DRC English Teacher Training Plan Booklet

Produced with the support of the British Council
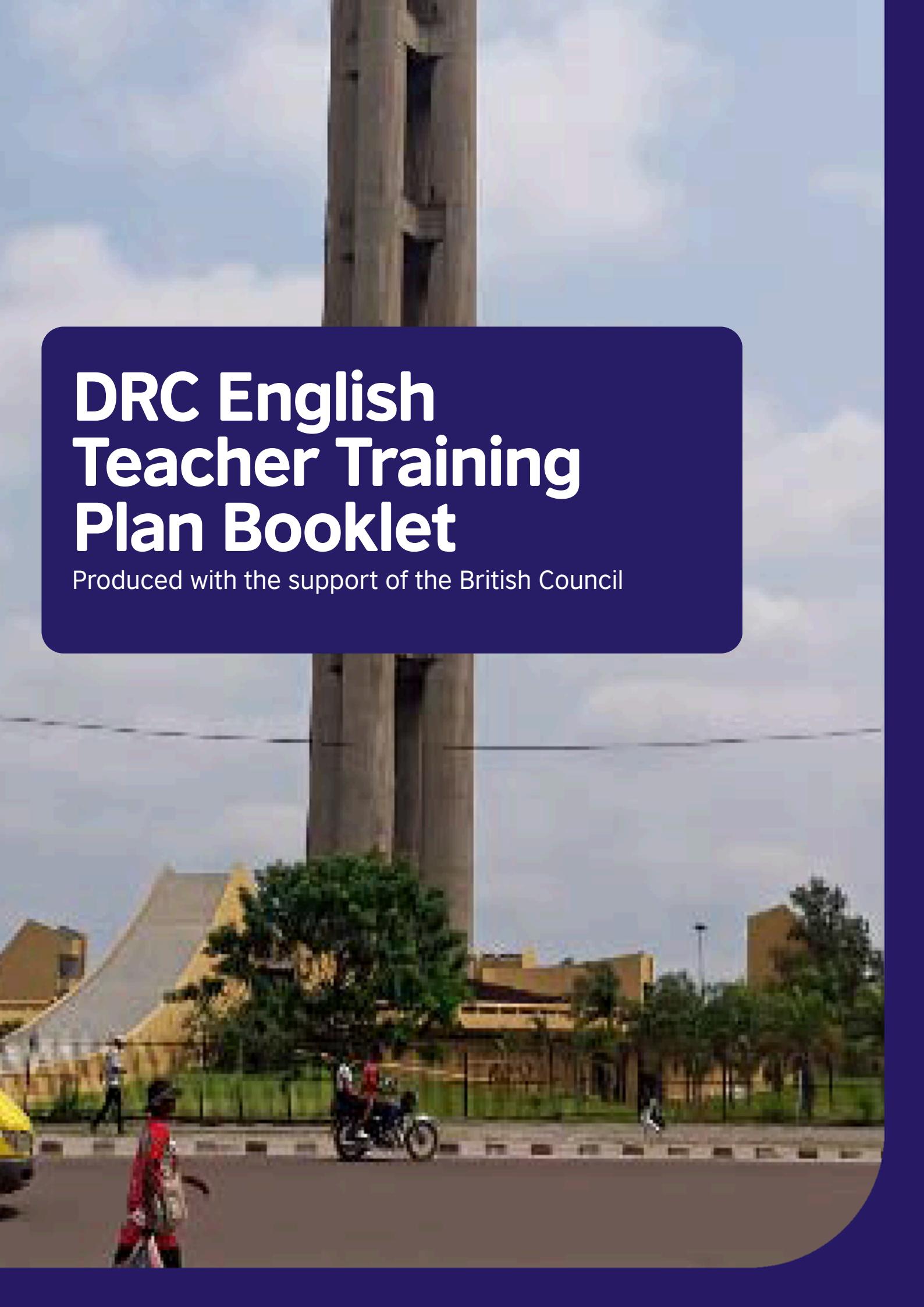
Introduction

This booklet has been designed by a group of 16 teacher trainers from the Democratic Republic of Congo as part of a project implemented in the country and sponsored by the British Council through its English Connects Programme.

The project intends to equip Congolese Secondary School teacher trainers and Teacher Training College lecturers with simple teacher training session plans that they can readily use and adapt when training teachers throughout the country, particularly in low-resource contexts.

At present English Language is taught as part of the Secondary School curriculum in all schools in DRC while in 2018, a decree signed by the Primary and Secondary Education Minister also recommended the introduction of English into the primary curriculum.

Despite the increasing popularity of English in DRC, and acknowledgement that it will surely play a more important role in the development of the language education of Congolese students in the future, there remain however significant barriers to the effective training up of English teachers in the country.

These include the sheer size of the country (two-thirds the size of Western Europe) and large number of English teachers in the secondary sector in DRC, together with a chronically poor communication infrastructure that makes it difficult to reach isolated areas in order to support the teachers, as well as the fact that many work in schools having received very little pre-service training, or in many cases without having attained any formal qualifications at all.

To meet this pressing need for Continuous Professional Development of the Congolese teachers, the British Council's English Connects programme has so far succeeded in training up 54 trainers (from different provinces in DRC) through a series of face-to-face and online workshops between 2019 and 2022.

With the enormous challenges outlined above in mind, the aim going forward is to provide these trainers with the support and resources to cascade-train teachers and inspectors in their local areas and provinces.

The Teacher Training Plan Booklet is thus a means of providing a standardized set of training session plans, designed for the local context, that can be understood by both inexperienced as well as more experienced trainers, accessed and implemented easily, and incorporated into either intensive teacher training courses over several days, or delivered as one-off sessions according to perceived local needs.

In all there are 15 training session plans, including session objectives, clear procedures, notes for guidance and additional worksheets and materials that are intended to be photocopied or projected onto the board or wall during the session.

Additionally, it is hoped that, in using and becoming familiar with the sessions included in the booklet, the resources will not only make life easier for the prospective trainers but also help to impact on their knowledge about communicative language teaching and training methodology.

How to use this booklet

Each training session plan begins with a picture that in some way denotes the context for which the session materials were designed.

There then follows a page denoting the session objectives, the rationale behind the session, the estimated time it should take to cover it and any particular materials needed to deliver it (these are kept to a minimum in order to restrict session preparation time as much as possible).

The next page provides a step-by-step guide on how to deliver the session, describing the stages, simple procedures, instructions, interaction patterns and perceived timing for each activity/stage.

Links are provided in the procedures to additional resource material (pictures, worksheets, answers to exercises and further references etc.) located in the appendices at the end of each session or unit.

Although the sessions were ordered with the idea that it would be most logical to start with the first session (Unit 1) and proceed through the booklet chronologically, each session can also be delivered independent of others depending on the local context and needs.

Symbols used in the Booklet

Tr – Ts   Interaction between the Trainer and Trainees

Ts – Ts   Interaction between Trainees by themselves (in groups / pairs or during presentations)

T   Individual work

We very much hope that this booklet will be of use and value to both new and experienced English Teacher Trainers in DRC over a good number of years. In providing this resource, we do not expect you to immediately deliver brilliant training sessions to your teachers and trainees, but very much hope that they will encourage you to simply become the best trainer of teachers that you can be!

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Contents

Unit 1: You, the Teacher

A trainee teacher teaching a grammar lesson at Kaza Roho Institute in Bukavu, Democratic Republic of Congo.

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have shared ideas about the roles and qualities of a good teacher

• have exchanged ideas about Continuing Professional Development

Rationale:

This session is for inexperienced and novice teachers who are just starting their teaching careers and who do not know what they may do to develop their practice.

Time: 90 minutes

Materials: As in the Appendices

A4 sheets of paper, a projector (desirable), markers/pens, a flip chart, notebooks

Bwenge bwa muuma ndubano.

"If you rely on your intelligence only, you will suffer; team up with others"
Translated into English from Kihunde

Session Prepared by

SHAMAVU MIRUHO Hervé, Lecturer in the Bukavu
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	Stage	Procedure	Aim	Int.	Timing
1	**Ice breaker**	**My N.A.M.E** Get the trainees to sit in groups of five and think of one interesting fact that corresponds to the letters of their first name. Invite each participant to share their acronym. For example: 'I am J.A.C.O.B.; J for Justice; the justice system of my country upsets me, A for action; I like men of action, C for Coca-Cola; I can drink 10 litres of coca- cola in an hour, O for Orange; My daughter adores orange juice, B for beautiful; My girlfriend is very beautiful.'	**To create a relaxed atmosphere and get participants to know each other**	Ts-Ts	**12**
2	**Lead-in**	Show a picture of a teacher with their students in a classroom **(Appendix 1).** In pairs, ask the trainees to guess what the teacher is doing and, in pairs, decide if it is good teaching practice or not, and why.	**To raise awareness about the role and qualities of a good teacher**	Tr-Ts Ts-Ts	**8**
3	**Sharing ideas about the roles of a teacher**	Ask the trainees to sit in groups of four and elect a 'reporter'. If available, provide a sheet of flip chart paper to each group. Ask each group to brainstorm specific roles teachers play in their contexts (for example as a 'manager', 'a language model'). The groups try to think of 8-10 different roles and write them on the flip-chart. When all groups have finished, the 'reporters' from each group present their ideas while the other members 'visit' the other groups by moving around the room clockwise. They can ask questions to the 'reporters' if they have any. Now project/show or hand out a copy of teacher roles as developed by Hamer (2000), **Appendix 2**. Ask the trainees to match each role with its corresponding explanation.	**To get the trainees to focus on the different roles of a teacher in their context** **To get the trainees to compare their ideas with a professional source**	Tr-Ts	**15** **5**
4	**Advantages of the 'facilitator role'** **Input**	Now invite the trainees in pairs to think about the role of 'facilitator' in the classroom and to brainstorm how this may positively affect student learning in the classroom. Question: What are the advantages of a teacher being a facilitator in the classroom? When the trainees have finished, show them **Appendix 3**. Focus Questions: Consider the advantages listed on the handout. Is there any advantage you do not agree with? If there is, why don't you agree with it?	**To get the teachers to consider the advantages of being a facilitator** **To provide extra input about the role of the teacher as facilitator in the classroom**	Ts-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
5	**Input and Discussion**	Ask the trainees to think about the overall 'qualities' of a good teacher. Elicit one or two and write them on the board as examples (e.g., well prepared for the lesson). Distribute a handout **(Appendix 4)**, and ask the trainees to individually fill in Column 3 with 'True', 'False' or 'It Depends' according to their opinion on each statement. Get the trainees in pairs or threes to discuss their answers and agree or disagree (or maybe 'agree to disagree'!). Conduct a general class feedback (e.g., by asking if there were any statements that the trainees could not agree on).	**To reinforce awareness of the qualities of a good teacher(input)**	T Ts-Ts Tr-Ts	**20**
6	**Continuing Professional Development**	Ask the trainees to consider what they can do to improve and develop as teachers. Distributes handouts containing Continuing Professional Development advice **(Appendix 5).** Get some general open class feedback on which of the advice the trainees found most useful.	**To get trainees to think what they can do to improve professionally**	Tr-Ts T Tr-Ts	**15**
7	**Reflection and Action Planning**	Get the trainees to reflect on the session. Possible Questions: 1) Which role is difficult for you to play and how can you solve this problem? 2) Which of the qualities of a good teacher do you think you often neglect? 3) How do you intend to incorporate this quality into your teaching in future?	**To get the teachers to reflect on their usual practices and to think about incorporating positive change**	Tr-Ts	**5**

Appendices

Appendix 1: Lead-in

This photo shows a teacher addressing an individual learner's concern at Tumaini Institute in Bukavu, Democratic Republic of Congo.

Appendix 2: Roles of the teacher

A good teacher is a:

a.   Controller

b.   Observer

c.   Organiser

d.   Assessor

e.   Resource

f.   Tutor/Facilitator

Match the roles (1-6) with their corresponding explanations (a-f):

	Role		Explanation
1	Controller	a)	Because s/he is considered as the one who possesses knowledge in the domain, learners consult her/him when they face problems
2	Resource Professional Development	b)	S/he decides if a lesson taught has successfully been understood or not so that s/he may decide a programme of reteaching
3	Organiser	c)	S/he regularly checks if each learner is participating in what goes on in the classroom
4	Observer	d)	The teacher makes a judgment about her/his students when it comes to appreciate what they have said, which informs a learner whether s/he is progressing or not
5	Tutor / Facilitator	e)	S/he organizes different activities by giving instructions on how students are supposed to do what is asked
6	Assessor	f)	S/he organizes group/pair work and moves around the class so that s/he may help a group who need further explanation or guidance

Harmer, J. 'How to Teach English', Beijing: Foreign Language Teaching and Research, (2000)

Answers: 1) c, 2) a, 3) e, 4) d, 5) f, 6) b

Appendix 3: The role of Facilitator

Here are some advantages of the teacher acting as a facilitator in class.

1	The teacher takes the responsibility for helping all the learners in the class equally.
2	Learning is enjoyable for everyone because it's interactive.
3	Learners gain important social skills from studying together, e.g., discussing, negotiating - skills they will need throughout their lives.
4	All teachers - from pre-school to university - are seen as having an equally important role to play in an educational system.
5	Learners do not just gain knowledge, but they also learn how to learn so that they can continue to do so for the rest of their lives.
6	S/he organizes group/pair work and moves around the class so that s/he may help a group who need further explanation or guidance

Appendix 4: Qualities of a Good Teacher

Write T for 'True', F for 'False' and D for 'It depends':

	Statement	T, F or D
1	A good teacher always writes detailed lesson plans.	
2	A good teacher always knows his/her objectives for each lesson.	
3	A good teacher's lessons are always quiet.	
4	A good teacher allows his/her learners to work together during lessons.	
5	A good teacher is an expert on his/her subject.	
6	A good teacher may adapt the planned lesson to suit the needs of the learners.	
7	A good teacher knows his/her learners very well (e.g. their names, backgrounds, etc).	
8	A good teacher gives responsibility to his/her learners.	
9	A good teacher corrects all the learners' work himself/herself.	
10	The learners of a good teacher ask lots of questions.	
11	A good teacher always follows the curriculum exactly.	
12	A good teacher's lessons are interesting and enjoyable for the learners.	

Harmer, J. 'How to Teach English', Beijing: Foreign Language Teaching and Research, (2000)

Appendix 5

Here are some tips and pieces of advice about how to continue your professional development (CPD):

1) Conduct regular teacher performance appraisals

2) Conduct observations of other English classes: Peer observations and observations of senior colleagues

3) Attend and present at workshops

4) Study for higher qualifications

5) Contribute to the development of your school

Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).

Unit 2: Your Learners

This is a picture of Kasheeshee primary school in Kalehe territory, South Kivu Province in the Democratic Republic of the Congo.

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have discussed the five basic needs of learners

• have a better understanding of the concept of 'thinking skills' by exchanging and sharing opinions about the ideas expounded in Bloom's Taxonomy of Learning

Rationale:

This session is for both experienced and inexperienced teachers who have little or no knowledge of what learners need to be able to learn languages effectively and who may not have considered the application of thinking skills to language learning.

Time: 100 minutes

Materials: As in the Appendices

Projector, glue, sheets of flip chart paper, markers/pens, notebooks

M'umpfiritsi wa kinwa atompfa kyo kushe.

