

Developing leadership skills

for teachers and teacher
associations

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Why leadership skills?

Last year, I was asked to run a 6-month remote course on developing leadership skills to selected teachers in Nigeria, Senegal, South Africa, Sudan and Ethiopia. We started with two intensive days, and several pre-recorded videos for participants to watch and discuss, and then followed on with individual and group mentoring meetings. It has been a great pleasure to work with such lovely, enthusiastic teachers and to plan, prepare and practise webinars with them, feed in ideas for their Teacher Associations, guide them to research and write about specific leadership skills, and document all their successes.

We began the course by discussing the type of leader we would all like to be, and looking at role models. We worked on developing clear, effective communication (by introducing ourselves with the help of a hand diagram), improving time management (by trying out the Pomodoro technique), and collaborating (eg. on Google docs). We then worked on problem-solving, for example ensuring balanced gender participation and representation in TAs, raising funds, managing membership ... the list is endless.

The more we worked with these leadership skills, the more we saw how they could and should be developed in our learners too. These are all life skills. If we, for example, develop the skill of delegation in our English teaching, we will help empower learners, make our lessons more learner-centred, and also help learners in their future lives.

One of the points we worked on was increasing visibility of participants. Many worked on this by volunteering to run training sessions and webinars, writing articles and submitting these to national and international ELT publications. As well as improving their personal visibility, they have also been showing the wider world of ELT the many skills teachers in sub-Saharan Africa have.

We decided to take one of the leadership topics each in pairs, most working with a partner from a different country, research it, experiment with it in class and in the Teacher Associations, and then write an article about it to share with others. We also prepared to summarise all we had learnt in a webinar, and in teaching tips.

As the months went by, we met up regularly as a group, to document successes, celebrate achievements, encourage each other, and to investigate more solutions to the many problems we encountered. There is nothing better than a group of people with varied experience to share and discuss problems and solutions.

This publication is the culmination of all this work. We hope you enjoy reading it as much as we enjoyed working on it, and, more important, we hope it is useful to your Teacher Associations, your students, and to you too, as teachers.

Linda Ruas is an ESOL teacher and teacher trainer, with many years' experience teaching and training in London, Brazil, Japan and West Africa. She is now also working as a British Council English Connects Sub-Saharan Africa consultant.



Time Management: Working Smarter to Enhance Productivity in ELT contexts

by Kalkidan Tilahun (Ethiopia) and Abel Ochika (Nigeria)

Does busyness equal productivity? Do you ever feel like there's not enough time in the day? Why does it seem like some people achieve more than others daily?

In the dynamic field of English Language Teaching (ELT), effective time management is paramount for educators to optimise productivity and achieve their instructional or leadership goals. This is because the average ELT practitioner is expected to effectively manage time to meet the needs of the people they must interact with (such as their families, students, colleagues and so on). Time is usually not sufficient, why? As an ELT practitioner, how good are you at organising your time so that you get the important things done well? Can you balance your time between different activities? And when you do make time to do something, are you able to focus – and get it finished?

This article explores strategies for working smarter within ELT contexts, and focusing on techniques tailored to the unique demands of language teaching. By implementing these approaches, educators can enhance their efficiency, maintain work-life balance, and ultimately elevate the quality of instruction provided to learners. We have divided this article into four key segments: pre-lesson, during-lesson, post-lesson, and general time management tips for an ELT practitioner to achieve maximum productivity.

Pre-lesson time management tips

Creative Materials

When planning a lesson, incorporating engaging resources and materials to reinforce the lesson and boost students' interest helps to facilitate faster and effective learning.

Timing Considerations

Each component of a given lesson should be time-bound; to achieve this, the educator must make realistic time allocations for the different lesson components but must also allow for flexibility and adjustments. For example, we schedule every class activity to be done within specific time ranges. For example, our typical lesson plan for two hours can be organised into four segments: Explanation and Demonstration (40 minutes), Break (10 minutes), Group Discussions (40 minutes), Question and Answers (20 minutes).

Anticipating Challenges

As a realistic educator, identifying potential difficulties in advance and planning appropriate strategies to mitigate them during the lesson is a pre-lesson activity that can make 'during-lesson' activities seem easy.



A teacher giving clear instructions to pupils in Ethiopia

During-lesson time management tips

Execute a Structured Lesson Flow – organising lessons with clear timings, transitions and activities helps the timeframes. Writing the start and stop time for an activity on the board guides students to be conscious of the time limit for the duration of a class activity.

Give Effective Instructions – sometimes, when instructions are not communicated clearly, time is wasted. So, to reduce time spent on unnecessary explanations, the educator must at all cost communicate tasks clearly with concise directions paying attention to sensory details that best connect to the students' cognitive levels.

Active Student Engagement – when students are engaged in interactive and collaborative activities, it bridges the gap between lower-level and higher-level learners. This actually saves time and enhances more student-talking-time and discourages the traditional long teacher-talking-time.

Post-lesson time management tips

Optimise an Organised Workspace

Having an inspiring and organised workspace has a way of making work less cumbersome and achievable. So, after a lesson, we recommend that an educator's office-desk or study area should be less-cluttered, to promote focus and productivity. Only the tasks to be done at one time should be on the educator's desk.

Implement Effective Planning

Using technology such as digital calendars, stopwatches, and so on, and other strategies like the Pomodoro technique (a method based on 25-minute stretches of focused work broken by five-minute breaks), and the Eisenhower matrix (prioritise tasks into four categories of urgent and important, important but not urgent, urgent but not important, and not urgent and not important) to organise routine and special tasks after a lesson helps an ELT practitioner to keep tabs on the numerous activities s/he must do before the next lesson. The Pomodoro technique is one of our favorite scheduling techniques. It makes tasks easier and doable within record time. You should try it too!

Take Active Breaks

Physical activities, short breaks and other mental exercises have a way of refreshing the mind; they also help the teacher to maintain high energy levels because recreational activities put the teacher in a more relaxed and resourceful state.



Students working in groups to do class activity in Nigeria

General time-management tips and strategies

Good time management takes a shift in focus from activities to results. Being busy isn't the same as being effective. In fact, for many people, the busier they are, the less they actually achieve. Good time management relies on planning, recording and reflecting on an educator's activities. Here are some general best practices to help you with your time management goal:

Prioritisation

You can achieve more when you start dedicating time to the right things. But how do you know what those things are? Very easy! Start by prioritising self-care activities such as exercise, hobbies, and relaxation to prevent burnout which many educators in sub-Saharan Africa are battling. Teachers hardly ever prioritise their self-care because they are easily consumed by their routine classroom and preparatory activities. Eisenhower's urgent/important matrix is one of the many ways to distinguish between demands, so that we can prioritise them wisely.

