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Relatório Final do Estágio Pedagógico de Licenciatura em Ciências da Educação, Em Ensino da Língua Inglesa

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Instituto Superior de Ciências de Educação da Huíla

ISCED-HUÍLA

Departamento de Línguas e Ciências Humanas

Secção de Ensino e Investigação do Inglês

**Relatório Final do Estágio Pedagógico de
Licenciatura em Ciências da Educação, em
Ensino da Língua Inglesa**

**Trabalho apresentado para a Obtenção do Grau de Licenciado Em Ensino de
Língua Inglesa**

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Lubango

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INSTITUTO SUPERIOR DE CIÊNCIAS DE EDUCAÇÃO DA HUÍLA

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O Autor

EDNE DOMINGOS JUNGO

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ABSTRACT

ABSTRACT

The purpose of this report is to describe the internship carried out at *Liceu n°134 do Nambambi*, involving students from grade 10 and 11 regarding to teaching English as a foreign language, the experiences, knowledge and skills obtained, how it was supervised and mentored and the main challenges and the main difficulties. The main challenges faced were as follows: (a) managing classes; (b) use students' L1; (c) developing students' speaking skills. Despite all these challenges, it was concluded that (a) knowing the strategies to manage a class is crucial for the effectiveness of EFL learning; (b) using L1 in EFL classes when not excessive mainly to clarify some tasks can help to effectively achieve the aim of the lesson and save time, (c) use different teaching approaches makes teaching of English as a foreign language more constructive and improves learning process (d), knowing the role that a teacher needs to play on reading lessons as well as the strategies to develop students' speaking skills can help them to be more interactive in lessons and make them speaking fluently.

Key words: Internship, L1, EFL, Speaking skills, Classroom Management.

RESUMO

RESUMO

O objectivo deste relatório é de descrever o estágio pedagógico que teve lugar no Liceu nº 134 do Nambambi, envolvendo alunos da 10ª e 11ª classes as experiências, o conhecimento as habilidades adquiridas, como foi supervisionado e os maiores desafios e dificuldade. Os principais desafios encontrados foram (a) gestão da aula; (b) uso da língua 1 do aluno (c) desenvolvimento das habilidades da fala dos alunos. apesar destes desafios concluímos o seguinte: (a) o conhecimento das estratégias para a gestão da aula é fundamental para aprendizagem da Língua Inglesa. (b) o uso da língua 1 na aula de Inglês pode ajudar a atingir o objectivo da aula e a poupar tempo. (c) o uso de diferentes métodos torna o ensino de Inglês como língua estrangeira mais construtivo. (d) se o professor conhecer o seu papel na aula de inglês e saber como usar as estratégias que deve utilizar para o desenvolver das habilidades da fala pode ajudar os alunos a interagir mais na aula e ajuda-los a falar Inglês fluentemente.

Palavras-chave: Estágio, língua 1, Inglês como língua estrangeira e gestão da aula.

INTRODUCTION

INTRODUCTION

Internship is considered as being “the position of a student or trainee who works in an organization, sometimes without a salary, in order to gain work experience or satisfy requirements for a qualification” (Hora, et al. 2017, p. 5).

One of the major rationale of internship is a transition experience from the university to the work environment. Maertz et al. (2013, p.43) argue that classroom learning is not enough to provide practical experience, and Anjum, (2020, as cited in Joaquim, 2021) claims that internship programs not only improve students’ personal skills but also polish their professional growth and experience.

I started working as a teacher of English in 2010 at “*Escola do Km 15 in Matala*, -- teaching Grades 7, 8 and 9. In 2014, I was transferred to “*Escola de Magistério Primário da Matala*”, which is a teacher training high school, preparing students to be teachers in primary school where I am still working and I am the English coordinator.

During the internship some activities were carried out such as design the scheme of work, reflections of the lesson taught (that were done by means of journals), feedback by both host teacher and the tutor

During the internship I faced some challenges namely (a) managing classes; (b) use students’ L1; (c) developing students’ speaking skills.

Despite of these challenges, the purpose of this report is to describe how the internship conducted at *Liceu n°134 do Nambambi* occurred. Moreover, it outlines the main experiences, knowledge and skills obtained, the challenges and the difficulties faced. To reach this purpose the following objectives were set:

- 1-To describe the developed activities;
- 2-To present the self-reflections and journals;
- 3-To review the literature on the main challenges

Studies revealed that incorporating internship in higher education curricula would advance students' personal growth and future carriers. The main reference for this work are Aliakbari and Bozorgmanesh (2015), Joaquim (2021), Morahan (n.d.), Novianti (n.d), Richards and Schmidt, (2010), Stephens (2011).

Internship- is the position of a student or trainee who works in an organisation sometimes without pay in order to gain work experience.

L 1- mother tongue-is the language that a person acquire first.

EFL - is English as a foreign Language.

Speaking skills –is an oral speech enhances that a used to produce clear sentences that are intelligible to an audience.

Classroom management –is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behaviour from students compromising the delivery of instructions. (Richards and Schmidt (2010, p.154)

Therefore, this report is divided into four sections The first section describes the setting where the internship was conducted, the second section, refers to the scheme of work, the third section refers to activities carried out during the internship, and the fourth section, reviews the literature on the main challenges.

The following section is about the description of the school where the internship was conducted.

SECTION ONE:
DESCRIPTION OF THE SCHOOL

DESCRIPTION OF THE SCHOOL

It is impossible to talk about pedagogical internship without having a particular setting, that is, a school and its corresponding teachers and students. Therefore, the aim of this section is to describe the internship context (school name and geographical location).

Liceu n° 134 Nambambi (former Escola do II Ciclo do Ensino Secundario), is a public school in Lubango, the capital of Huila province. It was created according to the decree of the Document Law 1 nr 7/16 of Lei de base do Sistema de Educação (Diário da República, 2016 act 59). The school was named on July 30, 2008 (Diário da República, 2008 act 154/08) according to the educational reform and it comprises grades 10, 11 and 12.

The school has 16 classrooms, 1 staff / teachers room, working as a library, 1 Computer Laboratory, 1 Physics laboratory, 1 Chemistry laboratory, five offices being one for Administrative matters and other for pedagogical matters, one for the Principal, and two for the pedagogical and the administrative directors respectively). There are 4 courses taught in the school, Biological science, Physical Science, Economic Science and Law. Regarding the number of lessons per week, six lessons are ministered per each course (except Humanities science that are seven).

There are 38 teachers and 152 students. Among these 38 teachers, 7 teachers are teachers of English. Regarding their teaching experience 2 of them have a *Licenciatura* degree and 4 have a bachelor's degree. Their teaching experience varies from 2 to 12 years. The students' age range varies from 14 to 18 years old. They have been learning English for 4 years.

The materials used are books from grade 10, 11 and 12 edited by Maria, C. & Maria, R. (2004). (Books used for general courses), and sometimes they resort to the internet and other course books. The pedagogical meetings take place once per month.

