MANAGING ENGLISH LANGUAGE TEACHING

RESOURCE CENTRES IN THE MOZAMBICAN

CONTEXT

By

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This report is submitted in part- fulfillment of the requirements for the degree of Master

of Education [Management & Leadership] at the Faculty of Community Development

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Durban

2000

I.

Declaration of originality

I, Joao Gaspar Barroso, declare that this report entitled " Managing English Language Teaching Resource Centres in the Mozambican context", is my own work and that all sources I have used or quoted have been indicated and acknowledged by means of complete references.

J.G. Barroso
Durban
November, 2000

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Abstract

This report seeks ways to improve the management of the existing English Language

Teaching Resource Centres (ELT-R/C) in Mozambique. Suggestions are made so as to

define clearly the place of the ELT-R/C and their managers in the education system

organizational structure; introduce other activities in the ELT-R/C; enlarge the number

of ELT-R/C users and improve the communication system and consequently the

relationships between the ELT-R/C and other education stakeholders. The report also

suggests the optional number of staff for the ELT-R/C and what should be done for the

Provincial English Advisors (PEA) to run the ELT-R/C more effectively and efficiently.

Dedication

This thesis is dedicated to my wife, Telivia Frank D. R. Barroso, and to our sons and daughters who agreed to stay on their own in Mozambique while I was studying in Durban.

Acknowledgements

My heartfelt thanks and appreciation to the many people who have contributed to the completion of this work:

My supervisor, Prof. R. G. Taylor from the Leadership Centre, whose time, patient guidance, support and challenging comments helped me to develop professionally.

My co-supervisor, Dr. Charlotte Mbali of the Department of Tertiary Education, for her advice and encouragement.

My mentor, Mrs Anita Van Soelen, for her support and encouragement.

All the PEA in Mozambique without whose committed and enthusiastic participation it would not have been possible.

All my friends in Durban who made my stay pleasant.

The government of Mozambique and the DFID for having made it possible for me to do this course and degree.

Last but not least, my wife, Telivia Frank D. R. Barroso, for her patience and courage to stay alone with our children while I was away.

V.

GLOSSARY OF TERMS USED

CAP   Certificado de Aperfeiçoamento Profissional

DDE   District Directorate of Education

DFID   Department For International Development

DNESG   Direcção Nacional de Ensino Secundário Geral

ELMT   English Language Management Team

ELT   English Language Teaching

INSET   In-service Training

ELT - R/Cs   English Language Teaching Resource Centres

MINED   Ministério de Educação

NGOs   Non- Governmental Organizations

ODA   Overseas Development Agency

PEAs   Provincial English Advisors

PDE   Provincial Directorate of Education

PESO   Provincial English Support Officer

R/C   Resource Centre

STEP   Secondary and Technical English Project

TEI   Teacher Education Institution

TESOL   Teaching English to Speaker of Other Languages

VSO   Voluntary Service Organization

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CHAPTER I

1. PROFILE OF THE PRESENT SITUATION OF THE ENGLISH LANGUAGE TEACHING RESOURCE CENTRES IN MOZAMBIQUE

1.1. Background

In September 1994 the First National Conference on English Language Teaching in Mozambique took place. The conference was held in Maputo, the capital city of the country. It reviewed the provision for English Language Teaching, analyzed specific problems of the sectors and institutions involved in English Language Teaching and made proposals to establish a national English Language Teaching policy.

Conference participants suggested that all state secondary and technical schools should be supplied with sufficient and appropriate textbooks and supplementary materials to ensure efficient English Language Teaching (ELT) delivery. They also emphasized the accessibility of English Language Teaching/Learning resources and teacher education to teachers. This would be achieved through the development of a network of resource centres (R/C) throughout all the provinces. "In-service training (INSET) is considered to be a major factor in raising and maintaining the quality of English Language Teaching (ELT) delivery..." (Eduardo, & Uprichard, 1994:15).

According to the Secondary and Technical English Project Guide (1997), the Minister of Education in Mozambique in March 1995 approved the proposals made by the participants of the Conference. Since then, English Language Teaching (ELT) in all state secondary and technical schools was viewed as a national priority. It was in the light of this priority that the government of Mozambique through the Ministry of Education (MINED) and the government of the United Kingdom through the Department for International Development

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(DFID – formerly ODA) decided to jointly support the STEP (Secondary and Technical English Project) which was initiated by the English Section in the National Directorate for Secondary Education (DNESG) in the Ministry of Education. The overall aim of the project is the improvement of the quality of ELT in Mozambican state secondary and technical schools by means of a number of outputs at ministry, provincial and school levels.

STEP established ten (10) English Language Teaching Resource Centres (ELT R/Cs), one (1) in each province. The ELT R/Cs are all based at one of the secondary schools in the capital city of each province. Ten (10) Provincial English Advisors (PEAs) were appointed by the Ministry of Education. According to DNESG, some of the roles of the PEAs are to manage the resource centers, advise and support teachers of English, liaise with provincial and school directorates on all matters relating to English Language Teaching, participate in in-service training activities at a national level, and organize in-service training activities at provincial level. In all these and other activities, the PEAs are assisted by Provincial English Support Officers (PESOs) - teachers from the Voluntary Service Organization (VSO) - one (1) in each province. The PEA and the PESO also teach classes (ten periods per week) at the school where the R/C is located.

Presently the Resource Centres contain methodology and grammar books, dictionaries, a tape recorder, a video machine, a TV, audiocassettes, a computer and a photocopying machine apart from furniture. The computer and the photocopying machine are meant for office use. The TV, video machine and audiocassettes are used for teaching in the CAP and Advanced Diploma courses. The DNESG (1997), states that the CAP (Certificado de aperfeicoamento Profissional – Certificate of Professional Training) is an in-service course run by the Ministry of Education for teachers of English. The University of London, Institute of Education, runs

the Advanced Diploma in TESOL (Teaching English to Speakers of Other Languages). Tutorials, workshops, seminars and occasional lectures are held in the resource centers. These are based on the content and structure of the courses above. The Resource Centre managers deal with the resource centre library, monthly financial reports to the British Council, occasional activity reports to the Ministry of Education and all other related work. According to DNESG(1997),funding from the British government to STEP will cease in June 2001. Teachers from the VSO will also withdraw, but the ELT R/Cs will continue to operate using a budget allocated by the Ministry of Education.

1.2. Statement of purpose of study

The purpose of this study is to seek ways in which to improve the management of the ten (10) existing ELT - R/Cs in Mozambique. It is hoped that the study will bring insights into what basic knowledge an ELT - R/C manager has to have; what an ELT - R/C is; what the main activities of an ELT - R/C are; and how the ELT-R/C managers (presently PEAs) can effectively relate to other stakeholders in education. It is also hoped that this study will raise some awareness about communication systems, and the types of activities that an ELT - R/C may carry out to generate financial income in order to reinforce its budget for self sustainability.

1.3. Critical questions

There are three (3) main critical questions whose answers are thought to be very useful for the improvement of the management of the ELT - R/Cs in Mozambique and which help to cover a larger number of potential users of the ELT - R/Cs. From each main critical question, derive a number of other questions. These are:

- **Who does the ELT resource centre serve?**

- What is the difference in roles and functions between an ELT resource centre and a library for teachers of English?

- Presently relationships are mainly between the ELT resource centres and the English Department at the Ministry of Education. Should there be a relationship between the resource centre and the school in which it is based, the other schools where English is taught, the local education authorities, teacher education institutions and others?

- What form would communication between the different institutions take?

- What is the optional staffing requirement for an ELT resource centre?

- **Are the PEAs working as managers, or leaders, or both?**

- What is the difference between a manager and a leader?

- What are the implications of being a leader and manager on workload?

- Where do the PEAs stand within the educational system organogram?

- What does an ELT resource centre manager need to know in order to carry out his/her work efficiently and effectively?

- **A leadership model: the implications for financial income generation.**

- What sort of activities might generate income?

- What are the implications for the resource centre managers/leaders?

1.4. Rationale

Since I started working as a PEA three years ago, and from occasional talks with other PEAs, I have noticed that for most of us an ELT – R/C is a library for teachers of English and its activities are limited to lending books and other teaching materials to teachers, apart from hosting tutorials, seminars, workshops and occasional lectures for the ongoing CAP (Certificado de Aperfeicoamento Profissional – Certificate of Professional Training) and the Advanced Diploma in TESOL courses. Moreover, we mainly communicate with the management team at the Ministry of Education. In some cases, the relationships between the R/C manager and the headteachers of the schools where the ELT R/Cs are based and other stakeholders in education are not the desired ones. Besides, most of us have often wondered whether our work is confined to planning, organizing and controlling activities of the R/C or whether there is room for us to do something else within our role as managers of the ELT - R/Cs. We have always wondered whether we are managers or leaders or both. The issues mentioned above led me to carry out the present study.

The findings from this research could be useful to the:

- PEAs who are the managers of the ELT R/Cs

- PESOs

- Ministry of Education

1.5. Structure of the report

This report is structured to offer a synthesis of findings from all the ELT - R/Cs in Mozambique.

Chapter I starts with a background of the context in which the ELT-R/Cs operate in Mozambique, the centrality of which is to provide a basis for the succeeding chapters and to provide a conceptual and theoretical framework for the study.

Chapter II deals with resource centres and their management. It reviews the literature in an attempt to uncover relevant theories from which to deduce an hypothesis and focus on important issues and variables that have a bearing on the research questions.

