

Strategies Used by English Second Language Teachers to Cope with Teaching Challenges

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Abstract: The main aim of the study is to investigate the strategies used by English Second Language (ESL) teachers to cope with their specific teaching challenges in Senior Secondary Schools in Ohangwena Region, Namibia. The study used the phenomenological qualitative research design to collect data from a purposively selected sample of 33 ESL teachers who have taught for at least two years in the Ohangwena Region. Data were collected using focus group discussions and analyzed using the thematic analysis method. The study found that ESL teachers in Ohangwena Region mainly use strategies such as motivating learners, a learner-centered teaching approach, a group work teaching approach, teachers' teamwork, and different sources of teaching materials to cope with their respective teaching challenges. While the coping strategies teachers use have been reported to be helpful in ESL teaching, there is still a need to build the teachers' capacity on the good practices in using such strategies to mitigate their teaching challenges.

INTRODUCTION

Ever since the introduction of the English language as the official medium of communication and instruction in schools in Namibia, English Second Language (ESL) teachers have struggled to cope with the multiplicity of challenges encountered during teaching and learning, both inside and outside the classroom (Khan and Khan, 2016). According to Rondón and Vera (2016), learning a foreign language may be challenging for most people due to differences in the form and structure between one's mother tongue and a new one. The Namibian government introduced English as the official language and medium of instruction in schools in 1990, immediately after the country gained independence. Prior to independence, Namibia used Afrikaans as the medium of instruction. However, the usage of Afrikaans somehow rendered Namibia linguistically and politically isolated (Simasiku, 2016). Thus, the government deemed it necessary to adopt English as the official medium of

communication and instruction in schools because of its wider global usage. Moreover, English is the main language of communication among the Southern African Development Community (SADC) countries (Namibia is a member state), which have a trilingual policy that recognizes English as one of its major official languages.

Prashanti and Bhavani (2016) asserted that there are many reasons why non-native English speakers opt to study English as a second language. Selim and Tasneen (2016) opined that among the factors which support the use of English as an official language include the lack of a single indigenous language that is widely accepted by the respective populations (the English language is seen as a neutral vis-à-vis mutually competing native languages and hence, helps to promote national unity), the usefulness of English language in science and technology as opposed to the underdeveloped vocabularies of the vernaculars, and the availability of school books in the English language. In separate reports, Kelly (2017) and Kepe et al. (2017) argued that English language learning can benefit success in school, future careers, and even overall brain development and intelligence, as well as creates more positive attitudes and less prejudice toward people who are different.

Interestingly, Namibia is one country that values its indigenous languages; as such, English is not exclusively utilized as a medium of instruction in most Namibian schools. The most widely spoken local languages and their respective populations in Namibia are Oshiwambo (49%), Khoekhoegowab (11%), Afrikaans (10%), Rukwangali (9%) and Otjiherero (9%) (Government of the Republic of Namibia (GRN), 2017). These diverse local languages in Namibian homes, where there is little background in the English language in most instances, potentially pose challenges to the full-scale adoption of English as a medium of instruction in schools. In the Ohangwena Region – the study area, this is evidenced by learners' poor performance in the English language, especially in recent years. For example, there was a sharp decrease in the pass rate between 2015 and 2020; the percentage of passes of Grade 12 learners who obtained the priority symbols (A to D) in English Second Language (ESL) was 9.8% (2015), 8.6% (2016), 10.1% (2017), 14.4% (2018), 12.4% (2019), and 14.2% (2020) (Management Information System, 2020). The continued poor performances of ESL learners in the Ohangwena Region suggest serious challenges in teaching and learning the subject in the area. Hamid and Honan (2018) argue that in most countries, English Second Language teachers face daunting challenges when it comes to teaching second language

learners. Teaching the English language even becomes more complicated when the learners' environment has limited or no exposure to English as a language (Tang, 2020).

While ESL teachers in the Ohangwena Region are not immune to the complex challenges associated with ESL teaching, the strategies that the teachers are using to cope with these challenges have not been reported. Such information is critical for identifying and planning effective intervention measures, especially in the study area and other places with similar characteristics. Thus, this study investigated the coping strategies employed by ESL teachers in Senior Secondary Schools in Ohangwena Region to cope with the specific challenges they encounter in their teachings.

