



ENGLISH TEACHER TRAINING IN MOZAMBIQUE, 1983-1990

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Abstract: This study describes the English language teacher training model offered in Mozambique, in 1983-1990, but omitted in various literature. The study administered questionnaires to 3 former teachers and 13 former students and used relevant institutional archives in July 2020 and November 2021. The study showed that new intakes for teacher training at the Institute of Languages in Mozambique were from 1983 to 1990, and concluded that 208 teachers of English successfully completed their 3-year training, with graduations happening from 1985 to 1992.

Key words: English language, Mozambique, teacher training, 1983-1990.

INTRODUCTION

Mozambique is situated in Southern Africa and uses Portuguese as its official language. It is surrounded by the following English-speaking countries: South Africa, Eswatini, Zimbabwe, Zambia, Malawi and the United Republic of Tanzania. In this country, English is taught as a foreign language in secondary schools and as a language for academic purposes at university.

Since 1990, the training of teachers of English has been under the responsibility of institutions of higher education and the defunct Universidade Pedagógica (Pedagogic University) was the main provider of such training from 1990 to 2018.

This study describes the English language teacher training model offered in Mozambique, in 1983-1990. During that period, the Institute of Languages, or Instituto de Línguas (IL), was responsible for training secondary school teachers of English, whose qualifications before joining the IL were of grade 9 and after graduation were equivalent to a secondary school leaver (grade 11). This study seeks to fill the gap found in Johnston (1984), Mahalambe (2011), Mazula (2018) and República de Moçambique (2017) because these authors only mention the existence of three models of training, namely, a 2-year course for candidates whose entry qualifications corresponded to grade 9; a 2-year course for grade 11 certificate holders before starting their training; and a model in which the courses took 5 years and were attended by grade 11 certificate holders.

TEACHER TRAINING MODELS

The concept of model means, according to Ferry (1983 Apud Ferreira & Mota, 2013:116), a simplified representation of the real, built on the basis of selected variables, with analytical purposes and without any normative character. However, Estrela (2002:26 Apud Carlos, et. al, 2019:455) warns that there is no training model that, by itself, accounts for the multidimensionality and multifertility of teaching and training, and so training programmes usually contemplate two or more models.

According to Marques (2000:78), a teaching model presupposes a logical coherence between the aims, methodologies, techniques and the assessment instruments of education and means an articulated and coherent set of theories, methods and techniques of teaching, starting from a common philosophical, psychological and pedagogical framework that aims to answer questions about how the student learns, how learning should be carried out according to certain methodologies and what should be learned and its purpose.

For Nóvoa (2012:15), it is necessary to design models of teacher training that assume teaching as an activity of creation and the pre-existing knowledge as raw material, but one that elaborates a new knowledge in the pedagogical act itself. He adds that the teaching work requires its own effort of elaboration and re-elaboration and should seek a professional knowledge different from a simple practical application of any theory.

From the perspective of Ferreira & Mota (2013), any training model consists of components of scientific training in the field of the specialty that the teacher will teach, of scientific preparation of the psycho-pedagogical scope and of teaching practice. These authors add that teacher training models can be structural and conceptual.

In the words of Fürkotter & Morelatti (2007), curriculum models in teacher training are described as integrated, collaborative and segmented. For Garcia (1999:77), while the integrated model is one that is characterized by the absence of disciplinary territories, with a deep conceptual and structural interconnection between different courses to achieve some interdisciplinary goals, the collaborative curriculum seeks an integration between courses, although with defined disciplinary territories, and the same author adds that in the segmented curriculum, the disciplines have little connection between them, and it is up to the students to make the integration between them and this fragmentation leads teachers to believe that disciplinary knowledge is really important and that they are really formed by experience and not by psycho-pedagogical knowledge.

Diniz-Pereira (2014) identifies three paradigms or models of teacher training that are based on the models of technical rationality, practical rationality and critical rationality, being different in that the technical models have an instrumental conception about problem raising; while the practical ones have a more interpretative perspective and the critical models have an explicit political view on the subject. All three models appear in the teacher education process and their questioning allows the teacher to discover and/or improve the knowledge and expertise already under their domain or yet to be discovered.

The models of teacher training in Mozambique are described in Johnston (1984), Mahalambe (2011), Mazula (2018) and República de Moçambique (2017) on the basis of the number of years that the courses take, but their descriptions do not include the 3-year courses that were run at the Institute of Languages, from 1983 to 1990.