"S/he who ventures to hear distinctly something being gossiped about, does not hear well"

Translated into English from Kihunde

Session Prepared by

SHAMAVU MIRUHO Hervé, Lecturer in the Bukavu Teacher Training College English Department

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Project / show the trainees the old Chinese proverb **(Appendix 1)** which sums up the philosophy of learning and ask: Task / Questions: 1) Work in pairs and decide together which of the three verbs goes into each gap. 2) Which of these verbs enables greater learning?	**To raise awareness about levels of learning**	Tr-Ts	**5**
2	**Reflection**	Put the trainees into pairs and ask the following focus questions: Focus Questions: 1) How much do you remember about your English lessons at school? 2) Which of your English teachers did you like the most? Why? 3) Which activities helped you learn the most in your English lessons? How did they help you?	**To get the trainees to realise that a good teacher is rarely forgotten and learners don't forget the enjoyable materials s/he taught them**	Ts-Ts	**15**
3	**Suggesting ideas on basic learners needs**	Asks the trainees to sit in groups of four/five, elect a reporter for each group and ask the following question: 1)What do learners **need** so that they can learn easily? When the groups have finished discussing, ask the 'reporters' to briefly present one/two ideas each to the whole class.	**To generate and share ideas about learners' basic needs for effective language learning**	Tr-Ts T-Ts	**10**
4	**Input**	Now project / show the five basic needs of learners according to Anderson **(Appendix 2)**. Turn off the projector or ask the trainees to turn over their handouts, and then ask them if they can remember all five needs and briefly summarise each one (choose different volunteers here).	**To get the trainees to recollect the 5 central learner needs**	Tr-Ts	**10** **5**
5	**Reflection of current practice**	Distribute handouts from **Appendix 3** to the trainees and asks them to individually underline one of the four words listed in the column on the right (as a fair representation of their normal practice during English lessons). Ask the trainees to compare their answers in pairs. Finally, in open class, encourage the trainees to consider which of the five areas are usually covered by English teachers in DRC, and which of the needs are often lacking.	**To get the trainees to reflect critically on their own responses to their learners' needs**	T Ts-Ts Tr-Ts	**15**

|	Stage	Procedure	Aim	Int.	Timing
6	**Introducing Thinking skills**	Give two examples of teaching activities which require students to use thinking skills (for example: deciding if words in a group are verbs, nouns or adjectives ; solving a cross-word puzzle, or summarizing a text). Then ask the trainees in open class: Question: How can we help our learners develop different thinking skills?	**To get the teachers to think about developing their students' cognitive skills**	Tr-Ts	**10**
7	**Input: Exploring Thinking Skills**	Trainer distributes handouts containing a matching exercise (Appendix 4). Trainees work in pairs or groups of three to complete it. Instructions: 1) Match each activity/process with what learners do. 2) Order the activities/processes from least to most challenging. When the groups have finished, reporters present their findings to the whole class. Project/write up/distribute handouts of **(Appendix 5)** showing the hierarchical presentation of Bloom's Taxonomy (as modified by Anderson) and briefly clarify it.	**To reinforce the trainees' awareness of different levels of thinking skills**	Ts-Ts Ts-Ts Tr-Ts	**20**
8	**Reflection**	Ask the trainees to think of one lesson they taught recently. Question: 1)Which of the thinking skills did it help to develop? 2) Which thinking skill do you think you most often focus on when you teach English to your students? 3)In what ways do you think you can improve on that? (If time) Get the trainees to compare ideas in pairs.	**To get the trainees to reflect on how they focus on thinking skills in class and to plan how they might improve their practice**	Tr-Ts Ts-Ts	**10**

Appendices

Appendix 1: Chinese Proverb

Fill the gaps in this Chinese proverb with suitable verbs:

1. Tell me, and I'll......

2.Show me, and I may......

3.Involve me, and I'll.....

Answer:

Tell me, and I'll forget.
Show me, and I may remember.
Involve me, and I'll understand
- Chinese proverb

Appendix 2

How do children learn languages?

As teachers we can help our learners better if we understand more about how children learn foreign languages in the classroom. We know that the processes involved, even at a young age, are different to those of first language acquisition and that these differences increase as children get older.4 Of course, there are many factors that influence individual language learning success, some of which the teacher cannot control. However, it is possible to identify five basic needs that our learners have and that we can provide for in the classroom:

1. Learners need meaningful, comprehensible input in English

This means that learners need to listen to and read English that they can understand. This English should be as natural as possible. Here are some examples of meaningful, comprehensible input:
   • when learners hear their English teacher greet them and ask real questions: "Good morning students. How are you? How was the homework?"
   • when learners listen to a song in English that they can understand;
   • when learners read a story in English;
   • when learners read a street sign or an advertisement for a product written in English.

2. Learners need to use English to communicate

In order to learn English, learners must have the opportunity to use it for real communication. Examples of using English communicatively include:
   • when learners discuss an interesting topic in groups or pairs;
   • when a learner writes a letter to a friend in English;
   • when a learner asks a teacher or a classmate a real question in English: "What does this word mean?", "Can I borrow some paper, please?".

3. Learners need help to understand and remember vocabulary

Learners will learn faster if we help them to understand, write down and remember new vocabulary. We can show pictures, use mime and translate difficult words to explain new vocabulary. We can get them to use vocabulary notebooks and play vocabulary revision games to help them to remember it.

4. Learners need to use grammar meaningfully to learn it

Although grammar exercises can be useful, they do not help children to use language meaningfully. In order for learners to learn grammar effectively, we should focus on the grammar they need to do the speaking or writing activities that we use in class.
For example, if we want learners to discuss what they did at the weekend (which requires past simple tense), we can begin the lesson by reviewing the grammar of the past simple tense followed by the discussion.

5. Learners will learn more if they enjoy their English lessons

Scientific research has shown that motivation and enjoyment are important influences on success in language learning. By playing games, singing songs and allowing social interaction during lessons, we can motivate children intrinsically in English. They are likely to learn more if they enjoy the experience. On the other hand, when children do not like a subject, they often do badly in it. Many of us can think of school subjects that we did not enjoy; these were often the subjects where we scored our lowest marks.

Appendix 3

Practical task: The five needs of our learners
How sensitive are you to the needs of your learners? Underline one of the four words listed in the column on the right (regularly, sometimes, etc.), based on what happens in your lessons.

The five needs of our learners This happens during my lessons ...	The teacher takes the responsibility for helping all the learners in the class equally.
1. Learners need meaningful, comprehensible input in English	regularly sometimes occasionally never

The five needs of our learners	This happens during my lessons ...
2. Learners need to use English to communicate	regularly sometimes occasionally never
3. Learners need help to understand and remember vocabulary	regularly sometimes occasionally never
4. Learners need to use grammar meaningfully to learn it	regularly sometimes occasionally never
5. Learners will learn more if they enjoy their English lessons	regularly sometimes occasionally never

Appendix 4

Match the thinking skills in the column at the left to their explanation in the column at the right:

|	Thinking skill	Explanation
1	Understanding	When learners separate out the parts of a thing or an idea to help them understand its structure
2	Applying	When learners build something new (including new ideas and meanings) from different parts
3	Remembering	When learners use a new idea in a different situation, applying what they have learnt
4	Evaluating	When learners show they understand an idea by explaining it to someone else or by drawing a diagram to illustrate it
5	Analysing	When learners recall something they have learnt before
6	Creating	When learners give their opinions on a topic, text or idea and provide reasons for these opinions

Appendix 5

Thinking skills and Bloom's taxonomy of learning
In the past, education often placed a great deal of emphasis on memorising facts so that they could be repeated during lessons or in examinations. Today, we recognise that an important part of education involves helping children to develop a range of different thinking skills. Here are some of the most important ones, as described in Bloom's Taxonomy of Learning:

Creating	When learners build something new (including new ideas and meanings) from different parts
Evaluating	When learners give their opinions on a topic, text or idea and provide reasons for these opinions
Analysing:	When learners separate out the parts of a thing or an idea to help them to understand its structure
Applying:	When learners use a new idea in a different situation, applying what they have learnt
Understanding:	When learners show they understand an idea by explaining it to someone else or by drawing a diagram to illustrate it
Remembering:	When learners recall something they have learnt before.

References: Appendices 1-5, *from: Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, 2015 (3)*
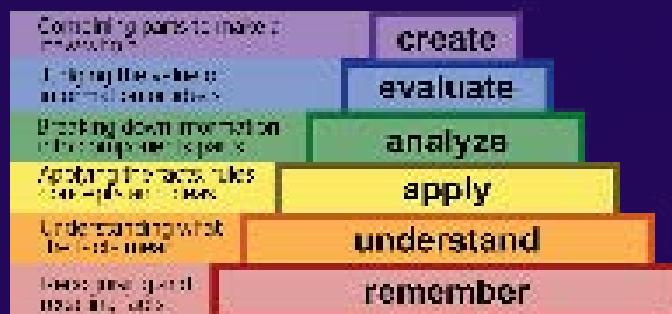
Unit 3: Lesson Planning

A trainee teacher teaching a vocabulary lesson at Zako High School in Bukavu, Democratic Republic of Congo

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have exchanged ideas about the essential components of a lesson and what a teacher needs to consider when planning an effective lesson

• have drafted a lesson plan on a topic of their choice according to their respective teaching contexts

Rationale:

This session is for teachers with little lesson planning experience and/or who may not have received adequate previous teacher training.

Time: 120 minutes

Materials: As in the Appendices

A4 sheets of paper, a projector, markers/pens, a flip chart, sheets, notebooks

Bwenge bunateng'elahula.

"Intelligence comes from where you go to fetch fire"

Translated into English from Kihunde

Session Prepared by

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	Stage	Procedure	Aim	Int.	Timing
1	**Ice breaker**	**The Circle of Names** Line up all the trainee participants in a circle. The first person will say their name. The second person will then say their name, and the first person's name, and so on. (Therefore, the third person says their name, followed by the second person's name, and the first person's name). Continue in this way around the circle, gradually adding more names. For the people at the end of the circle, this is a little more difficult as they have to remember everybody's name, but the group can help them out if they're struggling!	**To create a relaxed atmosphere and get the participants to know each other**	Ts-Ts	**10**
2	**Lead-in**	Ask the trainees to sit in groups of five and elect a 'reporter' for each group. Show/project a picture of a 'locally made' English lesson plan (see **Appendix 1**). Ask the trainees to identify what it is and discuss (in pairs) any positive and or negative aspects about it. Elicit some ideas from volunteer trainees in the whole class.	**To raise awareness about lesson planning**	Tr-Ts Tr-Ts	**15**
3	**Exchanging ideas about the essential components of a lesson plan** **Input**	Ask the trainees to consider the following questions in open class. Elicit some common ideas. Focus Questions: 1) Do you find it easy or difficult to plan your lessons? Give two reasons. 2) What procedure do you usually follow when planning your lessons? What exactly do you write down? Then ask trainees in small groups to brainstorm six or seven ideas about the essential components of a lesson plan. 'Reporters' from each group short presentations to class. Projects (or distribute a handout of) the essential components of a lesson plan (**Appendix 2**). Invite comments from the trainees.	**To get teachers to reflect on their attitudes towards lesson planning and how they usually prepare for their lessons** **To provide more input about the main components of a lesson plan**	Tr-Ts Ts-Ts Ts-Ts Tr-Ts	**20**
4	**Summarising**	Ask the trainees to sit in new groups of three or four. Task: 1) Can you remember all the things you need to take into account when planning a lesson?	**To reinforce understanding of what a professional teacher should consider when planning a lesson**	Ts-Ts	**10**
5	**Input**	Project (or distribute handouts of) further ideas a teacher should consider when planning a lesson: lesson stages (**Appendix 3**) and practical considerations (**Appendix 4**). Conduct a short whole-class 'test' of the main points raised in the handouts.	**To provide an enhanced picture of what a teacher should consider when planning a lesson**	T Tr-Ts	**15**

	Stage	Procedure	Aim	Int.	Timing
6	**Exposure to/ presentation of a lesson plan model**	Project (or distribute a handout of) a lesson plan model (Appendix 5). Ask the trainees to examine it in pairs and discuss how the model relates to common practice in their context. If necessary, explain key concepts such as teaching/learning 'resources', 'rationale' and 'pre-requisite' skills.	**To provide a model of a lesson plan**	Tr-Ts	**10**
7	**Drafting a lesson plan**	Ask trainees to sit in groups of three or four and consider a lesson topic of their choice. Distribute flip chart sheets and asks the groups to draft a lesson plan together following the model in Appendix 6. Then encourage trainees to go around the training room and look at each other's plans. Ask them to decide which is the clearest plan!	**To get the trainees to practise independent lesson**	Ts-Ts	**20** **10**
8	**Reflection and Action Planning**	Reflection Questions: 1) Why is lesson planning important? 2) What aspects do you think you might need to improve in your lesson planning? 3) Would the school authorities go along with the innovation this might bring?	**To get the teachers to reflect on the importance of lesson planning and to identify areas of improvement in their traditional lesson planning**	Tr-Ts	**10**

Appendices

Appendix 1: A teacher's Lesson Plan

Appendix 2: Essential Components of a Lesson Plan

A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

• Enabling objectives are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and the life skills (including cultural information) that are necessary to accomplish the objective.

• Materials and equipment should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include realia (real- life materials like bus schedules and children's report cards), visual aids, teacher- made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc.

• Activities generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, writing).

Straessle J.M.W., 'Teachers' Perspectives of Effective Lesson Planning: A Comparative Analysis' (2014).

Appendix 3: The Stages of a Lesson

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

• Warm-up/Review—encourages learners to use what they have been taught in previous lessons

• Introduction to a new lesson—focuses the learners' attention on the objective of the new lesson and relates the objective to their lives.

• Presentation—introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage

• Practice—provides opportunities to practice and apply the new language or information

• Evaluation—enables the teacher and learners to assess how well they have grasped the lesson

Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).

Appendix 4: Some Practical Considerations in Planning Lessons

Here are the key strategies to writing a detailed lesson plan:

1. Write down your objectives making sure they describe the learning outcomes of the lesson. For example, "By the end of the lesson, the learners will be able to write a short text describing the members of their family."

2. Decide what activities the learners will need to learn and do during the lesson to achieve your objectives.

3. Decide how many phases (stages) your lesson will need.

4. Write the detailed lesson plan. Remember to note down answers to any exercises you include and page numbers in the textbook. Add time estimates, which will always be approximate and flexible in order to cater for the needs of your learners and any unexpected occurrences.

5. Note down any resources that you will need for the lesson. This includes things that you need to make, such as flashcards, or resources that you need to bring to the lesson, such as books or real objects (realia) from home

Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).

Appendix 5: Framework of a Detailed Lesson Plan

DEMOCRATIC REPUBLIC OF THE CONGO	
MINISTRY OF EDUCATION	
Secondary school lesson plan	
School:	Date:
Teacher's name:	Duration:
Class:	Nº of students in class:
Subject:	Male:
Topic:	Female:
Sub-topic:	Nº of students with disability:
Reference:	
Teaching/Learning resources:	
Rationale:	
Objective:	
Pre-requisite skills and knowledge:	

Time/Stage	Teaching/Learning activities	Learning points
Before (introduction)		
During (development)		
After (conclusion)		
Lesson evaluation		

Adapted from Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).