LITERATURE REVIEW

Challenges of English Second Language Teachers

In a mixed-method study to investigate the challenges faced by ESL teachers, Haufiku et al. (2022) reported that ESL teachers in the Ohangwena Region encounter challenges such as a lack of resources for teaching and learning ESL, overcrowded classes, absenteeism by learners, lack of parental involvement, learners' lack of motivation, learners' poor attitude, lack of support from advisory education officer, lack of refresher workshop and learners' lack of exposure to English language programs. Kelly (2017) classified the challenges of teaching English Second Language into different categories, namely, challenges on the part of learners, challenges on the part of teachers, challenges related to teaching and learning resources, challenges related to teaching methods, and challenges related to the curriculum. Garton and Graves (2014); Hamid and Honan (2018) concurred that the extent to which the ESL materials are compatible with the needs of the learners determines if the materials are relevant to learners and hence, are good teaching materials. The teacher has to be availed of relevant textbooks while the teacher creates tasks that motivate learners in the classroom. Therefore, the teacher needs to use ESL materials to enhance the learners' affective and cognitive development (Harris, 2011). ESL materials closely linked to the teacher's attitude and the learner's attitude toward language learning have a greater chance of creating an affective learning environment and yielding successful results (Hamid & Honan, 2018). Thus, in an environment such as the Ohangwena Region, where the earlier study has reported diverse ESL teaching challenges (Haufiku et al., 2022), it is crucial to investigate ESL teachers coping strategies and compare them with the global best practices in a similar context.

Strategies Use by English Second Language Teachers to Cope with Teaching Challenges

Prior research has revealed various coping strategies ESL teachers use to adapt to challenging situations, including cognitive, emotional, and behavioral strategies (Admiraal & Wubbles, 2000, as cited in Fatiloro, 2015). Pande (2013) and King (2013) echoed that it is necessary to employ teaching tools to facilitate teaching and learning the English language. Furthermore, Fatiloro (2015), Dewaele and Al-Saraj (2015), and Crawford et al. (2019) separately posited that teaching the English language needs equipment, particularly for those who teach in an environment where learners' exposure to the English language is limited. Chen (2019) and Pande (2013) also highlighted that applying various methods, approaches, and techniques, particularly in matching the method and teaching topic, will help ESL teachers to establish an effective teaching process. According to Phillips, Foote, and Harper (2018), for learners to fully comprehend a word, it needs to be contextualized and practiced in multiple situations, including other subject areas. The authors argued that it is important for ESL teachers to select words that learners can connect to words that they (learners) already know or will be learning.

Literature reports showed that ESL teachers often use the learner-centered teaching approach as a coping strategy to deal with their teaching challenges. When a teacher assumes a learner-centered teaching approach in ESL lessons, the teacher promotes inductive learning. Consequently, learners are not taught grammatical rules directly but are left to discover or induce them from their experience of using the second language (Karabuža & Ilin, 2019). Furthermore, Kini and Podolsky (2016) stressed that the learner-centered teaching approach provides a practical and viable alternative to the traditional teacher-centered teaching approach to activate learners and assist them to deduce or discover the grammar rules for themselves. Additionally, Kini and Podolsky (2016) noted that in teaching ESL, group work provides opportunities for all learners to speak in English and improve their communication skills. When teachers use group work, learners can assist each other and provide resources through the reciprocal exchange of ideas to create a motivated group (Murphey et al., 2014; Chen, 2019). However, in the study area, it is not known what approaches or strategies ESL teachers use to teach their learners to bring out their best.

Characteristics of 21st Century Teachers

Given that the quality of teaching may be difficult to determine and that its perception is most likely influenced by both teachers' and students' values (Saafin, 2005; Sotto, 2011), the question of what makes a good teacher has been approached from many angles (Al-Mahrooqi et al., 2015). Celik (2013) asserted that the effectiveness of teachers is not limited to teacher characteristics or merely abiding by a particular set of criteria. It is also about employing teaching practices valued by and contributing to the wider community where the teaching occurs. Shishavan (2010) stressed that the teacher is the most instrumental player in a classroom-based educational system.

