Hornby Educational Trust
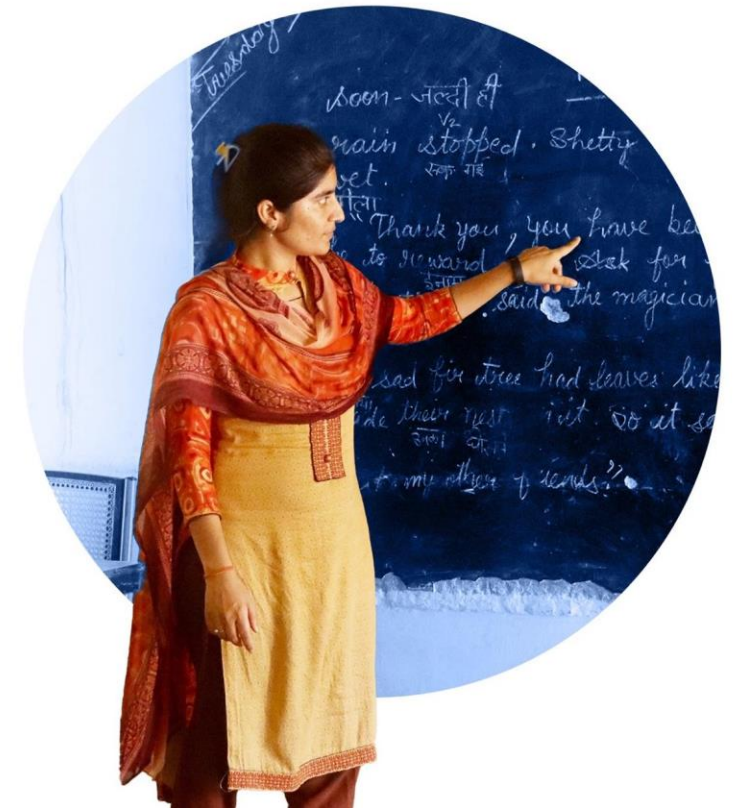
Capacity building for ESL/EFL teachers through COP activities at the local level in Rwanda

2021-2022 Teacher Association Project Report

ATER - Rawanda

ATER REPORT ON HORNBY-FUNDED TEACHER ASSOCIATION PROJECT 2021/2022

Title: "Capacity building for ESL/EFL teachers through COP[1] activities at the local level in Rwanda"

Country: Rwanda (The Association of Teachers of English in Rwanda- ATER)

Dates of project: 26/12/2021 - 30/10/22

1. BACKGROUND AND RATIONALE

In late 2008, Rwanda shifted from French to English as a medium of instruction. Since then, the government required all teachers to attend numerous continuous training programmes organised by the Ministry of education and its partners through hired "outside experts." Nevertheless, these sessions were said to be very academic and expert-centred, and they did not solve issues teachers had. Consequently, English Language Teaching classrooms are still facing issues that include, but are not limited to, low English language proficiency for both teachers and students, low resources, lack of effective strategies to handle large classroom size, and lack of effective ELT methods despite having attended several training sessions.

Therefore, ATER has developed a mission of promoting English teachers' capacity building. ATER aims to decentralize ELT training to the grassroot level by promoting teacher-driven professional development in English language teaching and learning in Rwanda.

To successfully achieve this mission, ATER decided to operate from small groups of teachers (CoPs) because they make it easier to reach out to more teachers from remote areas using a very low cost. With reference to the reports of 2019 and the CoP leaders' workshop survey of May 2021, teachers'

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[1] A CoP stands for a community of practice. In 2014, ATER decided to create smaller groups of English language teachers operating in the same location, who regularly come together in a place and time that they have agreed upon and discuss their needs and brainstorm ideas to address most challenges they are facing. CoPs have helped to reach out to many teachers around the country at a time. This practice has proved efficient, cost effective and sustainable and it promotes context-based professional development. Currently, ATER has 11 CoPs, but only 5 of them were able to participate in this project (2021/2022) that we called "Phase 1." The 6 remaining CoPs are expected to participate in phase 2 project (2022/2023).

successes were impressive and they were excited to take part in their own professional growth. Teachers expressed strong interest in sharing classroom teaching practices and experiences with peers, exploring their expertise, and they requested ATER to organise such workshops continuously.

