

SIEGLINDE JORNITZ

*German Institute for International Educational Research – DIPF
Frankfurt am Main, Germany*

BETWEEN STIMULATION AND OVERWHELMING: REFLECTIONS ON THE USAGE OF VIDEOS FOR TEACHER TRAINING IN TANZANIA

ABSTRACT. Jornitz Sieglinde, *Between Stimulation and Overwhelming: Reflections on the Usage of Videos for Teacher Training in Tanzania* [Pomiędzy stymulacją i przytłoczeniem: refleksja nad wykorzystaniem filmów w kształceniu nauczycieli w Tanzanii]. *Studia Edukacyjne* nr 38, 2016, Poznań 2016, pp. 347-363. Adam Mickiewicz University Press. ISBN 978-83-232-3013-7. ISSN 1233-6688. DOI: 10.14746/se.2016.38.21

The article reflects on a pilot teacher training programme in Tanzania, where videos are used for implementing new teaching methods, but also for initiating a discourse about corporal punishment. The culture of instruction in Tanzania is strictly based on a teacher-centred approach which leaves all activity to the teacher and turns students into passive listeners. In most cases, teachers deal with up to 80 students in one classroom. Therefore, discipline is an important matter of instruction and many teachers still use corporal punishment that is widely accepted in Tanzania.

The launched training programme has the aim of implementing learner-centred teaching methods without using corporal punishment and offers Tanzanian teachers the possibility to participate in a workshop that connects these methods with subject-related topics.

In the English teaching workshop, the facilitator used filmed English lessons from a German school to discuss with the participants both the application of learner-centred methods and the absence of corporal punishment. The use of these German videos shows advantages but also limitations that are strongly related to the European versus African setting. The article discusses these dimensions on the basis of data that are generated by ethnographical observation and audiotranscripts of the piloted workshop.

Key words: teacher training, video analysis, learner centred methods, Tanzania

1. Introduction

Within the pilot phase of a future teacher training project in Tanzania, videos are used as an instrument to initiate discussion about teaching proc-

esses. In educational contexts, videos offer the advantage of directly demonstrating how teaching methods are applied. The visual impression seems to be stronger than a textual description. Therefore videos on the one hand confirm that the application of a method or concept can be transferred into practice, and on the other hand, they can show at a glance, discursive and corporal actions that are both necessary for the teaching process.

These advantages led to the decision to use videos in a workshop on English as a teaching subject. This three-day workshop took place in July 2014 in Moshi/Tanzania as part of a pilot phase for a teacher training project, initiated and planned by a German foundation. Ten teachers from different secondary schools in the northern region of Tanzania participated in the workshop.

Teacher training is an important issue in Tanzania. The huge expansion of the secondary education sector¹ is accompanied by poor qualifications of secondary school teachers. Therefore, the project aims to contribute help regarding a pressing issue in the country.

After a short characterisation of the current situation of the educational system in Tanzania, the piloted workshop is presented in regard of its aim, focus and methodology. Based on these descriptions, the article will reflect the specific use of videos in this context that swings between the two poles of stimulation and overwhelming. The reflections will be discussed on the basis of empirical data that are generated by ethnographical observation and audiotranscripts of the piloted-workshop.

2. The situation of the educational system in Tanzania in general

Since reaching independence in 1961, education has been a central issue in Tanzania. Under the first and long-standing president Julius Nyerere (1922-1999), a former teacher himself, the country put a lot of effort into building a nation-wide and respectable educational system, which offers every citizen the opportunity to learn. Ever since these early days, education has remained on the policy-makers' agenda and it is one of the eight priority areas in a newly launched initiative called "Big Results Now", funded and supervised by the World Bank in 2014.²

¹ Twaweza Form Four Examination Results. Citizens report on the learning crisis in Tanzania, 2013, Brief No. 2, www.twaweza.org/uploads/files/SzWENBrief2-FINAL.pdf [access: 28.03.2015], p. 3.

² See: www.worldbank.org/en/news/feature/2014/07/10/how-tanzania-plans-to-achieve-big-reforms-now-in-education [access: 28.03.2015].

