



# **Africa TESOL**

## **2nd International Conference**

May 12 - 13, 2017  
Integrated Polytechnic Regional Center  
(IPRC Kigali) - Kigali, Rwanda

### **New Horizons in Language Teaching**





*New Horizons in Language  
Teaching*

*Africa TESOL 2<sup>nd</sup> Annual  
Conference*

IPRC KIGALI, KICUKIRO 12-13 MAY, 2017

<http://africatesol.org>

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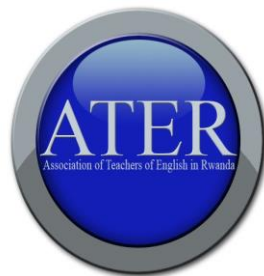
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**Paulin Ngahayo Mark Simpson**

**Juliet Kyobweine Christine Kendrick**



## PLENARY 1



**HARRY KUCHAR**

### **CONSOLIDATING CONVERGENCE, NEGOTIATING DIVERGENCE: A BOTTOM UP APPROACH TO COLLABORATIVE PROFESSIONAL DEVELOPMENT**

Recent research on the complex relationships between teachers' beliefs, thinking, decision making and practices has highlighted the importance of teacher generated knowledge in the conceptualisation and enactment of good practice in context. Despite this, teacher education in many African countries is still strongly transmissive; portraying teacher development as a remedy to teachers' teaching deficiencies. Moreover, the paucity of ELT research from African contexts means that the predominantly Northern-derived discourse around English language learning and teaching continues to see African contexts as inherently problematic, deficient and incapable of generating innovative and effective language teaching principles. In this presentation, I share the process and outcomes of a research project that seeks to develop good practice through collaborative reflection on teachers' and learners' practices and perspectives of good teaching in an African context and conclude that teachers are more likely to develop professionally when encouraged to reflect positively on practices and challenges which are legitimate to the experiences of their peers and students.

*Harry Kuchah is a Lecturer in TESOL at The University of Bath, UK. Previously, he worked in the field of English language education for 16 years as a teacher, teacher trainer, and policy maker in Cameroon and, later, as a Teaching Fellow at the Universities of Warwick and Sheffield in the UK. His professional experience also includes school-based literacy support with young learners as well as in-service teacher education and material development in Europe and sub-Saharan Africa. He is currently a consultant with the Council of Europe as well as one of TESOL International Association's 30 upcoming leaders. Harry's research interests include teaching English to young learners, English Medium Instruction, context-appropriate pedagogy and teacher education. He is co-editor of *International Perspectives on Teaching English in Difficult Circumstances* (forthcoming, Palgrave Macmillan).*

## PLENARY 2



**BETH SAMUELSON**

### **COMMUNICATION THROUGH ORAL TRADITIONS AND POPULAR LITERACIES**

Western approaches to education have traditionally ignored orality and storytelling. The predilection to view literacy as the foundation for analytical thought, logic, and reason has reinforced a persistent disinclination to consider orality as a rightful aspect of children’s social and cultural context in schooling. Scholars of Native American and South African storytelling traditions, among others, have argued that Western literary tradition has undermined and undervalued these oral traditions. Ann Haas Dyson’s ethnographic work has documented the ways that young learners incorporate stories from popular literacies originating from the media, digital, and consumer-based storytelling into their literate play. Such “collective imaginaries” orient the shared discourses, performances, and cultural spaces of children’s lives within “a framework that disputes the artificial distinctions imposed by in-/out-of-school, local/global, face-to-face/digital, or geopolitical boundaries and open the children’s complex ways of living”. Oral tradition and storytelling—while still often considered an out-of-school domain—can be used to engage students in language and literacy learning. I provide an account of a co-curricular intercultural community project that provided Rwandan school children with opportunities to create and illustrate their stories, many drawn from oral collective imagination and tradition. I also demonstrate how creative drama, storytelling, language and movement came together to allow the children to express themselves.

*Beth Samuelson is Associate Professor of Literacy, Culture and Language Education (LCLE) at the Indiana University School of Education, where she teaches classes in literacy theory and in the English-as-a-second language and World Languages teacher education programs. She is an educational linguist with a strong background in language learning and cross-cultural experience in non-Western contexts. She was a 2006-2008 Spencer/National Academy of Education Postdoctoral Fellow and a finalist in the 2006 National Council of Teachers of English Promising Researcher award. From 2008-2011, she was the faculty advisor to the Books & Beyond project, a co-curricular service-learning project by the Global Village Living-Learning Center that supports storytelling and book publishing by elementary and middle school students in the United States and Rwanda. She currently serves on the board of [Books & Beyond](#). Her research interests include language awareness and the flows of English literacy practices across global boundaries. She has interests in understanding the nature of meta-knowledge about language and the role that it plays in critical literacy and language learning. She received a 2012 Margot Stern Strom Teaching Award from Facing History and Ourselves. She is an adjunct faculty member in the African Studies Program and an affiliated faculty member with the Center for the Study of Global Change, both in the IU School of International Studies.*

**Featured Speakers – Africa TESOL 2017**

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**John Clegg**



**Gary Motteram**

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**Garon Wheeler**



**Christine Coombe**

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**Jane Ryder**



**Tabitha Kidwell**

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**DAY 1 - FRIDAY 12 May 2017**

Friday 9.00 -10.10  
Conference Hall

**PLENARY 1**

**CONSOLIDATING CONVERGENCE, NEGOTIATING DIVERGENCE: A BOTTOM UP APPROACH TO COLLABORATIVE PROFESSIONAL DEVELOPMENT**

Harry Kuchah  
University of Bath, United Kingdom

Friday 10.10 – 11.10  
Room 1

**USING PEER REVIEW TO INCREASE STUDENT ENGAGEMENT IN LARGE UNIVERSITY CLASSROOMS**

This presentation will begin with a research-based overview of the strengths and weaknesses of peer review in large university classrooms. Next, it will discuss the process of designing, implementing, and reflecting on peer review assignments. The impact of classroom culture and student motivation on peer review will also be discussed. **(W)**

**JOHN WALLEN**, St. Augustine University, Tanzania

*John Wallen is an English Language Fellow St. Augustine University in Mwanza, Tanzania. His research focuses on reconciling pedagogical theory with the complex realities of specific teaching contexts*

Friday 10.10 – 11.10  
Room 2

**THE MOVABLE CLASS: HOW TO MANAGE MORE ACTIVE AND HEALTHY LESSONS (W)**

Even in crowded classrooms, group and pair work is possible. Forming groups regularly and efficiently requires that students move and work together with semi-autonomy. Sometimes this makes many teachers fear losing control. Participants in this workshop learn about movement training that allows for a mobile class and more student-to-student interaction.

