

# Report on the English Teaching Workshops in Tanzania



June 7<sup>th</sup> to July 9<sup>th</sup>, 2004



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**MINISTRY OF EDUCATION AND CULTURE, TANZANIA MAINLAND**

**AND THE**

**MINISTRY OF EDUCATION, CULTURE AND SPORTS, ZANZIBAR**

**SUPPORTED BY EMBASSY OF THE UNITED STATES OF AMERICA**

**AND THE UNITED STATES AGENCY FOR INTERNATIONAL**

**DEVELOPMENT**

Prepared by:  
Jane Kamwela  
Febronia Mlekwa  
Saidi Masenga  
Mary Mosha  
Shabani Mwinyihija  
Winiel Nzota  
Janet Orr  
Safia Rijaal  
Philomena Temu

September 1, 2004



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## **Report on English Teaching Activities in Tanzania June 7<sup>th</sup> to July 9<sup>th</sup>, 2004**

### **Executive Summary**

English language teaching workshops were held for all English language tutors and secondary school English inspectors in Tanzania. Four of the five regional workshops served teacher-tutors who train English teachers for primary schools; the other workshop, in Zanzibar, served teacher-tutors who train secondary school teachers of English. For all of these courses, the participants traveled to and resided on campus at Morogoro, Kleruu, Nkrumah, Marangu, and Butimba Teachers Colleges.

The overall theme was Strategies for Improving Teacher Training. Each week included 40 hours of participant on task involvement in the workshop. The depth of substance being shared was clear as the participants profited through the significant cross-fertilization of ideas occurring not only in the sessions but also during meals, tea breaks, and evening activities. This far-ranging training served 207 teacher-tutors and inspectors over a five week period.

Participants at all venues repeatedly expressed the need to have regular opportunities for professional growth - at least yearly. First, workshops should be held across the country to ensure that new skills gained during this workshop are reinforced and inculcated. Second, regularly scheduled training opportunities for English language tutors and school inspectors, even if on a small scale, should become a priority. Third, English language specialists/workshop facilitators should update their knowledge base through additional professional development in order to enhance their effectiveness as leaders in the English teaching profession on the Mainland and Zanzibar.



# Report on English Teaching Activities in Tanzania

June 7<sup>th</sup> to July 9<sup>th</sup>, 2004

## Introduction and Background

The genesis for these workshops was a request that the Minister of Education and Culture, the Honorable Joseph Mungai sent to the United States Embassy (U.S. Embassy) via Dr. Naomi Katunzi, the Director of the Tanzania Institute of Education (TIE). In her letter, Dr. Katunzi told the Embassy that the Minister was concerned about the quality of English teaching in Tanzania and wondered if the Embassy could assist in improving English teaching competency.

At the time, no funds were available but when funds from the U.S. Embassy's Economic Support Fund (ESF) targeted economic development and strengthening democratic institutions in East Africa, a grant was submitted to provide support for identified English language improvement in Tanzania. There are elements of both economic and democratic development in English language usage, and thus it was decided by Public Affairs Officer, Dr. J. Michael Korff to respond to a request for proposals that would allow the Embassy to respond to the Minister's request.

The *USAID Mini-Assessment – Basic Education in Tanzania* (J. Orr and D. Mushi, 2003) supports the need for teacher training on materials that had been developed by the Tanzanian Institute of Education (TIE) and the Ministry of Education and Culture (MOEC), but as yet not disseminated (p. 20). Those materials target an increase in student performance on the English section of the O' and 'A' level exams as they have been identified as needing improvement. These workshops address the USAID/Tanzania Program's Strategic Objective for the program activity entitled "Improving the Quality of Learning in Zanzibar. Specifically, these workshops address IR 2, "improved teacher skills," in that they focus on training English tutors at the teachers college who instruct future teachers for Zanzibar schools. This approach will "improve student learning especially at the secondary school level." Improved English language skills and English teaching methods that the tutors use in the class will result in the strengthening of English teacher training skills and their capacity to increase the standard of instruction at all Teacher's Colleges on Unguja and Pemba.

## English Tutor Workshop Goals

The goal of these workshops was to support the Ministry of Education and Culture, Mainland Tanzania and the Ministry of Education, Culture and Sports, Zanzibar to upgrade the language ability and instructional competence of English language primary and secondary school teacher trainers and school inspectors by providing access to quality inservice training focused on increasing language skills and the use of effective teaching methods. This group profoundly influences the opportunities for gaining English language fluency by all public school children in Tanzania Mainland and Zanzibar. Improved English language skills and English teaching methods that tutors use in the class will result in the strengthening of English teacher training skills and their capacity to increase the standard of instruction at all Teachers' Colleges. The workshops outcome will be a higher standard of English language proficiency and increased knowledge of effective methods for teaching English language and literature.

## **The Resource Collection**

The Information Resource Center of the American Embassy played a major role in the English Teaching Workshops. In order to ensure that the tutors have sufficient resources at the colleges to support a higher quality of English instruction, the American Embassy purchased and distributed to the tutors and school inspectors high quality student materials and teacher references. The books were in six different categories:

**Reference Books** - Public Affairs Officer agreed to offer one set of the reference books meant for the American corner to the colleges as part of the program. These 150 books were of different subjects areas. These books were distributed to the colleges for their libraries.

**Big Books** – Twenty copies of big books with five different titles were ordered. These books were distributed to the colleges during the workshops.

**Books from the U.S. State Department (Manila-1)** - Six different titles of books from Manila, each 400 copies were ordered. These books were for distribution to the participants during the workshops.

**Books from the U.S. State Department (Manila-2)** - 22 titles of books from Manila, each 40 copies were also ordered for the program. These books were for distribution to the colleges for their libraries.

**Scholastic – Primary collection** - This collection contains 151 books and 12 items for teachers and is a combination of books about US history, holidays, biographies, science, fiction and sports. Five sets of this collection were ordered and were distributed to the colleges for their libraries.

**Scholastic - Secondary Collection** - This collection contains 146 books and 14 items for teachers and is a combination of US history, geography, biographies, science, fiction and sports like the primary collection. Also five sets of this collection were ordered and distributed to the colleges for their libraries.

In Morogoro, Klerruu, Nkrumah, Marangu and Butimba Teachers' Colleges, where the workshops took place, Mr. Saidi Masenga, the Information Resource Center Assistant, did a PowerPoint presentation on Resource Collection. During the presentation, he explained the meaning of resource collection, processing, usage and storage where he insisted on putting the collection in a separate shelf or section within the college libraries. This was to allow easy access and identification of the materials. Mr. Masenga distributed books to each participating college. He explained to the participants that the purpose of the book donation was to help improve the college's library collection.

There were some difficulties transporting the books back to the colleges as they were packed in large boxes. The bus companies insisted on additional money to transport each box of books in the bus with the participant. The Planning Committee decided that Tsh. 2500.00 would be given to participants who carried the boxes. At the Butimba workshop, two colleges did not send any participant to a workshop, so there was no one to take the resource collection to those colleges. Therefore these books were left with the Principal of Butimba Teachers' College to make arrangements for the books to be collected.

## **Tuning in the USA on the Radio**

Two radio stations in Tanzania - Radio WAPO (Saturday and Sunday) and Radio Free Africa (Saturday and Tuesday) -- will broadcast an English-learning series Tuning in the USA following an agreement signed by the radio stations and the US Embassy.

The drama was developed for radio by Real World English of New York and consists of 52 ten minute segments. They are designed to strengthen English comprehension and speaking for people whose principal language is not English. The series is in the form of an upbeat radio play/drama.

The first program was broadcast on July 3 and will continue twice a week for a year. The broadcasts are especially targeted to benefit teenagers and adults who wish to improve their English skills. A presentation was made by Janet Orr at each workshop to introduce the program to English language tutors and school inspectors, as it will not be broadcast during school time, it can be used to supplement the English program at the colleges. Interested tutors and their students can take advantage of the opportunity to listen to the programme to improve their own English language skills. Each Diploma level college received a copy of the series textbook for use with classes. The newspaper *Msanii Afrika*, affiliated with Radio Free Africa, will also publish a transcript of the radio show and some practice exercises each Wednesday to guide the listener.

### **The Planning Committee**

The Planning Committee was made up of representatives of the Ministry of Education and Culture (MOEC) Mainland Tanzania, the Ministry of Education, Culture and Sports (MOECS) Zanzibar, Tanzania Institute of Education (TIE) and the Embassy of the United States of America (U.S. Embassy).

Mr. Ricky Mpama, Chief Education Officer, established the planning committee after introducing the introductory plans to the heads of departments at MOEC. Likewise, Mr. Mzee, Principal Secretary, MOECS appointed two members of his staff to contribute to the workshop planning process.

Members of the Planning Committee included:

Philomena Temu, English Language School Inspector, MOEC, Chair  
Janet Orr, Workshop Coordinator, U.S. Embassy/USAID Representative  
Shabani Mwinyihija, Information Resource Center Director, U.S. Embassy  
Saidi Masenga, Information Resource Center Assistant, U.S. Embassy  
Febronia Mlekwa, English Curriculum Specialist, TIE,  
Jane Kamwela, Tutor, English Language Specialist, Dar es Salaam Teachers' College  
Fatma Sengo, MOEC, Early Childhood Education Coordinator  
Benjamin Kulwa, MOEC, Special Needs Education Coordinator  
Madina Mjaka, Director of Higher Education, MOECS Zanzibar  
Maryam A. Yusuf, Commissioner of Education, MOECS Zanzibar

Regular meetings of the Planning Committee were held beginning early March through to the beginning of the workshops, June 7th. The Planning Committee carefully examined English teacher standards from a variety of sources to assure that English teachers in Tanzania had a solid foundation comparable to other English teachers in the world. Members focused their energy on selecting topics and facilitators for the workshops that were most likely to increase the English language skills and methods used by the workshop participants.

### *Certificates*

The planning committee decided that certificates of attendance should be awarded to the workshop participants at the closing ceremony of each workshop. So, certificates were designed by the American Embassy staff based on recommendations of the Planning Committee. They had the signatures of the Counselor of the Embassy, the Chief Education Officer, Tanzania Mainland, and the Commissioner of Education, Zanzibar.

