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EFL Classes

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Par Flavien Dossou LANMANTCHION.

Mention : Très Honorable à l'unanimité du Jury.

Jury de Soutenance :

- ☞ Président : Komla Nubukpo, Professeur à l'UL, Togo
- Rapporteurs: Augustin AINAMON, Professeur à l'UAC, Bénin
Léonard KOUSSOUHON, Maître de Conférences, UAC, Bénin
- ☞ Membres: Taofiki KOUMAKPAÏ, Professeur, UAC, Bénin
 - Ambroise MEDEGAN CODJO, Professeur, UAC, Bénin
 - Méterwa A OURSO, Maître de conférences, UL, Togo

Directeur de la Thèse

Monsieur le Professeur Augustin AINAMON, UAC, Bénin

Codirection de M. Léonard KOUSSOUHON, Maître de Conférences, UAC, Bénin

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DEDICATION

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LIST OF ACRONYMS

BAC:	Baccalauréat
BEPC:	Brevet d'Etudes du Premier Cycle
CEG :	Collège d'Enseignement Général
DEC :	Direction des Examens et Concours
DES :	Direction de l'Enseignement Secondaire
DIP:	Direction des Inspections Pédagogiques
DOB :	Direction de L'Office du Baccalauréat
EFL:	English as Foreign Language
ENS:	Ecole Normale Supérieure
ESP:	English for Specific Purpose
ESL:	English as a Second Language
EU:	European Union
HR:	Human Resource
PD:	Professional Development
PDM:	Professional Development Meeting
PISA:	Program for International Students' Assessment
SPSS:	Statistical Package for Social Sciences
TESOL:	Teachers of English to Speakers of Other Languages / Teaching English to Speakers of Other Languages
TIRF:	The International Research Foundation for English Language Foundation
TOEFL:	Test of English as a Foreign Language

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ABSTRACT

This study sets out to explore how EFL teachers are developing professionally to boost students' academic achievement in four regions in Benin. Two main questions were addressed in the study. First, what teacher development approaches are being used to prepare Benin EFL students for the 21st century communicative skills requirements? Second, how are the English language training programs designed to help prepare Benin students make a difference in their achievement? To find answers, the study examined a substantial amount of evidence from various sources: EFL inspectors' interviews, direct observations of professional development meetings, EFL teachers' beliefs and practices and students' scores. The results of the investigation reveal that professional development practices in the sampled regions are not sufficient to account for an effective and efficient preparation for successful EFL students in this current century. Based upon findings, this dissertation suggests implications for EFL teachers. Suggestions are also made for professional development training providers and school authorities.

RESUME

Cette étude se propose d'explorer comment les enseignants de l'anglais langue étrangère se donnent-ils à leur développement professionnel pour améliorer le rendement scolaire des élèves dans quatre régions du Bénin. Deux questions principales ont été abordées dans ce travail de recherche. Tout d'abord, quelles sortes d'approches les enseignants de l'anglais utilisent-ils pour préparer les apprenants béninois pour répondre efficacement aux exigences de compétences communicatives du 21^e siècle? Deuxièmement, comment est-ce que les programmes de formations de ces enseignants sont-ils conçus pour aider les professeurs à mieux préparer les apprenants béninois à faire une différence qualitative dans l'apprentissage de la dite langue? Pour répondre à ces interrogations, la présente étude a examiné une quantité importante de données provenant de sources diverses: «entretiens, observations, questionnaires et analyse des résultats des élèves aux divers examens. Les résultats de l'enquête révèlent que les prestations des enseignants dans les régions échantillonnées ne sont pas à la hauteur pour préparer de manière efficace et efficiente les apprenants de l'anglais langue étrangère à relever les défis langagiers du siècle-ci. En se basant sur les résultats, l'auteur de cette thèse a fait des suggestions à l'endroit des prestataires de formation de perfectionnement professionnelle et à l'endroit des autorités en éducation.

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CHAPTER ONE: GENERAL INTRODUCTION

Teacher development and student academic performance in Beninese EFL classes have been facing some challenges which need to be considered. The aim of the present dissertation is to undertake investigations that might shed light on a few of these challenges in the educational sphere. This introductory chapter intends to deal with such matters as preliminary issues up to the organization of the whole dissertation.

1.1. Preliminary issues on professional teaching

Are good teachers born or made? Does one need to take a teaching course and get a qualification before getting involved in teaching or just some knowledge of one's subject suffices for doing the job? Does the teaching activity really make someone a teacher, or does one need adequate training to qualify for the work? Are teaching methodologies and approaches as well as conferences a waste of time? These are perpetual queries which have occupied the minds of many educational stakeholders over the years. Researchers, in providing answers to these questions, assert that teaching is a knack- either one has it or one doesn't, and nothing much can be done about it. Ainamon (1989), pinpointing the difference between the job of teaching and other jobs in his article, '*Enseigner, est-ce un métier?*' (*Is teaching a profession?*), asserts that each individual who decides to become a teacher can become truly great if s/he receives an adequate training, sets his/her mind on it, finds great role models, and works hard each and every teaching day to get better. Teaching is certainly a difficult art. It can be acquired by experience, which is admitted by many who boast of having never taken professional courses in teaching. It can be readily acquired; however this happens if one's own experience is preceded by intelligent observation and analysis of other people's experiences. No matter how excellent one's natural capacities are, professional courses in teaching, together with inspiring models of classroom procedure, will improve them.

Professional training in teaching enables the teacher to bring a vast amount of techniques and insights to the living occasions of classroom instruction (Sidney Hook, 1974). Good teachers are always learning: learning from students, learning from their own trials and errors, learning from peers and colleagues, learning from supervisors and learning from academic information in their field. They always continue to learn throughout their career in as much as no teacher is perfect. Even teachers who might be thought great make mistakes (El-Rifae, 2011). Everyone should aim at improvement. The best teachers strive to improve themselves as they go about their daily teaching career. The best teachers take their time to reflect on what is working and what is not, and then find ways to improve. Their willingness to modify what they are doing shows that they want the best from their students.

As a matter of fact, teachers might get involved in professional development activities. Many language teaching experts believe that ongoing professional development is essential especially in today's world of constantly changing technology. Teachers who have been trained to use new techniques and resources are more inclined to try them with their students (Chisman&Grandall, 2007).