Like many other low-income countries, Tanzania has to face severe problems in regard of the educational system. Whereas the country can rely on massive efforts and show astonishing results in primary education (GMR 2013/14, p. 20f), it still struggles with problems in secondary education.

After seven years of primary school, students transfer to a four-year secondary school and complete by passing “[n]ational examinations [that] are designed and administered by the National Examination Council of Tanzania (NECTA)”.³ Teachers have to prepare their students for this Certificate of Secondary Education Examinations (CSEE).⁴

According to the latest data of UNESCO’s Global Monitoring Report 2013/14, Tanzania faced a decline in its literacy rate from 82% (1985-1994) to 75% (2005-2011) of the 15- to 24-year old adults and youth.⁵ In this age group, the total number of illiterates rose from 827.000 between 1985 and 1994 up to a total number of 2.2251.000 between 2005 and 2011.⁶

In the same time span, Tanzania more than doubled the transition rates from primary to general secondary education, the percentage increased from 16% in 1999 up to 41% in 2010 and led to the total enrolment in secondary education of 2.118.000 students.⁷ In other words, 35% of the school-aged population (age group 14-19 year olds) is enrolled in secondary schools.⁸ Compared to data from 2008, the number of students has almost doubled.⁹

This increase in student numbers led to an increase of secondary education institutions. According to data from UNESCO, the number changed from 365 institutions in 1990 to 927 in 2000 and rose up to 3.485 schools in 2008.¹⁰

The higher demand for secondary education opportunities invoked a corresponding higher demand for secondary education teachers. In 2011, Tanzania had a secondary school teaching staff of 80.000 teachers, of which 28.000 were female.¹¹ According to the data given in the latest Global Monitoring Report and based on headcounts of pupils and teachers, the pupil-

³ UNESCO, *World Data on Education: United Republic of Tanzania, 2010/2011*, p. 15.

⁴ *Ibidem*, p. 10.

⁵ UNESCO, *Education for All Global Monitoring Report 2013/4: Teaching and learning. Achieving quality for all*, Paris 2014, p. 325.

⁶ *Ibidem*.

⁷ *Ibidem*, p. 368.

⁸ *Ibidem*.

⁹ UNESCO 2010/2011, p. 16.

¹⁰ *Ibidem*.

¹¹ UNESCO 2014, p. 377.

teacher-ratio in secondary schools is 26 students to one teacher, compared to a student-teacher ratio of 11 for Central and Eastern Europe.¹²

Nordstrum in an additional report comes to the conclusion “that teacher numbers have not kept pace with the large gains seen in primary enrolments since 2000” and he continues that

Data on enrolment in Tanzanian teacher training colleges shows that the growth in teacher numbers can largely be attributed to the private sector, rather than government efforts. (...) Enrolment fluctuates significantly in government colleges from year to year (high of 28,000 in 2006 and a low of 16,700 in 2008) and has decreased overall. Non-governmental teacher training colleges, however, have quadrupled enrolments in four years, from 2,740 in 2006 to 10,834 in 2010.¹³

The increase in the number of teachers can be attributed to the private sector that invested in teacher training institutions for secondary education. However, because of the need for teachers on that educational level, “most of the newly trained educators meet only the minimum criteria for teacher qualification (i.e. secondary school plus a teaching certificate).”¹⁴

Teacher qualification is a specific problem for secondary education schools. Nordstrum notes that

there is significant variation in the gross numbers of teachers and those meeting certification requirements in the secondary phase in Tanzania: a greater proportion of primary school teachers meet qualification standards. This is in part because qualifications standards are lower for primary school teachers. In addition, important regional differences emerge in terms of where qualified teachers are employed: more urban locations such as Dar es Salaam have a greater proportion of qualified teachers (...) than more rural locations, such as the Lindi region.¹⁵

These lacking teacher qualifications are in a way connected to final examinations results of secondary school students. UNESCO reports that “schools which perform highest in the examinations are those who employ better-trained teachers, including experienced graduates.