### *Ordering Materials*

The American Embassy staff ordered all materials for the workshops including supplies, workshop materials and the resource collection that was donated to each college. There was a problem in

receiving the reading materials especially those ordered from the U.S. Department of State RPC Manila Office. Most of them came late, which gave us a lot of problems to pack and distribute. Four titles must be mailed to participants who attended workshops at Morogoro and Kleruu since these titles did not arrive before those workshops were held even though they were ordered in early March for June 1 delivery.

At the end of the five workshops, 11 titles still had not been received. It was particularly irritating that RPC Manila did not inform the American Embassy, Dar es Salaam that many of these titles were not available because they are no longer in print as some presentations during the workshops were based on those materials.

### *Bags*

400 canvas bags were ordered for participants to carry their workshop materials. These bags had the title of the program and the venues including the dates of the workshop. The bags were colorful and sturdy; as a result they were in high demand by support staff at the colleges. The writing and symbols were discussed and accepted by all parties preparing this program that is the MOEC, MOECS, and the Embassy. Both the U.S. and Tanzania national flags appeared on the bags. Writing pads, pens, glue sticks, Action News, English Teaching Forum, and folders were some of the materials distributed in the bags for the participants.

## **Sailing into English: English Language Teaching Workshops**

### *The Timetable*

Timetables were designed by the Coordinating Committee to assure that the identified goals were targeted and that the workshops were logistically feasible. For instance, it was decided that the opening should be close to lunch time to allow travel time for participants in the morning. That arrangement was altered after the first workshop at Morogoro as the evaluation indicated that participants had arrived the previous evening and were bored waiting for the workshop to begin on Monday morning. As a consequence, the timetable was adjusted at the other workshops by rearranging some introductory activities so that they occurred before the actual opening. (See Appendix C)

### *Facilitators*

Facilitators were identified by the Planning Committee as having expertise in the fields identified in need of improvement. The following short biographical sketches that follow, attest to the quality of the facilitators selected to participate in these workshops. A variety of organizations supported these workshops by contributing the time of the following facilitators.

*English Language Specialist Program, Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State, Washington D.C.*

**Dr. Myrtis Mixon** has a doctorate in International and Multicultural Education from the University of San Francisco, an M.A. in English from Wichita State University, and a B.A. in History from the University of Louisiana, Lafayette. She now teaches at the University of San Francisco. Most recently Dr. Mixon was a Fulbright Scholar in Slovakia EFL, and before that an EFL teacher training fellow in Albania and Croatia. She is the author of six ESL/EFL textbooks, including *Stories from American History*, and *Americana: Historical Spotlights in Story and Song*.

**Lydia Stack** was recently responsible for the K-12 English Language Development Curriculum, the World Languages Program and Professional Development for San Francisco Unified School

District. She is a past president of TESOL as well as the chairperson of TESOL/NCATE Program Standards committee. Lydia is the author of numerous student textbooks including *Visions, On Our Way to English and Voices in Literature*. Lydia Stack has a history of providing quality teacher training. *Economic Support Funds of the Public Affairs Office, United States Embassy, and Improving the Quality of Learning in Zanzibar Activity of the United States Agency for International Development, Dar es Salaam, Tanzania*

**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).

*Public Affairs Office, United States Embassy, Dar es Salaam Tanzania*

**Shabani Mwinyihija**, Information Resource Center Director, has 30 years experience in the library profession. He worked with the Tanzania Library Services, Muhimbili Medical Center Library, Tanzania Audit Corporation Library, and since 1987 with the American Embassy Library. He earned a certificate in Librarianship in 1976, a Library Government Higher Standard Certificate in 1981, and has attended several advanced short courses in Kenya, Zimbabwe, South Africa, Senegal, and United States.

**Saidi Masenga**, Information Resource Center Assistant Director earned a Diploma in Library and Information Studies at the University of Botswana in 1995 and a Certificate in Librarianship from the National Central Library Dar es Salaam in 1979. He has attended short courses in the United States, Austria, and South Africa.

*Ministry of Education and Culture, Dar es Salaam, Tanzania*

**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. 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.

**Febronia Mlekwa** is Chief Curriculum Developer at the Tanzania Institute of Education in Dar es Salaam. She has a M.S. (Ed.). She is the author and co-author of many textbooks, supplementary textbooks, curriculum and professional papers. She has also taught English at both primary and secondary schools.

**Jane Kamwela** is an English Language Training Specialist at Dar es Salaam Teachers College. She has a M.A. in Linguistics and English Language Teaching from University of Leeds; a B.A. in Education from University of Dar es Salaam and a Diploma in Education from Klerruu Teachers College. She has co-authored English language teaching materials for primary, secondary and diploma levels. She has also co-authored teaching materials for *Complementary Basic Education in Tanzania* (COBET) and is fully involved in the training of teachers at this level.

**Winiel Nzota** is an English Language Training Specialist at Morogoro Teachers' College. She has an M.A. and B.A. in Education from the University of ABO Academy, Finland and a Diploma in Education from Dar es Salaam Teachers' College. She has co-authored teachers' guides for Language III and is currently involved in the upgrading programme of teachers from C-O.

**Fatma Sengo**, Early Childhood Education Coordinator

**Benjamin Kulwa**, Special Needs Education Coordinator

**Dr. Michael Kadege**, Department of Linguistics, University of Dar es Salaam

**Peter, Kopwe**, Policy and Planning Department, Ministry of Education and Culture, Mainland

*Ministry of Education, Culture and Sports, Zanzibar*

**Mary Mosha**, is an English teacher at Lumumba Secondary School on Unguja. She earned a Grade A (primary) certificate from Korogwe Teachers' College and later joined Nkrumah Teachers' College where she earned a Diploma. Mary has taught at both primary and secondary schools. In 2003, Mary earned a Bachelor of Arts in Education at the Open University of Tanzania. Mary prepared a manuscript on "The Teaching of English Structure in Form Two Class in Zanzibar" which was submitted to The Ministry of Education Sports and Culture in 2003 for publication.

**Safia Rijaal** is Head of Vikokotani Secondary School presently. She earned a Diploma in Education at Nkrumah Teachers' College and is now completing a Bachelor of Arts in Education 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.

## **Workshops for Tutors of Certificate Level (Primary School) Teachers**

### **Morogoro Teachers' College**

The workshop at Morogoro was conducted from 7<sup>th</sup> -11<sup>th</sup> June 2004. This was the first in the series of five workshops, four for certificate level teacher trainers and one for diploma level teacher trainers. Primary school inspectors were also invited to attend the workshops.

#### *Opening and Closing*

The workshop started on Monday, 7 June 2004 at 10:30am with registration of participants, distribution of workshop bags, and timetables. The official opening ceremony began at 1:00pm. The opening ceremony included the Guest of Honor, the Honorable J.J. Mungai (M.P.) Minister of Education and Culture (See Appendix A) ; Dr. J. Michael Korff, Counselor of Embassy (Chargé d'Affaires) United States Embassy, Dar es Salaam (See Appendix B); Mrs. Massenga, MOEC Director of Teacher Education; Mrs. M. Machuve, MOEC Assistant Director, Chief Education Office; Mr. W. Ngonyani, Principal, Morogoro Teachers' College; Mr. Kibona, REO Morogoro; Janet Orr, Workshop Coordinator and Philomena Temu, MOEC English Inspector.

The Principal Mr. Ngonyani, welcomed the workshop participants to the college. Following the opening, the Guest of Honor joined the facilitators and workshop participants for lunch on the veranda of the Teachers' College dining hall with a magnificent view of the Uluguru Mountains.

The workshop was officially closed on the 11<sup>th</sup> of June at 12 noon by Mr. W. Ngonyani, the Morogoro Teachers' College Principal. Participants were issued Certificates of Attendance.

### *Facilities at the Host Institution*

Morogoro Teachers' College has a large spacious campus. Two classrooms, one in the Teachers' Resource Center and another nearby were used for the workshop. One room was large and the other smaller but suited to the size of half the group. Both classrooms had power but only one room had a blackboard, in the other room a flip chart was used by the facilitator. When a bulb blew out in an overhead projector, the college offered theirs for workshop use. A good reproduction center allowed facilitators at the workshop to make supplementary handouts for participants but it was noted that there were a number of broken copy machines at the college that seemed unrepairable. Although the college had many computers, only a single e-mail account which received mail through a dial up connection was available to college administration and staff. No internet service was available.

Meals were suitable at the college but a few participants complained about the accommodation at the beginning of the conference because the hostels had not been cleaned. Temporary cleaners were hired to remedy this situation.

### *Participant Characteristics*

A total of 36 participants from 10 Mainland Colleges, 3 Zanzibari Colleges (2 from Unguja and 1 from Pemba), an Aga Khan Project participant and school inspectors in the Eastern and Central Zone attended this workshop. Participants from the colleges train Grade IIIA teachers for primary schools while the school inspectors provide supervision and inservice training once teachers are assigned to schools. 19 of the participants were males and 17 were females. Four participants earned Masters' degrees; six had Bachelors' degrees but the majority, 21 held Diplomas. Five participants did not respond to this question. Half the Diploma holders had less than 10 years experience at any one instructional level whereas the participants with Master's degrees had 20 or more years of experience at any one instructional level.

Of the six participants from Zanzibar, four had Bachelor's degrees and two had diplomas. Three of the Bachelor degree holders had primary teaching experience whereas only one of the diploma holders had primary experience. But this group had a lot of experience teaching at the college level – between 9 and 28 years. Only one had just two years of experience teaching at the college level. Two participants teach at Nkrumah Teachers' College, one at Wete Teacher's College, Pemba and three teach at Zanzibar Muslim Academy.