Teaching in this twenty first century, like everything else, has become highly specialized. It is based on the right methods and seeks not only to put into the minds of the learners items of knowledge but draws out the learners' minds. Indeed, they must really master the profession. The teacher must be a good student himself/herself, for as Sidney Hook in his article says 'we don't teach history or geometry, but children.'(In Ainamon, 1989) Accordingly teaching is both a science to be acquired and an art to be practiced (p.4).

The medieval pedagogue would continually thunder instructions into the ears of his or her learners. S/he would subject the student's memory to the severest strain. Where books were scarce and laboriously produced by hand, memory had an important function, and pedagogy took this fully into

account. But this is not the same method in this era when the Internet and Internet-related materials are gradually gaining a prominent place in our everyday activities, especially in young people's lives. Learners nowadays behave differently than those of previous generations. They are born into a world of information technology. They prefer multitask rather than focusing on one thing at a time, and they can be more attracted to the ideas of a peer or a web video than what their teachers have to offer. Reilly (2012) citing Lancaster and Stillman, calls them '*generation z*' and characterizes them as '***a group that has received little attention in the literature thus far***' (P. 3). Teachers today have to adjust to this change and be more open to those innovations. Without familiarizing with today's changes teachers will probably not be able to enhance their teaching for the benefit of their students.

In this twenty-first century, teachers have to adapt to change, guide, explain, and demonstrate. Teachers of English should not be reluctant to adapt. Peery (2004) citing Confucius, rightly points out: "*they must often change, who would be constant in happiness or wisdom.*" And Adamson (1994) affirms: "*Change is the nursery of music, joy, life and eternity.*" We are in a time of great urgency in education, and teachers should adapt themselves because their highest function consists not so much in imparting knowledge as in stimulating the learners' mind. They must not only instill their own opinions into the receptive minds of the learners, but they must also teach the learners how to think, to form opinions. Almost everyone agrees that one of the main goals of education, at whatever level, is to help students develop critical thinking skills.

Ensuring students' success requires a new kind of teaching, conducted by teachers who understand learning and pedagogy, who can respond to the needs of their learners and the demands of their discipline, who can develop strong connections between students' experiences and the goals of the curriculum. Efforts to improve students' achievement can succeed only by building up the capacity of teachers to

improve their teaching practice and the capacity of the school institution to promote learning.

Professional development can have a powerful impact on teachers' skill and knowledge as well as on students' knowledge when it is sustained over time and focused on some important contents, and embedded in the world of the professional learning community that supports ongoing improvements in teachers' practices. (Darling Hammond et al., 2009; p.9).

These are the issues raised and discussed in this research work. Its value is not only to provide further evidence that a culture of learning is crucial for English as a Foreign Language teacher but also to provide concrete examples of what it means; what distinguishes a professional learning community? What does it look like? How increased professional knowledge by teachers yields higher levels of students' achievement?

1.2. Context of the study

The dual phenomena of globalization and online communication technologies have brought about dramatic and ongoing changes in many fields of human endeavours in the first decade of the twenty-first century. In addition, related trends have accelerated the impacts of these changes: The interdependency of economies around the world and the international outsourcing of manufacturing services, have increased dependency of people, international multi-site collaboration in product development, and online collaboration and exchange. All these factors have become integral and intertwined elements of the modern day. As a result, for global collaboration to function effectively a widely spoken common language is often required and recent research (Farrel, 2011; p.25) has clearly shown that English has taken this role. Employers today want their employees to be proficient in English. Despite the rise in importance of local languages in

globalization, English remains the language of international communication and business. The first implication of the above development is that the English Language is often seen as the key to gaining access to global markets by non- English speaking countries like Benin. While the importance of English is acknowledged around the world, this fact does not imply that English teachers in non-speaking countries are sufficiently prepared to help EFL students meet the 21st century's language skills requirements. Many studies have shown that among the 21st century skills (the ability to solve problems, work in teams, use online technologies, and engage in critical analysis ...) is the skill of communicating effectively with others. (Farell et al., 2011; p. 81)

It appears that there is a need for EFL teachers to improve their teaching skills to work successfully with the population of 21st century students. Since there is a great number of instructors who are in need of professional development, identifying professional development models that result in accelerated academic and linguistic development among English language learners is a pressing educational concern. Professional development for teachers is very important in this era of globalization to help students meet demanding new standards. Teachers must teach effectively and equip students with the 21st century skills. And in order to do this, teachers have to undergo effective professional development. In- service, as educators know it, must change. (Peery, 2004; cover page). As one African proverb goes: *"When the drumming tune changes, the dancing steps must also change."* That justifies why teaching skills must adjust and adapt to the current exigencies in all fields, more specifically in the teaching of English as a Foreign Language as I intend to investigate in this research work.

1.3. The Benin issue

In Benin Republic, over the past ten years, a standard-based reform has been sweeping across the country and

educators are grappling with how to provide guidance to schools about what students should be taught. But what is missing from such a reform is the scarcity of professional development for teachers and administrators, which lies at the center of any educational reform and instructional improvement. Teachers are always complaining about it and political authorities are making promises every year. Across the country, many schools are facing a shortage of personnel with professional degree to teach whereas there is an increase in the learning population each year. Considering the field of Teaching English as a Foreign Language, the following statistics shed more light on the scarcity of Teachers of English with professional degree: In the whole country out of four thousand EFL teachers only about five hundred hold a professional degree. Even those who have their professional degree at Ecole Normale Supérieure (ENS) still have some problems of in-service professional development. A course in teacher education is not the end of the road to professional development. Some people think teacher-training colleges should produce fully trained teachers at the end of the course. Colleges just lay foundations upon which the young teacher can build. Teachers' College teaches us HOW to teach but teachers are supposed to learn WHAT to teach from course books and experience. Every successful teacher knows that the pursuit of excellence is a lifelong journey. Kabilan (2007) confirms this by stating, *"Every day, teachers learn something from their students; from the first day of apprenticeship and training to the final stretches of experience, teachers are in a constant stage of change"* (p.42).

Another issue is the teachers hired each year; these teachers do not receive any initial training before starting teaching. Moreover, the professional development meeting of every week in schools is not always effective. Some teachers do not show up at all and others report too late for work. Another problem is that these meetings most of the time focus on irrelevant debates such as political issues.

