

PRELIM 3

Angola: ANELTA (Angolan English Language Teachers' Association) with St Giles International

August 2024

Project background

Partnership overview		
Course overview	ETA partner	Angolan English Language Teachers' Association (ANELTA)
	UKI partner	St Giles International
User profile	Context overview	Angola has approximately 1,885 English language secondary school teachers. 36% of teachers surveyed had received no formal teacher training. 33% had no or very little access to teaching resources. Typical equipment includes notebooks and blackboards
	Learner age group(s)	Year 10-12 15-18 years old Classes often include some adults
	Curriculum overview	Primarily a grammatical/structural syllabus, at A0-A2 level Terms include 8/9 weeks of teaching, with an end-of-term test
Mode of delivery	Resource format and organisation	The digital resource package (RP) is stored in a google drive (duplicated in dropbox), and is organised into three sections (see Resource Content section)
	Resource content	<ul style="list-style-type: none"> • 19 Lesson Plans (45-minutes): Grammar lessons correspond to the syllabus. Listening/speaking lessons link thematically, addressing skills gaps in coursebook materials. Both are organised by year/term/week and include suggestions for reviewing content • 11 Games/activities review language from the syllabus, provide speaking fluency or pronunciation practice • Five supplementary teaching techniques Videos with summary sheets, featuring Angolan and UK teachers. These support teachers with little training with core techniques
	Resource sustainability	ANELTA plans to continue dissemination through further webinars/workshops. Use of the RP as part of a project with teacher training institutes in Cuando Cubango and Lunda Sul
Course content	Methods	Workshops in all 18 provinces, led by 11 workshop leaders. St Giles provided training and materials. ANELTA managed logistics, collaborating with the Ministry of Education to provide venues and equipment and to encourage local ELT coordinators to attend. Workshop participants then joined WhatsApp CoPs

	Timeframe	Workshops: 17/10/23-26/10/23. Workshop participants shared the RP with teachers in their provinces from Oct-Dec 2023
	Number of teachers reached	347 teachers benefited directly by attending workshops. 60 workshop participants surveyed had shared the RP with, on average, five other colleagues, indirectly benefiting at least 300 more teachers and potentially up to 1735 teachers (if all participants shared the RP similarly)

Description of the partners

ANELTA was founded in 2003 and has over 500 members. They aim to strengthen English language teaching, bringing teachers together and connecting them with opportunities for continuous professional development.

St Giles International was founded in 1955 and is composed of six year-round centres in the UK/Canada. They offer a range of English language courses to teenagers and adults and have been training teachers since 1970.

Key features of the context

Teachers work with large, mixed-level classes (35-60 students). Coursebooks use relevant Angolan contexts and cover reading, writing, and controlled practice of grammar effectively. However, they lack listening and speaking tasks and are too expensive for many teachers and students. Teachers feel conditions hold them back and for some the cost of internet data restricts access to online teaching resources and professional development. Some express concern that learners leave education with little communicative competence in English.

Despite these challenges, most teachers have confidence in their teaching skills and try to follow the syllabus (figure 1). They have less confidence using language games in particular, and with some aspects of teaching speaking, listening and pronunciation, classroom management and using English to clarify language.

ANELTA and St Giles therefore identified key design principles for the RP to be:

- **Practical** – with limited equipment, large classes, and layout for mobile phone viewing,
- **Motivating** – encouraging participation with relatable contexts, engaging activities, and communicative teaching techniques,
- **Communicative** – prioritising grammar activation, speaking and listening skills,
- **Linked to the syllabus** – for easy integration,
- **Appropriate to Angola** – referencing well-known Angolan people/places/organisations,
- **Teacher-supportive** – for all teachers, regardless of how much training they've had.