Unit 4: Classroom Management (Large Classes)

Session Objectives:

By the end of the session, the teachers (trainees) will:

• defined a large class and its challenges

• shared and evaluated possible solutions to teaching large classes

Rationale:

This session is for both experienced and inexperienced teachers who have had little or a lot of experience in controlling large classes but who have had no previous training in this area.

Time: 90 minutes

Materials: As in the Appendices

Makutu kelutaka ntu vé.

"Young people should not reject the advice of their elders"
Translated into English from Kikongo

Session Prepared by

SANGABAU Madiambwele Raymond, Ph.D
(University of Kinshasa)

	Stage	Procedure	Aim	Int.	Timing
1	**Warm up**	Welcome and short self-introductions: Ask the trainees to introduce themselves and finally to introduce the trainer (if nobody knows you, please introduce yourself!).	**To build rapport in the group**	Ts-Ts Tr-Ts	**5**
2	**Lead-in**	Show / project four pictures of different classes (one after another). (**Appendix 1**) Ask the trainees to comment on the learning environment in each case and how effective it is for teaching a language class.	**To raise awareness about large classes**	Tr-Ts	**5**
3	**Brainstorming issues with Large classes**	Put the trainees into small groups (pairs or threes). Ask the following questions: Questions: 1)Have you ever complained about teaching a large class? Why? 2) Have you ever heard a colleague complaining about teaching a large class? What were the complaints? 3) Can we categorize the issues with teaching language lessons in a large-class situation? (E.g., memorizing students' names.) Elicit a list of all the issues discussed at the end in whole class and write them where everyone can see them.	**To get the trainees to identify the issues with teaching in large classes**	Ts-Ts Ts-Ts	**15**
4	**Clarifying different aspects of Classroom Management**	Make five new groups and asks them to discuss the following questions and brainstorm ideas: Questions: What is classroom management Then (appoint topics to groups): **Group 1: the learning environment.** How do we create a positive atmosphere? **Group 2: the learner.** How do we manage students' behaviour? **Group 3: the lesson.** How should we start? **Group 4: the learning process.** How should we give feedback to our learners? **Group5: ourselves, as teachers.** Where should we stand in the classroom? How does this change according to different parts of a lesson? Appoint a spokesperson for each group.	**Clarifying the meaning of 'Classroom Management'** **To share and evaluate the challenges and possible solutions**	Ts-Ts	**10** **20**

	Stage	Procedure	Aim	Int.	Timing
5	**Group work presentation**	Elicit the trainees' ideas about the definition of Classroom Management. Refer them to the definition in **Appendix 2** to clarify. Ask the spokesperson of each group to present the ideas generated for each aspect of classroom management. Encourage the other trainees to ask questions in response to aspects raised in the presentations.	**To get the trainees to share solutions to large-class problems**	Ts-Ts	**20**
6	**Reflection on practice**	Ask trainees to think of their own teaching context and fill in the worksheet in Appendix 3. Briefly elicit some of the answers.	**To get the teachers to reflect on their own teaching practice**	T Tr-Ts	**10**
7	**Reflection / Action Planning**	Ask trainees to name different ideas and suggestions from the session that they intend to use in future in their classroom context. Get feedback from a selection of the trainees in open class.	**To sum up the session** **and provide the opportunity for the trainees to think about applying some solutions to their teaching contexts**	Tr-Ts	**5**

Appendices

Appendix 1: Lead-in

Appendix 2: Definition of Classroom Management

This is a simple but all-encompassing definition:

Classroom management refers to **the decisions a teacher makes regarding the physical environment and resources available to them, including furniture, resources, learners and themselves**. These decisions are made to support the aims of the class.

www.teachingenglish.org.uk

Appendix 3: What to do in Your Context (Stage 6)

	Say when you…	Write your answer here (e.g., at the start / end, in the presentation/practice stage of a lesson etc).
1	take the register	
2	assign roles to students	
3	set rules for discipline	
4	activate your learners	
5	stand at the front of the class	
6	move around the class	
7	stop the lesson!	
8	get students to work in pairs or groups	
9	write language models / instructions on the board	
10	elicit what the students understand from the lesson	
11	give students peer assessment tasks	
12	have a guest from the community	
13	ask stronger students to help you	
14	give homework	
15	play a game with words from the lesson	

Self-made Handout by Raymond Sangabau

Unit 5: Teaching Grammar in an Interactive Way

This photo was taken at EDAP/ISP Bukavu on 23 December, 2021.

Session Objectives:

By the end of the session, the teachers (trainees) will:

• reflected on how to teach grammar in an interactive way through a situation

• identified the different stages in the teaching of grammar

• experienced some communicative grammar teaching techniques

Rationale / Assumption:

This session is for both inexperienced and experienced teachers who are interested in experimenting with different ways of teaching grammar particularly through using a text to present grammar in a learner-centred and interactive way.

For a number of teachers including some of the trainees, communication strategies are not always easy to integrate in a grammar lesson, because they think these techniques make the teachers waste their already restricted teaching time. This impression is particularly prevalent when teachers teach in large classes.

Time: 90 minutes

Materials: See appendices

Pens, notebooks

Get'iké kubokò Igobowamale nkatilé.

"Where my hand can't reach, the mower can serve.... where my capacity ends, my peers can take over"

Translated into English from Kilega

Session Prepared by

ATUMISSI WAGATA Hubertson, Teacher of English and Head of Pedagogy Unit at INPP /Bukavu and **MUBAKE Ndume Jerome**, Bukavu, South Kivu

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Organise the trainees into pairs and show them the photo in **Appendix 1**. Questions: 1) What lesson is being taught? 2) What do you think the teacher is doing at this moment in her lesson?	**To generate interaction among the trainees and interest in this particular session**	Tr-Ts Ts-Ts	**5**
2	**Reflection**	Leave the trainees in the same pairs and ask: Questions: 1) How do you usually teach grammar in your classes? 2) What kind of interaction do you learners experience in your grammar lesson?	**To get the trainees to think about and share information on how they normally teach grammar**	Ts-Ts	**10**
3	**Demonstration Lesson** **Lead in**	Tell the trainees you are now going to give them a demonstration lesson, and that they should pretend to be strong students (not teachers!). Begin by showing the pictures from **Appendix 2** and eliciting answers from the trainees: Questions: 1)Who are the people in these pictures? 2) Where can you usually find them if you need them?	**To raise the trainees' interest in the context**	Tr-Ts	**5**
4	**Demonstration** **Elicit the target structure**	Give the trainees the following reading comprehension questions: Questions: 1)What happened to Bindja's legs? 2) When did this happen? 3) What did Bindja's husband do while she was at the witchdoctor's? 4) What had happened when Bintu arrived at Bindja's? 5) Was Bindja Ok when the doctor arrived? Ask the trainees to read the text individually (**Appendix 3**) and make notes on the answers. Get the trainees to briefly compare answers in pairs.	**To expose the trainees to the Target Language (Past Perfect)**	Tr-Ts T Ts-Ts	**15**

	Stage	Procedure	Aim	Int.	Timing
5	**Demonstration** **Clarifying the Target Language Structure**	In open class, ask questions to make the trainees analyse the Target Language in the sentence: **"Bindja's legs had become swollen before the baby was due."** Questions: 1) Identify the main and the subordinate clauses in the sentence above. 2) What tense are the verbs in each of the clauses? 3) Which action happens first in the sentence? 4) Which action happens second in the sentence? 5) Which tense indicates the earlier action? Elicit answers in open class. Then ask the trainees to invert the clauses in the target sentence above. Follow up Questions: 1) What shows that an action happens before another in the target sentence? 2) Does the changing of the order of the clauses cause any change in meaning? 3) Can you find any other examples of the Past Perfect in the text? Elicit answers in open class.	**To focus on the Target Language and get a detailed understanding of the meaning and form** **To 'break down' the language in the target sentence to clarify when we can use the Past Perfect and the Past Simple tenses**	Tr-Ts	**15**
6	**Practising the target: Controlled and Freer Practice**	Invite the trainees to build their own sentences using the Target Language (Past Perfect and/with Simple Past). Get short feedback (a few examples) in open class. Then ask the trainees then work in groups of three or four to prepare a short story / context containing examples of the Target language (not more than three). Make sure all the trainees in one group have a written model of the story. Finally, the trainees break into new groups to read their stories to each other. Ask them to listen to see if the examples of the Target Language are used correctly or not.	**To get the trainees to practise forming sentences using the Target Language**	T Ts-Ts Ts-Ts	**20**

	Stage	Procedure	Aim	Int.	Timing
7	**Reflection**	Ask the trainees (in new groups) to discuss the following: Questions: 1)What different stages did you notice in this grammar lesson demonstration? 2)What were they exactly? 3)How teacher-centred was the demonstration lesson? 4) What interaction patterns did you notice? (e.g., pair work, group work) Elicit answers in open class.	**To make teachers aware of the stages of an interactive grammar lesson** **To get the teachers to reflect on how to make grammar lessons more learner-centred**	Ts-Ts Tr-Ts	**15**
8	**Action Planning**	As a final reflection activity, ask the trainees in open class: Questions: 1)Do you think you could apply these ideas and techniques in your classrooms? 2) Are there any parts of this (demonstration) lesson that wouldn't work in your teaching environment? 3) (If yes), could you adapt some of these ideas to work in your teaching context?	**Get teachers to reflect on how to adapt the new techniques and make them applicable to their situations**	Tr-Ts	**5**

Appendices

Appendix 1

Appendix 2

Appendix 3

The Witchdoctor

Bindja was pregnant and her baby was due in a month. Because of her pregnancy, her legs had become swollen before the baby was due (expected). Bindja sought advice from her friends. One of them asked her to go and see a medical doctor. Another one urged her to see the village witchdoctor. The medical doctor lived in a village about 10kms away.

As Bindja didn't have enough money to pay for the medical treatment, she asked her best friend Bintu to lend her some. But unfortunately, Bintu said that she had spent all her money. So Bindja decided to go to the witchdoctor's hut in the village. She asked Bintu to come and accompany her there but when Bintu arrived Bindja had already left.

When Bindja got there she saw that the witchdoctor had prepared some traditional medicine. She quickly reported her case to the witchdoctor who immediately decided to give her some of the potion and Bindja went back to her home. When she got there her husband had already prepared the layette for the baby. She drank three spoons of the traditional medicine in the morning and the evening according to the witchdoctor's prescription.

Three days later Bindja started bleeding from the womb, so she sent for Bintu. But when Bintu arrived, she saw she had lost a lot of blood. Seeing Bindja's bad state Bintu ran to the medical doctor's house even though it was very far. But unfortunately, Bindja died a few minutes before the doctor came.

Appendix 4: Answers and suggestions for Session Feedback

	Stage	Suggested answers / ideas
3	(Demonstration Lesson) Lead in	The people in the pictures are a witchdoctor, a medical doctor and a traditional birth ceremony in a witchdoctor's hut. (NB: A witchdoctor is more readily available in villages where there are no hospitals while medical doctors generally work in hospitals or clinic in larger villages and towns.)
4	(Demonstration Lesson) Elicit the Target Language Structure	Answers to the questions: 1)Bindja's legs had swollen before the baby was due. 2)While she was still pregnant. 3)While Bindja was at the witchdoctor's her husband had prepared the layette for the baby. 4) When Bintu arrived Bindja had already left. 5) When the doctor arrived, Bindja had lost too much blood and had died. Inverted target sentence: **'Before the baby was due, Bindja's legs had become swollen.'**
5	(Demonstration Lesson) Clarifying the Target Language Structure	Answers: 1) Bindja's legs had become swollen (main clause), before the baby came (subordinate clause) 2) the Past Perfect and Past Simple. 3) Her legs had swollen (from the verb 'to swell'). 4) The baby was due (expected). 5) The Past Perfect Answers to follow-up questions: 1) By using the Past Perfect tense (Had + Perfect Participle form of the lexical verb). 2) No basic change in the meaning 3) Other sentences
7	Reflection	Here are suggestions for question 1) (stages): a) Raising students' interest in the lesson by showing them pictures / photos related to the context. b) Using a relevant text or story which contains examples of the Target Language you want to focus on (here the Past Perfect). c) Providing a task for the first reading of the text so that students can be exposed to the Target Language through the text. d)Clarifying the Form and Meaning of the target language. e) Setting tasks for controlled and semi-controlled practice of the Target Language.

Unit 6: Teaching Grammaring up Lessons
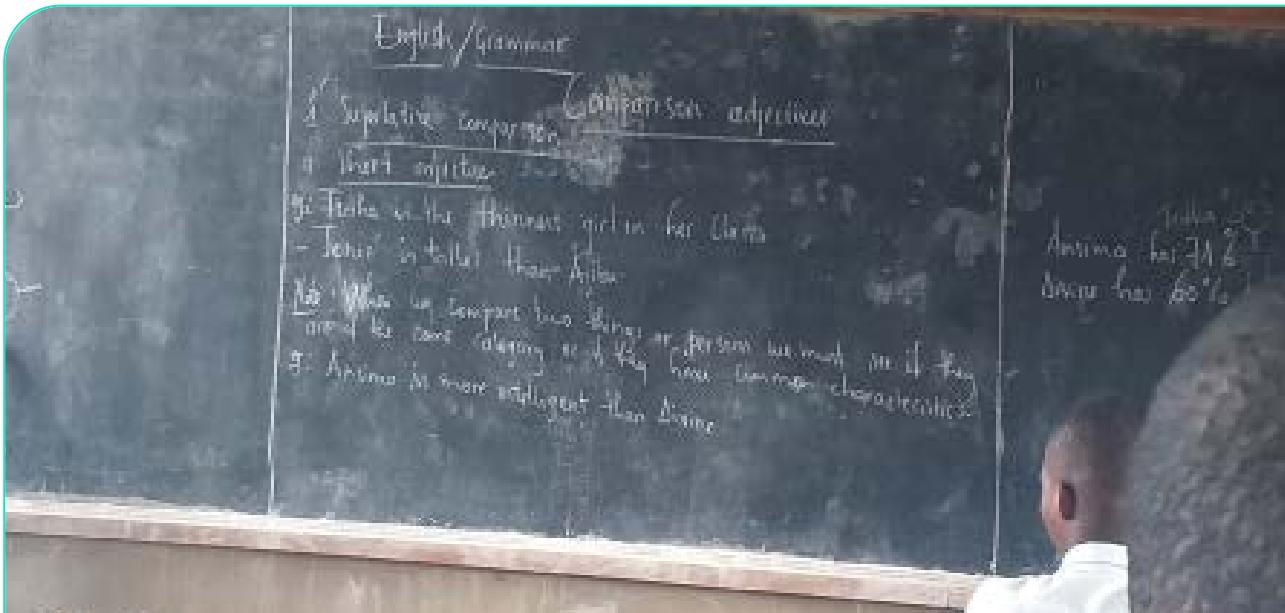
This photo was taken at EDAP Institute in Bukavu Teacher training College/ISP.

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have 'grammared-up' a text using a gap-fill technique

• have considered how to use the 'grammaring-up' procedure to focus on various language structures

Rationale:

This session is for teachers who do not know the 'grammar-up' procedure as a means of practising the meaning of new structures in an interactive way.