**McCAUGHEY KEVIN**, US Embassy, South Africa

*Kevin McCaughey is the Regional English Language Officer (RELO) at the US Embassy in South Africa. Kevin likes movement, music, and games in language learning.*

Friday 10.10 – 11.10  
Room 3

**USING A HIGH-QUALITY READ-ALoud STORY TO ENHANCE YOUR LANGUAGE CLASSROOM**

This workshop will explore the various uses of a high quality read aloud at the primary level to enhance critical thinking and language development in the classroom. Participants will be engaged in many reflective and collaborative activities to increase their understanding and ability to select a quality read aloud and create units of instruction around that book. **(W)**

**JENNIFER PHILIPS**, ELF, Uganda

*Jennifer Philips is an English Language Fellow (ELF) currently working in Uganda. She has a Master's degree in TESOL from the United States and she has taught English at all levels of instruction over the past ten years.*



Friday 10.10 – 11.10

Room 4

### **DEVELOPING AND USING WRITING RUBRICS FOR PEER REVIEW (W)**

Peer review has been shown to benefit students, but it must be done properly. This workshop will present the background of peer review. Rubrics will be introduced including guiding principles for their development and use. Finally, participants will work in groups to create their own writing rubrics for peer review.

#### **KASEY LARSON**

ELF, Mozambique

*Kasey Larson is the English Language Fellow for Mozambique. She has an MA in Second Language Studies from the University of Hawaii. She has taught for 7 years in different contexts.*

Friday 10.10 – 10.35

Room 5

### **FIVE INTERACTIVE ACTIVITIES FOR TEACHING LISTENING AND SPEAKING IN A (RWANDAN) COMPETENCY-BASED PRIMARY SCHOOL CURRICULUM (T)**

Interactive activities provide opportunities for English language learners to use language communicatively and meaningfully, resulting in students acquiring what they need and what they want in real life situations (Brown 1994). This presentation briefly reviews five speaking/listening strategies to be used in (Rwandan) primary schools in a competency-based curriculum.

#### **MARK SIMPSON & SHEILA BOLDUC-SIMPSON**

Florida Gulf Coast University

*Mark Simpson, Associate Professor at Florida Gulf Coast University and Fulbright Scholar, currently teaches at the College of Education, University of Rwanda. Research interests are TESOL and online education.*

Friday 10.45 – 11.10

Room 5

### **TIPS FOR SETTING UP A SUCCESSFUL ENGLISH CLUB (T)**

English Clubs can provide opportunities for English Language Learners (ELLs) to improve their speaking skills and take ownership of their learning. This presentation will provide tips for educators interested in setting up an English Club for their students.

#### **LARA GOODING**

University of Tourism and Business, Rwanda

*Lara is a Fulbright English Teaching Assistant at the University of Tourism and Business in Gisenyi, Rwanda.*

Friday 10.10 – 11.10

Room 6

### **DIFFERENTIATION IN THE ESL CLASSROOM (W)**

This workshop focuses on the importance of differentiation in the ESOL classroom and how to maximize student success. It is important to assess students' learning styles to be able to differentiate effectively. Differentiation is directly linked to learning and teaching styles.

#### **HIND ELYAS**

Laureate College, Sudan

*Hind Elyas is an English Instructor at Laureate College with 11 years teaching experience. She has a Masters in Higher Education from Walden University and she is the Acting Vice President of TESOL Sudan.*

Friday 10.10 – 10.35

Room 7

### **FILLING IN THE GAP FUN CLASSROOM ACTIVITIES (T)**

This teaching tip presentation will include three short activities which can be used individually or as a sequence for revision. Each activity only requires paper, colouring pencils, and a chalk or whiteboard. This is a hands-on presentation so come prepared to be an engaging and insightful student.

#### **MARIE BREWSTER**

TESL/TEFL Educator

*Maria Brewster is a native New Yorker. She has a MA in TESOL from New School University, and she has worked as a TESL/TEFL educator for more than fifteen years.*

Friday 10.45 – 11.10

Room 7

### **ENGLISH LANGUAGE TEACHING FOR FRAGILE CONTEXTS**

This paper will examine two language training programmes that involve fragile contexts in Africa - peacekeeping and refugees. The first attempts to develop the capacity of countries involved in UN and AU peacekeeping missions. The second, in its initial stages, looks to enhance the educational opportunities of refugees residing in Ethiopia.

#### **DAVID WATKINS**

Peace Keeping English projects

*David works on Peacekeeping English Projects in and outside Africa, and is now involved in Language for Resilience. He works with the British Council in Ethiopia.*

**11.20 – 11.45**

**REFRESHMENT**

Friday 11.45 – 12.20

Room 1

**RWANDAN TEACHERS' PERSPECTIVES ON THE TRANSITION TO ENGLISH (P)**

This research examines the methods, practices, and support for teaching and learning in English from the perspectives of teachers in practice. Teacher responses in focus groups throughout the country help to gauge the status of the transition to English in the schools and help to inform ongoing and future trainings and support for teachers. Results offer additional considerations for other African countries with increased emphasis on English in their schools.