RESEARCH METHODOLOGY

This is a descriptive study on the English teacher training that took place at the Institute of Languages (IL) in Mozambique, from 1983 to 1990. The IL was established in 1979 to offer English, French and Portuguese language courses to Mozambicans and foreigners, but it also trained teachers in the period covered by this paper.

The study administered questionnaires to 3 former teachers and 13 former students from the IL and used relevant institutional archives during field visits in July 2020 and November 2021.

RESULTS AND DISCUSSION

The study showed that the English teacher training held at the IL, from 1983 to 1992, involved a total of 26 teacher trainers, 11 (42%) foreigners and 15 (58%) Mozambicans, and 5 of these teachers are reachable and 5 are late. The study also showed that 208 students graduated as teachers in the period from 1985 to 1992, and in 2018, 51 of graduates were still teaching English and/or doing teaching-related activities, 47 were not teaching, 91 could not be located and 19 were late.

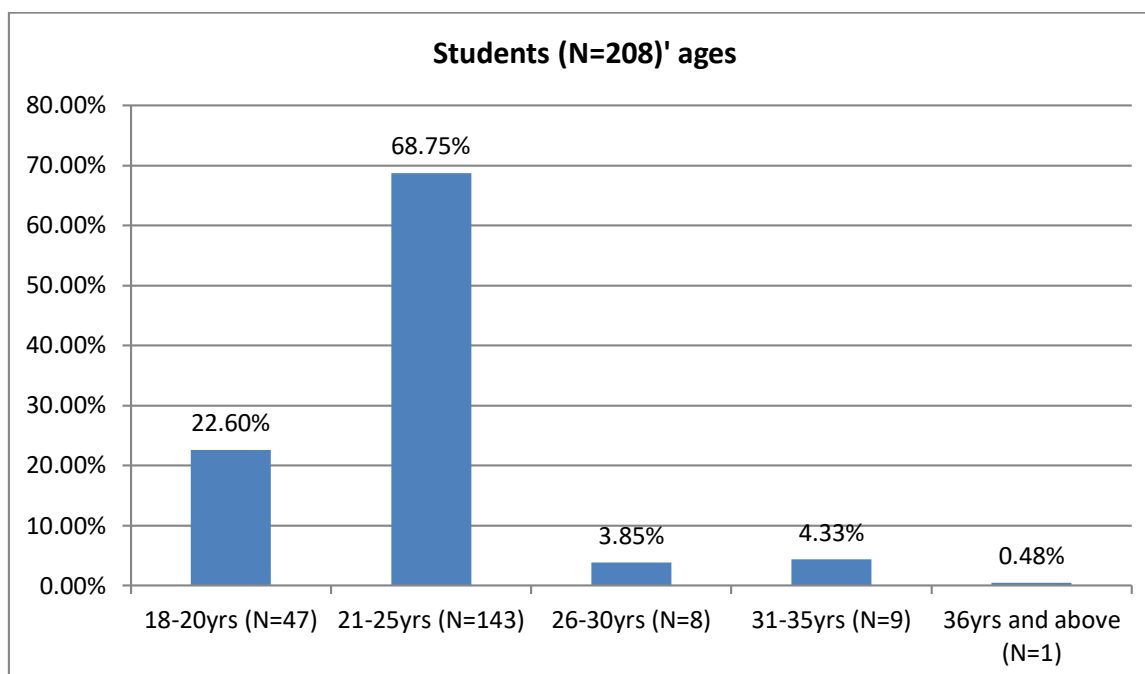
The students' places of birth of the 208 IL graduates, as summarised in the table below, show that the courses were attended by students from all the provinces of Mozambique.

Province	Number of students	Percentage
Manica	4	1.92%
Niassa	5	2.40%
Sofala	7	3.37%
Cabo Delgado	7	3.37%
Nampula	11	5.29%
Tete	14	6.73%
Zambézia	16	7.69%
Inhambane	20	9.62%
Gaza	36	17.31%
Maputo	88	42.31%
TOTAL	208	100%

With the exception of Maputo and Gaza, each of the other provinces had less than 10% of the graduates. The proximity of Maputo and Gaza to the venue of the training may lead us to conclude that some of the graduates from these provinces lived at home or in their relatives' houses. Whilst attending the courses in Maputo city, most students from 1983 to 1989 lived at Eduardo Mondlane University boarding house, called *Centro Educacional 8 de Março*, with other students attending 2-year teacher training courses to teach other subjects in secondary education.