Furthermore, classroom inspections that prove effective in helping to expand skills and sustain change over time and improve students' achievement do not in practical terms exist. Some Teachers have been teaching for many years now but have never received an inspector or a pedagogic advisor in their classrooms. This is the case of a colleague of mine who confessed that he has never received a visit in his class over the fifteen years of his teaching career. Some inspectors or supervisors may think the contrary but, even if they believe that something is done, what about the follow-up of their class visits? What about teachers' implementation of the strategies presented during class visits and workshops?

Again, the national Professional Development sessions that are supposed to be regularly held every year are not. Hardly is one or two training sessions held in a given year, and if at all it does take place, it happens that there is misplacement of priority. Westerfield (2011) advocates that a thorough organizational and instructional need analysis lies at the heart of a well designed, effective training. Effective professional development should meet the need of participating personnel. It should be developed with teachers rather than for them. So, by conducting a well organized need assessment, information is discovered about the need of teachers and accordingly training program is designed.

Besides, the teachers' implementation of strategies presented in the national professional development is not followed up. *"Teacher learning must include teacher application of learning which necessitates implementation of new practices in classrooms"* (Dufour&Eacker 1998; p.21). Without teachers' implementation of what has been learned during trainings, changes in students' achievement will not be possible. The end results of teachers' professional development should be a positive impact on students' achievement.

Unfortunately, most Beninese teachers are unsatisfied because their expectations are not met: Teachers teach as they have always taught. Some are even unhappy with this professional development because they see it as a meaningless

and intrusive ritual. Moreover, through my personal experience, I notice that many Beninese teachers teach their classes independently of their colleagues, which makes them feel isolated. Sometimes teachers, especially those who are new in the system, can become overwhelmed by the demands of schools and if they do not receive regular supervision and feedback, they can become frustrated.

The pre-service training recently organized for more than three thousand teachers by the educational authorities in our Country is a good move. However, many other steps still need to be taken to improve the conditions in which the training is conducted. For, most of the teachers are not reached because of their large number and the traditional methods of Professional development in use.

The impacts of all these biases, according to Laourou's (2011) study on *"Students' Failure in English National Examinations"* are that students frequently remain unable to actually improve the language skills, and most of them fail in both the national and the international examinations. The results of her investigations on national examinations show what follows:

As far as the BEPC exam is concerned, only 31.50 percent has more than the average(10/20) in English in 2009; 13.09 percent in 2010 and 8.42 percent in 2011.

As for the Baccalauréat exam, the total number of candidates in 2009 is twenty nine thousand three hundred and seventy (29,370) and only 18.85 percent succeeded. In 2010, out of 29,946 only 09.49 percent passed and in 2011, 09.59 percent got it.

Students' low achievement in English in our national examinations is alarming, and there is need to understand that this is a part of EFL teachers' responsibility and of the whole educational system, as well as parents' responsibilities. As an elementary school teacher confesses after 32 years of experience, "[...] In the past if Johnny didn't learn, it was Johnny's problem. But now, if he doesn't learn, there's

something you are not doing...it is up to us.” (WestEd, 2000; cover page).

It appears that Benin teachers in general, and English as a Foreign Language teachers in particular, need to adjust their craft and expand their teaching techniques so as to be able to meet challenges and educate children to their fullest potential. There is need for increased capacity in English as a Foreign Language teaching corps to work successfully with the population of students more specifically in this era, when the English language is vital for Benin development, since it opens doors of opportunities, helps Benin English as a Foreign Language learners to secure international positions and, above all, to communicate and interrelate with English-speaking people. These are possible owing to EFL teachers who play a tremendous role in the field of Teaching English as a Foreign Language. The prosperity and development of EFL students depend on their teachers' coaching styles and techniques. Casteel et al. (2007) citing Henry Brooks states, *“A teacher affects eternity, he can never tell where his influence stops.”* (P. 18)

All these have made me put my thinking cap, and as a matter of fact, I deem it important to reflect on *“Teacher Development and Students' Academic Performance in Benin EFL classes”*

Professional development for Benin EFL teachers is at a crucial juncture. In order to help Benin EFL students meet the demanding new standards of globalization, EFL teachers must teach in a different way and have greater success than ever before. In addition to teaching better, teachers have to undergo effective professional development. Ann Lieberman and Lynne Miller (2001) advocate, *“Teachers are at the center of all efforts to reform and improve schools”*. They add:

EFL Teachers should never stop learning. The complexity of the dynamic triangular interplay among teachers and learners and English continually gives birth to an endless number of questions to answer, problems to solve, issues to ponder. Every time a teacher of English walks into a classroom to teach, s/he faces some of those issues and if s/he is a growing teacher s/he learns something new. S/he finds out how a technique works,

how a student processes a language, how classroom interaction could be improved, how to assess a student's competence, how emotions enter into learning, or how his or her teaching style affects learners. The discoveries go on and on-for a long time. (p.3)

1.4. Purpose of the study

This thesis is a research on teacher growth and learners' academic achievement in Benin EFL classes. Based on evidence of facts, it is possible to state that when teachers learn more, students will do better. The essence of this research is inquiry, reflection, discussion and experimentation. After seven years of experience in the teaching profession, I have come to realize that more things need to be done to help teachers to change deeply; although teacher development has been a familiar notion for Benin teachers, it is relatively new and receives insufficient attention. For that reason, this research, by examining teachers' development in Benin, will suggest ways to promote teacher development amongst EFL teachers. It is about viewing teaching from a researcher's standpoint. In a spirit of questioning, learning and growing, the research is to spark conversations about making professional development more powerful for teachers.

Angela (2004) quoting Playwright George Bernard Shaw says, *"Some people see things as they are and ask 'why?' I dream of things that never were and ask 'why not?'"*(p. 8) Educators' conversation must start addressing the "why not?" more than the "why?" Why not involve teachers into effective professional development from day one of their careers? Why not provide in-service training that adds to the overall richness of one's life? Why not invest time, energy, and money in teachers' learning to positively impact students' learning? Benin EFL Teachers' ongoing education should be improved since they are the ones who facilitate students' learning, especially in this period of history as we trace to educate more of our population than ever before and better than we ever have (Lieberman& Miller (2001); p.40).

Michael Fullan (2005) in his book, *The New Meaning of Education Change*, discusses the concept of “Teacher as learner”; he believes that teachers must lead education reform and adds that education reform will never amount to anything until teachers become inquiry-oriented, reflective and collaborative professionals. In Fullan’s (2005) words, “*teachers (individually and collectively) must develop the habits and skills of continuous inquiry and learning, always seeking new ideas inside and outside their own settings.*”(p.121) In order to be an effective teacher, one cannot be disconnected emotionally from self, subject matter, or students. There is an element of personal investment that must exist; else, the teaching of subject matter becomes rote, lifeless.