**RICHARD NIYIBIGIRA**, IPRC, Rwanda

**JILL SHAFFER**, University of North Dakota

*Richard is a lecturer of English at IPRC, Kigali and the President of the Association of Teachers of English in Rwanda (ATER)*

*Dr. Jill Shafer, Assistant Professor, University of North Dakota; 2015-2106 Fulbright Scholar, University of Rwanda College of Education*

Friday 11.45 – 12.20

Room 2

**BRINGING TEACHER ASSOCIATIONS IN AFRICA TOGETHER (P)**

This paper presentation will focus on a British Council project which aims to strengthen the relationship between Teachers' Associations in Africa. I will discuss the successes, challenges and future based on the lessons we have learnt so far about Teachers' Associations.

**ABAYNEH HAILE**

British Council, Ethiopia

*Abayneh is the Programme Manager for English for British Council in Ethiopia. He is the President of English Language Professionals' Association in Ethiopia, and has MA in TESOL from Leeds University in the UK. He is also CELTA certified.*

Friday 11.45 – 12.20

Room 3

**DEVELOPING PRE-SERVICE TEACHERS' KNOWLEDGE OF LANGUAGE WITH SYSTEMIC FUNCTIONAL LINGUISTICS (P)**

The presentation reports on the ways 46 pre-service teachers who were enrolled in an undergraduate literacy methods course took up the theory of systemic functional linguistics to increase their metalinguistic awareness through text analysis, collaborative, language-informed lesson planning, and instructional strategy creation.

**JOSHUA SCHULZE**

Western Oregon University, USA

*Joshua Schulze is an assistant professor of teacher education specializing in TESL and Bilingual Education at Western Oregon University. His research interests include systemic functional linguistics, genre based pedagogy, and ESL teacher mentoring.*

Friday 11.45 – 12.20

Room 4

**UNIVERSITIES AND ENHANCEMENT OF ESL PROGRAMS IN TANZANIAN SECONDARY SCHOOLS**

English is the medium of instruction in Tanzania's educational system. However, students still exhibit poor ESL abilities when joining universities. This study explores ways in which universities could improve students' ESL levels in secondary schools. The study recommends that FPT, training, research and common forums could be used for strengthening ESL programs in schools. **(P)**

**HASHIM MOHAMED,  
ONESMO NYINONDI  
ABDULKARIM MHANDENI**

University of Tanzania, Tanzania

*The presenters are language lecturers and researchers, teaching ESL and communication skills at University in Tanzania. They are specialized in English language teaching, Discourse analysis, Bi / Multilingualism and curriculum development.*

Friday 11.45 – 12.20

Room 5

**BILINGUAL EDUCATION AT SUDANESE UNIVERSITIES: EXPLORING EFFECTIVENESS AND IMPLICATIONS (P)**

The study examines the development and the maintenance of bilingualism in formal learning environments in a range of national and international universities. Local and global documents related to bilingual curriculum development and practices are investigated with a focus on the pedagogical implications of additional language / literacy teaching and first language development.

**ISHRAGA ELHASSAN**  
Al-Neelain University, Sudan

*Ishraga Elhassan, an Associate Professor, has a PhD in Applied linguistics. She teaches at Al-Neelain University where she was the head of the department and a member of the research committee. She was the president of TESOL Sudan from 2009 to 2015.*

Friday 11.45 – 12.20

Room 6

**LOWERING THE AFFECTIVE FILTER IN THE CLASSROOM (P)**

Using a new language can be stressful and cause anxiety. Teachers must lower the students' affective filter (LAF) in their classrooms so students feel less inhibited, and more confident to practice new language skills. This session will show research findings on the benefits of LAF, and corresponding LAF classroom strategies.

**KELLY VASSER**  
Diplomat Training Institute, Djibouti

*Kelly Vasser holds a TEFL, M.Ed. and MPP. She teaches and develops curriculum for a Diplomat Training Institute in Djibouti. Previously, she delivered English training for government officials in Myanmar*

Friday 11.45 – 12.20  
Room 7

**USING READING TO LEARN METHODOLOGY AS A TEACHER DEVELOPMENT PEDAGOGICAL APPROACH (P)**

Using classroom observations, interviews and documentary evidence as research instruments, this presentation reports on my on-going PhD study in which four Intermediate and four Senior Phase teachers of English First Additional Language use the Learning to Read Methodology to teach reading in six rural schools in Northern Cape, South Africa.

**RETHABILE MAWELA**

Rhodes University, South Africa

*Rethabile Mawela is a lecturer at Rhodes University. Her major focus is the classroom practice of the B. Ed English Language teaching in-service students. She is also a PhD student.*

**12.30 – 1.45**

**LUNCH & EXHIBITION**

Friday 1.45 – 2.45  
Room 1

**FROM REALIA TO REALITY: THE VALUE OF AUTHENTIC LEARNING (W)**

Language acquisition in real-world contexts improves learner engagement, retention and better equips them for today's world. This interactive workshop will explore the methodologies and benefits of the increasingly vital 'Authentic Learning', and enable participants to share best practice.

**ANNE-MARIE OLUFUWA**

Education Consultant, Johannesburg, South Africa

*Ann-Marie is Director of Education Company 'Learning Alive', based in Johannesburg. Her organization is a Provider for the English Access Programme in partnership with the U.S. Department of State.*

Friday 1.45 – 2.45  
Room 2

**STUDENTS' ATTITUDE TOWARD INTERNET-ASSISTED ENGLISH LANGUAGE LEARNING (W)**

This study was conducted to examine students' attitude toward Internet-assisted English language learning. The results show that students have positive attitude toward Internet-assisted English language learning because they found it motivating, interesting, useful, and appealing to independent learning.