Time: 90 minutes

Materials: As in Appendices

A board, pencils / markers, a projector, A4 or flip-chart sheets of paper, notebooks

Omulume ajirwa n'owindi.

"None is strong when he is alone, but when we are together we are strong as one"

Translated into English from Kihavu

Session Prepared by

Kikuru Samaneno Claude, Head Teacher at CS Bukama, Goma

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Show/project the picture of pupils learning above. Ask them the following <u>questions</u>: 1) What are these pupils doing in this picture? Why? 2)Can you reformulate ('grammar-up') the following sentences in a newspaper to make grammatical ones. *a) Furaha is thin than all the other pupils in her class* *b) Josué is tall Ajibu*	**To raise awareness about what 'grammaring-up' means**	Tr-Ts	**5**
2	**To present the 'grammaring up' procedure**	Divide the trainees into fours and give each group a flip chart sheet. Ask the trainees to 'grammar-up' the paragraph in **Appendix 1** (decide on the most appropriate form and tense of the verb in brackets) and then to rewrite the story on their flip-chart sheets.	**To demonstrate the 'grammaring-up' technique**	Tr-Ts Ts-Ts	**20**
3	**Sharing and Negotiating Ideas about Grammar**	Post / stick each groups completed 'grammared-up' texts in different places in the room. Invite all the trainees to tour the room and compare their answers with the answers of the other groups. Then in open class encourage the trainees to discuss which answers are correct and/or incorrect and to explain why (why not).	**To get the trainees to compare answers and to 'discuss' and negotiate grammar in an interactive way**	T Tr-Ts	**15**
4	**Text comparison**	Ask the trainees to look at the original completed text from **Appendix 2** (either project it onto a wall or make photocopies). Ask each group to identify their correct and incorrect answers and then decide (as a whole group) which of the groups' 'grammared-up' texts was most similar to the original. Elicit the aim of the activity and the target language that the 'grammaring-up' activity (Past Passive Tense Structures).	**To get the trainees to compare their 'grammared-up' texts with the original (complete) text**	T Tr-Ts	**20**
5	**Feedback / Reflection**	Encourage the trainees to reflect on the benefits of getting them (and students in the classroom) to 'discuss' grammar in this way.	**To raise awareness of the interactive nature of the 'grammaring-up'**	Tr-Ts	**5**

	Stage	Procedure	Aim	Int.	Timing
6	**Action Planning**	Put the students into new groups of four / five. Give each group a grammar topic to work on and ask them to produce a 'grammared-up' text (with appropriate gaps) that focuses on this topic: <u>Some suggestions:</u> 1) Articles 2) Adverbs 3) Pronouns 4) Adjectives 5) Irregular Past Simple Verb Forms When they have finished in their groups, ask the trainees to look at the work of their colleagues.	**To get the participants consider how to apply the 'grammaring-up' technique in their classrooms**	Tr-Ts Ts-Ts	**25**
7	**Reflection**	Ask the trainees to reflect on when they might use the 'grammaring-up' technique in their classes and to outline how they might solve any logistical problems involved in using this idea in a large and mixed-ability class situation	**To focus on how the trainees might apply this technique in their everyday teaching**	Tr-Ts	**10**

Appendices

Appendix 1

In Goma yesterday a shop assistant (1) _____(force) to hand over $500 after (2) _____ (threaten) by a man with a knife. The man escaped in a car which (3) _____(steal) earlier in the day.

The car (4)_____(later / find) in a car park where it (5) _____ (abandon) by the thief. A man (6)_____ (arrest) in connection with the robbery and (7) _____(still / question) by the police.

Appendix 2

In Goma yesterday a shop assistant (1) <u>was forced to</u> (force) to hand over $500 after (2) <u>he was threatened</u> (threaten) by a man with a knife. The man escaped in a car which (3) had been stolen (steal) earlier in the day.

The car (4) was later found (later / find) in a car park where it (5) was abandoned (abandon) by the thief. A man (6) was arrested (arrest) in connection with the robbery and (7) is still being questioned (still / question) by the police.

Unit 7: Teaching vocabulary

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have become more aware of how to teach vocabulary in a learner-centred way

• have become more familiar with the different steps of a more learner-centred approach to teaching lexis

Rationale:

This session is for teachers who have had little experience in teaching vocabulary in a learner-centred and interactive way (through grouping learners and involving the students more in the process).

Time: 90 minutes

Materials: As in the Appendices

Kabadikile ku mpako ke katemene mukila.

"It is better to arrive at a meeting on time so as to have a good place"

Translated into English from Kiluba

Session Prepared by

Delphin Kimbaya, English teacher at Katuba Institute (Secondary School in Kamina)

	Stage	Procedure	Aim	Int.	Timing
1	**Warm up**	Ask the trainees in turn to say an English word and make a sentence with it. The trainer gives a demonstration using the word *'love', 'money'* or *'children'*	**To activate the trainees**	Tr-Ts Ts-Ts	**10**
2	**Lead-in**	Show / project a series of photos depicting different means of transport (**Appendix 1**). Ask the trainees in open class: Questions: 1) How many objects do you see in the picture? 2) What are they called? (Means of transport)? 3) Can you name all the means of transport in the picture? 3) What do you think this training session will be about? (How to Teach Vocabulary)	**To raise awareness about how vocabulary can be introduced in a learner-centred way**	Tr-Ts	**5**
3	**Discussion**	Ask the trainees how they normally teach vocabulary in class. If necessary prompt them by asking further questions, e.g.,: 1) How do you present new words? 2) Do you ever use translation? Pictures? 3) What other ways do you use to introduce new words? 4) What does your approach depend on?	**To make teachers discuss about different methods of teaching vocabulary**	Tr-Ts	**10**
4	**Input**	Elicit some tips for teaching vocabulary from the trainees using the questions below. (First elicit / give the answer to No. 1 first, then ask the teachers (in pairs) to discuss the answers to questions 2,3 and 4.) Questions: 1) What **three** things do you need to do when teaching vocabulary ? (To clarify MEANING, PRONUNCIATION and FORM of the new words.) 2) Can you think of any ways of clarifying meaning? 3) How might you practise the pronunciation? 4) What do you need to do to clarify the form? Invite answers in open class to questions 2,3 and 4 in order to get feedback. Then provide the tips (answers) from **Appendix 2** to reinforce the input.	**To make the teacher more familiar with a learner-centred approach to teaching vocabulary**	Tr-Ts Ts-Ts	**20**
5	**Reflection**	Trainer asks participants (in new pairs) to discuss the importance of the tips above. Questions: 1) Why is it important to teach M, P and F? 2) Why should you present the meaning in different ways according to the lexis? 3) Why is pronunciation practice important when teaching English words? 4) Why is it important to provide a written model?	**To provide a rationale for the tips presented in Stage 4)**	Tr-Ts Ts-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
6	**Action Planning**	Put the trainees in pairs or threes and ask them to think of a lexical set (from 5-10 words), and then decide how best to teach these words. (If the groups can't think of suitable lexical sets, provide some examples: fruit, kitchen objects, members of the family, domestic animals etc according to the level of class the teachers usually teach.)	**To get the teachers to apply the ideas presented above to a new set of words**	Tr-Ts Ts-Ts	**20**
7	**Presentations**	Get the trainees to share their ideas from stage 6. (This can either be done through grouping one pair/group with another, or by inviting one or two pairs/groups to present to the whole class. If you decide on the latter, it would be a good idea to encourage them to actually 'teach' their groups of words (imagining that the other trainees are students.)	**To get the trainees to present their ideas to other teachers in the group and hopefully encourage them to transfer the new ideas to their future**	Ts-Ts	**15**

Appendices
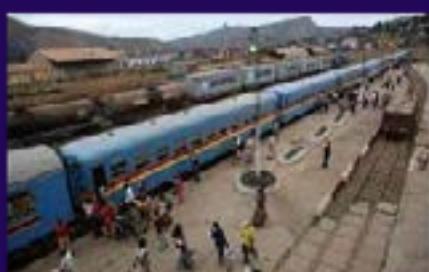
Appendix 1

Appendix 2: 'Tips' for How to 'Teach' Vocabulary effectively

1) Clarifying the Meaning by:
- using images
- explaining the new vocabulary with a simple definition
- miming the vocabulary
- using real objects (realia)
- using translation if the word is especially confusing

2) Clarifying the pronunciation:
- repeating the words using choral then individual drills

3) Establishing and writing the form
- spell the words (give a written model)
- mark the part of speech (v, n, adj. etc)

Unit 8: Teaching pronunciation
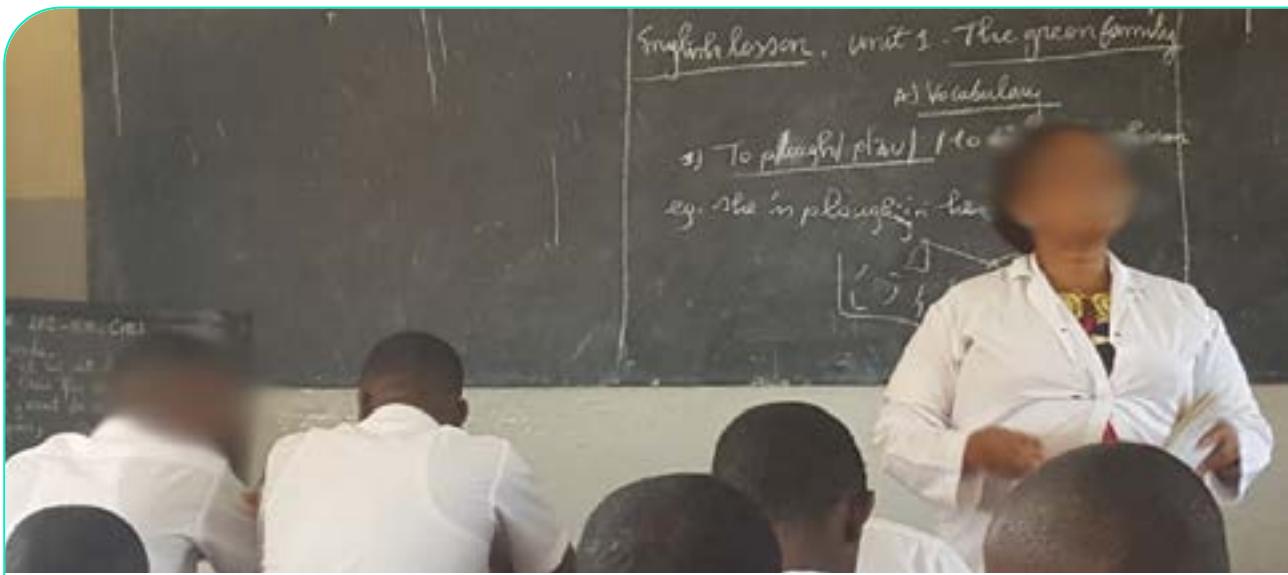
This Photo was taken at Guido Maria Conforti Secondary School, Bukavu South Kivu.

Session Objectives:

By the end of the session, the teachers (trainees) will:

• have realised that pronunciation can be taught as a skill within a lesson just like the four basic language skills: listening, speaking, reading and writing

• have become more aware that intelligible pronunciation is improved through knowledge of the individual sounds of English and basic rules of word stress

• have learned interesting and motivating ways of teaching pronunciation and thought about how to apply them in their classrooms.

Rationale:

The present session is intended for both experienced teachers and interested inexperienced ones who are willing to learn and update their pronunciation teaching techniques.

Time: 100 minutes

Materials: As in the Appendices

(If feasible: Pronunciation materials recorded by English native speakers – see Appendices). Pens, markers, notebooks and chalk. A3 or flip-chart paper.

Mwenge 'a'bu'twa u'u'mona.

"Wisdom doesn't wait for age; some of the young ones are wiser than old people"
Translated into English from Kilega

Session Prepared by

MUBAKE Ndume Jérôme, Senior Lecturer at Bukavu Teacher Training College, South-Kivu

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Put the trainees into groups of four. Ask the trainees: a question about the picture on the cover-page: 'What is going on in the cover-page picture? (The teacher seems to be eliciting new vocabulary, including the pronunciation of new words using their phonemic transcription / plaʊ/.)	**Raise trainees' interest by making them comment on the photo**	Tr-Ts	**5**
2	**Reflection (1)**	Ask the trainees if and how they usually teach pronunciation in their respective classes (pairwork). <u>Questions:</u> 1) Do you ever teach 'pronunciation' in your classrooms? 2) How do you do it? 3) What do you focus on exactly?	**Set the scene for the session and prepare trainees to be receptive and collaborative**	Ts-Ts	**10**
3	**Input (1)**	<u>Option 1:</u> Model the pronunciation of some vowel and consonant sounds using **Appendices 1, 2 and 3** and ask the trainees to repeat each time. (A good way to do this is to drill the sounds chorally at first with the whole group, then select individual students to repeat after you. The secret is to do this with confidence because, by doing so, you will also instil confidence in the trainees to copy your techniques in their classrooms!) <u>Option 2:</u> (If technically possible, play the vowel and consonant sounds from the recordings by native speakers (**Appendix 4**) Then demonstrate the 'minimal pair' technique by selecting words at random from either Column A or Column B in **Appendix 5** and asking the trainees to guess which column you selected the word from. (The Columns contain words which are identical in pronunciation except for one different vowel sound /ʌ/ or /æ/.) Then get the trainees (in pairs) to try out this technique.	**To demonstrate drilling techniques for modelling and producing English sounds**	Tr-Ts Tr- Ts Ts-Ts	**10**
4	**Reflection (2)**	Put the trainees in pairs and provide the following questions: <u>Questions:</u> 1) Do you ever teach the phonetic chart in your classes? 2) Do you show the phonemic transcription on the board with new words? 3) How do you get your students to produce the sound of new words accurately? 4) Could you use some of the techniques above in your class? In what way? / Why not?	**To get the trainees to reflect on the importance and uses of the phonemic chart to teach individual sounds**	Ts-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
5	**Input (2)**	Project / stick an A3-size sheet of paper (or flip-chart sheet) on the front wall with 25 words of different lengths written on it (**Appendix 6**). Place the primary stress on two examples (nos. 1 and 14), using a convenient way of marking it (e.g., by <u>underlining</u> the stressed syllable in the word or placing a **'** before the stressed syllable as is common in dictionaries). Then asks the trainees to place the stress on each of the remaining words. (You can either ask trainees to volunteer and come up to the A3 Sheet/Flip-chart paper) in open class or give out handouts of **Appendix 6** to all the trainees.) <u>Post-task Question:</u> Have you noticed any patterns of the main stress across this list of words? (Answers in **Appendix 7**)	**To make the trainees realize the importance of getting the word stress right** **To make the trainees discover and understand the general rules of word stress in short and longer words**	Tr-Ts Ts-Ts Tr-Ts	**15**
6	**Action planning**	Read the text (Appendix 8) and ask the trainees to note down some of the words they hear. Read out the text again, then ask the trainees in pairs to: 1) Compare their respective lists of words 2) Pronounce (drill) the words together 3) (If possible) Write the phonemic transcription of the words 4) Place the primary stress on the words 5) Present their results to the class.	**To get the trainees to apply the input to a practical task** **To gauge to what extent the trainees are able to understand and teach the pronunciation of words in class**	Ts-Ts	**25**
7	**Final Reflection**	<u>Questions for feedback in open class:</u> 1) Has this session hanged your mind about teaching pronunciation? 2) What do you think you still need to work on to gain confidence in teaching pronunciation in class? Finally, provide the trainees with some further references and ideas (**Appendix 9**).	**To get feedback on how the trainees feel about 'teaching' pronunciation in future**	Tr-Ts	**5**