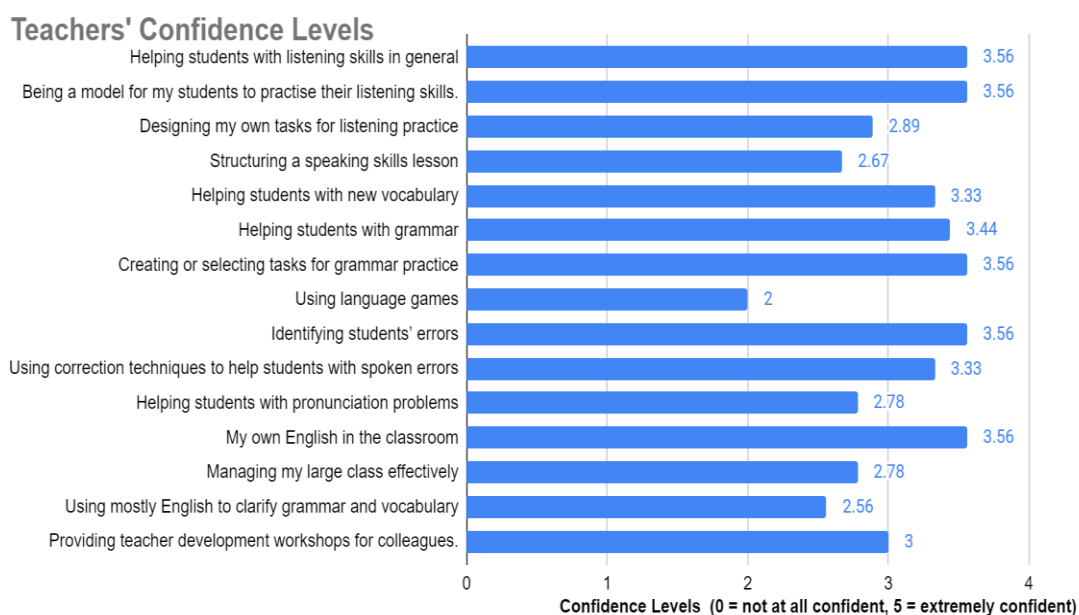
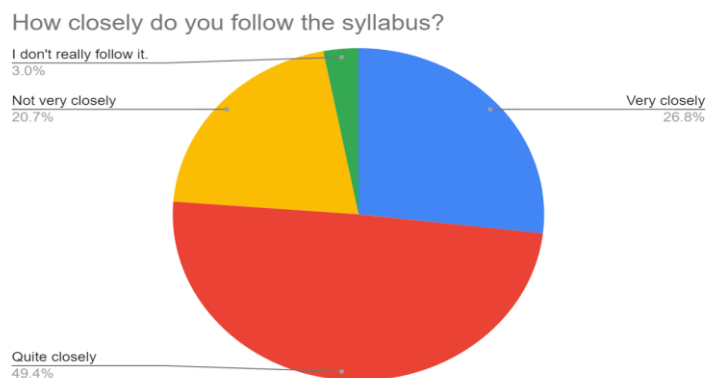


Figure 1: Results for following the syllabus and confidence levels

Project findings

Working in partnership

ANELTA and St Giles collaborated closely to define goals and monitor progress. ANELTA's context-expertise and logistical leadership was essential to project success, and St Giles's teacher training experience ensured the RP was pedagogically sound and supportive for teachers.

Weekly face-to-face meetings and WhatsApp chat enabled coordinators to discuss, reflect, and plan together. Having two ETA and UKI coordinators ensured the project could move forward even if one person was unavailable. Informing each other of key dates also helped manage expectations and timelines.

Well-timed UKI CoP meetings proved useful to share experiences, and meetings with NILE Project Manager coincided with key junctures, providing support, guidance and encouragement.

Designing the teacher support resources

The St Giles RP design team of five teachers had expertise in teacher training and/or materials writing. One UKI coordinator oversaw and edited all materials, ensuring consistency. From our pilot focus group (22 teachers from across Angola), eleven teachers participated more, providing invaluable insights, and interaction with UKI coordinators on WhatsApp encouraged this.

Data costs were prohibitive for some teachers and the ability to apply for some of the dissemination grant at an earlier stage, might have led to greater participation. We kept these limits in mind throughout the project, compressing PDFs to minimise data usage and recording focus group meetings for absent teachers.