**MISGANAW MENGISTU**

*Misganaw has a PhD in Educational Research and Evaluation, an MA in Teaching English as a Foreign Language and more than a decade teaching experience.*

Friday 1.45 – 2.45

Room 3

**BOOSTING ENGLISH USE INSIDE AND OUTSIDE OF EAST AFRICAN CLASSROOMS (T)**

This panel gives a theoretical discussion of the Willingness to Communicate Theory (WTC) and a practical discussion of current initiatives such as English clubs, film clubs, English competitions, and English language centres to help attendees conceptualize and plan new projects that promote English use in their classrooms and their communities.

**CHRISTINE NILE & TEWODROS MANGUDAY**

Hawassa University, Ethiopia

*Christine Nile, an English Language Fellow, teaches academic speaking and writing at Hawassa University, Ethiopia. She has taught English for over 20 years in the United States and in Japan.*

*Tewodros Manguday received his M.A. in TEFL from Addis Ababa University, teaches ESP courses at Hawassa University, and is a PhD candidate in TEFL at the University of South Africa.*

Friday 1.45 – 2.45

Room 4

**ENHANCING STUDENTS' ESSAY WRITING SKILLS USING COLLABORATIVE LEARNING APPROACH**

Several high school students face challenges with essay writing and this affects their academic performance in most of the subjects. The problem is largely a result of teachers not using effective methods. This paper showcases the use of collaborative learning approach to teach essay writing.

**(W)**

**PAUL SWAGA**

Akilah Institute for Women, Rwanda

*Paul is the Core Program Manager for Akilah Institute for Women-Rwanda. He oversees the teaching and learning of English and Leadership, which are core courses of the institute.*

Friday 1.45 – 2.45

Room 5

**USEFUL TIPS IN THE ENGLISH LANGUAGE CLASSROOM (W)**

Most teachers work under difficult circumstances with low resources. I will share some tips I used in my classroom as an English language teacher to French speakers; tips that worked and made my students enjoy my teaching of English but mostly enjoy learning English as somebody will say “without tears”.

**CATHERINE MOTO ZEH**

Ministry of Secondary Education, Cameroon

*Catherine Moto Zeh is an old hand English teacher to francophone learners, presently Regional Pedagogic Inspector Coordinator working with the Ministry of Secondary Education in Cameroon, Catherine is the National President of CAMELTA.*

Friday 1.45 – 2.45  
Room 6

**DEVELOPING A GROWTH MINDSET WITHIN OURSELVES AND OUR STUDENTS (W)**

This presentation discusses Dr Carol Dweck's work on Growth Mindset and answers the question, "Does failure reflect a lack of ability or effort?" Her research on how children approach difficult learning is presented. Participants leave the presentation with ideas on how to motivate students to achieve mastery in their classes.

**LISA DOHERTY**, Akilah Institute for Women, Rwanda

*Lisa has been training teachers and developing English language programmes around the world for the past 20 years. She is the Academic Director at Akilah Institute for Women in Kigali.*

Friday 1.45 – 2.45  
Room 7

**THE COLOR VOWEL CHART: A CREATIVE PRONUNCIATION TOOL (W)**

The Colour Vowel Chart offers a creative and unique way to focus on pronunciation. By using a colour representation for each vowel sound, it shows students the differences in sounds. Attendees will walk away with ready-to-use activities for any level or age of English language learner.

**CHRISTINE NILE**, Hawassa University, Ethiopia

*Christine Nile, an English Language Fellow, teaches academic speaking and writing at Hawassa University, Ethiopia. She has taught English for over 20 years in the United States and in Japan.*

Friday 3.05 – 4.05  
Room 1

FEATURED

**LATEST TRENDS IN LANGUAGE ASSESSMENT**

Today's language classrooms are vastly different from those of the mid-to late 20th century and the field of language education is changing at an ever-increasing rate. Traditional notions of language education are giving way to new, more innovative ways about how we think, learn, teach, acquire and assess language. In this presentation, we discuss how the field has evolved throughout the years paying special attention to the latest trends in student language assessment.

**CHRISTINE COOMBE**, Dubai Men's College, UAE

*Christine Coombe has a Ph.D in Foreign/Second Language Education. She is currently on the English/General Studies faculty of Dubai Men's College. Christine is author and editor of numerous volumes on assessment/evaluation, leadership, research and task-based teaching and learning. In this capacity, she has served as the President and Conference Chair of TESOL Arabia and as the founder and co-chair of both the TESOL Arabia Testing and Leadership & Management SIGs. She has won many awards including: 2002 Spaan Fellowship for Research in Second/Foreign Language Assessment; 2002-03 TOEFL Outstanding Young Scholar Award; the TOEFL Board Grant for her work in delivering assessment training in developing countries. She served on the TESOL Board of Directors as Convention Chair for Tampa 2006 and was the recipient of the Chancellor's Teacher of the Year for 2003-04. She served as TESOL International Association President (2011-2012). Christine received the British Council's International Assessment Award for 2013. Her most recent honour was being named to TESOL's 50@50 which "recognizes professionals who have made significant contributions to the TESOL profession within the past 50 years."*

Friday 3.05 – 4.05  
Room 2

FEATURED

**THE ENGLISH-MEDIUM CURRICULUM IN AFRICAN EDUCATION SYSTEMS: DO LEARNERS HAVE ENOUGH ENGLISH TO COPE WITH IT?**

Research shows convincing evidence that learners in many contexts in African English-medium schooling do not have levels of ability in the language to allow them to achieve acceptable levels of ability in subjects. This is visible in their measured levels of language ability and through analyses of subject curricula which demonstrate the language abilities which learners would need to learn subjects effectively. Similarly, it is visible in analyses of subject textbooks which show levels of English reading ability required to read the book effectively. The gap between learner ability and curricular and textbook requirements is excessively large. To reduce this gap and help learners learn through English, curricula and textbooks need to be revised, English language learning needs to be improved and teacher education needs to adopt methods of training teachers to teach subjects to learners with low levels of ability in the medium of instruction (Mol), which are familiar elsewhere in the world. This presentation will examine typical learner English language ability, particularly at grade 4, which is often when the Mol switches to English. It will also analyse the language demands of subject curricula and textbooks at this point and thereafter. It will propose measures which can be taken to help learners learn subjects more effectively through English.