(...) Fifty-eight per cent of all teachers who have a university degree work in non-government schools and of all B.A. and B.Sc. graduates with education degrees, 75%

¹² Ibidem, p. 377 and 379.

¹³ L.E. Nordstrum, *Teacher supply, training and cost in the context of rapidly expanding enrolment: Ethiopia, Pakistan and Tanzania*, 2013, paper commissioned for the EFA Global Monitoring Report 2013/4, Teaching and learning: Achieving quality for all, 2014/ED/EFA/MRT/PI/19, p. 18.

¹⁴ Ibidem, p. 25.

¹⁵ Ibidem, p. 17.

are absorbed in this sector. (...) Most teachers in secondary schools are certified and trained either as graduates or diploma holders.¹⁶

The lack of teacher training and the high enrolment rates of students in secondary education are a severe problem that is focused by many initiatives, projects and teacher training programmes in Tanzania.

3. Piloting a teacher training programme

The workshop for secondary school teachers of English is part of a broader, planned project on teacher training in Tanzania, initiated by a German foundation. The main aim of the future project is to guide secondary school teachers from a strong teacher-centered approach to a more learner-centered one, and support and enable them to change the way of learning in their classrooms. This aim will be implemented by two types of workshops and a follow-up individual coaching process in each of the participating schools. One type of workshop will deal with the dissemination of learner-centred teaching methods in general. The participants learn about different ways of organising group work, debate or discussions in class, they reflect on teaching aids built with low-cost resources and get to know new instruments for evaluating students. All methods have the same aim: to stimulate and activate the students in class.

The second type of workshop is more concentrated on the subject itself. Not every activating method might be appropriate for a certain topic; therefore this type of workshop combines subject-relevant training and learner-centred methods. In line with the actual curriculum, the participating teachers will be trained in their specific subject. The project focuses on subjects that are most relevant for the final examinations, i.e. English, Mathematics, Biology, Chemistry and Physics.

Although the teachers will be given a lot of time to test their skills by preparing model lessons and trying them out with their colleagues during the workshop phases, these possibilities of experimentation and reflection will never substitute a "real world setting". Therefore, the future project will offer a coaching process, in which each participating teacher will be observed in their own school by one of the subject-related trainers. The feedback given after the observation should lead on the one hand to reflection and critical understanding of the teaching process, and on the other hand to a problem-solving atmosphere that will help to overcome several routines of

¹⁶ UNESCO 2010/2011, p. 16 and 19; see also: UNESCO 2014, p. 246.

a strong teacher-centred approach. The coaching activity will be carried out by former teachers who have a strong background in working in an African culture.

The three modules described above will form the future project on teacher training.

Videos were used in the piloted workshop on English as a teaching subject. Ten English teachers from ten different secondary schools in the north of Tanzania participated. Before reflecting upon the use of the videos, the role of English in Tanzanian schools is briefly outlined (3.1) as well as the aspect of teaching conditions and predominant teaching methods (3.2).

3.1. The role of English in Tanzanian schools

English is the medium of instruction for any subject that is taught in secondary school in Tanzania except Kiswahili (world data, p. 10). It is “one of the core and compulsory subjects that is taught in all four years of secondary education”¹⁷ and is “required for the Certificate of Secondary Education Examination (CSEE)”.¹⁸

But English is not only one subject among others. For Tanzanian students, English is their second foreign language besides their native (tribal) language and their first foreign language Kiswahili in which they have to learn and organise their work in secondary school. Therefore, English plays a central role and is at the same time one of the major problems teachers and students have to face, because it is not the day-to-day language, neither for the students nor for the teachers. Outside school, both use Kiswahili for communication, which means English is not practiced outside the school setting. Not surprisingly, several studies note “insufficient English language knowledge by both teachers and students”.¹⁹ Teachers and students share at a certain level the same problem; both have to manage the teaching and learning process in a second foreign language that is not regularly used in the country, except in higher educational institutions and in communication with foreigners. Teachers and students alike lack strong communication skills in English. On the students’ side, this leads to “poor language compe-

¹⁷ UNESCO 2010/2011, p. 15.