It is in this framework that ATER, through the COP coordination team in close collaboration with the PD team, launched a series of workshop phases (One phase per year) as a response to teachers' requests. Besides, this long-term plan seeks to alleviate top-down agendas as they have not brought effective responses to teachers' contextually situated classroom challenges.

When Hornby Trust called for applications, ATER was attracted by the "Decentring ELT " initiative because it meets its long-term plans, and members decided to apply for the grant. This project supported the first phase that started in December 2021 and ended in October 2022. Due to limited financial resources, only 5 CoPs were selected to participate in the project based on their readiness. Guided by ATER, the project was entirely and autonomously implemented by teachers at a CoP level. It was a project by and for teachers.

2. PROJECT OBJECTIVES

What did you hope to achieve?

By the end of this project, we expected:

1. 3 teachers in Each of the 5 CoPs to have shared good classroom teaching practices with their peers,
2. 5 CoPs (about 125 teachers) to have participated in 2 workshops on English language teaching and learning,
3. Each CoP member to have practised at least one skill learnt from the workshops,
4. Each CoP member to have conducted 1 peer-observation and peer-feedback session.
5. The 5 CoPs to have shared skills learnt from their workshops with the 6 remaining CoPs that did not directly participate in the project during the inter-CoP conference (Last stage of the project).
6. At least 3 teachers from each of the 5 selected CoPs to have exhibited expertise-from-within and the ability to handle issues arising in their contexts as facilitators of the sessions.

3. PROJECT MEMBERS AND THEIR ROLES

Who was involved? What were their roles? How were they selected?

1. Dr. Martin Wedell: Mentor
2. Laurent Ahishakiye: Head of PD department in ATER and project leader
3. Isaie Nyirinkwaya: CoP Gicumbi Leader, Overall CoP coordinator. In the project, he coordinated mentors, facilitators, CoP leaders, and reported to the project supervisor.
4. Jean Marie Vianney Ntawirema: CoP Rwamagana former leader, and Deputy Overall CoP coordinator.
5. Members of the 5 selected CoPs
6. Christine UUMUHOZA: Chair of the conference committee
7. Alex OJJI OKETCHO: Secretary of the conference committee

Advisors

Name: John NGENDAHAYO (Conference committee member)
Institution: Former CoP Karongi Leader

Name: Kanyankole Rukundo, Former ATER President

Name: Juliet MUHOZA (Conference committee member)
Responsibilities: ATER Secretary

Inter-CoP Conference committee team

4. **DESCRIPTION OF ACTIVITY**

![Hornby logo - A. S. Hornby Educational Trust]

What did you do during the project and when?

Dates	Description of activities
26 December 2021- 30 March 2022	**Phase 1: <u>Preparation &Readiness</u>** (This phase was fully funded by ATER, and 3 meetings took place in Kigali City to ensure everything was ready.) On 26 December from 9 am to 3 pm, the project leader conducted the first meeting in a ToT workshop form, and it brought together leaders of the 5 selected CoPs and 5 teachers (mentors who were expected to assist their colleagues in their CoPs as the project was supposed to be implemented at the CoP level). It focused on explaining the nature and scope of the project activities, implementation timelines, deliverables, and the role they would play during implementation. Thereafter, ATER provided a mentorship briefing to those mentors. Attendees were given a one-month homework: To give similar project explanations to their CoP members, identify at least 3 topics of their interests, and find teachers who would volunteer to facilitate them. Besides, they were required to make lists of members that were ready to participate and a provisional budget they would use in Phase 2. The second meeting took place on 20 February 2022. Each CoP leader presented the outcome of the homework and the progress towards the project implementation. *Mentors, CoP leaders, project committee members together for readiness*

	The third meeting took place on 20 March 2022. It aimed at strategizing how the Hornby grant would be used effectively and efficiently (Note that it was expected to fund phase 2 and 3 only). It also discussed a specific timeline in phase 2 and ATER's visits during its implementation for monitoring purposes.
19 April- 30 June 2022	**Phase 2: <u>Workshop sessions- 1st Round</u>** (Note that Each CoP had set a timeline of activities based on their convenience.) **<u>Activity 1</u>: Actual workshop** In this activity, CoPs arranged a convenient time and place to meet for a **one-day workshop**. 3 presentations based on previously agreed topics were carried out per each CoP. **<u>Activity 2</u>: Classroom Practice** After the workshop sessions, each CoP member practised one tip they learnt so that the workshops can have a direct impact on teachers as well as their students. During this activity, teachers arranged peer-observations and post-observation meetings for giving and receiving feedback. *Teachers practicing good classroom tips learnt from workshops*

