

The Effect of Advisory Teachers' Instructional Strategies on the Implementation of the Revised Curriculum for English as a Second Language

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Abstract: The aim of the study was to explore the effect of the advisory teachers' instructional strategies on implementation of the revised curriculum for English as a second language. Data was collected through interview schedule, field notes and the open-ended questionnaire. Criterion purposeful sampling technique was used to select five advisory teachers from advisory service in Oshana Region. Data analysis was conducted using typological analysis, content analysis and Atlas.ti. The findings established effect of advisory teachers' instructional strategies on implementation of the revised curriculum for English as a second language, the prevailing instructional strategies used and the association between instructional strategies and existing implementation of revised curriculum at schools. Advisory teachers need to study and learn the application of instructional strategies, apply strategies to optimise their success and enhance implementation of the revised curriculum which may result on students academic outcomes. Advisory teachers' instructional strategies have an effect on implementation of revised curriculum that affects schools, teachers' performance which could results in positive and/or negative student academic performance.

Keywords: English second language, instructional strategies, revised curriculum.

1. INTRODUCTION

Instructional strategies have been playing a vital role in English as a second language. Its usage provides potential benefits for improving strategic competences in English as a second language. Strategy-based learning is one of the most effective approaches for implementing instructional strategies (Su et al., 2023). Several studies have indicated that students use strategy-focused instruction which includes vocabulary development and clustering of activities as well as writing frames that encompass sentences and paragraphs compositions (Mpfu, 2024). Various studies have indicated the usefulness of curriculum content, advocate revising the curriculum for solving challenges that teachers are facing in the implementation of the curriculum as well as improving resources for the development of student writing skills (Djafar et al., 2023). However, the current state of research on instructional strategies in English as a second language is fragmented as it does not deliberate clearly on conditions for effective implementation of the revised curriculum.

Technologies have become part of daily life of each student. To keep up with time, education has to evolve and customise, providing students with meaningful learning environment. Majority of teachers introduce learning technologies since they serve as powerful tools for efficient student participatory learning. Technology-aided learning environment enhances the learning outcomes in language acquisition and stimulates the implementation of quality learning (Srebnaja, 2020).

The increased emphasis on youth and next generations' education, growth and employability has created priority for substantial, drastic and fundamental reform and development in the education sector to cope with the 21st century education

system that is based on student-centred approach. Curriculum is a social artefact and supreme paradox designed for social construction and human purpose aims to imparting knowledge to students. The development of curriculum guides focuses on helping the teachers to use effective teaching methods and reflecting the language importance through vocabulary, reading, speaking, listening and/or writing skills. These types of skills help teachers to utilise different types of teaching methods and educational resources to achieve high teaching quality (Ahmed, 2021).

Studies have revealed that lack of resources, overcrowded classes; learner absenteeism, lack of parental involvement, learners' lack of motivation, learners' poor attitude, lack of support from advisory service, lack of refresher workshop and learners' lack of exposure to English language programs inhibit curriculum implementation (Saleem et al., 2021). There is also urgent need for provision of textbooks and buildings to accommodate all learners, reducing teacher-learner ratio in the classrooms coupled with capacity building workshops for teachers, and changing medium of instruction of the junior primary grades from Oshikwanyama to English medium of instruction (Haufiku et al., 2022).

The implementation of the revised curriculum has been faced by challenges related to shortages of instructional materials, limited funding provisions, teachers' perceptions and attitudes towards the revised curriculum, as well as the lack of training and continuous support provisions to both teachers and school principals (Katshuna & Shikalepo, 2023). The implementation of the revised curriculum has been characterised by flaws which implicate the process of teaching and learning. It seems implementers of curriculum are not cognisant of the challenges facing implementation and/or devise mechanisms to minimise the challenges which implicate successful teaching and learning (Azman, 2024). In many schools, performance of students has been on a downward trend with a progressive decrease in the number of students who scored grade C+ and above for the last five years (2019 to 2023).

Studies have revealed that the training on curriculum implementation was haphazardly offered. Some schools still need workshops for vocational subjects coupled with a shortage of vocational subject teachers, science and computer laboratories (Bastasa & Guhao Jr, 2024). Others schools have faced challenges related to low teacher-learner ratio in rural schools versus high teacher-learner ratio in urban schools. There is also a need to fund learner support initiatives. Another challenge is that revised curriculum is designed in a top-down cascades approach (Josua, 2022).

