

## PRELIM 2

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# Mozambique: MELTA (Mozambique English Language Teachers' Association) with **St Clare's Oxford**

August 2022

# Project background

Partnership overview		
<b>Course overview</b>	<b>ETA partner</b>	Mozambique English Language Teachers Association - MELTA
	<b>UKI partner</b>	St. Clare's Oxford
	<b>Course length</b>	6 weeks
	<b>Number of groups/cohorts</b>	4 groups/ 1 cohort
<b>Participant profile</b>	<b>Total number of CPs</b>	42
	<b>Language level(s)</b>	A2 to C1
	<b>CPs' teaching context</b>	Primary and Secondary School teachers Rural areas with poor connectivity. All CPs received data funding to be able to take part
<b>Mode of delivery</b>	<b>Synchronous platforms used</b>	MS Teams + Zoom
	<b>Synchronous session length</b>	1 hour each session
	<b>Synchronous session frequency</b>	2h per week (Mondays & Fridays)
	<b>Asynchronous workload</b>	1 hour per day
<b>Course content</b>	<b>Language development focus</b>	Accuracy, Skills development, Building fluency
	<b>Methodology focus</b>	Review and development of basic English Language Teaching concepts
	<b>Technology focus</b>	

## Description of the partners

### Mozambique

MELTA is a relatively new association created in 2019 covering the majority of English Language Teachers in Mozambique with nearly 300 members. The Association can reach teachers in remote areas through MELTA Provincial Representatives (REPs) and Provincial English Advisers (PEAs) spread across the 11 provinces and districts of the country.

The team is led by President Jose Dinis and Vice-President Amade Baraza who were both present in meetings and supported the project very closely. MELTA works closely with The Ministry of Education who also attended the first meetings and oversaw the project development and delivery.

Created right before COVID 19, MELTA has not had an easy start and they are still experiencing budget constraints which prevent their activities and work from operating at their full capacity. Their main focus this year has been on creating the foundations on which MELTA can function professionally and steadily.

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Main channel for communication amongst members is a functional and active MELTA WhatsApp group with over 250 members from all over the country.

- MELTA President – Jose Dinis
- MELTA Vice-President – Amade Baraza

### St Clare's, Oxford

Founded in 1953, St Clare's Oxford is a charitable trust with a mission to advance international education and understanding. With 27 buildings in North Oxford, the College consists of two sections: our IB World School and our International College, which offers English Language and university pathways courses for students aged 16+. Additionally, St Clare's runs a broad range of Summer and short courses for Juniors, Teenagers and Adults. Finally, we welcome a number of closed groups throughout the year, with tailor-made programmes which can include teacher training.

Online delivery of St Clare's courses began last year; delivering full terms of online teaching of the IB Diploma curriculum, a range of pre-university and undergraduate level courses, IB Teacher Workshops on behalf of the IBO and a wide range of Online Summer programmes with more than 140 students across 332 student weeks.

- Academic Director ELT – Denise Hopgood (substituted in January 2022 for DOS Julia Radlinger)
- Summer & Short Courses Operations Director – Patricia Alvarez

## Key features of the context

- Total applications received and considered: 73
- Total course participants who completed the full course and received a certificate: 34 (5 Female + 29 Male)
- Located in different parts of the country, some in cities but the majority in rural areas.
- Very poor internet connection in general but some cases of decent connectivity.

The main factor for availability and connectivity of the CPs was the funding for mobile data – some CPs dropped out because they said they didn't receive the data packages. Live sessions were joined more "on the go" from their mobiles fitting around their lives.

## Outline of the course and rationale

### Course structure

The structure suggested and agreed for the language improvement course was based on the above principles:

- (i) Language awareness and improvement including:
  - Accuracy issues, for example, raising awareness of Pronunciation and the Phonemic Chart including the basics of connected speech and improvement in grammatical tense choices
  - Skills development – reading, listening, writing and speaking
  - Building fluency through a range of activities dependent on the participants
    - A thematic approach to learning, with themes chosen by the teaching association which will interest the participants or their students

**(60% of course content)**

- (ii) The review and development of basic English Language Teaching concepts, for example:

- Blended Learning
- Task-Based Learning
- The Flipped Classroom
- Online resources and apps for teachers and students alike
- The opportunity to 'micro-teach' their classmates using one of these approaches.

