

Comments and advice from 'old-timers':

I definitely recommend using simple, extremely basic vocabulary when explaining to the students. The talking pace is also important, as they are more likely to listen when you talk in a slower voice but with more dynamics. Body language helps too from time to time.

It is very important to be patient with the learners, and to not just simply ask "do you understand" but to ask them questions in which they have to apply their knowledge. Also it is always good to have paper and pencil at the ready to draw and write things to explain them!

Be prepared to improvise. We do a lot of preparation beforehand, but in the end things may come way differently than we expected. Learn to talk with your hands and feet, especially when you're teaching primary school, since many of them don't understand a word of what you're saying. Games are the best way to teach them, once they understand how to play them. There are some children who are very loud and some who are very quiet, make sure that everyone gets a turn in doing the exercise. Try not to say : " no that's wrong." Find a way to explain to them what they can do better. And most importantly be yourself, laugh a lot and make them feel secure and comfortable around you because suddenly some of them start to make huge progress once they try.

Comments and advice from 'old-timers':

Talk slowly. Also, listen very close, due to the accent. We also take many words for granted. **In the Kalahari, they sometimes don't even know simple words. Be aware of that. Try to be limited in what you say and don't use hard vocabulary.**

FIS students need to be patient and be able to be creative while explaining certain things. Need to be able to relate to their lives while explaining a problem. Need to be able to control students because you will most likely be working with 4 or 5 students each and be able to multi task. Can't be shy or afraid to communicate with the students. **Need to be able to explain a problem in several ways in case they don't understand one way.**

Comments and advice from 'old-timers':

Having already been to the Kalahari, I really stress that everyone speaks slowly, clearly while having eye-contact with the students. This not only helps them understand ideas or concepts being explained, but also we can keep a hold of their attention. FIS students will notice the gaps between the different students in their groups where some seem to catch up with things much faster than others. At these times we have to be able to control certain students from calling answers out and be patient with the other students. When asking questions, don't bombard students with questions and don't continue to wait hoping they'll answer. It is okay to encourage students to try to answer once or twice when asked a question, but waiting and expecting them to answer after that can intimidate them and make them feel uncomfortable. Also, always review and summarize the most important points after a long period of explaining and before the end of class. This helps them to at least remember the main points for the next class and it also clarifies and answers some of their questions. Besides this, I would advise drawing pictures or sometimes even acting certain concepts because the students enjoy that and have a tendency of remembering those much more than just plain explanations through speaking. Last but not least, compliments. COMPLIMENTS COMPLIMENTS COMPLIMENTS! They love it when you compliment them from big to small things. They'll keep smiling throughout the entire class and open up to you much quicker. I guess those are some of the main things to remember! :)

Comments and advice from 'old-timers':

I think patience and building a trusting relationship (learning about their personal lives) are most important when teaching the students in the Kalahari. Often, they will be very shy at the beginning and avoid any possibility of making a mistake (especially in front of their peers) so it's important that you show them they are in a secure learning environment. We are there to raise their confidence and enthusiasm for their English (and not make them more anxious) so it's essential that they engage in conversations as much as possible whether or not what they are saying is grammatically correct (so obviously don't correct all mistakes they make in their written work as well as their participation in discussions...). **When discussing a text, for example, don't focus on defining every single unknown term that there is in the text** (since we won't be there in the exam) and rather help them find a technique they can use on each. They are likely to attempt copying the work of their peers sitting next to them so perhaps think of ways to overcome this. Remember that every individual learns in their own way - so what might work very well for one student might serve as an obstacle for another. I was once completely lost when one of my students had no clue what a text was about and so **what might be considered as a last option if everything else fails is to let the others in your group translate it into Setswana**. Tell them they are also free to ask any questions during break/lunch/after school since they may feel uncomfortable about their friends' presence. Also, stick to straightforward and simple vocabulary and obviously try and speak slowly and clearly, rephrase questions sometimes when they don't understand you...