In his study entitled "Teacher of 21st Century: Characteristic and Development", Jan (2017) alluded that 21st century ESL teachers should have numerous attributes that differentiate them from traditional teachers. According to Jan (2017), the 21st Century ESL teacher should be: 1) innovative and think globally, 2) sensitive towards cross-cultural differences and diversity, 3) technologically knowledgeable, and 4) build partnerships and alliances beyond the classroom. For some researchers, good teacher qualities are represented in command of the subject area, appropriate teaching methods, and different teaching-related skills. In contrast, others highlight personal characteristics, including teachers' charisma, compassion, humor, innovation, and honesty (Zhang & Watkins, 2007). According to Brosh (1996), as cited in Al-Mahrooqi et al. (2015), effective EFL teachers focus on comprehension, command the language, prepare interesting lessons, help students be independent, and deal with students fairly. These qualities are crucial for ESL teachers to navigate effective teaching of the subject in an environment such as the Ohangwena Region, where the dominant spoken language is the Oshiwambo.

METHODS

Research Design and Data Collection

The study used the phenomenology qualitative research design to collect data from a sample of 33 ESL teachers currently teaching in eleven Senior Secondary Schools in the Ohangwena Region. The research participants were selected using the purposive sampling method. Data were collected using focus group discussions. There were a total of eleven (11) focus groups (one focus group per school), with each group comprising 3 participants who are ESL teachers with at least two years of experience in teaching ESL in Senior Secondary Schools in the study area. Teachers with two years of teaching experience were considered to

have acquired sufficient experience in ESL teaching challenges and coping strategies to contribute positively to the study. The focus group discussion guide consisted of open-ended questions, and the researchers acted as moderators. The data were collected in October and November 2020. A recording device (voice recorder) was used to record the participants' responses during each focus group discussion. The study used the thematic analysis method by Creswell (2014) to analyze the data. This method involves transcribing the focus group discussions and scanning, sorting, and arranging the data based on emerging themes.

The Research Ethical Consideration

This study formed the second part of a Doctor of Philosophy Dissertation at the University of Namibia, as reported in an earlier study by the Authors (2022). Thus, the research Ethical Clearance Certificate was obtained from the University of Namibia's Research Ethics Committee to conduct the study. Then, permissions were sought and obtained from the Director of Education, Ohangwena Region, and the principals of the schools where the participants (English second language teachers) are teaching. To ensure the autonomy of the study participants, they were provided with a complete information sheet detailing the study's aims and the participants' rights to enable them to decide on their own whether to enroll as voluntary participants. The participants were informed that the study had no potential risks. They were assured of their rights to withdraw from the study at any point they felt uncomfortable to continue without any consequences. Furthermore, the participants remained anonymous by using pseudo-names to identify them and their schools throughout the study. Finally, permission was sought and obtained from the participants to record the focus group discussions using an audio recorder.

FINDINGS AND DISCUSSION

Demographic Characteristics of the Participants

The results (Table 1) show that the study participants comprised 55% male and 45% female English Second Language (ESL) teachers. The participants' distribution by gender suggests that the study area has a largely fair representation of male and female genders among the ESL teachers. It will enable a gender-balanced view of the coping strategies used by ESL teachers to cope with their specific teaching challenges in the study area. Such gender-balanced views are important for identifying and devising intervention measures

responsive to both genders in the ESL teaching profession. The results further show that 61% of the participants are under the age category of less than 30 years, 30% are between the ages of 31 and 40, and 9% are between the ages of 41 and 50. None of the participants is above 60 years of age. According to Iiping (2013), teachers in Namibia retire from service at the age of 60 years. Thus, all the study participants are still within the active year categories and hence, might share useful information on the strategies they have used to cope with their specific teaching challenges.

Table 1. Important demographic characteristics of the participants

Variable	Category	Count	Percent (%)
Gender	Male	18	55
	Female	15	45
Age	< 30 years	20	61
	31– 40 years	10	30
	41– 50 years	3	9
	Above 60 years	0	0
Highest Qualification	B.Ed (Honours) English Language	33	100
Years of Teaching Experience	< 5 years	21	64
	6 – 10 years	7	21
	11– 15 years	5	15
	> 15 years	0	0