**(15% of course content)**

(iii) A cross-cultural overview in order to promote St Clare's mission to promote international education and understanding:

- Sharing cultural similarities and differences between cultures
- British education system from pre-school to University compared to ODA country
- Multicultural education

**(15% of course content)**

(iv) Activities and events to boost confidence speaking in English and to develop a community of practice

- British Culture Quiz

**(10% of course content)**

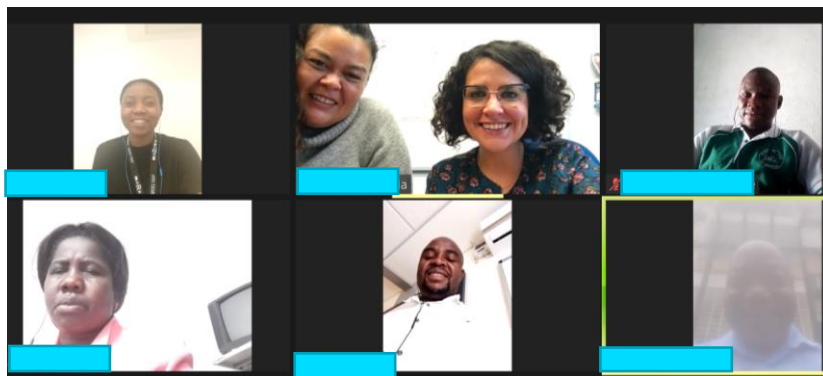
## Project findings

### Working in partnership

The relationship with our partners in Mozambique has been a learning process since our first contact. Connectivity and the pace of work there is very different, and it took a while to establish the first connection but after a couple of meetings we understood their needs and worked together well in developing the project. Expectations needed to be managed as they were very enthusiastic in wanting to reach a higher number of participants and pushing for more methodology content.

After a few emails we learnt that their preferred channel for communication is WhatsApp and it was all much faster.

MELTA assigned 2 tutors to each class group who were very professional and a good support for the students. They were added to the Class group on MS Teams and on top of that they created support Whatsapp groups by class.



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## Working within the CoP

The Community of Practice has been a great tool for the whole project, however this year we have not used it as much as we should or taken an active part as we were faced with other challenges outside the project. The meetings one to one and mentoring from Nile (Martyn and Rose) are the best of the CoP and we couldn't have developed the project without them.

## Working with the CPs

Once identified the CPs, communication was a lot easier than in our previous project thanks to a Whatsapp group MELTA created with all participants and where we were able to communicate instructions and offer support. As a result, there was great participation in the Welcome Ceremony where everyone showed their gratitude for this opportunity.

Feedback from the teachers:

The attendees were highly motivated and enthusiastic about the course content. They completed all assignments to a high standard. They were keen to apply the techniques and activities from our synchronous and asynchronous classes to their own education contexts and provide feedback to the course tutors. Moreover, the teaching techniques generated discussions in their respective staffrooms as these techniques could be applied to different subjects.

## Designing/delivering the course

The course was designed based on the model we had from Prelim 1. After a series of meetings with MELTA, we adapted the model to more asynchronous content as connectivity was key. The following processes and outcomes were achieved through close collaboration:

- Identification of areas of course content (themes and language)
- Selection of the design model from a range of possibilities
- Creating course process maps showing progression
- Sharing and analysing material samples for contextual appropriateness
- Admin form design including applications, testing and needs analysis

Feedback from the teachers:

Based on the information and initial test scores we had at the time, it was established that there would be two teacher training courses and two English language courses.

We, subsequently, finalised the planning of both courses and created a plan for the first three weeks with an outline of what the following three weeks would cover based on the needs and level of the attendees.

On meeting the students, it became apparent the level of the MELTA students were all B2+ and had the understanding that they would be taking part in a teacher training course.

