order to address this situation, teachers should try to provide students with real-life situations or communicative activities to increase their speaking competency. In Sun and Révész (2021), teaching speaking skills via CLT is a good way to promote motivation and encourage teachers to teach speaking skills by applying real objects. Bežilová (2024) further explains that real objects are based on authentic and real-life materials which promote CLT to teach speaking skills, and they include graphic, visual sources, magazines, advertisements, newspapers, maps, symbols and/or objects. According to Kodirovna (2024), materials that are provided to guide teachers to teach speaking via CLT can be teachers' own life skills.

Empirical literature (Octaviani *et al.*, 2024; Yenkimaleki & Van Heuven, 2019) have emphasised that appropriate scripts play a very crucial role in keeping teachers engaged and allowing them to be successful in promoting CLT in teaching speaking skills in

English classrooms. According to Almadani (2025), teachers need to use authentic materials in meaningful contexts and promote CLT to teach speaking in the English classroom. In Abahussain (2016), authentic materials in meaningful contexts promote CLT to teach speaking skills in English classrooms and engage teachers to teach communicative competence. Baillo *et al.* (2025) suggest that a wide range of authentic materials should be given to students to promote CLT to teach speaking skills in English classrooms. In Alqahtani (2019), teachers usually claim they use authentic materials when they teach speaking skills via CLT in English classrooms. Ejajo (2025) suggests that English language teachers need to be aware of the use of authentic materials in meaningful contexts to promote CLT and teach speaking skills in English classrooms.

Extant literature (Assalahi, 2013 & Estrada, 2025) advises that teachers should design speaking activities in forms of role play, drama, and drill to promote CLT in teaching speaking skills in English classrooms. According to Bahumaid (2013), teachers have to design activities and tasks in forms that suit promoting CLT to teach speaking skills if they need to develop students' communicative competence. In Tran and Thu (2025), some activities requiring teachers' activity, like accurate production, require teachers to act as controllers, whereas in communicative tasks that demand students' group or pair interaction, teachers should act as facilitators by not intervening frequently. In Chowdhury (2014), they should instead allow students more opportunities to use the language at their disposal. Anh and Toan (2025) further clarify that teachers should try to be committed to securing such an interactive classroom by way of acting less dominantly. Moskovsky (2019) has noted that teachers often become understudied in oral classes to promote CLT in teaching speaking skills. In Trang (2025), acting as a facilitator and/or encouraging students to speak at given activities are opportunities to promote CLT to teach speaking skills. According to Nalliveetil (2014), presenting the lesson clearly, encouraging students and providing students with chances to use tasks are additional ways to promote CLT to teach speaking skills in the English classroom. Stathi and Mastrothanasias (2025) have argued that presenting students with tasks and/or encouraging them to use given tasks for speaking skills in the English classroom is another additional one. According to Wang (2013), teachers' implications of CLT in teaching speaking skills could be amended by continuous practice of providing students with tasks that encourage them to use the given tasks for speaking skills in the English classroom. Kassu (2019) further explains that creating a chance for students to communicate with each other from their real-life involves teachers in setting up activities, organising material resources, guiding students in group work, engaging contributions, monitoring activities, and diagnosing further needs of students.

Research literature (Abad, 2023; Abdelgawad & Selim, 2022) has revealed that with pair and/or group work, students can produce a greater amount of language output than they can produce in individual activities. According to Abdullah *et al.* (2024), teachers' motivational level is likely to increase and/or enhances students' communicative competence. In Arfanti and Risnawaty (2021), teachers need to create an opportunity to promote CLT without any pressure from their students. Arochman *et al.* (2023) have

argued that activities requiring pair and group work give teachers a safe opportunity to teach speaking skills via CLT in English classrooms. Chanratana *et al.* (2024) have noted that allowing students to interact with each other in pair/in group promote CLT to teach speaking skills in English classrooms.

2.4 Reading-writing-grammar relationship

Owing to the reading-writing-grammar activity, students had to perform in pairs. Students were asked to read the following passage about the evolution of written communication and then answer the questions that follow. The way we communicate through writing has (i) (to evolve) dramatically over the centuries. From the use of hieroglyphs in ancient Egypt to the modern digital text, each stage (ii) (to bring) about new ways of expressing ideas. In the medieval period, scribes (iii) (to copy) manuscripts by hand was a labour-intensive process. Invention of the printing press in the 15th century (iv) (to revolutionise) dissemination of information, allowing books and newspapers to reach a broader audience. In today's digital age, emails, instant messaging and social media (v) (to dominate), written communication. While these tools (vi) (to offer) immediacy and convenience, some worry that the quality of writing (vii) (to decline) as a result. For example, the use of the shorthand and the emojis (viii) (to become) commonplace, potentially affecting formal writing skills. Questions: change the verbs numbered (i)-(viii) in the passage above into the correct verb tense. Answers: (i) has evolved (ii) has brought (iii) copied (iv) revolutionised (v) dominate (vi) offer (vii) is declining (viii) has become. As clearly depicted in the excerpt above, ESL/EFL students should be taught language skills in integration rather than in isolation. Based on the excerpt above, attention should also be given to grammar integration in context.

3. Schema theory

This study was informed and based on the schema theory and the capacity theory of language comprehension, adapted by Abdullah *et al.* (2024), which are closely associated with the theoretical framework. According to Tracy and Morrow (2017), emanates from the constructivism theory, schema theory is a theory of learning which emphasises the active constructive of knowledge by individuals. In Anh and Toan (2025), constructivism here refers to the area of learning theory whereby individuals build upon their current understanding and knowledge to construct a new meaning or an elaborated meaning. And in Ling and Ling (2017), schema theory, as applied to the learning theory, is a positivist notion; it represents a truth about the way individuals learn. According to Arjuna and Rozimela (2020), from constructivism viewpoint, learning occurs when individuals integrate new knowledge with existing knowledge. And in Baillo *et al.* (2025), the integration of the new knowledge with existing knowledge can only occur when individuals are actively involved in the learning process. And according to Bežilová (2024), the usefulness of schema theory to speaking skills would be to consider the role

of both problem-based approach and social collaboration on the teaching of speaking skills in English as a second language.