¹⁸ *Ibidem*, p. 16.

¹⁹ M.S. Vuzo, *Pedagogical implications of using English as the medium of instruction in teaching civics in Tanzania secondary schools*, Oslo 2002, p. 3 and 64.

tence, they fail to grasp the content knowledge presented in the English language.”²⁰

Teachers of English have to face the significance of their subject for the whole learning process in secondary schooling. Because English is the medium of instruction for all subjects, the teachers are responsible for enabling and equipping the students with the necessary skills for learning so they can fully participate. As if this task were not difficult enough “(...) the language policy does not permit teachers to mix languages”²¹; because of this regulation, throughout the country schools are instructed to use English in the classroom and outside only and non-adherence might be followed by punishment.

In a Tanzanian secondary school, English as a subject more or less prepares the ground for the whole learning process. Schools need qualified English teachers who prepare their students for this process that is accompanied or framed by the restrictive ban of another language of instruction within secondary schools.



Fig. 1. Secondary School in Tanzania, 2014

3.2. The aspect of teaching conditions and predominant teaching methods

Tanzanian teaching conditions and predominant teaching methods are more or less common to most African schools. The regular number of stu-

²⁰ Ibidem, p. 59.

²¹ Ibidem, p. 67.

dents per class ranges from 60 up to 80 students.²² In these overcrowded classrooms, students sit in wooden or old iron benches, sequenced in rows one behind the other, all facing the blackboard. One lesson lasts 80 minutes and in most schools the teacher has no desk where he or she might place his/her teaching materials. The shortage of resources also applies to textbooks for students. In regard of the subject of English, this leads to the situation that English literature has to be taught without the original text of the novel or drama. A literature analysis has to be carried out on the basis of the teacher's re-narration.

Besides these poor conditions and the lack of resources, teaching itself is dominated by a strong teacher-centred approach. The typical Tanzanian or African lesson consists of lecturing and chorus-like confirmations by the students as well as by a fast question-answer-predominance that leaves no time for reflection or independent discussion.²³ Under these circumstances, the teacher is at the centre of the teaching and learning process. The latest Global Monitoring Report stated that teachers "are not trained in ways to ensure active participation in the classroom so that students understand the lesson".²⁴

This strong predominance of teachers' lecturing is related to the challenge of keeping control over 60 to 80 students, presenting an obstacle to change to teaching methods that encourage active student participation. Harber notes that the

dominant pattern of schooling in Africa is not only often of poor quality but its processes and structures (...) usually tend to be authoritarian in nature, being characterised by hierarchical organisation, transmission teaching and teacher-centred classrooms, often reinforced by corporal punishment.²⁵

He distinguishes three types of teachers according to their professionalism level and concludes that

the critical mass of teachers in Africa tend to operate generally at the unprofessional or restricted level of professionalism in an occupation often hampered by poor train-

²² B. Moon, F. Wolfenden, *Teacher Education in Sub-Saharan Africa: issues and challenges around teacher resources and practices*, [in:] *Teacher education in Sub-Saharan Africa: closer perspectives*, Ed. G. Rosarii, Oxford 2012, p. 44.

²³ Cf. J. Ackers, F. Hardman, *Classroom interaction in Kenyan primary schools*, *Compare*, 2001, 31(2), p. 245-261.

²⁴ UNESCO 2014, p. 238.

²⁵ C. Harber, *Contradictions in Teacher Education and Teacher Professionalism in Sub-Saharan Africa: the case of South Africa*, [in:] *Teacher education in Sub-Saharan Africa*, p. 56.

ing, lack of resources, low or unpaid salaries and low levels of continuous professional development.²⁶

Bearing these aspects in mind, the pilot English workshop had two main goals for the usage of videos. First, by showing videos of English lessons a reflection on teacher and student perspectives as two equal parts of the same process should be initiated. Secondly, the videos should help to discuss the problem of discipline and how it might be handled without using corporal punishment.

