

PRELIM 2

Angola: ANELTA (Angolan English Language Teachers' Association) with International House Bristol

August 2022

Project background

Partnership overview		
Course overview	ETA partner	Angolan English Language Teachers' Association (ANELTA)
	UKI partner	International House Bristol (IH Bristol)
	Course length	10 weeks
	Number of groups/cohorts	4 groups
Participant profile	Total number of CPs	57
	Language level(s)	A2 – C1
	CPs' teaching context	Lower secondary to university
Mode of delivery	Synchronous platforms used	Zoom
	Synchronous session length	60 minutes
	Synchronous session frequency	Weekly
	Asynchronous workload	90 minutes per week
Course content	Language development focus	Topic based syllabus with emphasis on speaking and classroom communication
	Methodology focus	Communicative language teaching / emergent
	Technology focus	N/A

Description of the partners

The Angolan English Language Teachers' Association (ANELTA) was founded in 2003, and since then it has been working to congregate the English language teachers from primary, secondary and university and other English-speaking professionals into training, continuous professional development and cultural exchange initiatives in order to reinforce English language teaching and learning in Angola, both face to face and online. It has over 500 members and is an affiliate to IATEFL and co-founding member of Africa ELTA. In 2020, ANELTA was the IATEFL Project Winner.

International House Bristol (IH Bristol) is a private language school, established in 1987, with a core team of around seven teaching staff and around ten administrative or ancillary staff, offering the following relevant provision:

- General, exam (IELTS, Cambridge main suite, OET) and specialist English courses for adults
- General and specialist English courses for juniors (between 8 and 17)

- Teacher training (CELTA, courses for foreign teachers of English, CLIL)

The school offers face-to-face, hybrid and online courses, usually using Zoom and Microsoft Teams.

IH Bristol participated in PRELIM 1 in 2021, partnered with API-ELI in Cuba.

Key features of the context

Course participants were selected from ANELTA members across Angola, from a variety of teaching contexts ranging from lower secondary to university level. The majority of ANELTA members do not have access to a stable internet connection and had little to no experience with online training. Indeed, only around 30% of English teachers in Angola have received specific teacher training. Of the selected participants, English ability varied from A2 to C1. The majority of CPs work in low resource environments, with limited access to teaching or professional development materials. The official language is Portuguese.

Outline of the course and rationale

Due to the general lack of access to CPD among the ETA members, and the UKI and ETA's shared goals of sustainability and transferability of learning, the CPs were selected from across the country to enable the course provision to cascade to the maximum number of teachers. Although the members of ANELTA are mainly men, one woman was recruited from each province in order to increase their representation on the course. Due to their diverse English profiles, CPs were divided into four groups by level.

Due to the varied teaching contexts of the CPs, a [topic-based syllabus](#) was selected, with a broad and flexible course outline, which enabled the course tutors to respond to participants' emerging needs. The needs analysis revealed a preference for focus on speaking, pronunciation, and classroom language, so synchronous lessons were preferred. A complementary asynchronous element was included to ensure those with access issues could still benefit, and improve the affordability of the internet access costs. Additionally, all synchronous sessions were recorded and shared with CPs via Vimeo, to maximise opportunities for participation.

Project findings

Working in partnership

IH Bristol and ANELTA collaborated effectively on the goals, design, and delivery of the course through email, regular Zoom meetings, and WhatsApp. A preference for weekly face-to-face meetings and instant messaging enabled smooth communication and swift decision making, and built a strong foundation for a collaborative partnership and the creation of shared goals. A determined commitment to these shared goals of gender equality and long-term sustainability were of particular importance to the successful partnership.

The difficulties of recruiting women to participate in the course was a significant challenge in the early stages of the project. Although an equal number were invited to participate, many declined, citing lack of

time or IT skills, leading to an initial ratio of 7:38. This necessitated a second round of recruitment which significantly increased the workload of the ETA and the overall numbers on the course. However, increasing the cohort and inviting more women to participate from each province was successful in increasing the overall ratio to 18 women to 39 men, exceeding the proportion of women in the ETA.

The ETA's thorough understanding of the needs of their membership was instrumental in the effective design of the course and selection of participants, as demonstrated by an engagement level of 89% of CPs. Both parties also found the direct participation of the ETA president in the course itself to be a motivating aspect for the CPs, and a source of valuable insight for the UKI.