Language curriculum reform can be a very challenging and demanding endeavour; however, it is crucial for language teaching and learning process. The findings of various studies have pointed to the dual function of curriculum policy change which is aimed at improving students' language proficiency. Language curriculum reform should be planned and implemented comprehensively by identifying grassroots issues to achieve specific purposes (Ulla et al., 2022). While reforms in language education aimed at addressing country's language proficiency problem, there has been limited empirical studies exploring how these reforms are implemented at institutional level (Lei & Medwell, 2022).

Studies have indicated that only eight of the 36 teachers have a medium of instruction in one of Namibia's native languages that is six in Afrikaans, one in Khoe-Khoe and one in Oshiwambo. English supersedes the mother language teaching as the default medium of instruction in many heterogeneous classrooms although it is not a mother language. Parents are requesting that their children should be enrolled in English medium of instruction streams as opposed to the mother language streams (Ashton et al., 2020).

Oshana Region statistical results for 2023 overall performance have revealed that only 23.1% qualify for tertiary institution. The results for English second language have revealed that only 65.1% were graded A-D. By comparison with the other languages that 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] 2023).

Considering the above, this study sees an urgent need to investigate effect of advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language. The aim of this study was to explore the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language in Oshana Region.

The overarching primary research questions the study explored were:

What effects do the advisory teachers instructional strategies have on the implementation of the revised curriculum for English as a second language in Oshana Region?

Which instructional strategies do advisory teachers use in Oshana Region?

Which existing instructional strategies that enhance implementation of the revised curriculum?

What existing revised curriculum implementation which associates with instructional strategies?

What challenges associate with the implementation of the revised curriculum?

2. LITERATURE REVIEW

Instructional strategies and the implementation of the revised curriculum

Many countries have considered curriculum reform as an important and necessary step to make schools enter 21st century and respond to a fast changing world. In recent years, many countries have engaged in curriculum reform as attempt to equip students with the knowledge, skills and competences needed for tomorrow (Saputra, 2023). However, how to initiate change in efficient and effective way remains challenging. There is a missing step between intention and realisation of revised curriculum, crystallising what has been posited in instant literature the implementation gap. Curriculum reform has long been implemented from top-down perspective, although there has been noticeable paradigm shift towards bottom-up approach by emphasising central role of teachers in the process (Vu & Nguyen, 2021).

Blended learning in English second language has become growing trend in sustaining education delivery in any institutions. The impact of the industrial revolution has made the integration of technology vital in the teaching and learning process. The impact of the industrial revolution has placed more emphasis on the incorporation of technology in English second language pedagogy. The prominent issues that emerge include, among others, collaborative-based learning, learning management systems, social media applications, and technology-based learning (Ramalingam et al., 2022).

Studies have revealed that teachers struggle to teach the new content as students lack adequate background knowledge needed to learn English. The unique language of subject and insufficient assessment activities in the prescribed textbooks constrained the teaching of English. In addition, school management and English specialists have been found applauding the support offered to teachers and provision of regular advisory services to them because of insufficient knowledge of the subject and inadequate supervision skills (Ngwenya et al., 2021).

Collaborative design has enhanced professional development and implementation of curriculum change in which teachers develop competencies and practice and they develop ownership of the change. The effects of curriculum design teams in reference to learning outcomes for teachers in areas such as pedagogical content knowledge and design, knowledge and skills became manifest in outcomes of curriculum design process and in appreciation by stakeholders. The professional development in reference to the collaborative design teams, which is specific and linked to the curriculum, influences teachers' knowledge, practice, impacts implementation of the curriculum change (Saleem et al., 2021).

Studies highlight many areas of concern like lack of ongoing professional training for language teachers, unsuitable and incompatible curriculum and neglecting of communicative skills which inhibit the implementation of the revised curriculum (Jabeen, 2023). It is important to understand student expectation, language attitudes, expectations from the course and student learning habits in order to design efficient and effective curriculum. However, it is not only students who play important role in the development and implementation of the curriculum. Other stakeholders also play an important role in the design and implementation of language curriculum (Vu & Nguyen, 2021).