This section described the internship context. The next section, we will focus on the scheme of work of the lessons and activities carried out throughout the internship.

SECTION 2:
SCHEME OF WORK OF
THE LESSONS AND ACTIVITIES

SCHEME OF WORK OF THE LESSONS AND ACTIVITIES

The internship was carried out at Liceu nº 134 Nambambi in two courses: Economical Science and Humanities Sciences course. It started on October 05, 2019. and had its end on November 3, 2019 it lasted (a month). During this internship, I ministered fifteen lessons with the following topics: *African Culture, and Other People's Cultures, African Stories, Abilities and Possibilities, Daily Routines, Music, Sports, Touristic Places, Celebrations, Jobs, an Occupations*. All the lessons and activities carried out will be illustrated on the following table below:

Week	Topic	Structure	Functions	Activities
1	African culture	Personal pronouns (objects and subjects)	describing culture objects; Talking about African cultures.	The students talk and write about the difference between some African cultures and culture in other continents
2	Music	Comparatives	Identifying some famous sights in a big city;	Students make the exercise on the course book related to the text. Students read the texts on the text
3	Important moments in life	Direct and indirect objects	Describing and writing about moments in life.	Book.

Table 1: Lessons and Activities carried out during the internship. With Economic Sciences, and Humanities Science courses. Grade 10 and 11 at Liceu n 143 do Nambambi

Table 1 represents the contents from the English course book grade 11 Unit 6- famous singers to manage with official programme from ministry of education, the main source used by the English coordination staff of the school is the course book Ingles 2

Its content is arranged in separated categories such as unit, title, page, vocabulary, grammar, functions, culture spot and tape script. Students in grade 11 are already familiar with the vocabulary and structure, this is the reason why the categories on the tables differ, as we can see in the above table.

Although the course book is the main source for teachers, most of them affirm that to enrich their lesson they explore materials from different sources mainly (internet EFL and ESL material and other course books).

This section showed the scheme of work, the expected structure and content taught during the last term of the academic year when the internship took place, indicating the topics taught during this including the name of the unit activities grammatical structure language function, and activities. Appendix 1

SECTION 3

DESCRIPTION OF ACTIVITIES

3. DESCRIPTION OF THE ACTIVITIES

When I started the internship I thought things could be easier as I was already familiar with students. I started working by using the same methods I use with my students. in *Magisterio Primário da Matala* But I had many difficulties to obtain students' attention and participation at *Liceu n 134*. There students were not familiar with my approaches, were not interested in collaborating with me. Some were trying to disrupt my lessons by talking about things that were not related to the topic, others by asking nonsense questions and there were even others that were hiding other students' pens, pencils, just to deviate the focus of the lesson.

In spite of the noise I realised that, I was in a different setting and the techniques that I use to my current students do not work with these students. As soon I realised that, I changed my attitude. I started talking more firmly, and appeared more secure and confident. I also tried to pass them the idea that I was just there to work and learn with them, not to complicate their lives or even substitute their teacher, and as time went by, they started to appear more soft and collaborative.

The previous section was about the scheme of work, which gives a clue of the total number of the lessons taught and activities carried out during the internship. This section is about the activities carried out the internship such as Lesson plans, Self-reflection and Journals of the lessons taught, Host teacher's feedback and Tutor's feedback.

3.1. Lesson Plans

I have worked with two courses in the morning shift as shown on the time table see appendix 2. Each grade has three English lessons per week, which means three lessons per week times two courses makes 6 lessons per week. I have taught the topics provided by the English coordinator at *Liceu n 134 Nambambi* in the class disposed by the host teacher, grade 10 and 11 as illustrated in the time table.

The recommendation delivered by the English sector at ISCED-HUILA was that each trainee should teach at least 15 lessons we have sign nine lesson plans some of them were single and others double, due to double lessons I have reached 16 lessons during the internship This figure can be confirmed by looking at the lesson plans attached in Appendix 3.

3.2. Self-reflection and Journals of the Lessons

Three self-reflection's where written about my lessons to reflect on the weakness and strengths of the teaching by while motivating, that teaching will never be an easy task to deal with, due to different learning strategies when the context seen to be difficult to their level.

Journals I have written three teaching journals as requested by my tutor and they mainly focused on the challenges found on the ground, during the internship. some of the challenges I have experienced during the internship is related to classroom management, second is use students L1 the last developing students speaking skills.

Therefore, with this I could learn that students are different, they have different needs, anxiety desires and wishes, I can never assume that a technique that works with one group of students will work with other group. Factors like the relationship that exist among you and the time you are together should also be taken into account.

3.3. Host teacher's feedback

The host teacher has played his role according to the requirement delivered by the English sector at ISCED-HUILA. He observed all my lessons and comments on each lessons whenever necessary. The class observation charts and host teachers comments can be see in Appendix 4.

3.4. Tutor's feedback

Some activities carried out during the internship, where under tutor's observation and well oriented according to the tutors agenda. The tutor was able to attend two of my lessons and ask for one more to see if I could

overcome the mistakes I committed on previous lessons, but the academic calendar was close to the end of the academic year. And I was not able to teach any other lesson.

SECTION 4:
LITERATURE REVIEW

LITERATURE REVIEW

4. INTRODUCTION

Good teaching cannot be reduced to techniques, good teaching comes from identify and aim of the teacher. The teacher has to take into account his own qualities as a teacher, the characteristic of his students and the environment where he has to work (Palmer, 1998 p.24).

Schakwyk (1977 P.28), argues that “the effectiveness of a teacher as a classroom manager is determined by the ability to be flexible and adaptable”. Using students’ L1 to teach English foreign language as well as make them to speak accurately is also part of a good classroom management.

Therefore, with this chapter intend to underline the importance of managing a class, using L1 in EFL classes and developing students’ speaking skills for the effectiveness of English teaching and lessons process.

4.1. MANAGING EFL CLASSES

Teachers of all types often try to keep their classrooms free from disruption. To do so, they need to manage the class and correct the student’s behavior in such a passionate way that encourages, motivates, and retains positive behavior (Aliakbari and Bozorgmanesh, 2015, p.12).

Classroom management embodies establishing rules to organize the class, to plan materials and activities, and to explain instructions and consequences of acting up. Wong and Rosemary (2001, as cited in Aliakbari and Bozorgmanesh, 2015, p.2) defined classroom management as “all the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place”.

Some trainee teachers view teaching as directly transmitting information to student (Torff, 2003, as cited in, Aliakbari and Bozorgmanesh, 2015, p.2). Most often, they do not comprehend the significance of classroom management strategies and their effect on students' social and academic behavior

However, this chapter intends to make teachers to understand the importance of managing a class for the effectiveness of the teaching process, as well as underline some strategies for managing a class.