The videos are taken from a German English textbook that includes twelve English lessons filmed in a German secondary school (Gymnasium).²⁷ The first lesson is focused on listening and understanding a foreign language by distributing e.g. a sound file and exploring strategies to understand in general and specifically what is presented. The topic of the lesson is a description of London for foreigners (DVD: C1, Klasse 7 = form I in Tanzania).²⁸ The second lesson presented during the workshop is concentrated on the competence and performance of reading English and development of strategies to understand or find out the meaning of unknown words. The topic of this lesson is a visit to New York (DVD: C4; Klasse 8 = form II in Tanzania).²⁹

Both videos are presented to the Tanzanian group of teachers and built the starting point of further discussions on teacher action and students' perspectives. These discussions seem at the first sight very fruitful and lively. The videos initiated a reflection on the process of teaching and learning, but this process oscillated between stimulating and overwhelming. These two aspects will be elaborated in the following. The reflections are based on ethnographical observation notes during the pilot workshop and interviews of workshop participants conducted by the author.

4. Stimulating aspects of video usage

The usage of the two videos of English lessons in a German secondary school had the effect that the Tanzanian teachers were able to see how learner-centred methods are applied in the real context of schooling. Before this, they had taken part in many presentations and lectures about these

²⁶ Ibidem, p. 60.

²⁷ E. Thaler, *Englisch unterrichten*, Berlin 2012.

²⁸ Ibidem.

²⁹ Ibidem.

methods. At their home school, some of the teachers might have initiated co-teaching lessons or collegial observations. Therefore, the filmed lessons broadened the scope of illustrating how the new methods could and should be applied.

Not only the aspect of application was stimulating, but the videos evoked secondly a mirror effect. By watching another teacher acting in the classroom, the Tanzanian teachers could easily replace the observed teacher by themselves. The Tanzanian teachers got the impression that it is feasible to apply a certain method. The mirror effect helped to transfer an unfamiliar method into practice.

As a third stimulating aspect, the videos offered the chance to move from the teacher perspective to the students'. As many talks, interviews and observations show, Tanzanian teachers are not used to taking the students' perspective into account. The relationship between teacher and student is in most cases hierarchical and based on the teacher's authoritarian role. This authority is not often founded in a profound and broad knowledge of the subject or a strong professional understanding. Like Harber states, most African teachers lack "autonomous and independent judgement to reflect on what they are doing".³⁰

The videos and the guided discussion by the workshop trainer forced the Tanzanian teachers to watch out for what the students are doing, how they respond to the teacher's instructions and how the students work on the given tasks. In one of the filmed lessons the teacher introduced several strategies to work on the meaning of unknown words. The Tanzanian teachers observed that the teacher's instructions were linked directly to the actions of the students; because they tried these strategies out – some did well, some failed. In the discussion with the Tanzanian teachers, they stressed the way the German teacher helped the students and how the students accepted this help as a strategy to learn the foreign words.

The video underlined the fact that every action on behalf of the teachers has an impact on the students' actions. The visual stimulus helped to underline that a professional teacher has always to ask which reactions or effects his own actions cause.

By making the Tanzanian participants focus their observations on the student, a stimulating effect was evoked and they saw in which ways actions are interdependent. While this might be a trivial fact, in the process of teaching and learning the professional view implies the reflection of both sides. Watching the videos, the teacher is relieved from acting and free to focus

³⁰ C. Harber, *Contradictions in Teacher Education and Teacher Professionalism*, p. 60.

also on the student's side. The discussions about the videos underlined how difficult it is for Tanzanian teachers to reflect what the students learn and not only what the teacher has to teach. The videos put both perspectives in the centre and forced the Tanzanian teachers to see their interdependence.

The Tanzanian participants noticed – fourthly – the following aspects of the presented lessons. They remarked that:

- The filmed teachers let the students brainstorm a specific word;
- Students are allowed to talk freely;
- Students share their understanding of a word without a comment from the teacher;
- The teacher is able to accept the student's ideas;
- The teacher masters the time management of the lesson;
- The teacher tries to involve the students;
- Students switch into German when they work in pairs or small groups (contributions are taken from the ethnographical notes and audio transcripts of the author).