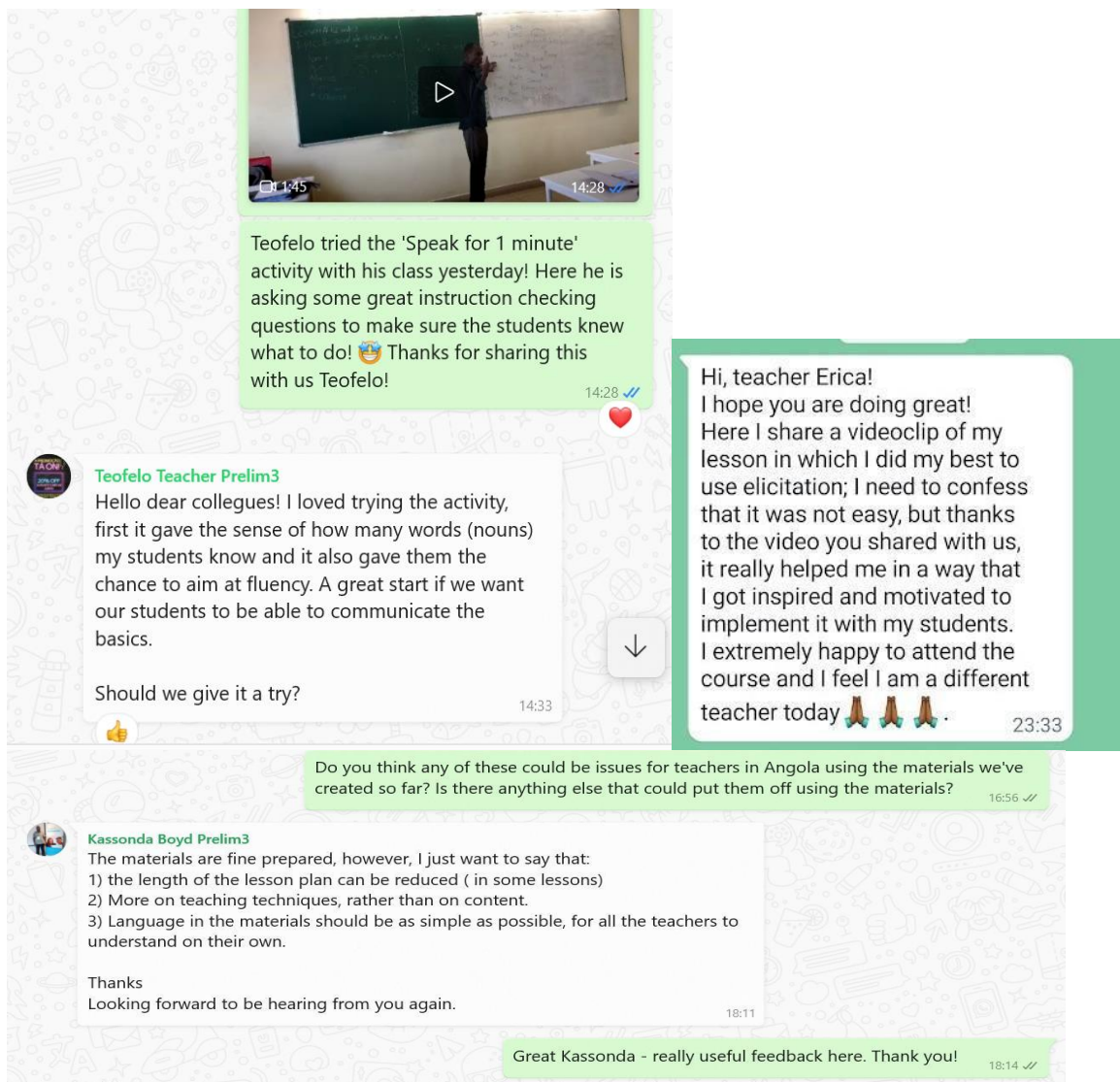


Figure 2: WhatsApp interactions

Designing the teacher support resources

ANELTA's network of provincial representatives and relationship with the Ministry of Education enabled them to deliver workshops nationwide. Complex logistics meant flexibility was key as dates needed adjusting to ensure equipment and support were in place.

Eleven workshop leaders from seven provinces were selected and trained by St Giles. Their progression from focus group participants to experts in the RP, modelling activities and motivating others to use it, proved very successful and led to more decentralised cascading.