**JOHN CLEGG**, Education Consultant, London, UK

*John Clegg is an independent education consultant based in London UK and writer of content-based ELT materials. He worked for many years at Thames Valley University London and now works with the University of Bristol, UK. He specialises in education through the medium of English as a second language in primary and secondary schools. He works mainly with teachers, schools and education authorities in content and language integrated learning in Europe, in English-medium and bilingual education in Africa and in multicultural education in the UK. He has most recently worked with English-medium subject teachers in Qatar, and with English-medium textbook writers in Rwanda and Tanzania.*

Friday 3.05 – 4.05  
Room 3

FEATURED

**WELCOME TO THE COMMUNITY, AFRICA TESOL!**

This paper celebrates the arrival of Africa TESOL, as the organization and its members rightly take their place among colleagues around the world. It looks back in history at our profession and at the advantages of having organizations devoted to the advancement and improvement of foreign-language teaching. These organizations provide publications and arrange conferences for the exchange and dissemination of ideas. However, they are perhaps most valuable for something that is rarely mentioned: Membership in an organization like TESOL builds camaraderie among teachers and makes us feel like members of a group.

**GARON WHEELER**, Syscoms College, Abu Dhabi

*Garon Wheeler has a doctorate in linguistics from the University of North Carolina in the United States and a master's degree in TESOL from the American University in Cairo, Egypt. He has taught English and linguistics in the United States, Italy, North Africa, and the Middle East for many years. He and his wife, also an ESL educator, have lived in Abu Dhabi in the United Arab Emirates for twenty years. After spending many years with the UAE campus of the New York Institute of Technology, he is now the Academic Director of Syscoms College in Abu Dhabi. He is the author of *Language Teaching Through the Ages* (Routledge).*



Friday 3.05 – 4.05  
Room 4

FEATURED

### **READING AND TECHNOLOGY: FROM PRINT TO DIGITAL LITERACY**

This workshop will explore how reading has changed as technology has developed. It will start by considering some of the differences between print-based literacy and the impact that digital text has had on reading and reading skills development. It will argue that developing digital literacy goes alongside the development of traditional reading skills is the best way of meeting the needs of 21st century learners. It will look at the nature and development of reading from the web through to mobile devices and apps. Alongside this it will look at a few ways that technology can support reading skills and the comprehension of written materials.

#### **GARY MOTTERAM**

University of Manchester, United Kingdom

*Gary Motteram is a Senior Lecturer in Education at the University of Manchester where he teaches on MA programmes focusing on technology-supported learning. He has published regularly in the field of technology in language learning and language teacher education. His latest publication is: Teaching and technology: Case studies from India. The British Council. His latest research project is exploring mobile language teacher development with refugees in Jordan. Gary's trip to Africa TESOL Conference is supported by University of Manchester, UK.*

Friday 3.05 – 4.05  
Room 5

FEATURED

### **GETTING THE MOST OUT OF YOUR TEACHERS ASSOCIATION**

"People support what they help to create". This is the adage that underlies the success of any TA in our experience. To see how to make this work in practice, this workshop will focus on the steps involved in bringing people into your association and how to gradually give them more and more responsibilities. It will discuss the fundamental principles underlying a successful TA, in our experience, in terms of inputs, processes and results. An important input is leadership of a TA and I will use the example of our Executive Committee at TESOL France to discuss how to elect the officers, what posts to fill, and how to ensure turnover of the people holding the positions. Participants will also discuss the issues they have in their own contexts.

#### **JANE RYDER**

ELT Hub, France

*Jane Ryder has been working for over sixteen years in EFL in the Alsace, France. In 2010, she set up "ESOL Strasbourg" which became "The ELT Hub" in 2016. The ELT Hub offers teacher training in the Cambridge English CELTA and TKT. It is presently the only provider in France of DELTA. As an executive committee member of TESOL France, Jane is committed to changing the status of EFL teachers. She has published in ELT Journal and holds an MA in Applied Linguistics and TESOL.*

Friday 3.05 – 4.05  
Room 6

FEATURED

**BUILD STUDENTS' 21<sup>ST</sup> CENTURY SKILLS THROUGH PROJECT BASED LEARNING**

Project based learning can build students' English skills while also helping them develop the communication and collaboration skills they need to be competitive in today's global economy. This presentation explains the concept of project based learning, discusses the benefits of teaching this way, shares examples of successful projects, and provides step-by-step directions to design project-based learning experiences. Participants will gain fresh ideas about how to engage their students in meaningful learning by using projects.

**TABITHA KIDWELL**

University of Maryland, USA

*Tabitha Kidwell has taught English on five continents, to students ranging from pre-schoolers to adults. Her research interests include novice teacher education and the role of culture in language classrooms. She currently teaches literacy methods and second language acquisition to preservice language teachers at the University of Maryland, just outside of Washington DC.*

4.10 – 5.10

AFRICA TESOL GENERAL ASSEMBLY

**DAY 2 - SATURDAY 13 May 2017**

Saturday 08.30 – 09.30  
Conference Hall

**PLENARY 2**

**COMMUNICATION THROUGH ORAL TRADITIONS AND POPULAR LITERACIES**

**BETH SAMUELSON**

Indiana University School of Education, USA

Saturday 9.40 – 10.40

FEATURED SESSION (REPEAT)