Chapter III will deal with the hypothesis of the study where I will state what I think to be wrong with the present practices of the ELT-R/Cs. It will also deal with the methodology of data collection, mentioning its suitability for the study, logistics and people involved. It will then offer an overview of the data collection device.

Chapter IV will deal with data presentation and interpretation. The data is presented in six different sections, each followed by an interpretation. The findings will support or not the hypothesis given in the previous chapter.

Chapter V will contain a general discussion carried out in the light of the theories from the literature review and the findings from the data interpretation. This discussion will serve as the basis on which to give some recommendations. The recommendations are not separate from the discussion of each issue. This chapter will also contain the general conclusion, drawing upon the findings and recommendations made in the report.

CHAPTER II

2. RESOURCE CENTRES AND THEIR MANAGEMENT

2.1. The difference between a resource centre and a library

Collins Cobuilding English Language Dictionary (1987) defines a library as "… an institution

or a part of an institution that keeps books, newspapers, gramophone records, etc. for people

to read, study, or use…a private collection of books or gramophone records…A set of books

that is published as a series, usually with the same style of cover and contents." (Collins,

1987:834). From a library, members are allowed to borrow books or any other item for a

certain amount of time after which they have to return them.

According to NEPI (1992), the term "Resource Centre" indicates that media in a variety of

forms and covering a wide range of subjects is available to the people it serves. Dreyer and

Karlsson (1991), mention that Resource Centres do not only keep different types of materials

(books, posters, videos, slide-tape programs, cassettes, pamphlets, magazines, newspapers,

newsletters), some of which may not be found in public libraries, but also organize tutorials,

poetry readings, video shows, lunchtime music and career guidance. The NEPI report points

out that "Resource work does not cease at the point of finding and disseminating appropriate

resources, but employs a variety of activities with a view to conscientizing and empowering

users in the most effective ways…Resource work also seeks to draw on the life experiences

and skills of users so that they become participants… in the process of resource provision."

(NEPI, 1992: 31).

In fact, Resource Centers have close links with the people they serve. It is this linkage that

allows them (resource centers) to gather fresh information about things that affect the

beneficiaries. So, a resource center can do more for its users than a library can. A resource

center does not only supply books and other materials for the target people, but also

encourages the users to play active roles in the resource center's life, empowers them (the users) and seeks opportunities for them to grow professionally as well as socially.

2.2. Types of resource centers

There are many kinds of resource centers. Each kind is determined by its advent, the reasons for its establishment. NEPI (1992) found that some resource centers are set up in response to a lack of public library services, and inappropriateness of materials and facilities in an existing local public library, and others for dissemination of information. Dreyer, et al. (1991), found and grouped the resource centers in South Africa into three main categories:

- general resource centers

- resource centers proactive in community activities

- special resource centers

2.2.1. General resource centers

These are resource centers that are established due to the lack of library services within the area. Such resource centers are open to the public within their location.

2.2.2. Resource centers proactive in community activities

The aim of this type of resource centers is to use information in order to organize people so that they can solve their problems. It usually works hand in hand with civic organizations (community, students, youth, women's organizations, etc.), providing advice on different matters.

2.2.3. Special resource centers

The special resource centers are divided into two (2) categories: special resource centers for special groups in a community and special resource centers for specialists.

2.2.3.1. Special resource centers - for special groups in the community

Although this type of resource centers serves particular groups within the community, anyone may visit and use them. They may be inclined towards school leavers who are embarking on a career, people intending to join training courses or even people seeking information about bursaries and scholarships.

2.2.3.2. Special resource centers - for specialists

The main aim of these resource centers is to provide specialized resource materials and information for staff. They may produce educational and informative materials such as formal and non-formal education programs.

From the special resource centers for specialists we may include teachers' resource centers.

2.2.3.2.1. Teachers' resource centers

These are the types of resource centers about which I am concerned. Particular attention is paid to resource centers for the teachers of English. Presently, the resource centers operating in Mozambique are for teachers of English.

Teachers' resource centers "...are really of the teachers, (run) by the teachers, for the teachers..." (Levine, C. & Horwitz, R. 1976 quoted in Khan, 1991: 8). This in itself explains that teachers' resource centers belong to the teachers and the activities that are carried out in them are by the teachers to benefit the teachers. The main aim of the teachers' resource centers is to support the teachers in their work. The advent of the teachers' resource

centers is a result of the recognition that teachers are professionals who can contribute to the development of the educational system within the country. For the teachers to offer a sound contribution, they need to share their experiences, ideas and opinions so that they can build self-confidence as well as knowledge.

Teachers' resource centers then are places which "…emphasize an active approach to learning and special attention is paid to maintaining an informal atmosphere, encouraging interaction among participants…" (Khan, 1991: 8); It is a place where teachers meet and improve their skills in teaching.

2.2.3.2.1.1. Activities that may be carried out by teachers' resource centers

There are a number of services that a teachers' resource center can offer to its users. It is up to the centers themselves, the teachers and other people who are direct or indirectly involved in policy making to decide on the type of services. Whatever decisions are to be taken will, of course, have to take into account the financial strengths and weaknesses of the center, the needs of the teachers, students and those of the educational system locally and nationwide. NEPI (1992) identifies workshops and materials production as some activities that can be carried out by a teachers' resource center. Khan (1991) identifies activities aimed at developing teachers professionally and services which support teachers in their work. The former include workshops, lectures, courses, conferences, summer schools, correspondence courses, support for student teachers on teaching practice, curriculum material development, subject associations, teacher visits to the resource center, professional counseling, displays and exhibitions. The latter include photocopying, typing, binding, audio and video recording facilities, micro – computer facilities, acquisition and distribution of resources. The resource center can also provide social and recreational activities for teachers and organize activities for community involvement in education.

According to Khan, (1991) a teachers' resource center should have close links with other education personnel and institutions devoted to educational change as well as with libraries, museums, botanical gardens, zoos, and the like.

2.3. Managing institutions/organizations

Although the activities mentioned above are not compulsory, an ELT R/C manager needs to be aware of them and take initiatives, opening room for more activities in support of teachers' professional and social growth. For the ELT R/C manager to do this, he/she needs "...to learn about collaboration, empowerment, and building relationships..." (Daft, 1999: 14). The Resource Center managers in the Mozambican context should not only focus on planning and controlling their resource center activities in order to maintain stability, but should also, more importantly, focus on creating a vision for the future of the ELT in Mozambique and inspire others to achieve it. "...Management is needed to help meet current obligations...But organizations also need strong leadership to visualize the future, motivate and inspire... and adapt to changing needs." (Daft, 1999: 16). Resource Center managers need to know what, on the one hand, it entails to be a manager and, on the other hand, to be a leader to allow them to act accordingly as managers or leaders or both. This knowledge may contribute to effective and efficient management of the ELT R/Cs.

2.3.1. Differences between a manager and a leader

In everyday use of the terms 'management' and 'leadership' people tend to see these as two synonymous words. Perhaps this tendency shows ignorance as to what it is to be a manager and what it is to be a leader; or it may show that people want a manager to be at the same time a leader; or people may even think that a manager is automatically a leader. Writers on management and leadership, such as Moorhead and Griffin (1995), Daft (1999), Mullins

(1993), Bush and West-Burnham (1994), state that being a leader is different from being a manager: "There is a difference between the two and it does not follow that every leader is a manager." (Mullins, 1993: 230), or vice-verse.

"…Leadership and management are not the same thing" (Daft, 1999: 16). Historically, leadership was seen as a sub-set of the main category – management. But "…the work of Peters, J. & Waterman, R. (1982), Bennis & Nanus (1985), Sergiovanui, T.J. (1984), Caldwell, B. & Spinks, J. (1988) … reinforce the notion of leadership as a distinctive component of organizational effectiveness which needed to be differentiated from management…" (Bush, & West-Burnham, 1994: 12). This clearly shows that leadership and management are two different things. But where does the difference between a manager and a leader lie?

2.3.1.1. Characteristics of a manager

Managers are characterized by being objective, instructive and maintaining strict control over activities. They make sure that they are doing their job in the right way. They are implementers that follow the policy and program of the organization strictly. "Management focuses on planning and controlling the organization to maintain stability…" (Daft,1999: 16). According to Mullins (1993), the common activities that managers carry out are planning, organizing, command, co-ordination and control. Moorhead and Griffin, (1995) identify planning, organizing, leading and controlling as functions of managers. Fayol (1949) quoted in JR.George (1972) observed that the most important activities of a manager are planning, organizing, commanding, co-ordination and controlling. Fayol (1949) indicated that a manager had sixteen (16) managerial duties. In such duties, he emphasized strictness on carrying out the activities, consistency, authority, coordination of efforts, harmony of activities, precise decisions, efficiency on personnel selection, sanctions against faults and

errors, discipline, supervision, less attention to personal interests, everything under control and elimination of incompetent people. All this shows that the manager's job is at the technical level. According to Chatterjee (1997), managers are more likely to seek situations of stability and prosperity by focusing on goals of continuity and optimization of resources. Their power is based on their position of authority. Managers usually tend to demonstrate technical competence, supervision, administration and communication skills.

2.3.1.2. Characteristics of a leader

While management focuses on planning, controlling, commanding and emphasizes division of work, authority, discipline, remuneration and order, "…leadership focuses on creating a vision for the future and inspire others to achieve it" (Daft, 1999: 16).

