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## **Book of Abstracts**

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## **EVALUATING TEACHING STRATEGIES IMPOLORED TO FOSTER TEACHING AND LEARNING IN ENGLISH FIRST ADDITIONAL CLASSROOMS**

**Lungiswa Nqoma**

Walter Sisulu University, South Africa

**Pretty Thandiswa Mpiti**

Walter Sisulu University, South Africa

**Zanele Ginyigazi**

Walter Sisulu University, South Africa

**Bulelwa Makena**

Walter Sisulu University, South Africa

### **Abstract**

Language has been rightly cited as a principal tool for learning and as a medium of instruction (MoI). When the language of teaching and learning is not the mother tongue (MT) it becomes a barrier to teaching and learning. This study aims to evaluate strategies that can be employed to foster teaching and learning in English First Additional Language (EFAL) classrooms. The study employed a qualitative research method. The researchers used the semi-structured interviews, observations and document review and made use of purposive sampling which involved three educators and five Grade 7 learners. Thematic analysis approach was used to analyse the collected data. The findings of the study indicated that language as a MoI plays a crucial role in teaching and learning, and the mishmash can lead to a mismatch of concepts and ideas when it is different from learners' and educators' home languages. This requires EFAL educators to possess specific first additional language teaching competencies, skills and a very high sense of personal linguistic proficiency in the language of instruction (LOI). This study, therefore, recommends that to improve second language learners' performance, language educators must utilise conceivable teaching and learning methods such as code switching, translanguaging, translating and interpreting when teaching in EFAL classrooms.

**Keywords:** Teaching strategies, English First Additional Language, teaching and learning, language of instruction.

## **ENSINO HÍBRIDO NAS ESCOLAS SECUNDÁRIAS MOÇAMBICANAS: PROGRESSOS E DIFICULDADES (HYBRID TEACHING IN MOZAMBICAN SECONDARY SCHOOLS: PROGRESS AND DIFFICULTIES)**

**Lewane Marcos**

Licungo University - Beira Branch -  
Mozambique

**Vitor Gonçalves**

CIEB, Polytechnic Institute of  
Bragança, Portugal

### **Resumo**

Neste período da pandemia da Covid-19 em que as escolas, para dar face à continuação do processo de ensino e aprendizagem e com qualidade foram obrigadas a se reinventar, urge fazer uma reflexão sobre a implementação do ensino híbrido nas escolas secundárias moçambicanas. Para a efetivação do trabalho, foram elaborados e aplicados dois inquéritos sendo, um por questionário e o outro por entrevista. O questionário foi dirigido a 30 alunos das Escolas Secundárias 7 de Abril e Geral de Mazicuera, enquanto que a entrevista foi aplicada a 4 gestores das mesmas escolas. No que concerne à fundamentação teórica, no

trabalho, faz-se menção da conceituação e discussão na visão de vários autores sobre o ensino híbrido, plataformas digitais e formação de professores. Tanto os resultados dos questionários assim como os da entrevista confirmaram que: para os dois grupos inquiridos entendem que ensino híbrido é a ocorrência das duas modalidades de ensino, presencial e online usando plataformas digitais de informação e comunicação; existem avanços feitos relativamente a implementação do ensino híbrido como por exemplo, eletrificação das escolas, divisão das turmas consoante o número de capacidade da sala e observando a distância mínima de 1,5 metros, aquisição de computadores, mobilização dos professores para o uso do WhatsApp tanto para o período de confinamento e de relaxamento das medidas de prevenção e transmissão da Covid-19; o uso da plataforma whatsapp funcionou por um período abaixo de 1 mês e daí parou por motivos dos professores não terem internet, falta de formação dos professores no uso das plataformas digitais, e porque muitos alunos não têm telefones e megabytes para o efeito; a ocorrência dos dois modelos de ensino, presencial e online facilitam o processo de ensino e aprendizagem; no período de confinamento quase todas aulas ficam totalmente paradas. Em jeito de conclusão, com bases nas respostas recolhidas dos inquiridos, pode-se depreender que embora tenham sido desenvolvidos algumas atividades de progressos que quase não são suficientes para que de facto se incremente o ensino híbrido, nas escolas secundárias moçambicanas ainda existem inúmeras dificuldades para a implementação do ensino híbrido.

Palavras-chave: Ensino híbrido, plataformas digitais, formação, ensino e aprendizagem.

### **Abstract**

In this period of the Covid-19 pandemic in which schools, in order to continue with teaching and learning process and with quality, were forced to reinvent themselves, there is an urgent need to reflect on the implementation of hybrid education in Mozambican secondary schools. To carry out the work, two surveys were prepared and applied, one by questionnaire and the other by interview. The questionnaire was addressed to 30 students from the April 7th and General of Mazicuera Secondary Schools, while the interview was applied to 4 managers from the same schools. Regarding the theoretical foundation, in the work, mention is made of the conceptualization and discussion in the view of several authors about hybrid teaching, digital platforms and teacher training. Both the results of the questionnaires as well as those of the interview confirmed that: for the two groups surveyed, they understand that hybrid teaching is the occurrence of two types of teaching, face-to-face and online, using digital information and communication platforms; there are advances made regarding the implementation of hybrid education such as, for example, electrification of schools, division of classes according to the number of room capacity and observing the minimum distance of 1.5 meters, acquisition of computers, mobilization of teachers to use whatsapp both for the period of confinement and relaxation of Covid-19's prevention and transmission measures; the use of the whatsapp platform worked for a period of less than 1 month and then it stopped because of the teachers' lack of internet, lack of teacher training in the use of digital platforms, and because many students do not have phones and megabytes for this purpose; the occurrence of two teaching models, in person and online, facilitate the teaching and learning process; during the confinement period almost all classes are completely stopped. In conclusion, based on the answers collected from the respondents, it can be inferred that although some progress activities have been developed that are almost not enough for the actual increase of hybrid education, in Mozambican secondary schools there are still numerous difficulties to the implementation of hybrid teaching.

Keywords: Hybrid teaching, digital platforms, training, teaching and learning.