Scheduling

You may know what you need to do – but when should you do it? Timing is everything. It pays to get tough tasks done while you're still feeling fresh, for example, you can ask yourself - is this a 'Morning', 'Afternoon', or 'Evening' Task? Scheduling can easily boost your confidence, efficiency, gain people's trust, and use adrenaline to your advantage. Maximise

your Google Calendar (which also has reminders) to achieve accuracy in your scheduling.

Goal setting

The most successful 'time managers' have clear targets to aim for. They develop Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals, allowing them to allocate their time effectively. Treasure Mapping (a visualisation technique where an individual creates a visual representation of his/her goals, aspirations, and desires using images, words and symbols) is a powerful way to see your goals clearly – so that you're motivated to give them the time they need. Personal Mission Statements (PMSs) are also helpful for keeping an individual organised and committed to plans. These PMSs help to reinforce positive thinking, clarify objectives, and manifest desired outcomes. For example, an ELT practitioner can have a PMS that says 'leave no one behind' – this statement would become a valuable energiser when such a teacher is distraught about the performance of a lower-level learner.

Daily to-do lists

A collection of resources like a journal (digital or hardcopy), calendar, sticker notes and so on, devoted to doing daily tasks have a positive impact on minimising distractions, and getting people into a focused state of 'flow'. Whether you're working from home or not, a daily To-Do list helps you to keep track of routine and special tasks for the day. Do well to check out each completed task because it builds confidence and desire to do much more.

Learn to say NO

The burden of overcommitting to unnecessary activities in Sub-Saharan Africa is a reality that many teachers may need to learn to say no to. Some tasks and responsibilities are non-essential and hinder one's productivity. Saying 'NO' respectfully is a way of setting boundaries that can have a great positive impact on an educator's general productivity.

Routine reflection and evaluation

Successful educators take their annual leave and resting periods seriously. This is because it helps them to recalibrate, review and reflect on their teaching practices. They can easily identify areas of their personal and career lives that need improvement. Knowing exactly what to do each time, has a way of refining your time management strategies.

In conclusion, when you know how to manage your time effectively as an ELT practitioner, you can unlock many benefits such as:

- Greater productivity and efficiency.
- Less stress.
- A better professional reputation.
- Increased chances of advancement.
- More opportunities to achieve your life and career goals.

Overall, you start feeling more in control with the confidence to choose how best to use your time. By feeling happier, more relaxed, and better able to think, you're in a great place to help your students, colleagues, family members, and school management reach their targets, too.

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Unlocking Academic Success: Enhancing Emotional Intelligence for Teachers and Students

by Fozia Temam (Ethiopia) and Tidiane Ndour (Senegal)

Have you ever observed a young individual in your classroom, battling overpowering emotions and manifesting their struggle in the most undesirable ways at school? This may be expressed through acts of fighting, insulting, and an inability to connect with their peers. Have you ever taken a moment to reflect on the behaviour of disobedient and emotionally unstable students in your class? Have you ever considered asking yourself, “What could be the underlying reasons for this child’s actions?” or “Is there any way I can offer assistance?”. This is where this quote can help: “Nine times out of 10, the story behind the misbehaviour won’t make you angry; it will break your heart”. It highlights an important aspect of understanding student misbehaviour in the classroom. More often than not, the underlying reasons behind students’ disruptive behaviour are not intended to provoke anger in teachers, but rather stem from deeper personal struggles.

As educators, how often do we consider our own emotional well-being? Do we experience moments of boredom or a strong need for someone to talk to? Wouldn’t it be beneficial to have an emotional refuge or support system for ourselves? Both teachers and students endure an emotional battle, and as adults, we assume the responsibility of mitigating this issue as educators. It is not just the students who must focus on enhancing their emotional intelligence; as teachers, we also have the responsibility of developing our own emotional intelligence, as we play a crucial role in setting a positive atmosphere within the classroom.

In the pursuit of academic excellence, it is crucial to acknowledge and prioritise the emotional well-being of both teachers and students. As educators, our role extends beyond imparting knowledge; it also encompasses nurturing a positive and supportive classroom environment. Emotional intelligence (EQ) often does not receive adequate attention in the realm of education or teaching. However, EQ has a lot to support both teachers and students in their academic journey. This article delves into the significant benefits of emotional intelligence for teachers and English as a Foreign Language (EFL) students, empowering them to unlock their full potential and foster academic success.

Emotional intelligence refers to the ability to recognise, understand, and manage one’s own emotions as well as recognise and influence the emotions of others. The components of emotional intelligence include self-awareness, self-regulation, social awareness, and relationship management. Self-awareness involves recognising one’s own emotions and how they impact thoughts and behaviour. Self-regulation is the ability to manage and control emotions, impulses, and reactions effectively. Social awareness involves understanding the emotions and needs of others, while relationship management refers to the ability to build and maintain positive relationships through effective communication and conflict resolution. Individuals with high emotional intelligence are better able to navigate social interactions, manage stress, and build strong, positive relationships both personally and professionally.



In our personal experience, we have come to understand that emotional intelligence (EI) holds significant importance in teaching. It plays a crucial role in enhancing the academic success of students and helps teachers effectively handle the challenging demands of their profession.

Tidiane Ndour became interested in EQ when experimenting with different ways to manage his classroom. He divided students into different groups, giving each of them a role to play in their groups, and often re-mixed the groups. Tidiane did this to make his classroom alive, and to create good links between the learners, which always brings a wonderful atmosphere in the classroom.

Indeed, Tidiane has also gained the assets that this emotional intelligence impacts on the students' final exam. They understand easily and get excellent marks which underlines the importance of Emotional Intelligence. He sees that it is vital for all the teachers to be aware of their emotional behavior, be patient and show the students the right path, which leads them to good results. It always helps them develop their personality and profession. In contrast, we notice that some school leaders do not use emotional intelligence, which could be the reason why they don't have a good relationship with students.

Tidiane researched the benefits of developing emotional intelligence, then prepared and presented a training session on the topic: Social and Emotional Learning (SEL) in Teaching in Bambey, Senegal in October 2023. This helped him become an expert in the area, and ATEs are now involving him more as a trainer, which is great for his own development.

Fozia greatly benefited from EQ in navigating the unique challenges that adolescence brings to her students in Ethiopia, while they are learning English and meeting academic standards. Upon discovering the concept of emotional intelligence, Fozia took it upon herself to learn and practise various techniques for managing her emotions, understanding them, and establishing strong student-teacher relationships. Techniques like deep breathing, meditation, journaling and support from trusted friends helped her in dealing with her emotions.