According to Daft (1999), leaders are imaginative, effective listeners and builders of commitment to vision. They take risks, accept responsibility and trust others. They care and engage all the employees building a community in which workers can learn and grow socially and professionally. "…The leader must become a servant and a debtor" (De Pree, 1989: 9). A leader's job is to work on and for the interests of the people. There are no leaders without people. So leaders work towards the well being of the people and institutions they work for, bringing about corporation rationality. Leaders create an environment of 'give and take', an environment where everyone has a say, respect of diversity, chance to grow, opportunities to exchange ideas, opinions and experiences. "…Efficiency is doing the thing right, but effectiveness is doing the right thing." (Drucker, P. quoted in De Pree, 1989: 16). This is to say that a leader has the quality of showing the way to be followed so that everyone can reach their potential but leave everyone free to choose where, when and how to do things in the right way. The leader is not there to tell people how, where or when to do things right, but to suggest and discuss with people what the right

things to do are and how to do them right. Leaders believe in the potential of people to do things right. Chatterjee (1997) states that a leader is someone who seeks situations of change and uncertainty, someone who focuses on improvement and innovation. "True leadership is not conferred by title or position; it is earned through personal and professional achievements and the ability to motivate those around you" (Locker, 2000 : 3). A leader does not impose his/her power on people but uses personal influence to gain power. He/she diagnoses things, conceptualizes them and persuades people to carry out actions by commitment. He/she is not afraid of dealing with ambiguities. "...Leadership... is a relationship through which one person influences the behavior of other people. This means that the process of leadership cannot be separated from activities of groups and with effective team building" (Mullins, 1993: 230). Sieff, L. quoted in Mullins (1993) explains that a leader is someone with the moral and intellectual ability to visualize not only the present but also the future relating to the past and who works for the best of the organization/institution as well as its employees.

According to Chatterjee (1997), Mullins (1993), Fayol (quoted in JR. George 1972), Hodson (1987) and West-Burnham (1992) both quoted in Bush and West-Burnham (1994), the differences between managing and leading lie at the functional and philosophical levels and the expectation of results. Hodson, P. (1987) in Bush, & West-Burnham, (1994) mentions that the difference between management and leadership lies in mission and implementation. West-Burnham (1994) says that leadership is much more connected with values, vision and mission whereas management has to do with execution, planning, organizing and deploying. The differences between managing and leading could be summarized by saying that "...management is about implementation and maintaining current operations, while leadership is about setting new directions and initiating changes" (Zaleznik, A. 1977 in Boak and Thompson, 1998: 77). According to Zaleznik, A. (1977), Bennis, W. &

Nanus, B. (1997), all quoted in Boak and Thompson (1998), a leader is someone who does the right thing whereas a manager is someone who does the thing right. In the search for the right things to do and in the process of leading, different leaders use different approaches/styles in different circumstances and situations.

2.3.1.2.1. Approaches to and styles of leadership

Leadership styles are the different ways of managing the relationship between a leader of an organization/institution and the members of that organization in the most effective possible way. Cronje et al (1987), Boak and Thompson (1998) identify autocratic, democratic, Theory-x, Theory-y leadership styles and the situational leadership model. Cronje et al (1987) break the situational leadership into Transformation/Charismatic leadership and Contribution theory. For Boak and Thompson (1998), their situational leadership model combines the task and relationship-oriented behaviors. The model contains four leadership styles – Participating, Selling, Delegating and Telling. In the situational model, Cronje et al (1987) and Boak and Thompson (1998) are all concerned with the task and the leader's relationship with the followers. Leaders practicing the leadership styles mentioned above may act on and have the following concerns:

- Autocratic/Task-oriented leaders – make decisions by themselves.
- Democratic/Relationship–oriented leaders – believe in teamwork.
- Theory-x leaders–believe that people need to be forced to work because they are lazy.
- Theory – y leaders – believe that people like to work and accept responsibility willingly.
- Situational leaders – are concerned with improving followers to function on a level higher than they had managed before and discovering reasons why their followers act in a certain way.

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The leadership styles described here are equally useful and any leader anywhere can apply them. There is no one single style that can be considered the best of all. The choice and use of any of these styles will depend on the appropriateness to the team members and the situation and context of work.

2.3.2. Connections between managing and leading

It appears to me that for someone to do the thing right, he/she needs to know what the right thing is. When people carry out a certain action, it is not only the 'how' but also the 'why' and the 'where' that get into play. If managers are implementers of plans of action through other people, they should also know why they are implementing such plans and the future effects of the activities that they carry out today. They should think of the people who are actually in direct touch with the activities. This is to say that managers need to have qualities of leadership, too, and extend the leadership practices to the lowest levels within the institution. "... Good intentions don't move mountains; bulldozers do. In non-profit management, the mission and the plan... are the good intentions. Strategies are the bulldozers" (Bush and West-Burnham, 1994: 79). Planning is said by various writers Cronje et al. (1987), Burke (1999), Bush and West-Burnham (1994), to be the main concern of management. But planning can be extremely difficult without vision for the future and the mission or purpose of the organization/institution to set the objectives of the institution. The objectives of the institution may never be achieved effectively, unless effective leadership style is exercised, taking into account not only the goals of the Institution/Organization, but also the personal goals of the employees, and seeking and applying necessary ways of how to go about achieving both goals. These ways require the active involvement of employees. The employees are the "bulldozers" who can move the "mountains". "For... managers to be effective and successful they must not only demonstrate efficient administrative skills and

technical know how, but must also practice an appropriate style of leadership. The leadership style used can profoundly affect employee morale and productivity, so that the success of an organization may be directly dependent on good leadership." (Burke, 1999: 277).

According to Morgan, G. (1985) quoted in Bush and West-Burnham (1994), managers should not limit themselves to planning, organizing, commanding and solving problems. They should not view employees as people who are to follow orders and carry out tasks as directed by them. Doing this, means discouraging initiatives, thereby hindering the employees from taking an interest in their work, challenging and questioning what they do, and also ignoring the contributions that the employees can make for the development of an institution. Individuals need to be provided with skills and tools, and given opportunities to exercise authority.

Managers need to possess leadership qualities, be open and create a favorable atmosphere for every member in the institution to grow socially and professionally. As noted by Locker (2000), successful leadership also depends on effective communication skills. So managers as well as employees need to be 'good speakers and listeners', so that they are able to hear and to be heard.

2.3.3. Management/leadership and communication in organizations

Communication is a very important element in every aspect of human life. Without communication, there would be no understanding among people. Indeed life would be more difficult than it is today. "Without communication all that we think of as human experience would cease to exist for it is a vital component of all spheres of life." (Bush, & West-Burnham, 1994: 245). Fielding (1997), Locker (2000), Bush and West-Burnham (1994), Moorhead and Griffin (1995) state that communication in organizations/institutions allows

them to build good relationships among people in and outside the organization so that they are able to co-ordinate their activities. Communication in organizations "...is a transaction whereby participants together create meaning through the exchange of symbols." (Fielding, 1997: 4). Bush and West-Burnham (1994) gave a straightforward definition of communication, stating that "... it is an activity which takes place when a message is transferred satisfactorily from one part to another so that it can be understood and acted upon if necessary." (Bush and West-Burnham, 1994: 246). For Locker (2000), communication, "At its best ... is a multifaceted process through which we exchange information with the world around us." (Locker, 2000: 3). Communication is about participants expressing their thoughts, feelings and ideas in such a way that these are understood by others who in turn act or react upon the message.

It is important to understand that the major functions of effective communication in organizations/institutions are to ensure best services and good product quality, to generate ideas, to accept and adapt to changes, to ensure good relationships among staff to understand the goals of the organization/institution and work towards achieving them. According to Moorhead and Griffin (1995), in organizations people communicate through written means (letters, memos, reports, manuals and forms), oral and non-verbal means (personal elements – facial expressions, body language, environmental elements – office design).

A clear flow of communication within organizations is important, as it aids their effectiveness. Within the major functions of communication, we can find specific contexts of communication.

2.3.3.1. Types of communication flows in organizations

Fielding (1997) and Bush and West- Burnham (1994) identify three (3) different contexts in which communication can flow in organizations: downward, sideways (also called horizontal or lateral) and upward communication.

2.3.3.1.1 Downward communication

This is the type of communication that travels from the top (from managers) to subordinates, communicating the mission and goals of the organization, procedures to be followed, instructions for specific tasks or giving feedback on employees' performance.

2.3.3.1.2. Sideways (horizontal/lateral) communication

In this type of communication, information flows among people of the same rank in an organization. This could be among employees, or a manager of a department communicating with another manager of a different department in the same organization. The type of messages to communicate may be informal talks or reports on the activities that employees of the department carry out just to keep peers informed about what is going on, or information to other managers to enable them to take informed decisions. "Horizontal flow of communication is the most frequent because individuals at the same level talk to each other about work-related events, management and personal matters." (Bush and West-Burnham, 1994: 254).

2.3.3.1.3. Upward communication

In this type of communication, information flows from lower positions in the hierarchy to higher positions in the organization. This is a bottom–up information flow type. Subordinates may be reporting on individual problems and performances, on what needs to

be done and how to do it, on results about the organization's policies and practices, etc. This type of communication allows active participation of subordinates in the life of the organization.

Each of these types of communication has its advantages and disadvantages. Depending on the goals of the organization, the context in which the organization is operating, the skills of the personnel and their motivation, and the culture of the organization, each of the communication types can be useful. An adoption of an eclectic approach could be highly recommended.