Teachers play a very pivotal role in the implementation of the curriculum. Researchers, however, disagree on what constitute teachers' beliefs, how teachers' beliefs influence revised curriculum implementation, and how teachers' beliefs differ by gender. While some beliefs such as the need for skills and effectiveness in teaching are considered positive, others are considered negative such as difficulty in developing digital literacy, large classrooms, additional training that should be provided and teaching and learning materials that are severely lacking (Majid et al., 2022). Teachers have competing beliefs about the development of core competencies. Several studies have discovered that there are gender differences in how teachers implement core competencies in the classrooms. One major implication is that the government and/or schools should increase collaboration and support for teachers through regular and effective training on various segments of the curriculum and ensure that resources are adequately provided for their use (Appiah & Owusu, 2023).

Curriculum changes have both positive and negative effects on teaching and learning of English language. The positive effect includes increased exposure to different genres and texts, improved communication skills, and enhance critical thinking abilities. Negative effect includes increased workload and stress for the teachers and students (Nevenglosky et al., 2021). Some strategies for improving the teaching and learning in English language include providing teacher guidance and developing relevant/engaging materials, adopting learner-centred and interactive approaches. As such, curriculum change is a necessary and beneficial step for improving the quality of English language education, but it required more attention and resources from stakeholders to ensure its successful implementation and sustainability (Anjorin-Ojewole, 2023).

The English language curriculum spells out various segments, topics and subtopics that teachers should teach within a specified time whereas syllabus specifies various topics and sub topics that should be taught in integration to enhance meaningful learning. For this meaningful learning to take place teachers should be knowledgeable in subjects, approaches, techniques and skills to help students to achieve competencies in particular subject. However, teachers have experienced pedagogical challenges when implementing revised curriculum (Qomariyah & Khasanah, 2023).

Teachers need accurate information before the expected implementation occur, understanding of the demands on personal time, desire for collaborative professional learning, peer-collaboration, and the access to curriculum resources. Implications for curriculum changes include providing administrators with accurate information to support the teachers during the curriculum changes and substantiation for benefits of understanding concerns prior to curriculum change to improve curriculum fidelity (Nevenglosky et al., 2021).

A revised curriculum which integrates reading and writing activity focuses on meaning making with texts focus on fluency before accuracy is preferred to skill-based curriculum. Support for this approach is found both in first and second language literacy development research, yet it has not been widely adopted in the development of the writing programs (Srebnaja, 2020). Revised curriculum is well-serving the development of academic literacy needs of skilled students as they have demonstrated reading, writing with greater ease and speed. They understand and produce texts with greater rhetorical awareness, have developed strategies for talking about, and working with variety of academic text. The development of these literacy practices has been well received by both teachers and students prepare the latter to participate successfully in the required writing composition course (Nyoni et al., 2023).

Many teachers have expressed uncertainty about implications of changes, what a shift to student-centred teaching and learning means, demand collaborative professional learning. This highlight need to introduce new thinking and practices to consider teachers understanding and experiences of the curriculum, the way in which they understand the purposes of changes, and understanding of policy intentions (Lei & Medwell, 2022). As such, teacher collaboration and engagement, the time devoted to review and reflection on their teaching, encouraged progressive changes, a shift from top-down professional learning programs to collaborative approaches to teacher education to address reform-driven educational changes are critical (Dastgahian & Scull, 2022).

Challenges associate with the implementation of the revised curriculum

Various studies have indicated that English teachers are faced challenges while implementing the revised curriculum such as lack of communication skill, inappropriate teacher trainings, teaching methods, lack of teaching resources and aids, inappropriate assessment procedures, misalignment of content of English textbooks, insufficient institutional resources and inappropriate government policies pertaining to the English curriculum implementation (Saleem et al., 2021). Studies have revealed that revised curriculum has not been implemented effectively due to lack of materials, overcrowded class, insufficient class hours, lack of gradual implementation, lack of guidance and support for teachers, lack of internet and low level of determination exams (Majid et al., 2022).

Studies have revealed that teachers, students, and schools experience panic in implementing the revised curriculum because it affects mentality of all elements of the school involved. Teachers panic to readjust new rules and their teaching abilities. In terms of administrative adjustments, schools make adjustments that take a long time like holding workshops that required additional costs. Teachers are expected to choose modern media in teaching, however, in reality they have limited access to learning media facilities while infrastructure do not guarantee implementation of the demands of the national curriculum in rural schools. There is inequality education between urban schools and rural schools (Djafar et al., 2023).