4.2. Importance of managing classes.

Martin and Sass (2010, p.15) considered classroom management as an umbrella term for teachers' actions to manage class, students' behavior and their learning. These actions encompasses works like establishing order, dealing with misbehavior, offering appropriate instruction, and taking care of students' emotional and cognitive needs.

Classroom management entails the teacher to organize and direct classes to achieve specific goals. Assertive discipline is an approach to classroom management to assist teachers to have an organized "teacher-in-charge" classroom environment which prevents discipline problems. To avoid discipline problems, teachers need to acquire and employ classroom management strategies, (Aliakbari and Bozorgmanesh, 2015, p. 2).

Brophy (1983, p.28) maintained that classroom management puts more emphasis on providing supportive environment for students to learn materials rather than focusing on controlling behaviors. Further, Charles and Senter (2008 p.26) stated that good teaching management takes place through an active and relevant curriculum.

Effective classroom management contributes significantly to student learning and development. Adding a positive element to this, Burden (2003 p.33) states that student– teacher relationship is also important in the classroom

management discussion. He thinks that classroom management needs to encourage positive social interaction and active engagement in learning. Charles and Senter (2008 p.15) approved Burden's (2003) realization and maintained that there is a direct relationship between good teaching practice and classroom management issue.

4.3. Creating an Effective Classroom Learning Environment

Classroom management has to do with the environment we establish during the lesson so that students can participate on the lesson and learn effectively. Here we are going to underline some strategies a teacher can use to establish a good classroom learning environment.

Richards and Farrell (2011 p.14) suggests that in other to create a good learning environment teachers should.

- a. Create the right classroom climate, that consists on:
 - Communicate acceptance or respect, and carrying about students as a human being.
 - Establishing business like, yet no threatening atmosphere.
 - Communicate appropriate messages about school subject matter.
 - Give students some sense of control with regard to classroom activities.
 - Create a sense of community among the students.
- b. Arranging the class to promote effective learning, using whole-class, teaching individual work, pair work and group work.
- c. Managing your time effectively. That consists on:
 - Avoiding needless or over-lengthy explanation and instructions.
 - Using a variety of activities during the lesson, rather than spending the whole lesson on one activity.
 - Avoiding predictable and repetitive activities, where possible.
 - Selecting activities of the right level of difficulty.
 - Setting a goal, time for activities.
 - Monitoring students' performance on activities so that they have had sufficient time to complete them but not too much time.

- d. Managing appropriate classroom behavior, which consists on creating an atmosphere of respect and trust between teachers and students and a shared understanding of appropriate forms of classroom behavior.
- e. Creating a culturally sensitive classroom. It consists on:
 - Legitimizing students' cultures and experiences.
 - Including significant and comprehensive information about different cultures.
 - Using the cultural legacies, traits, and orientations of diverse students as filters through which they academic knowledge.

The goal of a culturally sensitive classroom is to shape the learning environment in such a way that in can accommodate a wide range of native language, cultures, racial- ethnic, background, religions, learning styles, and abilities in their classroom (Richards and Farrell, 2011, p. 116).

Nevertheless, teacher knowing the different strategies for managing a class and implement them appropriately can establish a better classroom environment. To manage the classes effectively and make students collaborate I had to use techniques like: group work, pair work, whole class activities, role play, and storytelling to keep their attention and concentration.

4.4. THE ROLE OF L1 IN THE EFL LEARNING

Some teachers find that the use of some L1 provides more time to practice L2 because understanding is achieved much faster. Teacher can for clarification purposes, after an attempt has been made to communicate ideas in L2 and students still appear to be confused. The idea is that L1 serves a supportive and facilitating role in the classroom, and not that it is the primary language of communication. L1 use also allows students to become more aware of the similarities and differences between cultures and linguistic structures, and thus may improve the accuracy of translations. Finding cognates and similarities between languages build up interlinked L1 and L2 knowledge in the students' minds (Morahan, n.d, p p.1-2).

There is a wide variation in the amount of L1 use by English language teachers. There are classes where it is used for as much as 90% of the time, and others where it is never use (Richard and Schmidt, 2010, p.233). The latter is usually found in multilingual classrooms without a shared classroom language or when the teacher cannot speak the L1 of the students. These contexts are not uncommon in private language schools, especially in English-speaking countries, but are otherwise rare. More commonly, it would appear that the L1 is typically used somewhere between 20% and 40% of the time when there is a shared L1 or classroom language. For most teachers in most contexts, some degree of L1 use is a feature of their everyday classroom practice, (Kerr, 2019, p. 4)

4.5. Teachers and students' reasons to use L1

The reason teachers use L1 can be different from the reason students do it, while the former normally use it for instruction, students use L1 to communicate their needs in EFL. L1 use in written tasks is especially valuable because it helps to clarify and build meaning. It allows learners to repeatedly evaluate and clarify communication with regard to choice of content and register appropriate to the task (Wells, 1999, p.22).

This re-evaluation is often done orally, in conversation with a peer or teacher or in private talk. Collaborative dialogue allows learners to build linguistic understanding concerning a number of language tasks. As Cook (2001 p.56) states, "L1 provides scaffolding for the students to help each other."

In this subsection we are going to underline some reasons for students and teachers use EFL according to (Morahan, (n.d, pp. 3-4). Teachers often use L1 in beginning and intermediate classes to give instructions, explain complex ideas, and explain meanings of words explain complex grammar points.

In this subsection we are going to underline some reasons for students and teachers use EFL according to (Morahan, (n.d, pp. 3-4). Teachers often use L1 in beginning and intermediate classes to give instructions; explain

complex ideas; explain meanings of words explain complex grammar points;

- a. Students often use L1 when doing pair work to construct solutions to linguistic tasks and evaluate written language. The use of L1 allows them to work within their Zone of Proximal Development, as proposed by Wells (1999, p.44). By working in pairs and using L1 intermittently with L2, students may be cognitively processing at a higher level with regard to linguistic tasks than if they were limited only to communicating in the language they are trying to learn. L1 vocabulary allows learners to use language which they may not yet possess in L2 in order to process ideas and reach higher levels of understanding aspect for the reason and other reason such as. Ask and clarify questions, Clarify meaning of words in L2, Express frustrations concerning their lack of understanding find new words in L2 which correspond to already known words in L1, Use language to explain complex concepts, Build shared meaning while evaluating written tasks through shared discussion.

According to Shah (2014,p.45) as long as the purpose of EFL learning is to produce a language, using of L1 for instruction can be of crucial importance for the accomplishment of the goals. These days, the taboo against using L1 in classrooms is breaking down, and the attitude to L1 and translation in language classes has observed a positive change following the recognition that some students use the L1 as a communicative strategy to learn and use the FL Odlin (1989, p.42). In fact, with the passage of time a relatively new teaching method which deliberately uses L1 in teaching EFL has emerged in ESL/EFL pedagogy (Shah, 2014, p.82).

