

PRELIM 3

**Côte d'Ivoire: CINETLA
(Côte d'Ivoire National
English Language
Teachers Association)**

with

Stafford House London

August 2024

Project background

Partnership overview		
Partners	ETA partner	Côte d'Ivoire National English Language Teachers Association (CINELTA)
	UKI partner	Stafford House London
User Profile	Context overview	<ul style="list-style-type: none"> • Cote d'Ivoire has approximately 500 teachers teaching English in secondary schools • The official language is French and English is gaining prominent status in secondary and vocational education • Most teachers have an English level of B1 or below • The availability of classroom resources is varied. In rural areas, there resources are very limited in comparison to urban areas, where schools are fairly well resourced and have access to technology
	Learner age group(s)	Year 10-12 12-15 years old
	Curriculum overview	<ul style="list-style-type: none"> • The schools follow a grammatical/structural syllabus for the different levels and ages • Terms are 12 weeks long with progress tests at the end of every four weeks • The course book practises three of the four skills: reading, speaking, and some writing but there are no listening activities • Students attend a total of nine hours of English lessons per month, three of which are allocated to revision and testing
Teacher support resource package	Resource format and organisation	<ul style="list-style-type: none"> • 24 lessons in worksheet format with teachers' notes and additional ideas to adapt to learners' needs and abilities • Two webinars for teachers which explain how the materials are used and can be adapted
	Resource content	<ul style="list-style-type: none"> • 24 lesson plans (60-minutes): Listening lessons linked to the syllabus • Listening/speaking/writing lessons link thematically, addressing skills gaps in coursebook materials
	Resource sustainability	Worksheets will be digitalised for town school Worksheets and flashcards can be laminated for schools in rural areas CINELTA plans to continue dissemination of the materials through workshops and webinars. The

		materials will be used with teachers to develop their skills in setting up and teaching listening lessons
Dissemination	Methods	<ul style="list-style-type: none"> • Workshops to be organised in all areas, led by fifteen workshop leaders • Stafford House London will provide training and materials through webinars to the local trainers • CINELTA will manage the logistics, collaborating with the Ministry of Education to provide the venues and equipment and to encourage local ELT coordinators and teachers to attend • Workshop participants will then join WhatsApp CoPs
	Timeframe	<ul style="list-style-type: none"> • Workshops are planned for the coming school year • Workshop participants will share the Resource Packs with teachers in the different areas. This will be done by June 2024
	Number of teachers reached	500 teachers will benefit directly by attending the CINELTA-organised workshops

Description of the partners

CINELTA is the main English language teachers' association for Cote d'Ivoire. It has over 1000 members across the country and has participated in several teacher development initiatives over the years.

Stafford House International was founded 55 years ago and is composed of three year-round centres in the UK. They offer a range of English language courses to teenagers and adults and have been a Cambridge teacher training centre since 2016. Since then, it has become one of the largest teacher training centres in the world offering CELTA, DELTA, and short teacher development courses.

Key features of the context and resource design rationale

Teachers work with large, mixed-ability classes (35-60 students). Coursebooks are relevant to the local context and cover reading, speaking, and grammar. However, they lack listening and writing tasks and the teachers have very little training in how to set up listening tasks. Teachers feel conditions hold them back, their level of English is low, and for some the cost of internet data restricts access to online teaching resources and professional development, especially in rural areas.

The teachers are mostly confident about their teaching of other subjects but not English because of their language level and lack the knowledge of how to set up and teach listening and writing lessons.

Stafford House London and CINELTA identified the following key design principles for the resource pack:

- **Practical** – for use with limited equipment, large classes, and a format suitable for mobile phone viewing
- **Motivating** – encouraging participation with relatable contexts, engaging activities, and communicative teaching techniques
- **Communicative** – ensuring that students get the maximum opportunity to practice their listening and speaking skills. There is also a need to improve students' writing skills
- **Linked to the syllabus** – for easy integration through links to the course book. Every lesson must be topic-led
- **Appropriate to Cote d'Ivoire context** – ensuring the materials use local issues at the same time providing more diverse voices and accents as students do not hear English being spoken with accents from Europe, Asia or North America
- **Teacher-supportive** – ensuring the materials are clear and easy to use by all teachers no matter how much or little development and experience they have.

