



FACULDADE DE LETRAS E CIÊNCIAS SOCIAIS

DEPARTAMENTO DE LÍNGUAS

SECÇÃO DE INGLÊS

Curso: Licenciatura em Ensino de Inglês Pós-Laboral

Teaching Portfolio and Teaching Report

Student:

Ganâncio Rojas Simbine

Lecturer:

Dr. Eduardo Jotamo

Maputo, December 2024

Contents

Introduction	1
Acknowledgements	4
Curriculum Vitae	5
Teaching philosophy	6
How I became interested in teaching.....	6
• The Role of Education in Mozambique	6
• My goals for the future in the area of education	8
➤ Curriculum Development Goals.....	8
➤ Leadership and Advocacy Goals.....	8
• Evaluation of My Educational Development in Eduardo Mondlane University (UEM)	9
• Improvements of English Teaching in Mozambique	10
Teaching Report	10
• Location And Description Of Lhanguene Secondary School	10
• School Location	10
• School Description	10
• General atmosphere and Discipline at Lhanguene Secondary School	11
• Teaching Experience	12
• My approach	12
• Teaching Method	13
• Direct method	14
• Communicative language teaching (CLT).....	14
• Presentation, practice and production (PPP).....	14
• My Strengths and weakness	14
Conclusion	15
Bibliography	16

Introduction

This Pedagogical Internship in English teaching aims to report Pedagogical Practices, through observation and teaching practices in the classroom, where during fieldwork as fourth-year student-practitioners, we observed classes and participated in teaching activities through practices (teaching).

However, it is of the utmost importance to say that during observation and teaching, we (student-practitioners) are not limited to teaching but also to observing teachers, but we must also, in addition to all the necessary technical dimension through learning and using teaching methods and techniques (how to do) to be used in the classroom, develop class management skills, fill in observation forms, among others.

Furthermore, since our main objective in the Pedagogical Internship is to understand how to teach or how to behave in the classroom in the teaching and learning process through practice, as well as teaching in practice, it was also extremely important to take part in lesson planning meetings, as well as helping the teacher with some of the practical tasks he developed, such as drawing up support sheets, among others.

Acknowledgements

This is my opportunity to express my gratitude to all who helped me in my studies journey. Firstly, I am immensely grateful to my professors: **Dr. Reis Muando, Dr. Eduardo Jotamo, Dr. Carlos Macua, Dr. Armandinho Muchanga**, and the many others for they were responsible for my educational process what makes me a teacher today. Furthermore, I would like to express my gratitude to teacher **Dr. Belmiro Moisés Tembe**, my host teacher at Lhanguene Secondary School, he received me with a warm hug and showed me all techniques and bases a teacher needs to become successful. My gratitude to my colleagues in the English Department who provided a supportive and intellectually stimulating academic community. Our discussions extended beyond the classroom, offering new insights and perspectives that were crucial to my course.

I am also deeply thankful for my family, specially my wife, **Izilda Samesson Gota Simbine** for the continuous support and belief in my academic pursuits have been instrumental in my success, even in difficult moment my wife has been giving me the strength and power to carry on. Moreover, I want to address my thanks to my two children **Bhongane Simbine** and **Ganância Simbine Júnior** for understanding the situation to reduce their benefits in other to succeed to support my university fees. I also thank my sisters **Herondina Simbine** and **Ronalda Simbine** for the encouragement and financial support.

This acknowledgement reflects not only my thankful but also the collective support of everyone who has touched my life academically and personally. The journey has taught me the value of questioning and the importance of diverse perspectives in enriching our understanding of complex teaching issues.

Curriculum Vitae

Personal Information

Surname: SIMBINE

Middle name: Rojas

First name: Ganâncio

Nationality: Mozambican

Place of birth: Maputo City

Date of birth: 27 April 1983

Address: Inhagoia “A” Neighbourhood, Jamaica street – 304, block-4, Ka-Mubukwana District

Identification Document Nr: 110100...