4.6. DEVELOPING STUDENTS SPEAKING SKILLS

English teaching and learning have the goal of focusing on students so that they are able to use English for communication purposes and as a tool to, their study English foreign language, teaching and learning ability, speak is the most essential skill since it is the basic for communication (Oradee, 2012, p. 533).

Among the four key language skills, speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people mastering speaking skills is the single most important aspect of learning a foreign language, and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39).

In addition, Patel and Jain (2008, P.17), state that:

“The primary functions of language are communication, self-expression, and thinking”. Hence, it is obvious that language is a mean of communication. For a learner to master a language well, she/he must be able to speak that language. Speaking skill clearly indicates that the learner knows how to use that language. (Oradee, 2012, p. 233).

Therefore, speaking can be defined as “an interactive process of constructing meaning that involves producing, receiving, and processing information, where the nature of interaction in speaking demands a broader range of skills, in the construction of meaning (Novianti, n.d, p. 32).

In particular, EFL students often stammer when speaking English. This results from lack of exposure to authentic English language environments that allows them to use English for communication and expression. Furthermore, students are not exposed to the cultures of the native English speakers. Speaking skills can be developed through communicative activities which include free discussion and role-playing..

Activities help to create interaction in language classroom. Moreover, communicative activities can motivate the students and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning, (Oradee, 2012, p. 533).

4.7. Teachers Role in Classes

There are three main reasons for getting students to speak in the classroom as stated by Harmer (2007, p.22) firstly, speaking activities provide rehearsal opportunities - chances to practice real-life speaking in the safety of the classroom. Secondly, speaking tasks provide feedback for both teacher and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become.

Teachers need to play a number of different roles during the speaking class. The teacher's roles below have particular relevance if teacher is trying to get students to speak fluently (Harmer, 2002: p.275-276).

1. Prompter: teachers help students when they get lost or cannot think what to say by offering discrete suggestions without disrupting the discussion or forcing students out of role;
2. Participant: teachers may participate in discussions or role plays. However in such circumstances they have to be careful that they do not participate too much.
3. Feedback provider: teachers provide feedback in speaking activities by considering the effect of possible different approaches. Where students are in the middle of a speaking task, over correction may inhibit them and take the communicativeness out of the activity. On the other hand, helpful and gentle correction may get students out of difficult misunderstandings and hesitations.

“Therefore, it is essential for teacher to design speaking lessons to let students speak in the classroom and help students not to feel reluctant to speak” (Novianti, n.d, p. 22), and apply his/her role according to the situation.

4.8. Strategies for developing students speaking skills

Strategies are specific actions taken by teachers to help their student learning, to make the learning easier, faster, more enjoyable, more self-directed, more effective and more transferable. By employing the right strategies, the process of learning the language will improve significantly (Oxford 1990, as cited in et al Gani, et al 2015, p. 19). Appropriate language learning strategies result in improved, faster language proficiency's. Richards & Schmidt (2010,p.13), defines learning strategies as being “the ways in which learners attempt to work out the meanings and uses of words, grammatical rules, and other aspects of the language they are learning” (p. 331).

Oxford (1990,p.565) categorizes the lessons as means of Memory Strategies, Cognitive Strategies, Compensation Strategies, Affective Strategies, Metacognitive Strategies, Social Strategies.

1. **Memory Strategies:** strategies that help student store and retrieve new information;
2. **Cognitive Strategies:** strategies that enable student to understand and produce new language by many different means;
3. **Compensation Strategies:** strategies that lead student in overcoming anxiety in continuing to communicate EFL classes.
4. **Affective Strategies:** strategies that help students to develop speaking skills;
5. **Metacognitive Strategies:** strategies that help learners to regulate their own cognitive abilities and to focus, plan, and evaluate their progress as they move toward communicative competence, and;
6. **Social Strategies:** strategies that provide increased interaction between the students.

All appropriate language learning strategies contribute to the main goal: becoming communicatively competent.

Teacher can also use activities like, discussion, problem-solving, and role-playing do develop students speaking abilities.

Therefore, as teachers are asked to know the different speaking strategies to enhance students speaking ability, teachers arrange techniques such as asking for directions, ordering food and beverages, talking on the telephone, and making an appointment with doctors, are types of activities that afford students experience using the language for real communications, (Oradee, 2012, p. 534).

Students should know the purpose of speaking, what to speak, with whom, and where to speak, and how to use appropriate language, this is done by using different speaking strategies.

This subsection discussed about the strategies to develop students' speaking skills. The next section will conclude this paper and provide some recommendation.

CONCLUSIONS AND RECOMMENDATIONS

5. CONCLUSIONS AND RECOMMENDATIONS

The internship I conducted was very beneficial for me because it enabled me to discover my strengths and weaknesses to teach, that is, it enabled me to learn how is it important to know how to manage a class effectively, when to use students L1 for the effectiveness and achievement of the aims, as for students to use EFL effectively.

The interaction also permitted me to enlarge my social, academic relationship and learn a bit from the professional that I encountered at *Liceu N°134*. It also revealed what that curriculum is used in our country lacks.

Nonetheless, the reflections and journals written during the internship, as well as the literature searched do fill in the challenges that are (a) managing classes, (b) use students L1, (c) developing students speaking skills. we faced during the internship we could conclude that:

First teaching methodology and approaches makes the teaching of English as a foreign language more constructive and improves the teaching and student`s learning process.

Second Experienced show that knowing the strategies to manage a class is crucial for the effectiveness of EFL students learning.

Third Using L1 in EFL classes when not excessive mainly to clarify some tasks can help to effectively achieve the aim of the lesson and save time.

Fourth the role that a teacher needs to play on developing students speaking skills strategies can help them to be more interactive in lessons and make them speaking freely.

From the conclusions drawn above the following recommendations were made:

First Teachers should use different teaching methods and approaches that make the teaching of English as a foreign language more constructive and improves the teaching and student`s learning process;

Second Teacher should also know the strategies to manage a class for the effectiveness of L1 learning;

They should also sometimes resort to L1 in EFL classes to clarify some tasks to effectively achieve the aim of the lesson and save time;

Fourth Teacher should know the role he/she needs to play on managing lessons as well as the strategies to develop students' speaking skills in order help them to be more interactive in lessons and make them to speak fluently.

APPENDICES

Appendix 1: Lessons Plans

LESSON PLAN

Topic: Dates

Aim: At the end of the lesson students should be able to say the dates

Teacher's Aim: To give clear instruction.

New structure: what is today's date-----?

New vocabulary: 1st first of, 2nd second of, 3rd third of...

Material: The board and flash cards.