### *Participants' Reflections on the Workshop*

Table 1 (p. 19) indicates that at Morogoro the average scores were high with six of the 14 topics rated at 4.4 or above (Teaching Reading/Reading Activities (4.8), Writing/Writing Activities (4.65), Language Acquisition/Learning Strategies (4.64), Active Learning/Communicative Approach (4.60), Vocabulary (4.57), Classroom Management (4.56) and Assessment of Large Classes (4.4).) These high scores demonstrate that the participants found these sessions very relevant to their work. One session, Early Childhood Education, had a mean score of 2.7 which indicates that the participants did not feel that this topic was relevant to their work. The planning committee examined this issue carefully, debating on whether it was actually the topic that was not useful to the participants work or if it was poorly presented. The conclusion was that this topic should be eliminated from three workshops that followed which allowed an additional hour for the presentation on Special Needs Education. In the evaluation comments, participants expressed a need for more time for this presentation. (See below)

Following are a few representative comments made by participants on the workshop assessment form:

- The workshop was well organized and well run. But it could be much better to observe time because some of the sessions were not completed due to the limit of time, e.g. one hour seems to be not enough for some topics.
- I intend to improve my instructional style very much.
- The workshop should be extended to two weeks instead of one week.
- Participants should be given some allowances rather than just bus fares to enable them to get some common needs other than ration provided.
- I appreciate the ways topics have been presented as they are useful to me.
- It motivated the English Language teaching tutors. They will always keep on learning or widen their knowledge.
- When such a workshop is held, accommodation should be improved.
- Facilitation and participant's involvement made the learning realistic.
- The activities introduced should have been developed more fully to enable participants to design and produce their own which would be more relevant to their situations.
- I will try my level best to share what I have learnt with my colleagues by conducting an in-house training.
- Because English is very important language for Tanzanians, I would like to ask the organizers not to stop here but to proceed with the programme.

#### *Facilitators' Reflections on the Workshop*

From general observation, it was found that the participants found the workshop useful. They fully participated in the sessions that included pair and group work, discussions, brainstorming, demonstrations and explanations of methods and techniques for instruction. The workshop opened doors to various useful communicative classroom activities that will make instruction more meaningful for primary pupils. Participants were active and some could discuss confidently and fluently the topics at hand. However, it was noted that some tutors and inspectors sometimes failed to make correct English sentences. This shows that there is need to plan for programs which can help developing the educators' English language proficiency.

#### **Kleruu Teachers' College**

The workshop was conducted from June 14, 2004 to June 18, 2004 at Kleruu Teachers' College in Iringa.

#### *Opening and Closing*

The Regional Education Officer for Iringa, Mr. Salum Maduhu officially opened the workshop by reading the Minister's speech. After the opening, topics facilitated were as indicated in the timetable (see Appendix C) except for the topic on Early Childhood, which was omitted in all the workshops that followed Morogoro. The Principal, Mrs. Joyce Msola, welcomed the workshop participants to the college. The workshop was officially closed by the District Education Officer for Iringa Rural.

Interactive methods were used to facilitate the topics. This assured the involvement of all the 39 participants who were split into two groups termed **A** and **B**.

#### *Facilities at the Host Institution*

Three rooms were provided for the workshop. One spacious room and a small one were used to conduct the workshop. The third one adjacent to the large room was divided into three sections and was used for photocopying and computer services, administrative purposes and general office

space. The location of this room was very convenient for the workshop facilitators as it was close to the classrooms. Meals and accommodation were good.

### *Participant Characteristics*

Out of the 37 participants, 22 were males and 15 were females. Amongst these, there were 6 inspectors. What is noted here is the small number of female tutors and inspectors in attendance. While in primary schools, there are more female teachers than males; males dominate the training and inspecting levels. One would expect the top level to reflect the lower level so that there is harmony between the two in matters of supervision and advisory. From the overall number of participants, 34 (91%) were tutors (including 3 secondary teachers). This was a good representation of tutors as they have been targeted. However, out of the 37, 30 (81%) are diploma graduates. None of these participants held Master's degrees. The need to equip tutors in the central and southern region with the knowledge required at this level cannot be overstated. Only 7 were B.A degree holders. More needs to be done to the other tutors so that they could be upgraded to the degree level. This will enable tutors to be more knowledgeable about the subject that they are training and will be able to develop more practical ways of teaching. Information from participants also revealed that quite a good number of them had between 11 and 20 years experience in training in colleges. 13 had 6-10 years experience teaching in primary schools before joining colleges.

### *Participants' Reflections on the Workshop*

Towards the end of the five days workshop, participants were asked to reflect on the workshop. Participants responded positively to the sixteen areas that were evaluated. Fourteen of those areas were rated very useful (above 4.0 on a 5 point scale.) Classroom Management (4.72) was found to be the most useful topic for these participants. A few of their comments follow:

- Learnt a lot of strategies to teach English.
- More time was required to ensure that trainers' grasp the topics fully.
- Workshop was very educative and the need to have workshops of this kind organized on a regular basis.
- Topics presented were well understood and the methods of facilitation were good.
- Requested the Ministry of Education and Culture to prepare English Grade A textbooks.
- Saw the need of having more time for Syllabus Analysis, Vocabulary and Class Management.
- Benefited a lot from the reading and writing sessions.

### *Facilitators' Reflections on the Workshop*

This was the first time college tutors and inspectors of English language had a joint training in many years. A lot of sharing and learning was done together. Each group was able to realize its strengths and weaknesses. Topics proposed for the workshop seemed to cover the needs of both tutors and inspectors. A lot was done despite the limited time allocated for the workshop. Participants said more time was required to ensure that trainers' grasp of the different topics presented in the workshop.

## **Marangu Teachers' College**

The fourth workshop was conducted at Marangu Teacher's College starting from 28<sup>th</sup> June to 2<sup>nd</sup> July.

### *Opening and Closing*

The Principal, Mr. Magembe welcomed the workshop participants to the college. The opening was officiated on June 28<sup>th</sup> and the guest of honour was the United States Charge' d'Affaires, Michael Owen. Other officials who participated in the opening ceremony included the Chief School Inspector, Northern Zone, Mr. Nguvava, and Mrs. Omari, the Kilimanjaro Regional Educational Officer. The closing was done by the District Education Officer Moshi Rural who awarded certificates of attendance to the participants.

### *Facilities at the Host Institution*

Marangu Teacher's College is one of the old Teachers' Colleges in Tanzania but has been well kept with beautiful lawns and gardens. It offers both Grade A and Diploma teacher training courses. Located on the slopes of Mountain Kilimanjaro, it experiences a cool climate and the time the training was being conducted was the cold season which was healthy to most of the participants as well as the facilitators.

The college administration and the college staff were extremely friendly, hardworking and efficient. Photocopying facilities were available and the personnel handling the service were very efficient although on one of the workshop days their work was made difficult due to power cut. Meals and accommodation for participants was very satisfactory in all the workshop days. A flip chart stand could not be made available but the rooms made available for the training were quite suitable.

### *Participants' Characteristics*

A total number of 28 participants attended the workshop; 15 males and 13 females. 22 of the participants were tutors from different Teachers' Colleges in the Northern Zone while six were school inspectors. With regard to academic qualifications 21 of the participants had diplomas, 10 had BA/BS/BED degrees. Seven participants did not respond to this question. While 12 participants had 6-20 years teaching experience at the primary school level, seven had a 2-5 years teaching experience at the primary school level and one participant had less than one year teaching experience. 13 participants, on the other hand, had 2 -10 years teaching experience at the secondary school level.

### *Participants' Reflections on the Workshop*

When requested to evaluate the topics /areas dealt with during the workshop the participants responded very positively. The ratings provided ranked from 1 for least useful to 5 for most useful. All the 13 areas evaluated were rated above 4 signifying that they considered all the topics very useful. The participants' ratings ranged from 4.1 (for Listening /Tuning in the U.S.A) to 4.74 (for Vocabulary).

From the above given information it is clear that the participants appreciated what was dealt with in the workshop. They responded as follows to a question which wanted them to express their personal reflections on what took place during the workshop:

- Found interactive methods useful in teaching.
- Workshops / In-service courses should be provided on a continuous basis.
- The workshop was educative.
- Inspectors should be fully involved in such workshops.
- Time was not enough to allow for practice.
- Found that the techniques facilitated in the workshop could be applied in other subjects.
- Some topics, like syllabus analysis, were not given enough time.

- There was a need of commenting on the previous day's evaluation. (This was not done due to shortage of time)
- It was an eye opener for those who are interested in writing books for children.

### *Facilitators' Reflections on the Workshop*

From the available information about the participants' teaching experience it can be argued that some of the tutors and inspectors lack a teaching experience at the primary school level, an experience which would make them better tutors /inspectors. A Grade A tutor (a tutor training teacher trainees with Form Four level of secondary education or experienced primary school teachers) who has less than five years teaching experience at the primary school level is likely to find it difficult to provide her/his trainees the required advice about handling primary school pupils since s/he does not have the necessary experience. Similarly, a primary school inspector with less than five years teaching experience is also likely to do substandard supervision/inspection work.

### **Butimba Teacher's College**

The last workshop, in a series of five workshops, was conducted at Butimba Teachers' College from July 5<sup>th</sup> to July 9<sup>th</sup>. This workshop, like the ones conducted at Morogoro, Kleruu and Marangu was for tutors training in certificate granting Teacher Training colleges and primary school inspectors.

### *Opening and Closing*

The Principal Mrs. Gaundensia Kabaka welcomed participants to the College. The workshop started on 5<sup>th</sup> July 2004 at 10.30 am with registration of participants, distribution of workshop bags and timetables. The official opening ceremony began at 11.30 a.m. with Dr. Naomi Katunzi, Director of Tanzania Institute of Education as the guest of honor. The closing was on the 9<sup>th</sup> of July, it was officiated by Mr. R.L Rashid – Mwanza City Education Officer, who awarded participants with certificates of attendance.

### *Facilities at Host Institution*

Butimba Teachers' College is another old Teachers' College offering courses at both Certificate and Diploma levels. With regard to space, the college has a large compound and well built buildings but in terms of cleanliness the college seemed to have been neglected for quite some time. Many of the buildings, including toilets as well as the rest of the surroundings, needed a face-lift as well as general cleaning when the workshop was being conducted. A kind of laxity was noted among the staff, including close supervision of maintenance and cleaning staff.

The staff at the college was friendly and helpful to both the facilitators and the participants. Meals were served family style so participants had a choice of the type of food they ate and the quantity. Fresh produce and tilapia were pleasantly served.

### *Participants' Characteristics*

A total number of 26 participants attended. Twenty-one of the participants were tutors from six colleges in the Lake Zone and five were school inspectors. Four participants hold Bachelor degrees, 21 hold Diplomas and one participant had a Master's degree. Diploma holders had extensive experience in all areas of teaching: ten Diploma holders had taught between 23 and 34 years at colleges and primary schools. Twenty two of the participants were male and four of the participants were female. This was the least well gender balanced participant group.

