

Using English to Teach Subject Classes



Pemba and Mtwara, Tanzania
April 2005

REPORT ON COASTAL TANZANIA WORKSHOPS: USING ENGLISH IN SUBJECT CLASSES

CONDUCTED AT PEMBA, APRIL 18-21, 2005
AND MTWARA, APRIL 25-28, 2005

MINISTRY OF EDUCATION AND CULTURE, TANZANIA MAINLAND
AND THE
MINISTRY OF EDUCATION, CULTURE AND SPORTS, ZANZIBAR
SUPPORTED BY
THE EMBASSY OF THE UNITED STATES OF AMERICA

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USING ENGLISH TO TEACH SUBJECT COURSES

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Report on Coastal Tanzania Workshops: Using English in Subject Classes

INTRODUCTION AND BACKGROUND

In Tanzania, English is the medium of instruction in secondary schools and higher learning institutions. Social studies, science and mathematics teachers use English as a medium of instruction in secondary classrooms. In primary schools, all subjects are taught in Kiswahili and as such, there is no smooth transition to teaching all subjects in English at the secondary level. Many students are not sufficiently prepared to study all subjects in English when they enter secondary school (Form 1). Some teachers are also not sufficiently fluent to teach the subject in English. As the enrollment in secondary schools will rise in 2005 from 9% of eligible students to 25% and higher in the following years, it is critical that English use in subject areas improves. A poor understanding of English is given as the major factor in poor student performance at the secondary level, for example, in 2002; only 40% of enrolled Zanzibar students in Form 2 passed the junior secondary school examination. Additional training of subject tutors at the teacher training colleges would build the capacity of tutors to improve their instruction and use of English while instructing future teachers of Tanzania; this is the first step to increasing the quality of instruction in public schools. School inspectors are the second step since they interact regularly with classroom teachers and can conduct workshops for the current teacher population. Both teacher training college tutors and school inspectors were targeted for training at the two workshops on improving the English language skills and methods for teaching subjects through English.

The Ministry of Education and Culture (MOEC), Mainland and Ministry of Education, Culture and Sports (MOECS), Zanzibar strategic plans focus on the need to improve the teaching of English and that of other subjects in order to raise the general academic performance in secondary education.

The Pemba, Mtwara workshops were designed to support the governments' efforts to strengthen the capacity of the teachers' colleges to offer quality subject (social studies, science and mathematics) instruction in English for future secondary teachers in Tanzania. In addition, current teacher skills were also intended to be upgraded through interactions and training conducted by subject area school inspectors in each district.

WORKSHOP GOALS

1. Provide a professional development opportunity for Teachers' colleges tutors and subject inspectors from rural coastal areas.

Teachers' Colleges in isolated coastal regions of Tanzania were the target audience for this capacity building effort. The tutors at these Teachers Colleges have few interactions outside their region due to a lack of available transportation and poor communication facilities in the area. Consequently, tutors assigned to these colleges in isolated coastal regions have few opportunities to attend in-service training or participate in external self-improvement courses, i.e. Open University.

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2. Contribute to the improvement of subject instruction conducted in English.

The content of the workshops was designed to provide participants with innovative approaches for teaching various content areas in English.

PLANNING

PLANNING MEETINGS

The Planning Committee was made up of representatives of the MOEC, MOECS and the Embassy of the United States in Dar es Salaam. Dr. Naomi Katunzi, Permanent Secretary, Mr. Ricky Mpama, Chief Education Officer, MOEC, Ms. Maryam Yusuf, Commissioner of Education, MOECS and Mr. John Haynes, Public Affairs Officer, U. S. Embassy, Dar es Salaam guided workshop planning efforts.

Members of the Planning Committee included:

1. Janet Orr, Workshop Coordinator, U. S. Embassy Dar es Salaam representative
2. Philomena Temu, English Language School Inspector, MOEC, Mainland
3. Madina Mjaka, Director of Higher Education, MOECS, Zanzibar
4. Mussa Shehe, U.S. Embassy, Zanzibar representative
5. Safia Rijaal, Principal, Vikokotoni Secondary School, Zanzibar

CERTIFICATES

Certificates of Attendance were awarded to workshop participants at the closing ceremony of each workshop. The certificates were beautifully designed by Ignatius Nyoni, Arts and Graphics Assistant at the U.S. Embassy. They have the signatures of the Director of Public Affairs at the U. S. Embassy, the Chief Education Officer, Tanzania Mainland, and the Commissioner of Education, Zanzibar.

TEXT, MATERIALS AND BAGS

Participants were provided with a textbook for the workshop, a printed cloth bag with the workshop logo, note-taking materials and some literature from the U.S. Embassy. Sufficient bags and materials were shipped to each workshop site for the anticipated number of participants, but both workshops were attended by additional participants so a few participants did not receive a bag or some of the materials, particularly at Mtwara TC.