Appendices

Appendix 1: The Monophthongs

(NB: in some DRC contexts, it is more realistic to rely on the teacher's modelling of the sounds than on the use of modern technology.)

i:	ɪ	ʊ	u:
sheep	ship	good	shoot
e	ə	ɜ:	ɔ:
bed	teacher	bird	door
æ	ʌ	ɑ:	ɒ
cat	up	far	on

Appendix 2: The Diphthongs

ɪə	eɪ	
here	wait	
ʊə	ɔɪ	əʊ
tourist	boy	show
eə	aɪ	aʊ
hair	my	cow

Appendix 3: The Consonants

p	b	t	d	tʃ	dʒ	k	g
PIG	BED	TIME	DO	CHURCH	JUDGE	KILO	GO
f	v	θ	ð	s	z	ʃ	ʒ
FIVE	VERY	THINK	THE	SIX	ZOO	SHORT	CASUAL
m	n	ŋ	h	l	r	w	j
MILK	NO	SING	HELLO	LIVE	READ	WINDOW	YES

Appendix 4: Vowels and consonant sounds (phonemes) *recorded by a native speaker*

https://youtu.be/JwTDPu2TE6k

Appendix 5: (Minimal pairs)
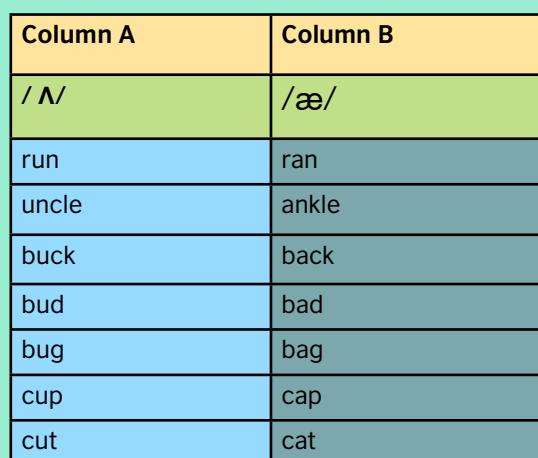
Column A	Column B
/ ʌ/	/æ/
run	ran
uncle	ankle
buck	back
bud	bad
bug	bag
cup	cap
cut	cat

Appendix 6: Word Stress

(NB : In some schools there are 'portable black/whiteboards which can be used by teachers so avoiding the necessity to purchase a flip-chart and A3 paper.)

#	Word		#	Word	
1	boy		14	position	
2	pen		15	cultural	
3	do		16	electrical	
4	quit		17	photographic	
5	lot		18	vegetarian	
6	trainer		19	collaborate	
7	struggle		20	pronunciation	
8	bedroom		21	representative	
9	trauma		22	conversational	
10	mouse		23	productivity	
11	photograph		24	personification	
12	fulfilment		25	indeterminate	
13	generous				

Appendix 7: Answers (Stage 5)

Post-task question:

The general rule (although there are many exceptions) is:

Monosyllabic words (always stressed); **two-syllable words** (stress on 1st syllable); **three-syllable words** (stress on 1st syllable); **four-syllable words** (stress on 2nd syllable); **five-syllable words** (stress on 3rd syllable)

Appendix 8: Text to be read out for Action Planning

This may seem to be a contradiction to what was said before, but it is simply not.

In fact, all teachers, wherever they are, can afford a small device like this, a memory stick or even a memory card.

Therefore, the only thing left for any teacher to deal with pronunciation in class will be the recorded materials themselves, which can also be found on the internet or made available by fellow teachers who teach in the towns and cities around the country.

In other words, by exploiting minimal technology in DRC schools, most of the students can benefit from pronunciation slots and lessons.

Appendix 9: Useful References

Hasper, A. & Hadley, J. 'Supplementary Activities for English Language Teaching : Large Classes and Low Resource Contexts'. British Council, (2021)

Kelly, G. 'How to Teach Pronunciation', Pearson Education Ltd. (2001)

Strevens, S. 'Teach yourself English as a Foreign Language', Hodder & Stoughton Ltd. (2001)

A link that suggests some activities to teach the correct sounds and word stress in the classroom:

www.teachingenglish.org.uk/sites/teacheng/files/B127c_A1_TE_Staff_Room_Posters_3.pdf

Unit 9: Teaching Listening Skills

This photo was taken at EDAP/ISP Mbujimay, Kasai-Oriental Province

Session Objectives:

By the end of the session, the teachers (trainees) will have practised:

• listening tasks related to specific sub-skills (listening for gist and detailed information)

• designing a listening skills lesson incorporating a range of tasks to develop students' listening skills

Rationale:

This session is for secondary school teachers who have little experience in designing a listening skills lesson.

<u>Timing</u>: 100 minutes

<u>Materials</u>: As in the Appendices

Black/white board, pens, pencils, markers, chalk, paper (You may want to record the listening text from Appendix 1 onto your phone and then play it in class using speakers)

> **Nkunda ya baangi ibobela ni.**
> **"Many a mickle makes a muckle; many hands make light work"**
>
> **Nkunda ya banyi yibobela ni mata.**
> **"Many hands make work happen"**
> Both translated into English from Tshiluba

Session Prepared by

CIAMALA Kalala Boniface, English Department ISP Mbujimayi, Kasai *and* **Cilanda Ciamanga Nathalie,** EDAP Mulemba, Mbujimayi*

*This session was redrafted by Bukavu Team

	Stage	Procedure	Aim	Int.	Timing
1	**(Demonstration Lesson)** **Lead-in**	Tell the trainees that they are going to 'experience' a demonstration listening skills' lesson. Put the trainees in groups of four or five. Write the title **'Take a second Wife'** on the board! Questions for discussion (in pairs): 1) From the title, what do you think the demonstration lesson will be about? Discuss your ideas with a partner? 2) Do you know any cases or people who experienced a similar situation related to the title? 3) How did they react and what were the consequences? Briefly elicit some ideas in open class at the end of the discussion.	**To raise interest in the session and demonstration listening lesson** **To activate prior knowledge about the topic**	Tr-Ts Ts-Ts Tr-Ts	**10**
2	**(Demonstration Lesson)** **Pre-teaching Vocabulary**	Write the following words/phrases on the black/ whiteboard. *Spokesman, stranger, brought up, for your own good, on the brink of death, to inherit, half-brother, to quiver, to bear children* Ask the trainees (in groups of three) to check their understanding of the meaning of the vocabulary. Conduct a short feedback in open class to clarify understanding of the meaning of the words / phrases.	**To show the trainees the importance of pre-teaching key words in a listening lesson**	Tr-Ts Ts-Ts Tr-Ts	**15**
3	**(Demonstration Lesson)** **Setting a Gist Listening Task**	Ask the trainees to listen to him/her reading the text from **Appendix 1**, and answer the questions below: Questions: 1) Why did the villagers come to see Joe? 2) Why isn't Joe going to do what they asked him to do? 3) According to the villagers, what is a good wife? Get the trainees to quickly compare their answers in pairs (pair-share!). Read /play the text again if necessary. Conduct whole group feedback in open class.	**To allow participants to listen to and understand the main idea of the text** **To give opportunities to the trainees to compare answers to listening tasks and develop their confidence**	Tr-Ts T Ts-Ts Tr-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
4	**Input and Discussion**	The Trainer sets a more detailed Listening task (**Appendix 2**). Questions: 1) Why do Africans wish to have sons in their families? 2) When did the discussion start? 3) What does kolanut tree stand for in the text? 4) What was Joe's reaction? 5) How many times does Joe speak in the text? Read / play the listening text again. Get the trainees to compare their answers in pairs. Finally ask the trainees to listen again to the first paragraph ONLY and: 6) Identify the number of sentences in the first paragraph? 7) Write down the number of verbs in the first paragraph. The trainees again 'pair-compare' their answers to questions 6) and 7).	**To get the trainees to listen to the listening text again for more detailed understanding.**	Tr-Ts T Ts-Ts T Ts-Ts Tr-Ts	**20**
5	**(Demonstration Lesson)** **Post-Listening Task: Speaking**	Organizes trainees into groups of four or five. Appoint a spokesperson for each group who will summarize the discussion. Discussion Questions: 1) What are the advantages and disadvantages of taking a second wife? Ask the spokespeople to report back to the whole class.	**To allow the trainees to express themselves around the topic of the Listening lesson**	Ts-Ts Tr-Ts	**10**
6	**Reflection**	Tell the trainees that this is the end of the Demonstration Lesson. Invite them to reflect on the lesson and answer the following questions (in small groups): Questions: 1) Can you remember the different stages of the (demonstration) listening skills lesson? 2) What were the aims of the pre- and post-listening Stages? 3) How did the 'teacher' make the listening text more accessible and comprehensible? 4) Which of these stages couldn't you apply in your context?	**To get the trainees to identify the stages of a listening skills lesson**	Tr-Ts Ts-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
7	**Action Planning**	Give the trainees a short Listening Script (**Appendix 3**) Ask the trainees (in pairs) to plan a listening lesson based on the stages outlined in the demonstration lesson they experienced and discussion in Stage 6.	**To get the trainees to practise how to design a Listening skills lesson.**	Tr-Ts Ts-Ts	**5**
8	**Final Feedback / Reflection**	Ask the trainees in turn to finish the prompt below: "Effective Listening Skills' lessons should include....." (<u>Some ideas</u>: Listening lessons should include a pre-listening focus on difficult words that come up in the text; an easier gist task followed by a more detailed one ; the chance for students to listen several times to the text and to share answers in pairs; clear feedback on answers to the tasks; a motivating post-listening task.)	**To allow the trainees to express themselves around the topic of the Listening lesson**	Tr-Ts	**5**

Appendices

Appendix 1: The Listening text

LESSON 7. TAKE A SECOND WIFE.

The sun had hardly risen when they began to arrive. Within thirty minutes they were all there, all six of them. As soon they had eaten kola the discussion started. Ugoada was their chief spokesman.

"We've seen the wife you brought home. We were angry with you at the beginning for marrying a stranger; we no longer are. We think she's well-bred. And she's beautiful too. However, we wish she could have a child. What use is a kolanut tree if it fails to bear fruit?"

"If that's all you've come here for, you had better go home, before the day begins to get hot," said Joe.

"What we are saying , Joe, is for your own good and for the good of the family," Agadu replied. "Don't get annoyed with us."

"Isn't it almost six years now since you married Anna?" asked Ugoada. "And yet..."

"Of course we can't call her our wife yet," said another villager. "Not till she has produced for us."

"There are many unmarried women in Umudiobia," said one of the women. "Beautiful ones and ugly ones; tall ones and short ones. You've got plenty of money, I don't see why you shouldn't marry up to seven. If you ask me, I can arrange for that. Only, whoever you marry, let her produce for us."

"That's enough now, let's hear him speak. Joe we're waiting for your reply."

"Reply to what?" Joe asked. "What do you think you've said?"

We want you to marry another wife."

He paused. "Didn't I tell you people to go home if that was the only thing you came here to discuss?"

It's for your own good," Ugoada interrupted. "We wish you would understand this."

"So you people don't know that I'm a Christian?

"We do indeed," Adagu replied. "Just like Ailsa of Amano village. He calls himself Edward. His wife has seven daughters and not a single son, and yet he has refused to marry another. He's now on the brink of death. The half-brother who is known to have poisoned him will inherit all his property when he dies. Church indeed!" she repeated with scorn. "Daniel who is chief of Ujiji, isn't he a church member? Yet he married two other wives when he found that his first wife wasn't going to bear children."

You may talk any nonsense you please," he replied, and his legs began to quiver, and a big blue vein appeared on his forehead. "I will not leave the church, and I will not marry a second wife. Go and tell those who sent you."

From Obi by
John Munyonye (Nigeria)

Appendix 2: Answers to Listening Questions

Stage 3

1) The villagers came to urge him to take a second wife.

2) Because he is a Christian.

3) According to the villagers, a good wife is a woman who can bear children especially male ones

Stage 4

1) In African families, sons are the ones who perpetuate the family (carry family inheritance).

2) When they finished eating kolanuts.

3) The kolanut tree stands for a woman (who will hopefully bear fruit – 'children').

4) Joe dismissed the idea, he firmly sent them away.

5) In the text Joe speaks three times.

6) There are four sentences in the first paragraph.

7) There are six verbs in the first paragraph.

Appendix 3: The short text for Action Planning (Stage 7)

The Three Little Pigs

That night, the boy's mother ghost appeared to him in a dream and said: "Stupid boy, go back to the desert and do what I told you!". The next day, very frightened and even more foolish, the boy went back to the dead tree, and this time he took the cracked dirty cup with the mosquito buzzing around.

Back at home he looked at the cup – and saw that it was full of money. The cup wasn't very big, but there was enough money in there for the boy to buy himself three little pigs. He looked after his pigs carefully, bred them and sold them on and increased his herd until at last, after a number of years, he became rich.

Unit 10: Teaching Dictogloss

This picture was designed in Bukavu, South Kivu province in the Democratic Republic of the Congo. It is used here as a visual aid to teach a dictogloss lesson.

Session Objectives:

By the end of the session, the teachers (trainees) will have:

- experienced a typical Dictogloss lesson and reflected on the stages of a lesson and the skills' practised
- planned a Dictogloss lesson to be taught in their classes in the future

Rationale:

This session is for experienced and inexperienced teachers who have had little or no experience in teaching Dictogloss before. It will be useful for the teachers to learn how to do it.

Timing: 100 minutes

Materials: As in the Appendices

Sheets of paper A3 according to the number of the groups of trainee participants

Markers, pens, flip charts and notebooks, A projector (desired)

Elimu ndiyo itatupatiya ujiyo nzuri.
"Education brightens our future"
Translated into English from Kiswahili (Florent)

Umoja ni nguvu.
"Unity is strength"
Translated into English from Kiswahili (Josephine)

Session Prepared by

KAMALEBO Kighogho Florent, ELecturer at Unuversite Catholique de Bukavu*and* **Josephine KATANGILA**, CLASS member

Teaching Dictogloss is a classroom dictation activity where learners are required to intensively listen to a short listening text and note down key words. These are used as a base for reconstruction the text in in pairs or group work. It is often regarded as a multiple or 'integrated skill's activity because learners practise listening, writing and speaking (in groups) and use vocabulary and grammar to complete the task. Because of the focus on repeated grammatical forms in the model text, it is sometimes also known as Grammar Dictation.