The purpose of this research work is then to examine Benin teachers of English’s professional development practices of the 21st century and to check how the English Language training programs opportunities currently available in the country help prepare teachers of English to improve students’ performance.

The objectives of the research are:

- ✓ Assessing Benin EFL teacher development practices and policies available in the country;
- ✓ Checking if Benin EFL teachers development practices address the needs of the EnglishLanguage learners and enable them to achieve better;
- ✓ Coming up with promising practices and techniques for teacher development to reinforce teachers collaboration, and
- ✓ Suggesting on the basis of the analysis of the results of this investigation, approaches for the training of teachers to improve the quantity and the quality of the teaching force and learning of English in Benin.

1.5. Researchrelated questions

- ✓ What teacher development approaches are being used to prepare Benin EFL students for the 21st century communicative skills requirements?
- ✓ How are the teachers' development programs designed to help prepare Benin studentsmake a difference in their achievement?
- ✓ What human resources support ongoing teaching learning in Benin?
- ✓ What are the roles of principals, teachers and educational authorities in teacher professional development? Is there any collaboration among them?

1.6. Hypotheses

In countries where teachers have good professional conditions, students achieve higher. No nation can rise above the caliber of its teachers. Whatever a man sows is what he reaps. If we do not have good, knowledgeable teachers, then we cannot have students who achieve higher. Professional development makes a difference in student achievement, regardless of other factors (socioeconomic status, family situations, prior learning).

1. 7. Relevance of the study

This study is of much significance, for it aims to show that intensive teacher development, especially when it includes applications of knowledge to teachers' planning and instruction, has a greater chance to influence teaching practices and, in turn, to lead to gains in students' learning.

This study becomes a necessity because of the increasing professionalization of the English Language Teaching. A teacher may feel isolated from changes in theory and practice unless teachers undertake conscious efforts to keep themselves up-to-date.

The need for teacher development arises from the inadequacy of training courses, which alone cannot fully enable teachers to be dynamic and competent in their job. Any development course, either pre-service or in-service, long term or short term, can be criticized for shortcomings. Development courses, even the lengthy ones, cannot satisfy all trainees' needs. Nor can they solve most of the problems raised during the development. The course itself is not the end of the career. After the course, there is still life and the trainee must face reality at home (Zeichner, 1987). Therefore along with teachers' development, teachers' growth must be a vital component of teacher's education.

This study will raise more awareness among teachers concerning the rapport between their professional development and students' achievement. If the purpose of teaching a language is to enable learners to establish good human relationships with each other and the world (Balley, 2004), then it is ironic that many language teachers have little communication in English among themselves. How can teachers of English encourage students to communicate with each other, when we rarely communicate with our colleagues? Collaboration among teachers and action research are two important ways to promote teachers' development. It is important for teachers to reflect on their current teaching practice to identify students' problems. It is my desire that this study will give more tips to Benin educational authorities to create effective professional learning systems to reinforce teaching quality and students' academic achievement. The results will contribute to improve the development of teachers through seminars and workshops and contribute to the numerous findings in the area of language education and professional development in particular.

1.8.Scope of the study

This study covers four selected regions in Benin Republic. These regions are Atlantic, Littoral, Borgou, and

Alibori. The people on whom the investigation is based are the stakeholders involved in English learning and teaching. So, the sample population under consideration in this research work is:

- ✓ Teachers of English of the selected regions,
- ✓ EFL Inspectors of the selected regions,
- ✓ Four secondary schools authorities in the sampled regions, one school authority from each region. The four selected schools whose administrators were considered are: CoursSecondaire Notre Dame des Apôtres in Littoral; CEG1 Ouidah in Atlantic; Lycée Mathieu Boukey in Borgou and CEG1 Kandi in Alibori),
- ✓ EFL students' scores of the selected regions.

One question that might be considered is:

As the students whose exams records are collected are from a variety of schools in the selected regions and not exclusively from the four sampled secondary schools, and the investigated teachers, too, come from various schools, how can one trace back the level of achievement of a given group of students to a teacher opportunity or lack of opportunity to develop professionally in order to confirm or reject the hypothesis?

This study could have been better if it had focused on EFL teachers' responses and students' scores exclusively in the particular secondary schools used as sample in this work. This would have helped to have a clearer picture and thereby to determine whether or not teacher development influences learners' performance, regardless of individual learners' characteristics and to identify the nature of this influence. Besides, that would have revealed in a clearer way, and make the link between the different data sets.

The bad news is that, there are no students' exams scores available in Benin secondary schools as individual entities. During my investigation, no school succeeded in providing me with such things. This says a lot about the level of organization and record keeping in our institutions. History, it is said, is the

master of the present and future. Archives in respectable institutions should be able to provide at any point of time important documents such as exam records of students. But unfortunately, such data are collected and given out to students without any record whatsoever. Photocopying and keeping the result sheets of students could have afforded the school with a good record keeping, and prevent me from unnecessary troubles in my investigation. Also, the DEC and the DOB were not able to provide me with these because they consider them as personal information not to be released to anybody except the directors of the schools of the candidates, and these records are delivered only once. These institutions only provided me with the global statistics of the results of the departments under consideration.

The selection of the four selected secondary schools in the sampled regions is just for investigating on the internal organizations of those secondary schools in terms of teacher professional development. This means that I measured the effectiveness of professional development at departmental level.

1.9. Structure of the dissertation

There may be several ways of organizing this research. Below I lay out several interests that might direct to the organization. In order to achieve the research work and for balance's sake, I have divided my reflection into eight chapters:

Chapter one, which is the introduction and preliminaries to the research work, provides some background for the study. It lays out the context of the study, discusses the purpose of the study, the research problem, the significance of the study, and the organization of the work. Chapter two deals with the critical review of the literature; it draws on literature in teacher education and school administration. In the last decade of the 21st century a great deal of research has been done in this field. Articles, books, conference proceedings, and internet

sources abound on the topic of professional growth. This chapter synthesizes some of those resources with a critical view. Chapter three deals with the theoretical framework and the methodology. This chapter falls into two parts. The first part is divided into two sections: the first section is essentially based on an expanded definition of professional development with an emphasis on its meaning and principles; the second section deals with students' academic performance.