Room 1

**THE ENGLISH-MEDIUM CURRICULUM IN AFRICAN EDUCATION SYSTEMS: DO LEARNERS HAVE ENOUGH ENGLISH TO COPE WITH IT?**

**JOHN CLEGG**, Education Consultant

London, UK

Room 230 Saturday 9.40 – 10.40

Room 2

**“REFLECT FOR ESOL” - A NEW HORIZON FOR LANGUAGE LEARNING AND CAPACITY BUILDING**

This workshop introduces “Reflect for ESOL”, a curriculum that promotes social change, community involvement, and group decision-making. The presenter will share activities she used with refugee background adults from Burundi and the Democratic Republic of Congo. Participants will adapt approaches to teach English and literacy in their local contexts. **(W)**

**RAICHLÉ FARRELLY**

Saint Michael’s College, USA

*Raichle Farrelly is an Assistant Professor at Saint Michael’s College in USA. She is a teacher educator and researcher with a focus on teaching English to adult refugee background students.*

Saturday 9.40 – 10.40

Room 3

**VOCABULARY DEVELOPMENT: UTILIZING GAMES IN TEACHING YOUNG L2 LEARNERS OF THE ENGLISH LANGUAGE (W)**

The workshop, based on Krashen and Terrell’s theory of Natural Order, provides strategies and practice on how to utilize games in teaching vocabulary to young learners. We present a variety of resourceful games that offer ease, speed, and flexibility of teaching; and simultaneously enable learners to enjoy the lessons.

**ONYEMA JOSEPH AHAOTU**

University of Port Harcourt, Nigeria

**OZO-MEKURI NDIMELE**

Ignatius Ajuru University of Education, Nigeria

*Joseph Onyema Ahaotu is a lecturer in the Department of English Studies, University of Port Harcourt, where he teaches courses in Sociolinguistics and Applied Linguistics. He is the Secretary, ELTAN.*

*Ozo-mekuri Ndimele is a Professor of Comparative Grammar and Communications. A former editor of both JOLAN and Kiabara, he is currently President, ELTAN and Vice-Chancellor, Ignatius Ajuru University of Education, Nigeria.*

Saturday 9.40 – 10.40

Room 4

**INCREASING STUDENT MOTIVATION THROUGH PROBLEM BASED LEARNING: READING COMPREHENSION AND TEXT ANALYSIS (W)**

This presentation demonstrates a problem-based learning model that motivates students to read. When presented with a problem, students are intrinsically motivated to search for information, especially when there is a knowledge gap. The presenter explains how the model works and describes the roles of both the students and the teacher.

**STELLA WAYIANZUVUKO**

Akilah Institute for Women, Rwanda

*Stella Wayianzuvuko, MA. Lit and BA. ED., is an instructional coach at Akilah Institute for Women. She delivers professional development workshops and offers support in a wide range of teaching methodologies to instructors.*

Saturday 9.40 – 10.40

Room 5

**ADAPTATION OF RIGHTS, RESPONSIBILITIES AND CONFLICT RESOLUTION AS A LANGUAGE CLASSROOM MANAGEMENT STRATEGY (W)**

This presentation highlights the importance of children knowing their rights and the benefits to English language teachers of teaching children their rights. Moreover, it covers ways of helping abused learners. Participants leave the presentation with examples of how to incorporate children's rights, conflict resolution, and the consequences of violent behavior.

**JESSIE BAKITUNDA**

Makerere Modern Secondary School, Uganda

*Jessie Bakitunda teaches at Makerere Modern Secondary School and has a BA. Education from Makerere University. She is a member of Strategic Planning Committee of UNELTA and holds a Certificate in Conflict resolution from Gonthenburg University.*

Saturday 9.40 – 10.40

Room 6

**TEACHING STRATEGIES FOR UNDER-RESOURCED CLASSROOMS (W)**

This workshop covers issues of teacher productivity in under resourced classrooms. Focus is on large classes and those in rural settings, especially Universal Primary Education schools in Uganda where teachers' creativity is tested in meeting learner needs. Here attendees get tips on management of such classes through practical group activities.

**NAKITO DENISE**

Unelta and Rainbow House of Hope, Uganda

*Nakitto has a B.A. (Arts) Linguistics from English Language Makerere University, a Certificate in Primary English Language Teaching (Cipelt) and is a Teacher Trainer with Unelta and Rainbow House of Hope.*

Saturday 9.40 – 10.40      FEATURED SESSION (REPEAT)  
Room 7

**GETTING THE MOST OUT OF YOUR TEACHERS ASSOCIATION**

**JANE RYDER**  
ELT Hub, France

10.40 – 11.30      **EXHIBITION & REFRESHMENT**

Saturday 11.30 - 12.05  
Room 1

**THE CONTRIBUTIONS OF LANGUAGE TEACHERS' ASSOCIATIONS: A CASE STUDY OF ELTA, ETHIOPIA (P)**

This presentation discusses the role of language teachers' associations (LTA) and how regularly conducted and attended professional development sessions improve members' motivation, presentation and networking skills. The Ethiopian LTA is additionally used as a pool of available teachers, trainers, researchers and consultants for schools and organizations.

**ABEBAW FANTAHUN**, Federal Technique and Vocational Training Institute, Ethiopia

*Abebaw Fantahum has an MA degree in English literature and works for Federal Technique and Vocational Training institute. He is a member of English Language Professionals' Association (ELPA).*

Saturday 11.30 - 12.05  
Room 2

**INDIGENOUS LANGUAGES AS LANGUAGES OF TEACHING AND LEARNING IN RWANDAN SCHOOLS (P)**

The literature on multilingualism in Africa assumes that colonial languages are the only danger to preserving multilingualism in education. The presenter argues that the dominance of certain African languages pose a danger to the survival of less dominant languages. The post-genocide survival model for multilingualism in Rwanda is also demonstrated.

