An Exploration of the Role of Teachers in Enhancing Learners' Performance in English Second Language in Grade 7 at Seven Primary Schools in Oluno Circuit

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Abstract

The purpose of this was to explore the role of teachers in enhancing learners' performance in English second language in grade 7 at seven primary schools in Oluno circuit. A case study design was used within the qualitative research approach. The theory of Vygotsky's constructivism theory of cognitive development was used as the theoretical framework of the study. The population for this study comprised of all 25 Grade 7 English Second Language teachers from 25 schools in Oluno Circuit, in Oshana region. Eight Secondary Schools from the Oluno Circuit were randomly selected to take part in this study. A sample comprising of six Grade seven ESL teachers was then chosen purposively from the 7 schools in Oluno Circuit. An interview guide and a non-participant observation schedule were used to collect data from the ESL grade 7 teachers. Data was analysed using themes which were discussed later. The literature and the theoretical framework were used to compare and contrast the study findings. Participants revealed that ESL teachers motivate their learners to use English in their daily conversations so that they develop the love of the language and also become fluent speakers and writers, and also that ESL teachers motivate learners when they give them feedback about the activities given, and this encourages learners to put more effort and work hard to achieve well. The study also unveiled that one of the ESL teachers' roles is to assess learners formally and informally which the teachers to ensure that all skills are taught and equally assessed. The study further established that the role of the ESL teacher to plan for the subject content and develop the materials to be used during teaching and learning. Participants in

the study indicated that ESL teachers develop teaching and learning materials to make the lesson more interesting and enhance learners' understanding about the content being learnt. The study also found that ESL teachers have a role to engage learners in school activities as well as helping them to model the language structures and rules. All ESL teachers purported that ESL teachers are mediators between the school and home, and they also create a positive learning environment for learners to practice the language in a meaningful context. It can therefore be concluded from the results of this study that. there are several roles that ESL teachers can play, that can contribute to the enhancement of learners' performance in ESL, these are such as teachers being motivators, assessors, planners for the subject content, developers of activities and teaching materials, creators of a positive learning environment as well as engaging learners in extramural activities. The researchers recommend that good foundation in ESL be laid at junior primary grades. This study also suggests that all schools should at least have access to internet connection because ESL materials such as e-books, e-journals, e-magazines and other social sites may be helpful in better teaching and learning English language skills.

Keywords

Teachers, Learners, Performance, English, Schools, Language, Teacher's Role, English Second Language, Teaching, Social Cognitive Theory

1. Introduction

In the Global World, most of the Communication is done in English, as the medium of instruction. Although English is an international language and used by many countries, it seems like some countries have challenges in the teaching and learning of this foreign language. Since 2009, grade five and seven learners in Namibia have been writing the National Standardized Achievement Tests (NSATs), where one grade writes at the end of one year and the other writes at the end of the following year (Lumbu, 2013). These tests are used to describe the achievement of learners in a curriculum in order to provide an estimate of the learners' achievement level in the education system and at specified grade levels nationally. According to NSATs reports for 2014, 2015 and 2017, grade seven scored 43%, 47% and 45% in ELS at national level. In 2016, the MoE suspended the NSATs as a result of the national curriculum reform.

According to Zeripi (2017) about 88% of ESL teachers in Oshana region were trained in terms of improving their teaching skills and content delivery and received teaching qualifications. It is also indicated that about 63% of Namibian learners in Oshana region have their own books (Zeripi, 2017). However, there seems to be teachers who are still unable to render quality teaching and learning to their learners, thus yielding poor results in ESL in schools.

Poor performance in English is also evidenced at the two schools of my inter-

est in Oluno Circuit, with the pass rate of 29% and 46% during November/December 2018 examinations. It is clearly expressed that all teachers have the responsibility to improve learners' aural/oral skills in discussion, reflection and reporting, their perceptual skills in using different types of reading and writing papers and reports (MoEAC, 2012). This study intended to gain a deeper understanding of how ESL teachers can enhance performance of learners during the teaching and learning process. Therefore, based on the above preliminary findings, there was a need to explore the role of teachers in enhancing learners' performance in English Second Language in grade seven.