A textbook was selected to assure that the participants had reference material for use in their classes and training sessions after this workshop. The text is one of the most current in the field. However, as a result of the market demand for this text, sufficient copies did not arrive in time for the workshops. In Pemba, most of the participants received a copy of the book. In Mtwara, all participants received photocopies of relevant chapters from the book.

The book is: Teaching Content to English Language Learners: Strategies for Secondary School Success by Jodi Reiss, Longman/Pearson Education, Inc., Copyright: 2005. ISBN: 0-13-152357-0

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PRESENTERS

The English Specialists Program at the U.S. Department of State in Washington D.C. and the U.S. Embassy Dar es Salaam supported the costs for Dr. Anne Katz to travel to Tanzania to be the guest speaker at the workshops.

Dr. Anne Katz holds a doctorate in second language education from Stanford University, California. As a lecturer at the School for International Training in Brattleboro, Vermont, she teaches courses in curriculum, assessment, and evaluation. She has also worked as a teacher educator in Brazil, Egypt and Ukraine. In addition to teaching, she conducts research and evaluation projects focusing on the identification of successful second language programs. She is the author of numerous publications on diversity and the development of standards based assessment systems. Professor Katz actively promotes links between research and the classroom to support student learning, teacher development, and meaningful change in schools.

Janet Orr has extensive experience in education research, program administration, student assessment and primary education. She served as an instructor of public school teachers in both undergraduate and graduate programs at the University of Colorado at Denver, Ohio University, the University of Botswana and George Mason University. Her English as a foreign language methodology book, *Growing Up with English* was shared during the workshops. After she graduated from the University of Colorado (B.S. Ed.) she began teaching at a primary school in Arusha, Tanzania which led her to further her studies at the University of Illinois (M.Ed.) and University of Virginia (Elementary School Principal Certificate).

Philomena S. Temu, is a senior school inspector at the Ministry of Education and Culture, Tanzania. She coordinates the teaching of English Language in the Inspectorate Department. She is a graduate of the University of Dar es Salaam in Education with Linguistics and Literature as major subjects *and taught in secondary schools for fifteen years*. She did further studies in the Teaching English as a Foreign Language including Teacher In-service provision at Moray House, Scotland (1990 and 1994). She has experience in Development Projects Management and was fully involved in the Tanzania English Language Teaching Support Project (E LTSP) implemented 1986 -1997.

Safia Rijaal is Head of Vikokotoni Secondary School presently. She earned a Diploma in Education at Nkrumah Teachers' College and completed a Bachelor of Arts in Education (2004) at the Open University of Tanzania. She has been involved in English teaching for 23 years. Safia has authored many textbooks for teaching English. Currently, she is working on an English Structure textbook.

TIMETABLE

The timetable for the four full days of workshops at each site is included in Appendix B.

TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL) CONVENTION, SAN ANTONIO, TEXAS. MARCH 30-APRIL 2, 2005 AND THE INTERNATIONAL VISITORS PROGRAM

Both Philomena Temu and Safia Rijaal were selected by their respective Ministries to attend the Teachers of English to Speakers of Other Languages (TESOL) Convention to further develop their skills and to learn more about teaching English in subject area classes. Travel to this convention occurred just prior to the workshops in Pemba and Mtwara so both attendees

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had an opportunity gain more expertise in the field of teaching English in subject classes plus they were able to share with participants what they had learned at the convention and during the visit to colleges in Utah and the Washington DC immediately.

WORKSHOPS ON USING ENGLISH IN SUBJECT CLASSES

PEMBA, MAKONYO CENTRE

April 18-21, 2005

FACILITIES

Makonyo Centre near Chake Chake, Pemba, Zanzibar was a good venue for this workshop. The general meeting room was large, bright and had fans. The facilities had consistent electricity and adequate power outlets to run the laptop and LCD projector. The group was large yet there were sufficient tables and chairs for all. A grant was provided to Makonyo Centre to provide accommodation (at their centre or a hotel in town) and meals for participants.

Makonyo Centre catered the meals which were well received by participants. An old kitchen was used for serving the meals which was fine but there was no place for participants to sit down to eat. They tended to stand in the kitchen and eat from the counter or go outside to sit on a log. This situation was not felt to be satisfactory by the participants.