In addition, Fozia implemented effective classroom strategies aimed at enhancing collaboration and teamwork among her students. By incorporating activities such as group work, role-playing, and group discussions, Fozia created an environment that encouraged openness and mutual support among students, enabling them to further develop their emotional intelligence.

One important thing Fozia had learnt is, in EFL classrooms, it is essential for teachers to possess emotional maturity, remain calm, and effectively guide students towards personal growth. Particularly when working with adolescent students, emotional maturity becomes a crucial requirement. Teachers can employ techniques to be emotionally intelligent: taking time and reflecting on one's emotion; developing empathy so that teachers can understand their students' perspectives, emotions and needs; active listening technique to develop their communication skills and have clear and assertive expression of their thoughts and feelings; engaging in self-care activities like exercise, hobbies and social connections; and setting clear boundaries with students and colleagues to maintain a professional and healthy work environment. By doing this teachers can safeguard themselves from burnout and maintain their wellbeing.

Regrettably, there have been instances, Fozia has witnessed in Ethiopia, where teachers and school principals have lost their composure and mistreated students in completely unacceptable ways. Fozia, being both a mother of three young children and a dedicated teacher who highly values building strong connections with her students, strongly believes that there is a pressing need for emotionally intelligent teachers in the field of education.

While formal education systems often prioritise IQ as a prominent aspect, there is a tendency to overlook the emotional struggles that students may face.

After conducting emotional intelligence training for her students, she has personally observed the positive influence it has on their lives. The training was both theoretical and practical. The students were told about the different techniques of managing emotions and then provided with activities to practise the techniques. Some techniques were practised in the classroom during the training session and some were given as homework assignments. Some of the activities were empathy building exercises in which students were told stories and asked to put themselves in someone else's shoes and feel the agony or the dilemma the person is going through.



There was also a session in which students were asked to play roles so that they can recognise different emotions and practise appropriate ways of dealing with them. The students were also given assignments to keep journals and practise mindfulness exercises.

The training has proven to be beneficial, as her students have experienced its positive impact and transformation. Additionally, it has also strengthened the bond and communication between herself and her students, fostering a closer and more impactful relationship.

Emotional intelligence is a vital skill that can greatly benefit both adolescents and EFL learners. For adolescents, understanding and developing their emotional intelligence can play a crucial role in their personal growth and success. It helps them manage their emotions effectively, build healthy relationships, and make informed decisions. Moreover, emotional intelligence can support EFL learners in their language acquisition journey. By developing emotional intelligence, learners can enhance their empathy, understanding, and communication skills, which are essential for effective language learning. Additionally, emotional intelligence helps learners to navigate cultural differences and relate better to others in both social and academic environments. Therefore, integrating emotional intelligence into educational programs for adolescents and EFL learners is highly beneficial for their overall well-being and language development and life.

Fozia Temam is a teacher, trainer, and consultant who has been working in Ethiopia. She now teaches at a University in Ethiopia and gives training and consultancy service to schools. She is also an active member of SEELPA, Ethiopia.



Born in Bettenty, **Tidiane NDOUR** is a teacher, a supervisor and coach. He has been teaching in Sénégal for 11 years and is an English club specialist and CEO of a Private School and Sports Center. He is an active member of ATES national and Dakar region and Africa ELTA.



Motivation – a yardstick for productivity

by Blessing Epum (Nigeria) and Markos Medhin Mekuria (Ethiopia)

Have you ever noticed a top student getting worse in his/her performance? Have you observed the same student dramatically coming back to the top position again? Why do you think that is? Among other factors, it is MOTIVATION that helps students use their talent, potential, and all available resources. Motivation serves as a crucial yardstick for achieving high performance and productivity in various domains. We decided to explore the relationship between motivation and optimal output, emphasizing how developing understanding and cultivating motivation becomes pivotal in maximising efficiency and fostering a culture of excellence in our schools. In this article, we will explore how to motivate young learners, teenage learners, and teachers themselves, based on our experience in Nigeria and Ethiopia.

Motivating young learners in schools (by Blessing)

Young learners are a very interesting group of learners to teach as they are usually fun to be with. However, they respond to the attitude and the atmosphere that we present to them in the classroom. Usually, teachers who are vibrant, creative, and fun to be with often win the hearts of their learners at this level. The beautiful thing about this group is that once they are motivated by their teacher, you can be sure to have their full attention, and academic success becomes easy. Whether in a classroom setting or through remote learning, maintaining a high level of engagement with our young learners is crucial for a child's academic success.

Take for instance, in my classroom, in Nigeria. I love to keep my learners active from the moment they step into class and so we always start our day by singing lots of songs and rhymes. This creates a very happy atmosphere and the children exude lots of energy by showing corresponding actions to the rhymes and songs as they sing. This sets the tone for our day and we kick off with a great start!

To make your young learners stay motivated, here are some strategies:

1. Create a Positive Learning Environment: a welcoming atmosphere is fundamental to motivating young learners. The learning space should be well-organised, colourful, and filled with educational resources and age-appropriate class displays. These don't need to be expensive and can even be created out of rubbish. Also, happiness is contagious and if the teacher portrays a happy disposition and creates a happy environment, the children will always be happy to learn.
2. Communication: this is key and we should encourage open communication by allowing children to feel free to express their thoughts and to ask questions. The teacher should also start up conversations that will encourage learners to interact, especially the extreme introverts. For example, a question like, "What fun places would you like to visit during the weekend?" will most likely prompt a variety of interesting responses from our learners.



3. **Positive Reinforcement:** using stickers to praise and applaud the work of my learners and to reward good behavior as well has really worked in my young learner classroom as each one of them presses hard to earn a sticker. This encourages them to keep up the good work and motivates others to aspire for a sticker reward next time.

4. **Make Learning Fun:** to make learning fun, we need to incorporate interactive and enjoyable activities into the curriculum. The use of educational games, multimedia resources, hands-on activities, and project-based learning strategies will create more engaging learning experiences that will increase a child's interest and spark curiosity for the subject matter.

5. **Incorporate Technology:** by integrating technology and multimedia tools to capture young learners' interest, educational apps, videos, and interactive online platforms can promote an engaging learning experience. Children are usually excited about the use of digital tools in the learning process.

6. **Connect Learning to Real-World Contexts:** showing young learners how knowledge is relevant to their lives helps them see the practical implications of their studies, making the learning experience more meaningful and motivating.

Motivating Teenage Students (by Markos)

In the teaching process, one of the very important things is to keep the learners motivated. Motivating teenage students to learn English can be a rewarding but challenging task. It requires a variety of activities and strategies. Some of the strategies that are found to be effective in my classes with teenagers in Ethiopia include:

1. **Relevance of the Lesson and the Activities:** students are more motivated when the lesson is relevant to their level and emphasizes the practical applications of English in their lives, such as travel, future careers, or connecting with people from different cultures. Incorporating interactive activities like group discussions, role-plays, debates, and games also makes learning English fun and engaging. Teenagers are usually happier when the learning incorporates a variety of activities that appeal to visual, auditory, and kinesthetic learners.