Recently, a review is undertaken for English language and their implications is yet another major concern in educational reform juxtaposed against existing problems related to teachers language proficiency, unskilled teachers, mismatch between curriculum and practices, limited language exposure, and most significantly, the foreboding view of English language as a threat toward maintaining multilingual plurality are duly extrapolated (Azman, 2024). In-service training is lacking whereas students abilities influence teaching and learning. Therefore, immediate review of the admission policy and an extensive involvement of the lecturers in the future review of the curriculum are required (Dastgahian & Scull, 2022).

Several studies have established that lack of teacher professional development, content overload and complexity, non-suitable student characteristics, inadequate directions in course workbooks on skills integration and inappropriate pre-service training affected curriculum implementation efforts (Vattøy et al., 2024).

The emerge of English as global lingua franca coupled with the profound impact of globalisation and neoliberalism in the language policy planning has influenced governments to embark on a national foreign language project, aiming to enhance English capacity of students. Resulting in this, the revised English curricula and textbooks were developed, adhering to the principles of the communicative language teaching. However, teachers have incomplete understanding of the communicative language teaching coupled with a range of local challenges to the successful enactment of revised communicative curriculum. There is urgent need to adapt communicative language teaching and prioritisation of continuous teacher professional development, among other structural changes (Vu & Nguyen, 2021).

Studies have revealed that implementation of revised curriculum has affected the implementation process because schools with bilingual system don't have certain curriculum to support bilingual system. The concepts of curriculum implementation components consist of objectives, contents, process, and the evaluation components whereas curriculum implementation in English subject include planning, the contents which consist of learning activity (preliminary, core activity and closing activity), global material, discussion method, projector and audio media and evaluation including the placement test, diagnostic test, classroom assessment, and achievement test, all encompassing the implementation of the revised curriculum (Qomariyah & Khasanah, 2023).

English as a medium of instruction has been implemented in schools globally, including in non-English-speaking countries in order to prepare students for global workforce and to improve their proficiency in English as a lingua franca. However, the effectiveness of English as a medium of instruction has been a widely debate topic in education. The implementation varies depending on the context and stakeholders involved (Djafar et al., 2023). Studies highlight the importance of considering factors such as teacher qualifications, students' language proficiency, and curriculum design. Studies also reflect on impact of English as a medium of instruction on student academic achievement, socio-cultural development, suggest that implementation of English as medium of instruction can result in improved language proficiency, academic outcomes when appropriately designed and executed. However, studies also highlight concerns about potential negative impact of English as a medium of instruction on cultural and linguistic identity development of non-native English speakers (Nyoni et al., 2023).

Several studies have shown various opinions pertaining to teachers' attitudes toward facilitating English language teaching and expressed concern about teaching program. Studies have shown a need for change in teachers' beliefs toward curriculum changes in English, management, teaching and assessment as well as student learning (Anjorin-Ojewole, 2023). This paradigmatic shift has impact on the national education policy like the implementation of changes in education policy. This paradigmatic shift involves implications for teacher training and/or educational institutions. Changing the attitudes and roles of administrators is very important steps to make educational institutions a centre for production of human capital that are sensitive, ready to make changes, build generation through the implementation of the curriculum in English to become a reality and to works for the country (Majid et al., 2022).

Teachers' perception of the curriculum objectives and the content items has been favourable but they have opined that time allocated for the coverage of the content items is inadequate. Coupled with this, recommended instructional materials and teaching and learning aids have been neither provided nor available for procurement, recommended modes of evaluation has been expensive leading teachers to be bias in the conducting of continuous assessment (Appiah & Owusu, 2023). Professional English teachers have been inadequate in number to implement revised curriculum. The current employed teachers should be encouraged to attend workshops, in-service and/or on-the-job training whether full-time or part-time to qualify to teach revised curriculum. Curriculum items need to be streamed to ensure its coverage in specified time; state

ministries of education should avail instructional materials and teaching/learning aids, test banks should be established, a number of standardised and validated tests should be made available for retrieval and to be used in continuous assessment. Mass recruitment of professional English teachers especially those of university graduates should be utilised (Lei & Medwell, 2022).

Teachers' collaboration and engagement, time devoted to review and reflection on their teaching encourage changes in teacher practices that align with the reform agenda. Such a paradigm shift has a lot of implications for professional learning, informs a need for a movement from top-down professional learning programs to more collaborative approaches to teacher education when the aim is to address reform-driven educational changes (Dastgahian & Scull, 2022).