Occupation

Student

English Teacher

Academic level

English Teaching Course, 2024 – Eduardo Mondlane University

Secondary Education, 2012 – Lhanguene Secondary School

Primary Education, 2004 – Unidade 2 Primary School

Additional Information

Software: MS Word, MS Excel, MS PowerPoint

Languages: Portuguese L1, English L2, Xangana – Mother Language

Hobbies and Interests: Computer game, Football, Guita, Music

Teaching philosophy

How I became interested in teaching

I was born in a neighbourhood where was called England, where there were many English private schools, those informal ones. So, learning English was our hobby. The teachers used to encourage many people to study English language and I couldn't be the exception. My mother enrolled me in one of the schools where I studied for two years; six months for each level. Because of my performance in second level the teacher used to ask me to teach the first one, therefore I became passionate about teaching. Well, it was still informal teaching. When I completed my secondary education in 2004, I tried to get at Eduardo Mondlane University or Pedagogical University (UP) and I failed in both, I got disappointed. The following year I tried IMAP where I succeeded and after two years of training, I was sent to Manica province in Guro district where I became a formal teacher and I started teaching at primary schools. But I wasn't satisfied because I always needed to grow, in 2019 I sat for admission examinations fortunately I got admitted to do English Language Teaching.

The Role of Education in Mozambique

'Education is the most powerful weapon which you can use to change the world', - said Nelson Mandela.

1975 was marked by the proclamation of Independence in Mozambique, in which, in addition to colonial education, the first attempt at strictly Mozambican education was also developed. This was experienced during the war of national liberation, which would reach its peak in the first liberated areas, where the national challenges that would lead to the eradication of illiteracy were taken on as the teaching paradigm, as a fundamental weapon for leveraging the country onto the path of development, soon after the end of colonialism. Looking at the ideological orientation of the post-independence period, MUHACHE (2015) considers that there, precisely, education was intended to become the epicentre of Mozambique's economic, political and social development.

However, in 1975, because around 98 per cent of Mozambicans were illiterate, Frelimo created a system of access to education for all Mozambicans, in order to break with the segregationist colonial system. As a result, at the Third Congress of the Frelimo Party in 1977, together with the Ministry of Education and Culture, the general lines of the SNE were drawn up, which was made official by Law 4/83 of 23 March. In the period following Mozambique's national liberation struggle, an education system was devised whose main mission was to train a New Man, capable of differentiating himself from the previous one with its colonial, exclusivist and discriminatory values. During this period, Mozambique was facing a financial crisis, which was exacerbated by the mass departure of technicians who had been working in the colonial system, as well as regional and international isolation and instabilisation due to the political choices made at the time, the Marxist-Leninist orientation adopted in 1977. The National Education System (SNE) of 1983 and the Law *Revista Educação e Políticas em Debate* - v. 13, n. 1, p. 1-16, jan./abr. 2024 4/83, of 23 March, which legally supported it, emerged in this context and were guided by an ideological-revolutionary education through a technical and practical approach. The aim of education policy in the years following independence was to lift Mozambique out of underdevelopment within a period of 10 years and the project that anchored this aim was known as the Indicative Prospective Plan (PPI). As a result, the first president of independent Mozambique, Samora Machel, in the exercise of diplomatic relations with various Marxist-orientated countries, sent Mozambicans for training in countries such as Kenya, the Soviet Union, Algeria, the Democratic Republic of Germany, Cuba, Vietnam and China. The main emphasis was on training for their subsequent return to Mozambique in order to disseminate practices, knowledge and techniques, later becoming company managers, workers at institutes to train executives, scientists and technicians in different sectors of the economy. Basically, it was a patriotic education in a period considered to be the period of the Strong State, characterised by an education that aimed to develop the country, and whose premise was based on the formation of the New Man, governed by the principles of the Party-State. In any case, the nuances intrinsic to the fall of the Soviet Union and the socialist bloc, as well as the affirmation of Neoliberalism as the defining system of international economic relations, dictated the failure and abandonment of the Indicative Prospective Plan, the New Man training programme and the Party-State principle, all of which made way for the emergence of the