2. **Choice and Autonomy of the Learners:** allowing students to choose topics of interest for discussions, projects, or presentations, giving them a sense of ownership and autonomy over their learning makes them more engaged. Usually, I find my students more interested when they are given the freedom to choose topics for their writing and speaking assignments.

3. **Setting Clear Goals:** the older the students get, the more they want to know why they are learning something. The more they know the objective of the lesson, the more motivated they become. The more motivated they are, the more they achieve. In addition to communicating the lesson objectives, helping students set clear, achievable goals for their English learning, whether it's passing an exam, improving speaking skills, or mastering specific vocabulary, keeps students energetic in their learning. For instance, at the beginning of this school year, I asked all of my students to write what they expected at the end of the year. They wrote it at the back of their exercise book, and I frequently remind them to read their plan to check how much they are achieving the goal. They found it much more motivating.

4. **Feedback and Support:** providing constructive feedback and support to help students overcome challenges and build confidence in using English is vital. Recognising and celebrating students' achievements and progress in learning English, whether it's through verbal praise, certificates, or rewards motivates. In our school in Ethiopia, for example, we have some English language clubs. We choose the best-performing students as the English Ambassadors and issue them certificates and badges during the morning flag ceremony. They always wear that badge in school, and everyone speaks with them in English. We found these activities very motivating because students worked hard to get the badge and the certificate.



5. Teacher Enthusiasm: I always observe that my mental state when I go to the classroom affects my students' motivation. Student motivation increases when the teacher is enthusiastic because enthusiastic teachers serve as role models for their students. These positive emotions not only enhance students' learning experiences but also contribute to their overall well-being and academic success.

6. Inviting Guest Speakers: students are more motivated when they see a new face with diverse experience and expertise. This provides students with firsthand exposure to native speakers, cultural practices, and diverse perspectives, which can enhance their motivation to learn English.

Motivating Teachers

Teachers need to be motivated as much as their learners. Motivating teachers will lead to greater productivity, job satisfaction, and a higher success rate of learners' achievements. The following tips should be followed by school leaders to keep their teachers motivated:

1. Providing professional development opportunities for teachers will keep them up-to-date with current trends in teaching and education
2. Teacher awards, recognition, and appreciation ceremonies make teachers feel valued for their contributions and efforts.
3. Creating a positive school culture by fostering love and respect without discrimination or prejudice.
4. Providing health insurance in the form of a Health Maintenance Organisation (HMO) scheme shows concern for teachers' health and well-being.



Motivating Teachers in Teacher Associations

Finally, it could be said that motivating teachers is one of the main roles of Teacher Associations. We try, through webinars, training sessions, sharing resources, Telegram and WhatsApp discussions and publications to motivate our fellow teachers.

Blessing Epum is a trained educator and has been teaching for over a decade. She specialises in teaching young learners and also holds a leadership role at work as Head of Academics. She is a strong advocate of home-school collaboration and has created a community of practice platform that unites teachers and parents. She is a member of ELTAN (English Language Teachers Association of Nigeria) and also a member of the Africa ELTA Board where she serves as the Professional Development Coordinator



Markos Medhin Mekuria has been an English language teacher, teacher educator, and researcher for two decades. He has taught in primary, secondary, and tertiary schools. He is an active member of EELPA and SEELPA. He has attended several short training courses. Currently, he is a PhD candidate at Addis Ababa University, Ethiopia



Building Bridges, Not Walls: Conflict Resolution Strategies for School and TA Communities

by Salome Ikokoyo (Nigeria) and Racine Dia (Senegal)

How can we help heads of schools, teachers, teacher associations and students solve conflicts? Have you ever experienced conflicts in your ELT classes, in your schools, or in your teacher associations? We generally think of conflict resolution only with our students in our ELT classes and between teachers and students. However, conflict resolution skills can help us in our Teacher Associations a lot. This article will talk about how to help teachers and teacher associations deal with conflicts.

A conflict is a disagreement or clash between two or more parties who perceive they have incompatible goals, needs, or interests. According to the United Nations, conflicts arise when two or more groups believe their interests are incompatible.

UNESCO says that conflict is inherent to any social system at all times. There are so many conflicts around the world; arising from many sources including resource control, beliefs, values, power struggles, poor communication, and misunderstandings. They can range from minor disagreements to severe disputes. UNESCO says that as long as the tensions that conflict generates are capable of being peacefully resolved through existing (functional) formal and informal, socio-economic and political institutions, conflict can be a positive transformational feature of social systems. The problem is 'violent conflict' (or perhaps 'unmanageable conflict'?) which ruptures a society and therefore prevents it from developing.

This brings us to Conflict Resolution. Conflict Resolution refers to the deliberate process of identifying the root causes of a conflict and implementing strategies to lessen the negative impacts. The aim is to reach a peaceful and mutually acceptable solution that addresses the underlying needs of those involved. It may involve negotiation, mediation, diplomacy, and reconciliation.

Conflicts in TAs are inevitable because as humans we all come from different walks of life, we hold different values etc. Hence it is almost impossible for our actions and decisions not to rub off negatively on others sometimes. What steps then can the TA take to resolve them? As we mentioned earlier, conflict resolution may involve negotiation, mediation, diplomacy, and reconciliation.



Conflict Resolution in Teacher Associations

Mediation: is the intervention in a dispute in order to resolve it; arbitration. It is a constructive conversation between people in conflict facilitated by a neutral third person, the Mediator. It is important to use mediators who are respected by both parties, neutral, accessible and can dedicate time to resolving disputes in the TA. They should be good listeners, who are able to see all perspectives.

These mediators can act as go-betweens, facilitating communication between conflicting parties in a non-judgmental manner. This helps reframe issues positively. For example, in one TA chapter in Nigeria, the state chairperson at one time was not informed of the conference being held in his state until a few days before the start of the conference. He got really upset as it seemed like a well-planned action to undermine his position. The chapter could not move forward as a result. Two teachers who were both his ex-students were sent to talk the matter out with him. After a very lengthy discussion, though he was still upset, he allowed the chapter to go ahead with their activities even though he would not take part for the time being.

Mediators should give each side ample opportunity to express their views and interests so as to feel heard and understood. This is very important as, in some cases, what may seem to be the issue may not be as big as it is perceived or may not even be what one party had perceived or may even be a misunderstanding. It is imperative to believe that resolution is possible as this sets a constructive tone, rather than assuming compromise cannot be reached. Mediators should stay solution-focused. They should identify areas of common ground that all can agree on to start the dialogue. Compromise may involve prioritising and making trade-offs to meet the most important needs on each side.