Some rooms were available at Makonyo Centre for participants who traveled from Unguja or Mainland. Other participants stayed at hotels in town. The names of those are as follows: Letarvan, GT guest house (GT), Chake Chake hotel, and Pataya guesthouse. The presenters stayed at Pemba Island Hotel. Participants seemed satisfied with their accommodation but many expressed that they would have rather received per diem and stayed with relatives than been assigned to stay in a hotel and eat at Makonyo Centre. All participants did receive Tsh 10,000 per day for incidentals

OPENING AND CLOSING

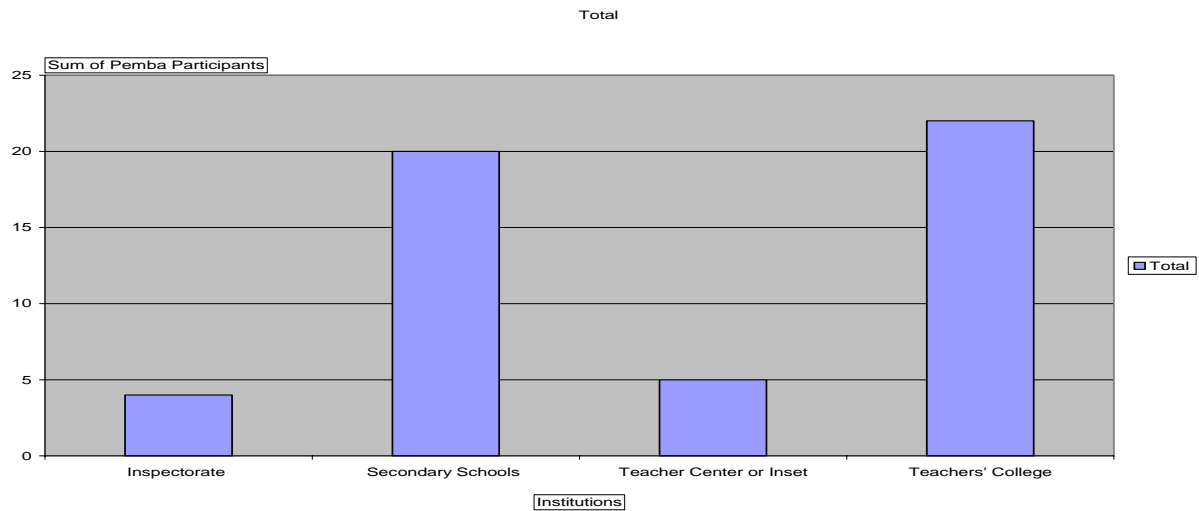
The opening was conducted by Mr. Rijaal A. Rijaal, Officer in Charge, Ministry of Education, Culture and Sports, Zanzibar and Mr. Mkubwa, INSET Officer for Pemba. The special guest of honor was Mr. John Haynes, Director of the Office of Public Affairs at the U. S. Embassy in Dar es Salaam.

PARTICIPANT CHARACTERISTICS

Subject (science, social studies and mathematics) specialists as well as English specialists were invited to participate in this workshop from Teachers' Colleges, District Inspectorate, Teacher Centers and exemplary secondary school teachers. Fifty-one educators participated in this workshop, 41 males and 10 females. They hold numerous positions in the education sector: 22 tutors from Teachers' Colleges in Unguja, Pemba and Tanga; 4 Zonal Inspectors; 5 Teacher Center or In-service Officers (INSET) and 20 subject teachers from Pemba schools. Teachers' College tutors and secondary school subject teachers made up the majority of the participants at this workshop. See Figure 1.

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Figure 1: Pemba Participant Workplace Distribution