The government of Mozambique was responsible for transporting the students from their provinces of residence to Maputo for the courses and for covering the fares at the end of their courses to the schools where they would work as teachers.

The present study also shows that the age of the 208 students at the time of graduation was distributed as follows: 22.60% were aged between 18 and 20 years; 68.75% were aged between 21 and 25 years and the age of 3.85% were between 26 and 30 years. It also shows that one person, corresponding to 0.48%, was above 35 years old, as shown below.



Given that retirement in Mozambique happens after 35 years of service or at 55 years old for women and 60 years old for men, the trainees who graduated in 1985 were expected to retire in 2020, whilst the graduates of 1986 and 1987 would retire in 2021 and 2022, respectively, and the 1988 graduates will retire in 2023. The next group to retire will be the graduates of 1989 in 2024, followed by the 1990 graduates in 2025 and the 1991 in 2026. The final retirees in 2027 will be the 1992 graduates. This means that for a period of 42 years, in other words, from 1985 to 2027, Mozambique will have benefited from the services of teachers trained at the IL.

Although the IL trained secondary school teachers of English for grades 7, 8 and 9, its graduates were also absorbed by vocational schools, universities, private sector, government departments and by the IL itself. In future researches, it would be important to understand the exact numbers of the IL trainees who joined other sectors after their graduation because Eduardo (1994) states that in 1994 there were only 48 trained teachers for 44 secondary schools in Mozambique.

With regard to the graduates' profiles, the teachers trained at the IL were expected to have sound knowledge in lesson planning, classroom management and the ability to use appropriate teaching methodologies. The course subjects were English, methodology, psychology, pedagogy, teaching practice and Portuguese, but history, geography, Marxism-Leninism and physical education were also taught during the courses. The subject of English was structured to cover the four language skills, namely listening, reading, speaking and writing, but it also included the teaching of grammar.

At the IL, Marxism-Leninism, history, geography and physical education were taught for a period of one year, whilst the other subjects were taught for 3 years. The trainees had 2-month teaching practice in schools in the second year and in the third year, they had methodology lessons in the morning at the IL and were assigned classes to teach, with remuneration, in different schools in the afternoon or evening. Course assessments were based on oral and written tests, examinations and an essay in the final year. The study showed that the attendance was free of charge and the students had lessons from 7:30 in the morning to midday and from 2:00 to 5:00 in the afternoon, from Monday to Friday.

IL candidates had to go through an English language proficiency test administered at the beginning of the courses and the successful candidates were allowed to attend the training.

A questionnaire administered, on 28th July 2020, to 3 former English teacher trainers and 13 former trainees at the Institute of Languages, in Mozambique, provided the results summarised below, in response to the following questions, in which former teacher trainees answered questions 1 to 5, while former trainers answered all the 8 questions. The trainers are hereafter called informants 14-16, whilst the trainees are called informants 1-13.

1. What was the motivation for training English language teachers in 1983-1992?
2. What capacity did the IL have to train English language teachers in 1983-1992?
3. What assistance did IL have for training English language teachers in 1983-1992?
4. How was the IL accountable to the ministry of education with regard to training English language teachers in 1983-1992?
5. What was the rate of efficacy of the training of English language teachers in 1983-1992?
6. What materials did you use in your teaching (e.g. names of textbooks, etc.)?
7. What challenges did you face as a trainer at the IL?
8. If you were a trainer again, what changes would you make in your teaching? What would you repeat? Any reasons?

Motivation for training English language teachers

The study revealed that all the former trainees who returned their completed questionnaires were unanimous in stating that the motivation of the course was to train teachers of English for secondary education. Although specifically trained as teachers for secondary education, some graduates also played a significant role in the country and abroad in areas that were not related to language teaching.

According to informant 14, the training of teachers of English was crucial because there were very few of them in the education system in the 1980s and 1990s, while for informant 15, in the period that followed the independence of Mozambique in 1975, there were very few teachers of English. As a result, the trainees from the IL became teachers of English in secondary education, in the training of new teachers and even in institutions of higher learning.