Within the three (3) broad categories of communication described above, there are specific flows of information.

2.3.3.2. Specific communication networks

Communication allows employees and managers to get informed about what is going on in the organization so that they can do their work properly in a well-coordinated way. "Over a long period, these communication relationships become a sophisticated social system composed of both small-group communication networks and a larger organizational network." (Moorhead, & Griffin, 1995 : 359).

According to Fielding (1997), networks are the interconnecting lines of communication used in an institution in order to pass information from one person to another or from one department to another. Moorhead and Griffin (1995), Fielding (1997) and Bush and West-Burnham (1994) identify four (4) different types of small-group communication networks: wheel, circle, all channel and chains. Fielding (1997) mentions that the four (4) small-group communication networks can be grouped into two major groups: centralized and decentralized small-group communication networks.

2.3.3.2.1. Centralized small-group communication networks

This type of communication network is dependent on one person at the center of the communication process. According to Fielding (1997), centralized networks consist of wheel, circle and chain (see figure below).

| Wheel | Circle | Chain |
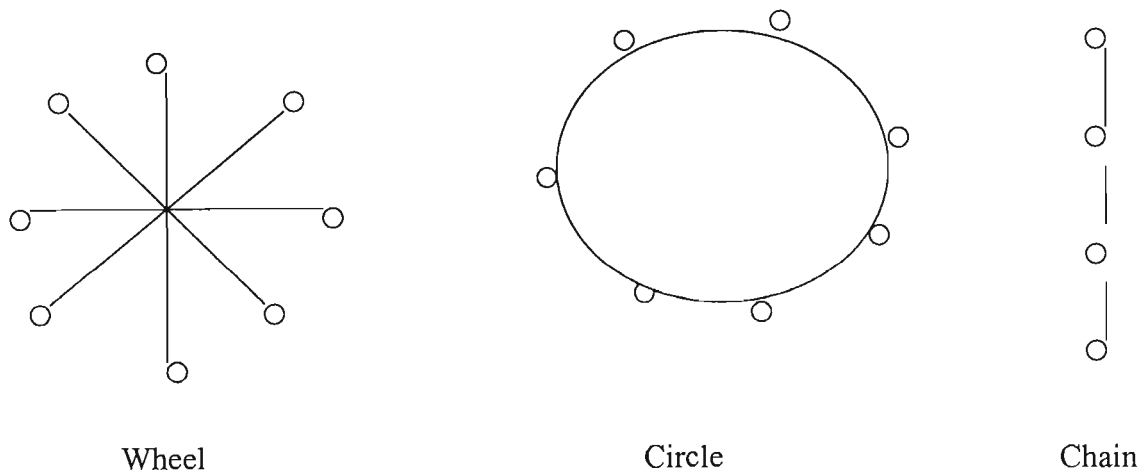
(Adapted from Bush and West-Burnham, 1994:255)

The "Wheel" shows that the manager at the centre can give and receive information from/to the individual group members. The members of the group cannot communicate among themselves. The "Circle" indicates that people can only communicate with their immediate neighbors and the manager at the centre, but not with other people in the group. In the "Chain" each member can only communicate with the person above or below and the manager. The members at the ends can only communicate with one other member. The focus in the three (3) small-group communication networks is the manager. According to Fielding (1997), these networks are successful with simple tasks, as they involve a limited number of people who can give their opinions, ideas and suggestions on tackling a particular issue.

2.2.3.2.2. Decentralized small-group communication network

As opposed to centralized, a decentralized communication network does not depend on the manager at the centre. Every member communicates with everyone else in the group, including the manager. A decentralized communication network consists of "All channel", (see figure below).
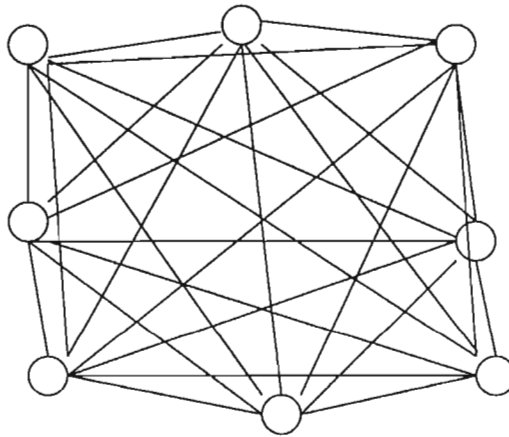
All channel

(Adapted from Bush and West-Burnham, 1994:255)

Bush and West-Burnham (1994) and Fielding (1997) state that this communication network can be successful in solving simple as well as complex issues. It allows more opinions, ideas and suggestions to come up when trying to solve a certain issue. The different viewpoints coming from different people may enrich the ways to solve a problem and lead to a very successful decision.

CHAPTER III

3. Research hypothesis and methodology

3.1. Hypothesis

The resource centres need to be efficient and effective. Drucker, P. (quoted in De Pree, 1989) points out that efficiency means doing a certain thing in the right way. Effectiveness has to do with doing something which is right. Although the ELT-R/Cs communicate with other educational institutions, and maintain relationships with them, this does not seem to be done in the right way. The schools and district directorates of education, for example, do not seem to have a clear idea about the activities of the resource centres. Very few provincial directorates of education seem to know exactly what the resource centres do. All they may know is that there are these resource centres for the teachers of English in the province. This is to say that communication and relationships between the ELT-R/Cs and other educational stakeholders seem to be limited.

The ELT-R/Cs do not employ full-time staff (the PEAs are also not full-time - they were secondary school teachers before the ELT-R/Cs were established and they continue to be so up to the present moment; they deal with the ELT-R/Cs' work when they do not have classes). Even the number of part-time staff is very limited, which may decrease the ELT-R/Cs' effectiveness.

It is important that the ELT-R/Cs are efficient and effective. They need to choose the right things to do and do them in the right way. The ELT-R/C managers need some knowledge on managing and leading institutions, though the question is not only of running the resource centers but also creating a vision for the future of English Language Teaching in the country. After all, education is not something static, but characterized by an environment of constant change, and change is not an easy situation for any leader to deal with (Olive, 1995).

3.2. Methodology

This study will attempt to explore and investigate the perceptions and opinions of the resource centre managers (PEAs) with a view to identifying ways of improving the management of the ELT–R/Cs in Mozambique.

Data was collected and analyzed qualitatively. Terre Blanche and Durrheim (1999) state that qualitative researchers collect their data through written or spoken language or even through recorded observations. Thus, in the present research, I used questionnaires to collect the data. It would have been good if I had also used interviews for these would have allowed me to have in-depth follow up with those who filled in the questionnaires. Such follow up interviews may have allowed me to explore ideas more thoroughly, but this was not possible due to time and logistics constraints. This loss of face-to-face talk is minimized by the fact that on a number of occasions I informally discussed most of the critical questions contained in the present report with the PEAs, as these were issues that worried us as ELT-R/C managers. Whenever we met for seminars, workshops or coordination meetings, in our free time, now and then one of us would touch some of the issues that are in this report and a serious discussion would rise. Such discussions allowed me to get a grasp of what the ideas, opinions and experiences of my colleagues (PEAs) were. The questionnaires will confirm these views, beliefs, opinions, ideas and experiences of the ELT-R/C managers about the ELT–R/Cs.

Although questionnaires, according to Wallace (1998), have some problematic aspects (subjectivity, nature of the sampling and intrusiveness), they have advantages, too. The problematic aspects can be minimized by the fact that I considered the quality of the source of information, and the possible hidden motivations. On the other hand, the fact that I got responses from people I know well makes it easier to evaluate the resulting data. I mainly relied on questionnaires because these saved time and eased logistical arrangements. The

target population was all the PEAs (9 excluding me) because these people are the ones who manage the resource centres. They are in direct touch with the teachers, schools, the district and provincial directorates of education and the Ministry of Education. Thus, they are more aware of the work going on in the ELT-R/Cs. It is more economical, both in time and financially, to send questionnaires to each province through email, fax or by post than by travelling there. And because I have phone, fax and postal contacts, I kept reminding everybody so that they would not forget to respond.

The questionnaires were not anonymous unless respondents wished to be so. These (questionnaires) were tried out with 5 PEAs in Durban, to see whether the instructions were clear and easy to follow, the questions were clear, all the questions could be answered, whether there were any embarrassing, irrelevant or irritating questions and how long it would take to complete the questionnaire.

3.3. The data collection device

The data collection device (questionnaire) consisted of 6 sections (A, B, C, D, E, F): relationships, communication, activities carried out by the ELT-R/Cs, staffing for the ELT-R/Cs, PEAs within the education system and financial generation income (see Appendix I). Section A contained 8 questions :

- Question 1. Was intended to elicit the people that the ELT-R/Cs are serving at present. The intention was to find out whether the ELT-R/Cs are covering all those who really need their services, or whether there are people who are consciously or unconsciously being excluded.

- Question 2. Was intended to see who the people are, if any, that are being left out but who the ELT-R/Cs should also serve so that recommendations can be made as to cover them. This section also contained questions related to relationships between the ELT-R/Cs and other education stakeholders. This is because relationships can positively or negatively affect the performance of any subsystem within the bigger system. If it is found that the relationships are good, they could be improved to excellent, if not, then we should find ways of improving them so that all the subsystems are happy with the way they relate to each other and create a good working environment - an environment of mutual understanding, trust and help.