Project findings

Working in partnership

CINELTA and Stafford House worked closely to define the project's objectives and observe progress. The key to the success of this project is the local knowledge provided by CINELTA and the teacher training and development expertise and experience of Stafford House London.

Regular Zoom meetings and WhatsApp chats helped everyone involved to work effectively on what was needed and discuss the materials that were prepared.

Well-timed UKI CoP meetings proved useful for sharing experiences, and meetings with NILE project management coincided with key junctures, providing support, guidance, and encouragement.

Communication at times was difficult due to technical issues and the availability of the CINELTA representatives.

Designing the teacher support resources

A UKI coordinator oversaw and edited all materials, ensuring consistency. From our pilot focus group, four out of the 15 teachers in the Cote d'Ivoire participated, providing invaluable insights, and interaction with UKI coordinator.

Data costs were prohibitive for some teachers and the ability to apply for some of the dissemination grants 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.

Disseminating the teacher support resources

All the materials have been shared with CINELTA on Google Drive and can be easily shared with the wider members and downloaded.

CINELTA's network of provincial representatives and relationship with the Ministry of Education will enable them to deliver workshops nationwide. There has been a need for flexibility in the trials of the materials as local holidays and the availability of teachers has been an issue.

Dissemination of the materials has been postponed until the coming school year.

Disseminating the teacher support resources

Pilot Phase:

- feedback was provided by CINELTA for needs and context analysis, and revisited in a mid-project evaluation
- the pilot teachers carried out a feedback task and reported back to Stafford House in three focus group meetings on Zoom
- photos were shared of the materials being used in context.

Dissemination Phase:

- Google forms will be used for pre-and post-workshop questionnaires
- video observations of teachers will inform an understanding of the resource pack use after three months
- post-lesson feedback from students and teachers will be gathered by CINELTA.

The materials are being trialled by the groups and some feedback has been received in the form of pictures, videos, and feedback forms.

Materials in use and feedback:

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

- changing Resource Pack storage to Google Drive from USB
- simplifying lesson instructions and stages
- grading language further to the level of students
- including 'teaching tips' on methodology (including large class management)
- organising more regular meetings during dissemination.

The materials feedback questionnaire had a 40% response rate.



Figure 1: Images of the materials in use during the pilot phase.

Example of feedback from teachers:

1. Are the materials suitable for the learners' level and context? Yes/No
Comments: YES
2. Are the materials clear and easy to understand? Yes/No
Comments: YES
3. Are the teachers' notes clear and easy to understand? Yes/No
Comments: YES
4. How relevant were the materials to the learning goals of the students?
Comments: They were relevant to the topic.
5. Are materials engaging? Yes/No
6. Did the students remain interested in the topic throughout the lesson? Yes/No

Comments: Yes the materials are engaging. The students were really interested from the beginning to the end till the bell went.
7. Do the materials include enough interactive elements (activities/discussions)? Yes/No
Comments: Yes they do
8. How would you rate the format and design? Excellent/Good/Poor
Comments: Good
9. Please share any additional comments or suggestions regarding the materials:
Comments: The audios are really perfect. The voices are familiar to those we usually hear in our daily environment so the learners were not lost. Yet our concern is that the recording was not well-adjusted so the sound is a little low. The same remark was reported by all the teachers.

However, more extensive feedback will be gathered during the dissemination phase. Teachers who have access to the materials and use them have been invited to provide with feedback and the project will also use the planned dissemination events in June to gather more feedback from those attending.

Project outcomes

Stafford House have developed a good working relationship with CINELTA through a genuine sharing of the work involved in delivering the project outcomes.

Teachers on both sides who have gained professionally from working creatively with colleagues from very different teaching contexts.

Emergent learning

- Working with teachers in a country with relatively limited technical resources has presented some real challenges where communication and meetings have been impacted at times.
- Developing effective professional relationships online requires time and patience. We began the project with a limited understanding of the local context or the nature of CINELTA as an organisation. This was the first time Stafford House had been involved in a PRELIM project.
- It was clear from the start that we would have challenges with communication during a limited time period. Meetings with the key CINELTA representatives were sometimes difficult due to connection issues and this impacted on productivity levels. The limited availability of CINELTA representatives and personnel changes involved in the project within both partners impacted on the progress at times.

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- The teachers in the Ivory Coast are very busy and work under difficult conditions, especially in rural areas. Trialling the material and obtaining feedback was therefore limited, and any future projects would need to take this time issue into consideration when creating activity milestones.