Again, most studies in the area of ESL in Namibia, such as Nkandi (2015) in Omusati region; Junias (2009) in Oshana region; Hartney (2011) in Khomas region and Hilongwa (2011) in Ongha SS of the Ohangwena region explored factors and challenges regarding the poor performance of learners. A similar finding among many is that poor performance in ESL is caused by lack of materials/resources, poor English proficiency of ESL teachers, ineffective teaching strategies, negative attitudes of teachers and learners toward ESL. A lack of parental involvement, motivation and support to poor performing learners by teachers and parents had been identified as hindrances to learners' performance in advanced countries (Struwig & Stead, 2017). However, it seems like no study was conducted to explore the role of teachers in enhancing the performance of learners in English second language, specifically in grade seven in Oluno circuit. Therefore, this study intended to fill research gap.

The main purpose of this study was to explore the role of teachers in enhancing learners' performance in English second language in grade 7 at four Primary schools in Oluno circuit.

This study sought to answer the following research question:

How do teachers enhance the performance of their grade seven learners during the English Second Language lessons in Oluno Circuit?

2. Theoretical Framework and Literature Review

The study is based on the theory of Vygotsky's constructivism theory of cognitive development. According to Leavy (2017), Levy Vygotsky proposed that in order for a student to learn a concept or skill, it has to be within what he called the student's "zone of proximal development". According to Daniels (2005), Vygotsky defines the concept of the zone of proximal development as the distance between a child's actual development and their higher level of potential development as determined through problem solving under adult guidance or collaboration with more capable peers. Daniels (2005) further states that the zone of proximal development is also a theory used to determine what a student is capable of learning.

The study used the theory to understand the practices in the school activities as Edward (2015) believes that the activity must be analysed as a contextual phenomenon. The row is that the zone of proximal development accounts for

the environment/context where the activity is taking place includes the history or cultural background, the roles of the artifacts, motivation and the complexities of the real life. Edward (2015) further argued that an activity is not a static phenomenon, but something that is socially, culturally and historically evolving. Hence it is necessary for me to build a contextual profile teacher, school, learners and their performances. It meant that the learners' level of development is considered in order to sharpen the instruction slightly beyond their development. If the concept or skill that a teacher requires a student to learn is not something the student could handle even with support, then Vygotsky would say that the concept or skill is outside of the student's zone of proximal development. Therefore, this research believes that the student cannot learn the concept or skill and practice with their supportive mentor or a more knowledgeable other until they are comfortable to do it on their own.

In his study that looked at the role of the teacher in the ESL classroom conducted in USA, Finlinson (2016) explains that the teacher, as an architect, designs detailed lesson plans based on a specific lesson objective, the types of activities that will meet these lesson objectives, the sequence of those activities, the materials needed, how long each activity might take and how students should be grouped. In his article that discussed the formation of a lesson plan, Al-Zhoubi (2018) states that these objectives are specific knowledge or skills that student should master by the end of the lesson or unit. He further posits that each day should have an overall purpose or goal that students should be able to accomplish by the end of the class period. Moreover, Al-Zhoubi (2018) articulates that, the opportunity that lesson planning presents to evaluate one's own knowledge is particularly advantageous for ESL teachers for specific purposes, because these teachers have to be not only language experts, but also familiar with different disciplines like business, engineering, law-fields that use English language in specialized ways.

Additionally, Finlinson (2016), explains that although it is the role of the ESL teachers to carefully plan lessons that will give students the chance to contextually practice the ESL, they also develop flexibility to meet the present needs of the students. He further stresses that even though planning is a critical part of the role of the teacher, sometimes good decisions are those that are appropriate to the moment, not ones which follow the plan. Sharing the same sentiment Walsh (2016) argues that ELS teachers need to be flexible to adapt plans and change course if the students are showing signs of misunderstanding, boredom, or frustration during lesson presentations.