Conflict Resolution in Classrooms: Students should be taught how to engage in respectful dialogue to air grievances, listen, and cooperate. It's not uncommon for students to get into a fight resulting from disagreements or perceived unjust treatments. In one of my classes in Nigeria, two girls, whom I will call Tina and Betty, had been selected as part of a team of cheer girls for a competition. That same afternoon, Betty slapped Tina, because Tina had disagreed with her on a suggestion she had made. Tina returned the slap because she said Betty always slapped her and she had never retaliated out of respect for Betty who was her senior. This then resulted in a fight.

I was called up to resolve the issue. After listening to both girls it was obvious that Betty was at fault but Tina had not taken the right action—reporting Betty's action to the school authorities. Both girls were disallowed from joining the team of cheer girls as a disciplinary measure.



Role Play: Role playing activities by students allow them practise conflict resolution skills; that is, learning to see and accommodate the perspectives of others. This helps students resolve issues on their own. One day, while I was walking past a class, I heard a girl apologising to another and then she said “Mrs Michael taught us to apologise when we are wrong, and I have. You have not done your part” and I smiled.

Peer Mediation: Peer mediation programmes is one way to train students to help resolve disputes between classmates with teacher guidance. Teachers are to ensure that disciplinary policies are perceived as fair and address misbehaviors through reconciliation, not just punishment. Praising students when they resolve conflicts constructively without escalating to arguments is a source of motivation. Counseling is one way to assist students who struggle to manage emotions and anger which are associated with conflicts.

Conflict resolution in school refers to the process of identifying, addressing, and resolving conflicts as they occur. Students, teachers, and staff members implement various techniques such as active listening, empathy, and negotiation to facilitate effective communication and mutual understanding among the involved parties.

There are many difficulties related to conflict resolution. Salome and Racine had the opportunity to learn more about the topic since they were ear and eye-witnesses of conflicts between teachers and their students.

Every year, schools in Senegal organise a general assembly for students to renew the board of the school government. Only students who regularly registered can run for positions in this government. This year, there were two candidates for the presidency: a girl and a boy. Teachers who are in charge of supervising the election summoned the two students and the electoral college for the election. The boy eventually had more votes than the girl. However, despite these results, the supervisors gave the victory to the girl because they said that she expresses herself better than the boy does. The latter and his supporters got frustrated and went on strike to complain about this decision they consider illegal and illegitimate. All the students refused to go to school for three days. Consequently, the supervisors reconsidered their position by cancelling the victory they gave to the girl. They gave it to the boy, who finally rejected it. The school head summoned the supervisors to ask them to reorganise another meeting to renew the school government board. However, the latter did not see eye to eye with the headmaster about this proposal. Consequently, the school government board hasn't been renewed yet because of this issue.



This kind of conflict in schools requires educators to implement various techniques, such as active listening, empathy, and negotiation, to facilitate effective communication and mutual understanding among the parties. We recommend that Conflict Resolution be taught in schools, especially in English classes, as it has become one of the world's most needed skills.

Salome Olufunto S Ikokoyo is an accomplished English language educator with two decades of experience teaching at the senior secondary level. Currently, Salome teaches full-time and heads the Education unit at a private tertiary institution.



Racine Dia is a full-time teacher at the secondary level in Senegal. He has been teaching for 9 years and has been the President of the Fatick regional branch of the Association of Teachers of English in Senegal (ATES) for over a year.



Delegation : A leadership skill for successful teaching and learning

by Amy Cisse (Senegal)

Have you ever thought about strategies that could lead students to take more responsibility for their learning? Giving learners the lead to handle some classroom tasks or group projects is sometimes found too adventurous for some teachers. I was pondering over developing some leadership skills for my learners and discovered that delegation could be used not only to build trust and confidence towards learners but also to boost their leadership and sense of responsibility.

Delegation is a powerful tool to hone students' leadership skills. Developing learners' leadership is an efficient way to enhance the quality of the teaching and learning process. Moreover, teachers who develop their own leadership skills are likely to develop their students' leadership capacity.

I have realised that delegation can be widely and wisely used in various contexts including classroom activities. Using delegation with learners can draw their attention to what they can do and what they cannot do in reality because when the teacher distributes tasks and responsibilities among students or teams, each individual could identify their strengths and weaknesses in performing the tasks. This awareness about one's weaknesses will naturally entail efficient collaboration, team work and consequently shared leadership.

What Can Lead to Successful Delegation in the English Class?

The teacher's first job is to identify the various tasks and responsibilities and link them to some specific targets and learning objectives. In doing so, the next step would be building pairs or groups that could work efficiently. It is not a bad idea to entrust responsibility to one student only, but working in pairs or groups could foster shared leadership and team work experience.

One major point is to check that learners really understand their roles and have the capacity to fulfill them. Thus, the teacher should communicate clearly and provide some details (deadlines, expectations or any other requirements).

Always choose concepts or practices that could raise students' interest and curiosity to deepen their knowledge and at the end, provide relevant feedback and propose some solutions for the different challenges that were encountered during their work. All along the process it is possible for the teacher to offer support and guidance or some orientations.



Implementing Delegation with Some Classroom Tasks

a) Some reading comprehension tasks can be entrusted to learners to check their understanding but also to challenge and develop their critical thinking.

For example, give them a text without any activity, divide them into groups of three or four and ask them to design different types of reading comprehension activities.

Brainstorm with them different types of activities and distribute them to the groups. For instance, group number one can prepare a referencing activity from the text, group number two can prepare a cloze test activity, group number three can present a finding synonyms or antonyms activity etc.

After preparing, each group presents their activities to the class and they try them out.

These tasks will definitely call for their capacity of decision-making, resilience, team-work and communication skills and also time management.

b) Responsibility for sourcing learning materials:

I often ask my students in Senegal to search for some educational materials such as realia or even songs that could be used in a lesson. They bring pictures or posters of their favourite artist, football, basketball players or people they like in general to teach vocabulary related to physical and moral description of a person.

Also, after dealing with a poem about friendship and the vocabulary related to it, I asked some volunteer students to find a song about friendship that could be matched with what the poem said about the topic. And that song was used in the next lesson as a listening activity with which students were comparing the different ideas about friendship.

