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UPD95115ED104336

COURSE NAME:

Getting your students ready for final exams

Assignment Title:

**REPORT OF THE ENGLISH DEPARTMENT
WORKSHOP**

**ATLANTIC INTERNATIONAL UNIVERSITY
April/2026**



Officials and staff members at the opening day (March 2026)

On Monday, March 23rd, 2026, an exchange and training workshop was held on the sidelines of the scientific and educational days on the topic:

“What teaching/learning strategy for optimal results in the 3rd and Terminal classes?” this activity was planned for two days (March 23 and 24th). The scientific and educational days were organised by the high school staff and a few teachers inside the institution. In the organisation committee, I was in charge of the secretariat for the preparations, and I had to lead the English workshop when the activity starts.

The activity gathered more than seventy teachers from different schools, officials, staff members and students. After the opening conference, setting the objectives of the

scientific and educational days, the teachers joined their workshops according to the subject they teach. Twelve workshops worked during the activity.

Seven participants took part in this exchange and training English workshop. The attendance list, added in the appendix, makes it possible to identify them. Gathered to answer the aforementioned question, the teachers of the English department began their exercise with an individual introduction in order to get to know each other better.

Then, the participants in this workshop led by Dr. Thimotee Leon COLY, teacher at the Eugene Marcel Amogho high school (*École à Franceville, n.d.*), wanted to make their own assessment of the teaching of English in the classes concerned. They redefined the question because exams are just a part of the education organisation. It appeared essential for them to seek deeper solutions rather than just find temporary ones. It emerged that five (5) major problems prevent candidates from passing the exams.



Participants in the conference room (March 2026)

Over crowded Classes

Eugene Marcel Amogho high school is located in Franceville -Gabon (*Écoles à Franceville - Page 1, n.d.*), with more than three thousand students. It has sixty classrooms and the average for each is 80 students. Some classes function in

double flux- that is a group has class this week and the it stays at home. It is impossible to have them all in the same room for a lesson. In some rooms, they are seated Three per desk. And the reason is to be found on the size of the class, which is not large enough to welcome all the students.



Students in a class (March 2026)

Lack of human resources

The number of teachers assigned to this high school is not sufficient. There three regular students for the whole school in English. In German and Arabic departments there is only one teacher. French department has for teachers and most others are similarly dotted with. As an example, I have seven classes, and the total three hundred and six students. There is a great need of teachers presently and we are looking forwards to welcome new colleagues.

The irregularity and attendance of learners

Another issue we are facing in this high school is the irregularity and attendance of learners. Most students have an irregular attendance. Mamy among them do not attend classes or choose the one they prefer. Lack of surveillance and scarcity of supervisor facilitate this phenomenon. And if they come, they arrive late. They pretext transport problems. They mostly arrive an hour later or after the first class ends(Bourbonnais, 2026).



The English workshop (March 2026)

Learners' choice of teachers

Since there are new assigned teachers, many students are reluctant to accept them. They tend to make choice among teachers. Some even refuse to attend classes if they do not have the former teacher if the latter has been sent to another section. And if they turn up, they managed to show the new teacher he is not welcomed among them.

The blocking of some learners with regard to the English language.

Another issue participants singled out is a stuck in the process of learning English in many students. To them, the English language seems unreachable. They have already made up their mind they can never master the foreign language. This happens because some teachers do not apply the bilingual approach mainly in beginners or because of some unidentified reasons. It worth reminding that Gabon first official language is French, which is spoken everywhere.



Teachers during the feedback session (March 2026)

Faced with these problems, teachers were keen to propose strategies as a remedy. Here is the content:

Concerning the situation of the overcrowded classes, the participants proposed on the one hand and in the long term, the expansion of the reception capacities and on the other hand, and in the short term, the division into two groups for alternating education. This is in order to allow a better follow-up of learners.

Still regarding the issue, one must notice the normal number of hours for English classes has been reduced due to the lack of classrooms and, teachers. Those who had three hours only do two and those who were supposed to have Four or five, only do three per week.