According to Just and Carpenter (1992), schema refers to knowledge and the way it is organised in individuals mind. And according to Dereje (2021), schema theory includes processes through which individuals' existing knowledge structures are modified to incorporate the new information and the way in which schemata change across periods of time. Ejajo (2025) posits that according to schema theory, individuals need adequate background knowledge of text for comprehends to occur. Esayas (2019) further clarifies that individuals need to connect the materials that they are using with background knowledge on the topic that already exists in their minds. According to Estrada *et al.* (2025), the usefulness of schema theory to speaking skills would investigate the quality of the existing schemata (background knowledge) related to the speaking topic and the process of speaking skills in English as a second language. Fekadu and Hussen (2019) posit that schema theory examines whether or not the individuals are able to activate existing schemata and suggests ways to build the individuals' background knowledge if the existing schemata are not sufficient. From Mart (2019) perspective, every individual is unique in terms of what constitutes individuals schema in any particular area. In Tracy and Morrow (2017), likewise, every speaking experience is unique to each individual, too. And in Dewey (1916), thus, learning is a personal experience that intersects with cognition and nature, thought and theory have roles in the construction of the world, change involves action, and intelligence is incarnate in the overt action using things as means to affect other things. Namaziandost *et al.* (2019) argue that if we assume that at the heart of teachers' instructional strategies are the construction and the testing of theory, then the outcome is a result of a change in individual thought, which brings together action and environment. Octaviani *et al.* (2024) posit that moving on to action implies a power to act and/or the ability to influence the environment. And in Saeedi (2023), special emphasis is placed on the growth of individuals, the importance of the environment, and the role of the teacher in individuals' learning and teaching.

4. Capacity theory of language comprehension

According to studies conducted by Stathi and Mastrothanas (2025), the capacity theory of language comprehension refers to the way in which Working Memory (WM) capacity hinders comprehension. In Sun and Révész (2021), WM is a storage resource in which words and sentences are held for extended processing and/or integration with prior knowledge and as a mental workplace in which previous interpretation of the relations to incoming information in the schemata. In Tran and Thu (2025), WM capacity differs in individuals, and these differences cause individuals to understand these texts in different ways. And according to Just and Carpenter (1992), WM capacity hinders comprehension if the amount of activation available is less than the amount needed to perform the comprehension.

And according to Trang (2025), the capacity theory of language comprehension posits that both processing and storage are mediated by activation and that the total amount of activation available in WM varies among individuals. From Waluyo and Wangdi (2024) perspective, the larger capacity of individuals permits interaction among syntactic and pragmatic information, so their syntactic processes are not informationally encapsulated. In Williams (2024), likewise, the larger capacity of individuals permits them to maintain multiple interpretations. According to Woymo (2024), this theory is instantiated as a production system model in which the amount of activation available to the model affects how it adapts to the transient computational and storage demands that occur in comprehension. In Eragamreddy (2024), this theory has provided an integrated account of several central aspects of sentence comprehension for language comprehension. According to Tracy and Morrow (2017), the usefulness of the capacity theory of language comprehension to speaking skills would investigate the amount of the capacity of individuals that permits them to maintain multiple interpretations related to speaking topics and the process of speaking skills.

5. Material and Methods

5.1 Research design

Using a qualitative multiple case study research design, this study explores the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language. In Dey (2003), the theoretical underpinning of constructivism as applied to learning theory is an interpretivist notion. In Creswell and Creswell (2018) and Ling and Ling (2017), it represents an untruth about the ways individuals learn.

In this study, it is taken that the research paradigm takes prime position, meaning researchers should be certain about the research paradigm in which the research is carried out. According to Ling and Ling (2017), this is very important to make sure that all aspects of the research endeavour are congruent, the research exercise is coherent and/or outcomes are very appropriate and defensible. In this perspective, the interpretivist paradigm was used to provide evidenced, coherent and subjective insight into and/or understanding of the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region in Namibia.

The emerging nature of this study is best suited to a constructivist research design that can yield a rich understanding of key issues by minimising distance between a researcher and participants to develop practical and theoretical understanding; generate new and alternative understanding into concepts and issues under study, and argumentations also echoed by Leedy and Ormrod (2023). According to Dey (2003), the purely dominant positivist research design has adversely affected the relevance of resulting research because a researcher needs not only to consider technical aspects but also social aspects and their continuous interaction concerning the study, an approach to which the constructivist worldview is suited.

When a researcher is interested in immediate responses to a particular situation, such as this study, it may require that a researcher use subjective data since it is unlikely that objective data would have been collected at precisely the right times or instances. This is not to devalue positivist research design but to suggest that alternative approaches can supplement and strengthen this study since the quantitative approach cannot reveal this study's completely detailed story.

The investigation of the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region in Namibia cannot be studied outside of its natural setting, with its current focus on this contemporary issue. The issue is that control and/or manipulations of subjects, in this instance, the investigation of the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language, is not possible. The theoretical knowledge on the issue under investigation is limited and not yet mature. The case study method was thus a suitable method for this study; argumentations also have echoed by Dey (2003).

5.2 Participants

Using the Oshana Directorate of Education's latest statistics of 2025, the researcher selected 40 teachers from 40 schools in junior and senior primary and junior and senior secondary schools in the Oshana Region in Namibia. Teachers were chosen because they were involved in teaching speaking skills in English as a second language. Teachers' instructional strategies play an integral, pivotal role in influencing the teaching of speaking skills in English as a second language.

A criterion-based purposive sampling technique was used, based on the researcher's exposure to and engagement with 40 teachers from 40 schools in Oshana Region. The researcher utilised a criterion-based purposive sampling technique and only teachers with seven years of experience or above in teaching English as a second language were selected. According to the Oshana Directorate of Education's latest statistics of 2025, there are five Circuits in Oshana Region; they are Eheke, Oluno, Ompundja, Onamutai and Oshakati circuits. The researcher selected eight teachers for each Circuit. Notably, there are four phases in each Circuit: junior and senior primary phases and junior and senior secondary phases. The researcher selected two teachers for each phase.

Data was collected through an interview schedule and field notes to find participants' views on the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language in the Oshana Region. Data were collected using an interview schedule in which the same interview schedule was used to find participants' views on the role of teachers' instructional strategies on teaching of speaking skills in English as a second language in Oshana Region in Namibia. The study used an interview schedule with a written list of questions, which were covered during interview sessions and administered to participants. The same interview schedule was used for participants; however, an indication was shown whether answers were given by participants in junior, senior primary and junior and senior secondary to give another dimension to the research, possible findings and recommendations. Field notes were

taken during interview sessions. There was one interview session per participant for up to one hour and 20 minutes, depending on the number of responses to research questions. Participants were interviewed individually because they came from different schools, and every participant was different. A pilot test ensured the instruments' accuracy, reliability and appropriateness. Qualitative research experts reviewed interview questions for clarity and relevance.