Working with the CPs

For ANELTA, the main local factors affected the planning and delivery were the workload of recruiting and selecting the participants, taking into account IT skills and internet access, and in identifying women available to participate. Another key factor was in creating the motivation among the participants in general for the project. The passion and commitment of the ETA's President in personally contacting all potential participants by phone and in creating short videos, shared via WhatsApp and outlining the benefits of the course, provided a highly personalised touch (see *figure 1*). Thanks to these efforts, the CPs on the whole were highly motivated and informed about the project.

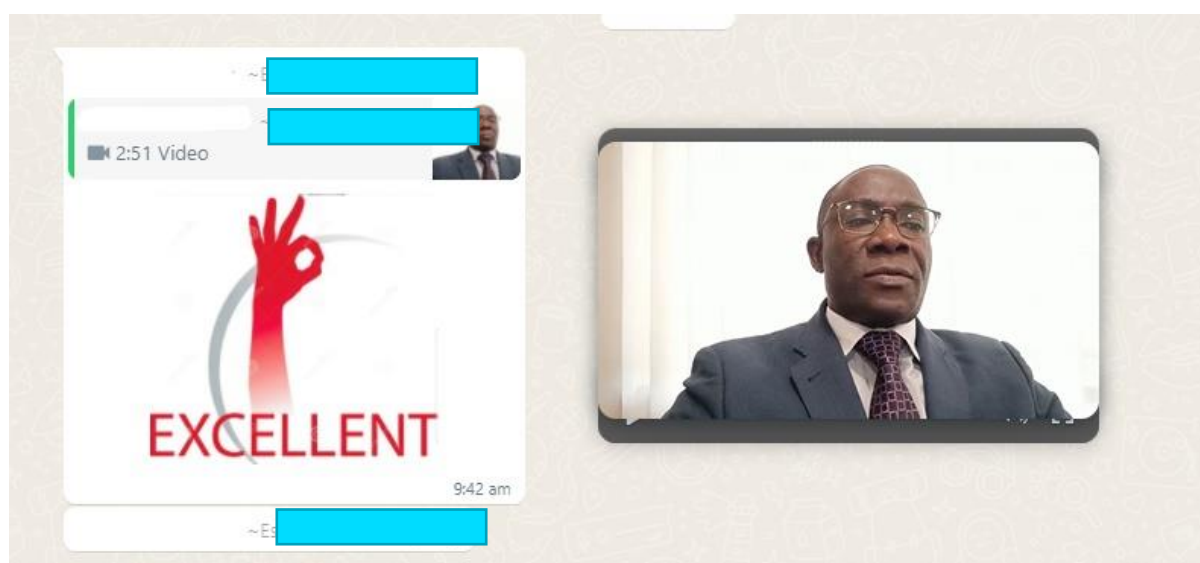


Figure 1: screenshot of WhatsApp video

The main point of learning for IH Bristol was in how to help CPs from a vastly different teaching context to access and benefit from an online course as effectively as possible. A useful approach was arranging a 'session zero' before the official synchronous lessons began, to test the capabilities of the CPs participants' devices, software and internet and their platform knowledge. This proved to be a helpful diagnostic and revealed such potential issues as regular dropping out and in gaps in the IT skills of the CPs. For future sessions, it is recommended to also consider cross-cultural aspects such as Zoom 'etiquette' and setting expectations for the tutor's availability for live communication via the asynchronous platform.

In order to maintain high levels of engagement and motivation, asynchronous productive tasks were made as personalised as possible, and tutors endeavoured to give personalised feedback and corrections. The tutors found sharing audio recordings using MP3 or the voice note feature of WhatsApp an excellent way to give personalised feedback on speaking and pronunciation (see *figure 2*). The resulting warmth of relationship between course tutors and participants was noted as a highlight by all stakeholders, and a real source of joy in the running of the course.