	Activity 3: Evaluation session
	During this activity, all CoP members met in their regular locations and shared successes and challenges they had in phase 2. They also designed a strategic plan for phase 3. Then, they submitted reports.
15 September- 15 October 2022	**Phase 3: <u>Workshop sessions- 2nd Round</u>**
	The implementation of this phase was exactly like phase 2 except presentation topics and facilitators.
	NB: The timeline slightly changed due factors beyond our control. The phase was supposed to be implemented between July and late September 2022. However, teachers could not meet during holidays of July and August due to government activities including the National Census and local government elections where teachers work as volunteers. They were very busy. Besides, the holidays went longer than expected (schools reopened 26 September 2022).
	Teaching English through games- CoP actual Workshop *Teachers in group discussions- Actual workshop*
Late October 2022	**Phase 4: <u>Inter-CoP Conference</u>**

A talk: CPD and its role in a teacher's career　　　　　　*Teachers' photo after the Inter-CoP conference*

The fourth and final phase of the project was an inter-CoP conference. This conference took place on 30 October 2022 in Kigali City. 5Teachers from each of the 5 CoPs were invited to attend the conference (**see objective 6**), 2 teacher leaders from each of the 6 remaining CoPs were also invited to learn from their peers and cascade it to their CoPs as well as a strategy to implement phase 2 project if Hornby grant 2022/2023 is won. There were also other participants including about 15 teachers of English from schools around Kigali city and neighbouring school districts. (**See Appendix 1 for the full conference programme**)

5. EVALUATION

The impact of the project on:
   a) **our Association?**

The project has proven that ATER's long term goal of decentring ELT is possible:
1. CoPs were able to fully work autonomously and confidently organise a series of workshops without relying on the leadership of the association. This has increased CoP members' confidence and strengthened ties among members.
2. It was an opportunity to nurture future leaders of the associations: The CoP coordination team, PD team, CoP leaders, and ATER leadership closely collaborated, and this project has nurtured and empowered more committed volunteers which assured the association that there is a guarantee of future leaders.

b) **the wider community?**

1. CoP members testified to having learnt many things they did not know/ could not do before. For instance:
   a. Teachers developed confidence and skills of outlining, preparing, delivering a presentation during a workshop or conference, and most of them had never done that before.
   b. Teachers were able to practise a new teaching tip they had never tried in their classrooms (e.g.: Hot seat Speed dating, Chalk talk, Pen in the middle, Exit ticket).
   c. Some teachers said that it was their first time to conduct peer-observations and peer-feedback, and they exercised giving and receiving constructive feedback
2. Members from the 6 remaining CoPs that did not participate in the project were inspired and showed their will to do the same next year by submitting another application for the 2022/2023 grant.
3. There were other teachers who attended the conference and expressed their excitement. They started looking for guidance on how to start new CoPs in their locations. There is a hope to have more and more CoPs growing all over the country.

What evidence do you have for this impact / these effects?

At the end of the conference, we circulated a questionnaire with the 5 questions below. Note that a couple of days before the conference, we had sent the same questions (except question 3) to all CoP members who participated in the entire project to collect useful data. (**See a summary of responses in appendix 2**)

6. EXPENDITURE

a) Local funding: ATER and Partners

Description	Breakdown	Total cost	Comments
Phase 1: Preparations ATER organised 3 meetings (*see section 4*) and deviated the money that was reserved for buying stationery items because CoPs had accepted to Use available resources from their schools.	*Each meeting: £ 150*	*£ 450*	*Provided by ATER*
Transport for 5 ATER representatives who visited CoPs in their locations to monitor activities (*£10 each in phase 2&3*)	*5*£10* 2 workshops*	*£ 100*	*Provided by ATER*
Venue for Workshop		*Free*	*Provided by GS APACOPE (Partner)*
Phase 4: Inter-CoP conference - Lunch - Printing the program - Printing Certificates		*£ 225*	*Provided by ATER*
Grand Total		*£ 775*	