The mentioned aspects stress in a specific way the unfamiliar relationship between teacher and student. The remarks show that the independent and free speaking of students is linked to the way the teacher organises the work of the students. The learner-centred approach leads to an open discussion in the classroom where the students express their ideas and opinions without fear. The brainstorming method is accompanied with the fact that the teacher accepts any contribution from the students. Even when he or she corrects a student's pronunciation or phrasing, this never means blaming or reproaching the student, but helping him or her to learn. And it is the teacher's task to plan the lesson and organize it. This included a time management for the different exercises and tasks that are assigned during a lesson.

For Tanzanian teachers, it is not common to plan a lesson carefully; most of them do not prepare the lesson in a proper way. As long as a lesson is dominated by lecturing, planning is not even necessary, but when the teacher moves to participatory methods then he or she has to prepare exercises, worksheets etc. in advance, to present a different structure of a lesson.

The participants of the workshop were stimulated by looking at teachers in the videos that show an impressive time management in running the lesson. The participants also observed that the students switched to German during group work; but they also noticed that they talked about the exercise. The so-called "code-switching" (Oslo, p. 3f) is observed as an accepted change that helps the student to solve the tasks. In one of the filmed lessons, the teacher as one of several strategies to grasp the meaning of an unknown

word suggests thinking of similarities between German and English words. The switch from English as a foreign language to German as the native one is introduced by the teacher as an accepted strategy to get the meaning of unfamiliar words. But this strategy is not easily transferable into the Tanzanian context because – as one participant mentioned – Kiswahili and English are more or less distinct languages, which have only a few words in common. Therefore for Tanzanian students it is much harder to learn English because of the different language structure.

But even if the transfer of this specific method that the filmed teacher presents his students is not applicable, the Tanzanian participants were astonished about the fact that the switch of language is not taken as a signal of indiscipline and therefore students are not criticised or reprimanded.

The videos showed these various aspects of teaching as an integral part of the teaching and learning process. They presented a different teacher-student-relationship and another professional understanding which is grounded in an understanding that the main task of a teacher is to help students to learn and to enable them to understand by asking questions, expressing their own ideas and discussing different opinions.

The possibility to watch realistic, visual presentations of English lessons from Germany had a strong impact on many participants to encourage them use activating and learner-centred methods in the classrooms. They appreciated watching how the formerly presented methods were applied.

The videos raised also the topic of discipline in class, but the facilitator had to push the discussion to the topic of corporal punishment. Though the Tanzanian participants were aware of the absence of corporal punishment in the videos, they strongly argued in its favour as an appropriate instrument of education in the Tanzanian context.³¹ Even if they remembered the pain from their own school years, they accepted and practised caning in their classes. Some of the workshop participants tried to make its use more transparent for their students by giving them three opportunities to learn for a test or by announcing the week of assigning the test in advance. But they all stated that corporal punishment is necessary as long as the students do not learn without fear of the punishment.

Moreover, the teachers act in line with Tanzanian law. Even in the latest report on corporal punishment in Tanzania, the government stated that “caning of miscreant students in schools is viewed as a legitimate and ac-

³¹ Cf. *ibidem*, p. 61.

ceptable form of punishment in Tanzania".³² Therefore, the videos contributed quite well to the discussion on corporal punishment as a model of absence, but there is still a long way to go before corporal punishment is denied use.

5. Overwhelming aspects of video usage

Watching and discussing the videos of filmed English lessons offered not only stimulating aspects but led also to overwhelming ones.