Figure 3: Workshop photos

Regional WhatsApp groups enabled coordinators to track dissemination as participants began using and sharing the RP. Some groups became communities of practice with teachers sharing CPD opportunities or teaching ideas.

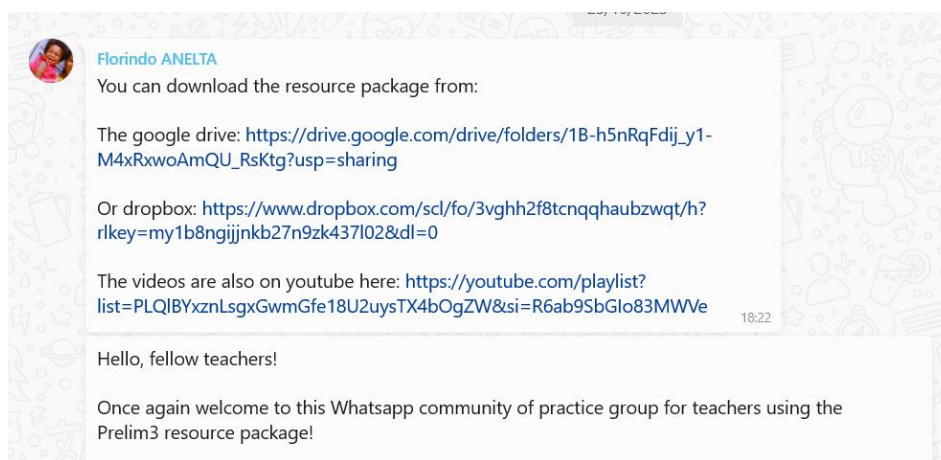


Figure 4: Regional WhatsApp interactions

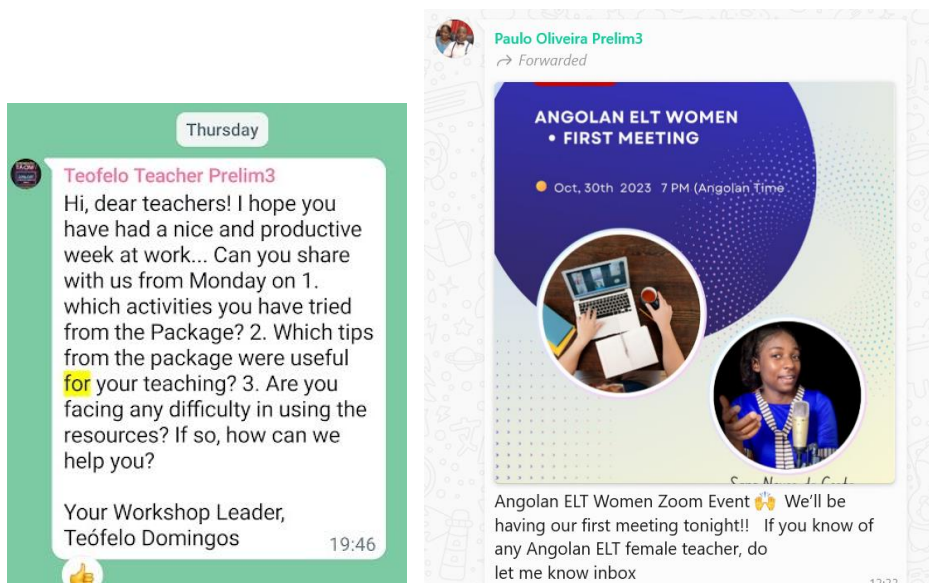


Figure 5: Regional WhatsApp interactions

Monitoring and evaluating resource use

Phase	Tool	Purpose
Pilot	<ul style="list-style-type: none"> Google forms 	<ul style="list-style-type: none"> Needs/context analysis Mid-project evaluation Workshop leader training feedback
	<ul style="list-style-type: none"> WhatsApp polls and questions Three zoom focus group meetings Student feedback task 	<ul style="list-style-type: none"> Pilot materials feedback
	<ul style="list-style-type: none"> Video-clips / audio recordings of lessons 	<ul style="list-style-type: none"> Use of pilot materials in context
Dissemination	<ul style="list-style-type: none"> Google forms 	<ul style="list-style-type: none"> Pre- and post-workshop questionnaires RP use by workshop participants two months after workshops
	<ul style="list-style-type: none"> Video observation of two teachers in Huila and Luanda provinces 	<ul style="list-style-type: none"> RP use after four months
	<ul style="list-style-type: none"> Post-lesson interviews with two teachers and five students 	<ul style="list-style-type: none"> Teacher/student feedback after four months