Previous work: Colors

Level: Beginner

Grade: 10

School: Liceu 123

Date: 15/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about color. E.g. Class can you name some colors?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about Dates.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by showing flash cards and check understands. E.g. class are we talking about food, are we talking about transports?.....			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: class is it Angola? And then ask students to repeat the words after him several times. E.g. 2 nd of november2002.....			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says he/she is from Angola. (e.g. Q: 2 nd of november2002-----? A: it is the peace day.	Pay Attention	T-C	To make sure that pupils know how to answer the question	

Board work	ANTECIPATED PROBLEMS	
<p style="text-align: center;">Tuesday 15. 10.2013</p> <p>Lesson number:02 Topic: Dates Summary: Talking about Dates New vocabulary: 1st first of, 2nd second of, 3rd third: 2 of , , Question: What is todays date? Answer: it is on the 11th July 1991,</p> <p style="text-align: center;">Home work</p> <p>What 5 public holy days that you know.</p> <p>a) b) c) d) e)</p>	<p style="text-align: center;"><u>PROBLEM</u></p> <p>1-Pupis may find it difficult to pronounce certain words like first. Second. Third because they may not be concentrated when the teacher was explaining.</p>	<p style="text-align: center;"><u>HOW TO OVERCOME</u></p> <p>1-Teacher focus on pronunciation by means of repetition</p>

LESSON PLAN

Topic: Modal verbs can and must

Aim: At the end of the lesson students should be able to say what they can and must

Teacher's Aim: To balance TTT vs. STT.

New structure: what can you do /what must you do...?

New vocabulary: Can and must.

Material: The board and teachers book.

Previous work: Dates

Level: Beginner/ intermediate

Grade: 10

School: Liceu 134

Date: 31/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about dates. E.g. Class can you tell me what is todays date?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about Modal verbs can and must.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by saying defining can and must check understands. E.g. class are we talking about food, are we talking about transports?			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: class can is ability? And must is obligation then ask students to repeat the words after him several times. E.g. can, must			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says /. (E.g. Q: What can you do -----? A: I can ride a bicycle...	Pay Attention	T-C	To make sure that pupils know how to answer the question	

Board work	ANTECIPATED PROBLEMS	
<p style="text-align: center;">Thursday 31. 10.2019</p> <p>Lesson number: Topic: Modal verbs can and must Summary: Talking about Modal verbs can and must New vocabulary: Can must. Question: What can you do/what must you do...? Answer: I can ride a bicycle/I must do my homework.</p> <p style="text-align: center;">Home work</p> <p>Write 2 questions about can and must with their answer: a) b)</p>	<p style="text-align: center;"><u>PROBLEM</u></p> <p>1-Pupis may find it difficult to pronounce certain words like can and must... because they may not be concentrated when the teacher was explaining.</p>	<p style="text-align: center;"><u>HOW TO OVERCOME</u></p> <p>1-Teacher focus on pronunciation by means of repetition .</p>

LESSON PLAN

Topic: Dates

Aim: At the end of the lesson students should be able to say the dates

Teacher's Aim: To give clear instruction.

New structure: what is today's date-----?

New vocabulary: 1st first of, 2nd second of, 3rd third of...

Material: The board and flash cards.

Previous work: Colors

Level: Beginner

Grade: 10

School: Liceu 123

Date: 15/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about color. E.g. Class can you name some colors?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about Dates.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by showing flash cards and check understands. E.g. class are we talking about food, are we talking about transports?.....			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: class is it Angola? And then ask students to repeat the words after him several times. E.g. 2 nd of november2002.....			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says he/she is from Angola. (e.g. Q: 2 nd of november2002-----? A: it is the peace day.	Pay Attention	T-C	To make sure that pupils know how to answer the question	

Board work	ANTECIPATED PROBLEMS	
<p style="text-align: center;">Tuesday 15. 10.2013</p> <p>Lesson number:02 Topic: Dates Summary: Talking about Dates New vocabulary: 1st first of, 2nd second of, 3rd third: 2 of , , Question: What is todays date? Answer: it is on the 11th July 1991,</p> <p style="text-align: center;">Home work</p> <p>What 5 public holy days that you know.</p> <p>a) b) c) d) e)</p>	<p style="text-align: center;"><u>PROBLEM</u></p> <p>1-Pupis may find it difficult to pronounce certain words like first. Second. Third because they may not be concentrated when the teacher was explaining.</p>	<p style="text-align: center;"><u>HOW TO OVERCOME</u></p> <p>1-Teacher focus on pronunciation by means of repetition</p>

LESSON PLAN

Topic: simple present

Aim: At the end of the lesson students should be able to talk about simple present

Teacher's Aim: To give clear instruction.

New structure: where are you coming from...?

New vocabulary: Irish, welsh, dinner.

Material: The board and flash cards.

Previous work: modal verbs can and must

Level: Beginner

Grade: 10

School: Liceu

Date: 31/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about modal verbs can and must. E.g. Class what can you do?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about simple present.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by showing flash cards and check understands. E.g. class are we talking about food, are we talking about transports?			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: where are you coming from? And then ask students to repeat the words after him several times. E.g. where are you coming from.....			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says /. (E.g. Q: Where are you coming from-----? A: am coming from mutundo...	Pay Attention	T-C	To make sure that pupils know how to answer the question	

LESSON PLAN

Topic: Modal verbs can and must

Aim: At the end of the lesson students should be able to say what they can and must

Teacher's Aim: To balance TTT vs. STT.

New structure: what can you do /what must you do...?

New vocabulary: Can and must.

Material: The board and teachers book.

Previous work: Dates

Level: Beginner/ intermediate

Grade: 10

School: Liceu 134

Date: 31/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about dates. E.g. Class can you tell me what is todays date?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about Modal verbs can and must.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by saying defining can and must check understands. E.g. class are we talking about food, are we talking about transports?			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: class can is ability? And must is obligation then ask students to repeat the words after him several times. E.g. can, must			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says /. (E.g. Q: What can you do -----? A: I can ride a bicycle...	Pay Attention	T-C	To make sure that pupils know how to answer the question	

Board work	ANTECIPATED PROBLEMS	
	<u>PROBLEM</u>	<u>HOW TO OVERCOME</u>
<p style="text-align: center;">Thursday 31. 10.2019</p> <p>Lesson number: Topic: Modal verbs can and must Summary: Talking about Modal verbs can and must New vocabulary: Can must. Question: What can you do/what must you do...? Answer: I can ride a bicycle/I must do my homework.</p> <p style="text-align: center;">Home work</p> <p>Write 2 questions about can and must with their answer: a) b)</p>	<p>1-Pupis may find it difficult to pronounce certain words like can and must... because they may not be concentrated when the teacher was explaining.</p>	<p>1-Teacher focus on pronunciation by means of repetition .</p>

LESSON PLAN

Topic: Dates

Aim: At the end of the lesson students should be able to say the dates

Teacher's Aim: To give clear instruction.

New structure: what is today's date-----?

New vocabulary: 1st first of, 2nd second of, 3rd third of...

Material: The board and flash cards.