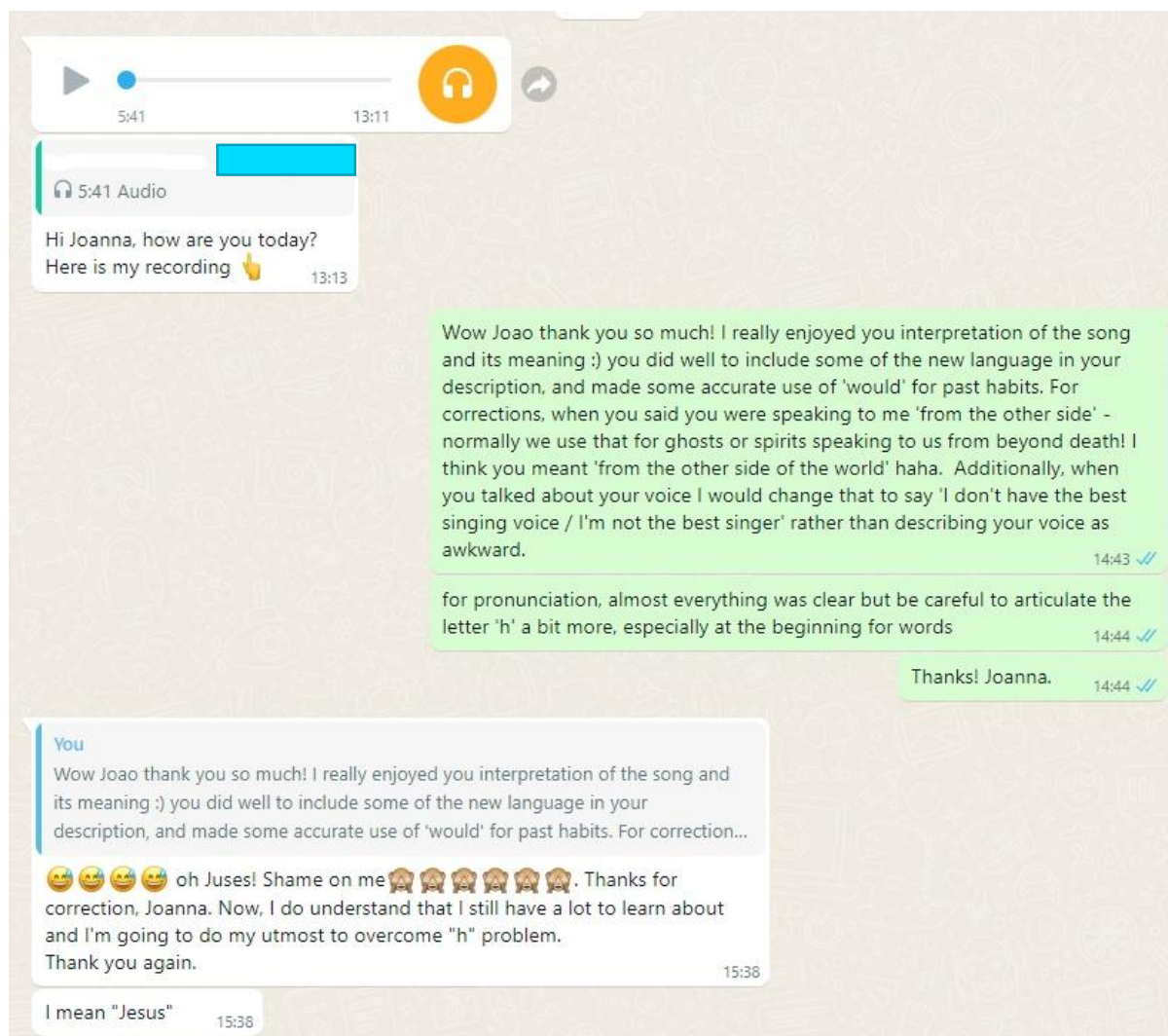


Figure 2: screenshot of WhatsApp voice note feature and feedback

In contrast to the success of this tutor-led approach, both tutors were surprised by the unfamiliarity of the CPs with self-directed learning, and their relative lack of independence on asynchronous tasks. This was not a factor considered during the planning stage, and any future courses with asynchronous work should carefully consider how to properly set expectations and raise CPs' awareness of self-study aspects such as checking one's own answers, redrafting corrected work, and self-reflection on classroom practice. It may be advisable to provide a more detailed course outline including these types of activities in the asynchronous aims.

Designing/delivering the course

The use of Google Forms to collect needs analyses, CP personal data, and placement testing information proved to be effective. The inclusion of qualitative questions was possible due to the relatively small cohort size of our project, but is recommended regardless as a valuable source of information (see *figure 3*).

What is the relevance of this course for Angolan teachers of English?

60 responses

If the idea is to make teachers more confident, then the course is welcome as every participant will by the end of the course, acquire tools which will help him to address english classes in a different way.

Having a community of Angolan teachers of English equipped not only with teaching but with language skills also will make it possible to generate knowledge among teachers.

It helps anyone of us to improve more and more about the language his/her has been teaching.

Teachers need professional development for the improvement of the quality of teaching in Angola.

The english is connected with tecnology without inglish is more difficult to understand the world and all processes and systems like polotical, strategy, economy and be connected with other countries and people.

It is highly relevant because we acknowledge the importance of the English language and students will only learn from well prepared teachers.