This task will develop learners' leadership skills of being engaged, accountable and responsible. It is a wonderful experience to have your learners getting so involved but, this does not come all of a sudden because many times I encountered the disappointment of some learners who come with nothing but excuses. That's why teachers need to be careful to have another plan in case learners are not responsible enough to find the required material. But never give up in training them to take the lead and take responsibility with their classmates because some students learn better if their peers are presenting something and it would be easier for them to share and ask questions when they don't understand. Whereas they could be shy or less comfortable to do that with teachers.



c) Learners creating their own book clubs with the supervision of the teacher within the English Club of the school or in the framework of the class.

One way of enriching the book club is to have them read together every week or month (depending on their availability) some books of their interest. But I prefer those with which some life lessons could be learnt and could eventually create inquisitive debates.

As a teacher, this specific project with my students was also a pretext to gauge my delegation skills and be able to link other activities to that project. For instance, my learners in Senegal presented a skit about abortion during the school cultural celebration in front of many students to sensitise girls about abortion, and I was pleased that I was able to manage them well and delegate responsibility, so they came up with a lot of ideas themselves and felt proud of their work.

Finally, this article is an attempt to transpose the leadership skills I have learnt. From that, I see myself as a new type of teacher who always feels the need to accompany my learners in developing their own leadership skills with activities that could reinforce their abilities of management, problem-solving, effective communication etc.

And among the leadership skills used in classroom practices, I discovered that delegation is paramount; with the possibility for the teacher to help the learners' sense of responsibility and trustworthiness. Delegation is assuredly a powerful way to raise learners' sense of leadership and engagement.

Amy CISSE is a teacher of English at Seydina Issa Rohoulaye High School in Dakar (Senegal). She has been teaching English in Secondary schools since 2004 both in rural and urban areas of Senegal.



What Can Building Trust Do?

by Wigdan Abdelgadir (Sudan)

Have you ever wondered how building trust can help your students or Teacher Association members?

We will discuss here the significance of building trust as a crucial communication skill that plays a vital role in the education and the learning process. To support this, I'd like to first share a personal experience that reaffirms its importance

Sudan, the land of wonders, is rich in resources that could allow its people to live in luxury. Unfortunately, it's a different story. Sudanese are so poor and struggle to live, even before the war, when things began to get tough and education was one area in which we were having trouble. The hero of my story was living an easy life outside Sudan, but she came back after her father had died.



As I entered the classroom one day, I noticed a new student who seemed to be a mixture of pain, calmness, innocence, and a hint of brokenness and indifference. Determined to make her feel welcome, I greeted my class warmly and approached her with a wide smile, extending a heartfelt welcome. Despite the enthusiasm of the class during the lesson, she seemed disinterested. Nevertheless, I decided to embark on a journey to build trust and confidence, enabling her to communicate and express herself more effectively.

I made a conscious effort to include her name in examples whenever I could, along with a comforting smile to assure her that she had nothing to worry about from us. Despite this, there was no improvement. However, I am not a person who gives up easily, especially when it comes to the well-being of my students. I made a promise to support their development.

After the lesson, I sought feedback from my colleagues in the teacher's office and discovered that they held negative opinions about this new student. I quietly observed them, fully aware of the potential for this girl to surpass their expectations. Consequently, I conducted a comprehensive examination of her records and personal background, to understand the evident emotional turmoil reflected in her eyes.

Through communication with her mother, I learned that she had tragically lost her father, to whom she was deeply attached. This sudden loss had thrust her into a life of poverty and hardship, drastically different from her previous life of luxury. This revelation became the second step in our journey of building trust.



At the beginning of the next lesson, I kindly emphasized the importance of organisation and coordination. I approached her and expressed my belief in her potential as a disciplined student who can excel. With pride, she presented me with a neatly arranged notebook. I called for applause from the class, celebrating the discovery of an exceptional student who adds value to our learning environment.

To enhance her trust, I encouraged her to preview any lesson before taking it. Additionally, I consistently informed her about the upcoming lessons at the end of each class. This ongoing process of trust-building surprised all parties involved, reaffirming my belief in the significant impact of building trust in education, learning, and leadership skills. I will continue to stress to all TA members the importance of establishing trust between the teacher and the student, as well as between the association leader and its members, as a fundamental aspect of leadership skills.

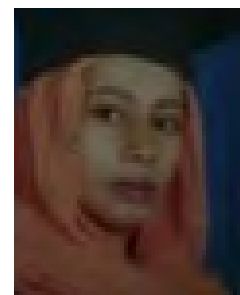
Similarly, when the leader is aiming at developing their TA members’ teaching skills, the key thing they should strive for is a level of trust between TA members and the leader. Why? Because needs and knowledge must be exchanged. The leader can’t give information and a TA member won’t be able to demonstrate their needs to ask for it, or to share it with the leader if they have no confidence in them. On our course, we discussed how we can build trust with both learners and TA members, and one task we did was to rank the 12 ideas on the right. We agreed that they are all important! But mainly, admitting mistakes, being honest and building trust gradually are probably the most important

Session 4: How to build trust – rank these for effectiveness:

- | | | | |
|-------------------------|----------------------------|----------------------------------|-----------------------------|
| 1/ Be true to your word | 2/ Communicate effectively | 3/ Build trust gradually | 4/ Make decisions carefully |
| 5/ Be consistent | 6/ Participate openly | 7/ Be honest | 8/ Help people |
| 9/ Show your feelings | 10/ Avoid self-promotion | 11/ Do what you believe is right | 12/ Admit mistakes |

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Wigdan Abdelgadir is an English language and technology teacher, activity officer, deputy head of an intermediate school, and the initiator of the English Language Teacher Training Initiative at Gbelolya. and an active member of the Sudan ELDA.



Accountability: how does it concern teachers?

by **Blessing Oyidiya Ahuaza (Nigeria)** and **Nondlela Annah Mthimkhulu (South Africa)**

Before you read, please answer the following questions:

1. What is the similarity between a raw egg and the learners in the classroom?
2. If you gather pieces of materials from a seamstress, what would you liken the pieces of materials to in terms of your job as a teacher, facilitator, care giver?
3. Using some pieces of materials you have gathered to wrap a raw egg in a group of five teachers, throw the wrapped ball among yourselves. Would the egg break? The breaking of the egg or its firmness without breaking depends on so many factors.

The above questions and activities depend solely on how accountable teachers are towards their job. A teacher, who is equally a guide, a coach, a facilitator of learning, cannot make his/her learners accountable towards learning if he/she is not towards the job.

The word ‘accountability’ may look simple, familiar, endearing but yet also dreadful, complex and unobtainable. However, when accepted with its challenges and conflicts, the positive result(s) will be fulfilling while negative result(s) should be worked on for improvement.



The egg experiment in practice (Owerri, Nigeria)

From the above questions and activities, English Language teachers, teachers of other school subjects and leaders in different spheres of life should learn to be accountable themselves before directing and molding learners and others towards being accountable

How can teachers be accountable?