In this study, data were analysed using typological analysis, content analysis, thematic analysis, Atlas.ti and MAXQDA. Categories pertaining to the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region were used to create patterned and/or thematic meaning from qualitative data. Major themes were derived from questions of the study, a description of each theme was done, analysed, interpreted critically and objectively. The researcher used Atlas.ti and/or MAXQDA to conduct thematic analysis, explore his coded material, and systematically analyse his data. While the name "MAXCODA" does not directly appear in the search results, MAXQDA is a prominent tool for content analysis tasks.

Following the advice of Creswell and Creswell, (2018), Dey (2003), Leedy and Ormrod (2023) and Ling and Ling (2017), among others, qualitative interview data were analysed using five levels of analysis (Levels 1 through 5) with additional level that considers data collection and recording process itself as first level of analysis (Level 0) as discussed explicitly below.

First, the researcher reviewed his notes immediately after each interview and added additional notes for clarity and detail. He then transcribed interviews in the same order as they were conducted as soon as he returned from fieldwork, using a de-naturalistic transcription style in which idiosyncratic elements of speech, such as stutters, pauses, nonverbal and involuntary vocalisations were removed.

Second, the case study narrative was both thematic and chronological because it explains the use of data, systems and information in relation to the role of teachers' instructional strategies in the teaching of speaking skills in English as a second language in the Oshana Region of Namibia. The following are primary themes which were established as key focal points for case narratives based on the interview schedule and notes which were taken:

- Instructional strategies teachers use to teach speaking skills;
- Instructional strategies teachers use;
- Existing speaking skills;
- Existing instructional strategies which enhance speaking skills;
- Existing speaking skills that are associated with instructional strategies.

The researcher shared case narratives with participants using member checking, asked them if there were any inaccuracies, misunderstandings, or missing content they were unhappy with for any reason, and they kindly let him know within two weeks; after that, he assumed they agreed with the write-up of the interviews. The researcher used member checking to assess the accuracy of qualitative findings by taking themes back to participants and asking whether they felt the themes were accurate. The researcher

triangulated information from the interview schedule and field notes to strengthen the depth of its findings, as data from one source supported data from another. The researcher checked transcripts to ensure they did not contain apparent transcription errors, compared data with codes, and wrote memos on codes and their definitions. The researcher then examined each information source and found evidence to support themes, ensuring that the study was accurate.

Third, the *priori* method was used with themes established before analysis based upon descriptors in the role of teachers' instructional strategies on the teaching of speaking skills in English second language in Oshana Region in Namibia.

Fourth, the researcher compared findings from the previous level to what has been reported in empirical literature.

Fifth, the researcher used identified themes and connections to explain his findings by considering what it all meant and what was necessary. The researcher developed a list of key points and important findings while thinking about what things he has learnt, what the major lessons are, and what possible applications to another setting were. The researcher studied what those who used the findings of the study would be most interested in knowing. In other words, the researcher interpreted data by attaching meaning and significance to the analysis through developing a list of critical points, essential findings that he discovered as a result of categorising and sorting data. The researcher then used direct quotations and descriptive examples to illustrate his points, bringing data to life.

Final, the researcher opted to present case narratives from Level 1 of analysis as stories, compare cases in Level 2 of analysis and formalise his cross-case analysis findings in Level 3 of analysis. The researcher compared the findings to the extant literature in Level 4 of analysis, included his description, commented on them, and protected participant anonymity by assigning numbers to cases, changing names, and/or omitting them to identify details without sacrificing rich description. The researcher opted to present the implications of the findings for the role of teachers' instructional strategies in the teaching of speaking skills in English as a second language in the Oshana Region of Namibia.

After all required permissions were sought and granted; the researcher sent a letter to participants informing them about the information concerning the study to avoid the reality and appearance of coercion. Participants were informed of the rationale, recording, transcriptions and/or safekeeping of audio-taped interviews. The researcher made sure that the participants signed informed consent, ensuring privacy in subsequent interviews, guarding against manipulating participants during data collection, and reporting processes. Anonymity and confidentiality were observed when reporting on the utterances and narratives of participants. Participants' names were replaced by pseudonyms to protect participants' identity, and participations were voluntary.

6. Findings

6.1 Instructional strategies and the teaching of speaking skills

This section presents findings on the role of teachers' instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region in Namibia. The section comprises the views of 40 teachers who participated in this study. Some teachers' responses were summarised and were presented in descriptive forms, while others were reported verbatim and were presented in italics. The theme presented in this section is derived from thematically analysed data obtained from interview schedules and field notes, with 40 selected teachers from 40 schools in Oshana Region in Namibia. The theme presented here is on the role of teachers' instructional strategies in the teaching of speaking skills in the English second language in the Oshana Region in Namibia. It is worth noting that the theme relates to the manner in which the interplay between the teachers' instructional strategies and measures of speaking skills could be constructed and developed to find interplay between them. In this study, the researcher has to determine whether 40 teachers understand the interplay between them, and this was done to respond to the question: Which instructional strategies are used by teachers to teach speaking skills in English as a second language? The thematic analysis of interview schedules and field notes data revealed six core themes that reflected instructional strategies that are used by teachers to teach speaking skills in English as a second language, and these themes include CLT, implicit grammar instruction, grammar translation methods, form-based approach, deductive explicit methods and inductive implicit method.

6.1.1 Communicative language teaching approach

"The CLT has been using audiovisual, authentic materials, providing a relaxed atmosphere and using intrinsically motivating procedures. CLT allows teachers to design speaking activities in the form of role play, drama and drills." (Teacher#1 at junior primary phase)

"CLT allows teachers to develop authentic material, create activities, tasks and pay attention to both processes and goals of learning. This strategy allows teachers to use English language teaching in context, applies new teaching methods and creates diversity teaching process." (Teacher#2 at senior primary phase)

6.1.2 Implicit grammar instruction

"Implicit grammar instruction helps teachers to provide feedback on grammatical structures and correct students' grammatical errors in class. Implicit grammar instruction allows teachers to teach speaking as a repetition of drills and memorisations of dialogues." (Teacher#3 at junior secondary phase)

"Implicit grammar instruction is useful to develop student grammatical competence and/or help them to make grammatically correct sentences. Implicit grammar instruction helps students to use English accurately and to enhance communicative efficiency." (Teacher#4 at senior secondary phase)