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Show or project a picture (**Appendix 1**) and asks the following questions: Questions: 1)How many people can you see in the picture? 2)Can you describe them? 3)What's this story about? The trainer announces the training topic by providing a short definition of the Dictogloss technique.	**To raise interest and awareness of the Dictogloss technique**	Tr-Ts	**10**
2	**Task 2** **Intensive Listening (1)**	Ask the trainees to listen to the text (**Appendix 2**), and to note down the words and phrases they hear. Tell them not to worry if they can't catch a lot of the text. Read the whole text at a natural speed (perhaps a little slower than a native speaker and too fast for the trainees to comfortably catch every word). Then ask the trainees in pairs to compare the words and phrases they heard, and to try and improve their joint understanding of it.	**To make participants have a general idea of the text**	Tr-Ts Ts-Ts Ts-Ts	**15**
3	**Listening and note taking (2)**	Read the text again so that the trainees can write down any words that they missed the first time.	**To allow the trainees to improve their understanding of the text**	Tr-Ts	**5**
4	**Text Reconstruction**	Ask the trainees to work together again in (the same) pairs to 'reconstruct' the text they have listened to. (Encourage them to discuss any differences of opinion in English!)	**To work together to produce an accurate simplified version of the text (and to discuss the grammar of the text)**	Ts-Ts	**10**

	Stage	Procedure	Aim	Int.	Timing
5	**Comparative analysis and Correction**	Ask each pair to compare their version of the text with another pair. Encourage them to add any words / phrases that they didn't catch but the other group did. Then show them the original version (**Appendix 2**)	**To get the trainees to compare their reconstructed texts with their trainer's**	Tr-Ts	**15**
6	**Reflection**	Now ask the trainees to reflect on the different stages of the Dictogloss procedure. Elicit these from the group and outline the stages on the board. Ask the trainees to discuss the following in new groups: Reflection questions: 1)Can you use the Dictogloss technique in your context? 2) Which language skills does it practise? 3) Was there a grammar or vocabulary focus to the text? (Past Simple regular and irregular verbs.)	**To get the teachers to reflect on the stages and value of Dictogloss in the classroom**	Tr-Ts Ts-Ts	**15**
7	**Action Planning**	Put the trainees in new groups of three. Task Instructions: 1)Look at the picture (**Appendix 3**) and write a short text for a Dictogloss lesson (for B1 learners) in your group. 2) Decide on a 'grammar / vocabulary' focus. 3) Present your text to the other groups. (Support the groups by providing ideas for creating the short text. If time one / two of the groups could practise teaching their Dictogloss to the other trainees.)	**To get trainees to plan a Dictogloss lesson**	Ts-Ts Ts-Ts	**20** **10**

Appendices

Appendix 1

Appendix 2

Mrs. Flower and her two children

Mrs. Flower was joyfully playing with her two children at home when suddenly another woman came and greeted them. 'My name is Favour' she said, 'I am here to give you $50 so that you can start a small business because you are suffering. However, I only have a $100 note, so could you get the change and give me $50? Mrs. Flower, happily took the note of $100 and ran quickly to a small shop to find a change. As she left, Favour took her two children and ran off with them! Fortunately, the police caught her and rescued the two children.

Appendix 3: Photo to use as a prompt for creating a Dictogloss Text (possibly focusing on the Present Continuous)

This photo was taken at 'Enfants du Monde' Secondary School in Bukavu, South Kivu province in the Democratic Republic of the Congo.

Appendix 4: A further Reference

https://www.researchgate.net/publication/325915014_Dictogloss_Redefining_dictation_exercises_in_the_EFL_classroom#fullTextFileContent

Unit 11: Teaching a Reading Lesson

These photos were taken from a book from one of the school libraries in Bunia, the capital city of the Ituri Province of the Democratic republic of Congo

Session Objectives:

By the end of the session, the teachers (trainees) will have:

• reflected on how they usually teach reading lessons

• experienced a typical (demonstration) reading lesson by following a series of logical tasks designed to practise the subskills of skimming (reading for the general idea) and reading for detailed information

• reflected on the different stages of the reading lesson

• planned to teach a similar reading lesson in their classes

Rationale:

This session is for inexperienced teachers who have had little experience in teaching a reading lesson and who moreover, do not have access to detailed guides/instructions about how to deliver effective receptive skills' lessons.

Time: 110 minutes

Materials: As in the Appendices

Agada y il Kum wagi.

"Two men are strong when working together"

Translated into English from Alur

Session prepared by

Denise Uchika, Lecturer at Bunia Teacher Training College*

*This session was redrafted by Kaleba Walingene Joseph, Lecturer and Ph.D. student at the National Pedagogic University

	Stage	Procedure	Aim	Int.	Timing
1	**Getting to know each other**	Play an adjective **Name Game** *'I'm … (adj) + (nickname/Christian name)'* Ask trainees to introduce themselves using an adjective of which the initial letter corresponds to their nicknames/ Christian names: E.g., Beautiful Bernadette (B.B). 'Hello I'm Beautiful Bernadette'. Curious Clementine. 'Hello, I'm Curious Clementine.' (Dangerous Denis, Marvelous Mammy etc.)	**To energise the trainees and allow them to get to know each other**	Tr-Ts Ts-Ts	**10**
2	**Reflection**	Then ask the trainees a couple of focus questions to discuss in pairs: Questions: 1) What do you usually do in reading lessons? 2) Do you have a set procedure for teaching reading skills?	**To get the trainees to reflect on their current/normal practice when teaching reading**	Ts-Ts	**10**
3	**(Demonstration Lesson):** **Lead-in**	Explain to the trainees that you are going to present a demonstration reading lesson, and that they should pretend to be (and act like!) secondary students. Let the trainees choose the grade! The trainer shows pictures of some people and animals in Ituri Province (**Appendix 1**) (Domesticated: cows, dogs. Wild animals: okapi, elephant, tortoise, hare, some forest animals.) Get the trainees to name the animals and to briefly discuss their characteristics.	**To raise awareness and interest in the text**	Tr-Ts Tr-Ts Ts-Ts	**10**
4	**(Demonstration Lesson):** **Pre-reading**	Pre-teache five difficult words that 'block' the overall meaning of the text ('the Tortoise and the Hare', **Appendix 5)**. Write them on the chalkboard, drill the pronunciation, explain the meaning and mark the stress and part of speech. Then show / project pictures of the two animals (the tortoise and the hare, above). Ask the trainees (students) in open class the following questions: Questions: 1)What animals are these? 2)Which of the two can run faster? 3)Which of them is cleverer? 4)Have you have read any stories about these two animals?	**To prepare trainees for the text they are going to read and to teach any 'blocking' vocabulary**	Tr-Ts	**20**

	Stage	Procedure	Aim	Int.	Timing
5	**(Demonstration lesson):** **While reading (1)**	Write the five discussion questions on the board from Appendix 2) and asks the trainees in pairs to predict the answers. Then ask the trainees to read the text quickly to find the answers to the questions. Ak them to compare their answers with the other trainee in their pairs. Conduct whole class feedback eliciting group answers.	**To get the trainees to 'skim read' the text for general meaning (to confirm predictions)**	Tr-Ts T Ts-Ts Tr-Ts	**10**
6	**(Demonstration Lesson)** **While reading (2)**	Introduce the 10 'True/False/ Not Given' statements from **Appendix 3** (you can write these on the board if you don't have access to photocopies). Ask the trainees to read the text (Appendix 5) again to find the relevant sentence that provides the answers. Once again encourage the trainees to compare their answers (preferably with a new partner). Conduct whole group feedback to clarify the answers for everyone.	**To get the trainees to gain a deeper understanding of the text**	Tr-Ts T Ts-Ts Tr-Ts	**15**
7	**(Demonstration Lesson):** **Post-reading**	Give out **Appendix 4** (questions) and get the trainees in new groups to discuss together. When they have finished discussing, tell the trainees that this is the end of the demonstration lesson. However, also point out that, as teachers, they could get their students to do other types of post-reading tasks: e.g., get the students to summarise the text or identify words in the text from definitions.)	**To get the trainees to actively use vocabulary from the text** **To get the trainees to reflect and go through options for post-reading Tasks.**	Ts-Ts Tr-Ts	**10**
8	**Reflection**	Now ask the trainees to consider themselves as teachers. Invite them to list the different stages of the demonstration lesson ('The Tortoise and the Hare'). Ask them to consider how the teacher (you) made the text interesting, and easier to read. Invite them to identify the tasks and suggest why they were asked to compare answers after each reading.	**To get the trainees to reflect on the stages of the lesson**	Tr-Ts	**10**
9	**Action planning**	Ask each trainee to plan a lesson to be taught in their respective classrooms when they go back to their schools using the short text in **Appendix 6**. Encourage them to think of a pre-reading task, two while-reading tasks, and a post-reading task.	**To get the trainees to plan how they will teach a similar reading lesson in their classrooms**	Tr-Ts Ts-Ts	**15**

Appendices

Appendix 1: Pictures for the Lead-in

Bunia

Okapi Parc in Ituri

Other animals in Ituri province:

Appendix 2: Pre-Reading discussion Questions

1) Do you know the story of the tortoise and the Hare? What happens in it?
2) Name some characteristics of the tortoise and the hare.
3) Why did they have a race?
4) Who was the winner?
5) Why did the Hare lose?

Appendix 3: 'True', 'False' or 'Not Given' Statements

Write 'T' for True, 'F' for False and 'NG' for 'Not Given' according to the text:

1. The hare and the tortoise knew each other for a long time before the race.

2. No one hunts tortoises in the forest of Bunia.

3. The hare was faster than a tortoise before the race.

4. Both the tortoise and hare are protected animals in England.

5. The tortoise invited the hare to a race.

6. The race attracted a lot of interest.

7. The hare's ears were unusually long.

8. The hare decided to take a rest to give the tortoise a chance to win the race.

9. When the tortoise crossed the finishing line, the hare was still sleeping.

10. The story of the Hare and a Tortoise is a fable.

Appendix 4: Post-Reading Task

Write 'T' for True, 'F' for False and 'NG' for 'Not Given' according to the text:

1) How did you feel while reading the text?

2) Do you think the story fairly represents the characteristics of hares and tortoises?

3) Why do you think the text is a fable?

4) What do you think is the moral of the story?

5) Do you know any similar (animal stories with morals) that you prefer to this one?

Appendix 5

The Hare and the Tortoise

Once upon a time there was a proud hare and a wise tortoise that lived together in the forest. The hare ran everywhere quickly and he loved to tease the tortoise as he moved slowly along.

"You are so slow, the hare laughed loudly! "I get tired just watching you!" The other animals in the forest listened carefully as the wise tortoise replied, nYou are very fast, Mr. Hare, but even you can be beaten."

The hare laughed proudly. "Beaten in a race? By whom? Not you, that's for sure! Think there's nobody in the world that can win against me; I am so fast. Let's have a race, Mr. Tortoise." Surprisingly, the tortoise accepted and a race was quickly organized for the next day.

The next morning many animals excitedly came to see the race. Mr. Fox started the race shouting loudly, "On your marks. Get set. Go!" The hare laughed softly and then suddenly sped away out of sight. The tortoise walked slowly down the path saying over and over, "Slowly, slowly wins the race!" The hare ran quickly for a while but eventually became hot and tired and stopped for a drink of water and a short rest in the shade of an extremely large tree

After two hours, the hare suddenly woke up and looked for the tortoise. He was already far down the trail, nearing the finish line. The hare jumped up immediately and ran hard toward the finish line. He got closer and closer to the tortoise, but the tortoise crossed the finish line victoriously a few seconds before the hare and all the animals cheered loudly.

Poor hare! Tired and totally ashamed, he sat down silently beside the tortoise who was smiling wisely at him. "Slowly, slowly wins the race' said the tortoise.

Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).

Appendix 6: A Text for Action Planning

Skill — Reading Comprehension   Name: _____

The Lion and the Mouse

A lion was awakened from sleep by a mouse running over his face. Rising up with anger, he caught the mouse and was about to kill him. Then, the mouse interrupted saying, "If you would only spare my life, I would be sure to repay your kindness." The lion laughed and let him go.

It happened shortly after this that the lion was caught by some hunters, who bound him by strong ropes to the ground. The mouse, recognizing the lion's roar, came and gnawed the rope with his teeth, and set him free!
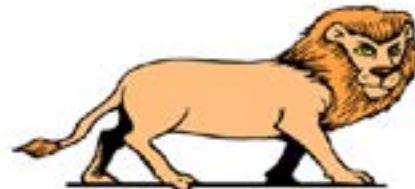
The mouse then told the lion, "You ridiculed the idea that I would ever be able to help you. You didn't expect to receive from me any repayment of your favor. Now you know that it is possible for even a mouse to help out a lion."

Grade 3 — Reading   ©www.HaveFunTeaching.com

Unit 12: Teaching Writing

This photo was taken at Collège NTETEMBWA Secondary School in Matadi, Kongo Central province in the Democratic Republic of Congo.

Session Objectives:

By the end of the session, the teachers (trainees) will have:

• experienced the stages of a writing skills lesson

• practised paragraph writing

• reflected on the techniques involved in the teaching of writing skills

Rationale:

This session is intended for teachers, qualified and unqualified, who experience problems with teaching writing skills.

Time: 90 minutes

Materials: As in the Appendices

A projector (desirable), markers, pens, flip-chart paper and notebooks.

Trainees' identity cards (desirable but not mandatory).

Zaba kuzinga.

"When there is a problem, we have to know how to collaborate with others"

Translated into English from Kikongo

Session prepared by

Mombo Banda Françoise, Head Inspector
at Pool Secondaire, Matadi

	Stage	Procedure	Aim	Int.	Timing
1	**Warmer**	Give the trainees groups of words and asks them to identify the topic common in each group (**Appendix 1**) Ask the trainees to work individually then to compare in pairs. Answers (**Appendix 5**)	**To raise interest at the start of the session**	Tr-Ts T Ts-Ts	**5**
2	**Lead-in**	TShow / project groups of sentences to the trainees (Appendix 2) and ask whether they are paragraphs or not (and to say why). The answers are in Appendix 5.	**Set the topic and generate interest**	Tr-Ts T	**5**
3	**Reflection**	Invite the trainees in small groups to think how they usually teach writing or organise writing lessons. Ask the following questions: Questions: 1)How often do you teach writing in class? 2)How do you do it? 3)Do you students like writing lessons and activities? Why/why not? Elicit brief answers from reporters from each group.	**To get the trainees to reflect on their habitual practices when teaching writing.**	Ts-Ts	**10**
4	**Input** **(Demonstration Lesson)**	Distribute handouts of / project the stages of a (process) writing lesson and briefly explain each stage in open class (**Appendix 3**). Now tell the trainees that they are going to be shown a demonstration writing activity, and that they should act as 'students' of a specified grade (you choose!). Ask the trainees to swap their identity cards with a partner and make a list of the information about them (such as name, age, gender, address, etc). Then ask them to individually write a short paragraph about their partner, using the collected information. (While writing they can ask their partner for additional information if they want.)	**To provide the different steps of teaching a (process) writing lesson** **To prepare the trainees for the demonstration activity** **To get the trainees to prepare for writing** **To get the trainees to produce a draft written text.**	Tr-Ts T T	**15**

	Stage	Procedure	Aim	Int.	Timing
5	**((Demonstration Lesson):**	Now ask each trainee to swap their draft with their partner (the same one!) for correction and discussion of language choices.	**To get the trainees to experience peer-correction and discussing language choices**	Ts-Ts	15
	Feedback: **Peer correction and** **Redrafting**	The trainer instructs each pair to edit and correct both short paragraphs so as to produce two more coherent redrafts (the two written texts about each other).	**To rewrite the draft scripts in pairs taking account of peer feedback**	Ts-Ts	
6	**(Demonstration Lesson):**	Finally ask a number of pairs to present one redrafted paragraph for further suggestions and/or correction by the whole class.	**To get the trainees to present their written work and get peer feedback**	Ts-Ts	15
	Final correction	(Finally, you may also want to focus on common mistakes you have noticed while monitoring the groups, or other aspects of writing, such as layout, paragraphing etc)	**To give the trainees further feedback on accuracy and/ or layout while writing**	Tr-Ts	
7	**Reflection**	Tell the trainees that this is the end of the demonstration writing activity, and focus them on the following questions: Questions: 1)What were the different stages of the writing lesson? 2)How did the teacher make it interactive? 3)Did you find the demonstration lesson interesting? Why? 4)Could you apply this method to your classes? How?	**To get the trainees to reflect on how exactly to stage a process writing lesson.**	Tr-Ts Ts-Ts	10
8	**Action planning**	The trainer gives a topic and asks the trainees (in new pairs/groups) to think how they might get students to write a paragraph about it using the writing procedure described above. The trainer gets brief feedback from one or two pairs or groups.	**The trainees think about applying the main stages and ideas from the session to a new topic for writing.**	Ts-Ts	15

Appendices

Appendix 1: Warmer

Groups of words:

1) Blue- pink – red – colour – yellow – green

2) Africa – Democratic Republic of Congo – Zambia

3) Nose – ears – eyes – head – mouth - chin

4) Sister – mother - family – father – aunt – uncle – grandmother – grandfather

5) Dog – cat – sheep – mouse – horse – pig

6) Table – furniture – chair – bed – book – case

7) Bedroom – kitchen – living room – bathroom – toilet – dining room

Appendix 2: Lead-in

Which of the groups of sentences below represents a complete paragraph?