Informant 16 responded that the government shifted the focus from guides-translators-interpreters training to English language teacher training to align the training at the IL to the government's new policy towards foreign languages and the country's needs in the area of diplomacy and the increased awareness that the country needed to engage more with the neighbouring countries, all of which were English-speaking. The same informant states that the relevance of the English language in Mozambique's foreign policy after the country enjoyed an observer status before joining the Commonwealth in 1995 and sought to establish non-adversarial relations with the west, in an attempt to gradually move away from the Soviet sphere of influence.

The study shows that all the informants agreed that the motivation of the courses was to train teachers of English for secondary education.

Although the motivation of the IL was to train teachers of English for secondary education, the placement of the graduates after completing the courses was beyond the IL control because some of them chose to pursue their careers in areas such the private sector, banking, industry, diplomacy and international relations, journalism, language translation and interpretation, non-governmental organisations and self-employment. One possible reason for the multi-destination of the IL graduates might be the shortage of professionals in almost all the fields of knowledge during the first decades after Mozambique attained her independence from Portugal in 1975 characterised by illiteracy rates of above 95%. In fact, the first intakes of basic education, under the first national system of education introduced in 1983 (República de Moçambique (1983), had not completed their secondary education by the time the IL graduated its first teachers in 1985.

Capacity for the training of English language teachers

The study revealed that during the time under review, the IL had the support of the ministry of education in terms of training premises, budget for staff salaries and running costs. It also showed that the IL had teaching equipment such as tape recorders, typewriters, overhead projectors and machines for the reproduction of teaching materials.

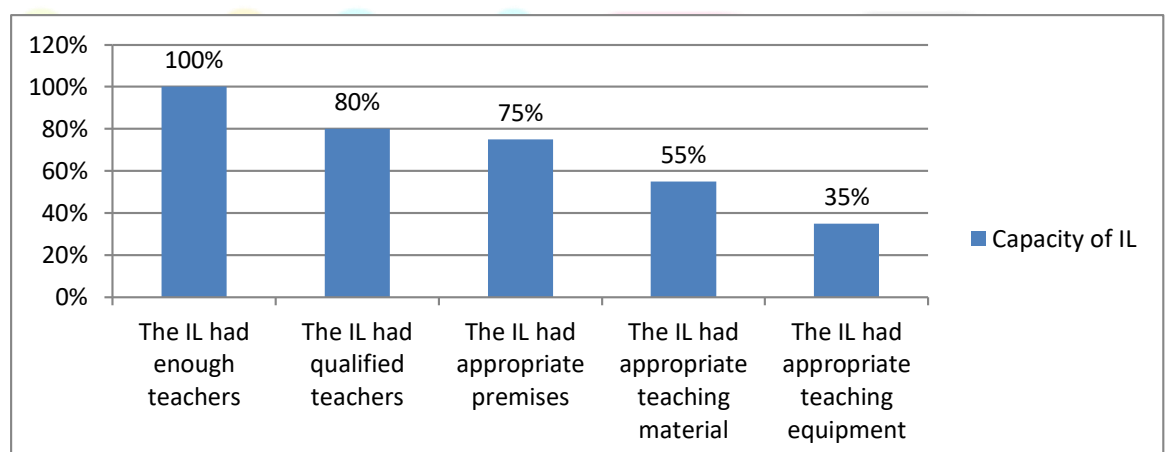
The majority of the teachers involved in the teacher training at the IL had university degrees and/or training in the subjects that they were teaching.

The study also showed that fifteen teachers were from Mozambique and ten were expatriates from Brazil, Canada, German Democratic Republic and Great Britain and they were in the country under cooperation agreements which existed at the time with different countries and their salaries were paid by either the ministry of education and/or their respective governments or organisations.

All the former trainees revealed that the IL had enough teachers in the courses offered in 1983-1992, and 80% of them stated that the same teachers were qualified. Whilst 75% of the informants believed that the IL had appropriate premises, 55% responded that the institution had appropriate teaching material. Unlike the above information, 35% of the informants reported that the teaching equipment was appropriate.

The responses from Informants 14 and 15 are that the IL had enough teachers, but Informant 16 stated that with the exodus of qualified colonial personnel at the onset of independence, the country faced a severe shortage of qualified teachers and expertise. This problem affected the education sector in general and the IL, in particular. As a result, in order to undertake such an ambitious enterprise, the IL embarked on a massive recruitment of expatriate teachers within the framework of bilateral cooperation with other countries.