6.1.3 Grammar translation methods

"Grammar translation methods give attention to basic language skills of speaking and strengthen students' language skills. The methods give attention to error correction, audio-lingual drills in English classrooms." (Teacher#5 at junior primary phase)

"Teachers incorporate Oshikwanyama in English classes. They use referential questions that are similar to those encountered in real-life situations." (Teacher#6 at senior primary phase)

6.1.4 Form-based approach

"Form-based approach builds, shares meaning through using verbal and non-verbal symbols. Form-based approach helps students to learn how to follow social and cultural rules in each and every communicative circumstance." (Teacher#7 at junior secondary phase)

"A form-based approach helps students to develop the ability to use the language they have learned for various communication purposes. This strategy helps teachers to provide students with the social context required for the current situation." (Teacher#8 at senior secondary phase)

6.1.5 Deductive explicit methods

"Deductive explicit methods help students to improve communicative competence, allow students to become communicative competent. These methods help students to enhance communicative competence." (Teacher#9 at junior primary phase)

"Deductive explicit methods help students to use various strategies to express themselves in the classroom. These methods are a means through which socialising with others in and/or outside the classroom can take place." (Teacher#10 at senior primary phase)

6.1.6 Inductive implicit method

"Inductive implicit method helps students to learn English through communication, and helps to develop linguistic competence. Inductive implicit method also allows teachers to

change from dominator and commander's roles into organiser and explorer's roles."
(Teacher#11 at junior secondary phase)

"Inductive implicit method encourages communication and interaction in classrooms. This method creates and promotes a safe environment to enable the students to talk."
Teacher#12 at senior secondary phase)

Teacher responses seem to imply that instructional strategies play a crucial role in organising learning platforms, equipping teachers with the knowledge and skills needed to support the teaching of speaking skills. Responses also seem to mean that the teacher assists and evaluates the teaching of speaking skills while encouraging student participation. A possible interpretation for this finding can be that their participation in school activities boosts their morale and their learning. However, they need extra time to do this.

6.2 Instructional strategies used by teachers in Oshana Region

In order to determine instructional strategies used by teachers, the researcher asked the question: What instructional strategies do teachers use in the Oshana Region? Thematic analysis of interview schedules and field notes data revealed six core themes which reflected instructional strategies teachers use to teach speaking skills in English as a second language, and these themes include, among others, communicative approach, strategy-based instruction, educational games, drama-based interventions, Task-Based Language Teaching (TBLT) and storytelling.

6.2.1 Communicative approach

"The communicative approach is very effective in enhancing students' communicative competence. This approach allows students to practice the English language in a real-life situation with greater accuracy and fluency." (Teacher#13 at junior primary phase)

"Teachers and students find communicative approach beneficial; students find English classes enjoyable as they become more interactive. This approach enables students to express ideas in the target language to improve communicative skills." (Teacher#14 at senior primary phase)

6.2.2 Strategy-based-instruction

"Strategy-based instruction promotes teaching speaking skills via CLT in English classrooms. Strategy-based instruction accommodates language learning, enhances student communicative efficiency." (Teacher#15 at junior secondary phase)

"Strategy-based instruction helps teachers to develop strategies for communicative competence. Strategy-based instruction necessitates tasks which allow for noticing and consciousness-raising of communications." (Teacher#16 at senior secondary phase)

6.2.3 Educational games

"Educational games improve student pronunciation and/or language proficiency. Educational games are new teaching methods creating a diversified teaching process." (Teacher#17 at junior primary phase)

"Using audiovisual aids as a media tool in teaching speaking skills can be helpful to teachers. Audiovisual aid is a tool to support teaching that is used as a medium in instruction to deliver materials to students." (Teacher#18 at senior primary phase)

6.2.4 Drama-based interventions

"Drama-based interventions allow opportunity to teachers to disseminate and promote information; introduce students to various materials for analysis, interpretation of teaching speaking skills. Drama-based interventions provide students with real-life situations, communicative activities to increase their speaking competency." (Teacher#19 at junior secondary phase)

"Drama-based interventions help teachers to have an idea of the accent and measure the pattern of teaching speaking. Designing speaking activities in the form of a role play and drama promotes teaching speaking skills in English classrooms." (Teacher#20 at senior secondary phase)

6.2.5 Task-based language teaching

"Applying TBLT, a wide range of authentic materials is given to students to promote the teaching of speaking skills in English classrooms. Through using TBLT, the use of authentic materials in meaningful context promotes the teaching of speaking skills in English classrooms." (Teacher#21 at junior primary phase)

"Audiovisual materials offer the teachers the opportunity to see the dynamics of communication. Applying content-related audiovisual materials help teachers to teach communication competence and get in-depth strategy to teach speaking skills." (Teacher#22 at senior primary phase)

6.2.6 Storytelling

"Teaching speaking skills using real objects is a useful tool to create many benefits for students to enhance communicative competence. Real object leads to accomplishments through speaking activities via language teaching in English classrooms." (Teacher#23 at junior secondary phase)

"Real objects are prioritised over work experience, motivation, and/or academic accreditation. Real objects enhance practical communication ability." (Teacher#24 at senior secondary phase)

Although teacher responses showed varieties of instructional strategies, some obstacles faced by teachers includes time constraints, official restrictions, irregular contacts, technology and/or how they relate to each other. This finding can be attributed to the fact that there should be interplay between teachers' instructional strategies and the teaching of speaking skills dimensions.

6.3 Existing speaking skills in the Oshana Region

In order to determine existing speaking skills, the researcher asked the question: What existing speaking skills are in the Oshana Region? The thematic analysis of interviews schedule, and field notes data revealed six core themes which reflected existing speaking skills in Oshana Region, and these themes include communicative competence, language proficiency, audio-lingual drills, promotion of safe environment, encouraging communication interaction, teachers' motivation.