In terms of the distribution of the participants by the highest level of education qualification, all 33 participants indicate that they hold a Bachelor of Education (Honours) in English language. It suggests that all participants possess the required minimum educational qualification – Bachelor of Education (Honours) in English as expected of an English Second Language teacher in Namibia, as Iiping (2013) noted. In a study conducted in Namibia by Harris (2011) entitled “Language in Schools in Namibia: The Missing Link in Educational Achievement”, it was reported that the educational qualification of teachers was not a factor in the challenges that ESL teachers and learners faced in the country. Similar to the findings of this study, Harris (2011) maintained that ESL teachers were qualified enough to teach the subject, at least at the secondary school level. However, the years of teaching experience of the participants reveal that 64% have less than five years of teaching experience, 21% have six to ten years of teaching experience, and only 15% have 11 to 15 years of teaching

experience. These results reveal that the majority of the participants are still novice teachers with little teaching experience. The fact that over sixty percent of the participants have less than five years of teaching experience is a clear indication that the majority of ESL teachers in the study area might still be new in the teaching profession and hence, may not have vast experience and skills in coping strategies used by ESL teachers to deal with their teaching challenges. Ceka and Murati (2016) highlighted that the experience of the teachers is critical in teaching ESL and hence, in dealing with the associated challenges.

Coping Strategies Used by the English Second Language Teachers

The study found that ESL teachers in Ohangwena Region used different strategies to cope with their specific teaching challenges. One important theme that consistently emerged across the various focus group discussions was teachers' use of a learner-centered teaching approach as a strategy to cope with ESL teaching challenges in the study area. In 10 out of the 11 focus groups, the participants indicated that ESL teachers used learner-centered teaching methods to engage the learners and make them take responsibility for learning English second language. Learner-centered teaching is an approach that is increasingly being encouraged in education as the paradigm shifts from teaching to the importance of learning have boosted the power to be moved from the teacher to the student (Shah, 2020). This teaching approach requires the teachers to focus on learners and their development rather than on the transmission of contents, enabling the learners to actively construct their knowledge actively, thereby putting the responsibility for learning on the learners. Thus, learner-centered teaching is very important for the all-round development of ESL skills of learners in the Ohangwena Region of Namibia. One visibly excited participant during the focus group discussion stressed that:

“I am not only engaging my learners in this way but also encouraging my colleagues to do the same; the learners should be intrinsically motivated to learn this ESL, not extrinsically motivated, and that is what we are reinforcing in this school.”

According to Alkhairy (2013), Manasreh (2011), Pande (2013), and Khassawneh (2011), the use of a learner-centered approach when teaching ESL is important for learners' active participation in ESL classrooms. Moreover, the traditional teaching approach (the teacher-centered teaching method) has been criticized by educators for relegating education

to an act of depositing whereby teachers make deposits of subject contents, and students receive, memorize, and repeat the knowledge acquired to the best of their efforts and capabilities (Freire 1996). As widely used by most teachers, such practices are ineffective for ESL learning and could lead to passive and rote learning. According to Freire (1996), this undermines spontaneity and initiative among students and inhibits their creativity and critical thinking. The participants further explained that the learner-centered teaching approach allowed learners to interact and develop communication and presentation skills, as they were given opportunities to present talks on identified topics during class lessons. Two noticeable participants asserted that:

“I always apply real-life situations during lessons and use a learner-centered approach. I give my learners opportunities to present whatever they heard on the news to others and thereafter make it a topic for discussion.”

(Participant of Focus Group 2)

“I always like to use the learner-centered approach in my English class, which has proved very helpful since the learners get motivated whenever they initiate learning.”

(Participant of Focus Group 6)

The use of class presentations in the form of short talks by learners on topics of their interest is an important strategy that has the potential to not only improve learners' communication skills but also aid them in developing innovative and creative ideas as well as confidence in articulating and addressing public issues. During the class presentation, the presenter (learner) played the role of a keynote speaker, presenting the speech and setting the stage for questions and discussion. The peers (other learners) played the role of an audience who listened attentively to the presentation and engaged with the speaker through questions and discussion. At the same time, the teacher played the role of a moderator and coordinated the question and discussion session. Active involvement in classroom presentations leads to deep learning, which is important for developing learners' positive attitudes towards ESL in a predominantly non-English speaking community such as the Ohangwena Region. As educators, various creative methods may be used to enhance students' learning activeness and, at the same time, their confidence in learning (Sugeng and Suryani, 2018).

Moreover, previous research in fostering student active learning and self-confidence through presentation is claimed to be quite effective (Shaw, 2001; Tuncel, 2015). While the presentation may be stressful for learners who are not yet readily equipped with the skills to

prepare, it can be an effective tool for learners (Lee & Park, 2008), especially in mastering communication skills. As stated in Choi et al. (2008)'s study on developing English discourse competence through self-directed practices, students became more confident in the English language while preparing for their weekly presentation session.