- By working on tasks and engaging in training to fit into the job.
- By planning and carrying out expected duties in line with the job and timely too.
- By learning to promote teamwork, fairness, firmness and transparency.



Blessing Ahuaza discussing with the Teachers Association of a secondary school in Owerri, Nigeria the relationship of the egg experiment and accountability.

ALL THESE ARE PRACTICABLE BEFORE AND DURING INSTRUCTION IN THE CLASSROOM.

DEFINITION: There are many definitions of ACCOUNTABILITY from dictionaries, texts, on-line search engines etcetera. Simply put, it is the responsibility that individuals have for their actions and decisions. (from ChatGPT)

From the above definition, can we say ACCOUNTABILITY is the same thing as RESPONSIBILITY?

The answer is NO. Let’s consider the following differences that separate the two.

Accountability	Responsibility
Result focused	Task focused
Measurable	Sometimes measured
Individualised	Grouped/Individualised
Fixed to One Action or Rule	Task/Rule focused

When a learner submits a project or language game or a written essay from home or a test sheet on prepositions, the learner is accountable based on the score (result) which is measured generally. However, the score which is based on the performance of each learner is individualised. Finally, the instruction for the assessment is the rule on which the task is given eg underline the prepositions in the following sentences, write a letter to your friend about a festival/ wedding or carnival you witnessed during the holidays.

- Can you preempt how the learners would go about the tasks given? They would be task driven and focused so as to get the score that would determine whether or not they are accountable.
- A learner’s submitted work is measured. This means that it is weighed for scoring. For instance, a learner’s ability to identify capitalisations at the beginning of a sentence, proper nouns no matter how many words that make it up eg Central Bank of Nigeria, consistency or inconsistency in the use of British or American spelling eg honour – honor etc often carries weights/scores and a sum total.
- In accountability, a learner’s performance, even in a team project is assessed individually based on the criteria adopted by the teacher. In scoring the presentation of learners on creation of language games for Nursery Schools in Nigeria last December, I weighted my student teachers’ work based on practicality of the game, legibility of lettering and how engaging the game is. This was done as I watched my student teachers interact with learners in a Nursery School.
- And what was the fixed rule for the above task for my student teachers? By the end of the lesson, the Nursery School learners, after a fun filled ‘play way method’ with the language games created, should be able to identify three two-letter words and demonstrate the words.

Characteristics of accountability:

1. Common Purpose/ Clear Expectations
2. Communication and Alignment
3. Coaching and Collaboration
4. Consequences and Results

NOTE: The above looks like a simple framework on the surface but in practice, it can change with different teams, leaders, teachers and learners.

In the classroom, the common factor is always that learning should take place. Therefore, the teacher, depending on the level of learners, should set clear expectations. The teacher can do this by arriving at a series of instructions and expectations with the learners in a class meetings and penalties for defaulters. When teachers do this together with the learners, the purpose and expectations in the classroom for every task/activity is clearly understood.

Secondly, there is free flow of communication which every learner aligns with. Here, the teacher should make sure that all learners are carried along. WHY? There are different types of learners. So, there are learners that the teacher must give an extra helping hand to communicate and understand their problems.

Thirdly, when there is free flow of communication, the teacher's coaching becomes easier for adequate communication.

Finally, since the purpose and expectations are clearly stated and agreed upon, the consequences and results if negative would be accepted while the positive impact is always celebrated. When learners perform poorly, the learners are sad and so is the teacher. However, the teacher should be encouraged to take the bold step seeking for an alternative remedial lesson, consulting fellow teachers for help, more reading and careful planning,

When learners showcase their understanding of a lesson, there is no need for a reteach. Sometimes, this attracts a recommendation, an award, a recognition or even a raise in salary for the teacher in some situations. True or False?

ACCOUNTABILITY is driven by

- People – Teachers, Learners, Leaders, Parents, Stakeholders.
- Purpose – The Objectives of the task and succeeding in it.
- Performance – Planning towards accountability which is activity driven. This is always assessed on everyone involved in the accountability process eg the teacher and the learners
- Progression – Measuring successes/failures and creating room for amendments

Accountability channels:

Transmission of information regarding the actions of those held accountable. By this, teachers and leaders should learn to communicate to the appropriate authority on challenges that would hinder their success in the classroom. This should include recommendations for conferences with learners' parents on unwholesome behavior etc.

Receiving information for examination and action. On this, timely information would help a teacher prepare to be examined on how accountable he/she is towards the job. Examination is never to 'witch hunt' a teacher but to help the teacher evaluate his/her work positively.

There should be a means to improve performance, correct deficiencies and reward superior service. Governments, stakeholders in education, NGOs and privately owned schools and establishments should develop criteria to do this. This encourages motivation to do work when it is positively done.

Questions

1. Who is accountable? Whoever is given a specific responsibility in an organisation, home, school, factory with a specific terms of reference in achieving set objectives as a learner, a teacher, a leader, an instructor, a mother, a father.
2. To Whom? To learners, to the led, to an authority that has given the task to be accounted for and more importantly to oneself.
3. For What? To improve oneself in a chosen vocation, lesson, job etc for better performance.
4. How? This involves putting strategies, plans and activities in place so as to achieve accountability.



Learners being accountable for an assignment in South Africa

Accountability in learning

This examines the idea of teachers being answerable for their teaching practices and the results they achieve with their learners. If 80% of learners in a class fail an assessment, who is to blame? The teacher largely. What should the teacher do? Revisit the lesson and adopt other methods and activities for more impact. Accountability should equally examine learners' attitude towards learning, classroom activities, collaboration with peers, time management and responsibility towards assessment.

Creating accountability in the classroom

1. Creating norms and expectations with learners. Eg. discussing with learners to make decisions on their own and not the teacher making decisions for them. Giving learners a voice would help learners preempt expectations and consequences of the learners' decisions.
2. Providing consistency in checking and monitoring progress of learning: Right from the morning greeting, which promotes the value of feeling valued, to having class meetings in celebrating success and sharing updates to conferences which help learners reflect on their progress, receive feedback and brainstorm solutions to being accountable.
3. Be clear with goals and deadlines: Help learners stay on top of assignments, self-paced work and take ownership of assessment score.

Answers to warmer activity questions

- The similarity is that the child is FRAGILE like the raw egg. A cook can break the egg or prevent it from breaking accidentally.
- The pieces of materials refer to the contents in different subjects taught to the learners at different levels. If teachers are accountable in wrapping the contents very well in different subjects and passes it progressively as it should, the child will not be deficient between levels and between teachers. However, because some teachers are not accountable in wrapping the content well, other teachers inherit the problem of rewrapping and wrapping the content well for a better performance. This is one of the reasons why it is unprofessional to regard any child as a 'tabula rasa' a clean slate.
- The egg not breaking depends on attitude to work, planning of lessons, learners' motivation etc. This is where accountability comes to play.