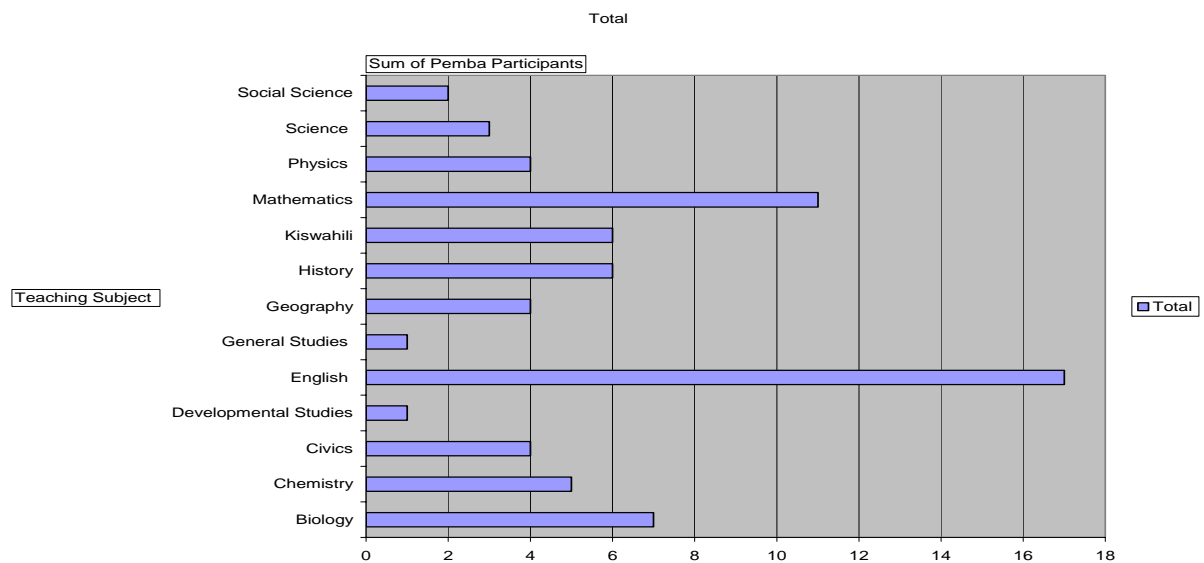


The majority of these participants have earned a Diploma, 34, the qualification needed to teach secondary school. Eight participants have earned a Bachelor's degree and three participants have earned a Master's degree. Six participants have other types of qualifications, such as Grade A or computer courses.

Fifteen participants have an average of 6.8 years experience teaching at a teachers' college. Most of the participants, 41, are very experienced secondary school teachers with an average of 16.22 years of teaching experience. Twenty participants have taught primary school with 10.85 average years. The workshop participants are very experienced secondary teachers.

A good representation of subject specialists attended the workshop. Many specialists teach or inspect in more than one subject area. A figure showing the subject specialties represented by the participants follows.

Figure 2: Subject Specialties of Pemba Participants



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PARTICIPANTS' REFLECTIONS ON THE WORKSHOP

At the beginning of the workshop, participants were asked to set their expectations for the workshop. They wrote down their goals and purposes for attending this workshop, then at the end of the workshop, they were asked to think about their goals and to write their personal responses to the workshop. Participants gained experience with this teaching technique as they were asked each day to reflect on what they had learned. Following are some of the most salient responses put forth by participants:

What they liked:

- *Thank you for boosting English and integrating it with other subjects.*
- *The workshop taught me how English teachers and subject teachers can work together.*
- *The most effective lesson was about English teachers and teachers of other subjects working together, which is a major problem in the teaching profession.*
- *I am now ready to design many activities and help my fellow teachers to do the same.*
- *I hope to use the knowledge I got to teach other teachers when I return to school.*
- *We gained more skills and experiences from different participants.*
- *I understood how to write good objectives, and their purpose.*
- *Using graphic organizers was completely new to me before facilitators introduced it.*
- *I have learned the use of different classroom tools, teaching new vocabulary presenting lessons and getting feedback from the students.*
- *The workshop was useful to teachers.*
- *The goals of the workshop were achieved.*
- *The goal of the workshop has been well achieved.*
- *The discussion of "guide points" gained my attention, and will be something I will take back to my students.*
- *I learned how to use the web to present a topic briefly.*
- *The learning strategies were a great improvement as some of them were quite new.*
- *The materials and pamphlets given will totally improve my standard of English and methodology, and will help my students.*
- *We are thankful to the US Embassy in Tanzania for this workshop.*
- *I would like to see this workshop every year.*
- *Being taught by experts from different parts of the world has helped.*
- *Thanks to Dr. Katz and the hard work she put in.*
- *The facilitators were very good and provided clear instruction for the teachers.*

What could have been better:

- *It would be better to conduct the workshop for teachers of specific subjects.*
- *We would like to see the workshop be longer. Four days was not enough.*
- *The time for Strategies and Lesson Design was not long enough.*

What is needed:

- *Need to familiarize Science teachers with science laboratories and equipment, and how to work with them to satisfy curriculums.*
- *Would like to see these strategies monitored in the classroom to gauge effectiveness.*
- *Need training to control environment and behavior of pupils.*
- *Would like a workshop on methodology in teaching literature.*

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Logistics issues:

- *Some of the teachers did not understand English well.*
- *Participants should be allowed to find their own accommodation.*
- *Food, accommodations and stipends could have been better.*

Participants were also asked how useful the various topics presented were for their professional improvement. Six topics were particularly useful for participants as indicated by the high mean scores: Strategies for Language Learning (4.53), Using Graphic Organizers (4.48), Setting Language and Content Standards (4.42), Effective Textbook Strategies (4.39), Teaching Vocabulary (4.33), and Lesson Design in Subject Classes (4.31). The least useful session was Observations on US Education in which Philomena Temu and Safia Rijaal shared their observations on their participation in the TESOL Convention in San Antonio, Texas and their visit to educational institutions in Utah and Washington D.C. See Figure 3 following.