Another important theme that emerged as a strategy used by ESL teachers to cope with their teaching challenges in the study area was teachers motivating the learners to develop an interest in reading and building vocabulary. Since learners in the study area have very poor English language backgrounds and lack adequate exposure to English language activities, the use of motivation by the ESL teachers might be very helpful in encouraging the learners towards hard work and better performances.

In fact, the participants cited learners' motivation as a remedy for coping with ESL teaching challenges, noting that motivation drives learners to participate in English activities. The participants further describe motivation as a goal-directed approach that stimulates and guides learners toward desired learning outcomes in ESL. Some excerpts from the focus groups discussion are:

“I motivate my learners to learn the English language by giving them positive feedback to develop ESL competencies; for example, by using words such as well done, you can do it, good work, keep on working hard etc.”
(Participant of Focus Group 1)

“I motivate my learners who scored high marks in English language activities or examinations by giving them praise words, small cash gifts, English books, and/or School bags.”
(Participant of Focus Group 3)

“I make learners search for meanings of certain words so that they can enhance their vocabulary.”
(Participant of Focus Group 6)

“I motivate learners to be self-driven and to read story books for enjoyment and encourage them to translate words from the English language to Oshiwambo.”
(Participant of Focus Group 7)

Generally, motivation is a strong driving force that has the potential to move individuals to go the extra mile and bring out the best in them, which is extremely important for maximizing learners' potential in ESL. Several authors have expressed the need to motivate ESL learners to improve their performances (Al-Khairy, 2013; Bahrani and Soltani,

2012). According to Kong (2009), motivation is critical in English learning because learning a foreign language is not a simple and easy job; sometimes, it is boring and dull. The author added that language learning is a complicated process influenced by many factors. Besides the intelligence factor, the non-intelligent factors: motivation, attitude, interests, age, methods, will as well as character are the direct and most important factors in English learning (Kong, 2009). Thus, in a historically disadvantaged English-speaking community like the Ohangwena Region, all meaningful efforts should be explored to motivate the learners to learn and be able to apply ESL.

It also emerged from the focus group discussions that ESL teachers used group work during classroom teachings as a strategy to cope with the challenge of overcrowded classes in the study area. According to the participants, group work helped them (ESL teachers) actively engage learners and enabled them to learn from each other during classroom teaching and discussions. Furthermore, the participants highlighted that group work increased the opportunities for all learners to speak ESL, and teachers were relieved from having to monitor individual work, which often proved difficult due to the large number of learners and instead, only give group feedback. Some participants asserted that:

“A large number of learners is one of the challenges in my English language class. Therefore, I split the class into two groups to teach and prepare extra activities for the slow learners.”

(Participant of Focus Group 4)

“I teach with cooperative learning. Learners learn together so that they can subsequently perform higher as individuals; group work also promotes healthy interactions among learners.”

(Participant of Focus Group 11)

In a separate report by Thomas and Rose (2019), Murphey et al. (2014) and Chen (2019), the authors opined that during group work, learners could assist each other and provide resources by using a reciprocal exchange of ideas to create a motivated group. It also aligns with a study by Carson and Kashihara (2012), which revealed that learning ESL involves transformative processes where some learners can play an important role. Chen (2019) and Crawford et al. (2019) suggested that interaction among learners is critical for language development. When learners are put into groups, fast learners will act as learner-teachers to create a learning platform that can aid learning skills in ESL. The level of English

language development depends on the environment and the intimacy among learners in the classroom.