Teachers' belief as a psychological construct is considered as important in relation to teaching. Teachers have been encouraged to reflect on their teaching practices as well as beliefs. Questions are constitutive of people's beliefs about what they deem important in life and/or in professional practice, and are regulative acts and evidence of reflection (Mante-Estacio & Tupas, 2024).

Several studies have posited that students are caught in oscillation between visibility as students with particular needs and invisibility resulting from difference blindness using a bilingual model. Students' pedagogical needs have been tied to subject knowledge. When students' acquisition is not the primary goal of educational practice, this enabled pedagogy that is less blind to the needs of students (Brännström & Ottemo, 2024).

The use of digital feedback is crucial for students' experiences of digital feedback engagement. Students experiences with digital feedback engagement dependent on predictive and mediating variables. Gender differences predicting digital feedback engagement. Whereas a deep approach and learning from examinations were important for male students, clear goals and standards are more important for female students' digital feedback engagement. Grades tend to reduce the relevance of digital feedback when provided at same time and in separate learning management systems. Opportunity for dialogic feedback interactions is considered very essential to students' feedback engagement and criteria orientation, but rarely offered in digital contexts. Performance-oriented assessment culture has risked outweighs focus on learning in digital contexts for some students (Vattøy et al., 2024).

3. MATERIALS AND METHODS

Research design

Emanated from constructivist paradigm, this study explores the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language. The term constructivism as applied to the learning theory is an interpretivist notion, it represents untruth about ways individual learn (Ling & Ling, 2017). This study employ case study to describe and clarify phenomenon under study (Dey, 2003). Case study was, therefore, used for in-depth exploration of actual case (Creswell & Creswell, 2017) and to explore the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language in Oshana Region, Namibia.

Participants

Using Oshana directorate of education's latest statistics of 2023, population of five advisory teachers from advisory service was utilised. Based on Oshana regional directorate, many schools are poorly underperformed (Shapaka, 2024; United Nations Children's Fund [UNICEF] 2015), which may lead to poor students academic outcomes.

Sampling

Criterion purposeful sampling was used, based on the researcher exposure to, engagement of the five advisory teachers from advisory service in Oshana Region.

Data collection

Data was collected through the interview schedule, field notes and open-ended questionnaire to find participants' views on the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language in Oshana Region in Namibia.

Procedure

After all the required permission were sought and granted, all instruments were pilot tested and re-adjusted.

4. DATA ANALYSIS

In this study, data were analysed using typological analysis, content analysis and Atlas.ti (Leedy & Ormrod, 2023).

Ethical consideration

After all the required permission were sought and granted, researcher sent a letter to participants informing them about information concerning the study. This process was done to avoid the reality and the appearance of coercion. Confidentiality was maintained and participants were informed of the rationale, recording, transcriptions and safekeeping of audio-taped interviews. Ethical measures were done through making sure that the participants sign informed consent, ensuring privacy in subsequent interviews, guarding against manipulating the participants during data collection, reporting processes. Anonymity, confidentiality was observed when reporting on utterances, and narratives of participants. Participants' names were replaced by pseudonyms to protect participants' identity. Participation was voluntary.

5. FINDINGS

This section presents findings on the effect of advisory teachers' instructional strategies on the implementation of revised curriculum for English as a second language. The section comprises views of five advisory teachers who participated in this study. Some participant responses were summarised and presented in descriptive forms, others were reported verbatim and presented in italics.

Instructional strategies and the implementation of the revised curriculum

The theme presented in this section is derived from the thematically analysed data obtained from the interviews, open-ended questionnaires and field notes, with selected five advisory teachers from Oshana Region. The theme is on the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language. It is worth-noting that the theme relates to the manner in which relationship between the advisory teachers' instructional strategies and the measures of implementation of the revised curriculum could be constructed and developed to find the association between the two. In this study, the researcher has to determine whether the advisory teachers understand the effect of the advisory teachers' instructional strategies on the implementation of the revised curriculum for English as a second language. This was done to respond to the question: What effects do the advisory teachers instructional strategies have on the implementation of the revised curriculum for English as a second language in Oshana Region? Responses from advisory teachers showed that it suggests the roles of advisory teachers in guiding teachers to implement the revised curriculum.

For example, one advisory teacher said:

“Advisory teachers provide specialised support, offering strategies that help teachers navigate the revised curriculum and adapt their teaching methods to meet the needs of students and to enhance language acquisition.”