Figure 3: Participant Responses to Sessions

Using English to Teach Subject Classes	Participant Responses	
	Mean	Mode
Sessions Presented		
Collecting Student Feedback	4.03	4
Developing Writing Skills	4.15	4
Effective Textbook Strategies	4.39	5
Introduction	4.00	4
Lesson Design in Subject Classes	4.31	4.5
Observations on US Education	3.23	4
Reading Strategies for Subject Classes	4.18	4
Setting Language and Content Objectives	4.42	5
Strategies for Comprehensible Instruction	4.21	4
Strategies for Language Learning	4.53	5
Teacher Feedback on Student Learning	4.18	5
Teaching Vocabulary	4.33	5
Textbook Orientation	3.97	4
Using Graphic Organizers	4.48	5

FACILITATOR REFLECTION

From the perspective of a facilitator, participants actively engaged in activities and tasks, discussing topics with one another and with the whole group. This engagement contributed to the feelings of accomplishment reflected in the evaluation comments and survey results presented above.

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MTWARA TEACHERS' COLLEGE

April 25-28, 2005

FACILITIES

Mtwara Teachers' College (K) was the venue for the workshop. A large very suitable classroom was provided for the workshop. Some participants from the neighboring regions stayed in hostels at the college also. Breakfast and dinner were provided to participants staying in the hostel and lunch was provided to all participants. Everyone enjoyed the food but because classes were in session workshop participants ate in the teachers' centre which was small for the number of people eating lunch.

OPENING AND CLOSING

The Opening was slightly delayed to accommodate the Guest of Honor, the Mtwara Regional Education Officer, Mr. Wahab Issae. However, this did not delay the workshops tasks as the participants began their work first thing on Monday morning.

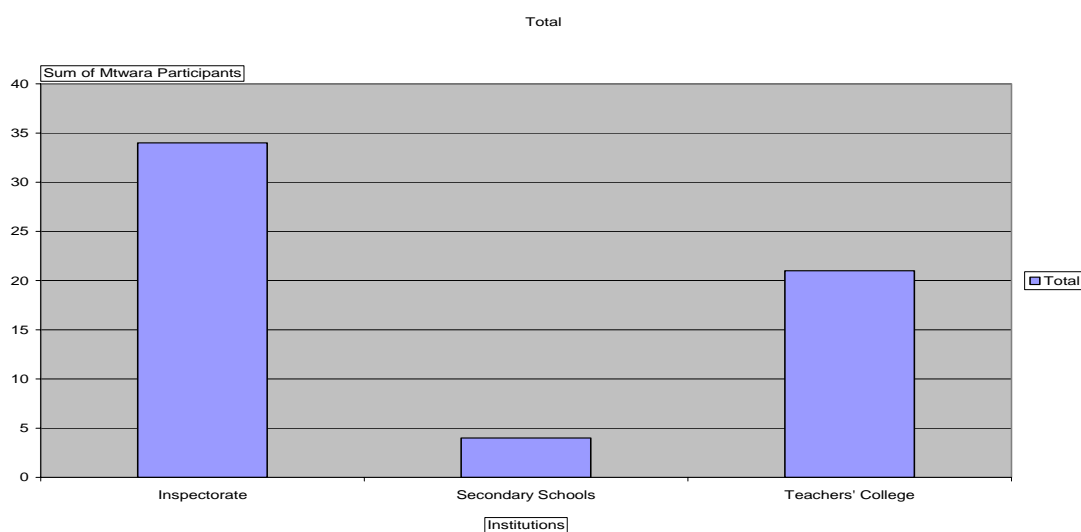
The closing of the workshop was conducted by the Zonal Chief Inspector, Mr. P. A. Ngairo. Mr. John Haynes, Director of the Office of Public Affairs at the U. S. Embassy in Dar es Salaam was the guest of honor at the closing. Since Mtwara Teachers' College was also having its graduation on the same day, the library was decorated for that occasion affording us the use of it for the workshop closing event. The Vice Principal Mr. Chambulila was also present at the closing and demonstrated his support for the workshop through out the week at Mtwara Teachers' College.

PARTICIPANT CHARACTERISTICS

Subject (science, social studies and mathematics) specialists and English specialists were invited to participate in this workshop from Teachers' Colleges, District Inspectorate, Teacher Centers and exemplary secondary school teachers. Fifty-nine educators participated in this workshop, 44 males and 15 females. They hold numerous positions in the education sector: 21 tutors from five Teachers' Colleges; 34 Zonal or District Inspectors; and 4 subject teachers from two local Mtwara secondary schools. This group of workshop participants had a slightly different focus as the group was dominated by Inspectors who will use the material to provide in-service training rather than pre-service training. See the following chart.