6.3.1 Communicative competence

"The rise of CLT combined with technology advancement leads to many options to teach speaking skills in context, which focus on communication. Via CLT, authentic materials provide stimuli to students; facilitate opportunity to teachers to get background schemata of students." (Teacher#25 at junior primary phase)

"Teachers use authentic materials in meaningful contexts to promote the teaching of speaking. Application of audiovisual materials in the teaching of speaking skills ensures authentic language input to students." (Teacher#26 at senior primary phase)

6.3.2 Language proficiency

"Using audiovisual aids as media in teaching speaking can be helpful to teachers. Audiovisual media support learning when used as a medium in instruction to deliver materials to students." (Teacher#27 at junior secondary phase)

"Instructional media that involve senses of sight and hearing play a great role in teaching speaking skills. Teachers should allow students more opportunities to use the language at their disposal." (Teacher#28 at senior secondary phase)

6.3.3 Audio-lingual drills

"An appropriate script plays a crucial role in keeping teachers engaged and allowing them to be successful in promoting the teaching of speaking skills. Designing activities and tasks in a form that suit promotion of teaching of speaking skills develops student communication." (Teacher#29 at junior primary phase)

"Using authentic materials in meaningful contexts promotes the teaching of speaking skills while engaging teachers to teach communication. Materials provide the guidance to teachers to teach speaking skills via audiovisual aid." (Teacher#30 at senior primary phase)

6.3.4 Promotion of a safe environment

"Communicative tasks demand students to work in group or pair interaction, and teachers should act as a facilitator by not intervening frequently. Acting as a facilitator encourages students to speak at a given activity for speaking." (Teacher#31 at junior secondary phase)

"Teachers should try to secure an interactive classroom by way of acting less dominantly. Teachers should motivate and encourage students to speaking through applying real objects." (Teacher#32 at senior secondary phase)

6.3.5 Encouraging communication interaction

"Presenting a lesson clearly, encouraging students and providing students with chances to use tasks promote the teaching of speaking skills. Providing students with tasks, encouraging them to use the given tasks for speaking, is vital." (Teacher#32 at junior primary phase)

"Creating chances for students to communicate with each other from real-life involves teachers in setting up activities, organising material resources, guiding students in group work, engaging contributions, monitoring activities and/or diagnosing further needs of students. With pair and/or group work, students can produce a greater amount of language output than they would produce individually." (Teacher#33 at senior primary phase)

6.3.6 Teachers motivation

"Presenting students with tasks and encouraging them to use given tasks promotes the teaching of speaking skills. Teachers' motivations are likely to increase to enhance students' communication." (Teacher#34 at junior secondary phase)

"Teachers need to have the opportunity to promote the teaching of speaking skills without pressure from students. Allowing students to interact with each other in pairs, in group promote the teaching of speaking skills." (Teacher#35 at senior secondary phase)

These distinct variations can be attributed to how teachers perceive the existing speaking skills. Delays in the application of these distinct variations are not acceptable; teachers should redress this practice. They must have expert power, pedagogical skills, and be able to apply them.

6.4 Instructional strategies which enhance speaking skills

In order to determine existing instructional strategies that enhance speaking skills, the researcher asked the question: Which existing instructional strategies enhance speaking skills in the Oshana Region? The thematic analysis of interview schedules, and/or field notes data revealed two predominantly core themes which reflected instructional strategies which enhance speaking skills in English as a second language, namely communicative approach and CLT strategy instruction.

6.4.1 Communicative approach

"Video-based teaching is recommended to be used to teach EFL speaking skills at the junior level. TBLT is recommended to Grade seven students' oral communication skills." (Teacher#36 at junior primary phase)

"Considering the learning obstacles students encounter in building confidence and fluency while speaking English, TBLT is more effective in increasing students' oral proficiency. TBLT, which employs real-life tasks and student-centred learning, is more effective in developing student oral communication skills." (Teacher#37 at senior primary phase)

6.4.2 Communicative language teaching approach

"Applying educational games as learning techniques with young learners can increase learners' engagement, improve knowledge absorption and retention, and give learners the opportunity to see real-world application. These notions advocate for the augmentation of speaking exercises in language pedagogy, emphasising interconnected dimensions of linguistic, cognitive, emotional and social facets within the language learning journey." (Teacher#38 at junior secondary phase)

These variations provide valuable insights which promote instructional strategies which enhance speaking skills. Teachers should strike a balance between instructional strategies and the teaching of speaking skills while also striking a balance between academic, professional and personal life.

6.5 Speaking skills that are associated with instructional strategies

In order to establish the existing speaking skills which is associated with instructional strategies, the researcher asked the question: What existing speaking skill is associated with instructional strategies? The thematic analysis of interview schedules, and/or field notes data revealed two predominantly core themes which reflected speaking skills associated with instructional strategies, namely communicative competence and language proficiency.

6.5.1 Communicative competence

“Understanding the complex interplay between learning strategies, teacher instructional strategies, and the teaching of speaking skills is crucial. Developing communicative competence and/or comprehension skills is very crucial.” (Teacher#39 at senior secondary phase)

“Using TBLT in language instruction improves student engagement and confidence in speaking. Speaking fluently is better when students are familiar with the content compared with the condition in which they are not.” (Teacher#40 at senior primary phase)

6.5.2 Language proficiency

“Teaching speaking skills through CLT is very promising. Students’ speaking skills regarding fluency, accuracy, and coherence are very critical.” (Teacher#36 at senior secondary phase)

These findings can be attributed to the fact that there should be interplay between speaking skills and instructional strategies dimensions of both the teachers and the teaching of speaking skills in English as a second language.

7. Discussion

7.1 Instructional strategies and the teaching of speaking skills

This section discusses findings on the role of teachers’ instructional strategies on the teaching of speaking skills in English as a second language in Oshana Region in Namibia. The first question answered by the study was: Which instructional strategies are used by teachers to teach speaking skills in English as a second language? As this study has witnessed, a variety of instructional strategies are used to teach speaking skills to enhance

teaching of speaking skills. This finding then suggests that instructional strategies facilitate and enhance the teaching of speaking skills, while creating a conducive environment for the teaching of speaking skills. The usefulness of schema theory to speaking skills would be to consider the role of both the problem-based approach and social collaboration in the teaching of speaking skills in English as a second language.

The prominent issues which emanated from the findings were that there is a direct link between teachers' instructional strategies and the teaching of speaking skills, which has a direct influence on the teaching, learning and/or assessment of speaking skills. Researchers such as Skripsi (2024) have found that teachers' instructional strategies allow the learning-focused process, which fosters improvement in the teaching and learning of speaking skills. One such finding is that instructional strategies and speaking skills interact to contribute to the development and enhancement of speaking skills in English as a second language. Several studies, such as Ortega and Contreras (2021), have found that instructional strategy is very crucial in advancing teachers' academic achievement in speaking skills in English as a second language.