In a research project conducted in Ghana on the implementation of the basic curriculum for ESL by Torto (2017), asserts that lesson plan is the initial teaching and learning material that is prepared to facilitate the teaching and the learning situation effectively. He further claims that for a teacher to implement the ESL curriculum, his or her preparation for the lesson is very crucial. If the teacher does not prepare their lesson notes, their teaching becomes stalled since

the lesson preparation is a systematic guide as to how the teacher's lesson should unfold (Torto, 2017). In another research study by Bord (2015), it was found out those teachers who do not prepare their lessons due to various reasons, encountered challenges in their implementation of the ESL curriculum in Ghana. Closely linked to that, Manyarara (2015) in a study conducted in Zimbabwe argues that lesson planning assists teachers to achieve what they want, direct them on how best it can be achieved, the actual teaching itself and, finally, an evaluation of how successful the learning experience was.

In Namibia, the National Language Policy Guide for ESL MoE (2009) clearly states that written lesson preparation is compulsory for every teacher, irrespective of experience. It further asserts that a successful lesson plan should include the date, time, theme and topic, teaching and learning materials, lesson objectives and basic competencies to be achieved. Furthermore, the presentation part of the lesson plan should consist of the following: a short, appropriate introduction, monitoring of homework done, presentation of the subject content and a suitable conclusion (MoE, 2009). In addition, the policy emphasizes that after lesson delivery, the teacher should write critical reflections on the lesson, noting how teaching strategies could be changed to meet the lesson objectives (MoE, 2009).

Besides that, Kuami (2017) also notes that if a teacher is well prepared for the lesson, the delivery of the lesson is done smoothly since all that the teacher needs to teach are ready and close by. She also argues that a well prepared teacher will not get stuck in the middle of the lesson because the teacher knows how to manoeuvre to get through the lesson. The above arguments seem to indicate that lesson planning serves as a useful tool for the ESL teachers in enhancing their learners' performance. Effective planning should also be reflected in every ESL teacher's classroom management effort (Kuami, 2017).

3. Methodology

This study used a qualitative methodology in the form of social action theory to collect data from the teachers. The qualitative methodology sought to elicit subjective diverse opinions of the participants in the study as it is used to gain an understanding of the main reasons and subjective opinions of the participant (Walsh, 2016). A qualitative approach helped to get an opportunity to find different opinions or views from ESL teachers at the four selected schools about what their experiences are during the teaching and learning process.

According to Johnson & Christensen (2008), a case study design is a design that requires the researcher to understand a unique phenomenon that presents itself with an outstanding outlook. This case study is a qualitative research method allowing a deep exploration within a natural context and hence provides a full and through understanding of the particular experience of a participant. For this study, the case and unit of analysis was the exploration of teachers' role in enhancing the performance of learners in English as a Second language in Grade 7.

The population for this study consisted of all 25 Grade 7 English Second Lan-

guage teachers from 25 schools in Oluno Circuit, in Oshana region. Eight Secondary Schools from the Oluno Circuit were randomly selected to take part in this study. A sample comprising of six Grade seven ESL teachers was then chosen purposively from the 7 schools in Oluno Circuit. In this study, ESL teachers for grade seven were regarded suitable participants for this research because they were in a position to share their experiences of their role and support they give to learners during the teaching and learning of ESL, to enhance performance.

A purposive sampling method was used to select English Second Language teachers because the researchers only targeted the ESL teachers who were currently teaching grade seven at the seven selected primary schools at Oluno Circuit. Although there were many schools that offer grade seven in Oluno circuit, three primary schools whose results in the National Standardized Achievement Tests for 2014-2018 academic year were below 50% and other two that performed above 50% were selected to take part in this study.