NB: The amount of *£ 250 that ATER had planned for CoP leaders', mentors,' and Facilitators'* Communication fees (Internet, airtime) was used in phase 1 & 4- because all members agreed to contribute by using their money to communicate. This was the effect of the economic crisis the whole world is undergoing.

a) **Hornby funding:** 3 main changes were made due to circumstances beyond our control

1. ATER wanted to stick to the proposal plan; nevertheless, due to the dramatic rise of transport and food stuff costs, an increase of £1 was necessary to make the project run (i.e., *initially transport fees and refreshments for each person were £3 and £5 respectively. They turned into £4 and £6*).
2. Besides, the total number of teachers who participated in the project was 95 instead of expected 125- the number was the same in phase 2 and 3 to be consistent (Due to Covid 19, some members left their jobs, or moved to other schools.

3. The Total amount used in phase 2&3 that Hornby was supposed to fund is £ 1900. The remaining £ 100 was used in the inter-CoP conference to support ATER funds because its budget for phase 4 (£ 225) was not enough due to the price hike that went against the plan in 2022.

Description	Breakdown	Total cost	Comments
Transportation fees for CoP members- 95 teachers from the 5 CoPs attended 1 workshop in phase 2 and another in phase 3. (*See section 4*).	95*£4 *2 workshops	£ 760	
Refreshments- 95 teachers from the 5 CoPs - to attend 1 workshop in phase 2 and another in phase 3. (*See section 4*)	95* £6 *2 workshops	£ 1140	Teachers spent the entire day. So, they needed refreshments to stay focused on the 3 workshop sessions.
Phase 4- Inter-CoP Conference		£100	This amount was used to support ATER during the conference as
Grand Total		*£ 2000*	

7. SHARING WITH A WIDER AUDIENCE

Who did you share information about the project with? Why?
When and how did you do this?
What reactions did you get?
Do you have any further plans for sharing more widely?

Due to the nature of its activities, the project only involved 5 CoPs from 5 districts:

1. Nyarugenge district in the capital Kigali.
2. Muhanga, in the south.
3. Karongi district in the west.
4. Rwamagana in the east; and
5. Gicumbi district in the north.

Around 100 teachers from these 5 districts actively participated in the project and benefited from it. During the conference, 2 teachers from each of the 6 remaining COPs (Kicukiro in the capital Kigali; Nyaruguru, Huye, and Nyanza districts in the south; Ngoma and Kayonza districts in the east) were invited to learn from their colleagues so that they can implement a similar project in 2023. Besides, there were other teachers who did not belong to any of the CoPs but were excited to learn from them. The homework is to spread this news to their colleagues when they are back home. We hope that this information will be shared to more than 250 teachers by the end of 2022.

Since ATER believes that constructing and showcasing success stories is an important aspect of teacher development, we are planning to engage the 6 remaining CoPs in a similar project using available resources or a grant because this project has had a great impact on teachers.

8. OVERALL REFLECTIONS

A) **Lessons learnt: Managing a project requires firm teamwork, communication, delegation of responsibilities for its success.** The CoP coordination team, PD team, CoP leaders, CoP members and ATER leaders worked together, regularly communicated, and recognised and respected each other's responsibilities. Things could go on even at times when a member was busy with their daily duties. By the way, ATER leadership was rarely involved, which proves that empowered teachers can actively participate in their own learning/ professional development.

B) **Weaknesses that can be turned into a strength:** The main weakness is linked to limited financial resources and teachers' loaded workload. However, working in smaller groups like CoPs makes it cost-effective and time saving as they implement activities in their locations, which decentralises ELT.

C) **Would we do anything differently next time?** Yes. To make it even more cost-effective and time saving, we plan to integrate virtual meetings and minimize face-to-face meetings (especially in planning stages because that is where ATER spent more money) in our project to avoid amounts of money spent on transportation and refreshments.

D) **To any other TA planning to undertake a similar project:** Building in your members cooperative attitude, good will, autonomy (avoid centralised leadership), trust, and letting teachers make their own choices make such a project win.