Figure 6: Overview of tools used

Google forms provided quantitative and qualitative data and gave less confident or absent teachers a voice. Follow-up questions (WhatsApp or zoom meetings) helped prompt more critical analysis of materials. Student feedback task results did not lead to significant changes, although teachers found these interesting.

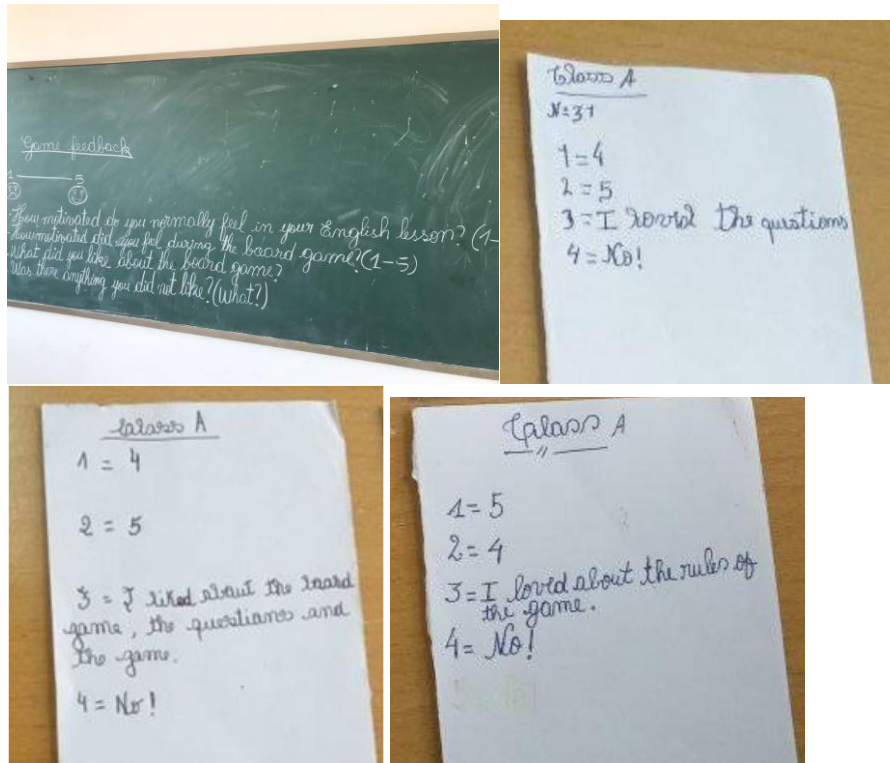


Figure 7: Student feedback



Figure 8: Video clip images

Feedback/observation during the pilot phase led to key changes:

- changing RP storage to google drive and Dropbox
- simplifying lesson instructions and stages
- including 'teaching tips' on methodology (including large class management)
- providing more support for speaking
- integrating videoclips of Angolan teachers into teaching techniques videos
- organising more regular meetings during dissemination.

Post-workshop questionnaires had a 62% response rate and the two-month questionnaire generated responses from 60 teachers working across 16 provinces, making results reliable and representative of a cross-section of teachers.

What region do you work in?