Second Republic in 1990, which coincided with the promulgation of an essentially democratic, pluralist and multiparty Constitution. With regard to the first SNE law (Law 4/83, of 23 March), MUHACHE (2015) argues that the education it aimed to achieve was considered to be a universally known human right. It was a major boost for economic, social and political development, and was itself a vitally important tool for leaders, workers and peasants alike. Furthermore, as mentioned above, education was also conceived as a primary instrument for creating a New Man, free from obscurantism, superstition and the bourgeois and colonial mentality that already shaped the social fabric. Beforehand, this education had to take on socialist values, namely national unity, love of country, a taste for study, work and collective life, engagement and active contribution to the construction of socialism and the development of Mozambique, as well as the other underdeveloped peoples of Africa.

In short, in this period, the ideological orientation of education consisted of stimulating the country's development in order to lift it out of poverty by changing the mentality of the man who had previously served colonial interests.

My goals for the future in the area of education

Making an overview for the future education goals, I am going to branch into two aspects: curriculum Development Goals and leadership and Advocacy Goals

➤ **Curriculum Development Goals**

Curriculum development goals involve creating or refining educational programs to meet the evolving needs of students and educational standards. This could mean integrating interdisciplinary approaches, incorporating cultural relevancy into lesson plans, or leading a curriculum review committee. These goals allow Teachers to shape the educational content and delivery, ensuring it is engaging, relevant, and comprehensive.

➤ **Leadership and Advocacy Goals**

Leadership and advocacy goals are about taking on roles that influence educational policy and practice. This could involve aspiring to become a department head, participating in teacher unions, or advocating for policy changes that benefit students and educators. By setting these goals, Teachers can extend their impact from the classroom to the larger educational landscape, driving systemic improvements and championing the teaching profession. By setting and pursuing a diverse array of career goals, Teachers can ensure a rich and evolving career that not only advances their professional life but also makes a lasting difference in the lives of their students and the quality of education they receive.

So, looking for these two goals stated above, as a teacher I would appreciate if the government takes them in a consideration account so that I can achieve my particular goals: Become a good teacher; improve my students in all skills, namely: Speaking, writing, listening and Reading.

Evaluation of My Educational Development in Eduardo Mondlane University (UEM)

The first impression I had or many people have when talking about Eduardo Mondlane University is that it is an unusual university because of its daunting famous, but, honesty speaking the year I was admitted I found it very different, I realized that what was needed was to be concentrated, determined and focused. I brought together all these elements and I concluded that Eduardo Mondlane is a better university to have a good education.

However, I became disappointed by the curriculum system is used at UEM, my expectation was not to have subjects in Portuguese as an English teacher to be, the other aspect is to study some subject that, in my poor opinion, are related to my course. Well, I also got frustrated with some teachers because of their insufficient performance in teaching at all, some looked as are not methodological and other like do not use teaching procedures.

Even though, making a comparison of the reality of my university education in relation to my expectation I can say that many lectures polished my English and were helpful in my academic career because they opened my paths so that I could gain the tools I needed to become an excellent teacher.

Improvements of English Teaching in Mozambique

During my English teaching experience the task based leaning approach focused on communication rather than structure showed that is better to learn English, since you bring relevant topics to students' lives and interests.

My advice is concerned in the use of interactive lessons such as speaking, listening, presentations, debates, games and so on because I believe students get more engaged and interested in these kind of lessons. Remember that a good lesson is the one which is well planned, so a lesson plan is crucial.

Furthermore, the use of English in a language class is very important to teaching and learning process being the appropriate environment for the students.

At Eduardo Mondlane University, in particular, is visible that there is lack of materials for teaching and learning process, and as one of the big university of the country and a considerable in Africa the government and all the responsible entities involved on it, should take in a considerable account.