Concerning the lack of human resources, participants proposed:

They propose the acceleration the training and recruitment of teachers in English. This is a long-term solution to the government. Actually, the government seems not to feel the urgency of the situation. So many schools lack teachers who are essential for a true training and formation. This point is an appeal which could solve the problem in the long run.

Participants also propose the solicitation of temporary teachers. This point is a short-term solution to the issue. Some teachers with a low hourly quota are willing to take extra class in other schools. So, we urge the staff to hire them in order to cover the gap existing in our school. The administration knows what to do but they are reluctant to do it for financial reasons.



The Spanish workshop (March 2026)

Another proposal is the use of local resources available within the institution and having expertise in the field, while providing them with the necessary pedagogical supervision. In fact, some teachers and staff members have a quite good level of English. We propose them a pedagogical support in order to take some classes as part time activities, and be paid for. In doing so they will help considerably reduce the gap in teachers.

With regard to item three on irregularity and punctuality of candidates for the examinations referred to herein, the participants proposed:

A strict, rigorous and regular attendance check in order to stop behaviour that tends to reduce the chance of acquiring knowledge essential to their success. We have noticed that some teachers and member staff are complacent as far as students' attendance and punctuality is concerned. The participants urge them to correct this failure and be strict in respect of the school regulations.

They also proposed to make the courses more attractive by innovating teaching methods, without forgetting to put a controlled touch of humour to relax the atmosphere and focus the attention of the learners. It was noticed that some teachers were too formal in their classes. To youngsters, those classes are boring, and tiring for their concentration degree is low. They need some fun now and then to keep them focused on the lesson. Teachers are invited to use their skill to keep the class animated and living. Not doing so is the main reason which causes the following problem.

Addressing the issue of teachers' choices by students, the workshop participants invited teachers to:

- show their learners that it is possible to have a different teacher and have lessons as effective as the previous one. It is important to let students understand and accept differences. People are not the same, and helping learners understand this point will facilitate teachers' integration in their new classes. When they get used to a teacher's methods, they refuse to be separated.
- It is also capital to reassure their learners by establishing a relationship of trust through an effective pedagogical approach. New teachers are invited to regain their confidence, and show them they can get interesting lessons with different a teacher. Collaboration with the former teacher when possible is recommended. They can draw a global state of the class they are leaving. They can also share some practices and teaching technics they successfully used.

Regarding the blockage noted in some learners in relation to the English language, the participants invited teachers to:

- Demystify it by showing them that mistakes are part of learning. Teachers are invited to show students in the simplest manner how to learn English. The Student-centred method is recommended. Teachers are invited to disclose the assessment grids. They are also encouraged to give them self-assessment tools so that nothing will remain mysterious for final exams. They encourage to have a lot of practice with their students.

- Involve all present students in the classroom through diverse and well-calibrated activities that promote a relaxed and enjoyable learning atmosphere. Inclusive teaching is essential for learners. The teachers are invited to make sure that no one in their class is left aside(UNESCO, 2015). As part of the whole group, every student must be given the attention and support they need to succeed.



Dr T. L. COLY during presentation (March 2026)

Finally, the participants shared experiences starting from the choice of text, reading, comprehension and analysis of texts (3e and Terminal) (see appendix), not

without first returning to the different methodologies with example of text and its analysis, to be concrete.

Then, the workshop facilitator proposed a text followed by its analysis (in the appendix) while clarifying the various points of darkness that remained among some participants who greatly appreciated this exchange of experience for the greatest happiness of the learners and their success.

This English workshop took place in very good conditions. The exchanges were very rich and useful for teachers who had the opportunities to share their worries, problems and hopes for a better school year with the best results at final exams. Participants express their wish to have other training sessions to empower their teaching capacities. As an organizer member, and facilitator, I promise to organize another training session to work on other concerns they raised during this activity. Afterwards, the workshop participants returned to the conference room for a feedback session before parting at the end of a day rich in lessons.