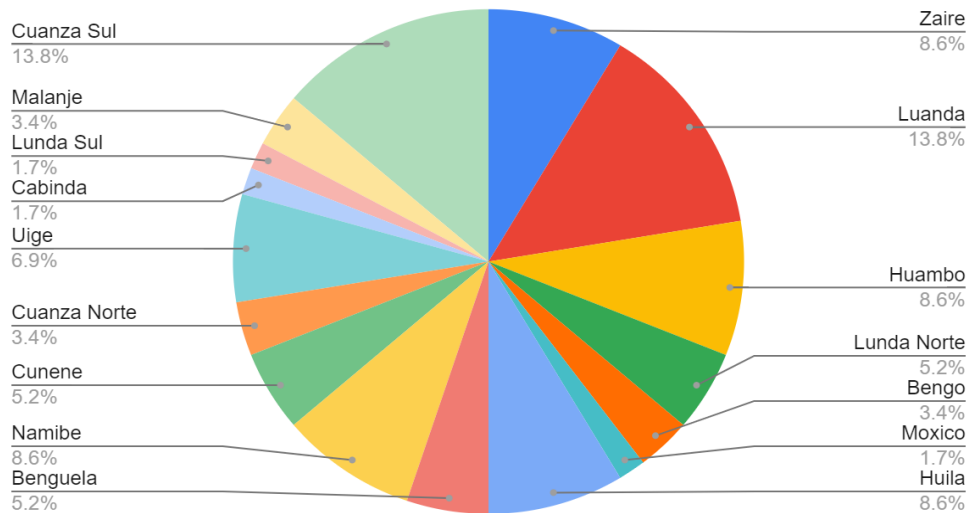


Figure 9: Geographical spread of respondents

Video-clips provided a snap-shot of how workshop participants who had had no direct contact with the UKI were using the RP.

Project outcomes

Workshops

Post-workshop feedback revealed high levels of satisfaction; participants enjoyed the collaborative nature of workshops and left with a positive first impression of the RP:

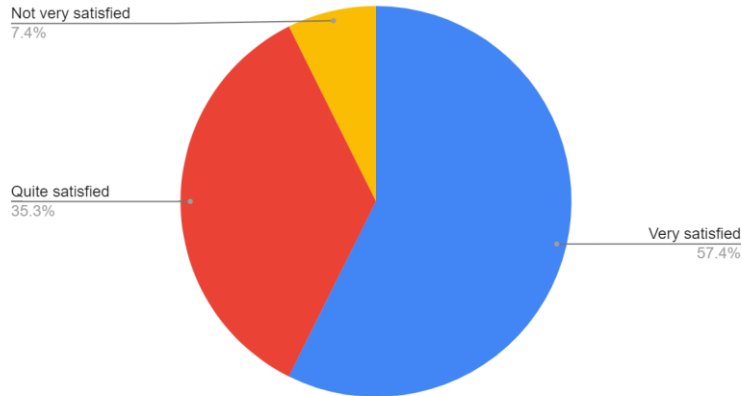
'The RP will be profitable for all of us as [it's] very flexible to our students.'

'It'll help teachers to confidently prepare their lessons and students to communicate in English.'

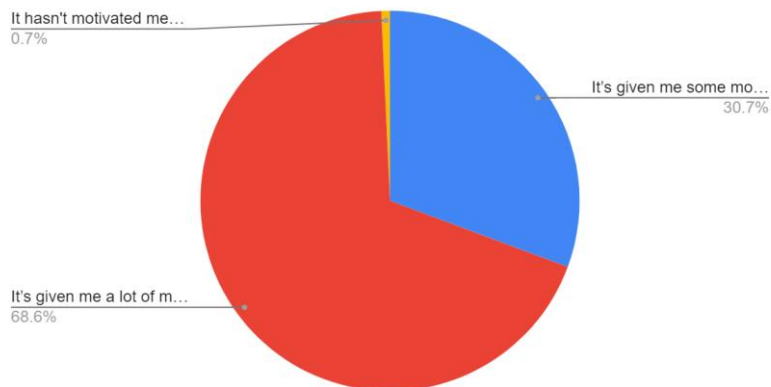
'It has been wonderful to share knowledge about our work.'

'I loved the idea of working together with other English teachers.'

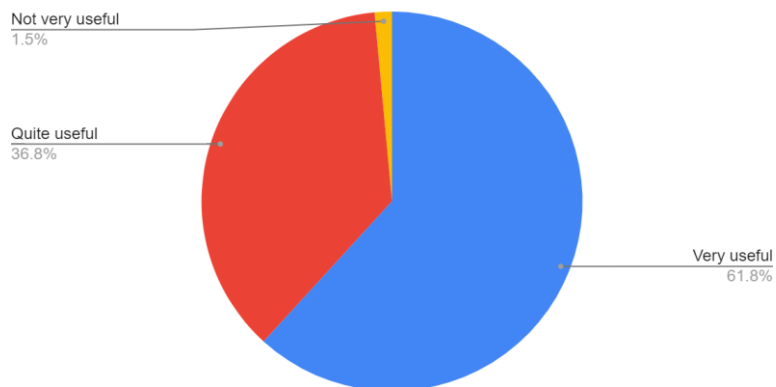
How satisfied were you with the workshop overall?