Teaching Report

Location And Description Of Lhanguene Secondary School

- **School Location**

Well, I did my teaching prictice at Lhanguene Secondary School, the school is located at Chamanculo neighbourhood, district of KaXhamankulo, Maputo City in front Lhanguene cemetery. Lhangene as usualy called is one of the biggest school in Maputo.

- **School Description**

Lhanguene Secondary School has three blocks: the Administrative Block, the Teaching Block and the Sports Block.

- Administrative block: This consists of the secretary's office, the head teacher's office, the teaching office (one for the dayshift and one for the nightshift), the teachers' room, the class office and a social room.
- Teaching block: made up of 23 classrooms, a computer room and a library.
- Sports block: consists of a gymnasium for basketball, handball, football and volleyball, an 11-a-side football and a cricket field, changing rooms for boys and girls.

The school is organised into day and night shifts:

In the day shift it has the morning shift, the afternoon shift and in the evening period, the night shift. The morning and afternoon shifts are used for administrative, teaching, human resources, gardening and sports activities. Only the teaching and security departments work the night shift.

The students are distributed according to their age, with the youngest on the morning shift and the oldest on the afternoon shift. The night shift is mixed according to the occupations the students have during the day.

The school teaches two stages, 1st and 2nd stage:

- 1st stage (8th , 9th and 10th) - distance learning;
- 2nd stage (11th and 12th grade) - presencial teaching.

The classes are organised into grades, stages and shifts with an average of:

- 1st stage: 50 students per class;
- 2nd stage : 55 students per class.

Number of students and teachers at the school

- Number of students: 3,695 on presencial students (day and evening shifts) and 130 distance learning students.
- Teachers: 96 teachers, 69 of whom are day shift teachers and 27 night shift teachers.

General atmosphere and Discipline at Lhanguene Secondary School

Well, I generally avaluate the atmosphere as normal for a public and bigg school of this level, as known there will always be groups of misbehaving or disturb the others. So let me say that the

environment was good and awesome. Despite of the variety of atmosphere the discipline was acceptable taking in account that as I worked with grade eleven and twelve, they were old enough to give the velour of their learning process.

Teaching Experience

I started my internship in a critical period in education system, that was the period many teachers were complaining their extra time payments (I can't go deeper because is much to say), as I was training at night shift, many teachers abandoned the classes they were teaching and the head of the school was forced to adopt new system, he joined classes and the result was crowded classes. I had never seen a large class like the one I worked with in all my academic journey. For that I have much to praise my host teacher because he didn't abandon me and gave me all the support I needed to overcome all these obstacles. I was teaching in room 23, block 2 with 150 students or more, depending on the day. The host teacher encouraged and gave me all the support to work on that environment because as he used to say *"this is the reality of your country, so keep on teaching my boy"*.

Despite, I can say that was one of the good experience I gained in my teaching training. Now I can surely work in crowded classes.

My approach

Approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. An approach describes how people/students acquire their knowledge of the language and makes statement about conditions which will promote successful language learning. Jeremy Hammer (2007).

So, my approaches were divided in three cathegory, see the table bellow:

Structural Approach	Situational Approach	Communicative Approach
----------------------------	-----------------------------	-------------------------------

Cultivate the habit of speaking English language	Learning by play, action chains make the classroom atmosphere lively	Develop the speech ability among the students
Provide enough opportunities to the students to express their ideas and feelings	Create reading and writing based on items which have already been introduced and practiced orally	Teach different ways of expression
Teach well selected sentence patterns	Provide the opportunity to students to associate the meaning of new words with the created situation	Provide the communicative opportunities where the students may be able to communicate their ideas through dialogue or discussion
Teaching the sentence structures using different methods and different words	Grade vocabulary items according to their usefulness, frequency and teachability	Make all the students attain in communicative competence

Teaching Method

A teaching method is a set of principles and methods used by teachers to enable student learning. These strategies are determined partly by the subject matter to be taught, partly by the relative expertise of the learners, and partly by constraints caused by the learning environment. For a particular teaching method to be appropriate and efficient it has to take into account the learner, the nature of the subject matter, and the type of learning it is supposed to bring about. Westwood, P. (2008).