Section B, also with 8 questions, attempts to find out the frequency and forms of communication between the ELT-R/Cs and other education stakeholders. This was intended to see if the other education stakeholders are fully aware of the activities of the ELT-R/Cs and if the ELT-R/Cs are aware of the contexts in which the teachers are working, and to find out whether the types of communication flows presently in use are appropriate to the reality of the ELT-R/Cs or not. The results would tell the extent to which communication may affect the relationships.

Section C was trying to find out what the activities carried out by the ELT-R/Cs are at present. This would allow me to see if these meet the needs of all the teachers in the province or not, and also to see whether the activities allow active involvement of the teachers in the ELT-R/Cs life. I also wanted to get the PEAs to suggest other activities that ELT-R/Cs may carry out so that they can really be of use to the teachers (Khan, 1991). This section also aims to find out the impact on the PEAs of the introduction of more activities and how such impact, if negative, can be minimized or changed to positive.

Section D is intended to find out whether the limited number of staff for the ELT-R/Cs makes the PEAs feel overloaded so that they cannot carry out certain activities properly.

Section E is aimed at finding out whether the PEAs know what their position is within the educational structure as this may influence the communication system and relationships with the other education stakeholders. This section also attempts to find out about the PEAs workload and to identify what the gap is in knowledge, if any, for efficient and effective management of the ELT-R/Cs by the PEAs.

Section F deals with financial generation income. Given the fact that the British government will cease its funding to the STEP project, and consequently, to the ELT-R/Cs, it is important to explore the possibilities and ways in which the possible budget allocated by the Ministry of Education in the post project period can be reinforced for self sustainability. It is not enough to identify ways of generating financial income; one must also understand how the financial generation income activities may affect the overall work of the ELT-R/Cs. It is important to know whether such activities will not lead the ELT-R/Cs to forget about their main aims and turn to business or overload the PEA even more.

This questionnaire consisted mostly of open questions. This was deliberately done because such questions allow respondents to exercise freedom in answering. As the aim was to find out the ideas, opinions and experiences of the ELT-R/C managers, it was important that open

questions were given so that they (ELT-R/C managers) would express themselves without having to feel limited.

CHAPTER IV

4. DATA PRESENTATION AND INTERPRETATION

4.1. Introduction

The data collection process was planned for July 2000, when I would be back in Mozambique on holiday. It was hoped that every Provincial English Advisor (PEA) would fill in the questionnaire so as to gather a nationwide account of the reality of the ELT-R/Cs. Thanks to the commitment of the PEAs, this was substantially achieved.

The following is a general summary of the questionnaire responses. It is worth reminding that there were nine (9) respondents all together and more than one response per respondent was possible. The data is presented in six sections (A; B; C; D; E; F). The presentation in each section is followed by the respective interpretation. The number of respondents saying approximately the same thing is given below each response in the tables.

4.2. Section A: Relationships

1. Who do you think the ELT-R/C in your province is presently serving?

CAP and Diploma courses participants	School directorates
9	3

Table 1. People that the ELT-R/C's serve at present

The responses to Question 1 above show that the resource centres are at present mainly serving teachers of English who are taking the CAP and Advanced Diploma in TESOL courses. Some of the respondents also mentioned school directorates. This is because some schools do not have facilities like photocopiers, fax machines and emails, and they must thus use the ELT-R/Cs facilities.

2. Should it serve anyone else in your opinion?

Yes	No
8	1

Table 2. Opinions about whether the ELT-R/Cs should serve people other than those indicated in Table 1

above

As Table 2 indicates, the PEAs seem to share the idea that the ELT-R/Cs should not only

serve teachers of English. They should enlarge the number of people they serve.

- Who?

People from the community interested in learning English	Students from secondary schools	Other teachers than of English
9	9	3

Table 3. Other people than those indicated in Table 1 that the ELT-R/Cs should serve

Table 3 suggests other people that the ELT-R/Cs should serve. These are mainly people

from the community interested in learning English and students from the schools. Serving

people from the community interested in learning English could be viewed in two different

ways: allowing people from the community to use the ELT-R/C for private studies and the

ELT-R/Cs delivering English courses to the public. For the time being, it may be difficult

for the ELT-R/C to serve teachers than English teachers. All the materials in the ELT-R/Cs

are in English and almost all the other teachers do not read or write English.

3. In questions 3-6 the PEAs were asked to say what they felt about relationships between the ELT-R/C and the school where it is based;   the other schools in the province where English is taught; the district directorates of education (DDE) and the provincial directorates of education (PDE).

The school where the ELT-R/C is based			Other schools in the province		DDE		PDE	
Not so good. Headmaster wants to use the ELT-R/C as an extension of his office.	Tense	Good	Very little. We visit schools to talk to the teachers.	Some schools we do not know. Only their teachers.	We don't work that much together. But the few times we visit them, they are very supportive.	Very limited	Somewhat good, but need improve-ment	Fine
5	2	2	6	3	4	5	8	1

Table 4. Relationships between the ELT-R/Cs and the schools where they are based; other schools in the province; DDE; and PDE.

Table 4 shows that the way the ELT-R/Cs relate to the provincial directorates of education (PDE) is "somewhat good but need improvement". "Somewhat good..." suggests that there is something wrong which does not make the relationship good. Generally, the relationships with the DDEs and other schools in the province are limited. The relationship between the ELT-R/Cs and the schools where these are based are generally "not so good", tending even to be "tense".

4. The PEAs were also asked about what they thought should be done to improve relationships.

Make them feel they are part of the overall structure by organizing formal/informal meetings, writing reports to them, inviting district/provincial directorates to address teachers in seminars/workshops, socializing with them	Legal status of the ELT-R/C in the education organogram.
9	7

Table 5. Opinions about what should be done to improve relationships between the ELT-R/C and the education stakeholders indicated in Table 4.

Table 5 suggests that there have never been meetings where things could be clarified or where work related issues could be discussed and there is very little interaction between the ELT-R/Cs and other education stakeholders. The ELT-R/Cs are not recognized in the education system.

4.3. Section B: Communication

In this section, the PEAs were asked to say how frequently the ELT-R/Cs communicate with the English Language Management Team (ELMT) at the Ministry of Education, the provincial directorates of education (PDE), the district directorates of education (DDE), the schools and teacher education institutions (TEI).

ELMT at the Ministry			PDE		DDE		The schools	TEI	
Once a month.	More than thrice a month	Rarely	Rarely	More than thrice a month	Never	Rarely	Rarely	Never	Rarely
4	2	3	8	1	1	8	9	7	2

Table 6. Frequency of communication between the ELT-R/Cs and the ELMT, PDE, DDE, schools and TEI

The information flow between the ELT-R/Cs and the other education stakeholders is generally limited to once a month or even less. The resource centres generally never

communicate with teacher education institutions. "Never" means there are no teacher education institutions in most provinces. Where there are, these do not train teachers of English or teach English at all.

In this section, the PEAs were also asked to mention the forms of communication used in the contacts with the other education stakeholders and suggest the forms that should be used.

Forms that communication takes at present		Forms that communication should take
Written and spoken	Written	Written (fax, email), spoken (phone, face-to-face)
3	6	9

Table 7. Forms of communication in practice and those which should be used.

It appears that the main form of communication between the ELT-R/Cs and the other education institutions is the written form. All the respondents suggested that communication should take both written (post, fax and email) and spoken (face-to-face and telephone) forms. The written form, through fax and email, and the spoken, by telephone, may be difficult with most district directorates and schools. There are no telephone lines in most districts and, consequently, there are no fax or email facilities.

4.4. Section C: Activities carried out by the ELT-R/Cs

This section attempted to elicit the activities that the ELT-R/Cs carry out at present, other activities, if any, that the ELT-R/Cs should carry out, and the implications of these for the PEAs and the ELT-R/Cs themselves.

Activities carried out by the ELT-R/Cs		Additional activities that the ELT-R/Cs should carry out		Implications for the PEAs and the ELT-R/Cs	
Seminars, workshops, tutorials on the courses that are run Lending books	Lending books	Short English courses	Journals, poetry, debate production of teaching materials	More work for PEA	Need licensing
9	9	9	8	8	1

Table 8. Activities carried out by the ELT-R/Cs; other activities they should carry out; and implications to PEAs and ELT-R/C itself

The ELT-R/Cs at the moment mainly host seminars, workshops, tutorials and lend books to those teachers who are taking the CAP and Diploma in TESOL courses.

The central idea is that the ELT-R/Cs should not limit themselves to the activities that they are carrying out now. These current main activities are needed but there should also be room for short courses of English for those interested in learning this language, for debates and other necessary and possible activities.

Introducing activities other than those that are carried out at present would mean "more work for PEA".

4.5. Section D: Staffing for the ELT-R/C

This section was intended to capture what PEAs thought about the present number of staff working for the ELT-R/Cs.

Feelings about present number			Optional number of staff		
Far to fulfill ELT-R/C demands	Ok	Very unsatisfactory	3 or 4	3	4
2	2	5	2	5	2

Table 9. Thoughts of PEAs about the present and optional numbers of staff for the ELT-R/Cs

The present number of staff for the ELT-R/Cs seems unsatisfactory for the amount of work in the R/Cs.

A suitable number of staff is suggested as being 3.

4.6. Section E: PEAs within the education system

This section dealt with the PEAs themselves. It tried to find out the place of the PEAs within the wider education organizational structure, their workload at present, what they would like to know as managers and how such knowledge may reach them.