The second part has to do with the methodology of the work. It presents the following: research population and sample, research instrument, Validity of instrument, procedure of data collection, and methods of data analysis. Chapter four entitled Assessment of teachers' development in Atlantic-Littoral and Borgou-Alibori, displays what research has revealed about teachers' learning in Atlantic-Littoral and Borgou-Alibori through the use of questionnaire addressed to teachers of English, schools' authorities' interviews in Atlantique-Littoral and Borgou-Alibori regions, the direct observation on professional development meeting held every week in some selected schools in the same Atlantic-Littoral and Borgou-Alibori, and the interview with EFL inspectors and on the design and follow-up of professional development activities. Chapter five deals with the effects of teachers' development on Atlantic-Littoral and Borgou-Alibori BEPC candidates' performance through 2008, 2009, 2010, and 2011 BEPC examinations. Chapter six discusses the effects of teachers' development on EFL students, as far as Atlantic-Littoral and Borgou-Alibori BAC candidates' scores from 2008 to 2011. This is followed by the section discussion. Chapter seven deals with the suggestions that the dissertation writer has made to improve the status of professional development in the country. It begins by giving some general suggestions on peak performance and optimal development of teachers' talents and skills. Finally, the last chapter, the conclusion elaborates more on the summary of the research work and its implications.

CHAPTER TWO: CRITICAL LITERATURE REVIEW

2.0. Introduction

This chapter is not intended to be an exhaustive review of the current body of teacher development and student performance literature. It is deliberately selective, focusing on many recent books, articles, reports and internet publications related to teacher development and academic performance. I hope to highlight critical issues to which teacher development and student achievement literature have thus far given limited attention.

Some researchers show that no professional development can be effective if professional development planners fail to associate it to adult learning theory. In fact, teachers developing their skills are adult learners and as such the theory of andragogy is pertinent to any discussion concerning them or any continuing education to make them engaged. Burns (1995) emphasizes the importance of engagement by explaining: *“planners who encourage active participation could bring about more meaningful and permanent learning in teachers”*. (p.255). And Knowles (1989) advocates that adults learn best when they are engaged, when the topic is of immediate relevance, which means it can be applied right away in their personal and professional lives. The fostering of professional development can best be accomplished if strategies and approaches are built on a sound knowledge base. And the knowing of how adults learn is a prelude to understanding teacher professional development.

2.1. Strategies to foster professional development

2.1.1. Understanding How Adults Learn

Glatthorn & Fox (1995), making a synthesis of how adults learn, distinguish all in all four components of the process in a table (Table1) entitled: *‘how adults learn: a synthesis of research’*

Component one: Structure of learning experience

1-Prefer flexible schedules that respond to and take cognizance of their own time pressures

2- Learn better when learning is individualized-When they can pace their own learning pressure, identify their own learning needs, and select their own learning experiences

3-Prefer face-to-face learning in classes, internship, and workshops; are less interested in audio and video cassettes and independent study

4- Derive benefit from heterogeneous classes in which they can interact with adults of different ages and with contrary views.

Component two: Learning climate

5-Seem to learn better in a climate characterized by mutual helpfulness and peer support

6- Are somewhat reluctant to take risks and therefore do better in a climate that is characterized by a sense of trust and acceptance of differences

7- Appreciate the opportunity to express views and are open to learning from those holding contrary opinions

8- Come to classes and workshops with clear expectations and hope that the instructor will take their expectations into account in his or her planning for learning

Component three: Focus of learning

9- Seem to derive the greatest benefit from teaching that helps them process their experience through reflection, analysis, and critical examination

10-Value learning that increases their autonomy and helps them creates personal meaning

11- Interested in practical “how-to” learning that they can apply to immediate career-related issues

Component four: Teaching-Learning strategies and media

12 Value problem solving, cooperative learning

13-Desire active participation in the learning process, with constructive feedback; reluctant to sit through long lectures

Table 1 How Adults Learn: A synthesis of the Research (Glatthorn and Fox 1995; p.7)

The features that are especially noteworthy concerning the summary of table 1 are as follows:

First, adults seem to prefer a learning structure that emphasizes flexibility of time and pacing, heterogeneity of group membership, individualization, and interaction with the instructor. Second, the learning climate is crucial to adults. They want to learn from each other and do better in a climate of trust, in which differing views are welcomed. They hold very clear expectations that they hope the instructor will take into account. They want the opportunity to process their experience and value practical learning and increase their autonomy. Finally they value problem solving, cooperative learning, and active participation as learning processes.

The implications of this are that any professional development planner should be aware that immediacy and relevance are key components of adult learning theory. Adults need to know a reason for learning something; they need to learn experientially; they must approach learning as a problem solving; and they learn best when the topic is of immediate relevance (Cross, 1981; Knowles, 1984; and Lambert, 1984).

Knowing how teachers learn can help authorities in fostering continuing growth. However, some studies show that this is not sufficient. Fox (1996) adds that understanding teacher development is also emphasizing their cognitive development, their level of motivation, and their stage of career development.

2.1.2. Understanding teachers' cognitive development

Fox (1996), in her book *Quality Teaching through Professional Development*, elaborates more on “teacher’s cognitive development” and defines it as “the extent to which

the teacher can reason conceptually”. Experts studying teachers’ cognitive development have usually identified two important levels of abstract thinking:

- ✓ Low: teachers at a low level think more concretely, differentiate fewer concepts, and tend to see problem simplistically
- ✓ High: teachers at a high level can reason abstractly, see connections between diverse elements, and enjoy complexity.

Schön (1987) using the conceptual level has concluded the following about teachers at a high level (as contrasted with those at low level):

- ✓ they are more adaptable and flexible in teaching styles,
- ✓ they are more empathetic,
- ✓ they provide more varied learning environments,
- ✓ they are more tolerant of stress,
- ✓ they are more effective with students of diverse backgrounds, and
- ✓ they prefer to learn through a discovery model.

2.1.3. Understanding teachers’ level of motivation

Many people think that teachers are motivated by higher salaries; Glatthorn (1996), in his study, presents a quite different picture. According to him, the factors that are likely to result in a higher level of motivation to teach are presented as follows:

A supportive environment for quality teaching: The school as a work environment can either foster teacher motivation or exercise a negative influence on it. Some of the key components of a supportive environment are: facilitating working conditions, good professional relationships, appropriate structures, effective services, learning centered leadership...