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Figure 4: Mtwara Participant Workplace Distribution



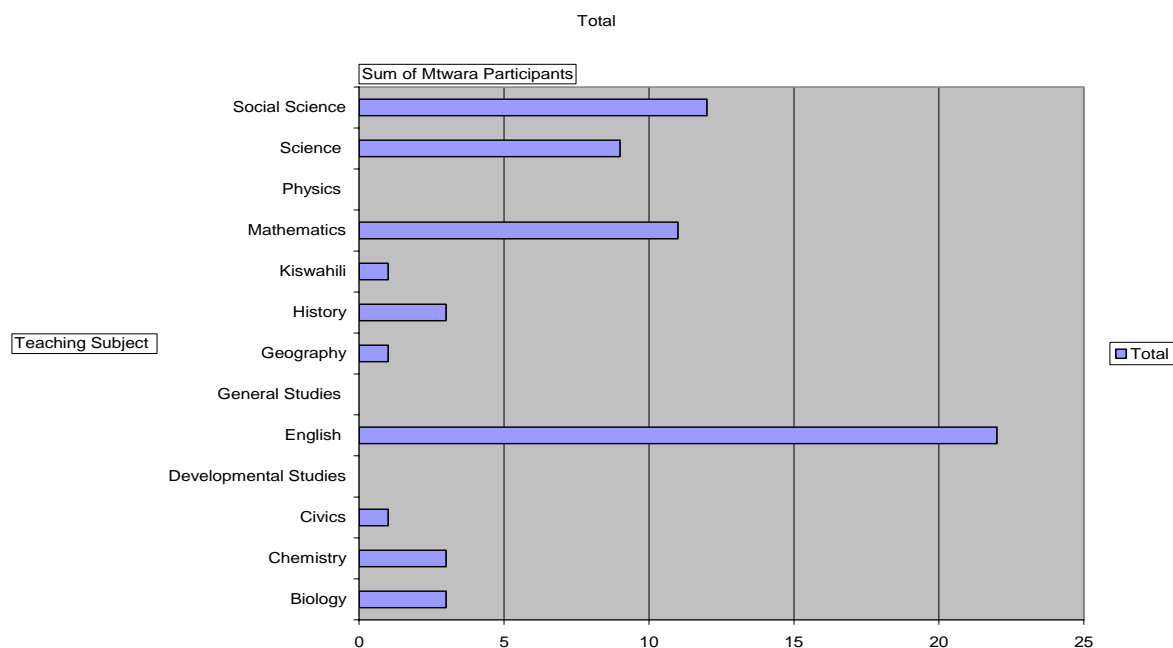
The majority of these participants (45) have earned a Diploma, the qualification needed to teach secondary school. Five participants have earned a Bachelor's degree and one participant has earned a Master's degree. Of those 5 Bachelor's degrees, 3 are held by inspectors and 2 by tutors. The one person who holds a Master's degree works in the Inspectorate. Four participants have other types of qualifications, such as Grade A or computer courses.

Twenty-two participants have an average of 8.78 years experience teaching at a teachers' college, slightly more than Pemba participants (6.8 years). Only 12 participants reported that they had experience teaching at the secondary level, the average was 6.15 years of experience. This is very different from Pemba where most of the participants (41) are very experienced secondary school teachers with an average of 16.22 years of teaching experience. In Mtwara, more of the participants (29) have taught primary school for an average of 16 years. It seems that many of the school inspectors were primary teachers who were promoted into the inspectorate.

A good representation of subject specialists attended the workshop. Many specialists teach or inspect in more than one subject area. Participants in Mtwara were more likely than Pemba participants to have just one specialty (46) rather than two or more (13). English teachers were the largest number of participants (22), followed by Social Science (12), and Science (9). A chart showing the subject specialties represented by the participants follows.

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Figure 5: Subject Specialties of Mtwara Participants



PARTICIPANTS' REFLECTIONS ON THE WORKSHOP

Participants set their expectations for the workshop at the beginning of the workshop. They wrote down their goals and purposes for attending this workshop, and then at the end of the workshop they were asked to think about their goals and to write their personal responses to the workshop. Participants gained experience with this teaching technique as they were asked each day to reflect on what they had learned. Following are some of the most salient responses put forth by participants:

What they liked:

- *The opening speech was challenging and motivated me.*
- *Goal-setting was precisely presented as every participant got involved in sharing ideas and experiencing gaining from others.*
- *The goal-setting was fulfilled, as the facilitators tried their best to cover all things indicated in the timetable per session.*
- *The lessons were very comprehensive in textbook orientation, teaching strategies and how to use English across other subjects.*
- *Useful strategies included using graphic organizers, using textbook aids and ways of getting feedback.*
- *The sessions will help me think of effective activities that will assist student access to the concept they are required to learn.*
- *The sessions in the workshop will improve my teaching in these areas: Strategies for language learning, developing strategies for comprehensible classroom instruction, and developing writing skills needed in classroom instruction.*
- *As an inspector, I will advise [teachers} as to the best strategies to use while teaching in a child/ student-centered approach.*
- *As an inspector, I will encourage teachers to use different techniques when teaching various subjects.*
- *Learning how to integrate context with English will widen the understanding of different concepts to my students.*