Position in the education system		Present workload	Things PEAs, as managers, would like to know		Ways of achieving the desired knowledge
None	I function outside the structure	Overloaded	Planning, organizing, controlling, deal with colleagues	Financial management	Seminars, workshops, short courses
7	2	9	6	3	9

Table 10.   What PEAs think their place in the education system is, their workload, what they want to know as managers and how to achieve the knowledge they want

It is clear that the respondents do not know where they stand within the educational system organizational structure, and they feel that they are overloaded.

The PEAs need to know some principles of management and leadership so that they can improve the ways in which they are presently managing the resource centres. Knowledge on management and leadership may reach the PEAs through seminars, workshops and short courses.

4.7. Section F: Financial income generation

The PEAs were asked to give their opinions on whether the ELT-R/Cs should carry out activities that would generate financial income. If yes, they were asked to come up with

suggestions as to what sort of activities could generate such financial income and what

implications these would bring to the PEAs in terms of workload and the main activities of

the ELT-R/Cs.

ELT-R/Cs can generate financial income		Activities to generate financial income		Implications for PEAs		Implications to ELT-R/Cs main activities
Yes	No	Photocopying facilities	Short English courses	No implications if things are organized properly	Too much work	No implications
8	1	4	9	6	4	7

Table 11. Opinions about financial generation income, activities to generate the income and implications of these to PEAs and ELT-R/Cs

The PEAs think that the ELT-R/Cs can generate financial income. English Language short

courses and photocopying facilities are the main activities identified by the respondents as

ones that can generate financial income. The implications for the income generation activities

for the PEAs in terms of workload, are that there will be too much work for them. Shifting

ELT-R/C attention to income generation would not mean less attention being given to its

main activities.

CHAPTER V

5. General discussion and recommendations, and general conclusion

5.1. General discussion and recommendations

5.1.1. Introduction

This is a general discussion of the present report. The discussion will be centered on the critical questions raised in this report in the light of the literature review and the findings from the questionnaire. Each stage of the discussion will contain recommendations on each issue discussed. It is to note that although the questionnaire contained six sections, these are grouped around the three key areas, which are the key critical questions, raised in this report. These are:

- Who does the ELT-R/C serve? Sections A, B, C and D of the questionnaire deal with this key issue.

- Are the PEAs working as managers, or leaders, or both? Section E of the questionnaire focuses on this.

- A leadership model: The implications for financial generation income. Section F of the questionnaire addresses this.

A general conclusion will follow after the discussion and recommendations.

5.1.2. Who does the ELT-R/C serve?

It was clear from the review of the literature in chapter II that there is a clear-cut difference between a resource centre of whatever type and a library. The English language teaching resource centres (ELT-R/Cs) in Mozambique were established in response to the lack of English language teaching/learning resources in the secondary and technical schools. They were also established from the recognition that teachers of English in the country, like other

teachers of any other subjects taught in secondary and technical schools, are professionals who, given the right help and support, can contribute to an improvement in the quality of English teaching and to the whole system of education.

Before the ELT-R/Cs were established, English was taught with very limited resources for either the teachers or their students (Micallef, 1998). According to Micallef, (1998), the main activities employed in Mozambican classrooms were explanations and individual student work, which suggested a traditional approach to language teaching/learning. It was in the light of these findings that the Ministry of Education in Mozambique and the Institute of Education at the University of London started running CAP and Advanced Diploma in TESOL courses for teachers of English. The main activities of the ELT-R/Cs up to the present have been facilitating workshops/seminars for the participants of the courses above mentioned, and lending them books. This led to the ELT-R/Cs mainly serving teachers taking the CAP and Diploma in TESOL and not teachers of English in general.

Although the ELT-R/Cs organize seminars and workshops, these are directed to the courses that are run. This means the involvement of those teachers of English who for various reasons are not enrolled in any of the two courses is limited to occasional borrowings of books from the ELT-R/Cs. On the one hand, the involvement of these teachers in the seminars and workshops in the issues taught in the CAP and the Advanced Diploma would be beneficial to their professional growth as well as to that of their colleagues who are taking the courses. It would be an opportunity of "give and take". They would be able to share their expertise and experiences with their colleagues. Some of the teachers who are not taking either CAP or Diploma courses are placed in remote areas. Sometimes there is just one teacher of English for the whole school or district. To break the sense of isolation, these teachers need to be invited to the seminars or workshops that are taking place. On the other hand, there should also be workshops/seminars that are not solely organized around the

content of the courses offered at present. These workshops/seminars would be of interest not only to those who are not taking any of the present courses, but also to the ones who are enrolled in the courses. Meetings of such a nature would build unity and an atmosphere of openness and trust among the teachers.

The ELT-R/Cs in Mozambique look for appropriate teaching/learning resources and make them available to their users. The potential users of these ELT-R/Cs are not only teachers of English. Teachers of English exist because there are learners of English. These learners need to be given the opportunity to consult grammar books, listen to tapes at their own pace and time in order to develop their listening skills, and read short stories so that they can develop their reading and writing skills. In a country like Mozambique where English is taught in schools as a foreign language; where students in secondary and technical schools have very limited English contact hours; where many people from the public want to learn English for various reasons; where English teaching/learning resources are very limited, the ELT-R/Cs play a very crucial role. Enlarging the number of people they serve, the ELT-R/Cs would make themselves well known; be able to create links with other institutions within their locations; and allow students from the schools to help with some of the work of the ELT-R/Cs (e.g. organizing the library).

5.1.2.1. Relationships

Organizations like the ELT-R/Cs cannot be viewed in isolation from the people working in them, nor can the people be viewed out of the organization. The ELT-R/Cs should be viewed both as a whole and as a part of a larger environment. They are a subsystem of a large system, the system of education in Mozambique. Some other subsystems of this larger system are the schools, district directorates of education and provincial directorates of education. The activities carried out by each of these subsystems may affect the work of the

other subsystems (Mullins, 1993). Although each subsystem has its own activities, these complement each other. From what I understand, the ultimate goal of the schools, the ELT-R/Cs, the district and provincial directorates of education is to improve the quality of education in the country. Thus, it is important that good relationships are maintained. This implies that each part of the system is recognized and understands where it stands in relation to the other parts.

The schools, the district and provincial directorates of education seem not to have a clear picture of how they can relate to the ELT-R/Cs. Nor do the ELT-R/Cs have a clear picture of which department at the district/provincial directorates of education they can directly relate to, and what their place is in relation to the schools. If the "headmaster wants to use the ELT-R/C as an extension of his/her office" (Table 4) it is because he/she is not clear about where the ELT-R/C stands in relation to the school where it is based.

It is worth noting that the PEA is also a teacher at the school where the ELT-R/C is based, and is thus subordinate to the headmaster. And because the headmaster is not clear about the ELT-R/Cs, when he/she wants to use any of the ELT-R/Cs facilities, he/she may do it in such a way that it may sound like, "I am the boss of this school yard and everything in it". The PEA, knowing that the ELT-R/C is a separate institution from the school, may tend to react by saying "I am the boss of the ELT-R/C". As a result, relationships become "not so good" or even "tense" (Table 4).

The fact that the district/provincial directorates of education and the schools never obstructed their teachers from going for provincial/regional workshops/seminars indicates that they see the ELT-R/Cs with "good eyes". On the other hand, the fact that they rarely get feedback as to what is happening to the teachers who are under their jurisdiction, turns the relationships "somewhat good" and limited.

The ELT-R/C managers constantly go to the districts to observe classes or hold meetings with the teachers. Answers like "...few times we visit them... we visit schools to talk to the teachers" (Table 4) imply that the PEAs go straight to the teachers. We should remember that these teachers are under the jurisdiction of the schools and the district directorates of education. Working in their "territory" without their consent may cause frictions. Besides, the schools and the district directorates of education know better the working conditions of the teachers. Thus, it is important that information about the ELT-R/Cs managers' visits reach not only the teachers but also the schools and the districts directorates beforehand. When the ELT-R/C managers get to the districts, they should first get in touch with the district directorates, then the school directorates and finally work with the teachers. After work, a word of good bye to these people is important. It is equally important that the headmasters, particularly of the schools where the ELT-R/Cs are based, are thoroughly briefed about the ELT-R/Cs, to increase their understanding and commitment. In this way, strong and good relationships will be born.

5.1.2.2. Communication

Communication between the ELT-R/Cs and the ELMT, the PDE, the DDE, the schools and the TEI is not efficient and thus affects the relationships. The ELMT is centered at the Ministry of Education and it coordinates all the activities of the ELT-R/Cs. It informs the ELT-R/Cs about the goals of the project, procedures to be followed and instructions for specific tasks. It also informs the PDE about seminar dates. The PDE in turn transfers the information to the ELT-R/Cs. The ELT-R/Cs transfer the information to the teachers. Neither the ELT-R/Cs nor the PDE or ELMT know whether every teacher will be in the position to attend the event or not. In addition, the PDE do not get feedback as to whether the event was successful or not.

Although the ELT-R/Cs communicate with the ELMT, this is limited to sending activity reports once a month or less. The PDE communicate with the ELT-R/Cs only to pass information from the ELMT at the Ministry. The information coming from the PDE skips the DDE and the schools. It is most often sent straight from the ELT-R/Cs to the teachers of English. It seems that the information flow from the bottom up (upward communication) is neglected or not encouraged at the provincial level, rather top down (downward) communication is favored. If we want to create good relationships with all the other education stakeholders, the DDE and the schools should not be skipped in the process of communication, because communication can determine the relationships and in practice we cannot separate communication from relationships.