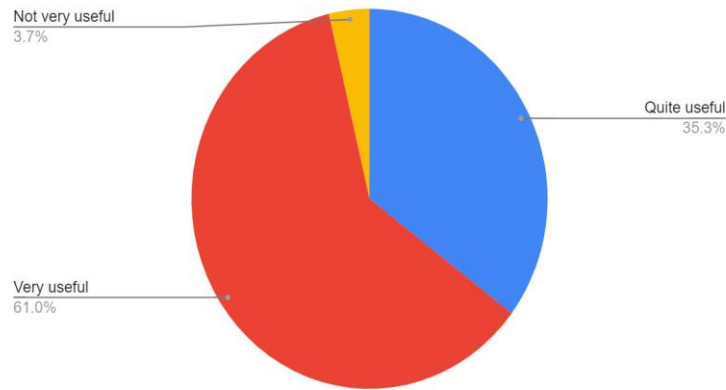
How far has this workshop motivated you to try the resource package with your students?



How useful do you think the resource package will be in general?



How useful do you think the resource package will be in helping you to follow the syllabus?



How confident are you that you can use these materials with your students?

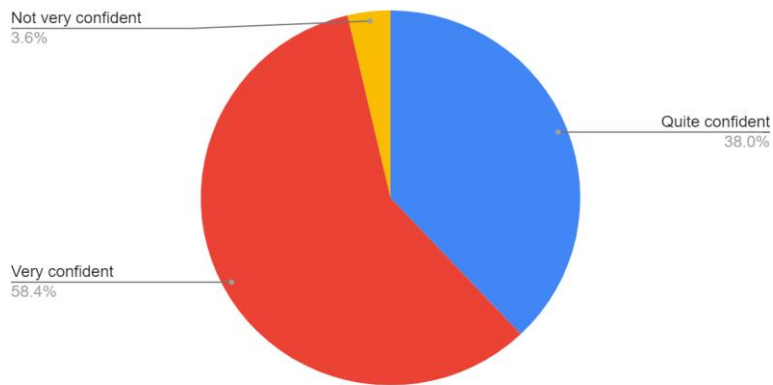
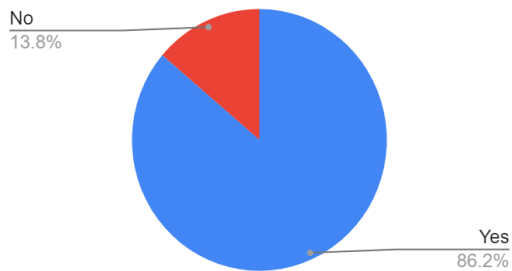


Figure 10: Post-workshop feedback

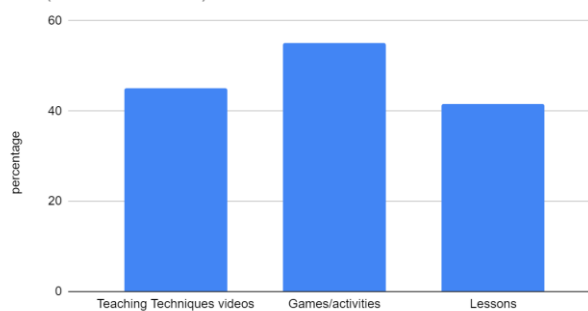
Initial use

Two months after the workshops, 86% of teachers surveyed had tried at least one component of the RP. 98% stated that the RP materials were useful and their students responded positively. On average, these teachers had shared the RP with five other teachers.