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- *Different forms of working individually, in pairs and groups will help me work with my Grade A student teachers.*
- *I congratulate the facilitators for using participatory methods and techniques to facilitate the topics.*
- *The workshop was well organized and conducted.*
- *The topics were very useful and satisfied the participants' demands.*
- *All sessions were taught clearly and all members participated fully in their groups and individually.*
- *The sessions helped me to use the participatory methods so that students/ teacher trainees will be able to participate in similar lessons.*
- *The workshop improved and encouraged my teaching and learning processes.*
- *[The workshop] has opened my understanding about strategies of teaching English language as a second language to the learners of English.*
- *It is my hope that this kind of workshop will be conducted again later on so as to improve our education in our country.*
- *[This workshop] enables me to know that the English language is more important in teaching other subjects.*
- *This workshop has [ensured] that I perform my duties with confidence.*
- *It will help me promote using English as a good tool for teaching other subjects.*
- *I ask the US Embassy to prepare more workshops, seminars and gatherings like this one.*

What could have been better:

- *More time should be added to these workshops.*

FACILITATORS REFLECTIONS

As with the workshop in Pemba, the participants in Mtwara worked diligently to complete tasks and discuss ideas with one another and in plenary. This collaborative and engaged response to the workshop activities contributed to the positive responses shown in the workshop evaluation comments. The Mtwara workshop had more participants from the inspectorate so than the Pemba workshop so the focus of discussions was more on inservice training than pre-service training.

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APPENDIX A: SPEECHES

OPENING REMARKS BY MR. RIJAAL A. RIJAAL

Officer-in-Charge, MOECS

Using English to Teach Subject Classes

MAKONYO HALL – PEMBA – 18.04.2005

Mr. John Haynes,
Director, Office of Public Affairs, US Embassy, Tanzania
Dear Facilitators,
Distinguished guests and participants,
Ladies and Gentlemen.

Dear Facilitators. Before all, let me first thank God, the Creator, for enabling us to gather here to conduct this function. Let me also take this opportunity to express my sincere thanks to the management of this workshop for appointing me to be the guest of honor. I would also like to thank all the invited guests, tutors, teachers and the US Embassy Officials who have come here to collaborate with us in making this workshop feasible. Lastly, may I now offer my heart felt thanks to our partners from Tanga who have come to join us in this workshop.

Dear Facilitators. I have been informed that this workshop will be held for 5 days with fifty participants: 20 from Unguja, 20 from Pemba and 10 being our brothers from Tanga. It is my expectation that this team of 50 people will integrate to work as a team for the betterment of our students who are targeted as the beneficiaries of this workshop. The output of this workshop will result in good performance of our students in their lessons. It is the language problem which impedes our students not to cope well with subjects taught in foreign languages. It is this workshop's main objective to reduce, if not eradicate, this problem. We have gathered here to find means and ways to assist our students to understand or comprehend the subjects taught in English as a medium of instruction. I am sure that at the end of the day you will find this workshop very important and fruitful.

Dear Facilitators. Before I conclude my statement, I would like to thank the US Embassy in Tanzania for providing financial assistance to run this workshop. Also my thanks go to Makonyo management for their willingness to provide us a venue and services all the time we will be here.

Finally, Ladies and Gentlemen, with this few remarks, I wish all of you good cooperation, and I now have the pleasure to officially declare this workshop open.

Thank you for your attention.

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WORKSHOP FOR TUTORS, TEACHERS AND SCHOOL INSPECTORS ON

USING ENGLISH TO TEACH SUBJECT CLASSES

HELD AT MTWARA (K) TEACHERS COLLEGE

25TH –28TH APRIL 2005.

OPENING REMARKS BY MR. WAHAB ISSAE

Mtwara Regional Education Officer

The Zonal Chief Inspector of Schools, Southern Zone.
The Principal Mtwara (K) Teachers College,
Workshop Facilitators,
Workshop Participants,
Ladies and Gentlemen

Good Morning.

May I take this opportunity to express my sincere thanks to the organizers for inviting me to officiate in the opening of this important workshop. This workshop is a milestone in the teaching of English Across the Curriculum. It is the first workshop drawing together teachers from different academic disciplines aimed at addressing the language barrier which is currently not only a bottleneck in the transfer of knowledge, but also affects the quality and the evaluation of education outcomes.

I would also like to extend my sincere thanks to the US Embassy in Tanzania for their grant, which has made the workshop possible.

Lastly, but by no means least, I thank the facilitators of the workshop. I have been told that Dr. Anne Katz has come all the way from San Francisco. I thank you very much for your support.