Another advisory teacher said:

“It involves strategies of influencing practical implementation of the revised curriculum.”

One advisory teacher expressed this view as follows:

“It requires teachers to integrate new approaches in teaching English as a second language.”

Another advisory teacher said:

“The aim is to improve students' language learning outcomes.”

One advisory teacher said:

“It means that teachers should be provided with the tools and guidance they need to implement the revised curriculum.”

Instructional strategies used by advisory teachers in Oshana Region

In order to determine instructional strategies used by advisory teachers, the researcher asked the question: Which instructional strategies do the advisory teachers use in Oshana Region? The responses of the advisory teachers revealed that advisory teachers employ variety of instructional strategies to support teachers and students. One advisory teacher said:

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“Strategies include differentiated instruction, scaffolding, task-based learning, collaborative learning, and the use of interactive technology.”

Moreover, another advisory teacher said:

“They include workshops to provide professional development opportunities to teachers to share best practices and explore new teaching techniques.”

Another advisory teacher said:

“These include WhatsApp groups to foster communication and collaboration, enabling them to share resources, ideas, and offer peer support.”

Moreover, one advisory teacher said:

“They include school visits where advisory teachers observe classroom practices, provide on-site guidance, and offer feedback to ensure effective implementation of the revised curriculum.”

Instructional strategies which enhance implementation of the revised curriculum

In order to determine existing instructional strategies which enhance implementation of the revised curriculum, researcher asked the question: Which existing instructional strategies which enhance implementation of the revised curriculum in Oshana Region? The responses of advisory teachers indicated that several instructional strategies are essential. One advisory teacher said:

“Differentiated instruction allows the teachers to tailor lessons to students' varying proficiency levels, ensuring all learners are appropriately challenged.”

One advisory teacher expressed this view as follows:

“Scaffolding provides temporary support that helps students gradually gain independence.”

Another advisory teacher said:

“Formative assessments help teachers track progress and adjust instruction as needed.”

One advisory teacher said:

“Task-based learning encourages the students to engage in the real-world activities that require practical language use.”

Moreover, another advisory teacher said:

“Collaborative learning fosters peer interaction, allowing the students to practice English in a communicative setting.”

One advisory teacher said:

“Digital tools and language learning apps enhances student engagement and offers additional resources for language practice.”

Moreover, another advisory teacher said:

“Workshops equip teachers with skills and knowledge to implement revised curriculum, ensuring they are well-prepared to meet the evolving needs of their students.”

Implementation of the revised curriculum which associate with instructional strategies

In order to establish existing implementation of the revised curriculum which associates with instructional strategies, researcher asked question: What existing implementation of the revised curriculum which associates with instructional strategies? The responses of advisory teachers indicated that implementation of revised curriculum is closely linked to instructional strategies which support its goals of fostering language competence, critical thinking, and student-cantered learning. For example, one advisory teacher said:

“Competency-based learning aligns with differentiated instruction and formative assessments, ensuring students develop specific language skills at their own pace.”

Another advisory teacher said:

“Inquiry-based learning is supported through project-based activities and collaborative tasks that encourage students to engage critically with contents.”

One advisory teacher said:

“Task-based learning strategies enable students to practice English in meaningful contexts.”

Moreover, another advisory teacher said:

“Social learning is reinforced by collaborative learning strategies where peer interactions and group work promote language practice and deeper understanding.”

One advisory teacher said:

“Digital tools provide students with interactive and engaging opportunities to develop language skills.”

Challenges associate with the implementation of the revised curriculum

In order to determine challenges associate with the implementation of the revised curriculum, researcher asked the question: What challenges associate with the implementation of the revised curriculum? Advisory teachers revealed that the implementation of the revised curriculum comes with several challenges. One advisory teacher said:

“Many teachers are not fully trained or equipped to adapt to the revised curriculum.”

Another advisory teacher said:

“Revised curriculum encompasses unfamiliar teaching methods and contents.”

Another advisory teacher said:

“This challenge includes teachers’ resistance to change.”

Moreover, another advisory teacher said:

“It includes inconsistent implementation of the revised curriculum across classrooms.”

One advisory teacher said:

“Lack of resources namely updated textbooks, teaching materials, and/or access to technology.”

Another advisory teacher said:

“These challenges include large class sizes and diverse student needs.”

Moreover, one advisory teacher said:

“This includes lack of professional development.”