In summary, the graph below shows the results of the informants' answers with regard to the capacity of the IL to train English language teachers.



The research showed that the training of teachers happened under constrained conditions of availability of information and communication technology facilities. For example, according to Decree 28/2000, of 12th December 2000 (República de Moçambique (2020), in 1995, there were less than 100 users with access to the internet in Mozambique, and in 1997, there were only 11,516 computers to a population of 16,917,000 inhabitants, and only 2,536 people had access to email services, 2,229 of which in Maputo city. It was also in November 1997 that Mozambique had the first mobile telephone company.

With regard to teaching materials, the first years after the independence of Mozambique were characterised by the replacement of books used during the colonial regime and by the utilisation of locally produced materials. At the IL, however, the adoption of foreign textbooks and books may find comfort in Dias (2012:74) who asserts that a curriculum should not reject what comes from the west, from the globalised world and from the region of Africa where we are located. The author adds that we should not have a curriculum which is somehow "Mozambicanised" and which isolates us from the rest of the world, because we would miss all the

wealth of the universal scientific heritage. This author advises readers not to passively accept, reproduce and imitate everything coming from abroad.

The probable passive acceptance, reproduction and imitation of teaching approaches may have been understandable during the first decades after Mozambique's independence in 1975, as there was a shortage of qualified teachers, including teachers of English.

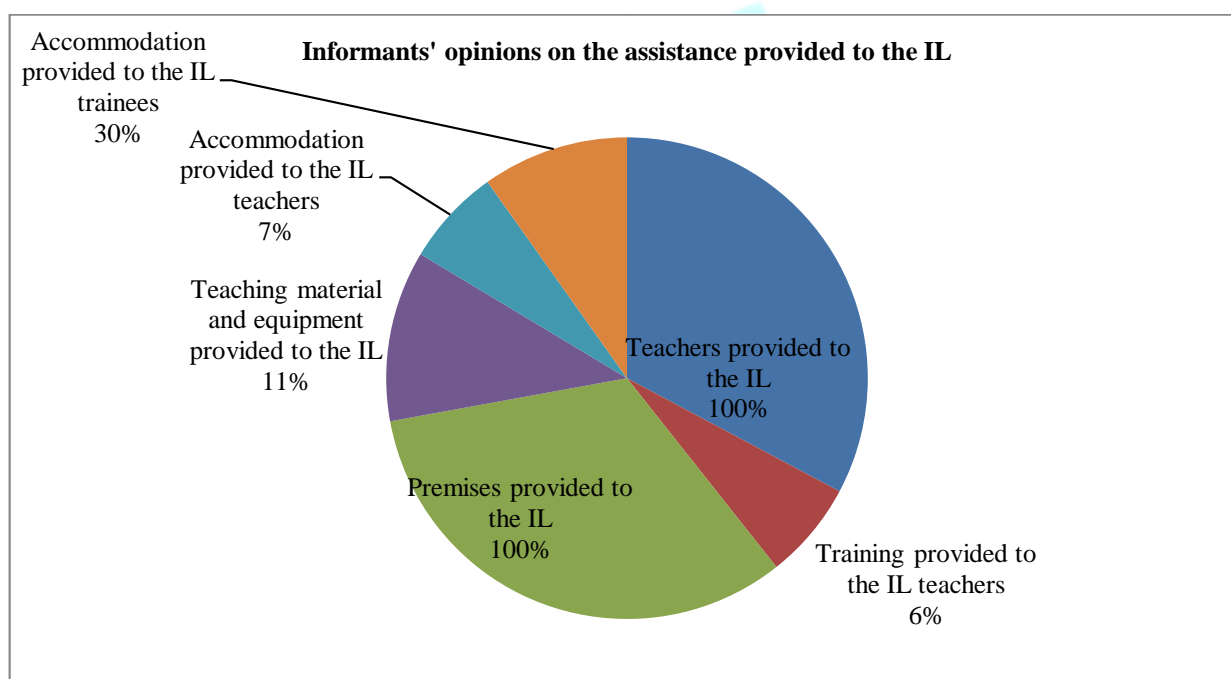
The study showed that in the area of capacity, the main challenge was the provision of appropriate teaching material, which was mentioned by 35% of the informants, followed by the appropriateness of teaching material mentioned by 55%. Although the reality of 1983-1992 might have changed today, these low percentages show us that if the two areas are neglected, the rate of efficacy of any training may be affected negatively.