9. GOING FORWARD/ LOOKING AHEAD?

ATER plans to keep engaging CoPs in the teachers' professional development because they are in a better position to promote the culture of mutual exchange and contextualised learning. In the 2019 Hornby TA project report, ATER had planned to scale up CoPs from 9 to 15. Unfortunately, the

Covid 19 pandemic interrupted it. We hope to achieve this by 2023. The focus will be on reaching more remote schools using tools and lessons learnt from this project. "If teachers cannot join conferences, let conferences join them in their locations."

Besides, we plan to start teacher research (exploratory and action research) soon for teachers to delve into their careers with specific targets.

10. PERMISSIONS

This report is primarily for the Hornby Trustees and British Council internal review and records. However, we do want to promote your hard work and would like to share what you have done with other Hornby awardees and publicly via the Internet.

☑✔ Can you please tick here if you give your permission to share your report?

☑✔ Please tick here if you would like your project to be considered for presentation at the 2023 IATEFL conference (the Hornby Trust will select up to two projects from reports submitted and will support one team member from each of these projects to attend the conference).

Please indicate who would give the presentation if selected: Mr. **Laurent Ahishakiye**

Signature:
Name: Laurent Ahishakiye

Date: 10 November 2022

Appendix 1: Inter-CoP Conference

2nd Inter-CoP Conference

Sunday, 30 October 2022 **Theme – Teacher Communities of Practice (CoP): Showcasing Best Practices in English Language Teaching and CPD** **Venue: G.S. APACOPE, Muhima, Kigali**	
9:00-9:30	**Arrival and registration for all participants**
9:30-10:00	**Opening Remarks by Christine Umuhoza, Conference Chair** **Remarks by ATER Leadership** **Address by the Guest of Honour representing APACOPE**
10:15 -11:00	SESSION 1: **Designing and Facilitating CPD** **Facilitator**: Juliet K Muhoza (ATER) **Presentation type**: Workshop Continuing professional development, or CPD for short, is the term used to describe the supplementary learning that professionals undertake. Usually, CPD helps to augment and enhance their abilities in the workplace. However, it encompasses much more than simply learning. Rather than being passive and reactive, CPD makes learning conscious and proactive, to enhance personal skills for application in the workplace. In addition, there are a variety of different methodologies involved, such as workshops, conferences, and events of CPD nature. By engaging in CPD, you'll ensure that neither your academic nor your practical qualifications will become obsolete. CPD offers you the opportunity for up skilling, regardless of where you are in your career, your age, or even your level of education. Not only does CPD help to enhance your skill set, but it also enables you to adapt to changes in the work environment too. In an ever-changing world, engaging in CPD can help you prepare for the jobs of the future, while also showing your commitment to self-development and professionalism.

Room 1	Room 2
SESSION 2: **Communicative Language Teaching Techniques** **Facilitator**: **Christine Umuhoza (CoP Gicumbi)**	SESSION 3: **Tips to Involve Students Equally** **Facilitator: Bernadette Mukarugambwa (CoP Gicumbi)**

11:05 -11:50	**Presentation type**: Teaching Tips	**Presentation type**: Teaching Tips
	Even though some learners are passive and silent in the class. It requires interactive techniques to make them active in the classroom language, but most of teachers do not use the affordable techniques to engage every learner in the content. This highly interactive workshop explores the best active learning techniques to modify the lessons to meet the needs of every learner and make a language classroom more inclusive.	This topic entitled "tips to teach and improve slow learners" is prepared for these who are in service of teaching in primary and secondary schools. Today with the policy of inclusive education, it seems that there is an increasing number of learners who repeat the class because of failure in academic activities. Parents and leaders throw stones at the teachers accusing them to be responsible of this failure. Teachers at their side try to defend themselves accusing learners to be very weak and not interested in learning. So, this topic is prepared to provide a lasting solution to this problem. The content of this abstract, the workshop will provide to the participants the main methods that can be used in class to stimulate the interest of slow learners during the teaching-learning activity.
11:55 -12:40	**SESISON 4: Foundations of Reading in early learners** **Facilitator:** Alex Ojji Oketcho (CoP Nyarugenge) **Presentation Type**: Workshop There should be a standard professional approach to guiding and equipping young children with permanent reading skills that can stand the test of time. In this training teachers will be equipped with the necessary early learners reading skills such; English language sound awareness, blending skills, digraph blending and trigraphs.	**SESSION 5: Teaching Comprehension Strategies** **Facilitator**: Beatrice Uwishimwe **Presentation Type**: Teaching Techniques Reading Comprehension is the overarching goal of reading instruction. If kids can't understand what they read, we, as teachers and parents, often start looking for the cause of the difficulty, and then we look for solutions! The cause can be difficult to pinpoint because there are so many causes of reading comprehension difficulties. While they may show up at any age, they often start to become more noticeable in upper elementary, when the student enters third or fourth grade. In early elementary, students are asked to learn to read. But in upper elementary, students are starting to move into texts which ask them to read to learn. These more complex texts require additional background knowledge and more advanced vocabulary, which makes them much more challenging for the struggling reader. Reading comprehension is the most important academic fundamental, with immeasurable benefits. Some reading comprehension benefits are well-documented:

		Improved reasoning skills, better, more insightful writing, faster reading, and better performance in many subjects. Without proper comprehension skills, students lack the ability to understand what they read. The point of reading isn't to make sounds in your brain or out loud, but rather, to understand important lessons, stories and arguments. Comprehension means complete understanding of a writing. Usually, we read very casually and without concentration. As a result, we retain a very vague idea of what we have read. An exercise on comprehension compels us to read with care and concentration. It also tests our reading comprehension skill. Comprehension of a given passage means complete understanding of what is contained in it. We are required to answer certain questions at the end of the passage to show that we fully understand it
12:45-13:30	**SESSION 6: Tips for enhancing students' language Skills** **Facilitator**: Valentin Mutesa (CoP Rwamagana) **Presentation Type**: Teaching English Skills The mastery of the language of instruction is a key for the students to allow him to learn other subjects taught in that language. But the major challenge is that some of our students do not have enough skills in the language of instruction to enable them to learn easily even other subject taught. This presentation about: "tips for enhancing students' language proficiency" will provide English teachers with different tips, they can use to enhance their students' language proficiency. In this regard, we shall see together: some tips to enhance students speaking, listening, writing, and reading skills. Group discussion supported by conclusions drawn by the presenter will be the methodology which will be used to bring this work to its fruition. We expect this work to improve teachers' practices in the	**SESSION7: Tips to avoid making common mistakes in Teaching language structure** **Facilitator:** Jean Claude Mugimbura (CoP Gicumbi) **Presentation Type**: Teaching Tips Using mother tongue for some teachers fearing to makes mistakes is one of the most problems; however, most teachers neglect teaching common mistakes because of lack of techniques to be used. This workshop focuses on using group discussion to improve students' English proficiency. The workshop proceeds in one session where participants practice assignments by using wrong and right sentences for effective teaching and learning process. This helps passive students for effective communication through teaching process.

	class and hence bring to improvement in student's English proficiency.

13:30-14:30	**Lunch and Networking**	
14:40-15:25	**SESSION 8: Creating, adapting and Using English Teaching Learning Aids** **Facilitator**: Ojji Alex Oketcho (CoP Nyarugenge) **Presentation Type**: Workshop To teach any subject effectively, teachers should create materials that enable students to learn even in the absence of the teacher physically. In this workshop, teachers will have opportunities to learn and practice techniques to create and adapt at different class levels. They will also hopefully gain new knowledge of and practice using the teaching and learning aids effectively during lessons.	**SESSION 9: Integrating Basic Technology in Language Teaching** **Facilitator**: David Mberabahizi (CoP Rwamagana) **Presentation Type**: ICT-Based ELT Rwanda believes that integrating ICT in education is a pillar for economic transformation. Since 2000 there has been a big push to introduce computers into schools and integrate ICT into the education curriculum through a range of initiatives, unfortunately some teachers lack necessary skills and approach in the use of available ICT tools. This presentation about: "ICT integration in teaching and learning of English" will equip English teachers with different skills they can use in ELT. The workshop shall discuss different ICT tools that can be used in teaching and learning process and how they can be used, challenges faced while using them and how they can be addressed. Group discussion will help participants to actively participate, and this will enable them to competency-based teaching. We expect this workshop to improve teachers' practices in the class and empower English quality learning.