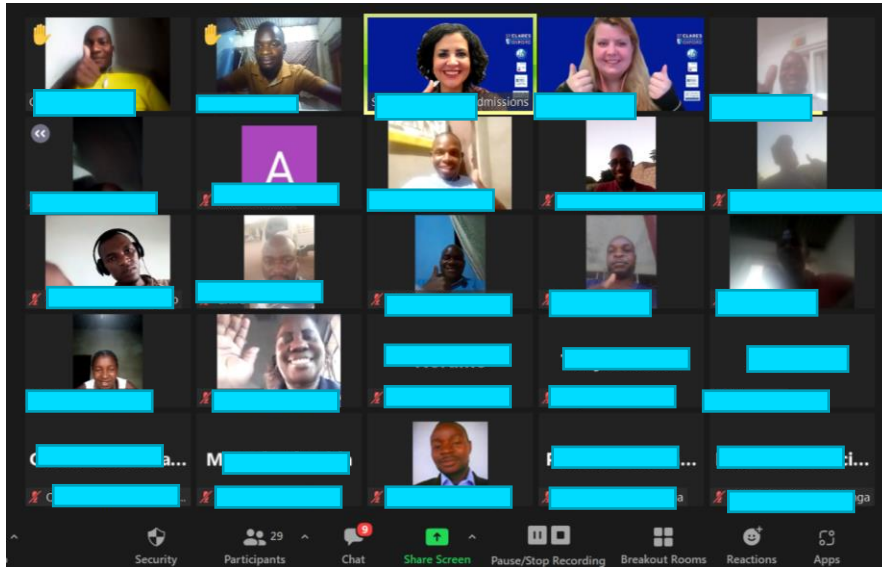
The plan was quickly adapted to accommodate their needs. As a result, all participants were taught the teacher training programme. In the final three weeks, there was an opportunity to design a negotiated syllabus to facilitate the needs of the teachers and their teaching environments.

## Report from MELTA:

The course was really good. It was very well monitored and it was interesting. The facilitator was a nice Teacher. She was kind, professional and a nice classroom manager.

The participants were very committed even though one or two would miss a session or not finish a session here and there due to work commitments.

According to the participants, the course was very useful and applicable in their teaching contexts.



*Welcome Ceremony with 30 participants*

## Course outcomes

### Feedback from the teachers:

From a tutor perspective, the course highlighted the particular struggles and limitations facing teachers in Mozambique. We were able to respond to the Mozambique teachers needs by designing content and materials that worked well in their context. In terms of the course delivery, it was interesting to pilot a mixed delivery course with both synchronous and asynchronous study. As a tutor, the asynchronous element was more time-demanding as we needed to be responsive to students throughout the afternoon and evening.

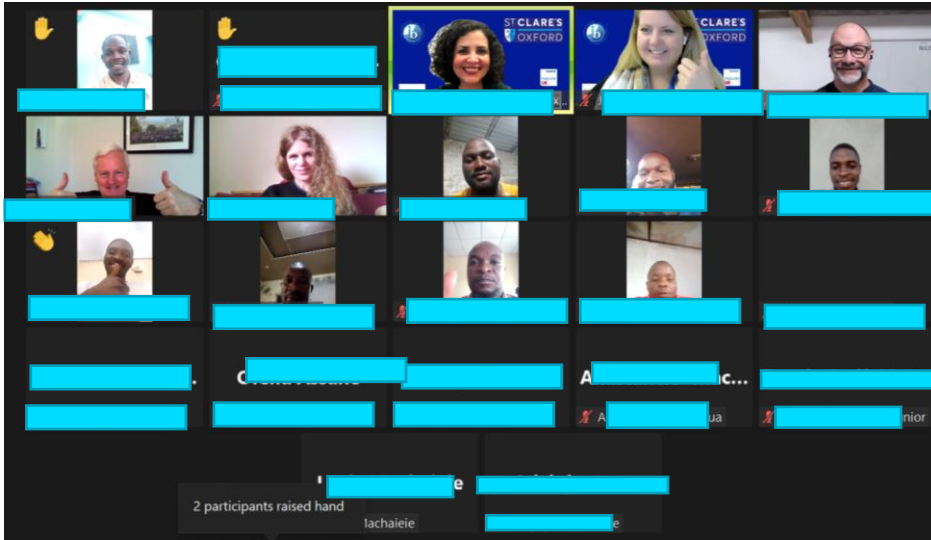
Connectivity and access to technology was one of the most difficult aspects of delivering the course as many of the teachers had poor connections or unreliable technology. The biggest impact of this was on the synchronous lessons where it limited student interaction and discussion. This meant that these sessions had to be a lot more teacher-led and there was less room for facilitation which is an important aspect of teacher training courses.

Overall, delivering and designing this course was highly rewarding and inspiring. The teachers were engaged, appreciative and insightful and it was a pleasure to teach them.

### Feedback from MELTA:

It was undoubtedly a great experience for us as we had not had a similar experience before. Among many benefits, the partnership with PRELIM2 helped us fulfill one of our major objectives as an

Association which is to promote CPD for English Language Teachers in Mozambique. This programme also helped MELTA gain more visibility among ELT teachers across the country. As a matter of fact, non-MELTA members who participated in the PRELIM2 course started to become more interested in MELTA and its activities- this, added to the course benefits for teachers, was certainly a huge gain for our Association.



*Leaving ceremony*