Assistance provided to the IL by the government

The study noted that the assistance provided by the government to the IL consisted of offering teaching premises and teachers. The government also provided funds to cover the running costs of the IL, such as electricity, water, telephone bills, salaries and consumables.

Some of the informants noted, however, that the government did not provide enough training to the IL teachers. They also showed concerns in terms of teaching materials and equipment that were not appropriate and that a very few students benefited from free accommodation.

In summary, the graph below shows the results of the informants' answers with regard to their opinions on the assistance that the government provided to the IL to train English language teachers.



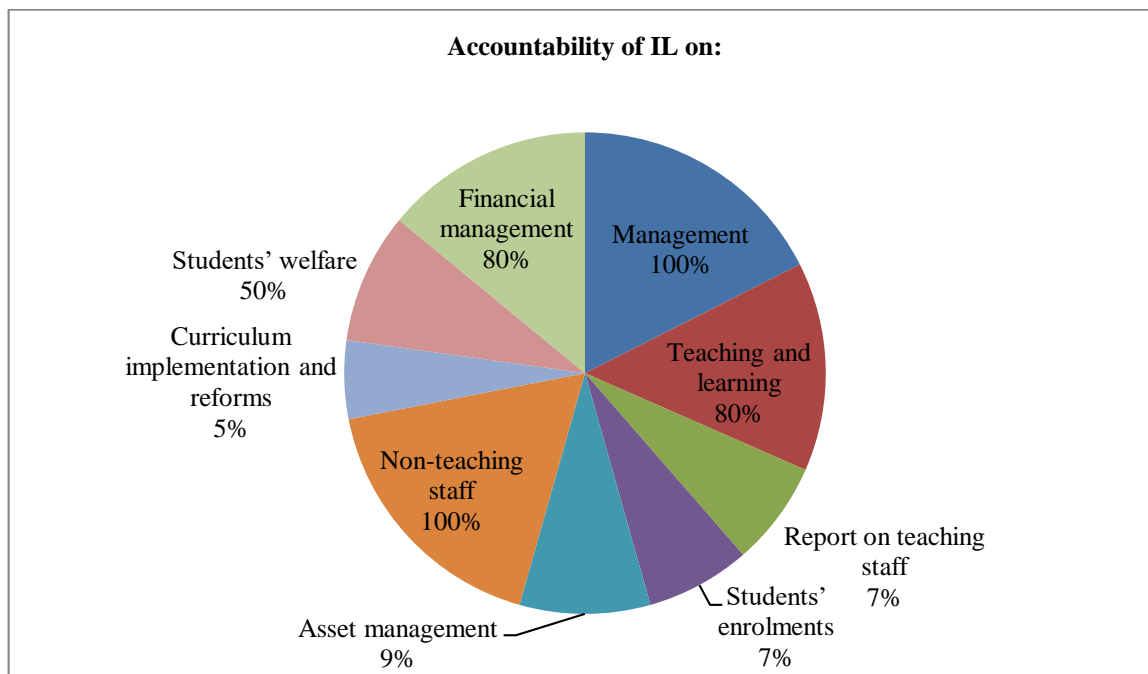
The unanimity of the responses expressed by the informants about the provision of premises and teachers by the government is characteristic of the era when the training happened at the IL. During that time, state schools operated in rent-free premises resulting from the nationalisation of housing soon after the independence of Mozambique in 1975. Twenty per cent of the informants believed that the government provided training to the IL teachers, which in part reflected the 33% of the 5 of 15 Mozambican teachers who really benefitted from such training. Another 30 per cent of the informants stated that the government provided accommodation to the students, while 20 percent to the IL teachers. In reality, 47 of the 208 trainees, that is 23%, lived at Eduardo Mondlane University boarding house during the time that they were studying at the IL and only one of the 15 Mozambican teachers lived in a government house. Surprisingly, 35 per cent of the informants stated that the government provided teaching materials and equipment, which may be the result of some confusion of the concepts of provision and sufficiency of materials, given that all the teaching materials were covered by the state budget.