Two research instruments were used to collect data for this study. These were: an interview guide and a non-participant observation schedule. Those two research instruments were employed as multiple sources of evidence to collect data. This was because the researchers wanted to determine the extent to which teachers play role in helping their learners during the teaching and learning of English lessons and also hear their experiences about what they do to enhance performance of the learners.

For the purpose of this study, the researchers adopted a non-participant observation. This was because the researchers did not intend to be involved in the activities of the teachers during the teaching and learning lessons. The researchers used observation during a life teaching experience by ESL teaching only and interview techniques to collect data from the participating teachers. The researchers chose to use semi-structured face to face interviews for teachers of ESL.

In this study, the researchers engaged into discussions with the ESL teachers, then asked them questions based on the research questions. The researchers then tape-recorded the teachers and then transcribed the information. Once data was collected, the researchers used the textual or content analysis to determine their meaning. According to Du Plooy et al. (2014), textual or content analysis is used as a method to analyze text, employed for both the content of text (words, images, pictures, sculptures, paintings, documents, movies, videos and so on) and all transcribed data. In the current study, thematic analysis was used to analyse the qualitative data. The developed themes were fully discussed and aligned towards answering the research question of the study. The researchers copied and converted all information collected into a written or visual format so that data could be analyzed using the systematic method.

4. Findings and Discussions

The following Table 1 shows how the results of this study are divided into

Table 1. The role teachers' play in improving the performance of learners in English Second Language in Grade seven at the four selected primary schools.

Theme 1: The role teachers' play in improving the performance of learners in English Second Language in Grade seven at the four selected primary schools in Oluno Circuit.	**Sub-theme 1.1:** Motivation of learners
	Sub-theme 1.2: Learner assessor
	Sub-theme 1.3: Planner for the subject content
	Sub-theme 1.4: Developer of activities
	Sub-theme 1.5: Creator of a positive learning environment
	Sub-theme 1.6: Engages learners in extramural activities

one major theme and six sub-themes.

4.1. Theme 1: The Role Teachers' Play in Improving the Performance of Learners in English Second Language in Grade Seven at the Four Selected Primary Schools

Participants were asked to indicate the roles that ESL teachers play that contribute to the enhancement of learners' performance in ESL. Their responses indicated several reasons such as teachers are motivators, assessors, planners for the subject content, developers of activities and teaching materials, creators of a positive learning environment as well as engaging learners in extramural activities.

4.1.1. Sub-Theme 1.1: Motivation of Learners

Davion (2017) conceptualises motivation as an innate desire that drives individuals to participate in an activity because of the satisfaction derived from it. Davion (2017) further states that another view of motivation suggests that it is goal-directed learning, which stimulates and guides individuals toward a particular direction. As students are motivated to learn, they are more likely to achieve the goals set for them, either by themselves or by the teacher (Theobald, 2006). Motivation, while it may have several definitions, influences students' learning. In line with this subtheme, Teacher for ESL 2 had this to say, "*ESL teachers are motivators and grammar correctors, so they motivate learners to practice and use English more often at school and eventually develop the love for ESL*". This was also supported by Teacher for ESL 3 who explained that, "*Teachers motivate their students to learn by providing them with positive feedback, in order to develop competence*". She further stated that, "*Providing feedback enables students to gain control over their own learning and a sense of belief about their abilities. Teachers who provide feedback to students about their efforts give them the idea that through hard work, they can achieve tasks and do well*".

The issue of motivation was supported by Teacher for ESL 5 who said that, "*It motivates learners to actively participate in English lessons when the teachers make them to work in pairs or groups*. He further stressed said that, "*language is best learned in collaboration and communication among students, who can help each other while working on different tasks in the classroom*". Moreover, Teacher

for ESL 6 expressed that "*The teacher's role in enhancing performance is to motivate students to practice English and eventually develop the love for ESL*".

These findings concur with Davion (2017) who also notes that although students are born with the natural ability to learn, much depends on the teachers' involvement. Davion further mentions that sometimes, students' energy, drive, and enthusiasm for a subject or task may wane and therefore require continued reinforcement through external support. This is also in line with Theobald (2006) who explains that teachers, who are responsible for creating a supportive environment that facilitates and increases students' learning, often provide this external support.