Meaningful work: The work of teaching is perceived as meaningful. The teacher perceives the work as challenging, with sufficient variety. The teacher believes that he or she is making a difference in students' lives and is convinced that teaching is fulfilling and meaningful.

Belief system: The teacher believes in his or her sense of efficacy and is convinced that teaching actions will achieve the intended results. The teacher also believes that all students can learn, even though some can master some subjects better than others. Teachers who believe in their sense of efficacy and in students' potential go to school eager to teach.

Goals: The teacher's goals are shared by peer, they are specific, and they are attainable but challenging. Teachers who have clear goals and who see progress toward attaining those goals are more motivated than those who lack such support.

Rewards: Highly motivated teachers place more emphasis on such intrinsic rewards as a sense of competence and a feeling of accomplishment; students' learning is perceived as a meaningful reward. Such teachers ask only for salary that reflects their importance to the society; they are not motivated by merit pay.

Feedback: The teacher receives several kinds of feedback that indicate clearly that students are learning; the satisfaction that comes from seeing results is one of the strongest motivators. Teachers are also motivated by earned and timely praise from colleagues, supervisors, administrators, and students. Such feedback has high motivational potentials

Autonomy and power: Teachers are more motivated when they have a large measure of control over the critical aspects of their work. Their belief that they have the power to make a difference leads them to take decision and accept responsibility of their actions. Autonomy is especially important for experienced teachers; some novices are intimidated by the power they have. (p.19)

2.1.4. Understanding Teachers' career development

Several researchers have investigated the pattern of growth and stagnation that emerge as teachers remain in the profession. One useful synthesis of the theory and research on career development results in five stages, demarcated by years of teaching experience (Huberman 1989; p.11).

Career entry, from the first to the third year, is a time of both survival and discovery. The survival theme is one of the most often sounded in studies of beginning teachers. At the same, time many report a sense of discovery, as they work with their own students and become part of a collegial group. Most teachers at this stage of development prefer to receive assistance from experienced teachers who provide direct on-site technical assistance.

Teachers with 4 to 6 years of experience: these teachers seem to move into a stabilization period, when tenure is granted, a definite commitment to the career of teaching is made and a sense of instructional mastery is achieved. They are interested in trying new approaches and developing more complex understanding of their students. Research suggests that they prefer to get assistance from experienced colleagues and need some technical help from supervisors.

Those with 7 to 18 years of experience: they seem to diverge. The best teachers report this period as one of experimentation and activism, when they try new approaches, develop their own courses, and confront institutional barriers. Some researchers report this period as one of self-doubt and reassessment, when disenchantment with the system leads many to consider changing profession. This group seems to prefer nondirective, problem-solving supervision that helps them solve their own instructional problems, and they often turn to external sources (such as conferences and workshops) for assistance.

Teachers in the period of 19 to 30 years of experience: For many, it is a time of relaxed self-acceptance

and serenity, accompanied by a developing awareness of greater relational distance from their students. This period is one of conservatism. Teachers seem to complain a great deal, criticizing their supervisors, their colleagues, and their students. Teachers under this group are interested in self-directed approaches to professional development and want the opportunities to design their own development programs.

The final group is the **teachers between 31 and 40 years** of teaching experience: this is a stage of disengagement, a gradual withdrawal as the end of the career looms. For some it is a time of serenity; for others, a time of bitterness. The withdrawal seems to move their minds away from professional growth and towards retirement.

Glatthorn et al (1995) in their book make a synthesis of teacher career development in a chart, categorizing four major types of teachers (p.13).

Type/ factor	Career stage	Cognitive level	Competence level	Motivation level
Novices	Career entry	Mixed	Working on basic skills	Generally high
Marginal	Stabilization/reassessment	Generally	Marginal	Stabilization/reassessment
Passive	Reassessment, conservatism	Mixed	Mixed; most have mastered basic skills	Very low
Productive	Experimentation, self-acceptance	High	Intermediate or advanced	High

Table2: A synthesis of teacher career development. (Glatthorn et al., (1995); p.13)

An explicit account of what is above is that novice teachers are those at the first stage of career development usually high in motivation and low in expertise, functioning at the basic level. Marginal teachers are those at the second and

third stages, low in motivation and still struggling to master several of the fundamental skills of teaching. Passive teachers are those who have lost their motivation to teach, they are passive in their attitudes towards school improvement, in their approach to teaching, and in the kind of learning they provide. The passive group includes teachers at advanced level of career evolution, who have mastered the basic skills, but who have lost their motivation to teach and are not interested in moving to a higher of skill development. Finally, productive teachers are those who are competent and continue to grow; the group includes teachers at the intermediate level of skill development and expert teachers functioning at an advanced level. They are high in both motivation and competence.

In my view, all the aforementioned theories are worth knowing and are somehow useful to educational authorities and teachers themselves. I want to think that those theories should not be rigid since adults vary a great deal in how they learn. The stages developed by Huberman (1989) and Glatthorn and Fox (1995) are only very tentative categories for describing teachers in general. However, these theories have some implications; educational authorities could ensure that certain approaches and supports are provided for all teachers when designing development programs for teachers to promote quality teaching. Educational authorities could apply the research to adult learning, keeping in mind that they are working with adults, not young learners. During trainings, they could make a tentative determination of the skill level of each teacher, in that such information would be important in deciding how to individualize trainings. Furthermore, the above analyses allow teachers to know themselves and accordingly struggle for improvement. This self-discovery can also be facilitated by making it possible for teachers to assume new roles (such as academic supervisors, professional development leaders) as long as there is a continuous guided reflection and ongoing support.

There is a connection between the aforementioned theories and learning activities. Learning activities can bring together teachers who have similar experiences and interests. Appel (1995) describes the necessary connection between experience and learning activities. He states “training must take into account teachers’ experience and degree of motivation.... Experience challenges our beliefs..... And categorization should be made during any training”. (p.66)

Teachers who want to be successful may use several professional development activities in the course of their career. Darling-Hammond (1999) notes that successful teachers are those who are able to use a wide range of teaching strategies and interaction styles. Learning activities can take many forms. Some activities are individual while others are collective.