Previous work: Colors

Level: Beginner

Grade: 10

School: Liceu 123

Date: 15/10/ 2019

Teacher's name: Edne D. Jungo

Time: 45'

Period: Morning/ Afternoon

Stage	Task(teacher)	Task(Pupils)	Interaction	Aim	Time
Revision	Teacher elicits from pupils about previous lesson by asking questions about color. E.g. Class can you name some colors?	Pay Attention & Answer	T-C	To check if they understood previous lesson	3-5'
Presentation	1. Introduces the new topic by telling the class: today we are going to talk about Dates.	Pay attention	T-C	To focus on the new vocabulary to be presented.	7-10'
	2. Teacher clarifies the new topic by showing flash cards and check understands. E.g. class are we talking about food, are we talking about transports?.....			To get the pupils acquainted with the new vocabulary spelling.	
	3. Teacher focuses on pronunciation of the new vocabulary and checking understanding by asking concept questions. E.g.: class is it Angola? And then ask students to repeat the words after him several times. E.g. 2 nd of november2002.....			Let the class know what the lesson is about.	
	4. Teaches the new language by creating a context whereby the teacher says he/she is from Angola. (e.g. Q: 2 nd of november2002-----? A: it is the peace day.	Pay Attention	T-C	To make sure that pupils know how to answer the question	

Appendix 2: Time Table

INTERNSHIP TRAINEES TIME TABLE

Liceu n°134 in Nambambi - Academic year 2019

Hours	Monday	Tuesday	Wednesday	Thursday	Friday
07: 30 08h15min			English 10 A	English 11 D	
08: 20 09h05min			English 10A	English 11 D	
09: 10 09h55min			English 11 D		
10: 00 10: 45				English 10A	
10h50min 11: 35					

Appendix 3: Host Teachers Feedback

COMMENTS:

- * The Teacher was confident
- * There was a balance between the time of TTT and STT during the practice.
- * The Teacher use L1 To clarify the doubts and giving instructions when in the proper time.
- * The Teacher anticipated some ^{problem} properly.
- * The Teacher did not properly know the meaning of the words company and identification taught them as Unidad modular & departamentos de identificación.
- * Write the new structure on the board which he couldn't.
- * The Teacher didn't pronounce properly the word Museum.
- * Student's were not prep prepared enough to more for free practice
- * Student's made noise at the lesson.

OVERALL EVALUATION

Very Good (20-17)	Good (16-14)	Satisfactory (13-10)	Poor (9-6)	Very Poor (5-0)
		X		

COMMENTS:

- * Covered the topic to the students.
- * ~~Explained~~ ~~from~~ ~~the~~ ~~students~~ ~~the~~ ~~expected~~ words related to the topic.
- * Stopped for awhile to motivate the students.
- * use the L1 to clarify some aspects

* The teacher used too much the L1 to clarify some aspects.

* The teacher did not use the time for peer practice.

* There was no noise during the peer practice.

OVERALL EVALUATION

Very Good (20-17)	Good (16-14)	Satisfactory (13-10)	Poor (9-6)	Very Poor (5-0)
		C		

COMMENTS:

* Started revising the last lesson by asking the pupils different questions.

* Elected from the students the ordinal numbers + elements to be considered when we talk about dates.

* Moved in class to check what the students were doing

* Encouraged some students to participate

* Corrected some mistake after the free practice

* Checked the new homework of the students.

* The teacher did not set time for some activities.

* ~~Forgot~~ forgot to write properly the ordinal number 30th.

* He should have different ways to revise the previous lessons.

* Did not work properly on the practice stage.

* Did not give clear instruction about to students on free practice about the new structure.

* Many of the students were not able to write the new structure.

OVERALL EVALUATION

Very Good (20-17)	Good (16-14)	Satisfactory (13-10)	Poor (9-6)	Very Poor (5-0)
		X		

COMMENTS:

* Started reviewing the last lesson by asking the pupils different questions.

* Extracted from the students the ordinal numbers & elements to be considered when we talk about dates.

* Moved in class to check what the students were doing

* Encouraged some students to participate

* Corrected some mistake after the free practice.

* Checked the new homework of the students.

* The teacher did not set time for some activities.

* ~~Forgot~~ forgot to write properly the ordinal number 30th.

* He should have different ways to review the previous lessons.

* Did not work properly on the practice stage.

* Did not give clear instruction about to students on free practice about the new structure.

* Many of the students were not able to solve the new structure.

OVERALL EVALUATION

Very Good (20-17)	Good (16-14)	Satisfactory (13-10)	Poor (9-6)	Very Poor (5-0)
		X		

Appendix 4: Lesson Observation Charts

Estágio Pedagógico - Lesson Observation Chart

INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO DA HUÍLA
DEPARTAMENTO DE LETRAS MODERNAS
REPARTIÇÃO DE INGLÊS
LESSON OBSERVATION CHART

Observer Benjamin Maleno Trainee Edna Nunes
 Institution Escola 134 MAMBI Class _____ Time 7:30 A.M Date 23/10/2019
 Topic Pages

		Very Good	Good	Satisfactory	Poor	Very Poor
A. CLASSROOM MANAGEMENT						
1.	Beginning of the lesson		X			
2.	Clarity of instructions			X		
3.	Setting up P/W & G/W					
4.	Class control		X			
5.	Classroom talk (STT vs. TTT)			X		
6.	Student involvement			X		
7.	Correction of errors			X		
8.	Eye contact		X			
9.	Attention spread			X		
10.	End of the lesson			X		
B. VISUALS						
11.	Use of the board			X		
12.	Choice of visuals					
13.	Quality of visuals					
14.	Handling of visuals					
C. LESSON IMPLEMENTATION						
15.	Pacing/Timing			X		
16.	Logic of Lesson		X			
16.	Flow of lesson, use of transitions			X		
17.	Use of innovative approaches and techniques			X		
D. TRAINEE'S LANGUAGE						
17.	Appropriateness			X		
18.	Accuracy			X		
19.	Fluency					
E. PERSONALITY						
20.	Classroom poise		X			
21.	Voice control		X			
22.	Rapport			X		
23.	Praising & encouragement			X		
24.	Teacher Enthusiasm/Patience			X		
F. STUDENT ACHIEVEMENT						
			X			

COMMENTS:

* Started reviewing the last lesson by asking the pupils different questions.

* elicited from the students the ordinal numbers & elements to be considered when we talk about dates.

* Moved in class to check what the students were doing

* Encouraged some students to participate

* Corrected some mistake after the free practice.

* Checked the new homework of the students.

* The teacher did not set time for some activities.

* ~~Forgot~~ forgot to write properly the ordinal number 30th.

* He should have different ways to review the previous lessons.

* Did not work properly on the practice stage.


* Did not give clear instruction about to students on free practice about the new structure.

* Many of the students were not able to write the new structure.