4.1.2. Sub-Theme 1.2: Learner Assessor
Research studies conducted in Turkey and Australia respectively by Tosuncuoglu (2018), Mellati and Khademi (2018), argue that assessment reveals how many students have achieved their learning objectives in ESL, who has any difficulties or problems with their learning, and which techniques are useful in teaching ESL. Similarly, Sumardi (2018) states that most researchers have acknowledged that in the learning process, assessment is a role of the teacher gathering information related to the learners' learning progress in order to improve their process in teaching; hence it can improve the students' performance. The following citations from the participants in the study show how most ESL teachers feel about their role as assessors during the teaching and learning of ESL:

Teacher for ESL 3 explained that, "*ESL teachers have a role of assessing learners formally and informally*". Similarly, teacher for ESL 1 said that "*Teachers enhance performance by ensuring that learners have achieved the required competencies in the syllabus. They prepare and assess activities that are in line with the competencies of that grade*".

Teacher for ESL 4 also stressed her opinions that, "*As teachers, we ensure that learners have achieved the required competencies of the syllabus and that all skills are equally taught and assessed. It is the teacher's role to make ESL as a subject more enjoyable and loved by learners. So, they are mediators between school and parents about learners' progress*". Sharing the same sentiment, ESL Teacher 6 said that "*teachers enhance the performance of learners through correction and giving feedback so that learners may also find ways to improve their performance*". Therefore, as it is stated by Theobald (2006), motivation is regarded as one of the primary components that contribute to proficiency in second language because; it influences the level of dynamic and personal engagement in second language learning.

4.1.3. Sub-Theme 1.3: Planner for the Subject Content
Finlinson (2016) explains that it is the role of the ESL teachers to carefully plan lessons that give students the chance to contextually practice the ESL and also develop flexibility to meet the present needs of the students. In correspondence, Walsh (2016) argues that ELS teachers need to be flexible to adapt plans and change course if the students are showing signs of misunderstanding, boredom,

or frustration during lesson presentations. In agreement with the above, participants lamented on the role of ESL teachers as a subject planner as follow:

Teacher for ESL 1 expressed that "*ESL teachers play a role of planning for the subject content to be covered and develop the materials to be used*". *On* the note, Teacher for ESL 3 echoed that "*lesson planning helps teachers to know what they want to achieve, direct them on what to do and how best they may achieve their objectives*. Furthermore, Teacher for ESL 3 supported the role of the teacher as a planner that, "*through lesson planning, the teacher is able to meet learners' expectations and also focus more on the basic knowledge first before taking them towards the next step*". Similarly, Teacher for ESL 5 also had to say this on the issues of planning that, "*a lesson plan server as a guide that a teacher uses every day to determine what learners will learn, how the lesson will be taught as well as how learning will be evaluated*". She further added that "*whether the ESL teacher is novice or experienced, there is always a need for a lesson plan because every group of learners comes with its own challenges*".

While Teacher ESL for 6 pointed out "*that planning gives a teacher variety of teaching methods to meet different learners' needs*, Teacher for ESL 7 also echoed that "*lesson plans enable teachers to function more effectively in the classroom by giving a detailed outline that they adhere to during each class*. Teacher for ESL 7 further emphasized on the role of planning that "*a teacher who fails to prepare, prepares to fail. According to him, an organized teacher is always able to deliver the lesson within the given time frame*".

These findings concur with Kuami (2017) who notes that if a teacher is well prepared for the lesson, the delivery of the lesson is done smoothly since all that the teacher needs to teach are ready and close by. This is also in line with Finlinson (2016) who explains that the teacher, as an architect, designs detailed lesson plans based on specific lesson objectives, the types of activities that will meet these lesson objectives, the sequence of those activities, the materials needed, how long each activity might take and how students should be grouped.