In Baillo *et al.* (2025), research finding supports using the TBLT strategy in language instruction, suggesting that the strategy can improve student engagement and confidence in speaking skills in English as a second language. This finding implies that TBLT, which employs real-life tasks and student-centred learning, is more effective in developing speaking skills than traditional teacher-centred learning. According to a study by Ejajo (2025), ESL speaking proficiency is not merely about string together grammatically correct sentences, but it reflects students' ability to convey thoughts effectively and creatively. Exploring the cognitive mechanisms becomes imperative for teachers to enhance students' speaking skills using the three pre-task conditions (brainstorming, FonF, and metacognitive strategy instruction) on the cognitive process (planning, translating, revising) and the Complexity, Accuracy, and Fluency (CAF) of students' productions of speaking skills. Woyimo *et al.* (2024) have recommended that high school EFL teachers should implement communicative speaking activities, integrated into Form-Focused Instruction (FFI) while teaching speaking skills. To draw students' attention to speaking form, FFI implements different types of corrective feedback and implicit and explicit teaching of speaking techniques. This argument has led to the conclusion that form-focused communicative speaking instruction can assist students in advancing their pronunciation and the learning of speaking.

Another issue emanated from the findings was that teachers' instructional strategies promote and enhance the teaching and learning of speaking skills. However, studies, among others, Abad (2023); Abdullah *et al.* (2024) have found that while some teachers have enjoyed the teaching and learning process, others are frustrated because of insufficient preparation and training workshops, unclear procedures, coupled with poor academic literacy skills and lack of commitment shown by some of the students. Nevertheless, findings of this study confirm that all four instructional practices are associated with speaking skills: process-based instruction, comprehension-based instruction, self-regulation-based instruction, and strategy-based instruction. Studies like

Fenyiet *al.* (2021); Xu *et al.* (2021) indicate that teachers' instructional strategy is essential for students speaking skills, whereas Eragamreddy (2024) highlights that instructional strategy containing explicit instruction of speaking skills is very beneficial for students speaking skills (Shapaka, 2025b). According to Woymo *et al.* (2024), integrating FFI in the communicative language classrooms is the most recently used instructional approach to teach speaking skills. To draw the students' attention to speaking structures, the approach implements different integrative corrective feedback strategies. The FFI has been integrated with communicative speaking instruction to enhance the students' speaking fluency and their cognitive and behavioural attitudes toward speaking lessons.

According to Almadani (2025), the CLT approach is one of the recent methods employed in the EFL classroom to improve the student communicative competence. CLT encourages communication and interaction in the classroom to strengthen students' language skills and helps them practice a second language in real-life situations. According to a study by Bežilová (2024), in EFL education, language acquisition is a fundamental pillar upon which proficiency and fluency are built. In Sun and Révész (2021), this suggests that students are benefitting from FFI techniques when used in combination with information, opinion, reasoning-gap communicative speaking activities to help them to improve speaking fluency and/or change their cognitive and behavioural attitude towards speaking lessons.

7.2 Instructional strategies used by teachers in Oshana Region

The second question answered by the study was: What instructional strategies do teachers use in Oshana Region? As this study has documented, a variety of instructional strategies are used to teach speaking skills to promote the teaching of speaking skills. In this study, the primary issue encompassing this finding is attributed to how instructional strategies monitor communication to teach speaking skills. These findings then suggest that instructional strategies foster a culture of open communication in the teaching of speaking skills. The usefulness of schema theory to speaking skills would investigate the quality of the existing schemata (background knowledge) related to the speaking topic and the process of speaking skills in English as a second language. In this study, the primary issue encompassing these findings is attributed to how instructional strategies monitor communication to teach speaking skills. This finding then also suggests that instructional strategies foster a culture of open communication in the teaching of speaking skills.

In this study, principal issue encompassing these findings is that this link is attributed to the manner teachers' instructional strategies are used to monitor teaching, and learning of speaking skills, thus confirm similar study by Hamuda *et al.* (2023), evidence to Abdelgawad and Selim (2022) argumentation that explicit instruction of teaching speaking skills helps students to acquire effective learning speaking habits while enhancing students speaking skill abilities. However, according to Estrada *et al.* (2025), effective speaking habits might not be naturally acquired through implicit learning. Students need to be taught how to use these speaking habits in their own speaking

process, an argumentation also congruent with Arfanti and Risnawaty (2021). Students' speaking habits are enhanced if they are exposed to various speaking habits. According to Almadani (2025), students should be explicitly taught the combination of speaking habits to enable them to actively perform in various speaking habits, an argumentation that corresponds with Waluyo and Wangdi (2024). The main reason why some students struggle with speaking skills is that they lack prerequisite knowledge of speaking skills (Shapaka, 2024a). According to Abdullah *et al.* (2024), Nalliveetil (2014), speaking skill difficulties are associated with a lack of background knowledge, poor word recognition, limited vocabulary and a lack of understanding of word meanings.

According to Estrada (2025), difficulties of elementary teachers when teaching their non-English speaking students are associated with language acquisition difficulties and emotional behavioural hindrances in learning. Strategies elementary teachers used when attempting to improve students' language acquisition include, among others, comprehensive and/or adaptive teaching approaches for language learning, positive classroom climate and cultural adaptation. The elementary teachers' insights include personalised guidance and/or support in education, intrinsic rewards of teaching, and continuous growth and/or excellence in teaching practice. And according to Tran and Thu (2025), pragmatic competence (knowing how to use a language under specific social and cultural circumstances is vital to effective communication. This finding then suggests a gap between students' awareness and/or their actual communicative performance, highlighting the need for curriculum improvements.

In Sun and Révész (2021), task repetition is a useful pedagogical tool in instructed ESL students' contexts. Waluyo and Wangdi (2024) have supported the use of TBLT in language instruction and suggest that the approach can improve student engagement and confidence in speaking English. By encouraging active participation and/or personal expression, teachers can lay the groundwork for genuine empowerment among students. According to Octaviani *et al.* (2024), even though the influence of the mother tongue on English pronunciation is quite strong, several methods and/or techniques can be applied to reduce problems in pronouncing English words. In particular, Stathi and Mastrothanas (2025) have suggested that drama-based methodologies offer more than just temporary relief.

The sample of this study revealed that teachers use a communicative approach to teach students to communicate with each other in classrooms. Students, too, are drilled on how to practice speaking. That said, it should be noted that the concern in this study was on the role of teachers' instructional strategies on the speaking skills, not vice-versa (cf. Methodology Section). However, a possible interpretation for this finding can be that there are arrangements for the implementation of the ministerial mission and vision statement within the educational setting (MoEAC, 2024). As a result of the top-down cascades of ministerial mission, vision and/or policies (Shapaka, 2025a), some teachers may have difficulties to adapt and/or change status quo. However, anomalies like these should be addressed by involving various stakeholders in the planning, implementation, evaluation, and reflection process (Shapaka, 2024b).