As an AIU student, this project was very exciting. It concerns directly my major: Education. I had the opportunity to share my knowledge to colleagues who were facing different issues in their job. It was a wonderful exchange moment which could positively impact at least three thousand students. I could also advise new teachers in their practice. I have ever since noticed a great change in teaching methods and the feedback from my colleagues are encouraging.

Moreover, the project participated in the implementation of human rights and the 17 Goals for a Sustainable World by the United Nations. It helped us move a pace further to Quality Education which Sustainable Development Goal 4 (Joint SDG Fund, 2015). That a great opportunity for me to share and exchange with my colleagues, views about education in Gabon, and in the world. I talked about the urgency of updated teaching methods and technics in a digital and AI world.

Appendix

Text n°5: TikTok Star is Killed in Iraq

It took less than 46 seconds for the helmeted assassin to pull over his motorcycle, walk to the driver's side of the S.U.V., yank open the door and fire his handgun four times, killing one of Iraq's most prominent TikTok personalities, a 30-year-old woman whose name on social media was Um Fahad.

- 5 The security camera footage of the killing in front of a Baghdad home on Friday evening is startlingly explicit but sheds little light on either the killer's identity or the reason Um Fahad was targeted. The Iraqi Interior Ministry, which released the video, said it had formed a committee to investigate her death.

The victim, whose real name was Ghufraan Mahdi Sawadi, had become popular on social
10 media sites, especially TikTok and Instagram, where her videos showed her wearing tight or revealing clothing, or singing and cuddling her young son. They won her some 460,000 followers, but also drew the ire of conservatives in Iraqi society and in the government.

At one point, officials ordered Ms. Sawadi jailed for 90 days, reprimanding her for a post that showed her dancing at her 6-year-old son's birthday party.

- 15 At her sparsely attended funeral, her brother, Ameer Mehdi Sawadi, said he had little faith that her killer would be caught.

Given his sister's prominence, the government might be expected to take action, but no official has come to see him since her death, he said.

- "No one sat down with me and interrogated me," Mr. Sawadi said. "I only told them that
20 she was my sister, and I gave the authorities my name, and that's it."

Ms. Sawadi's killing was the third in less than a year in Iraq of a young social media personality.

- The killings appear to have been an outgrowth of an Iraqi clampdown on criticism of the government and on the public display of behaviors regarded as secular and Western,
25 according to human rights groups.

Alissa J. Rubin, www.nytimes.com, April 28th, 202

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Text 5: TikTok Star is Killed in Iraq - Analysis

INTRODUCTION

The text I have to present is entitled "TikTok Star is Killed in Iraq". It is a narrative and informative internet article written by Alissa J. Rubin. It was published in www.nytimes.com, on April 28th, 2024. Dealing with information and communication technologies, this article is about a social media user's murder. Through this document, the authors would like to denounce free expression-based violence.

SUMMARY

a) STRUCTURE

This text can be divided into three main parts:

- the first one goes from the beginning to line 8. It is about Um Fahad execution.
- the second part goes from line 9 to 14. It deals with the victim's previous problems with Iraqi authorities.
- The third one stretches from line 15 to the end. It is about the victim's brother pessimism on a probable arrest of the killer.

b) SUMMARY

This text starts by the shocking narration of Um Fahad assassination. It revealed then that she previously had to undergo a condemnation to prison because of a content she posted on her TikTok and Instagram account. The text ends with her brother's despair on an eventual justice for his sister.

COMMENTARY

I would like to comment on the third part of this text. In this passage, the author depicts the victim's brother despair. "I can name many innocents who have been killed," "Have you heard anything about their case? Did they find the killer? No." Ameer Mehdi Sawadi said. He is pessimistic because he knows that the authorities are behind this murder. In fact, they consider, Ghufraan Mahdi Sawadi's posts as an offence.

EVALUATION

This text has a social interest because it deals with the impact of social media on culture and customs. In my opinion, the text is very interesting because, it shows the perception of social media in other cultures.

BRANCHING-OUT

This article reminds me of Mahsa Amini, an Iranian activist who was killed simply because she appeared unveiled on a post.

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