**JEAN DE DIEU NGABONZIZA**, University of Kibungo, Rwanda

*Jean de Dieu is a PhD student at the University of KwaZulu-Natal, Durban, SA and lectures in the Faculty of Education at the University of Kibungo (UNIK) Rwanda.*

Saturday 11.30 - 12.05  
Room 3

**IMPROVING CURRICULUM DESIGN AND TEACHING BY UTILISING CORPORA (T)**

Corpora are an underutilised asset to the language teacher. The presenter will show how corpora can be used to analyse large numbers of students' written work for common mistakes, and how to use corpora to determine what vocabulary and grammar should be included in a course. Intended audience: writing teachers.

**COLIN MICHELL**  
Higher Colleges of Technology in Fujairah, United Arab Emirates

*Colin Michell is a faculty member of the Higher Colleges of Technology in Fujairah, United Arab Emirates. He teaches Academic Reading and Writing, and diploma English in the General Studies programme.*

Saturday 11.30 - 12.05

Room 4

**FIVE INTERACTIVE ACTIVITIES FOR TEACHING READING AND WRITING IN A (RWANDAN) COMPETENCY-BASED PRIMARY SCHOOL CURRICULUM (T)**

Interactive activities provide opportunities for English language learners to use language communicatively and meaningfully, resulting in students acquiring what they need and what they want in real life situations. This presentation will briefly review five reading/writing strategies to be used in (Rwandan) primary schools in a competency-based curriculum.

**SHEILA BOLDOC-SIMPSON**

Florida Gulf Coast University, USA

*Sheila Bolduc-Simpson, Instructor II on professional development leave from Florida Gulf Coast University currently teaches at the University of Rwanda, College of Education. Her research focuses on writing and online education.*

Saturday 11.30 - 12.05

Room 5

**BEST PRACTICES FOR USING L1 IN THE L2 CLASSROOM (T)**

Although it is often discouraged, the use of L1 for multiple purposes is still relatively common in L2 classrooms. This presentation discusses the on-going controversy over this approach, presents an overview of current research, and gives practical suggestions for L2 teachers in a variety of contexts.

**JULIE RIDDLEBARGER**

Khalifa University, Abu Dhabi, UAE

**KEITH KENNETZ**

Emirates College for Advanced Education, UAE

*Julie Riddlebarger is a senior lecturer at Khalifa University, Abu Dhabi, UAE. Her research interests include L1 in L2 teaching, academic writing, and teachers' professional development.*

*Keith Kennetz is an Assistant Professor at Emirates College for Advanced Education in the UAE. His research interests include teacher education, language planning and policy, and perceptual dialectology.*

Saturday 11.30 - 12.05

Room 6

**TEACHERS' PROFESSIONAL DEVELOPMENT - A CASE STUDY OF TANZANIAN TEACHERS (P)**

This presentation will mainly focus on what has been the Government's fiscal policy on teachers' professional development in Tanzania, and opportunities for teachers from government and private partners. Findings suggest that teachers have not been fully utilizing these opportunities. Comparisons will be made with nearby countries.

**WILLIAM MWINUKA**

Tanzanian English Language Teachers Association, Tanzania

*William Mwinuka is a Fulbright Scholar, Technical Trainer for English and Events Coordinator for Tanzanian English Language Teachers Association (TELTA).*

Saturday 12.10 – 12.45

Room 7

**DAVID WATKINS**

British Council, Ethiopia

*David Watkins works on Peacekeeping English Projects in and outside Africa, and are now involved in Language for Resilience. He works with the British Council in Ethiopia.*

Saturday 12.10 – 12.45

Room 2

**ENGLISH LANGUAGE TEACHING AND ENGLISH AS MEDIUM OF INSTRUCTION: EXPLORING COMMON GROUND (T)**

This paper seeks to identify some common features of English language teaching and English as a medium of instruction. It describes how a classroom language resource was designed for school teachers in Rwanda to help prepare them for a major education reform - delivering the school curriculum in English.

**JOHN SIMPSON**

British Council, Rwanda

*John Simpson is the British Council's Senior Adviser in English for Education Systems, sub-Saharan Africa, contributing to English for Development. He designed and directed the award-winning STEM project in Rwanda.*

Saturday 12.10 – 12.45

Room 3

**NEW HORIZONS IN TEACHING ENGLISH (T)**

This presentation discusses the use of YouTube as inexpensive and feasible access to news and authentic materials and thereby enhancing the four macro language skills.

**KHALIL ISMAIL**

Institute of Banking and Financial Studies, Sudan

*Khalil Ismail currently teaches at the Institute of Banking and Financial Studies in Khartoum, Sudan. He obtained a PhD in Linguistics from Neelain University - Sudan and MA in EFL/ESL from Florida State University.*

Saturday 11.35 – 12.00

Room 204 Saturday 12.10 – 12.45

Room 4

### **EASY LANGUAGE AND THINKING SKILLS PRACTICE WITH ACTIVATE GAMES (T)**

One of U.S. State Department's most popular materials *Activate Games* increases speaking practice time for students. Activate Games require few materials and are available for free download. Participants will have a chance to experience sample games during the 20-minute session.

**MCCAUGHEY KEVIN**, US Embassy, South Africa

*Kevin McCaughey is the Regional English Language Officer (RELO) at the US Embassy in South Africa. Kevin likes movement, music, and games in language learning.*

Saturday 12.10 – 12.45

Room 5

### **TIPS FOR TEACHING LARGE CLASS WITH LIMITED RESOURCES (T)**

Successful learning experiences in large classes are dependent upon good planning, effective monitoring, inclusive teaching, appropriate assessment, and active engagement by teachers and students. This presentation suggests ways to maintain discipline, to use group work in the classes and to cope with limited resources for successful teaching.