7.3 Existing speaking skills in the Oshana Region

The third question answered by the study was: What existing speaking skills are in the Oshana Region? As this study has demonstrated, a variety of speaking skills is used to advance the teaching of speaking skills in English as a second language. The profound issue noteworthy from the study is that instructional strategies used by teacher empowerment the teaching of speaking skills. These findings suggest that instructional strategies promote the teaching of speaking skills. According to schema theory, learning is a personal experience intersecting with cognition and/or nature, thought and/or theory have roles in the construction of the world, change involves action, and intelligence is incarnate in the overt action using things as means to affect other things.

Another principal issue noteworthy from the study is that teachers use instructional strategies to monitor teaching, learning of speaking skills, and to ensure that students' speaking skills are taken care of. This finding is very consistent with the previous study by Chung (2023), which assessed the usefulness of audio-lingual drills which empower students, promote academic well-being, provide learning opportunities and/or improve the quality of students' learning. The finding points that teacher instructional strategies fostering collaborative learning and continuous improvement. This finding correlates with the study by Chanratana *et al.* (2024) on the importance of communication, cooperation and/or trust within the group. A similar study by Skripsi (2024) has explored the roles of speaking processes, and teachers' methodologies: silent, subvocalisation, speaking performance of ESL students, considering cognitive strategies of impulsivity and reflectivity. By comparison, according to Xu *et al.* (2021), effective ways of acquiring a second language require teaching, learning through e-learning, self-regulated learning; constructivism methods of learning, which may be practical and useful for EFL students. These findings corroborate recent studies by Arochman *et al.* (2023); Chung (2023); and Ortega and Contreras (2021), which have demonstrated the benefits of speaking skills and student engagement, which in turn enhance cross-context transfer in ESL instruction in the Namibian context.

In Woyomo *et al.* (2024), communicative speaking instruction taught using information, opinion, reasoning gap, communicative speaking activities integrated with explicit and implicit, planned and accidental, enhanced input-based and integrated form-focused activities contribute to the development of students' pronunciation and teaching of speaking. Form-focused communicative speaking instruction assists the students in advancing their pronunciation and speaking skills. According to Waluyo and Wangdi (2024), TBLT is an appropriate approach for low-proficiency students who are learning ESL/EFL. Pedagogically, English teachers should incorporate TBLT and a variety of speaking tasks into course design and instruction.

According to Chanratana *et al.* (2024), students' language acquisition has been associated with the promotion of students' speaking interest. Knowledge of different teaching strategies on students speaking outcomes and interests in speaking promotes students speaking skills. In Saedi (2023), to expand language acquisition, students should make it a habit to learn new words regularly, identify unfamiliar words while

listening, and look them up in a dictionary to understand their meanings. Additionally, students should create flashcards or use online tools to memorise the new words. According to Saleh *et al.* (2022), in the age of internet and mobile phones utilisation, the same strategy should be applied to enhance speaking skills in a more interesting, entertaining, nuance manner for students. And in Arfanti and Risnawaty (2021), communicative competence is an excellent skill that enhances both speaking skills and critical thinking skills.

According to Ejajo (2025), instructional opportunities of teaching speaking skills through CLT in the English classroom have been related to fertile material, psychological situations, activities, tasks, and social situations that promote CLT in teaching speaking skills. Fertile materials that can promote CLT in teaching speaking skills include audiovisuals, real objects and/or recognising scripts. Psychological situations include providing a relaxed atmosphere, intrinsically motivating procedures, and an internal drive that pushes the teacher to teach speaking skills. Considering design speaking activities in the form of role play, drama and drilling, acting as a facilitator/monitor and encouragement, requiring maximum responses from students to participate successfully in oral interaction, are activities and/or tasks which relate to situations which promote CLT in teaching speaking skills. Social-related situations which promote CLT in teaching speaking skills provide students with tasks encouraging them to use the given tasks for speaking skills, creating a chance for students to communicate with each other in their real-life and allowing students to interact with each other in pairs or in groups.

7.4 Instructional strategies which enhance speaking skills

The fourth question answered by the study was: Which existing instructional strategies enhance speaking skills in the Oshana Region? As study has indicated, a variety of instructional strategies are used to enhance the teaching of speaking skills to promote/advance the teaching of speaking skills in the English second language. In this study, the principal issue encompassing these findings is that teachers predominantly use FFI, TBLT and CLT to enhance speaking skills in English as a second language. Teachers ensure that speaking assessments enable performance in the speaking activities. And the usefulness of the capacity theory of language comprehension to speaking skills would investigate the amount of the capacity of individuals that permits them to maintain multiple interpretations related to speaking topics and the process of speaking skills. From this perspective, several studies, such as Waluyo and Wangdi (2024) have identified a positive association between classroom engagement, communicative proficiency, and the students' speaking performance, with engagement emerging as a significant predictor among highly and moderately engaged students in comparison to less engaged peers. In Saleh and Althaqafi (2022), applying gamification as a learning technique with students increases their engagement, improves knowledge absorption and/or retention, and gives students the opportunity to see real-world application. And according to Almadani (2025), CLT's main focus is to develop communicative competence. CLT emphasises the use of language in certain contexts, including formal

and informal, while students interact with each other, although their language proficiency level might be low. CLT encompasses four speaking skill competences: linguistic, sociolinguistic, discourse, and strategic competences.

According to Octaviani *et al.* (2024), the influence of mother tongue on English pronunciation is strong in long vowels, consonant sounds, words, and emphasis at the beginning, middle and end in pronouncing English words. These anomalies include the strong influence of the first language on English pronunciation, especially in terms of phonetic and phonological differences. However, it is important to note that individual student characteristics, such as age, motivation, and aptitude, also play a role in pronunciation acquisition. And according to Baillo *et al.* (2025), considering learning obstacles students encounter in building confidence and fluency while speaking English, the role of TBLT is more effective than the traditional teaching role in increasing students' oral proficiency. Although the influence of mother tongue on English pronunciation is quite strong, various methods, techniques, and/or strategies can be applied to reduce problems in pronouncing English words.