The main overwhelming aspect concerns the conditions of teaching that are directly visible by watching the lessons. The Tanzanian teachers - even if they did not comment much on it - were directly aware of the richness of resources teachers and students in Germany can rely on. At one glance they see the smaller number of students in class, the proper school furniture that includes not only a desk for every student but also a proper desk for the teacher, the cleanness of the classrooms, the friendly behaviour between teacher and students, the resources for both which include a textbook for every student, enough paper to write on, a cd-player to present audio files, photocopied worksheets etc. A long list of differences can be drawn between a Tanzanian and German classroom and in every second, the videos stress this difference. Thereby, the rich are separated from the poor and not one culture from another. The different conditions of teaching did not hamper a fruitful discussion but the videos had the effect of showing the Tanzanian teachers the economic superiority. The workshop facilitator had to guide the participants to the structural factor of the teaching process that is presented in the videos and to exclude the conditions of teaching from the discussion. The idea was to convince the Tanzanian teachers that the application of learner-centred methods does not depend on the richness of resources but on the way a lesson is planned.

The visual presentation of these conditions of teaching is a dominant factor that had a direct effect on the participants. The discussion stressed the importance of resources. In their opinion more teaching resources could help them to much better handle the teaching and learning process. The economic wealth that is presented in the videos had also the implication of hindering rather than stimulating professionalism.

³² Global Initiative to End All Corporal Punishment of Children: Corporal punishment of children in the United Republic of Tanzania, February 2014, www.endcorporalpunishment.org/pages/progress/reports/un-rep-tanzania.html [access: 28.03.2015], p. 7.

Another overwhelming aspect of the video lies in the flow of the filmed lessons. Although the author of the textbook and videos confirms the authenticity of the school lessons presented, the quietness of the classes and the uninterrupted flow of the lessons created the impression of slightly faked school videos. From diverse empirical studies, we know how much effort teachers have to invest in maintaining classroom discipline or how long it takes until the students start to work on the exercises, but in the displayed lessons the classes are cooperative, ready and eager to take part in the lesson, and the teachers are friendly, calm, supportive and willing to explain.

By watching these videos and their presentation as realistic lessons, the Tanzanian teachers got the impression that these examples could be taken as the normal and regular way of teaching and learning in Germany. The visual presentation stresses the aspect that all lessons in Germany are run this way and the teachers do not struggle. The lessons were presented as a blueprint to the Tanzanian teachers which they should try to copy. The flow of the lessons is so impressively displayed by the videos that they create an overwhelming effect. The visual presentation broadens the gap between the Tanzanian workshop participants and the German facilitator. Not discussions were initiated that reflect on general structural problems, which are characteristic for both countries, but the German example is shown as a solution to the problems Tanzanian teachers have. In that way, the videos had a colonialising effect which the facilitator tried to handle by addressing the Tanzanian participants as colleagues who share the same problems. The visually suggested dominance stresses differences in conditions *and* the better teaching qualifications, and leaves the Tanzanian observers behind as “unskilled professionals”.

How strong this impression on the participants was, was expressed by one participant’s wish to show these videos to his students. Asked for his reasons, he said that he wanted the students to know how they should behave and contribute when learner-centred methods are applied. He was not convinced that by changing the way of teaching and by organising different ways of learning the students’ participation would automatically change. He thought that presenting them a model for their behaviour in school, he might get a stronger commitment of the class for his way of teaching. Therefore the overwhelming aspect of the German lessons includes teachers *and* students, because the videos were taken as role models.

Using videos from different economic backgrounds for teacher training requires negligence of the colonialising aspect and a focus on the aspect of teaching itself. To focus the discussions on the structural aspects of the teaching process also displayed in the videos, a strong facilitator was needed who could bridge the gap that the videos provoke.

6. Conclusion and Perspectives

The use of videos of filmed lessons in an African teacher training context had a lot of advantages that support the change of teaching methods from a strong teacher-centred to a participative and discursive learner-centred approach. Within a culture that is less influenced by writing and books³³, images and films are closer to the principle of understanding. The visual presentations helped the participants to explain new concepts and their application in practice. They show immediately what a concept might mean.

For the facilitator of the workshop, the videos made it possible to focus also on the student's perspective. It is a challenge for Tanzanian teachers not only to teach what is written in the curriculum, but to organise learning by asking how the students' learning process could be stimulated and encouraged.³⁴ It is necessary to develop a professional view to bear in mind a student's level of understanding. The videos underlined the interdependence of teacher's and students' actions.