It also emerged that ESL teachers in the study area used teamwork to cope with the challenges of a dearth of advanced skills and a lack of capacity-building workshops on new developments in ESL teaching methods and assessments. Teamwork is the ability of people to work together to achieve a common purpose, and team players are the high achievers in the team whose main preoccupation is to see that teams achieve their stated objectives (ken-Maduako and Oyatogun, 2015). The participants asserted that ESL teachers often meet at the circuit and regional level to plan and prepare teaching and learning activities for the learners rather than individual efforts. In all the focus group discussions, the participants emphasized the importance of teamwork in curbing ESL teaching challenges in the area. They maintained that ESL teachers used lesson plans prepared at the regional workshop and shared them with teachers in the region. Pande (2013) noted several benefits of using grouped lesson plans, including sharing teaching techniques and methods. In a poor English-speaking community such as the Ohangwena Region – study area, developing a culture of quality collaboration with a clear focus on high performance is an important strategy that could drive innovative ESL teaching and impact learning outcomes. While it has historically been common for teachers to work independently, it is becoming more popular for teachers to work in teams (Arkansas State University, 2020). According to Arkansas State University (2020), proponents of teacher collaboration believe that teachers working together have a positive impact on each other and contribute naturally to school improvement. Research reports show that over the past 25 years, in-service teacher learning has evolved from an emphasis on off-site reflective practice, such as teacher participation in external workshops and lectures, to on-site reflective practice, such as teacher participation in school-based peer coaching and lesson design (Borko, 2004; Hargreaves, 2019; Van Veen, Zwart, and Meirink, 2012). Teacher-centered collaborative practices in school are specifically effective for teacher learning because they allow teachers to engage in in-depth discussions about teaching approaches and student learning that are relevant in their context (Akiba and Liang, 2016; Lecat, Raemdonck, Beausaert and März, 2019; Opfer and Pedder, 2011). When collaborating, teachers can inspire each other by sharing practices, helping each other with feedback, and collectively developing innovative teaching materials (Meirink, Meijer and Verloop, 2007;

Durksen, Klassen and Daniels, 2017; Little, 1990; Thurlings and den-Brok, 2017), and this exactly the focus of the ESL teachers' teamwork in the study area.

The study also found that ESL teachers in Ohangwena Region used different sources of English language as a strategy to cope with the challenge of scarce ESL teaching materials. According to the participants, they used different sources of English language to teach their lessons in order to make the teaching and learning of ESL interesting to the learners. Some participants asserted that:

“For all my learners to access the textbook, I make copies and distribute them in class.”

(Participant of Focus Group 9)

“I use internet materials in teaching ESL to make it more interesting to the learners.”

(Participant of Focus Group 10)

Abebe and Davidson (2012) and Mathew and Alidmat (2013) share the same sentiments with the finding of this study that teachers should use different sources to make English language lessons more interesting to the learners. The authors suggest that ESL teachers can use audio-visual aids to assist learners in understanding concepts and improve their English communication skills, which involve pronunciation skills. Mai and Iwashita (2012) believed that teachers should complement both different sources and match the levels of the learners with different activities. Due to the significance of English language teaching, especially in the Ohangwena Region, the use of different sources by the teachers is an important strategy that can broaden learners' English language horizons by impacting in them relevant skills such as communication, pronunciation, listening, reading, and writing which are critical for learners' overall performance and application of concepts outside the classroom. However, the relevance of the teachers' teaching materials to the learners' English second language needs is critical for meaningful teaching and learning outcomes. For example, in the studies conducted by García (2011), Harsono (2007), Harwood (2010), Johansson (2006), Kitao and Kitao (1997), and Tomlinson (2012), the authors examined the appropriateness and implementation of teaching materials and highlighted the importance of selecting teaching materials in accordance with the learners' needs. Moreover, the implementation of teaching materials usually follows one of these conditions: using existing material, adapting any material to specific criteria, and creating new material suitable for the teacher and students' needs (Rondón & Vera, 2016). In separate studies, Kelly et al.

(2002), Kilickaya (2004), and Tamo (2009) found that the use of authentic materials in an English foreign language classroom had a positive effect on learners' motivation; provided authentic cultural information, as well as exposure to real language, and supported a more creative approach to teaching.

CONCLUSION

This study investigated the strategies used by English Second Language teachers to cope with their specific teaching challenges in Senior Secondary Schools in the Ohangwena Region, Namibia. The results revealed that the ESL teachers in Ohangwena Region use relevant strategies to cope with their teaching challenges. Strategies such as learner-centered teaching method, teamwork, learners' motivation, and use of different sources of English language to teach the subject, as stated by the participants, are important measures widely used to address ESL teaching and learning challenges. What is not obvious from this study is whether the teachers follow the best practices when using the stated strategies to cope with their teaching challenges. Thus, there is a need to establish how ESL teachers use their strategies to improve teaching and learning with a view to wider sensitization and exposure through targeted workshops on the best practices of using the strategies in dealing with related ESL teaching challenges in the study area.

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