### *Participants' Reflections on the Workshop*

Table 1 indicates that participants at Butimba found the sessions very relevant to their work. Twelve out of the 13 topics conducted were rated above 4.0. Six of the topics were rated above 4.5 (Vocabulary (4.8), Language acquisition (4.68), Teaching Reading (4.68), Writing (4.68), Classroom management (4.56) and Active Learning (4.54). Participants had been requested to indicate how effective/useful the sessions were for them by circling a number (1 for least useful through 5 for most useful) on a five point Likert Scale.

The following are some representative comments made by the participants on the workshop assessment form:

- Methods were well illustrated
- Number of days should be extended to two weeks
- I have got more than I expected
- This is a challenge to me, to go and practice what I have learnt.
- If possible a tutor exchange program.
- Some related workshops could be given to English Teachers through their teacher Resource Centre
- I will have to share what I have learned with my fellow tutors.
- Most important is the use of variety of activities of which will give the pupils ample time to participate in learning.
- It will be much better to have study tours in America for more study.
- I thank the American Embassy ...the result will be improvement of teaching English in primary schools.
- The workshop was well organized but the time was too short.
- Presenters rushed in facilitating the topics
- The workshop was fine but we participants had a very tough life. We had no money to buy even soap to wash our dirty clothes.

### *Facilitators' Reflections on the Workshop*

From general observation it was found that the participants found the workshop useful. The majority of the participants participated well in the sessions and made brainstorming, pair and group work discussions quite lively. Participants appreciated the use of active teaching/learning methodology that was employed in most of the sessions. As expressed by some participants more training of a similar kind, organized on a regular basis, would help tutors /inspectors to become more competent and confident in their work.

## **A Summary of Certificate Workshop Evaluations**

### *The Usefulness of Sessions*

All workshops were evaluated by participants. The evaluation consisted of two parts: first, participants were asked to indicate how effective/useful the topics of the workshops were for them by circling a number (1 for least useful through 5 for most useful) on a five point Likert Scale. The second part asked participants to reflect upon the workshop in writing. The sessions which obtained the highest mean score at each workshop are indicated in bold.

Some sessions were not evaluated at every workshop, thus no results are presented in the table for some topics at some locations. A summary of the results follow in Table 1.

*Table 1**Evaluation of Certificate Workshop Sessions*

Session Titles	Morogoro	Kleruu	Marangu	Butimba	Mean
Goal Setting	4.30	4.14	4.30	4.33	4.27
Strategies for Improving Teacher Training		4.48			4.48
Language Acquisition/ learning strategies	4.64	4.56	4.67	4.68	4.64
English Teaching Manual	3.60	4.47			4.04
Children with Special Needs	3.45	4.56	4.41	4.45	4.22
Teaching reading/reading activities	<b>4.80</b>	4.64	4.59	4.68	4.68
Syllabus analysis	4.25	4.43	4.51	4.12	4.33
Resource Collection		3.97			3.97
Active Learning/Communicative Approach	4.60	4.57	4.48	4.54	4.55
Writing/writing activities	4.65	4.55	4.65	4.68	4.63
Classroom Management	4.56	<b>4.72</b>	4.70	4.56	4.64
Assessment of Large Classes	4.40	4.31	4.40	4.36	4.37
Tuning in the USA	4.28	3.75	4.10	4.36	4.12
Vocabulary	4.57	4.71	<b>4.74</b>	<b>4.80</b>	<b>4.71</b>
Motivation through songs	4.00	4.62	4.50	4.36	4.37
Reflective journaling	4.25	4.05			4.15
Early Childhood Videos	2.70		4.20	4.00	4.10
<b>College Mean</b>	4.20	4.41	4.48	4.46	4.37

All sessions except one (Resource Collection) had a mean score of 4.0 or above out of a possible five points. Unfortunately, the Resource Collection session was only evaluated at one out of four workshops so it is difficult to determine the larger audience's perception of this session. Also, the Resource Collection session was quite different from other sessions in that it presented the books and materials that were being donated to Teacher College libraries by the U.S. Embassy. The session also described how to organize and display the collection. This session was informational rather than instructional.

The session with the highest mean score at all four colleges was teaching reading/reading activities (4.68) followed by Writing/writing activities (4.63), Active Learning/Communicative Approach (4.55), and Vocabulary (4.71). Generally, tutors and inspectors found these sessions most useful for their work. But participants at each college indicated that other sessions were more useful for them, for instance at Morogoro, Teaching reading/reading activities was rated the highest (4.80); and at Kleruu, Classroom Management (4.72) were rated the highest.

At Morogoro, participants indicated that the session on Early Childhood (2.70) was the least useful session. As a result, this session was not included in subsequent workshops and an additional hour was added to the session on Children with Special Needs which participants had indicated needed more time to be effective. The ratings of that session at subsequent workshops indicate that this was a good decision by the workshop planning team.

### *A Summary of Relevant Participant Reflections on the Workshops*

Participants expressed that the workshops were well organized and followed the timetable. The topics were aligned with their needs and readiness to learn new techniques and strategies. For many participants this was their first introduction to the communicative approach for language teaching, which surprised facilitators as this approach emerged in the field of teaching foreign language in the mid-1970's becoming the leading approach during the 80's and 90's. Although this approach continues to be used around the world, it has been tailored to meet the changing educational needs in the world.

Generally participants at all workshops felt that the workshop needed to be two weeks in order for them to have time to practice the new methods that they were learning. They also felt that the one hour sessions were too short – no matter what topic was taught. These tutors seem to like more depth of topic to fully comprehend it and time to discuss new ideas.

### *Facilitators Observations*

Facilitators express the following concerns about the workshop and its participants:

- Some tutors and inspectors need some teaching experience at the primary school level
- Some tutors and inspectors' mastery of English language is low, making it difficult for them to perform their duties effectively.
- In-service/Orientation courses need to be organized for all tutors and inspectors on a regular basis in order to make the tutors and inspectors competent and confident in their work.
- Selection of trainees needs to take into account the trainees teaching subject mastery.
- For a person to be allowed to train as an English language teacher or inspector s/he needs to demonstrate a mastery of English language.
- A variety of simple English language readers, songs and games need to be made available to English language teachers/tutors.
- Time for learning English at teacher training level needs to be increased to allow for tutors to deal with academic mastery as well as methodology issues
- The Teaching Manual designed to provide Primary School English teachers with guidance on how to interpret the English language syllabus and hence enable them to teach more effectively needs to be published and circulated for use countrywide.
- The Ministry of Education and Culture needs to inform colleges and other stakeholders when the 2003 English language syllabus for Teacher Education is to be implemented.
- Ways should be sought to upgrade tutors and inspectors to degree level. The issue of inspectors also being at the same level as tutors has to be seriously looked into especially for those inspectors who have little or no experience with class teaching and are not specialized in the subject (English).
- A follow-up programme needs to be established to ensure that what has been initiated and created during the workshops continues and is effectively utilized by tutors and inspectors in their respective areas. This includes, the awareness of the different strategies which if not put into practice would undermine all efforts to have the workshops.
- A component on Language Learning should be added to the Syllabus as both trainers and trainees have problems in the use of the language. By using the trainee's component the trainer will unconsciously be improving his/her language.
- School Inspectors have to develop their own individual plans to gain higher levels of competency in the language.

### *Next Steps*

It is being recommended that funds for carrying out follow-up activities be made available for purposes of improving English language teaching/learning in the country:

- A comprehensive survey conducted nationwide, including Zanzibar, to find out the problems of teaching/learning English and their solutions.
- A short English language course for the facilitators who participated in the workshops to expose them to more current methods of teaching/learning English as a second/foreign language, preferably in the United States.
- Reviewing /editing of the English Teaching Manual developed at TIE.
- Conduct English language teaching workshops, organized on a zonal basis, each workshop lasting for not less than 10 days.

### **Workshops for Tutors of Diploma Level (Secondary School) Teachers**

#### *Opening*

The opening was held at 1:00 pm after some mainland participants had arrived from the ferry. Hadija Bakari, Principal of Nkrumah Teachers' College welcomed the participants to the college and introduced The Guest of Honor, Mr. Abdulhamid Y. Mzee, Principal Secretary of the Ministry of Education, Culture and Sport for Zanzibar. He opened the workshop by welcoming participants to Zanzibar and challenging them to take advantage of this opportunity to upgrade their skills. Dr. J. Michael Korff, Counselor of the United States Embassy, Dar es Salaam spoke about his support for both quality English and Swahili teaching. He talked about some programs that support the improvement of Swahili teaching with teachers from Tanzania serving as teaching assistants in the United States. In addition, Maryam A. Yusuf, Commissioner of Education, MOECS, Madina Mjaka, Director of Higher Education and Janet Orr, Workshop Coordinator, welcomed the participants to the Workshop. Philomena Temu, English Inspectorate, MOEC, represented the mainland at the opening.

#### *Facilities at the Host Institution*

Nkrumah Teachers' College is undergoing a major renovation this year. As a consequence, hostels were not open and many buildings were not usable as they were getting new roofs at the time of the workshops. Two classrooms were allocated for the workshop: one classroom had been newly renovated and the other was in the teachers' centre. Both classrooms were large enough for the group; power was available, also blackboards, and flipcharts. The main hall was used for the opening, lunch and tea breaks, as it is quite large and newly refurbished.

The Principal and Director of Higher Education arranged for a food service to provide lunch and refreshments for morning and afternoon tea since the kitchen at the college is also closed for renovation. A few adjustments in the food service were made after the first day of the workshop because participants requested more opportunity to select food items and quantities. Some mainland participants were not accustomed to the traditional Zanzibar diet also. The food service quickly made adjustments and participants responded favorable to the meals which were quite palatable.

Since the hostels were not available mainland participants stayed at local hotels and received a daily allowance (Tsh 30,000) to meet daily expenses. MOECS identified the Amaan Hotel near the stadium to accommodate the majority of participants but it did not have room for all participants. Some participants were accommodated at the Bububu Hotel, which unfortunately had a water

problem. As a consequence, 23 participants moved to St. Monica's Hostel on Tuesday morning. These few participants were inconvenienced by situation.

Bus service was provided by the college for participants: they were met at the ferry and taken directly to the hotel to check in, then on to the college: every day the bus picked participants up at the hotel in the morning and returned them each evening and at the end of the workshop the bus took them to the ferry. On Tuesday afternoon, the bus driver also gave participants an orientation tour of Stone Town with a tutor from Nkrumah acting as tour guide pointing out sights and shopping areas for mainland participants.