Accountability of the IL to the ministry of education

The study showed that the IL was accountable to the ministry of education and it had to submit all relevant reports. The ministry was responsible for appointing the management, recruiting the staff and signing agreements with donors who provided assistance to the IL.

It was also shown in the study that some informants believed that the IL reported on staff issues, teaching and learning outcomes as well as the financial management and asset management. Less than 20% of the informants thought that the IL reported on the students' enrolments and curriculum implementation and reforms.

In summary, the graph below shows the results of the informants' answers with regard to how the IL was accountable to the ministry of education in the training of English language teachers.



The ministerial act number 93/95, of 19th July 1995 (República de Moçambique, 1995), establishes that the IL is a vocational institution governed by the Mozambican teaching legislation and principles and accountable to the ministry of education. This act was revoked by the ministerial act number 59/2002, of 3rd May 2002, where the IL director has to manage and control all the institutional activities, ensuring the strict enforcement of the legal provisions and the correct enforcement of educational policies and guidelines defined by the minister of education. In addition, the IL director has to provide regular information to the minister of education about the operations of the institution, its achievements and difficulties and to propose the appropriate measures, after consulting the school council. Despite the relevance and good articulation of the first act, it only operates retrospectively as it was only enacted in 1995, that is, three years after the IL had stopped training teachers of English. The lack of a legal instrument to govern the IL operations in 1983-1992 might have created some ambiguities in the trainees, as the entry level of trainees at Eduardo Mondlane University for training secondary education teachers was grade 9 and the duration of the training was two years, whilst at the IL the entry requirements were the same but the training took 3 years. The ministerial act that legalised the operations of the IL does not mention the training of teachers, which was held prior to its enactment.

Authors such as Epstein (1993:254) state that if accountability is to be democratised, parents, students, teachers and others interested in education should not be asked to comment on decisions which have reached the stage where they cannot be substantially altered because "after the event" accountability has been thoroughly discredited amongst all the constituencies for education.

The study leads us to conclude that no matter how accurate or timely the information submitted to the competent authorities may be, it would be of little value if not shared with other key stakeholders such as teachers and students. This might have been the case in the perceptions of the IL accountability to the ministry of education as less than 50% of the informants believed that the IL reported to the ministry on the students' welfare, curriculum implementation and reform, teaching staff and students' enrolments.

Efficacy of the training of English language teachers in 1983-1992

A question about the rate of efficacy of the training of teachers of English at the IL in 1983-1992 was asked to the 16 informants. Informant 3 stated that the courses were efficient and after completing them, the graduates taught students who then used English to apply for well-paid jobs. For informant 4, the country would have lost a great deal if it had not run the teacher training because it would still depend on foreigners to provide services in areas which require English, including teaching. The same opinion is shared by informant 5 who adds that Mozambique would be inundated by English language teachers from the neighbouring countries and there would also be many untrained teachers teaching English in different levels of education in the country. According to informant 9, the country would still be paying a lot of money in salaries and in providing accommodation to foreigners to teach English in Mozambique.

According to informant 6, globalisation started with English language teaching as Mozambicans easily had access to the world in general and this would have otherwise been difficult with recourse to Portuguese and Mozambican languages alone.

For informant 7, the training at the IL enabled him to be a senior project writer, fundraiser, social activist who competes in the world stage to secure grants from United Nations and North American agencies. Additionally, the market conditions required the IL graduates to perform non-teaching tasks, such as translation and interpretation to enable communication between foreigners and Mozambican professionals who are not fluent or confident in English. This informant concludes stating that the IL graduates were absorbed by almost all the sectors in the country, and not necessarily by the ministry of education.

According to informant 8, the IL graduates played an important role in preparing Mozambicans who then went for further education abroad. Without the teaching of English, this informant thinks that Mozambique would be an island as it is surrounded by countries that use English as their official language.

For informant 10, the IL laid foundations in training teachers who are involved in training others and in the management of many government and private institutions.

The answers given by informant 11 are similar to those for informants 5, 6 and 9, with the only addition that the knowledge of English is helping the country in its integration at SADC and other international organisations.

For informant 12, the IL graduates covered almost all the provinces either physically or through their work done from the ministry of education and other government departments.