Another advisory teacher said:

“It includes time constraints versus limited instructional hours.”

Moreover, another advisory teacher said:

“Assessment alignment can be an issue.”

One advisory teacher expressed this view as follows:

“Traditional testing methods versus required new forms of assessment can be another concern.”

6. DISCUSSION

This section discusses findings on the effect of advisory teachers’ instructional strategies on the implementation of revised curriculum for English as a second language. The discussion is based on views of five advisory teachers who participated in this study.

Instructional strategies and the implementation of the revised curriculum

This study explored the effect of advisory teachers' instructional strategies on implementation of the revised curriculum for English as a second language in Oshana Region in Namibia. The main question answered by study was: What effects do the advisory teachers instructional strategies have on the implementation of revised curriculum for English as a second language in Oshana Region? The paramount issues that emanated from the findings were that there is a direct link between advisory teachers' instructional strategies and the implementation of revised curriculum which have direct effects on teaching, learning and assessment practices at school. Researchers have found that the use of advisory teachers' instructional strategies allow the learning-focused process which foster improvement in learning and teaching (Mpfu, 2024). Studies have found that instructional role of the advisory teachers is critical in advancing teachers and students academic performance (Srebnaja, 2020).

Another crucial issue emanated from the findings were that the advisory teachers' instructional strategies promote and enhance teaching and learning. Studies found that while some teachers enjoy the teaching and learning process, others are frustrated because of insufficient preparation and/or training workshops, unclear procedures, coupled with poor academic literacy skills and lack of consideration shown by some students (Bastasa & Guhao Jr, 2024). All four instructional practices associate with implementation of revised curriculum such as process-based instruction, comprehension-based instruction, self-regulation-based instruction, strategy-based instruction (Saleem et al., 2021). Studies indicate that instructional strategies have effect on implementation of revised curriculum (Katshuna & Shikalepo, 2023). Instructional strategies which contain explicit instruction of implementation of revised curriculum learning strategies benefit academic performance of both teachers and students alike (Ulla et al., 2022).

Instructional strategies used by advisory teachers in Oshana Region

In this study, the primary issue encompassing these findings is that this link is attributed to how the advisory teachers' instructional strategies are employed to provide professional development opportunities, foster communication, collaboration, and to provide on-site guidance, thus confirm similar study by Appiah and Owusu (2023). Explicit instruction of implementation of the revised curriculum learning strategies helps teachers to acquire strategies to enhance implementation of the revised curriculum learning strategies (Dastgahian & Scull, 2022). However, effective implementation of the revised curriculum learning strategies cannot be naturally acquired via implicit learning. Teachers need to be coached how to use these learning strategies in their own implementation process (Nevenglosky et al., 2021). Teachers and students' learning is enhanced if they are exposed to various learning strategies. Teachers should be explicitly coached on combination of instructional strategies to enable them to perform (Anjorin-Ojewole, 2023). The main reason some teachers struggle is that they lack prerequisites knowledge. These anomalies associate with lack of background knowledge, limited exposure to various strategies and lack of understanding implementation process (Nevenglosky et al., 2021).

The sample of this study revealed that advisory teachers use direct instruction to give assistance to teachers to implement revised curriculum whereas time constraints versus limited instructional hours were one of the noticeable issues of concern. That said, it should be noted that concern in this study was on advisory teachers' instructional strategies on the implementation of the revised curriculum not vice-versa (cf. Methodology Section). However, a possible interpretation for this finding could be that there are arrangements on the implementation of revised curriculum within educational setting (MoEAC, 2023). As a result of top-down cascades of implementation of the revised curriculum, many teachers might have difficulties to adapt/change status quo. However these anomalies need to be addressed by invoking various stakeholders in the planning of the revised curriculum.

Instructional strategies which enhance implementation of the revised curriculum

Another profound issue noteworthy from the study is that advisory teachers use instructional strategies to ensure students' academic performance is taking place. This finding is consistent with previous studies that assessed usefulness of explicit instruction which empower students, promote academic well-being, provide learning opportunities and improve quality of students' learning (Srebnaja, 2020). Findings point that advisory teachers' instructional strategies foster peer interaction, allowing the students to practice English in a communicative setting. This finding correlates with earlier study by Lei and Medwell (2022). A similar study explored the role of digital tools and language learning apps which enhances student engagement and offers additional resources for language practice (Vu & Nguyen, 2021). By comparison, a good way to

acquire second language require teaching/learning through e-learning, self-regulated learning, and constructivism methods of learning that would be practical and/or useful for EFL students (Ramalingam et al., 2022).