### *Participants' Characteristics*

Eighty participants attended the workshop at Nkrumah Teachers' College, they were either from tutors at diploma level (secondary school) Teachers' Colleges or English Inspectors of secondary schools. The qualifications of those in attendance were higher than those in attendance at the certificate level (primary school) Teachers' Colleges. Sixteen participants had earned Master's degrees, thirty four earned a Bachelor's degree and twenty eight had earned a Diploma. Two participants did not respond to this question.

The eleven participants (58%) with BA's had between 11 and 20 years of teaching experience. Four participants had less than 10 years experience while the other four had over 20 years of experience. Diploma holders who had experience teaching at the college level were evenly distributed at 6 in each ten year grouping. Sixteen of the seventeen diploma holders had between 11 and 35 years of experience teaching primary school. Master degree holders who attended the workshop had taught 11-20 years at the college level and have 20-30 years experience teaching at the secondary school level. This indicates that many tutors may have begun teaching at primary school but moved up to secondary and then onto college level teaching as they gained experience.

The Zanzibaris who hold Bachelors' degrees are most likely to have 12-20 years experience teaching at a secondary school level. Those who hold Diplomas had extensive teaching experience (15-34 years) at the secondary level. Four tutors hold Masters' degrees and they have 12 and 24 years experience teaching at the college and secondary level. Tutors in Zanzibar are very experienced and well educated but there doesn't seem to be any new tutors in the field of English teaching.

### *Usefulness of the Sessions*

The evaluation consisted of two parts: first, participants were asked to indicate how effective/useful the topics of the workshops (see Appendix C for the timetable) were for them by circling a number (1 for least useful through 5 for most useful) on a five point Likert Scale. The second part asked participants to reflect upon the workshop in writing. A summary of the results follow in Table 2.

Session Titles	Mean
Goal setting	4.32
Language acquisition/linguistics	4.35
Teaching structure	3.74
Teaching reading	4.33
Teaching literature	3.76
Communicative approach	4.16
Writing activities	<b>4.58</b>
Resource Collection	3.89
Classroom test construction	4.40
Tuning in the USA	4.13
Vocabulary	4.19
Reading program	4.22
Listening and oral skills	4.48
Reflective journaling	4.07
Literature and communicative teaching	4.19
Total Mean=	4.18

The mean scores of all sessions (above 3.0 out of a possible 5) indicate that the participants considered all sessions useful and effectively presented. Mean scores for workshop sessions ranged from 3.74 to 4.58, a very narrow (.84) band of scores indicates general participant satisfaction with the whole workshop.

The session with the highest mean score was Writing activities (4.58) followed by Listening and oral skills (4.48), Classroom test construction (4.40), and Language acquisition/linguistics (4.35). Tutors and inspectors found these sessions most useful for their work.

Three sessions, Resource Collection, Teaching structure and Teaching literature had a mean score of less than 4.0 on the five point Likert Scale. The Resource Collection session was quite different from other sessions in that it presented the books and materials that were being donated to teacher college libraries by the U.S. Embassy but books were actually distributed at the Certificate level workshops only Pemba and Unguja materials were distributed at this workshop, 71 of the 80 participants responded to this part of the evaluation. Additionally, many school inspectors expressed verbally that they also needed a resource collection for their offices, especially with teacher resource materials included.

The other three sessions, Teaching Structure and Teaching Literature and the Reading Program were one hour sessions. Numerous participants stated in the reflection section that these topics needed more time. Additionally, the workshop coordinator had not briefed either of these Zanzibari facilitators on the topics before the workshop, putting them at a disadvantage in that they were not aware of the organization and content of other sessions. Their sessions were moved to later in the week to give them more time. The other facilitators briefed them but more coaching should have been done before the workshop.

### *A Summary of Relevant Participant Reflections on the Workshops*

Participants were asked to write a paragraph reflecting on the workshop. Some highlights of their reflections follow:

- Well organized
- Allowed sharing in groups
- Dr. Mixon was so exciting, she kept the groups busy throughout the session
- Presentations effective but a week is too short (10 respondents)
- More on assessment and communicative approach
- Poor accommodation arrangements (2)
- It has awakened my interest in writing
- “It is our duty to pass it (ideas) over to our fellow teachers and supervisors for the betterment of our students’ academic performance.”
- The timetable was adhered to and followed
- We learnt because we were deeply involved
- Handouts are helpful plus the useful books that we were given
- Meetings like this should be at least once a year to improve the quality of teaching in Tanzania
- It has increased my motivation
- The communicative approach impressed me the most. Some of the activities won’t fit according to our culture and environment but I can change them according to the situation. (2)
- It was my expectation to learn how to use the computer – PowerPoint for teaching and learning process but this has not been met.
- We need to practice (the strategies) for applying them
- Next time use videos of classrooms in a situational approach
- Needed more discussion and reflection (5)
- Participants need more time to give what they know
- Our students in Zanzibar are good at writing but when speaking they fail because they are taught using the structural approach
- I have a feeling the workshop was more ambitious than could be achieved effectively, it needs the practical steps for trainers

### *Facilitators’ Reflections on the Workshop*

The Diploma-level English tutors’ workshop was very well attended. 80 English language tutors participants attended which was close to twice as many as attended the Certificate-level English tutors’ workshops. Many participants from the Mainland stated because they had never been to Zanzibar before or at least not recently. It was worthwhile to mix Mainland tutors with Zanzibari tutors since they teach the same syllabus. Zanzibari tutors took their secondary education in Zanzibar and trained to become teachers in Zanzibar whereas Mainland tutors took their secondary education in one zone of the mainland and were moved to another zone for teacher training. As a consequence, Mainland teachers have more exposure to a variety of instructional styles.

### **Conclusion and Recommendations**

The workshops accurately identified the interests and knowledge base of the English language tutors in Tanzania. As a result, the workshops met the expectations of the participants and created opportunities for them to grow professionally. Participants were very enthusiastic throughout the workshop and attendance was near perfect everyday which is a testament to the tutors’ commitment to upgrade their skills. Their professional commitment was extraordinary considering

that neither tutors nor facilitators received a per diem allowance while in attendance at the workshops although all transportation costs, accommodation and meals were paid by the U.S. Embassy, USAID or the Ministry of Education.

A collection of English songs, chants and rhymes were introduced and distributed to participants during the workshops. Support is required from the Ministries to ensure that follow up training for tutors is carried out and that the inspectors provide training for teachers on using songs, chants and rhymes to teach English. Each college is receiving one set of cassettes with songs and each participant received a copy of one songbook complements of the U.S. Embassy.

Participants at all venues repeatedly expressed the need to have regular opportunities for professional growth - at least yearly. It is recommended that tutors and school inspectors are given professional development opportunities regularly. Workshops can continue to be held in zones during teachers' college breaks with invited speakers. English Zonal Inspectors in collaboration with Teachers' College Principals could be charged with organizing a workshop yearly.

Workshop facilitators identified a need to revise both the Diploma English Teacher Education Syllabus and the 'O' level Syllabus. Neither are oriented toward the communicative approach taught in the workshop but rather toward a more structural approach to language learning. That approach focuses on teaching English reading through grammar rather than speaking and communication. As the Honorable Minister Mungai stated "English is the language of communication, mastery of English will give Tanzanians access to knowledge, science technology and communication." Tanzania must be competitive in the global market where English is spoken. The syllabus must be aligned with national goals.

At these workshops, many materials developed by the MOEC and TIE were distributed and participants were given training on how to use them. In some cases this was the first opportunity to provide training on these materials even though some were developed more than five years ago. Based on this training, the facilitators agree that the Teaching Manual, the Resource Packs and the Teaching of Literature should be updated. Other materials, such as a booklet on teaching structure written by Safia Rijaal, MOECS Zanzibar, are in need of editing, publication, distribution and training. So many resources have been developed but not distributed nor are teachers and tutors provided with appropriate training on how to use them.

Six of the facilitators, P. Temu, F. Mlekwa, J. Kamwela, W. Nzota, M. Mosha and S. Rijaal; are specialists in teaching English as a foreign language. Their skills as teacher trainers are exemplary but their knowledge base is dated. Although they themselves grew professionally while interacting with their American counterparts as they facilitated and supported sessions at the workshops, further professional development is needed. Two avenues are available – short term and long term training. Short term training could consist of participation at the Teachers of English to Speakers of Other Languages (TESOL) Conference, March 30-April 2, 2005 in San Antonio, Texas followed by a visit to schools in the United States. Another upcoming conference in the region, is TESOL Arabia held in Dubai, United Arab Emirates. It is a well respected affiliate of TESOL with a large number of world class presenters at its conference to be held March 2-11, 2005. Both conferences have top quality presenters from around the world. Another short term option, suggested by Lydia Stack, English Language Specialist, is participation in a Fulbright Administrator Exchange which occurs during two consecutive six-week periods, when American and Tanzanian counterparts shadow each other in their jobs in their respective countries. Longer term study options to obtain a Masters degree should be considered for those facilitators who do not have them.

The quality of an educational leader will enhance the quality of the instruction and these facilitators are leaders in their field presently in Tanzania. One other leader, Hadija Bakari, Principal of Nkrumah Teachers' College and former English language tutor should also participate in some additional professional development activities. She enthusiastically participated in every session at the workshop and exhibited exemplary leadership skills at the college. Under her leadership Nkrumah Teachers' College could raise its very poor results in English to more acceptable pass marks.

Follow up workshops should be held across the country to ensure that new skills are reinforced and inculcated. School inspectors and teachers college principals could organize short workshop that would review newly learned skills and allow participants to share their experiences and demonstrate the implementation of those new strategies. Some workshop facilitators could be invited to participate also. Without follow-up, the workshop successes may prove to be ephemeral.