15:30-16:15	**SESSION 10:** **Teaching Silent Reading Strategy** **Facilitator:** Emmanuel Nzeyimana (CoP Karongi) **Presentation Type**: ELT Techniques This topic entitled "How to teach silent reading "is prepared for both primary and secondary teachers. Today with the policy of inclusive education, it seems that there is an increasing number of learners who repeat the class because of not having the ability and capacity of reading. As we all know, Silent reading improves students' understanding because it helps them concentrate on reading rather than pronunciation. This practice also allows children to read faster and improve comprehension. Silent reading also helps develop reading skills for a purpose, as the focus is on understanding the content as students focus on the text until the entire text is read. This also helps students absorb ideas into their subconscious and then use them in their daily lives. When we read silently, we can form mental pictures of the topic being discussed. Also, we do not need to read one word at a time. When you encourage your students to read silently, you are helping them develop the strategies they need for reading fast, and with better comprehension. This is called reading efficiency. In addition to this, it can help the students to read any text with maximum attention to the meaning. The workshop will provide to the participants the main methods that can be used in class when teaching how to read silently.	**SESSION 11:** **Using Songs to Improve Students' Pronunciation** **Facilitator:** Dieudonné Tuyisingize (CoP Gicumbi) **Presentation Type**: Content-Based ELT Pronunciation is one of the skills that students should be taught. Therefore, English language lessons should include a focus on teaching pronunciation and teachers need to use a variety of techniques to effectively teach pronunciation and allow opportunities for students to practice. This workshop focuses on using songs as one of the strategies to improve students' pronunciation. The workshop will provide opportunities for participants to share resources and techniques they use to teach pronunciation, especially focusing on using songs.
16:20-16:50	**Awarding Certificates** **Closing by Isaie Nyirinkwaya, CoP Coordinator** **Group Photo**	

Appendix 2: Project reflection notes

1. What did you learn from the project?
    - The Hornby project helped me to learn by joining others
    - To meet with my colleagues and share experience with each other in teaching process
    - Acquiring new knowledge and skills to improve my practice
    - I learned different approaches and methods in ELT
    - Sharing ideas and resources with other CoP members
    - Opportunity to attend a conference and learn ideas, and share best practices
    - Opportunities to improve my English skills, especially speaking (many CoP members said this)
    - New skills to involve learners equally
    - Communicative language teaching techniques (many CoP members said this)
    - Presentation skills
    - Designing and delivering workshop sessions
    - Adequate use of available resources
    - Techniques to teach learners at different levels

2. What impact did the project or will it have on your learners?
    - Techniques to teach letters, sounds and blending
    - Designing teaching materials to improve student engagement
    - Improvement in teaching pronunciation
    - Teaching them skills especially listening and speaking
    - Improved classroom management skills
    - Strategies to help struggling learners

3. What did you learn from the Inter-CoP conference that you think you can apply
    - To be resourceful
    - Networking
    - Learn from the experiences of fellow teachers
    - Integrating ICT into English classes
    - Strategies to help/manage struggling learners

- Improve my teaching experience and profession
- How to teach comprehension routines
- Importance of CPD for teachers and how CPD impacts on learners
- Session presentation skills

4. What challenges did you face? Did you try any solutions? What do you suggest?
- Some teachers are not able to express themselves in English when they are given opportunity to share their experiences
- Skills to create/research teaching materials. Solution: learn from other colleagues
- Limited opportunities to share what I know well with fellow teachers. Solution: engage more in CoP activities
- We need more time to learn from each other but teaching workloads at our schools are big
- Students are not at the same level of proficiency. More training needed so we can gain relevant skills to address this challenge
- Maybe the conference can be two days next time. Making a day trip for participants from far places was not easy
- Add another day and cover more content and create opportunities for every participant to share
- Limited language abilities prevented some teachers from sharing their good experiences
- Teaching small children skills especially reading and writing. More practice helps to improve
- Lack of enough teaching aids. CoP activities provided opportunities to learn from other teachers
- Still need to work on fluency as this is the basis for effective lesson planning and instruction
- Confidence in our English. CoPs provide opportunities to do everything in English compared to school settings
- Teaching very large classes; more training needed
- Some English teachers still find it difficult to express themselves in English. That means students are affected too. We more effective CoP engagements to work on proficiency

5. Would you recommend a friend to join a CoP?
- Everybody said yes and feel inspired to learn from the experiences of other teachers, and find opportunities to share their own experiences