I would also like to take this opportunity to welcome you to Mtwara, the gateway to the now popular Mtwara Corridor. The town abounds with beautiful sites like the attractive Marine Parks and the Famous Historical Old Town of Mikindani. I am sure you will find our peaceful town a conducive place to work in.

Dear Participants. I have been informed that this workshop will take four days and that 55 participants have been invited from Teachers Colleges, School Inspectorate Offices and a few selected secondary schools in the Southern Zone. I am sure that this workshop will have a big impact on the teaching and learning of our students who have been targeted as the main beneficiaries of the workshop output. I believe that the output of the workshop will be improved teaching, and hence, better academic performance of our students in colleges and schools.

Workshop Participants. This workshop focuses on English across the Curriculum and specifically how to use English to teach other subjects. You are all aware that poor mastery of English affects performance in all subjects, except Kiswahili, in all post primary school

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levels that use English as the official language of instruction. The objective of this workshop is to find ways and means to resolve the language barrier. Teachers of Mathematics, Sciences and Social Sciences will learn useful techniques in teaching using English and how to provide support to other teachers. It is my expectation that this workshop will provide a forum for experience sharing, using field experiences. I also believe that you will put into practice what you have learned immediately after returning to your workstations.

Ladies and Gentlemen. Before I continue my remarks, I would like to thank the principal and staff of Mtwara (K) Teachers College for their willingness to host the workshop and for extending the cordial support that you have witnessed so far.

Finally, I wish you a fruitful workshop and I now have the pleasure to declare this important workshop officially opened.

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APPENDIX B: TIMETABLES

PEMBA – MKONYO CENTRE

Zanzibar Ministry of Education, Culture and Sports and the U.S. Embassy Dar es Salaam

Timetable	Monday, April 18	Tuesday, April 19	Wednesday, April 20	Thursday, April 21
8:30 – 9:00	Registration	Using Graphic Organizers in Subject Classes (A. Katz)	Strategies for Language Learning (A. Katz)	Developing Writing Skills Needed in Subject Classes (A. Katz)
9:00-9:30	Setting Workshop Expectations (J. Orr)			
9:30-10:30	Opening – J. Haynes, U.S. Embassy			
10:30-11:00	TEA	TEA	TEA	TEA
11:00-1:00	Introductions (A. Katz) Overview Textbook Orientation	Effective Textbook Strategies (A. Katz)	Lesson Design in Subject Classes (S. Rijaal)	Collecting student feedback. (A. Katz)
1:00-2:00	LUNCH	LUNCH	LUNCH	LUNCH
2:00-3:30	Setting Language and Content Objectives (A. Katz)	Teaching Vocabulary (P. Temu)	Developing Strategies for Comprehensible Classroom Instruction (A. Katz)	Teacher feedback on student learning. (A. Katz)
3:30-4:00	BREAK	BREAK	BREAK	BREAK
4:15-5:30	Sharing Objectives Daily Reflection	Observations on U.S. Public Schools (P. Temu & S. Rijaal) Daily Reflections	Reading Strategies for Subject Classes (J. Orr) Daily Reflections	Reflections Workshop Evaluation Closing

USING ENGLISH TO TEACH SUBJECT COURSES

MTWARA TEACHER'S COLLEGE

Tanzania Ministry of Education and Culture and the U.S. Embassy Dar es Salaam

Timetable	Monday, April 25	Tuesday, April 26	Wednesday, April 27	Thursday, April 28
8:30 – 9:00	Registration	Using Graphic Organizers in Subject Classes (A. Katz)	Strategies for Language Learning (A. Katz)	Developing Writing Skills Needed in Subject Classes (A. Katz)
9:00-9:30	Setting Workshop Expectations (J. Orr)			
9:30-10:30	Opening – J. Haynes, U.S. Embassy			
10:30-11:00	TEA	TEA	TEA	TEA
11:00-1:00	Introductions (A. Katz) Overview Textbook Orientation	Effective Textbook Strategies (A. Katz)	Lesson Design in Subject Classes (S. Rijaal)	Collecting student feedback. (A. Katz)
1:00-2:00	LUNCH	LUNCH	LUNCH	LUNCH
2:00-3:30	Setting Language and Content Objectives (A. Katz)	Teaching Vocabulary (P. Temu)	Developing Strategies for Comprehensible Classroom Instruction (A. Katz)	Teacher feedback on student learning. (A. Katz)
3:30-4:00	BREAK	BREAK	BREAK	BREAK
4:15-5:30	Sharing Objectives Daily Reflection	Observations on U.S. Public Schools (P. Temu & S. Rijaal) Daily Reflections	Reading Strategies for Subject Classes (J. Orr) Daily Reflections	Reflections Workshop Evaluation Closing