OVERALL EVALUATION

Very Good (20-17)	Good (16-14)	Satisfactory (13-10)	Poor (9-6)	Very Poor (5-0)
		X		

Appendix 5: School Calendar



 REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO

CALENÁRIO ESCOLAR NACIONAL REAJUSTADO DO SUBSISTEMA DE ENSINO GERAL E DE EDUCAÇÃO DE ADULTOS PARA O ANO LECTIVO 2019

PERÍODOS		I TRIMESTRE	II TRIMESTRE	III TRIMESTRE
ACTIVIDADES				
ABERTURA OFICIAL DO ANO LECTIVO		DIA 31 DE JANEIRO		
ENCERRAMENTO DO ANO LECTIVO				DIA 17 DE DEZEMBRO
ACTIVIDADES ESCOLARES		DE 01 DE FEVEREIRO A 17 DE MAIO (15 SEMANAS)	DE 20 DE MAIO A 23 DE AGOSTO (14 SEMANAS)	DE 26 DE AGOSTO A 17 DE DEZEMBRO (16 SEMANAS)
ACTIVIDADES LECTIVAS		DE 1 DE FEVEREIRO A 03 DE MAIO (13 SEMANAS – 57 DIAS)	DE 20 DE MAIO A 09 DE AGOSTO (12 SEMANAS – 60 DIAS)	DE 26 DE AGOSTO A 25 DE NOVEMBRO (13 SEMANAS – 63 DIAS)
INTERRUPÇÃO	CARNAVAL 05 DE MARÇO	DE 04 A 06 DE MARÇO		
	PÁSCOA 21 DE ABRIL (com interrupção de aulas)	DIA 29 DE ABRIL DE 24 DE ABRIL A 03 DE MAIO (07 DIAS)	DE 01 A 09 DE AGOSTO (07 DIAS)	DE 03 A 11 DE OUTUBRO (07 DIAS) 2º, 4º, 6º, 7º, 8º, 9º, 10º, 11º e 12º Classes
AValiação	INCIDÊNCIA APENAS NA AVALIAÇÃO FORMATIVA 1º, 3º e 5º Classes	DE FEVEREIRO A MAIO	DE MAIO A AGOSTO	DE AGOSTO A NOVEMBRO
	PROVA DE ESCOLA			DE 13 A 20 DE NOVEMBRO 2º, 4º, 7º, 8º, 10º e 11º Classes
	CLASSIFICAÇÃO, CONSELHO DE NOTAS E AFIXAÇÃO DE PAUTAS			DE 25 A 29 DE NOVEMBRO
	EXAMES ORAIS			DE 27 A 29 DE NOVEMBRO 6º, 9º e 12º Classes
	EXAMES (Época Normal)			DE 02 A 03 DE DEZEMBRO 6º, 9º e 12º Classes
	CLASSIFICAÇÃO, CONSELHO DE NOTAS E AFIXAÇÃO DE PAUTAS			ATÉ 10 DE DEZEMBRO
	EXAMES DE RECURSO			DE 11 A 17 DE DEZEMBRO
	CLASSIFICAÇÃO, CONSELHO DE NOTAS E AFIXAÇÃO DE PAUTAS			ATÉ 17 DE DEZEMBRO
	EXAMES ESPECIAIS	DE 06 A 10 DE MAIO		DE 11 A 17 DE DEZEMBRO
	AFIXAÇÃO DE PAUTAS	DE 02 A 17 DE MAIO		ATÉ 17 DE DEZEMBRO
PAUSA PEDAGÓGICA PARA ALUNOS	DE 06 A 17 DE MAIO	DE 12 A 23 DE AGOSTO		
JORNADAS PEDAGÓGICAS PARA OS PROFESSORES	DE 06 A 17 DE MAIO	DE 12 A 23 DE AGOSTO	DE 20 A 30 DE JANEIRO	
FÉRIAS PARA OS ALUNOS	A PARTIR DO DIA 04 DE DEZEMBRO			
JOGOS ZONAIS ESCOLARES	DE 16 A 23 DE AGOSTO DE 2019			
Xª EDIÇÃO DO CONCURSO NACIONAL DE OLIMPIADAS DE MATEMÁTICA	DE 07 A 08 DE OUTUBRO			
CONCURSO DE REDACÇÃO DA SADC	DE 01 DE FEVEREIRO A 31 DE MAIO 2019			
1ª EDIÇÃO DA FEIRA DE AMOSTRAS DO SISTEMA EDUCATIVO-EXPOEDUCAÇÃO	DE 07 A 10 DE NOVEMBRO DE 2019			
RECONFIRMAÇÃO AUTOMÁTICA DE MATRÍCULAS	DE 16 A 27 DE DEZEMBRO DE 2019			
EMISSÃO E ENTREGA DOS CERTIFICADOS E DIPLOMAS	DE 16 A 27 DE DEZEMBRO DE 2019			
FÉRIAS PARA OS PROFESSORES	DE 18 DE DEZEMBRO 2019 A 18 DE JANEIRO DE 2020			
INSCRIÇÃO, SELECÇÃO E PUBLICAÇÃO DAS LISTAS DE NOVOS ALUNOS	DE 02 A 10 DE JANEIRO DE 2020			
REALIZAÇÃO DOS JOGOS NACIONAIS ESCOLARES	DE 04 A 11 DE JANEIRO DE 2020			
MATRÍCULAS DE NOVOS ALUNOS	DE 13 A 17 DE JANEIRO DE 2020			
ABERTURA OFICIAL DO ANO LECTIVO	31 DE JANEIRO DE 2020			
INÍCIO DO ANO LECTIVO	03 DE FEVEREIRO DE 2020			

João Gonçalves / João Caldeira

Appendix 6: English Language Sector Students' internship Authorization


Instituto Superior de Ciências de Educação
ISCED-HUÍLA
=GABINETE DO DIRECTOR GERAL=

À
Chefe do Departamento de Metodologia da
Prática Pedagógica

=Local=

N/Refª N^o 025/GAB.D.G/ISCED-HLA/2019

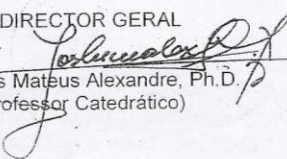
ASSUNTO: Autorização.

Melhores Cumprimentos.

Vimos, através desta, autorizar os Estudantes do curso de inglês, a realizar o Estágio Pedagógico de Licenciatura nas Escolas do II Ciclo do Ensino Secundário do Lubango.

Sem mais assuntos de momento, reiteramos votos de alta consideração e estima.

Gabinete do Director Geral do Instituto Superior de Ciências de Educação da Huíla, no Lubango, aos 06 de Setembro de 2019.