4.1.4. Sub-Theme 1.4: Developer of Teaching Resources

Before the rapid development of technology, the teaching process was done by teachers through verbal presentation of materials, using the chalk to write on the blackboard. Although this remains the most important asset in the teacher's work, Busljeta (2013) asserts that today's teaching process is difficult to imagine without the use of different modern teaching and learning resources. Their contribution to the teaching process is manifold, and effective use of teaching and learning resources makes the process more attractive, interesting and modern, and, most importantly, it aids the teacher in the organisation and quality of conducting the said process, whilst aiding the students in the processes of enhancing their intellectual and emotional capacities (Busljeta, 2013). In line with this sub-theme, participants had this to say:

Teacher for ESL 6 pointed out that, "*I believe that learners learn best by looking at pictures or touching what they are learning, therefore there is always a*

need for me to develop teaching aids such as posters with pictures or sight words as well as bringing along concrete materials to the lesson". Other reasons given by both Teachers for ESL 2 and 3 on the role of teaching materials were that, "*teaching materials are very important in the teaching and learning of ESL*". Subsequently teacher for ESL 3 also added that, "*ESL teachers develop enrichment activities for faster learners and supportive materials for the slow ones.*

Teacher for ESL 4 expressed that, "*ESL teachers have to use materials to teach learners to read with understanding instead of memorizing. They correct learners and give them feedback that contributes to their language development and improved performance*". Teacher for ESL 5 also elucidated that, "*it is the role of an ESL teacher to develop teaching materials for his/her learners because learning materials make the lesson interesting, learning becomes easier and enable the teacher to easily explain concepts to learners, thus enhances learners' achievement*".

All these align with Salahudinn et al. (2013) who acknowledge that a stimulating atmosphere for language teaching can be created by displaying posters, charts, maps, advertisements, timetables and signs together with works produced by the students themselves in the classroom. They also emphasize that teaching aids and instructional materials are very essential to motivate students towards learning and to capture the ESL content knowledge easily.

4.1.5. Sub-Theme 1.5: Creator of a Positive Learning Environment

Establishing a positive classroom climate is the key for helping all students to achieve success (De Nobile, Lyons, & Arthur-Kelly, 2017). When students feel valued, they are likely to be motivated to learn. As De Nobile et al. (2017) further state that a teacher needs to create a supportive environment that embraces diversity and is culturally sensitive. In this regard, Teacher for ESL 3 asserted that, "*ESL teachers are creators of a positive learning environment where everyone is free to speak the language without any fear or intimidation*". Similarly, Teacher for ESL 6 also said that, "*ESL teachers have a role for creating a positive environment in their classroom which allows learners to feel comfortable, safe and engaged*". Another Teacher for ESL 5 said that, "*I believe that a teacher has a role of making learners to learn as a team, celebrate each other's achievements and also learn from their mistakes.*

Put simply, participants feel that it is the role of an ESL teacher to make the classroom an environment where learners feel comfortable, where healthy relationships with peers and teachers flourish. In a positive environment, the process of learning becomes easier to adapt to and learners always look forward to participate in lessons freely.

4.1.6. Sub-Theme 1.6: Engages Learners in Extra Mural Activities

Pick (2018) elucidates that Educational Acts, policies, plans and programs are set to improve the quality of learning in terms of ensuring an environment conducive for teaching and learning. However, how teachers play their role within the classrooms could influence the state of learning outcomes.

Teacher for ESL 1 explained how ESL teachers engage learners into extra mural activities that, "*ESL teachers have a role to engage learners in debating clubs, quizzes, tests, spelling and reading competitions as well as helping them to model the language structures and rules*". Supporting the same view, Teacher for ESL 7 asserted that, "*most ESL teachers are role models as they should speak English with their learners all the time. ESL teachers engage students in activities such as debating club and quiz competition and reading competition that helps to improve their speaking skills*".