2.2. Teacher development activities

2.2.1. Individual techniques

2.2.1.1. Attending conferences, workshops, and seminars

No one can doubt the benefits of conferences and seminars in general. The worldwise Bacon sums the merits of conferences in these words “*conference makes a man ready-witted*”. Conference and seminar plans are particularly suited to professionals who need incentives to renew their commitment to their careers. They can help teachers make more sense while helping them feel that they too can contribute to the development of the school and profession. They are also powerful tools for novices, as they provide a safe structure for exploring ideas and techniques while also supporting self-reflecting and assessment. Most conference programs offer an overwhelming variety of presentations, many of which are offered concurrently. Teachers can capitalize on the events they attend in multitude of ways: They can develop action plans, implement a new teaching procedure they learn about, write a journal article, or contribute to reflections to the schools development program.

The purpose of a workshop is to provide teachers with the opportunity to learn more about a specific area or skill related to teaching. It is designed to give participants a chance to try practical applications about the topic being presented and to consider how they could adapt it in their classrooms (Farrell 2005; p.120).

Farrell (2005) adds that usually, but not always, attendance may result in enhanced learning. Sometimes most of these events are overcrowded, and participants can find it difficult to focus on personal development goals while running from one session to another. Conference or seminar or workshops plan can be helpful. As soon as a teacher knows that s/he will be attending a presentation, s/he takes time to review the program and conducts an internet or library research on the topics to be presented. After researching topics, participants should consider the pros and cons of each event. Next, the teacher should determine what s/he hopes to gain from the event, either on his or her own or with assistance from colleagues.

2.2.1.2. Professional development through writing

DiàzMaggioli (2004), distinguishes three different forms of professional writings: Field notes, Dialogue journals, and Portfolios.

2.2.1.2.1. Field notes:

According to Umphrey (2001), field notes help teachers to improve, recall by making them concentrate on things they might not otherwise notice. He elaborates:

Documenting experiences of both inner and outer worlds is a basic step of all the arts and sciences, the raw material of human progress. Converting experience to symbolic representation is the basis of all the disciplines. Though one reason for making field notes is to prepare you to create more finished products later, the notes themselves can become important historical documents. (p.99)

Reflections occur when teachers expand on their notes by trying to explain the events observed. Below is a sample of a field note.

Date:		Time:		Class:
Summary of the event				
The event	Explanations and Elaborations	Feeling about the event	Thought about the event	Lingering questions
Conclusion				

Table: 3 Field notes (DiàzMaggioli, 2004; p. 99)

2.2.1.2.2. Dialogue Journals

Dialogue journals are conversations in writing. Teachers may choose to keep dialogue journals when they cannot meet with colleagues in person but wish to assist in each others' development by writing and responding to one another. Journal entries usually consist of either reactions to or reflections on events, people, or ideas related to practice. Reactive entries are cathartic, consisting of the teachers feelings; reflective entries are evaluative, consisting of assessments or observations. Both types should be subjective, conveying the teachers' opinions or predictions; as such, they provide a safe haven for highly critical discourse between peers.

Dialogue journals are used extensively in ESL/EFL courses as a way to foster language and literacy development. They are powerful professional learning tools based on the idea that writing promotes learning by allowing teachers to explore areas of personal and professional interest together. Journal entries give teachers the power to wonder aloud and connect with the opinions of colleagues, thus clarifying and reflecting on their own perceptions (Sweeney, 1995; p.28).

Dialogue journals are more personal than field notes. Journal writing allows professionals to distance themselves from events, giving them time to reflect on their situation.

Dialogue journals also help teachers take a more scholastic approach to their profession.

Date	Writer
Reader	
Topic	
Writer's comments	Reader's comments

Table 4 : A sample Dialogue journal pages (sweeney 1995 ; p28)

2.2.1.2.3. Portfolios

Professional portfolios have been used systematically by educators over the past twenty years to provide evidence of professional growth; because they are process-oriented, they help teachers remain continuously aware of their development. As Wilcox and Tomei (1999) put it:

Creating portfolios requires systemic self-assessment and allows teachers to experience the power of their own reflective thinking-thinking which can, and often does, result in new and better ways of teaching. Research shows that responding to reading in writing, sharing ideas, reflecting on the various ways of knowing are processes that indeed enhance learning and improve thinking. Practicing thinking strategies, as easy as thinking about your thinking process, enable a good thinker to become a better thinker. (p.11)

Knapper and Wright (2001) note the many possible nonevaluative uses of portfolios:

In addition to their use tenure, promotion, and annual performance reviews, portfolios have been employed in preparation of teaching award files, as post facto means of articulating an approach to teaching by award winners, as an exemplary document by senior faculty, as a legacy document by retiring departmental files by graduate teaching assistants, as part of documentation submitted for a job search, and as a source of evidence of the accreditation of teaching competence.(p.25)

2.2.1.2.4. Reflective teaching

Farrell (2010) in one of her articles on professional development shows that teachers can learn a great deal through

reflection. Many researchers like her believe that teachers can learn about the reasons behind their teaching philosophies and practices by examining their experiences and asking and answering questions about them. A reflective practice is a fundamental part of continuing professional development. It provides opportunities to analyze and ask questions about the objectives as well as to examine how to plan and what a teacher teaches. Farrell (2010) citing Zentner (1989) identifies the following characteristics of a teacher who engages in a reflective practice:

- ✓ The teacher is able to identify, analyze, and attempt to solve problems that occur in the classrooms;
- ✓ The teacher is conscious of and questions his or her beliefs about language teaching
- ✓ The teacher is cognizant of the institutional and cultural contexts in which he or she teaches
- ✓ The teacher is responsible for his or her own professional development.

I now take a look at some activities and techniques that teachers can try in group of colleagues and teaching communities.

2.2.2. Collaborative techniques

2.2.2.1. Establishing learning communities

Casanave and Schecter (1997) show that current work conditions make it almost impossible for people to successfully complete professional tasks on their own. Drennon and Foucar-Szocki (1996) further explain “practitioners working with a group of colleagues have the benefit of immediate feedback on their ideas from peers. Learning is enriched as group members draw on the skills and perspectives each brings.” (p.72). Cooperative work deserves special attention in schools for it is too easy for schools to become isolationist, with teachers working in the solitude of their classrooms and failing to interact with their peers in addressing students learning.