When the PDE receives information about seminar/workshop events, they should not only pass this on to the ELT-R/Cs, but also to all DDE where there are secondary or technical schools. The DDE would be responsible for passing on the information to the schools under their jurisdiction. The schools would inform the PDE and the ELT-R/Cs about how well the messages have been received and passed on to the teachers. Alternatively, the information would be sent from the PDE to the ELT-R/Cs, the DDE and the schools at the same time. Then the schools would confirm with the ELT-R/Cs. The downward communication type needs to be reinforced by upward communication so that information can also flow from the schools, the DDE, the ELT-R/Cs and the PDE to ELMT. Everyone should communicate with everyone else – "all channel" communication network. In addition, copies of reports that the ELT-R/Cs send to the ELMT at the Ministry should also be sent to the schools, the DDE and the PDE.

A "sideways" type of information flow among the ELT-R/C managers is highly recommended to allow them exchange to ideas, opinions and experiences and create some sort of uniformity in what they are doing. In all these contacts, communication would take

written (fax, email) and spoken (telephone or face-to-face) forms, wherever applicable. Although at present, the number of teacher education institutions is very limited, it is recommended that where these exist, the ELT-R/Cs should establish some links with them.

5.1.2.3. Activities carried out by the ELT-R/Cs

There are a number of activities that an ELT-R/C can carry out for the benefit of its users. Some of these activities are organization of workshops, seminars, tutorials, production and distribution of teaching/learning resources, organization of debates, poetry, and activities to entertain teachers and conferences. The implementation of any of these activities depends on the needs of the teachers, of the education system and the financial capacity of the ELT-R/C.

For the Mozambican ELT-R/Cs, initially priority was given to hosting workshops, seminars for the sake of the teachers who are enrolled on the CAP and diploma courses, and lending books to these. Given that it was the first time that Mozambique had resource centres of this type, this was a very good starting point. At this stage where we know that the diploma course is ending and the teachers who are enrolled on this course will only go to the ELT-R/Cs for personal readings if we do not take initiatives, we need to think of ways of empowering the teachers. We need to introduce other activities that will allow an active involvement of both the teachers and their students. Journals, debates and production of teaching/learning materials, in addition to the ongoing activities, seem to be appropriate for our ELT-R/Cs. The ELT-R/Cs can prepare, say, a weekly/monthly journal and put it up on a notice board. This weekly/monthly journal would contain short stories and poems written by students and teachers, information about the ELT-R/Cs, distant courses, new teaching methods/approaches/techniques that teachers tried out in their classes, etc. This would stimulate the teachers and the students and help them improve their language skills. It would

also allow teachers to share their experiences in the teaching field. The ELT-R/Cs could also organize occasional debates on different issues affecting education in Mozambique today. In such debates, members from the district/provincial directorates of education and schools could be invited to take part. Teachers could also be invited to the ELT-R/Cs to produce teaching/learning materials that they feel they will need for their own classes. We know that most schools are under resourced, they do not have photocopiers, computers and other facilities. They could make use of the ELT-R/Cs facilities to produce their teaching/learning materials. The produced resources would be multiplied and distributed to the schools in the province. The production of materials would also involve the students, especially those from the schools where the ELT-R/Cs are based. From experience, we know that our students, when properly motivated, are willing to help their teachers produce materials for their classes. These activities would allow active involvement of all the teachers of English, regardless of whether or not they are enrolled in the CAP/diploma courses, the schools, the DDE, the PDE and the students. They would also strengthen the relationships between the ELT-R/Cs and the other education stakeholders. These activities would not, as it is hopefully clear, be carried out by the PEAs themselves. The teachers and the students under the coordination of the PEAs would carry out the activities. Thus, the introduction of these activities would not imply more work for the PEAs to the extent that they will feel overloaded.

5.1.2.4. Staffing for the ELT-R/Cs

In chapter I, under the heading "Background", I mentioned that the ELT-R/C managers teach at the schools where the ELT-R/C's are based, write activity reports to the ELMT at the Ministry of Education, write financial reports to the British Council accounting for funds spent, teach in the CAP and diploma courses and do all other ELT-R/C related work. As

teachers at the schools where the ELT-R/Cs are based, the PEAs are also involved in the correction of the end of year exams. This workload leaves the PEAs with no chance even to exercise their right of 30 days holiday per year as every other civil servant in government does. Since the STEP project started in 1997, the PEAs have not had a holiday. This is because the holiday period at school is a lecture period for the CAP and diploma. When lectures finish, classes start at school. This in itself suggests that the Ministry of Education should decide to free the PEAs from teaching at the secondary school level so that they can also have 30 days holiday per year. On the other hand, the workload that the PEAs have at present may not allow them to function effectively and efficiently. Thus it is important that an assistant PEA is nominated and a secretary is employed so that there are three members of staff for the ELT-R/Cs. This number implies that the ELT-R/Cs observe a certain type of communication network, to allow that information is passed from one staff member to another/others. Considering that the group (the three ELT-R/C members of staff) is small, "all channel" decentralized communication network could be recommended. This means that every member of the group, including the ELT-R/C manager, would be communicating with every other member in the group. This would bring in flexibility in solving the issues that might appear as they appear.

5.1.3. Are the PEAs working as managers or leaders or both?

The Ministry of Education in Mozambique, never had any types of resource centres before. The ELT-R/Cs were the first resource centres for teachers in the history of education in the country. The managers of the ELT-R/Cs were appointed among the teachers of English and thus till today are viewed as teachers of English within the system of education. And because the ELT-R/Cs are a new structure and so are the ELT-R/C managers, they have not yet been fully and officially integrated in the educational system's organizational structure.

Their lack of a clear position within the education structure causes limitations in both, communication and relationships with other subsystems within the education system. Their lack of a clear position also isolates the ELT-R/Cs and their managers from the other education stakeholders. This isolation is clear from the fact that when there are provincial meetings organized by the PDE to discuss problems that affect education in the provinces, all the schools, teacher education institutions, and district directorates of education are invited, except the ELT-R/Cs. This indicates that the ELT-R/Cs are not recognized. Moreover, the PEAs are viewed as simple teachers of English who in such meetings are represented by the schools in which they teach. But the ELT-R/Cs are different institutions from the schools. They have their managers/leaders (the PEAs) who work for the teachers hand in hand with the schools and the education authorities.

The PEAs have a coherent vision of what the ELT-R/Cs are trying to achieve; they communicate this vision to the teachers they work with; to the schools and all other education stakeholders, although in a limited way; they have built and continue to build morale, commitment and loyalty to the ELT-R/Cs up to the extent that they even sacrifice their holidays; they solve, in one way or another the conflicts that arise in or outside their working environment. The PEAs do not only put teaching/learning resources at the disposal of the teachers but also empower them by organizing and facilitating workshops/seminars; make the teachers feel that they can contribute to the improvement of the quality of education in the country and that their work is important for the development of the Mozambican society. If the PEAs were invited to the meetings, it would be beneficial to them and to the other participants as well.

The PEAs job at present does not end at the point where they simply liaise with other educational stakeholders and lead the people with whom they work. They also manage the ELT-R/Cs. As managers, they convert the goals of the ELT-R/Cs into plans. Together with

the ELMT and on their own at provincial level, they plan activities that allow the achievement of the goals of the ELT-R/Cs, implement, monitor and evaluate them. When they plan the activities they also estimate the necessary funds and submit a request to the British Council, which in turn approves and transfers the funds to the bank accounts of the ELT-R/Cs. The expenditures of the funds are monitored and accounted for at the end of each month. It is worth remembering that the PEAs are teachers of English who were taken from the classrooms to manage the ELT-R/Cs. The management and leadership skills that they are exercising are learnt by doing. They have not attended seminars or workshops on management/leadership. Such seminars would be important for the PEAs to improve their management skills. Such workshops/seminars could be organized locally by the ELMT. The PEAs could also be invited to attend the management/leadership workshops/seminars that are sometimes locally organized by some NGOs operating in the country. Some NGOs in the different provinces sponsor workshops/seminars on management/leadership. In such seminars/workshops, district directorates of education, school directorates and members of staff from the provincial directorate of education are invited, but never the PEAs. It would also be good if the PEAs had access to short courses in or outside the country.

The fact that the ELT-R/Cs and their managers do benefit teachers means these are not separate from the other education institutions in the country. Inviting them to the meetings organized by the provincial directorates of education to discuss various issues affecting education would allow the ELT-R/C managers to explain the goals of the ELT-R/Cs and the context in which they exist and exchange ideas, opinions and experiences with other education institutions. But the first step towards this has to be that of officially recognizing the existence of the ELT-R/Cs by making it clear as to what department at the provincial directorate of education they are directly attached to and to whom they are accountable. It would be strongly recommended that the ELT-R/Cs are attached to the Department of

Pedagogic Directorate at the PDE, as this is the department that deals with all issues related to classroom teaching of all subjects in the province.

5.1.4. A leadership model: the implications for financial generation income

The vision about the future of the ELT-R/Cs and about English language teaching/learning in the country led the PEAs to state that the ELT-R/Cs should generate financial income (Table 11), and thus carry out activities for this purpose for the sake of self-sustainability. It is known that after June 2001 the British government is going to cease its funding to the STEP project that established the ELT-R/Cs. As from then, the ELT-R/Cs may solely depend on the budget allocated by the Ministry of Education. The country is underdeveloped and thus financially not so strong. The budget allocated may not allow the ELT-R/Cs to work at their full potential. If the ELT-R/Cs can carry out activities to generate financial income, they will reinforce the budget allowing them to operate more fully.