7.5 Speaking skills that are associated with instructional strategies

The fifth question answered by the study was: What existing speaking skill is associated with instructional strategies? As this study has encountered, a variety of speaking skills is associated with instructional strategies to promote the teaching of speaking skills. In this study, the principal issue encompasses these findings is that teachers have predominantly focused on communicative competence and language proficiency in order to ensure the teaching of speaking skills in English as a second language. WM capacity hinders comprehension if the amount of activation available is less than the amount needed to perform the comprehension. Studies such as Latupono and Nikijuluw (2022) indicate that teacher instructional roles play an important part in teaching and/or learning of speaking skills. Teachers' instructional strategies are positively associated with students' speaking performance and a culture of continuous improvement in speaking skills. Studies such as Abad (2023) and Abdelgawad and Selim (2022) have found a positive association between instructional strategies, teaching and learning practice in speaking skills. Researchers such as Hoang and Yen (2024) recommend that students should be provided with explicit instruction in speaking skills to help them to understand the tasks they are asked to perform/talk about.

The very most obvious findings emerge from the study are that this direct link between teachers' instructional strategies and the teaching of speaking skills is attributed to the factors that determine the choice of teachers' instructional strategies. According to Almadani (2025), one area concerns the assumptions that teacher training and strategy adoption will translate automatically into better teaching of speaking skills. As noted by Williams (2024) and Yenkimaleki and Heuven (2022), the success of instructional strategies usually depends on contextual factors, including class size, the availability of teaching resources, and the students' prior linguistic exposure. Similarly, while several studies (Maulina *et al.*, 2021; Waluyo & Wangdi, 2024) stress the need for teachers to

study/learn application of instructional strategies, the absence of concrete examples of successful instructional strategy implementation limits the practical utility of these claims to the educators. While studies like Almadani (2025) and Ejajo (2025) emphasise the importance of teachers' strategies on the teaching of speaking skills, these studies stop short of exploring how students perceive or respond to these teachers' strategies, an omission that limits the full understanding of the teacher-student dynamic. In Maulina et al. (2021) and Waluyo and Wangdi (2024), the claim that instructional strategies directly lead to improved outcomes might be slightly overstated given the two studies' reliance on teacher self-report rather than objective measures of student performance.

According to Abdelgawad and Selim (2022), video-based teaching is especially important; it enables teaching of speaking skills to be more interactive. Video-based teaching using websites such as YouTube is more interesting, stimulating and challenging than the traditional audio-based language instruction. In Stathi and Mastrothanasis (2025), drama-based pedagogical approaches can play a pivotal role in supporting the teaching of speaking skills, while in Estrada *et al.* (2025), a cooperative approach focusing on inclusivity, communication, and comprehension is very crucial to overcome language barriers in the teaching of speaking skills. Cooperative teaching involves creating a nurture classroom environment while using visual aids, technology, providing tailored instruction, and/or fostering a strong connection with stakeholders. Cooperative teaching ensures that every student feels valued, empowered, and capable of success.

8. Conclusion

Based on the design used and findings of the study, teachers instructional strategies play a very critical role in the teaching of speaking skills affecting the teaching of speaking skills resulting in positive and negative teaching of speaking skills. It was then evident from the study that teachers should revisit, study, and apply instructional strategies to enhance, and promote the teaching of speaking skills in English as a second language in Oshana Region in Namibia.

In view of the findings of the study, the following recommendations are made for practice: First, teachers should use instructional strategies to promote and/or improve the teaching of speaking skills. Second, teachers should apply instructional strategies to influence the development of the student speaking abilities. Lastly, teachers should study and learn the application of instructional strategies, apply them to optimise their success and enhance the teaching of speaking skills.

I acknowledge that this research has limitations. Only 40 teachers were selected for interview sessions and field notes in which the role of teachers' instructional strategies and the teaching of speaking skills were of interest. The researcher utilised the criterion-based purposive sampling technique and/or only teachers with seven years of experience and/or above in teaching English as a second language were selected. This selection might have influenced responses. The researcher attempts to explore the role of teachers'

instructional strategies on the teaching of speaking skills in English as a second language where teachers are influential individuals in schools. Responses might be affected by this. The sample size includes public school teachers who volunteered to participate in the study, with the exclusion of private school teachers. Therefore, a question of generalisability to the private school teachers is a limitation. Its scope is confined to the Oshana Region in Namibia, which narrows the generalisability of its findings and thus, limits the broader applicability of its findings. I acknowledge reliance on self-reported data which could introduce bias as teachers' perspectives may be influenced by their experiences and perceptions of their own effectiveness. While the study looks thorough in exploring teachers' strategies, it does not directly measure the student speaking outcomes via standardised testing or observational metrics that could strengthen the linkage between teachers' instructional strategies and speaking results highlighting a gap between teacher practices and actual learning results. However, this study has applied a multi-method approach in which more than one data collection techniques and/or their corresponding data analysis procedures were used to strengthen analysis and possibly to enhance the robustness of findings. Based on findings of this study, the following recommendations are made for the future research: Future research should conduct longitudinal comparative studies across different regions, exploring the role of teacher instructional strategies and the teaching of speaking skills to enable a deeper understanding of how instructional strategy operates, and/or vary in different systemic conditions. This also allows for more context-sensitive, longitudinal, and/or evidence-based explorations of instructional strategies and teaching of speaking skills in different settings. The acknowledgement that teachers roles was not directly measured through the standardised assessments points to a need for future research to incorporate more objective metrics, echoing critiques found in a wider literature on studies of teaching speaking skills. Similarly, the acknowledgement that student outcomes was not directly measured through the standardised assessments points to a need for the future research to incorporate more objective metrics, echoing critiques in broader literature, where researchers often call for more objective measures of language proficiency to complement qualitative insights.

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Conflict of interest statement

This study was free of any potential conflicts as it was an independent work.

About the Author

Born at Okanya Village, Ongandjera, Namibia, in 1967, this author became an ordinary teacher in the Ministry of Education, Arts and Culture in 1990, Head of Department in 2005, and school principal in 2007. Author's educational background include Doctor of Philosophy in Education in education management from University of South Africa, Pretoria, 2021, Master of Education in education management, leadership and policy studies from University of Namibia, Windhoek, 2017, Postgraduate Diploma in Education in education management from University of South Africa, Pretoria, 2007, Bachelor of Education in education management from the Rand Afrikaans University, Johannesburg, 2004, Further Diploma in Education in English language teaching from the Rand Afrikaans University, Johannesburg, 2001 and Diploma in Education in English and Oshindonga from the Ongwediva College of Education, Ongwediva, 1996. The author's field of expertise and field of academic interests include education management, education leadership, school governance, education law, policy studies and language education. The author's field of publication expertise and academic publication interests focus on Southern Africa, particularly in Namibia, the Oshana Region.

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