*Appendix A*

**Speech by Honorable Joseph J. Mungai, MP Minister of Education and Culture at  
The Opening of the English Language Tutors' Workshop for  
Tanzania Mainland and Zanzibar, 7<sup>th</sup> June 2004**



**Speech by Hon. Joseph J. Mungai MP Minister for Education and Culture at  
the Opening of the English Language Tutors' Workshop  
for Tanzania Mainland and Zanzibar**

Morogoro Teachers' College 7<sup>th</sup> June 2004

Mr. Michael Korff, Counselor of the United States Embassy, Tanzania  
The Principal of Morogoro Teachers' College  
The Programme Coordinator and Facilitators  
Workshop Participants  
Invited Guests  
Ladies and Gentlemen

Asalaam Alyeikum

It is often said in Kiswahili, "**ELIMU NI UFUNGUO WAS MAISHA**" which can be translated literally as '**EDUCATION IS THE KEY TO BETTER LIVING.**' I believe that is very true, but I also believe that '**the language of instruction is the key of education,**' and therefore mastery of that language of delivery leads to better learning and teaching of all subjects. I am grateful for the opportunity to speak to you at the beginning of this week-long workshop of English Language Teaching and Instructional Strategies.

I join you all participants of the workshops in welcoming our friends from the United States of America, in particular, the Counselor, officials of the Embassy in Dar es Salaam and Programme facilitators who have come all the way from the United States of America. On behalf of the Government of the United Republic of Tanzania, I would like through you who are present here to convey our sincere gratitude to the Government of the United States of America for the support extended to us in organizing and funding these English Language Tutors' Workshops which are very timely.

Tanzania is currently undergoing major reforms in the Education Sector in order to promote **access, equity and quality** of education at all levels. Teacher Education development is instrumental in achieving goals and objectives in the **Education Sector Development Programme (ESDP)** which is being implemented through separate five year development plans for Primary and Secondary education:

- The **Primary Education Development Plan (PEDP) 2002-2006**, now in its third year of implementation; and
- The **Secondary Education Development Plan (SEDP) 2004-2009**, which has just started this year.

Both PEDP and SEDP include strategies to obtain, train, retrain, and empower teachers. In-service Teacher Training (INSET) is very necessary for continuous upgrading of the teaching capability of our teachers.

Language Teaching is an essential aspect of education at all levels. The policy of my Ministry is to promote the teaching and learning of **both Kiswahili and English** because they are the languages of instruction in our education system, which are also compulsory subjects for primary and secondary education:

- Kiswahili is the medium of instruction from the beginning of pre-school at age five to the end of primary education at age thirteen thus lasting for a period of nine years.

English is the universal language of communication, mastery of English will access Tanzanians to **knowledge, science, technology and communication** with the English-speaking world at regional and international levels. As I have said on many occasions, **while Kiswahili is our national language, English is now the Kiswahili of the world of business, industry and international trade.** We have no other choice because the world is increasingly becoming one global village with a liberalized market in which we must be competitive in order to survive and make progress.

Since English and Kiswahili are both compulsory subjects in Primary and Secondary education, all teachers must have mastery and ability to effectively communicate in those languages. **Teaching without mastery in the language of instruction is tantamount to cheating** because imparting education of necessity involves communication in the language of instruction. The objective of the five workshops taking place here at Morogoro and at other Teachers' Colleges of Butimba, Klerruu, and Marangu in Tanzania Mainland; and Nkrumah Teachers' College in Zanzibar; is to upgrade knowledge of the language and instructional competence of our English Language tutors for Diploma and Grade 'A' Certificate teachers. These workshops are also intended to promote quality INSET by focusing on increasing language skills and use of effective teaching methods. Teacher education particularly INSET is a major component in ensuring quality education in the two on-going education development plans: PEDP and SEDP which are currently being implemented in the country.

Through upgrading the teaching capability of our teachers we should expect better student performance in National examinations. The contrary is also possible! Poorly trained teachers cannot be expected to teach adequately, which may result in poor performance of learners and decline in education standards. In addition to acquiring modern teaching and learning strategies, this programme shall also avail you with an assortment of text and reference books. The need for you tutors and teachers to read, acquire and keep abreast with knowledge should be viewed as a key factor in your professional development. You should therefore make good use of the opportunity being accorded to you by your participation in these workshops. I call upon all tutors and teachers to cultivate and develop constant reading habit in order to continue to be effective educators and trainers. The educational books offered to you in these workshops should not remain as decorations of your library shelves when you go back to your work stations! You should take good care of the books supplied to you and make good use of them by tapping the knowledge stored in them on a constant basis. As is always said in Kiswahili, "**ELIMU HAINA MWISHO**" or '**Education has no end.**'

I wish you all very beneficial works workshops and I am now pleased to declare the workshops open.

I thank you for your attention.

## *Appendix B*

SAILING INTO THE FUTURE: WORKSHOPS ON TEACHING ENGLISH

Speech by Counselor of the U.S. Embassy J. Michael Korff

at Morogoro Teachers' College, June 7, 2004 and

Charge' d'Affaires Michael Owen at Marangu Teacher's College, June 28, 2004.



## SAILING INTO THE FUTURE:

## WORKSHOPS ON TEACHING ENGLISH

**Sponsored by the Ministry of Education & Culture and the American Embassy**

*Opening Remarks by J. Michael Korff, Counselor of the American Embassy*

**VENUE: MOROGORO, JUNE 7, 2004**

Opening Remarks by Michael Owen, Charge' d'Affaires American Embassy

**VENUE: MARANGU, JUNE 28, 2004**

It is an honor to be with you this morning as your workshop on improving the teaching of English in Tanzania gets under way. Professional development is a constant among good teachers, and thus I am privileged to be among a group of professionals who have elected to take part in this opportunity to share ideas and to learn from others.

The genesis for this set of workshops comes from a request that Minister Mungai sent to the American Embassy via Naomi Katunzi. In her letter, Dr. Katunzi told us that the Minister was concerned about the quality of English teaching in Tanzania and wondered if the Embassy could assist in improving English teaching competency.

Although we had not budgeted for an English teaching element, we do have projects that focus on economic development and on strengthening democratic institutions. As I will mention a bit later, there are elements of both economic and democratic development in English language usage, and thus I decided that we should divert some of our funds to try to respond to the Minister's request.

Our first step was to send a representative of Tanzania to the annual conference of the association of TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, or **TESOL** for short. The 2003 conference was held in Baltimore, Maryland, not far from our nation's capital. We decided that an ideal person to send to the conference was none other than Dr. Katunzi, and when we learned that the U.S. Department of State was hosting a [follow-up program after the conference to focus on English teaching](#) and State Department support, we agreed to send Dr. Katunzi to that program as well.

Among the people that Dr. Katunzi met at the conference was Janet Orr, the former Associate Director of George Washington University's Center for Equity and Excellence. Janet Orr has been chosen as the next chairperson of TESOL's Elementary Education Interest Section. She has extensive experience in program management, second and foreign language acquisition as well as student assessment and program evaluation. She trained 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*** embodies her interests in primary school curriculum and instructional methodology. In addition, she has served as an education expert in Egypt, Tanzania, Jordan, Brazil, Uruguay, Lithuania, Botswana, Swaziland, Israel, Zambia and China. She holds a B.S. degree from University of Colorado, a Master of Education degree from the University of Illinois, and an Elementary School Principal Certificate from the University of Virginia.

As luck would have it, Janet's husband has been assigned to the American Embassy in Dar es Salaam, and when we had the opportunity to apply for a special grant to work on English teaching, she helped prepare the proposal that ultimately resulted in today's workshop. Another element in the project for which Janet is responsible is the presentation of a series of English teaching segments on radio here in Tanzania. You will be hearing more about that aspect of the U.S. Embassy's effort in the coming days.

I'd like to turn now to the subject of language and our identity.

The ability to express oneself well in one's national language is key to our survival as nations. Despite the fact that we live in a globalized world, we are nevertheless Americans or Britons or Tanzanians. Thus it is important that for the sake of our nations, we must use our language well. I'll return to this theme in a bit, but there is a corollary to this maxim: Because of the fact that we do live in a globalized world, and because we must be able to communicate, respect, and understand one another, we must reach out to learn the languages of others.

You may laugh when you hear an American say that, because Americans are notorious for their inability to learn foreign languages. But they do learn other languages. For many Americans, English is not their first language. In some ways, it is a situation similar to some Tanzanians, who learn tribal or ethnic languages before they learn Kiswahili. In the case of the United States, because we are a nation of immigrants, we often grow up speaking one language before we learn English.

My grandfather was born in the United States, in the State of Missouri, the son of immigrants from Germany. He grew up speaking German, and did not learn English until he went to primary school at the age of six. His Baptismal certificate is written in German, and I am the proud owner of his Bible, printed in German.

That experience is replicated by many other Americans today, although for many their first language may be Spanish, or Vietnamese, or even Russian or Kiswahili! The United States Government realizes the importance of teaching English well, and that is why the TESOL organization that Dr. Katunzi and Ms. Orr know so well is important to us.

At the same time, we know it is important to learn other languages as well. In this connection, I'd like to tell you about our recent experience with our Fulbright exchange of scholars program.

Senior Research Fellow at the Institute of Kiswahili Research Zubeida Tumbo-Masabo recently returned from a nine-month [Fulbright Scholar-in-Residence grant](#) in the United States. She was affiliated with Texas Southern University, in Houston, Texas, where she introduced a Kiswahili training model using the 'Self-Instructed Language Programme' to Kiswahili tutors in the US.

In addition, four Tanzanians have spent the academic year that has just ended in the United States as part of the new [FULBRIGHT FOREIGN LANGUAGE TEACHING ASSISTANT PROGRAM](#): Ms. Rafiki Sebonde was at the University of Florida, in Gainesville; Ms. Rosemary Msuka was at Alfred University in New York; Ms. Jessica Mushi was at Ohio University, in Athens, Ohio; and Ms. Maria Kanigi was at Howard University in Washington, D.C.

All four were teaching assistants where they helped instruct Kiswahili, developed teaching materials, and researched language teaching methodology. They also took two courses each semester in English or other subjects of their own choice.

In an [interview last November](#), the Tanzanians were effusive in what they had learned through their interaction with American students - and they all vowed to return home with new ideas

for improving the teaching of language.

This new FULBRIGHT FOREIGN LANGUAGE TEACHING ASSISTANT PROGRAM has proven to be very popular, and so far six teaching assistants have been confirmed for the 2004-2005 academic year.

- Clara Roy Moshi is going to the University of Richmond, Virginia, in August.
- Beatrice Mlingi is to go to the University of Oregon in September.
- Stella Mossi is going to Marshall University in West Virginia.
- Amani Mwakalapuka is going to Savannah State University in Georgia.
- Greyson Mhilu is going to Stetson University in Florida.
- Nasra Ahmed will go to William Paterson University of New Jersey.