I will help us to teach English effectively

Figure 3: CP priorities via Google Forms

An area of data we found hard to assess was in the potential data costs for CPs, who primarily accessed the course using 3G or 4G data and mobile devices. This was estimated by the ETA and the participants themselves, however in the end of course survey a slight majority said the funding allocation had been insufficient. A more accurate estimate could be taken during the session zero (mentioned above) by asking an ETA representative to attend via mobile device and assessing the difference.

As IH Bristol had been delivering online courses as part of its daily operations, the tutors were able to manage the synchronous aspects of the course well, responding to emergent needs and tailoring the content of the lessons as necessary. The taking of regular feedback throughout the course via Google Forms also assisted in this regard, with brief feedback taken after week two and a more comprehensive questionnaire at the mid-course point. These highlighted the preference of the CPs for more information on teaching techniques, therefore from the mid-course point a more explicit focus was given to teaching techniques such as designing communicative activities and using inductive learning.

Where the UKI had less experience was in the management of the asynchronous aspect. The creation of WhatsApp groups for the sharing of course materials, organisational information, and encouraging

collaboration and reflection between CPs was well set up by the ETA. However, the workload entailed in monitoring these groups, providing input, feedback and corrections to the CPs to best foster a communicative environment was underestimated by the UKI. The tutors felt unable to keep on top of discussions and, as such, some CP contributions and suggestions were under-exploited. A possible alternative approach could be in scheduling a 'live' aspect to the asynchronous platform, giving both the tutor dedicated time to support the group, and creating a more instantaneous, conversational, interactive environment for the CPs.

Course outcomes

For ANELTA, the project was a remarkable milestone, taking into account the nature of project (unique for Angola) the number of participants and regional representation, and the quality and quantity of information which was shared with the groups. The experience of delivering training virtually was very valuable and will be of great use to the organisation in its future projects.



Figure 4: the end of course ceremony

For IH Bristol, working with the Angolan CPs provided valuable insights into different teaching contexts, and provided an interesting challenge in building in teaching methodology demonstration and reflection into a language improvement course. The experience of running both synchronous and asynchronous platforms has had a positive influence on other departments and will be put to good use in other projects in 2022. For project management, working closely in partnership in coordination and exchanging ideas to design the course was a highly rewarding experience, as was the opportunity to build on the lessons of PRELIM 1.

For course participants, a high level of engagement throughout the course demonstrated its usefulness, along with a measurable improvement in both confidence and percentage of English used in the classroom between the pre-course and end-of-course surveys (see table 1). Many course participants report having altered their teaching style to incorporate more student-centred and communicative activities, and many will cascade aspects of the course to their schools and communities (see figures 5 and 6).

<i>Table 1</i>	Percentage reporting 8, 9 or 10 on Pre-course	Percentage reporting 8, 9 or 10 on End-of-course
“How confident do you feel in your general ability to teach English language well to students?”	66.7%	84.1%
“On average, for what percentage of your English classes do you communicate with your students in English?”	31.7%	54.6%

Please explain your answer

44 responses

I have been equipped with knowledge on how to teach I feel more confident.

Currently there are plenty of opportunities and sources to learn on your own but in group learning where you share it with remote participants has made me gain more confidence rapidly.

My confidence in teaching has improved a lot because I have learnt a lot from Joanna; the way she taught, strategies and techniques She used to teach us inspired me a lot. I personally started to use some of her topics and techniques in my own classes, so it has been amazing.

along these days we've been looking at different ways of delivering classroom contents, and these variety of activities, obviously brought to some if not all of us more confidence as we have more from where to get.

My Confidence has improved in that I could explain if asked in regards to any questions concerning the topic at hand. Before the course, I would usually hesitate for lack of knowledge in certain areas. Now I can explain and can plan my lessons even better.

My confidence in teaching English has tremendously increased due to new techniques I learned during the training

Figure 5: explanations for confidence via Google Forms



How will you use the learning from the course in the future?

44 responses

Not in the future, I have already started using the techniques to my students.

In my classes I will try to incorporate this concept "learning and teaching" the most I can I can.

I think I am going to take advantages of some of Joanna's topics, techniques and above all her method "Inductive" to adapt with my class.

Actually, I have already started using some of the teaching techniques from our teacher Joanna with my students. some of the contents from the course match with those we use to work our students with, and others will be adapted accordingly.

I don't need to wait for the future as I'm already using things I've been learning since the course started. Grammar has been most beneficial. Pronunciation is another of the matters I have learnt and improved on since the start of the course.

Surely, I will.

I will change the tradicional way English teaching used in our schools by involving pupils to communicate on a target Language using the techniques inhave learned from prelim.

Figure 6: applications of learning via Google Forms