O DIRECTOR GERAL

José Luís Matêus Alexandre, Ph.D.
(Professor Catedrático)

Appendix 7: List of Presence

Estágio Pedagógico- Lista de Presenças dos Estudantes

INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO
ISCED- HUÍLA
DEPARTAMENTO DE LETRAS MODERNAS
SECÇÃO DE INGLÉS

FICHA DE REGISTO DE AULA

Name of the intern:			
Course:	Quintias Humanas	Date:	31/10/2019
Room:	7	Timetable:	7!
Group:			
Summary:	Modul Work can and must		

Attendances

Nr	Name of the Students	Signature
1	Albertina Vagueira Tomás Sabando	
2		
3	Abilio Albertina César Rodrigues	
4		
5	Ama Juliana Gonçalves	
6	Angelina Yambakamba	
7	Augusto Huacanda	
8	Beatriz M. Manuel Pinto	
9	Beatriz Facalbas Baptista	
10	Bráulio Francisco Adalberto	
11	Crustálio Pinque Afonso	
12	Domingos Cunha Antunes de Angelo	
13	Esther Chibombo Afonso Fernando	
14	Gaspar Manuel	
15	Edtina Jamba Zefelino	
16		
17		
18	Glória Albino Matias Miguel	
19	Helena Malacarne	
20	Helena P. Ch. Vias	
21	Isabel Cotymlto Stegnum	
22	Jaquim Manuel Gomes Joffe	
23	Jacinta Jehalyta Mussito Baptista	
24	Jesemba Luis Joaquim	
25		
26	Manuel Vicente J. Mangalo	
27	Maria da Graça Amândio Sepineman	
28	Maria Helena Victorica Pereira	

The Intern
Edna Gunga
The Class Monitor
Manuel Mangalo

INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO
 ISCED- HUÍLA
 DEPARTAMENTO DE LETRAS MODERNAS
 SECÇÃO DE INGLÊS

FICHA DE REGISTO DE AULA

Name of the intern:			
Course:	Ciências Económicas Juríd.	Date:	
Room:	5	Timetable:	
Group:			
Summary:			

Attendances

Nr	Name of the Students	Signature
1	Adelina Gandebe	
2	Roberto Segundo Nunda	
3	Marino Sá da Machado Manuel	
4		
5	Ana, Armelia S. Quitala	
6	António Torres	
7		
8		
9	Dereonilda yari C. Janeiro	
10	Domingos Chibela	
11		
12	Ella Ventura	
13	Fidel Pascoal P. Bumba	
14	Florencia Helena Pema Vaymami	
15	Henriquez Manguenda Mota	
16	Isabel Verónica J. Bangombi	
17		
18		
19	Jose B. P. Miguel	
20	Jose Chitara Joaquim João	
21	Josefa Uchitala	
22		
23	Soncia Paulo Louco	
24	Naleno Natalia Gasparina Mukengue	
25	Margarida Filipe	
26		
27	Chilwezi Diana Z. Andrade	
28	Marta Delpina Henriques Foztudo	

The Intern
 Edna fujns

The Class Monitor
 José Miguel



INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO
 ISCED- HUÍLA
 DEPARTAMENTO DE LETRAS MODERNAS
 SECÇÃO DE INGLÊS

FICHA DE REGISTO DE AULA

Name of the intern:			
Course:	Ciências Físicas e Biológicas	Date:	31/10/2019
Room:	4	Timetable:	4:30
Group :			
Summary:	Simple present		

Attendances

Nr	Name of the Students	Signature
1		
2		
3		
4		
5	Anna J. Passaguela	
6		
7		
8		
9		
10		
11	Bustador Dingu Alfredo	
12		
13		
14	Ezequiel Manuel	
15	Fátima Jambá Zeferino	
16	Flávio Chequerara Tch. Macala.	
17		
18		
19	Helena Molugombe	
20	Hilária C. Ch. Nissi	
21	Isabel Eduardo Joaquim	
22	Joaquim Manuel Ernesto Tchebita	
23	Josefa Tenalulua Muelito Capita	
24	Johanna Luis Joaquim	
25		
26	Manuel Vicente N. Nangala	
27	Maria da Conceição António Sacalengue	
28	Maria Helena Tseclencio Raposo	

The Intern
 Edna Junça

The Class Monitor
 Manuel Nangala



INSTITUTO SUPERIOR DE CIÊNCIAS DA EDUCAÇÃO
 ISCED- HUÍLA
 DEPARTAMENTO DE LETRAS MODERNAS
 SECÇÃO DE INGLÊS

FICHA DE REGISTO DE AULA

Name of the intern:			
Course:	Ciências Físicas e Biológicas	Date:	31/10/2019
Room:	4	Timetable:	4:30
Group :			
Summary:	Simple present		

Attendances


Nr	Name of the Students	Signature
1		
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9		
10		
11	Bustador Dingu Alfredo	
12		
13		
14	Ezequiel Manuel	
15	Fátima Jambá Zeferino	
16	Flávio Chequerara Tch. Macala.	
17		
18		
19	Helena Malucense	
20	Hilária C. Ch. Nissi	
21	Isabel Eduardo Joaquim	
22	Joaquim Manuel Ernesto Julieta	
23	Josefa Tenalutua Muelito Capita	
24	Johanna Luis Joaquim	
25		
26	Manuel Vicente N. Nangala	
27	Maria da Conceição Antónia Sacalengue	
28	Maria Helena Isidoro Raposo	

The Intern
 Edna Junça

The Class Monitor
 Manuel Nangala

Appendix Nine: Diary of The Republic

judicial
Flautos.
6-7-09


REPÚBLICA DE ANGOLA
MINISTÉRIO DA EDUCAÇÃO
GABINETE DO MINISTRO

DECRETO EXECUTIVO Nº 30/09
DE 3 DE 7

Convindo regularizar o funcionamento de Escolas Secundárias na Província da Huíla;

Considerando as disposições do Decreto nº 5/02, de 01 de Fevereiro, que define as condições e procedimentos de elaboração e gestão dos quadros de pessoal da administração pública;

Ao abrigo do disposto no Artigo 71º da Lei nº 13/01 de 31 de Dezembro que aprova as bases do Sistema de Educação;

Nos termos do número 3 do artigo 114º, ambos da Lei Constitucional;

DETERMINO:

Artigo 1º

São criados os seguintes estabelecimentos de ensino, todos sítios na Província da Huíla:

- a) 2 Escolas Secundárias do 2º Ciclo, com 12 salas de aulas, 3 turnos e capacidade para 1.296 alunos no Município do Lubango, sendo 1 na Arimba e a 2ª no Nambirubi;
- b) Escola do Magistério Primário sita no Município do Lubango, com 10 salas de aulas e um Internato para 1.110 alunos.

Artigo 2º

É aprovado o quadro de pessoal das Escolas ora criadas, constantes dos anexos ao presente diploma, dele constituindo parte integrante.

PUBLIQUE-SE

LUANDA, AOS 3 DE Julho DE 2009

O MINISTRO DA EDUCAÇÃO
AS
ANTÓNIO AURITTY DA SILVA NETO.

Assinatura: António

Assinatura: António

Assinatura: António

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