Finally, informant 13 finds the issue of relevance tricky because nobody knows what would have happened, but he thinks that being a socialist country in the 1980s, Mozambique could have adopted Russian or German as one of its foreign languages, if English had not been given the status of a foreign language.

When asked what the country or the world had gained from training the informants and other graduates, informant 3 replied that the IL graduates were also absorbed by development projects which were funded by international agencies.

For informant 7, the country and the world have benefited from his work in the fields of interpretation and translation. By doing this, he believes that he serves as a bridge for people from Mozambique and from other countries to communicate.

Informant 8 replied stating that he plays an important role in training teachers and people who want to learn English for various reasons, such as finding good and well-paid jobs, pursuing studies in foreign countries, travelling and the like, as well as in planning courses for staff of other government ministries to meet the language needs of civil servants.

For informant 10, from the training at the IL, the country or the world gained skilled public workers who use the English Language effectively, well trained English language teachers, professional translators and interpreters, excellent manpower covering language needs in social, political and other areas, such as diplomacy, telecommunications, aviation, sports and leisure. For this informant, the training at the IL created the need and demand for learning English throughout Mozambique and as a result, the IL expanded its services to all the provinces and the government introduced the English subject in grade 6 (basic education) and, consequently, massive training of English language teachers in different schools, including the IL. This informant thinks that the decision which was taken by the government in 2018 for the teaching of English to start from Standard 7 is a setback which needs to be addressed as we move towards regional integration and globalisation.

Informant 16 could not establish with certainty the efficacy of the training, but he believes that the IL had an enthusiastic cadre of staff and keen teacher-trainees, and it was quite effective and produced positive outcomes in terms of intake and output. Consequently, teachers of English for secondary education in post-independence Mozambique came mostly from the crop of IL graduates.

Materials used in the IL teacher training

According to informant 14, the textbooks used in the training were not prescribed by the ministry of education and the IL used class sets offered by the British Council and each teacher was free to select the materials for specific subjects.

No response was given to this part of the questionnaire by informant 15, but informant 16 stated that the teaching materials were mostly textbooks produced in the United Kingdom, with a lot of creative materials design and adaptation, some of which having inspired the design of secondary education textbooks.

When asked about the titles of the books used during the training, informant 16 replied in the following way: "My mind is foggy regarding what I actually did, let alone what I would change. It's been close to 30 years".

Challenges faced by trainers at the IL

One of the main challenges faced by the trainers was the lack of interaction with the neighbouring countries, with the exception of Zimbabwe which used to host some of the course finalists for three weeks at the end of their courses at the IL.

The informants also identified the lack of English language teaching (ELT) literature in the local market for use in the courses. For informant 16, for example, it was challenging to adapt teaching materials to the local context and there was a lack of expert advice and guidance.

Another challenge that the informants reported was the inexistence of other English teacher training colleges in the country. Consequently, the students from the provinces had to live away from their parents for three years until the completion of their courses.

Good practices

According to informant 14, the training of teachers at the Institute of Languages served as a benchmark to future courses in Mozambique. Its graduates were involved in the teaching of English nationwide and some served as provincial ELT coordinators and teacher trainers in different colleges, including Universidade Pedagógica and Eduardo Mondlane University for many years. For this informant, the teaching practices that the trainees had during the course were very important because they gave confidence to the future teachers to work independently after their graduation. This informant also believes that if the courses of 1983-1992 were to be offered today, he would recommend some curricular adjustments in almost all the subjects so that the contents meet the current developments at national and international levels.

For informant 15, the English language teachers trained at the IL in the 1980s and 1990s (the ones he knew as a trainer in the institution) were the best that the country has ever had. Taking into account the sound knowledge of the English language, the trainees had appropriate pedagogical and didactic training and some of them benefited from a tour to an English-speaking country at the end of the course.

FINAL CONSIDERATIONS

The study has provided a description of an English teacher training model which was adopted in Mozambique in 1983-1990, but not captured in books, dissertations and papers published in the past years. The relevance of the training that happened at the IL is seen in the work of the 208 graduates who have been actively involved for over 30 years in the teaching of English, including curriculum development and teacher training in Mozambique.

Although the training of the 208 graduates happened under specific historical, political and economic conditions, it is clear from the present study that the teaching practice throughout the final year was very useful and current and future teacher training institutions would benefit if they adopted or/and adapted such a practice.

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