1

A doctor's job is not easy.

Doctors often spend many hours with patients.

There are usually many patients waiting for help.

So, doctors do not have much free time during the day.

They often have to work all night in the hospital too.

2

My mother cooks Fumbwa very well.

That girl goes to school every day.

She speaks good English.

The football match is very interesting.

In Congo, we often travel by bus.

3

Computers are help full in many ways.

First, they work information much more quickly than a person can.

Second, computers can work with lots of information at the same time. They do not forget things the way people do.

Also, computers are almost always correct.

They are not perfect, of course, but they usually make mistakes.

Appendix 3: Stages of a (Process) Writing Lesson (Stage 4)

Anderson, J. 'Teaching English in Africa', East African Educational Publishers Limited, (2015).
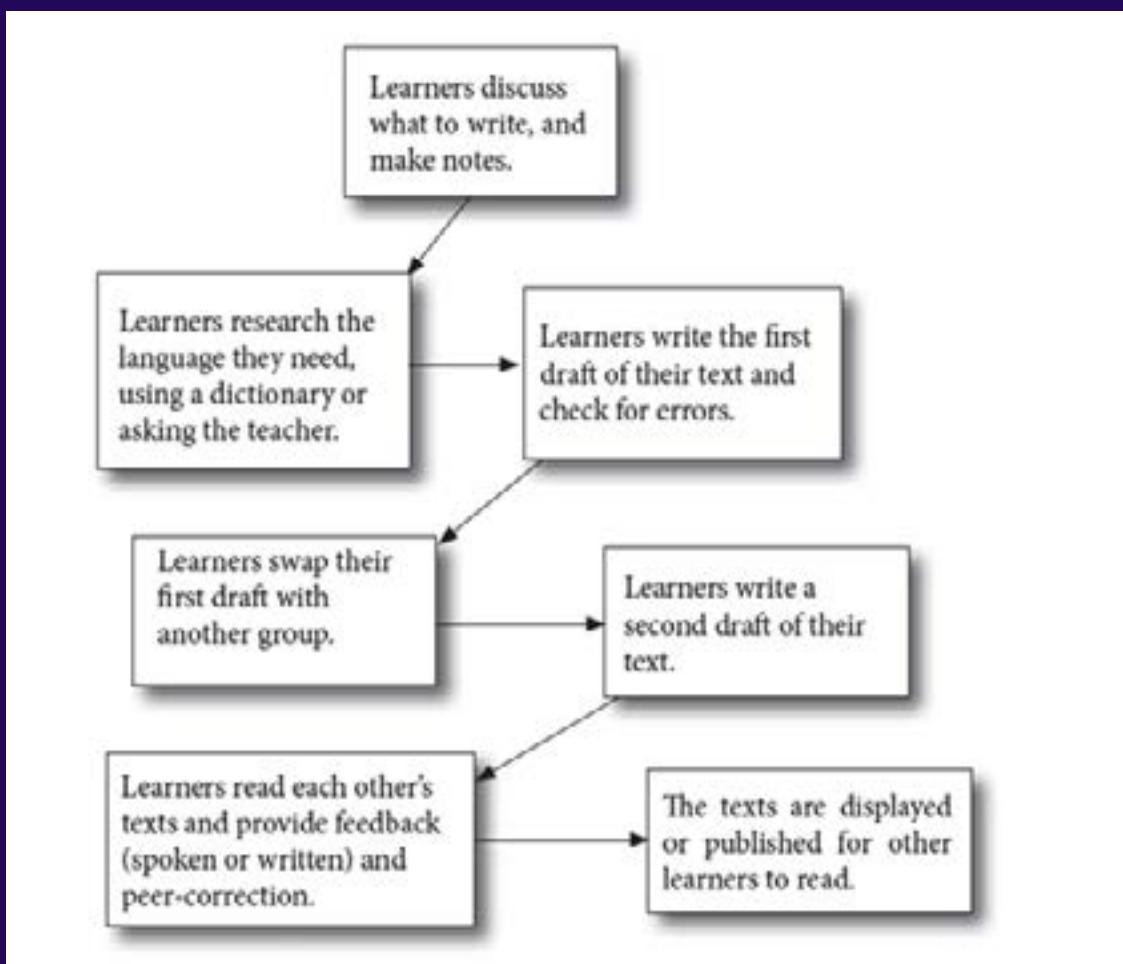
Appendix 4: Stage 4.

(Could be used as resource for the demonstration writing activity, (Stage 4), especially if the trainees might be embarrassed about disclosing personal information about themselves.)

Appendix 5: Answers

Warmer:

1)They are all colours, 2) all places in Africa, 3) all parts of the head, 4) members of a family, 5) all domesticated animals or pets, 6) all items of furniture, 7) they are all rooms in a house.

Lead-in:

1) Yes, this is a paragraph because it develops one idea (one topic) which is a doctor's job.

2) This is not a paragraph because there are several topics here which do not seem to be related in any way.

3) This is a paragraph because all the sentences relate to a single topic: computers.

Unit 13: Teaching Dialogue Writing and Reformulation

This photo was taken in a field near the village called 'Kwa Muumbilwa, in Shabunda territory, South Kivu province, in the Democratic Republic of the Congo. Two women coming from the field where they were harvesting paddy, are crossing another field recently burned and ready to be planted with other crops. So, happy by their baskets full of paddy, they engage in a tense dialogue while walking home (see the script of their dialogue in the appendices).

Session Objectives:

By the end of the session, the teachers (trainees) will have:

• practised writing and reformulating a dialogue

• reflected on the stages undertaken during the dialogue writing and reformulation lesson

• planned to teach a similar lesson (writing dialogue and reformulation) in their classrooms

Rationale:

This session is for both novice and experienced teachers who are used to teaching a 'dialogue lesson by writing it on the chalkboard, then having learners memorise and perform in pairs, in front of the class.

Time: 100 minutes

Materials: (As seen in the Appendices)

A computer and projector (both desirable but not necessary); paper; pencils/pens

Heri kuwa kichwa ya panya, ina samani kuliko kuwa mugulu ya tembo.

"Better to be a rat's head, than an elephant's leg"

Translated into English from Kiswahili

Session prepared by

Kaleba Walingene Joseph, Ph.D., Lecturer \at the National Pedagogic University

Writing Dialogue and Reformulation is a classroom activity where learners are shown a picture and asked to think about a context, name the characters and then write a dialogue about that picture, initially in pairs.
However, before they complete it, they are interrupted and asked to swap their writing work, which should then be completed by other pairs of writers (and thinkers). The dialogues are reformulated/corrected and completed and then read out loud in role-play for the whole audience.

It is often regarded as a productive skill activity since learners generate ideas and compose their own dialogues independent of the teacher.

	Stage	Procedure	Aim	Int.	Timing
1	**Getting to know each other**	**Market Game:** Put the trainees into a large circle (even outside the classroom) if possible. Say the sentence: **'Yesterday I went to market and I bought some mangos'.** Now invite the trainee next to you to repeat this sentence but you add another item to the 'shopping list' – e.g., **'Yesterday I went to market and I bought some mangos and a cake'.** Then ask the next trainee in the circle to remember the two previous items, and repeat the sentence with a third thing she/he bought in the market. Continue around the circle until all the trainees have spoken. Encourage them to help each other (with gestures if possible!). (NB: This activity also works in a normal classroom layout, but you need to be aware of the order in which the trainees (or students) should participate.)	**To activate the trainees at the start of the session**	Tr-Ts Ts-Ts	**10**
2	**(Demonstration Activity)** **Lead-in** **and writing dialogues**	Tell the trainees that you are going to demonstrate a new dialogue writing technique. Ask them to imagine that they are students of a specific grade (you can negotiate this with the trainees!). Arrange the trainees into pairs Show them the photo in Appendix 1 (make sure everyone can clearly see it!). Give the instructions. Task Instructions: 1)Work in pairs 2)Look at this photo carefully 3) Think of the situation (context), the characters and what they might be talking about 4) Now write a dialogue of not less than 10 lines together	**To get the trainees to generate ideas and create dialogues**	Tr-Ts Ts-Ts	**15**

	Stage	Procedure	Aim	Int.	Timing
3	**(Demonstration Activity)** **'Shifting', Reformulating** **and** **Completing the Dialogues**	Before the participants have completed their dialogues, interrupt them and ask them to 'shift' (exchange) their dialogues with another group and to complete them (while keeping the same flow of ideas as the last pair). Instructions 1) Now 'shift' (exchange) your dialogues. 2) Read the dialogue written by the last pair and correct any mistakes you find. 3) If you can, add or change any additional information to make the dialogue more interesting (reformulating). 4) Complete the dialogues you have received from the other pair.	**To get trainees to read, think critically, reformulate and complete the dialogues started by other pairs**	Ts-Ts	**25**
4	**(Demonstration Activity)** **Reading the Dialogues**	When they have finished, get the trainees to read out their dialogues in pairs to each other. Instructions: 1) Read the dialogues in pairs (but don't mention characters' names) 2) Prepare to deliver a role-play to the whole class (e.g., try to remember as much of the dialogue as you can!).	**To get the teachers to reflect on the stages and value of Dictogloss in the classroom**	Tr-Ts Ts-Ts	**15**
5	**(Demonstration Activity)** **Role-playing**	Finally get the pairs to perform (act out) their dialogues to the whole class (audience) in turns. Ask the 'listeners' to try to identify the dialogue they started to write in Stage 2.	**To showcase the dialogues and provide a reason to listen**	Ts-Ts T	**20**
6	**Reflection**	Tell the trainees that this is the end of the demonstration activity. Ask them now to consider themselves as teachers and to 'deconstruct' the different stages of the lesson in pairs. Reflection Questions: 1) Can you remember and list the stages of the activity? 2) What made the activity interesting and interactive? 3) Why is this technique more useful for the students than the 'traditional' way of the teacher writing a dialogue on the board, then getting the students to practise it? 4) What problems might you have applying this new technique in your classes?	**To get the teachers to reflect on the stages of the Dialogue Writing and Reformulation Demonstration Lesson**	Tr-Ts Ts-Ts	**10**
7	**Action planning / Revealing the original dialogue**	EITHER: Finally, ask each trainee to plan a lesson to be taught in their respective classrooms when they go back to their schools. Encourage them to use one of the pictures in Appendix 3. OR: Share (project or provide a photocopy of) the actual dialogue related to the photo (see Appendix 2). The trainees will be interested to compare their ideas with what happened in reality!	**To get the teachers to think how to apply the Dialogue Writing and Reformulation technique in their classrooms** **To get the trainees (students) to compare their ideas with the original dialogue!**	Ts-Ts Tr-Ts	**10**

Appendices

Appendix 1: Photo for Stage 2

Appendix 2: The Original Context and Dialogue

This photo was taken in a field near the village called 'Kwa Muumbilwa, in Shabunda territory, South Kivu province in the Democratic Republic of the Congo.
It is presented in the lead-in Stage of the 'Teaching Dialogue Writing and Reformulation' session. The Trainer should not reveal the context to the trainees;
However he/she should ask the trainees to think about a context, name the characters (using Congolese names, of course), and write a dialogue from it.

Context: In DRC, two women are coming from the field where they were harvesting paddy. Now, they are crossing another field recently burned and ready to be planted with other crops. They are happy because their baskets are full of paddy. Curiously, one of them starts complaining, and scratching her arms, which leads to a tense dialogue while walking home.

Dialogue:

Lucia and Marceline
L: I'm so happy; my basket is full of paddy.
M: Me too, but...
L: But, what? You're never satisfied!
M: Come on! Do you know how I am feeling now?
L: Happy, I guess.
M: Yes, but ...
(Interrupting rudely)
L: But, what?
M: I'm scratching my arms! It's too painful.
L: Oh, I see. But why didn't you wear a long-sleeve pullover just like me?
M: Well, my husband is broke. He can't afford to buy another pullover for me.
L: Really!
M: Yeah; but let's keep going anyway.

Appendix 3: Some possible Dialogue photos for Action Planning (Stage 7)

Unit 14: Teaching Infographics

Session Objectives:

By the end of the session, the teachers (trainees) will have:

• understood what an infographic lesson is

• understood how to use visual aids (pictures / photos) as prompts to practise speaking and writing in the classroom

• realised how to get students to draw pictures from dialogues, texts or conversations

• reflected on all the skills practised in infographic lessons

Rationale:

This session is for teachers (experienced or inexperienced) who do not know what infographic lessons are, or how to structure them. It is also aimed at teachers who do not have access to materials or resources to teach Infographic lessons in class.

Time: 100 minutes

Materials: (As seen in the Appendices)

(family pictures/other photos). Also, notebooks, the board, large sheets or paper, pens, coloured pencils and/or markers.

Uti nkambwa mboon nsaa

"A fruitful tree along the road has many stabs (can inflict many wounds)"

Translated into English from Kiyansi

Session prepared by

Kaki Kitoko Gilbert, Teacher of English, Lycée Mgr Shaumba, CLASS/D.R.Congo

Infographics is the knowledge / inspiration that you acquire or are able to express from graphics (pictures, images, drawings etc).

Examples of infographic techniques include illustrating a talk, a story or a conversation with a graphic, or alternatively writing a story, a text, a conversation, a poem or song using ideas gained from a graphic or visual source.