**JAMAL ALLY**, TELTA, Tanzania

*Jamal Ally has been teaching English language to secondary schools' students for about 15 years. He is also one of the founders of the language association in Tanzania. He is the coordinator for TELTA.*

Saturday 12.10 – 12.45

Room 6

### **IMPROVING ENGLISH LANGUAGE PROFICIENCY WITH GOOGLE APPLICATIONS (T)**

In Gabon, pupils still face challenges in learning and speaking English fluently and accurately. This presentation shows how to stimulate and motivate pupils through Google Apps to improve their language skills.

**THIERRY MOUSSAVOU**

*Thierry Moussavou is a TKT ESOL teacher. He has a Master degree in Education and has been teaching for nine years.*

Saturday 12.10 – 12.45

Room 7

### **ENGLISH AS A LANGUAGE OF COMMUNITY PROBLEM SOLVING AND CONFLICT RESOLUTION**

The presentation discusses English as a language of conflict resolution through English clubs and teacher development programmes in the DR Congo and Rwanda. It suggests ways for Congolese and Rwandese to work together to promote empathy, resilience, mutual understanding and peace between the two neighbouring countries. **(PD)**

**JOSEPH KALEBA**, Institut Supérieur Pédagogique de Bukavu, Congo

*Joseph has an M.A. in English Didactics. He is an English lecturer at Institut Supérieur Pédagogique de Bukavu (ISP/Bukavu), Bukavu- Democratic Republic of Congo.*



12.45 – 2.00	<b>LUNCH &amp; EXHIBITION</b>
Saturday 2.00 – 3.00 Room 1	<p>FEATURED SESSION (REPEAT)</p> <p><b>READING AND TECHNOLOGY: FROM PRINT TO DIGITAL LITERACY (W)</b></p> <p><b>GARY MOTTERAM</b>, University of Manchester, UK</p>
Saturday 2.00 – 3.00 Room 2	<p><b>ENHANCING LEARNING IN LOW RESOURCED ENVIRONMENTS: PRACTICAL IDEAS FOR OVERWHELMED ENGLISH LANGUAGE TEACHERS (W)</b></p> <p>Teachers teach to facilitate learning and produce citizens with skills and attitudes for success in life. While teaching, they are under resourced which leaves them to fend by themselves. The workshop will share some best practices that participants will evaluate and implement in their contexts to facilitate learning.</p> <p><b>RODNEY RUGYEMA</b>, Makerere University, Uganda</p> <p><i>Rodney Ruggyema is an Assistant Lecturer at Makerere University, Uganda. He is a teacher trainer and a founding Public Relations Officer of Uganda National English Language Teachers' Association (UNELTA)</i></p>
Saturday 2.00 – 3.00 Room 3	<p><b>EXPLORING THE USEFULNESS OF PROJECT BASED WORK AS A COMPONENT OF THE LEARNER CENTERED APPROACH IN AN ENGLISH LANGUAGE CLASSROOM (W)</b></p> <p>The workshop explores project work as a component of learner-centered teaching in a language class. It highlights the advantages of using project-based assignments as well as asking participants to share experiences and thoughts on project work. Finally, groups plan a practical project assignment.</p> <p><b>JESSIE BAKITUNDA</b> Makerere Modern Secondary School</p> <p><i>Jessie Bakitunda teaches at Makerere Modern Secondary School and has a BA. Education from Makerere University. She is a member of Strategic Planning Committee of UNELTA and holds a Certificate in Conflict resolution from Gonthenburg University.</i></p>
Saturday 2.00 – 3.00 Room 4	<p>FEATURED SESSION (REPEAT)</p> <p><b>BUILD STUDENTS' 21<sup>ST</sup> CENTURY SKILLS THROUGH PROJECT BASED LEARNING</b></p> <p><b>TABITHA KIDWELL</b> University of Maryland, USA</p>

Saturday 2.00 – 3.00

Room 5

**USING BRITISH COUNCIL SELF-ACCESS RESOURCES TO ENCOURAGE LEARNER AUTONOMY (W)**

The British Council has many free self-access English language learning tools. This workshop highlights what is available for English language learners in the form of websites, phones apps, newspapers, radio broadcasts and how teachers can use them to promote learner autonomy to encourage students to practice their English outside class.

**JULIA STANTON**, British Council, Sub-Saharan Africa

*Julia Stanton, the Online and Blended Learning Manager for British Council, Sub-Saharan Africa has over 20 years' experience in teaching, teacher training and ELT management in various contexts and countries.*

Saturday 2.00 – 3.00

Room 6

**THE FUTURE OF AFRICA TESOL (PD)**

The growth and development of Africa TESOL is important for the continent. The panel discussion will briefly examine the birth of Africa TESOL and its journey thus far. It will share the findings of an empirical study conducted in the continent and brainstorm its future landscape with participants. Informed contributions from participants should assist the stakeholders in charting the way forward.

**AYMEN ELSHEIKH**, New York Institute of Technology, Abu Dhabi Campus, UAE

**OKON EFFIONG**, Qatar University

*Aymen Elsheikh PhD, an Adjunct Faculty at Abu Dhabi University and the University of Missouri, is co-founder of TESOL Sudan and Africa TESOL. His research interests revolve around teacher identity, English as an international language, language teacher associations, among others*

*Okon Effiong has a PhD in Applied Linguistics and teaches at Qatar University. He is the founder of Africa TESOL. He is a member of nominating committee, past chair of diversity & inclusion committee, past chair-elect of EFL Interest Section of TESOL International, and Past President of Qatar TESOL. He has taught in Nigeria, United Kingdom and Japan.*

Saturday 2.00 – 3.00

FEATURED SESSION (REPEAT)

Room 7

**WELCOME TO THE COMMUNITY, AFRICA TESOL!**

**GARON WHEELER**

Syscoms College, Abu Dhabi, UAE

Saturday 3.10 – 4.10  
Conference Hall

**Closing & Raffle Draw**

4.20 -8.00

**Cultural Integration**

**P:** Research-oriented

**PD:** Professional Development

**T:** Teaching Tip

**W:** Workshop