These teaching assistants will learn invaluable lessons about language instruction. Among other things, they will learn that language instructors are asked to teach more than just the rules of language and lists of vocabulary. They are asked to teach their students how to communicate in a new language. They are also asked to use authentic material and create an environment for using the language that is as realistic as possible. Language instructors realize that the content of their lessons must be meaningful and the activities engaging if the students are to be motivated and learning and acquisition are to take place. Also, instructors are asked to provide activities that engage the students to use the target language to communicate rather than just imitate.

It is my hope that during the course of this workshop, you will learn some of the tricks of the trade - in particular, how to identify content that is relevant to your students. I have already hinted that I believe that two of the most urgently needed content areas for Tanzanians involves preparing your students to live in the global economy and in a democratic world. I think it goes without saying that English is the language of the global trading system, and if you don't want to be left further behind, you are going to have to embrace the language of modern commerce.

Likewise, if you are to benefit from the power of the Worldwide Web and other modern technologies, you will have to be able to use English and know how to separate the nonsense from the important and useful. Only a good command of English and keen minds will help them do that. That's an important job that you have as you prepare the teachers of tomorrow. There is one area that I would like to emphasize, and that English is today by-and-large the Language of the Global Civil Society. As such, your job is to help your students, and through them *their students*, not only to improve their English but also better understand their place in the world's society as well as improve their critical thinking and analytical skills.

Many of you are aware that the State Department publishes ***English Teaching Forum***, a copy of which you received in your bags. "***Forum***" is available on-line for those of you who can make it to an Internet café or have Internet access at your colleges.

In addition, ***Forum*** publishes a series of **Electronic Journals**. These journals contain ready-to-use lesson plans and are suitable for students at the intermediate level. Each chapter contains background information, classroom-ready activities, and related resources and references. Journal volumes exist in the areas of Language and Civil Society and Language and Life

Sciences.

Each volume contains ten chapters covering different topics related to the key issue of the volume (e.g., peace education, environmental education, civic education, and business ethics). Each chapter has four basic parts, including a brief background on and discussion of the topic(s) presented, classroom activities designed for a lower intermediate class (but which can be adapted to a more advanced level), other resources for authentic materials (internet, books, videos, etc.), and references for what has been presented.

I hope you'll take a look at the Electronic Journals as sources of content that you may choose to adapt to the Tanzanian setting.

So far, I've spoken to you about the importance of teaching Kiswahili well and of teaching English well. I believe that good teaching is essential in both areas. One idea that I would like to advance is that you consider creating a Modern Language Association of Tanzania (MLAT) for teachers of Kiswahili and English. Such an association could be responsible for in-service training and other professional issues that concern you all. It would be a good opportunity for continuing education for your students.

Dr. Katunzi and Ms. Orr can tell you about the role played by the TESOL association in the United States.

One other organization that I would like to call to your attention is called [TESOL Islamia](#). According to its mission statement, **TESOL Islamia** is an independent professional organization primarily concerned with the teaching of English as a second or foreign language to Muslims worldwide.

It is committed to promoting and safeguarding Islamic values in the teaching of English as a second or foreign language in the Muslim World, and it is committed to 'empowering' Muslim learners to use the English language in ways that best serve the socio-cultural, socio-political and socio-economic interests of Muslim communities worldwide.

In addition, **TESOL Islamia** is committed to 'empowering' Muslim learners to use the English language in ways that best serve the socio-cultural, socio-political and socio-economic interests of Muslim communities worldwide, and it is committed to promoting scholarship, disseminating information and facilitating cross-cultural understanding among all TESOL professionals (Muslims and non-Muslims) involved in the teaching of English in the Muslim World.

Finally, **TESOL Islamia** seeks to raise awareness of the socio-cultural, socio-political, and socio-economic implications of the growing expansion of English and English language teaching in the Muslim World.

I hope you'll agree that the mission of TESOL Islamia is similar to the purpose of any other professional organization, and I think you could adopt its mission statement for the mission of a Modern Language Association of Tanzania!

By-the-way, in a very unscientific poll posted on TESOL Islamia's website, there was an interesting statistic: When asked Is the rising prominence of English in the world a threat to Arabic?, 43% answered yes and 49% answered know.

What do you think the answer among Kiswahili respondents would be? Maybe that's a question the MLAT could ask!

We do have however, a survey of 44 nations carried out by the PEW RESEARCH CENTER FOR THE PEOPLE AND THE PRESS in 2002. The Tanzanian portion of the survey was carried out by RESEARCH ON POVERTY ALLEVIATION among 720 adults during the period August 2-24, 2002,

and the results are considered indicative of the entire population of Tanzania.

When asked if they completely agreed, mostly agreed, mostly disagreed, or completely disagreed with the statement "children need to learn English to succeed in the world today," there were some very interesting results:

70% of Americans and 72% of Canadians completely or mostly agreed that children need to learn a foreign or second language to succeed.

In France, 90% completely or mostly agreed that children need to learn English! 95% of Germans agreed.

In Bangladesh, where English comprehension is limited and there are very few English-medium schools, 94% agreed completely or mostly; in India, the figure was 93%; in Japan it was 91%; in Vietnam it was extraordinary 98%.

Among "Anglophone" Africans, 95% of South Africans, 91% of Ugandans and Nigerians and 75% of Kenyans agreed completely or mostly with the statement that children need to learn English to succeed.

Among "Francophone" Africans, 84% of Ivoirians, 83% of Senegalese, and 75% of Malians agreed with their Anglophone counterparts.

So where do you think the Tanzanians came out? Well, 81% of the Tanzanians agreed either completely or mostly that children need to learn English to succeed. In other words, whereas only 70% of Americans agreed completely or mostly that children need to learn a second language to succeed, 81% of the Tanzanians felt that way! Of course, the Americans had the advantage of already knowing English.

Before I conclude my remarks, I do want to thank our collaborators without whom this workshop would not have been possible.

- The Minister for his inspiration and for taking the time to be with us this afternoon. He is on his way to Dodoma for the budget session, and we are so glad that he has been able to join us.
- Mrs. Mwatumu Malale, Permanent Secretary
- Mr. Ricky Mpama, Chief Education Officer
- Dr. Naomi Katunzi, Director, Tanzania Institute of Education
- Mrs. Rose Massenga, Director of Teacher Education
- Andrew Binde, Asst. Director of Teacher Education
- Philomena Temu, MOEC, English Inspector of Secondary Education, and the other members of the Coordinating Committee for their time and efforts in support of this workshop
- And the Principals at all the Teacher's Colleges opening their college for this event and arranging meals and accommodation for the participants.



## *Appendix C*

### Workshop Timetables



# English Tutors Workshops

June – July 2004

Morogoro	Monday, June 7		Tuesday, June 8		Wednesday, June 9		Thursday, June 10		Friday, June 11						
Certificate TC			Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B					
8:00-8:15			Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting					
8:15-8:30			Mixon- Language Acquisition and Language Learning Strategies	<b>Mlekwa-</b> English Language Teaching Manual	<b>Mixon</b> Teaching Reading and reading activities	<b>Orr-</b> Communica -tive Approach	Mixon- Teaching Writing and writing activities	<b>Kamwela-</b> Classroom management	<b>Orr-</b> Tuning in the USA (listening)	<b>Nzota-</b> Vocabulary					
8:30-9:00															
9:00-9:30															
9:30-10:00															
10:00-10:30	Registration														
10:30-11:00			TEA	TEA	TEA	TEA	TEA	TEA	TEA	TEA	TEA				
11:00-11:30			<b>Senga-</b> Early childhood	<b>Kulwa-</b> Special Needs Pupils	<b>Masenga-</b> Resource Collection	Kopwe- Syllabus Analysis	Orr- Active Learning	<b>Temu-</b> Assessment large classes	Discussion- Sharing Successful Strategies	Discussion- Sharing Successful Strategies					
11:30-12:00	Temu + Mlekwa Administrative Issues														
12:00-12:30			<b>Kulwa-</b> Special needs	<b>Senga-</b> Early childhood Education	<b>Kopwe-</b> Syllabus Analysis	<b>Masenga-</b> Resource Collection	<b>Temu-</b> Assessment large classes	Orr- Active Learning	Closing and Assessing Workshop Expectations						
12:30-1:00															
1:00-1:30	<b>Opening-</b> Minister of Education and Culture, Tanzania and Chargé d’Affaires, U.S. Embassy														
1:30-2:00			LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH					
2:00-2:30	LUNCH		<b>Mlekwa-</b> English Language Teaching Manual	Mixon- Language Acquisition and Language Learning Strategies	<b>Orr-</b> Communica -tive Approach	<b>Mixon</b> Teaching Reading and reading activities	<b>Kamwela-</b> Classroom management	Mixon- Teaching Writing and writing activities							
2:30-3:00															
3:00-3:30	<b>Keynote by M. Mixon</b> Strategies for Improving Teacher Training														
3:30-4:00															
4:00-4:30	Workshop Expectations														
4:30-4:45	Daily Evaluation		Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation							
4:45-5:15	TEA		TEA	TEA	TEA	TEA	TEA	TEA							
7:00-8:00	Dinner		Dinner		Dinner		Dinner								
8:00-9:00			Video				Video								