AS A TEACHER, DO YOU WANT TO CELEBRATE SUCCESS? THE ANSWER IS BEING ACCOUNTABLE. THEN, YOU WILL BE A TEACHER NOT A 'CHEATER' OF LEARNING

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Nondlela Annah Mthimkhulu is a teacher at Paballong Primary School for over a decade with a BED Honours Degree in Education Management. She is also the Deputy Secretary for The National Association of English Teachers of South Africa. She is passionate about working with young minds and fostering the love of learning beyond the classroom.



Effective Communication: The live wire of teacher associations and classroom interactions

by Kehinde Pedro Amore (Nigeria) and Onyenahazi Nnenna (Nigeria)

Have you ever wondered what would happen if there was no way we could pass across our good thoughts and even grievances to others in the forms of written and spoken words? Have you even thought about what it would be like if teachers and students had to rely on only gestures for teaching and learning activities? I know it would be a difficult task for us in this world that is fast-paced and ever-evolving. Thus, effective communication either through writing or oral means is an essential way of passing across vital information in the ELT class – and even in other aspects of our lives.

We generally think of communication in terms of speaking and writing but it is beyond that. This article examines the crucial role effective communication plays in managing the entire teaching and learning process as well as the running of our teacher associations. It is worthy of note that the entire gamut of what constitutes leadership and the running of our various teacher association revolves around effective communication. Effective communication helps build trust, helps solve problems, helps run meetings, resolve conflicts, motivate students in class and members of our teacher associations, manage time in class and our TAs etc – all of which help develop leadership in its entirety.



The Concept and Process of Communication

- Communication is fundamental to the existence and survival of humans as well as to an organisation. Effective communication, therefore, is the life-wire and the cord that holds every aspect of classroom activities/ interaction as well as the smooth running of our teacher associations. When communication breaks down, whether in the classroom or our TAs, then chaos and conflict ensue.
- The communication process involves understanding, sharing, and meaning, and it consists of eight essential elements: source, message, channel, receiver, feedback, environment, context, and interference. Both in our teacher associations and in the ELT classes, we should ensure that these eight elements are put into consideration in our day-to-day and teaching/learning activities. For instance, in the ELT class, the learners are set-induced, allowed to express their previous knowledge on the topic to be taught, corrected with clear explanations for a better understanding of the concept etc. All these are done through the vehicle of effective communication.

Forms and Media of Communication

- Communication comes in various forms and through different media.
- There are physical gestures, signs, silence, distance and of course, other ways to communicate in domestic life.
- It comprises tools, technology, gestures, speech, and every way a person can transfer information to another person.
- Effective communication can be either verbal or non-verbal. In the ELT classes, the teacher utilises both media. Some topics require the display of vivid examples using the media projector while some others could be explained using live interactions between students through dramatisation of examples.

Engendering Effective Communication through Clear Instructions and Feedback

There is no one straight-jacketed way of ensuring effective communication in ELT classes or our Teacher Associations. The following activities have helped the leadership of ELTAN over the years in engendering effective communication among members:

- Setting goals for the association.
- Choosing the most appropriate mode of instruction or communication at every instance of administering the association.
- Ensuring the use of simple and clear language devoid of ambiguity and superfluosity.
- Making the instructions specific and realistic.
- Ensuring that the instructions are understood by members.
- Following up and providing feedback from time to time.



The Place of Gossip and Grapevine

Gossip and grapevine are two related forms of communication that happen where there is a large or small gathering of human beings – including ELT classes and TAs - but tend to hinder effective communication.

An example is when someone tells their fellow student about a conversation they overheard between two of their teachers about their forthcoming English Language exams, which is passed around the class until the message reaches all students and even gets back to the hearing of the teachers. It should, however, be noted that gossip and grapevine thrive when information is hoarded or in short supply. If not properly managed, these could breed commotion in the organisation.

The following can help in handling gossip and grapevine in ELT classes and of course in our TAs:

- Acknowledge the grapevine
- Use it to your advantage
- Don't try to control it
- Encourage open communication
- Be careful what you say
- Keep confidence
- Avoid gossip
- Show respect
- Be a good role model
- Promote a positive environment

Advantages of Using Social Media to Enhance Effective Communication

Social media has made effective communication a lot easier and there are numerous benefits it brings when effectively utilised.

Advantages of leveraging social media to improve effective communication in ELTAN include:

- It promotes inclusion: with members of the association scattered all around Nigeria, the most effective way to communicate without leaving anyone out is through the use of social media, especially Facebook and WhatsApp. Vital information is disseminated and everyone gets informed in real time concerning any issue in the association across the length and breadth of the country.
- Immediate communication/effective feedback strategy: members of ELTAN get instant information on any issue relating to the association and also get to provide instant feedback through comments, polls and surveys which help leaders to make decisions regarding the associations.
- Enhance visibility: through social media, ELTAN leaders showcase the association's programmes, achievements, initiatives and important contents, thereby carrying members along and attracting potential members.
- Real-time engagement: through various social media platforms, ELTAN leaders engage in real-time interactions with members to address their concerns, answer questions and discuss issues.
- Data analytics: social media helps ELTAN leaders to evaluate the effectiveness of communication techniques by tracking the groups' engagement metric through the use of social media analytic tools.



Ways ELTAN Taps the Advantages of Social Media to Promote Effective Communication in the Association.

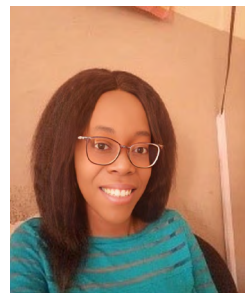
- Post updates frequently so as to keep the members informed.
- Organise regular interactive Q&A sessions to address association's concerns
- Use visual content to pass information in an appealing way.
- Create forums for regular discussions
- Post the association's events, webinars sessions or conferences
- Use polls, comment sections and surveys to gather feedback from members.
- Celebrate outstanding members/teams to promote a sense of recognition and belonging.
- Tag relevant members, partners or influencers to posts to further expand the association's network/visibility.

There is no doubting the fact that effective communication is at the centre of any teaching/learning process and smooth running of any community of humans which include ELT and AFRICA ELTA, ELTAN, EELPA, SEELPA, ATES, ELDA etc. This is not far-fetched if we realise that every activity of these bodies and of course leadership development such as building trust, time management, emotional intelligence, motivation, conflict resolution, delegation of responsibilities, accountability among others find expression or are realisable through effective communication.

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