Yet, the presentation of a strong learner-centred approach did not automatically lead to a discussion on the topic of discipline in class and corporal punishment. The facilitator of the workshop had to raise the question if learner-centred methods of teaching could help prevent corporal punishment. The Tanzanian teachers agreed to the fact that corporal punishment is not an optimal instrument of teaching, but they all argued for it as a possible means. They underlined the fact that many students do not learn, they are lazy in the teachers' opinion. Some teachers explained that they give students a chance to prepare for a test more than once, but after three times they had to beat them to make them learn. In interviews outside the workshop Tanzanian teachers stressed that they knew that for Europeans corporal punishment is not an adequate instrument, but for the Tanzanian society it is, because also in families corporal punishment is an accepted means of upbringing. The teachers view themselves as in line with this shared value and the law. The videos helped to discuss the topic but Tanzanian teachers are aware of different opinions on corporal punishment in the two continents and try to respond friendly without being persuaded that the demonstrated kind of education would be sufficient for their context.

Stimulating effects of videos for teacher training in Tanzania are accompanied by overwhelming ones that mostly concern the economic difference

³³ Cf. Ch. Adick, *Bildung in Subsahara-Afrika*, [in:] *Bildungsentwicklungen und Schulsysteme in Afrika, Asien, Lateinamerika und der Karibik*, Hg. Ch.A. Münster, Waxmann (Historisch-vergleichende Sozialisations- und Bildungsforschung), 2013, 11.

³⁴ Cf. C. Harber, *Contradictions in Teacher Education and Teacher Professionalism*.

between the two countries. A colonialising effect could not be prevented, because the videos quite powerfully illustrated the far-better conditions of teaching in Germany. This difference led sometimes to a shift from discussing the way how the presented teacher organises the learning process to the predominance of the resources the filmed teacher can rely on. It was the task of the facilitator of the workshop to force the participants not to take the better conditions as an excuse for the predominant teacher-centred way of teaching in Tanzanian classrooms.

The videos showed lessons that were perfectly carried out and led to the fact that they were presented as a role model for the Tanzanian teachers. The visual presentations strengthened the impression that German teachers are a lot more professionalised than the Tanzanian ones and have no problems with the teaching process or the students. The lack of problematic scenes or difficulties evoked an overwhelming effect which left the Tanzanian teachers perceiving themselves as “unprofessional”.

The problematic effects of using videos in teacher training within an African context lead to a discussion of the negative results of borrowing and lending programmes and methods.³⁵ The transfer of methods that are quite established in the European, Western or developed context is accompanied by problems that emerge in the new context. As a study on a teacher exchange programme between Ireland and Uganda showed, the “experience of being a cultural stranger in another country”³⁶ that was initiated in the pilot workshop by presenting filmed lessons, was highly estimated by the Tanzanian teachers. The visual presentation intensified the impression and argumentation for the use of learner-centred methods. The filmed teachers function as an applied model.

But the adaptation to the new context has to be reflected carefully. Within the English teaching workshop, the facilitator was exceptionally aware of the problematic aspects and because of his long-term experience he could react and guide the discussions in an adequate way.

The presentation of lessons from Germany could be improved by showing not only perfectly run lessons but also those where the teacher struggles with several types of difficulties. Another possibility would lie in the use of

³⁵ Cf. G. Steiner-Khamsi, *Understanding Policy Borrowing and Lending. Building Comparative Policy Studies*, [in:] *Policy borrowing and lending in education*, Eds. G. Steiner-Khamsi, F. Waldow, London-New York 2012, p. 3-17.

³⁶ Kieran et al., *Teacher Educator Exchange Partnership in Uganda and Ireland: closer perspectives on teacher education in sub-Saharan Africa*, [in:] *Teacher education in Sub-Saharan Africa*, p. 246.

videos from African classes. This option takes the African context first, puts their own conditions on top of the reflection process and helps to stimulate African teachers to take their own professionalising process into their own hands – but this would altogether be another workshop.

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