From experience we (PEAs) know that most of the ELT-R/Cs have informally been approached by the public (companies, NGOs and individuals) within their locations and asked to run English language short courses. We also know that there are a few language schools in some provinces, and none in others, and that these are under resourced. The public feels that the ELT-R/Cs are well resourced in terms of teaching/learning materials as well as qualified personnel to run such courses. Many NGOs operating in most parts of the country send their personnel to the neighboring countries to take short courses in English. With well-resourced institutions, like the ELT-R/Cs, these NGOs may prefer to see their personnel learn English locally, without having to be away from work and families and costing less. Because of this, short English courses figure among activities to generate financial income.

Photocopying facilities also generate financial income. In the schools where the ELT-R/Cs are based, students and teachers prefer to use the ELT-R/Cs photocopying facilities for two main reasons: (i) many schools do not have photocopiers; (ii) the ELT-R/Cs photocopying facilities are within the school premises and teachers and students do not have to walk into the city. In small cities where photocopying facilities are not available, the public would also go to the ELT-R/Cs.

The income generation activities are to ensure that the main goals of the ELT-R/Cs, which are in line with the goals of the Ministry of Education, are fully achieved. The fact that the ELT-R/Cs are of the teachers and for the teachers of English working in the secondary and technical schools; that the ELT-R/Cs are Ministry of Education owned; that the ELT-R/Cs staff salaries are paid by the Ministry of Education; and that the ELT-R/Cs managers are highly committed to serving the teachers of English, suggests that introducing income generation activities does not mean giving less attention to ELT-R/Cs main activities. It is thought that the income generation activities may have implications for the PEAs in terms of workload. This may be true if it is left to the PEAs on their own to carry out such activities. From June 2001 we will have graduates from the Advanced Diploma in TESOL course. These teachers plus those who already have their degrees in English teaching could be involved in the delivery of the short English language courses. And if the number of staff for the ELT-R/Cs increases, as suggested in this report, the secretary could deal with the photocopier. Thus, the PEAs will not be overloaded. The short courses would be run after work hours to avoid interference of these with the main activities of the ELT-R/Cs and the work of the teachers.

It is important that things are well planned and organized and an appropriate leadership style is exercised so that there are no negative implications for both the PEAs and the ELT-R/Cs.

5.2. Limitations to the study

This study was aimed at finding the best possible ways to improve the management of the existing ELT-R/Cs in Mozambique, by getting opinions, ideas, suggestions and experiences from the people who are directly involved in the management. A more detailed study of this type would also have to gather experiences and suggestions from the other education stakeholders and a detailed survey of the public on activities to generate financial income would be needed. I hope that before putting forward any suggestions on the implementation of the recommendations contained in this report, there will be room for colleagues to have a word with the other education stakeholders on relevant issues; and study the local market before the income generation activities are put into practice.

5.3. General conclusion

The primary purpose of this report was to find out how the PEAs (ELT-R/C managers) can improve the way they manage the ELT-R/Cs in Mozambique.

The literature review and the questionnaires conducted with the PEAs revealed that the ELT-R/Cs need to involve all the teachers of English in their activities and not just those who are enrolled in the two courses (the CAP and Diploma) which are run at present.

The activities carried out by the ELT-R/Cs should not be limited to running workshops/seminars and lending books. There is a need to introduce more activities like production of teaching/learning materials, organizing debates and journals as one way of involving all the teachers and other education stakeholders.

The ELT-R/Cs should also aim at serving the students of English from the secondary and technical schools who would find it very useful to go to the ELT-R/Cs for private study. The report also revealed that the relationships between the ELT-R/Cs and the schools where these are based, the other schools in the province, the district and provincial directorates of education and the existing teacher education institutions are not the desired ones. On the one hand, this is due to the fact that the ELT-R/Cs do not have a clear place within the education system's organizational structure and that the other education stakeholders are not clear about the ELT-R/Cs. On the other hand, it is due to the fact that communication is very limited and thus affects their relationships. The limitation in communication is again caused by the lack of a clear position of the ELT-R/Cs within the education system's organizational structure. To improve relationships, it is important first to define the place of the ELT-R/Cs, and improve communication among all education stakeholders with the ELT-R/Cs including the ELT-R/Cs among themselves, they should adopt downward, upward, sideways and all channel communication types, whenever and wherever appropriate.

The present number of staff for the ELT-R/Cs is unsatisfactory. Three full-time people would be the right number. It is necessary and desirable that the PEAs are freed from being secondary school teachers so that they can work more effectively and efficiently.

As managers/leaders of the ELT-R/Cs, the PEAs need to attend workshops/seminars or short courses on management and leadership so that their practical knowledge can be seconded by theoretical knowledge and improve the way they manage the ELT-R/Cs.

In the post-project period, it is important that the ELT-R/Cs introduce activities that can generate financial income. Such financial income is aimed at reinforcing the budget allocated by the Ministry of Education for the ELT-R/Cs to run their activities accordingly.

The overall picture that emerges is that the ELT-R/Cs are very valuable for the teachers. The PEAs are a group of committed people working very hard for the improvement of the quality of English language teaching in the country.

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A research questionnaire on " **Managing English Language Teaching Resource Centers in the Mozambican context"**

Presented by
Joao Gaspar Barroso

Introduction

This questionnaire aims to find out your ideas, opinions and experiences as a PEA in managing the English Language Teaching Resource Centers (ELT-R/C's) in Mozambique. It consists of six sections (A; B; C; D; E; F). Although the questionnaire provides space for identification, you should feel free to ignore it if you wish to do so. By answering this questionnaire, you'll be contributing to improve the ways we presently manage the ELT-R/C's.

Identification

Name: --

Province: ---

SECTION A: RELATIONSHIPS

Please answer the questions that follow.

1. Who do you think the ELT-R/C in your province is presently serving?

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2. Should it serve anyone else, in your opinion?-----------------------------------

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3. What do you feel about relationships between the ELT-R/C and the provincial directorate of education in your province?---

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4. What do you feel about relationships between the ELT-R/C and the district directorates of education in your province?--

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5. What do you feel about relationships between the ELT-R/C and the secondary schools in your province?--

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6. Describe, in particular the relationships between the ELT-R/C and the school where it is based.

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7. In your opinion, what should be done in order to improve the relationships between the ELT-R/C and the education authorities and the schools in your province?

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8. Please give any additional comments.

SECTION B: COMMUNICATION

Please tick [ ] the appropriate box, then answer questions 6 – 8.

1. How often does your ELT-R/C communicate with the ELMT?
Never ☐ Rarely ☐ Once a month ☐ Twice a month ☐ Thrice a month ☐
More than thrice a month ☐

2. How often does your ELT-R/C communicate with the provincial directorate of education in your province?
Never ☐ Rarely ☐ Once a month ☐ Twice a month ☐ Thrice a month ☐
More than thrice a month ☐

3. How often does your ELT-R/C communicate with the district directorates of education in your province?
Never ☐ Rarely ☐ Once a month ☐ Twice a month ☐ Thrice a month ☐
More than thrice a month ☐

4. How often does your ELT-R/C communicate with the schools in your province?
Never ☐ Rarely ☐ Once a month ☐ Twice a month ☐ Thrice a month ☐
More than thrice a month ☐

5. How often does your ELT-R/C communicate with teacher education Institutions in your province?
Never ☐ Rarely ☐ Once a month ☐ Twice a month ☐ Thrice a month ☐
More than thrice a month ☐

6. What form does communication take in all these contacts?-----------------------------
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7. What form(s) should communication between the ELT-R/C and the other education stakeholders take?---
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8. Please give any additional comments.--

SECTION C: ACTIVITIES CARRIED OUT BY THE ELT-R/C'S

Please give answers to the following questions:

1. What sort of activities does your ELT-R/C carry out?

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2. Are there any other activities that you think your ELT-R/C should carry out?

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3. What implications would these additional activities bring to you as a PEA and to the ELT-R/C?

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4. Please give any additional comments.--

SECTION D: STAFFING FOR THE ELT – R/C

1. What do you think about the present number of staff in your ELT-R/C?-----------------

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2. What would be the suitable number?   Give reasons.--

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3. Please give any additional comments.---

SECTION E: PEA'S WITHIN THE EDUCATION SYSTEM

1. What is your position as a PEA within the wider education system organizational structure?--
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2. What do you feel about your present workload?--

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3. As a PEA, apart from other activities, you manage the ELT-R/C in your province.

   What would you like to know in order to improve the management of your ELT-

   R/C?--

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4. How do you think this knowledge may reach you?-------------------------------------
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SECTION F: FINANCIAL GENERATION INCOME

1. Do you think the ELT-R/C should generate financial income?----------------------------
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2. What sort of activities do you think the ELT-R/C could carry out in order to generate
financial income?--

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3. What might be the implications for the PEA's in terms of workload?---------------------
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4. Do you think, if the ELT-R/C shifted its attention to income generation, less attention
would be given to its main activities?--

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5. In your opinion, how can the ELT-R/C's maintain a balance between the income
generation activities and the in-service activities?--

THANK YOU FOR YOUR TIME