Teachers' instructional acquisition and implementation process are associated with promotion of teachers teaching and learning interest. Knowledge of different effects of teaching strategies on students' learning outcomes and interest promote students' learning (Ngwenya et al., 2021). To expand instructional acquisition, teachers should make it a habit to learn new strategy regularly, identifying unfamiliar strategies while teaching and look them in the internet to understand their application. Additionally, teachers should use online tools to search new strategies (Appiah & Owusu, 2023). In the age of internet and mobile phones utilisation, the same approach can be done to enhance implementation of the revised curriculum in a more interesting and entertaining manner (Jabeen, 2023). Moreover, formative assessments are excellent skill to track progress and adjust instruction as needed (Majid et al., 2022).

In this study, critical issue encompassing these findings is that advisory teachers have suggested task-based learning to motivate students to engage in real-world activities that require practical language use. Advisory teachers also ensure that teachers are well-prepared to meet the evolving needs of students. Studies have identified positive correlation between classroom engagements, communicative proficiency; academic performance with engagement emerging as a significant predictor among highly and moderately engaged students compared to less-engaged peers (Lei & Medwell, 2022).

Implementation of the revised curriculum which associate with instructional strategies

Most obvious findings emerge from the study is that this direct link between advisory teachers' instructional strategies and the implementation of the revised curriculum is attributed to factors that determine choice of instructional strategies. Studies indicate that advisory teacher strategic role play important part on teaching and learning (Anjorin-Ojewole, 2023). Advisory teachers' instructional strategies positively correlate with teachers' academic performance and a culture of continuous students' improvement in the schools (Appiah & Owusu, 2023). Studies have found association between instructional strategies and teaching and learning practices (Nevenglosky et al., 2021). Researchers have posited that teachers should be provided with explicit instruction in implementation of revised curriculum to overcome difficulties during implementation process (Dastgahian & Scull, 2022).

Challenges associate with the implementation of the revised curriculum

Finally, many challenges associate with implementation of the revised curriculum. Of particular noticeable includes panic in implementing revised curriculum, lack of modern media in teaching, poor infrastructure, inequality education and the need of teachers to review these implications (Djafar et al., 2023). Other critical yet contextual factors include English as global lingua franca, globalisation, impact of communicative language teaching, neoliberalism, and/or implementation process (Vu & Nguyen, 2021). Curriculum implementation components, and/or English as a medium of instruction influence implementation of revised curriculum (Qomariyah & Khasanah, 2023). Topping the list include teachers' attitudes toward facilitating English language teaching, teaching program, teachers' beliefs, changing the attitudes and roles of administrators (Nyoni et al., 2023). Potential pitfalls includes top-down approach, digital literacy initiatives in resource-constrained environments, interact with the broader systemic issues, and holistic view faced by teachers. These anomalies might lead to instances where strategies might fail or have unintended consequences (Bastasa & Guhao Jr, 2024; Josua, 2022).

7. CONCLUSION

Based on analysis of findings, and the design used in this study, it can be concluded that advisory teachers' instructional strategies has effect on the implementation of the revised curriculum that affect schools, teachers' performance, teaching and learning which result in positive or negative students academic outcomes. Based on analysis of findings, it is evident that advisory teachers take instructional strategies and implementation of the revised curriculum very seriously.

In view of findings of the study, the following recommendations are made for practice: Firstly, advisory teachers should use instructional strategies to improve and enhance their performance, teachers' academic performance. Secondly, advisory teachers should use instructional strategies to enhance implementation of the revised curriculum. Lastly, the study

recommends an urgent need for advisory teachers to study and learn application of instructional strategies; apply them to optimise their success and enhance teachers' academic performance which could result in student academic performance.

Limitations exist with this study. Its scope is confined to the Oshana Region in Namibia which narrows generalisability of its findings thus limits the broader applicability of its findings. Based on the findings of study, the following recommendations are made for future research: Firstly, future research should be undertaken to establish correlation between instructional strategies and implementation of revised curriculum since this was beyond scope of this study. Secondly, future research should conduct comparative studies across different regions and exploring the complex interplay between instructional leadership, teacher well-being, and systemic challenges. Thirdly, future study should explore specific mechanisms through which these challenges impact school performance.

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