E-Teacher Professional Development Workshop
University of Maryland, Baltimore County and
University of Oregon, Summer 2012

Technology-Based Language Teaching in Higher Education: An Innovative
Approach for English Language Teaching in Rwanda
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In September 2012, the proposal for professional teacher-training course on Technology-Based Language Teaching in Higher Education: An Innovative Approach for English Language Teaching will be presented to the Integrated Polytechnics Regional Center (IPRC) Kicukiro Campus and the U.S Embassy in Rwanda. The workshop may be held on October 6, 2012. The program will be organized into a 4-day workshop program. The workshop will be offered as a face-to-face training to 20 English as Foreign Language (EFL) junior faculty from different higher education institutions in the capital of Rwanda, Kigali. The aforementioned tutors will be selected upon the new Faculty working in the English Department based on the criteria established by the higher Institutions in Kigali. The program will make use of the content from Building Teaching Skills through the Interactive Web, an online course developed by the University of Oregon and sponsored by the U.S. Department of State; and from the E-Teacher Professional Development Workshop, Summer 2012, at the University of Maryland, Baltimore County (UMBC). It will expose participants to the latest technology tools used in teaching English as a Foreign Language (EFL) as well as assessment techniques presented by experts in the field of Teaching English to Speakers of Other Languages (TESOL). This workshop will foster innovation development and promote growth in learning the newest cutting-edge technology applications to be used in the classroom, allowing the participants to enhance their traditional—“talk and chalk” method.

Host: Integrated Polytechnics Regional Center (IPRC Kigali), Kicukiro Campus
        U.S Embassy-Kigali (Office of the English Language Programs)

Participants: 20 Junior Faculty from Universities and Higher learning Institutions in Kigali city

Program: 4-day, face-to-face workshop

Schedule: October 6 - October 9, 2012

Goals: The goals of the workshop are to:

- Introduce technology based language Teaching (TBLT) in Education in Rwanda;
- Use technology to enhance teaching practices in the classroom;
- Identify assessment types to apply them to their teaching situation; and
- Match assessment with objectives in the English language teaching at all levels of education.
**Problem Identification**

Many EFL educators hold degrees and possess solid understanding of pedagogy. However, they believe that the teaching-learning process of a foreign language begins and ends in the classroom. Furthermore, given the large classes they have to teach, it becomes difficult to involve all the learners in the language learning process. Here is when integrating advanced technology in teaching English may be a good solution to dealing with these large classes. The effective use of technology is a good alternative if the teachers want to consider using innovative ways to enable learners to go beyond the classroom and work the language independently. Learning how to use technology in the classroom will also permit them to conduct multiple assessments to measure the outcomes effectively and efficiently. In fact, if only they are trained in using techniques to cater these issues, they will eventually get positive results.

**Contextual Analysis**

English language teaching has become a major concern to everyone whose role in Rwandan is to educate. This is due to its recent official status of English over French. The French language was the former sole language of instruction in the Rwandan educational system. The office of the English Language program in the U.S Embassy – Kigali is one of the most active stakeholders in the English Language promotion. In this respect, the Office of the English Language program in the US Embassy-Kigali in collaboration with the Integrated Polytechnics regional Center (IPRC-Kigali) will organize a teacher-training workshop on the use of technology in class and assessment techniques. The training will take place in the IPRC Kigali’s computer laboratory. The workshop will be offered to 20 junior faculty members from universities and higher learning institutions in Kigali city. The training will take place in Rwanda, more specifically, in Kigali city—the capital city of the country, at Kicukiro College of Technology. The main reason for the selection of this site selection honors the fact that at least 70% of higher education institutions are found there.

**Learner Analysis**

The training participants are 20 EFL junior faculty members in Universities and higher learning institutions in Kigali. Their Experience in the teaching varies from 3 to 10+ years. However, they all face the same problem of large classes and have not been updated in using the latest methodology currently used in the 21st century.