# English Tutors Workshops

June – July 2004

Klerruu	Monday, June 14	Tuesday, June 15		Wednesday, June 16		Thursday, June 17		Friday, June 18	
Certificate TC		Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
8:00-8:15		Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting
8:15-8:30		Mixon- Language Acquisition and Language Learning Strategies	<b>Mlekwa-</b> English Language Teaching Manual	<b>Mixon</b> Teaching Reading and reading activities	<b>Orr-</b> Communica -tive Approach	Mixon- Teaching Writing and writing activities	<b>Kamwela-</b> Classroom management	<b>Orr-</b> Tuning in the USA (listening)	<b>Nzota-</b> Vocabulary
8:30-9:00									
9:00-9:30	Registration								
9:30-10:00									
10:00-10:30	Opening								
10:30-11:00		TEA	TEA	TEA	TEA	TEA	TEA	Closing and Assessing Workshop Expectations	
11:00-11:30		<b>Kulwa-</b> Special needs students		<b>Masenga-</b> Resource Collection	Kopwe- Syllabus Analysis	Orr-Active Learning	<b>Temu-</b> Assessment large classes		
11:30-12:00	<b>Keynote:</b> Strategies for Improving Teacher Training			<b>Kopwe-</b> Syllabus Analysis	<b>Masenga-</b> Resource Collection	<b>Temu-</b> Assessment large classes	Orr-Active Learning	LUNCH	
12:00-12:30									
12:30-1:00									
1:00-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:30-2:00									
2:00-2:30	Discussion-Sharing Successful Strategies	<b>Mlekwa-</b> English Language Teaching Manual	Mixon- Language Acquisition and Language Learning Strategies	<b>Orr-</b> Communica -tive Approach	<b>Mixon</b> Teaching Reading and reading activities	<b>Kamwela-</b> Classroom management	Mixon- Teaching Writing and writing activities		
2:30-3:00									
3:00-3:30									
3:30-4:00									
4:00-4:30	Workshop Expectations								
4:30-4:45	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation		
4:45-5:15	TEA	TEA	TEA	TEA	TEA	TEA	TEA		
7:00-8:00	Dinner	Dinner		Dinner		Dinner			
8:00-9:00		Video				Video			







# English Tutors Workshops

June – July 2004

Marangu	Monday, June 28	Tuesday, June 29		Wednesday, June 30		Thursday, July 1		Friday, July 2	
Certificate TC		Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
8:00-8:15		Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting
8:15-8:30		Stack- Language Acquisition and Language Learning Strategies	<b>Mlekwa-</b> English Language Teaching Manual	Stack- Teaching Reading and reading activities	<b>Orr-</b> Active Learning / Communica- -tive Approach	Stack- Teaching Writing and writing activities	<b>Kamwela-</b> Classroom management	<b>Orr-</b> Tuning in the USA (listening)	<b>Nzota-</b> Vocabulary
8:30-9:00									
9:00-9:30	Registration								
9:30-10:00	Goal Setting								
10:00-10:30								<b>Orr-</b> Tuning in the USA (listening)	
10:30-11:00	TEA	TEA	TEA	TEA	TEA	TEA	TEA	Closing and Assessing Workshop Expectations	
11:00-11:30	Sharing Successful Strategies	<b>Temu-</b> Assessment large classes	<b>Temu-</b> Assessment large classes	<b>Masenga-</b> Resource Collection	Kisanga- Syllabus Analysis	<b>Kulwa-</b> Special Needs Pupils		LUNCH	
		<b>Wolcott-</b> Active Learning	<b>Wolcott-</b> Active Learning	<b>Kisanga-</b> Syllabus Analysis	<b>Masenga-</b> Resource Collection				
12:00-12:30									
12:30-1:00									
1:00-1:30	Opening- Charge' Owen and MOEC	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH		
1:30-2:00									
2:00-2:30	LUNCH	<b>Mlekwa-</b> English Language Teaching Manual	Stack- Language Acquisition and Language Learning Strategies	<b>Orr-</b> Active Learning / Communica- -tive Approach	<b>Stack-</b> Teaching Reading and reading activities	<b>Kamwela-</b> Classroom management	Stack- Teaching Writing and writing activities		
2:30-3:00									
3:00-3:30	<b>Keynote by L. Stack</b> Strategies for Improving Teacher Training								
3:30-4:00									
4:00-4:30	Workshop Expectations								
4:30-4:45	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation		
4:45-5:15	TEA	TEA	TEA	TEA	TEA	TEA	TEA		
7:00-8:00	Dinner	Dinner		Dinner		Dinner			
8:00-9:00		Video				Video			



# English Tutors Workshops

June – July 2004

Butimba	Monday, July 5	Tuesday, July 6		Wednesday, July 7		Thursday, July 8		Friday, July 9	
Certificate TC		Group A	Group B	Group A	Group B	Group A	Group B	Group A	Group B
8:00-8:15		Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting	Reporting
8:15-8:30		Stack- Language Acquisition and Language Learning Strategies	<b>Mlekwa-</b> English Language Teaching Manual	Stack- Teaching Reading and reading activities	<b>Orr-</b> Communica- -tive Approach	Stack- Teaching Writing and writing activities	<b>Kamwela-</b> Classroom management	<b>Orr-Tuning</b> in the USA (listening)	<b>Nzota-</b> Vocabulary
8:30-9:00									
9:00-9:30	Registration							<b>Nzota-</b> Vocabulary	<b>Orr-Tuning</b> in the USA (listening)
9:30-10:00									
10:00-10:30	Opening							TEA	TEA
10:30-11:00		TEA	TEA	TEA	TEA	TEA	TEA	Discussion- Sharing Successful Strategies	Discussion- Sharing Successful Strategies
11:00-11:30		<b>Kulwa-Special Needs Pupils</b>		<b>Masenga-</b> Resource Collection	<b>Mlekwa-</b> Syllabus Analysis	Orr-Active Learning	<b>Temu-</b> Assessment large classes		
11:30-12:00				<b>Keynote by L. Stack</b> Strategies for Improving Teacher Training	<b>Mlekwa-</b> Syllabus Analysis	<b>Masenga-</b> Resource Collection	<b>Temu-</b> Assessment large classes	Orr-Active Learning	Closing and Assessing Workshop Expectations
12:00-12:30									
12:30-1:00									
1:00-1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30-2:00									
2:00-2:30	Sharing Successful Strategies	<b>Mlekwa-</b> English Language Teaching Manual	Stack- Language Acquisition and Language Learning Strategies	<b>Orr-Active</b> Learning / Communica- -tive Approach	<b>Stack-</b> Teaching Reading and reading activities	<b>Kamwela-</b> Classroom management	<b>Stack-</b> Teaching Writing and writing activities		
2:30-3:00									
3:00-3:30									
3:30-4:00									
4:00-4:30	Workshop Expectations								
4:30-4:45	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation	Daily Evaluation		
4:45-5:15	TEA	TEA	TEA	TEA	TEA	TEA	TEA		
7:00-8:00	Dinner	Dinner		Dinner		Dinner			
8:00-9:00		Video				Video			



## *Appendix D*

Attendance Table



**ENGLISH LANGUAGE TUTOR WORKSHOPS, JUNE 7- JULY 9, 2004.**

**SUMMARY ATTENDANCE**

<i><b>ZONE</b></i>	<i><b>INSTITUTIONS</b></i>	<i><b>Certificate Workshop</b></i>			<i><b>Diploma Workshop</b></i>		
		<b>F</b>	<b>M</b>	<b>TOTAL</b>	<b>F</b>	<b>M</b>	<b>TOTAL</b>
Eastern & Central	Aga Khan Project <sup>1</sup>	1		1			
	Al Haramain TC <sup>1</sup>					2	2
	Bustani TC	1	2	3			
	Dar es Salaam TC	3		3	2		2
	Ilonga TC	2	1	3			
	Kinampanda TC	1	2 <sup>2</sup>	3			
	Mhonda TC	1	2	3			
	Morogoro TC	3		3	1	1	2
	Mpwapwa TC	1	2	3	1	1	2
	Vikindu TC	2	1	3			
	Ubungo Islamic TC <sup>1</sup>				1		1
	Inspectorate	3	2	5	6	2	8
	<b>Total</b>	<b>18</b>	<b>12</b>	<b>30</b>	<b>11</b>	<b>6</b>	<b>17</b>
Highlands & Southern	Ifunda TC		2	2			
	Kitangali TC	2	1	3			
	Kleruu TC	2	1	3	1		1
	Mbeya Lutheran TC <sup>1</sup>		1	1		1	1
	Mpuguso TC	2	1	3			
	Mtwara (K) TC	1	2	3		2	2
	Mtwara (U) TC	2		2			
	Nachingwea TC		3	3			
	Songea TC	2	1	3	2		2
	Sumbawanga TC	1	2	3			
	Tandala TC		3	3			
	Tukuyu TC		2	2		2	2
	Uyole TC						
Inspectorate	3	3	6	3	2	5	
	<b>Total</b>	<b>15</b>	<b>22</b>	<b>37</b>	<b>6</b>	<b>7</b>	<b>13</b>
Northern	Korogwe TC	1	2	3	1	1	2
	Mandaka TC	1	2	3	1	1	2
	Marangu TC	2	4	6		2	2
	Monduli TC	1	2	3			
	Patandi TC	3		3	1		1
	Singachini TC	2	1	3			

<b>ZONE</b>	<b>INSTITUTIONS</b>	<b>Certificate Workshop</b>			<b>Diploma Workshop</b>		
		<b>F</b>	<b>M</b>	<b>TOTAL</b>	<b>F</b>	<b>M</b>	<b>TOTAL</b>
	Eckenford TC <sup>1</sup>		1	1		2	2
	Inspectorate	3	3	6	4	1	5
	<b>Total</b>	<b>13</b>	<b>15</b>	<b>28</b>	<b>7</b>	<b>7</b>	<b>14</b>
Western& Lake	Bunda TC	1	2	3		2	2
	Butimba TC	1	10	11	1	1	2
	Kabanga TC						
	Kasulu TC	1		1			
	Katoke TC						
	Murutunguru TC		1	1			
	Tabora TC					2	2
	Tarime TC		2	2			
	Ndala TC		3	3			
	Inspectorate	1	4	5	4	1	5
	<b>Total</b>	<b>4</b>	<b>22</b>	<b>26</b>	<b>5</b>	<b>6</b>	<b>11</b>
Zanzibar <sup>3</sup>	Institute of Swahili & Foreign Language					1	1
	Ksamaki TC					1	1
	Kitogani TC					1	1
	Lumumba TC				1		1
	Nkrumah TC		2	2	3	6	9
	Michakaini TC, Pemba				1		1
	MOECS				3	3	6
	Mkwajuni TC				1		1
	Zanzibar Muslim Academy	1	2	3		2	2
	Wete TC, Pemba		1	1			
	Inspectorate				1	1	2
	<b>Total</b>	<b>1</b>	<b>5</b>	<b>6<sup>3</sup></b>	<b>10</b>	<b>15</b>	<b>25 (80)<sup>4</sup></b>

<sup>1</sup> Non government institution

<sup>2</sup> One participant attended at Kleruu.

<sup>3</sup> Participants from teachers' colleges offering certificates attended the workshop at Morogoro TC.

<sup>4</sup> Total attendees at Nkrumah Teachers' College Workshop