From the interviews that were conducted, all participants acknowledged that teachers play a role in enhancing the performance of their learners. All ESL teachers purported that ESL teachers are mediators between the school and home, and they also create a positive learning environment for learners to practice the language in a meaningful context. This concurs with Anyiendah (2017) who claims that an ESL teacher is an actor who plays a number of roles. She lists that the teacher's responsibilities are a planner, manager, facilitator, counsellor and diagnostician. In order to get an excellent learning outcome, the ESL teacher must perform all these duties with in each single lesson (Anyiendah, 2017).

5. Conclusion

This study has unveiled a number of significant roles that ESL teachers play that contribute to the enhancement of learners' performance ESL. Participants revealed that ESL teachers motivate their learners to use English in their daily conversations so that they develop the love of the language and also become fluent speakers and writers. They said that ESL teachers encourage their learners to communicate with one another in English, while helping each other to complete tasks individually or in groups. Participants also said that ESL teachers motivate learners when they give them feedback about the activities given, and this encourages learners to put more effort and work hard to achieve well.

It can also be concluded from this study that one of the ESL teachers' roles is to assess learners formally and informally. Participants expressed that, for the ESL teachers to ensure that learners have acquired the basic competencies of the syllabus; they prepare activities which are in line with the competencies of that grade. Assessment helps the teacher to ensure that all skills are taught and equally assessed. This will not only make ESL as a subject enjoyable to learners, but will also help the teacher to determine learners' progress and find ways to assist those that need assistance.

Participants have also expressed that it is the role of the ESL teacher to plan for the subject content and develop the materials to be used during teaching and learning. They said that lesson planning directs teachers on how to achieve their objectives and also enable them to meet learners' expectations. They stated that all ESL teachers need to do lesson planning, whether they are novice or experienced because every group of learners comes with their unique challenges. They

concluded that a teacher who fails to prepare, prepares to fail.

Furthermore, Participants in the study indicated that ESL teachers develop teaching and learning materials to make the lesson more interesting and enhancing learners' understanding about the content being learnt. They also said that, a positive classroom environment is also created because learners are comfortable and free to interact with one another. Participants have unveiled that, in a positive classroom learners work as a team, learn from their mistakes and celebrate their achievements.

It can also be concluded from the results of this study that, that ESL teachers *have a role to engage learners in school activities as well as helping them to model the language structures and rules ESL teachers are role models as they should speak English with their learners all the time*. All ESL teachers purported that ESL teachers are mediators between the school and home, and they also create a positive learning environment for learners to practice the language in a meaningful context.

6. Recommendations

Oluno Circuit office is responsible for overseeing the quality of education being delivered by teachers at their respective schools to enhance learners' achievement and therefore the following recommendations were made to them:

1. The researchers recommend that good foundation in ESL be laid at junior primary grades. Although learners are taught in the mother tongue from pre-grade to grade three, teachers should be motivated to ensure that learners acquire the basic skills needed in ESL. At least they should be able to read, write and speak simple words needed for communication before they leave the junior primary phase.

Recommendation for the Ministry of Education Arts and Culture

1) The Ministry should provide schools with ESL text books. At least every learner should have books of their own.

2) The Ministry should provide schools with ICT materials and build libraries at schools. Both teachers and learners may benefit from computers, projectors, etc. The Ministry should also bear in mind that the world is also moving from the traditional way of teaching to digital teaching materials such as power point presentations, online learning etc.

3) This study also suggests that all schools should at least have access to internet connection because ESL materials such as e-books, e-journals, e-magazines and other social sites may be helpful in better teaching and learning English language skills.

Areas of Further Research

The study focused on the role of teachers in enhancing learners' performance in

English Second Language in grade seven at the seven selected schools in Oluno circuit only. Therefore, further studies need to be undertaken in different schools in Oluno circuit but same grade, so as to compare the role of ESL teachers in enhancing the performance of learners.

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Conflicts of Interest

The authors declare no conflicts of interest regarding the publication of this paper.

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