**Content Analysis**

The course content for this project will be drawn from the online critical thinking skills course developed by the University of Oregon in the U.S. Department of State E-Teacher Scholarship Program. In addition, the content from the E-Teacher Professional Development Workshop at UMBC will be used for developing instructional activities to be used in the workshop. The training program will focus on technology tools and assessment. The target context will be university level classes taught by junior faculty members. The workshop will concentrate on the application of new technology such as blogging, Nicenet classroom, Webquests, noodle tools and so forth. It will also cover assessment, which is one of the major issues in language teaching in Rwanda.

These four days of training in Rwanda is to help participants to update and improve their skills in English language teaching new technological based methods and techniques. Participants will be introduced to modern assessment techniques that will help learners to learn English as a language and not as a subject. It will also serve as a platform where they can discuss current issues related to the English language teaching and their possible solutions. In-training evaluation and feedback from the participants will help to make some improvements to meet the teachers’ needs in the future.

**Delivery Analysis**

The approach used in this workshop will be learner-centered with activities that are cooperative, experiential, and analytical. The workshops will be organized at The Regional Institute of English, and divided into two face-to-face sessions of 6 hours each. Technology such as PowerPoint slides and videos, along with interactive questioning and discussions in pairs and groups, will be utilized.


Project Plan
This program will be divided by dates and topics per day. Here is a chart that contains the detailed information to that respect.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics to be covered</th>
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<tbody>
<tr>
<td>September 24 – 28, 2012</td>
<td>Inviting participants</td>
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<tr>
<td>October 3 – 5, 2012</td>
<td>Planning and preparation stage</td>
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<tr>
<td>October 8, 2012</td>
<td>• Creating a blog&lt;br&gt;• Designing a blog&lt;br&gt;• Posting on a blog&lt;br&gt;• Editing blog content</td>
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<tr>
<td>October 9, 2012</td>
<td>• Creating a Nicenet class&lt;br&gt;• Inviting other participants to join a class&lt;br&gt;• Posting and commenting in the Nicenet forum&lt;br&gt;• Managing the Nicenet class</td>
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<td>October 10, 2012</td>
<td>• Different search engines.(Google, Noodle tools,)&lt;br&gt;• Bookmarking important sites&lt;br&gt;• Finding relevant websites</td>
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<tr>
<td>October 11, 2012</td>
<td>• Assessment techniques&lt;br&gt;• Bloom’s taxonomy</td>
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Design

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<tr>
<th>Objective</th>
<th>Content</th>
<th>Learning/Training Activity</th>
<th>Assessment</th>
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<td>1. By the end of the 1st day of the workshop, participants will be able create a blog.</td>
<td>• Creating a blog&lt;br&gt;• Designing a blog&lt;br&gt;• Posting on a blog&lt;br&gt;• Editing blog content</td>
<td>• Mini-lecture on the role of advanced technology in language teaching and on blogging (Power point presentation)&lt;br&gt;• Guided practices</td>
<td>• Group discussion on the role of advanced technology in language teaching&lt;br&gt;• Participants visit each other’s blog and comment on the way it is built and designed</td>
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<td>2. Given all instructions, by the end of the workshop, all participants will be able to use Nicenet accurately.</td>
<td>• Creating a Nicenet class&lt;br&gt;• Inviting other participants to join a class&lt;br&gt;• Posting and commenting in the Nicenet forum&lt;br&gt;• Managing the Nicenet class</td>
<td>• Mini-lecture on what Nicenet is and how it works (power point presentation)&lt;br&gt;• Guided practices</td>
<td>Participants create a class; post and comment in the class</td>
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3. By the end of the workshop, participants will be able to use search engines like Google, noodle tools, and bookmarks and to locate accurate information using the above search engines.

- Different search engines (Google, Noodle tools)
- Bookmarking important sites
- Finding relevant websites
- Guides practices
- Using different search engines to find particular information
- Group discussions
- On the role of bookmarks

4. By the end of the workshop, participants will be able to apply assessment techniques that goes with their teaching content and strategies effectively.