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in** **(Demonstration Lesson)**	Tell the trainees that you are going to demonstrate the technique of using 'Infographics' in the classroom. Briefly explain what 'infographics' means. Show / project the picture (of a family, Appendix 1) and ask the trainees to observe it silently for a minute. Then pair up the trainees and get them to answer the following questions : Focus Questions : 1) What do you see in the picture? 2) What did you notice in particular? 3) How do you know that it's a picture of a family?	**Start** **To raise awareness and engage the trainees in the session**	Tr-Ts Ts-Ts	**10**
2	**Demonstration :** **Writing from a picture prompt**	Ask the trainees to get into groups of three. Show / project the photo from **Appendix 2** (Dilemma 1). Give then clear instructions: Instructions: 1)In your group write a short text, a poem, a brief story or a dialogue about the photograph. 2) Make sure you all work together and contribute ideas and sentences to your work.	**To get the trainees to understand the fundamental idea of infographics by working together to produce a text from a picture**	Ts-Ts	**15**
3	**Presentations**	Select a reporter from each group to 'present' their work to the other groups Instructions to Listeners: 1) Each group will now present their written description of the picture. 2) Listeners need to first identify what kind of text (a poem/story/dialogue etc) the reporter(s) is/are describing. 3) Then comment at the end on the reporter group's ideas and whether they are similar or different to your group's.	**To get the trainees to showcase their ideas**	Ts-Ts T Ts-Ts	**25**

	Stage	Procedure	Aim	Int.	Timing
4	**Reflection**	Now ask the trainees in open class about the link between the picture and the text each group produced. Questions: 1) How similar were the ideas from each group? 2) Were there any big differences ? Why do you think this might be? (NB : The ideas might be different because everybody sees visual images according to their personalised view of the world (also partly based on past experiences).	**To comment on the ideas behind the infographic approach**	Tr-Ts	**10**
5	**Demonstration:** **Drawing from a text**	Put the trainees into new groups of three (if possible make sure that everyone is with different partners). Share the small texts or conversations from **Appendix 3** to each group. Distribute a piece of paper, coloured pencils / markers to the groups. Then, read out the instructions. Instructions: 1) Read the text silently in your group. 2) Then discuss how this text can be represented by a drawing / picture. 3) When you are happy and you feel you have included all the details from the text, draw the text together!	**To get the trainees to experience the 'infographic' procedure of creating graphics from texts**	Ts-Ts	**25**
6	**Groups exchange their texts and graphics**	When they have finished their drawings, ask the groups to exchange copies of their pictures and texts. Ask the trainees to consider the links between the text and their colleagues' graphics. Briefly elicit comments (feedback) from each group about their partner's drawings and underlying ideas.	**To get the trainees to provide feedback on their colleagues' work, and on the underlying ideas behind the technique of infographics**	Ts-Ts Tr-Ts	**5**
7	**Evaluation and Reflection**	Ask the trainees to recap the stages of the infographic demonstration. Reflection Questions: 1) Which infographic technique did you prefer: picture to text or text to picture? 2) Which language skills did you employ in each technique? 3) What other 'skills' did you use in each technique? (e.g., creativity, understanding other people's points of view, negotiating ideas.)	**To get the trainees to reflect on the benefits of using the infographic technique in the classroom**	Tr-Ts	**10**

Appendices

Appendix 1: photo for the Lead-in

Appendix 2: Writing from a Picture Prompt (Stage 2)

Appendix 3: Texts from which to produce graphics (Stage 5)

Text 1 :How do you cook cassava leaves?

When I want to cook cassava leaves, I first clean them and put them in a mortar. Then I start pounding them with a pestle. When I'm pounding I put some water in a pot on the stove.

After the cassava leaves are crushed, I add some ingredients : onions, garlic and eggplants, oil and salt for taste. I let them boil for about 45 minutes or more.

When the meal is ready on the fire, I take it off and wait some minutes before I can serve it with plantains, rice, beans, or potatoes.

Text 2: Dilemma about Masikini

Masikini is a brave man and a responsible for his family. One day he goes to buy food for the New Year's family party in a village on the other side of the big river. He wants to go across the wide river in a canoe with his goat and a very big bunch of ripe plantain bananas. He understands that he will need to make several trips across the river.

But then sees a lion waiting on the other side of the river.

He knows that the lion is very fond of meat and the goat likes bananas very much. Masikini doesn't know what to do. What will he do to take them all across ?

Matari Kebeya Dieudonné et al, 'Mastering English', Kinshasa, (2005).

Text 3: The Death of Kwamambu's father

One morning, while we were studying Civics, all of us were surprised at the news of Kwamambu's father's death. He was suffering from malaria and went to the General Hospital in the village but the medicines he got did not cure him and he died.

After class, our headmaster and classmates went to Kwamambu's house to show sympathy to him.

At night, family members and some friends came and spent the night around a big fire; they sang religious, and traditional songs and some people danced nearby. Other people were sitting on chairs around the coffin under the big water tank.

Matari Kebeya Dieudonné et al, 'Mastering English', Kinshasa, (2005).

Appendix 3: Examples of a Text from Stage 2 and of a Graphic representation of the text from Stage 5

Dilemma : A man, a tree and three animals (Stage 2)

There is a tree growing at the side of a river. A man is climbing up the tree because he wants to pick some fruit. When he is halfway up the tree, he sees a big and long snake in the tree. He decides to climb down. But, at the foot of the tree, there is an angry and menacing lion. Then he decides to jump into water nearby, under Te water and moves towards the tree.

The man has a big dilemma. If he jumps into the water, the crocodile will catch him. If he climbs down the tree, the lion will kill and eat him. If he doesn't climb down, the snake will bite him !

Matari Kebeya Dieudonné et al, 'Mastering English', Kinshasa, (2005).

Masikini's Dilemma (Stage 5)
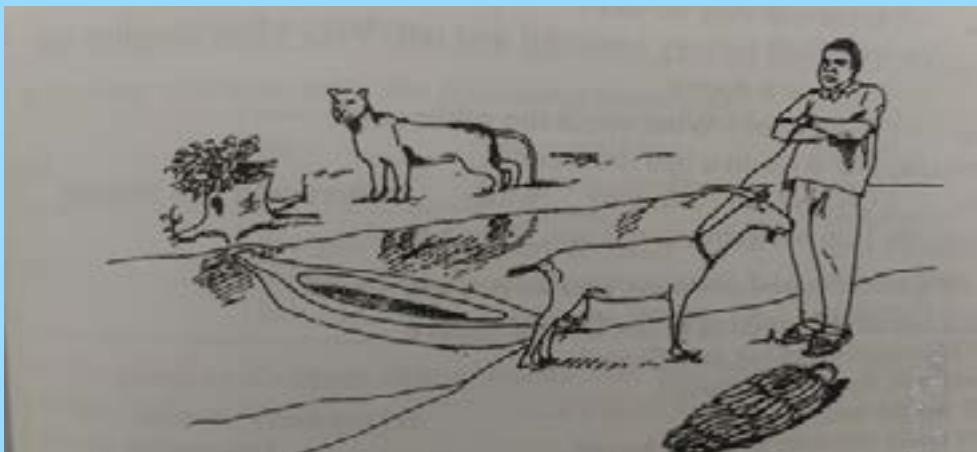
Unit 15: Teaching Testing

Various photos taken at educational institutions around DRC.

Session Objectives:

By the end of the session, the teachers (trainees) will have:

• learnt about and clarified the difference between different types of test/assessment and test 'task types'

• Planned and written a short test

Rationale:

This session is for both novice and experienced teachers who are used to testing/assessing their students without any fixed procedure or background knowledge.

Time: 120 minutes

Materials: (As seen in the Appendices)

A projector (desirable); photos (on the front page)

❝

Nansha bia lufu anyi moyo tudisangishayi.
"Join or die: a calling for permanent union"
Translated into English from Tshiluba (Ernest)

Babidibabidi, mbana malambo.
"When two people work together they can easily achieve their task"
Translated into English from Songye (Christopher)

Session Prepared by

KADIESE Mafuta Ernest *and* **Lukonga Yanguba Christopher**, Teaching Inpectors

	Stage	Procedure	Aim	Int.	Timing
1	**Lead-in**	Put the trainees in groups of three and ask them (in pairs) to look at the front page photos and answer the following questions: Questions: 1) What do you see in the different photographs? 2) What is the context and what do you think is happening in each photo? 3) When did you last participate in any of these activities?	**To raise interest, generate ideas and engage participants in the session**	Tr-Ts Ts-Ts	**10**
2	**Introduction**	Ask the trainees to write five different types of questions (If they need help give some prompts: e.g., Yes/No – questions, Wh-questions, Tag-questions and alternative questions). When they have finished, elicit possible answers. <u>Possible Answers:</u> 1) Is it your pen? (Yes/No question) 2) Why do we learn English in DRC? (Wh-Question) 3)You're an English teacher, aren't you? Yes, I am (Tag question) 4) Do you teach English or French? (Alternative question) 5) Do you know where he lives? (indirect question)	**To get the trainees to consider different types of questions that can be included in a questionnaire to assess students**	Tr-Ts T Tr-Ts	**10**
3	**Eliciting prior knowledge**	As the trainees (in pairs) about Testing and Assessment. <u>Questions:</u> 1) What does it mean 'to assess' students? 2) What's the difference between assessment and testing? 3) Can you think of any different types of test? In other words any different reasons why we might need to test/ assess students? Field answers from different groups in feedback. (Answers in **Appendix 1**.)	**To get the trainees to think about what assessment and testing mean and why they are important**	Ts-Ts Tr-Ts	**20**
4	**Introducing 'Task-Types'**	Invite the trainees to go back to their groups of three (as in the Lead-in) and to brainstorm all the different 'task-types' that they are familiar with. (This may be confusing for them, so suggest 'Multiple Choice Questions' as an example.) Then show them examples from Appendix 2. Ask the trainees how many of these 'task-types' they discussed in their groups. Make sure that the trainees understand the difference between types of test/assessment (e.g., Diagnostic/ Formative), and types of task-type (e.g., Gap-Filling).	**To get the trainees to think about different types of 'task-type' that might be used in the different types of the tests identified in Stage 3**	Ts-Ts T Tr-Ts	**20**

	Stage	Procedure	Aim	Int.	Timing
5	**Introducing Formative Assessment**	Ask the trainees in open class what they know about formative assessment? Questions: 1. When do we use formative assessment and why? 2. Who assesses in formative assessment? Elicit answers from several trainees before clarifying the answers. (Answers in **Appendix 3**)	**To comment on the ideas behind the infographic approach**	Tr-Ts	**10**
6	**Practice/Action Planning**	Ask the trainees in new pairs to imagine a typical school / classroom situation where testing/assessment of some kind is useful. Give them to following Task: Task: 1) Think of a class or classroom context. 2) Nominate the type of test (e.g., diagnostic / formative / end of lesson check on understanding). 3) Choose a suitable 'Task-Type' (e.g., brainstorming / matching). 4) Write the short test.	**Help trainees to write a short test/means of assessment**	Ts-Ts	**20**
7	**Feedback/ presentations**	Ask the groups to present their tests to the group. (If you have time, they could do this by asking them to actually give their test to the other trainees in the group before eliciting the task-type and type of (Assessment?)	**To check whether the trainees have gained understanding of types of test and 'task-types'**	Ts-Ts	**15**
8	**Reflection**	The trainer asks trainers to reflect on what they have learn about testing and assessment. Get them to employ the '**KWL**' model here. (See **Appendix 4**) First ask the trainees to list things about testing and assessment that they **knew** before the session (K); Then list under (W) things that they still want to know about testing and assessment (or are still confused about). And finally, write down (under L) anything that they learnt about testing and assessment from the session. Get feedback at the end in open class.	**To help participants to contextualize the input they have learned**	T Tr-Ts	**15**

Appendices

Appendix 1: Answers to questions about testing (Stage 3)

1) To assess students is to check what the learners have learnt.

2) *'Test' and 'assessment' are often used interchangeably, but they do mean something different. A* **test is a "product"** *that measures a particular behaviour or set of objectives.*

Meanwhile assessment is seen as a procedure instead of a product. Assessment is therefore used both before, during and after the instruction / teaching has taken place.

https://www.onlineassessmenttool.com

3) There are four possible answers here:

   a) To diagnose what a student knows and does not know before a course or period of study (**a Diagnostic test**)

   b) To modify teaching and learning activities to improve students' attainment (**a Formative test or Assessment for Learning**)

   c) To understand if the students have mastered specific standards and are ready to move on (e.g., to prepare an end of year test for all students of a grade, school, province or country (**a Benchmark test**)

   d) To evaluate students learning at the end of an instructional unit by comparing it against some standard or benchmark (determine students' achievement, keep records, identify gaps, motivate individuals for self-improvement (**a Summative test or assessment of learning**)

https://edulastic.com

Appendix 2: Samples of 'Task-Types' (Stage 4)

1) Matching
Match the words in Column A with their definition in Column B:

Column A	Column B
A greengrocer	a person who buys and sells things
A hawker	a person who imports or exports products from another country
A bargain	something bought cheaply
A garden	a seller who goes from door to door
A dealer	a person who sells fruits and vegetables
A trader	a piece of ground used for growing things

2) Fill in the blank space
Fill in the blank space the correct preposition:

"What language you speak depends ___ where you live."

3) Multiple choice
A letter written to inform that an order has been executed is a:

1	Formal inquiry	2	Dispatching Letter	3	Business Inquiry
4	Receiving Letter	5	Personal Inquiry	6	Stay of Execution

4) Brainstorming

"In groups of three, brainstorm together what you think are the causes and effects of stress?"

5) Portfolio

Decide what you think were the most interesting parts of the course in the last term and what were the least interesting ones.

6) Interview

Interviewer: So, Sherry, how are you doing?

Sherry: Fine, thank you. And you?

Interviewer: Great. All right. Well, let's get started. Perhaps you can start by telling me a little about your previous experience?

Sherry: Of course, in my course work and internship, I've had extensive experience with both the theoretical and practical aspect of accounting, and I excel in both areas.

Interviewer: Really? Can you give me some examples?

Sherry: Well, I've taken two advanced Applied Mathematics courses in Risk Analysis. They were challenging, but I managed to get in the top 10 of both classes.

Appendix 3: Answers to Questions about Formative Assessment (Stage 5)

Here are some possible answers:

1) We use Formative Assessment to:

a) **Assess before the activity** to find out how much the students know about the topic/teaching point before you start teaching

b) **Assess during the activity** to find out how well the students are progressing with the topic/language item that you are currently teaching

c) **Assess after the activity/lesson** to give students an opportunity to evaluate their own learning and develop learner independence.

2) Who assesses in Formative Assessment?

a) The teacher not only assesses the students but also assesses her/himself to reflect on the effectiveness of her/his teaching.

b) The students can also assess themselves to evaluate their own learning.

c) Peer- assessment can also be used so that students take responsibility and support each other's learning.

Anna Hasper and Jonathan Hadley, 'Supplementary Activities for English Language teaching: large classes and low resource contexts', British Council (2021).

Appendix 3: KWL (Stage 8)

Evaluate what you learnt from the session on Testing and Assessment using the KWL chart below:

What I <u>knew</u> before:	What I still <u>want</u> to know:	What I <u>learnt</u> from the session:

Trainer's Note for Guidance:

Formative Asessment is sometimes known as Assessment **FOR** Learning while Summative assessment is often described as Assessment **OF** Learning.

Another way of looking at this is the following quotation:

"When the cook tastes the soup, that's formative assessment; when the customer tastes the soup, that's summative assessment" (Paul Black)

Acknowledgments