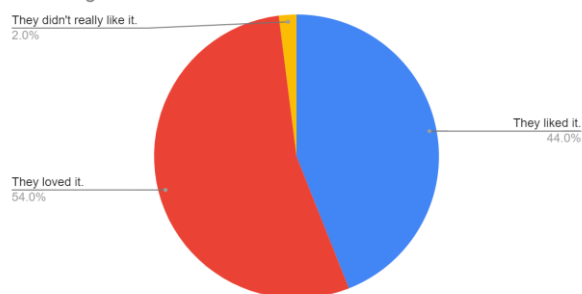
Have you tried any of the resourc...



Percentage of teachers who had tried each component of the RP (December 2023)



How did your students respond to the lessons/games/activities?



How useful were the materials you tried?

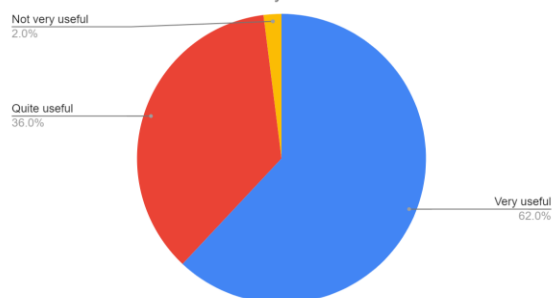


Figure 11: Two-month feedback

Medium-term Impact

Five months after workshops, video-clips of two teachers confirmed they were:

- choosing RP lessons to fit the syllabus
- using resources effectively and adapting to the needs of learners
- effectively referring to lesson notes on their mobiles during class
- encouraging participation, especially through greater elicitation
- using techniques from the RP and applying these to lessons they planned themselves.

Students enjoyed the opportunities for practice and interaction:

'When I was asking questions of my colleagues... they both respond and it becomes more of an interaction.'

'Our classes were dynamic, but compared to today's class, this class was more dynamic and happier.'

Teachers noted improvements in student participation/engagement:

'The RP is much more interesting. It easily helps students to understand the lesson... That's why the RP is different. They feel more engaged.'

'Normally they don't like lessons in which the teacher is talking... and they don't participate. When we use these games and activities, I think they feel free to participate.'

One teacher attributed this to the relevance of contexts:

'The lesson is appropriate because... they had already heard about Calendula Falls... so it was easy for them to understand.'

The RP is therefore achieving its original goals of being: practical, motivating, communicative, appropriate to Angola and linked to the syllabus.

Potential longer-term Impact

Having to become familiar with new resources inevitably increases teachers' workloads at first:

'All we have to do is study the RP. When you... take time to really study and... see how you will present to the students, it really works well.'

Coordinators noticed that teachers seemed most likely to report using activities that were demonstrated during workshops. ANELTA is therefore planning more CPD activities with further demonstration of RP's lesson materials.

For teachers using the RP on a weekly basis, the impact was significant. They were able to take the communicative principles underpinning the RP and apply them to their own lessons, indicating that the RP is sufficiently teacher-supportive to encourage the adoption of a new approach, and suggesting this impact has the potential to last.

'Since I decided to incorporate the techniques, I think my way of... presenting the lesson to the students is better. I feel that the way I teach is different. I feel more confident when I'm teaching... They are always happy when I teach that way. They feel free to participate and I think they feel motivated to learn more.'

'The RP... brings something new. The techniques I learned there I've been using during my lessons, and it's been totally different in terms of teaching, and in terms of understanding from students.'

Emergent learning

Training workshop leaders from seven provinces was capacity building for ANELTA in their bid to provide more decentralised training and these leaders were overwhelmingly positive:

'... the workshop was fantastic and the attendees loved it because the workshop was totally different from what they are used to. It was not seen as workshop-leader centred. It was an

opportunity for the workshop participants to learn something new. Me, as the workshop leader, I could learn some good insights into how to run a workshop effectively.'



Figure 12: Workshop

St Giles coordinators developed project management skills and RP designers developed video editing and materials creation skills. They commented on the benefits of focusing on best practice in low resource teaching and the rewards of global professional exchange:

'PRELIM 3 has helped me touch base with core teaching skills. Thinking through lessons in a way that is accessible to a teacher with few resources... involved really thinking about what constitutes a solid, engaging, methodical, and... communicative lesson.'

'Feeling connected to other teachers around the world who are dedicated to developing best practice and seeing videos of how they try to achieve this, creates a professional kinship and a global citizenship as a teacher.'