- Assessment techniques
- Bloom’s taxonomy
- Mini-lecture on assessment techniques (power point presentation)
- Analysis of the 6 cognitive levels of Bloom’s Taxonomy
- Group discussions and pair discussions
- Group preparations and demonstrations of assessment methods that can be used in EFL classes. These activities will be prepared based on the 6 cognitive levels of Blooms Taxonomy discussed in the workshop.

**Rationale for Sequence**
To allow the participants to enhance their teaching practices by both using innovative technology and effective assessment in the classroom, the workshops have been sequentially organized as a series of workshops. They have been purposefully designed to enhance the 20 selected junior faculty’s practices, transforming them into innovative and effective instructors. The participants will become aware and know how to use technology applications and effective assessment practices to be used in the classroom. It is important for tutors at the tertiary level of education in Rwanda to get rid of the old traditional ways of language teaching and adopt the new and easy technological techniques and best practices in assessment. This will help them to be successful teachers and give them the power to give to their students what they really need. Teachers also should know that assessing is not for the purpose of assigning marks but the measurement of how well the objectives were achieved. Effective assessment techniques are highly needed and this workshop is coming as a solution to that.

**Development**
(Training plan based on Gagne’s Nine Events of Instruction)

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<th>Gain attention</th>
<th>Inform learners of objectives</th>
<th>Stimulate recall of prior learning</th>
<th>Present the content</th>
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| 1. | Questions on what participants understand by using technology in the classroom. | Asking trainees what their expectations from the training are before presenting the objectives in a power point slides. By the end of the workshop, participants will be able to:  
  - Create a blog and manage it  
  - Create a Nicenet class and lead it  
  - Use web search engines effectively  
  - Use assessment techniques that reflect their teaching objectives. | Ask participants what technological tools they use in class and how? | Presentation of the content in a mini lecturer form with the use of power point presentations, group discussions and practice |
5. Guide learning

- Giving clear instructions before each practical activity
- Walking around during practices for more help and clarifications to participants
- Leading the discussions

6. Elicit performance (practice)

- Look at blogs created by participants and ask them to post on their own and comment on their colleagues’
- Choosing one participant’s created Nicenet class and making it the class where they should meet for posts and comments
- Participants use different search engines to create content for their blogs

7. Provide feedback

- Providing individual feedback during the practical session
- Tackling general problems in public (Frequently asked questions)
- Provide online feedback on blogs and Nicenet visiting everybody’s blog and the Nicenet classroom

8. Assess performance

- Using online rubrics to assess participants’ performance
- Group presentations on assessment techniques

9. Enhance retention and transfer

- Participants discuss how useful the training will be for their future classes
- Trainees talk about how the training will impact on their individual professional development

**Implementation Checklist**

**Items**
- Computer laboratory equipped with 20 computers
- Internet connection
- Projector
- Loud speakers
- Whiteboard
- Markers
- Refreshments
- Printing and photocopying facilities
- A4 paper
- Name tags

**Tasks**
- Inviting participants
- Preparing the workshop room.
- Preparing the power point presentation and the handouts
- Printing and copying handouts
- Finding name tags (Participants cards)
- Arranging refreshments procedures
- Checking the functionality of the computers and projector in advance

**Evaluation**

Formative ongoing assessment will be done before, during, and after the project implementation stages. The formative evaluation will aim at improving the overall quality of the training and will be done both formally and informally through an observation checklist, personal interviews, in-training practical assignments, oral presentations, and presentation of products (Blogs, Nicenet accounts).

The summative assessment will aim at judging the worth of the training at the end of its activities. The major reason for this will be to get accurate feedback to perfect possible future trainings. Technology-Based Learning (TBL) should, indeed, be disseminated to as many English teachers as possible. The materials during this evaluation will be questionnaires and a follow-up survey.