Furthermore, method is the practical realisation of an approach.

The methods I think are more effective in Mozambican environment and the ones I prefer are:

- **Direct method**

Classrooms instructions are conducted exclusively in the target language; correct pronunciation and grammar were emphasized; concrete vocabulary is taught through demonstrations, objects, and pictures; abstract vocabulary is taught by association with ideas; oral communication skills are built up in a carefully graded progression organized around question-and-answer exchanges between teachers and students. Richards and Rodgers (1986:9-10).

- **Communicative language teaching (CLT)**

This method gives more privilege to communication. Students are equipped with skills necessary for communication. Teachers do not care about the students' mistakes as long as they communicate. According to Finocchiaro & Brumfit (1983), meaning is paramount in CLT; learning language is learning to communicate; effective communication is sought; comprehensible pronunciation is sought.

- **Presentation, practice and production (PPP)**

In PPP lessons or sequences, teachers present the context and situation for the language and both explain and demonstrate the meaning and form of the new language. For instance "going to" after the teacher had presented the sentence with "going to", he then asks his students to elaborate their own sentences for future using the given expression. Jeremy Harmer (2007b:50).

- **✚ My Strengths and weakness**

I'm very flexible and versatile. Whether you give me the role of substitute teacher, assistant or class teacher, I'm ready for anything, because my greatest strength is my ability to work under pressure. As for my weakness, I would say that I am very lenient and don't know how to punish any of my students. I'm changing this habit of mine by becoming a bit strict, because from the experience I've gained I've realised that there are cases where I need to be strict.

Conclusion

After the Pedagogical Internship in English Teaching, I would like to conclude by saying that the Pedagogical Internship is the result of scientific work aimed at researching certain pedagogical issues related to school teaching practice, especially the teaching of a particular subject in Mozambican schools. Through these activities, the student articulates specific scientific knowledge with psycho-pedagogical and didactic knowledge. In this way, the teaching internship aims to contribute to improving the quality of teaching. The observation phase allowed me to articulate specific scientific knowledge with psycho-pedagogical and didactic knowledge, and it also contributes greatly to improving the strategies that students will apply in the future in the teaching and learning process or in the classroom, as in the internship as well as when they become teachers and are teaching.

In this context, at the end of the Pedagogical Internship, I realised that: the Pedagogical Internship is a phase or period of the course that aims to prepare the future teacher to be a professional of excellence. The student (future teacher) becomes a fundamental member of the teaching and learning process, as he or she helps students develop their cognitive abilities, in other words, there is an exchange or sharing of knowledge or experience. Therefore, the internship was a moment of pedagogical training that the Eduardo Mondlane University (UEM) offers to students on degree courses in English teaching, so that they understand and know how to transmit didactic knowledge in teaching and learning, and deal with difficulties in the classroom, looking for strategies to overcome them.

Bibliography

- Brown, H. Douglas. 2000. Teaching by Principle. An interactive Approach to Language Pedagogy. San Francisco: California
- Harmer, Jeremy .2007. How to Teach English
- Westwood, P. (2008). What teachers need to know about teaching methods. Camberwell, Vic, ACER Press
- Nunan, David. 1989. Designing Tasks for the Communicative Classroom. Cambridge: Cambridge University Press.
- Richard, Jack C. and Rodgers, Theodore S. Approaches and Methods in Languages Teaching. Cambridge: Cambridge University Press.
- Prator, Clifford. and Celce-Murcia, Marianne. 1979. An outline of language teaching approaches. In Celce-Murcia, and McIntosh, Lois (Ed.), Teaching English as a Second or Foreign Language. New York: Newbury House.
- Skehan, Peter. 1998a. A Cognitive Approach to Language learning. Oxford: Oxford University Press.
- MINEDH. 2020. Relatório do Desempenho do Sector da Educação. Mozambique
- Mazula, Brazão. 2018. A Complexidade de Ser Professor em Moçambique e Seus Desafios. Maputo, Plural Editores.