2.2.2.2. Mentoring

“A mentor is merely a more seasoned pupil, further along the journey. A mentee holds within himself the seeds of a future mentor”(Carter, 2008; p.247). Teachers often confuse mentoring with tutoring. But they are two different processes. Tutors work according to an agenda of pre-specified goals, transmitting their knowledge to the learner in a top- down fashion, as a teacher would to a student. Mentoring, on the other hand, is a process of mutual growth, during which a mentor and mentee engage in cycles of active learning that result in enhancement of practice and empowerment of those involved. Fletcher (2000) at his level defines mentoring as *“the potential of a one-to-one professional relationship that can simultaneously empower and enhance practice....Mentoring should unblock the ways to change by building self-esteem, self-confidence and a readiness to act as well as to engage in constructive interpersonal relationship”* (p.87).

Carruthers (1993) notes that there is evidence that formally arranged mentoring programs do very much better than any other.... Mentors are influential people who significantly help to reach major life goals. However, because a mentor as well as mentee must scrutinize and reflect on one another's attitude, beliefs, and behaviour while simultaneously building trust and respect, the process can be difficult for many (p. 85). According to Tomlinson (1998), “the basic functions of mentoring are to actively assist mentees with: a) Acquisition of awareness and strategies relevant to teaching, b) Engagement in teaching activity which deploys such strategies and awareness, c) Monitoring of these teaching activities and their effects, d) Adapting strategy and awareness in the light of reflection on such feedback , e) Motivation and the harnessing of their personal strengths through appropriate interpersonal strategies and awareness” (p.20). Fletcher (2000) identifies five stages, based

on Furlong and Maynard (1999)’s characterization of the stages novice teachers go through during mentoring:

The table below shows the relationship between the stages of mentee development, the learning that occurs at each stage, and the mentoring model appropriate to each.

Mentoring stage	Type of learning	Appropriate Model
1-Idealism	“ Learningtosee ”	Craftmodel
2-Survival		
3-Coping	“Learningtodo”	Competencymodel
4-Hitting the Plateau		
5-Moving on	“Learningtobe”	Reflective model

Table 5: Mentoring stages and models (Diàz, 1995; p.39)

2.2.2.3. Peer Coaching

Another type of professional development activity is peer coaching. Many researchers have tried to elaborate more on its definition. According to Galbraith and Anstrom, Peer coaching is defined as

A professional development method that has shown to increase collegiality and improve teaching. It is a confidential process through which teachers share their expertise and provide one another with feedback, support, and assistance for the purpose of refining present skills, learning new skills, and/or solving classroom related problems. Peer coaching also refers to in class training by a supportive peer who helps the teachers the teacher apply skills learned in a workshop. Coached teachers experience significant positive changes in their behaviors, when provided with an appropriate program that ensure accountability, support, companionship, and specific feedback over an extended period of time. (Diàz, 1995; p. 7)

Beverly Showers (1982) shows in his work that originally, peer coaching was intended as a follow-up to traditional training, and had three distinct stages: a) A clinical assessment of a teacher’s skill and readiness level; b) Training in a specific method that the teacher should apply in classes, and c) Classroom observations to confirm that the teacher is integrating the model in his or her lessons (p. 112). *“Peer coaching is not the same thing as peer mentoring in that the participating teachers see themselves as equal. Together, they select they area of teaching to focus on. Peer coaching is a vital meansof collegiality”* (Diàz, 1995; p. 56)

2.2.2.4. Critical Development teams

Critical development teams are small groups, usually of ten or fewer teachers, that convene regularly to explore teaching and learning issues. Birchak (1998) describes teachers' involvement in such group as follows:

We saw the study group as a place where we could negotiate a shared agenda instead of having someone else's agenda imposed on us. We know that our focus was on recognizing collaborative dialogues as a way of thinking through our issues and concerns, rather than relying on outside experts. For us, the study group signaled that we were the experts and best communicators of our professional growth. (p.13)

Sergiovanni et al. (2002) explain how a variation of critical development teams, known as lesson study, is carried out in Japan:

In lesson study, groups of teachers meet regularly over a period of several times to design a new, or redesign an existing lesson. This lesson is then implemented in view of colleagues, who offer "critical friends" feedback. This critique and the suggestions that accompany it are directed to the lesson itself rather than the teacher. Thus, if things do not go well, it is assumed that everyone must work harder to refine or perhaps redefine the lesson, not the person. (p.252)

Small study groups can enhance performance by allowing teachers the chance to plan common or connected units, research innovative instructional strategies, and propose suggestions for improved practice. According to Murthy, there should be no more than six members to a team, and groups should meet on a regular basis. (in Diàz , 1995)

2.2.2.5. Forming or joining local and national teachers' association

Joining a teaching association is another way to develop professionally. It helps to make connections with colleagues nationally or internationally. A teaching association helps to share ideas and experiences with other teachers. Professional development activities take various forms and aim at empowering teachers, in other words, they give the opportunity and the confidence to teachers to act upon ideas as well as to influence the way teachers perform in their profession.

The following chart gives the summary of professional development activities developed for different teaching stages.

Stage		With other teachers	Finding resource	Professional development activities
1	Starting	-Join the teaching Englishcommunity	-Use articles	-Keep a journal reflecting on one's experience as one trains
2	Newly qualified	-Use every opportunity to observe and talk to experienced teachers of English	-Use online research	-Start one's own development portfolio to help identify one's needs
3	Developing	-Attend conferences for English Teachers	-Use the lessons plans on the try section of teaching English	creating to meet one's own teaching materials
4	Proficient	-Mentor less-experienced teachers	Subscribe to a newsletter	Use articles to continue one's teaching
5	Advanced	-Help run an event for teachers	-Subscribe to a professional journal	Carry out some classroom research
6	Specialist	-Lead an association	-Publish learning and	-Run a project

Table 6: professional development activities (Diàz, 2004; p.158)

2.3. Professional development abroad and in Benin: a comparative study

This section is the examination of professional development policies in high-achieving nations in the world to create a system to evaluate and to compare the status of professional development in Benin against international benchmarks.

Effective professional learning is commonly available in many industrial countries, including those that have been recognized as high achieving on important international measures such as Program for International Students' Assessment (PISA). Industrial Nations provide teachers significantly more professional learning. Teachers in these nations are more likely to visit classrooms of teachers in other schools, collaborate frequently on issues of instruction, and participate in collaborative research.

My review of the research literature and data on professional development in high achieving countries reveal that teachers in those nations tend to enjoy at least four advantages.

2.3.1-Ample time for professional learning is structured into teachers' work lives

One of the key structural supports for teachers engaging in professional learning is the allocation of time in the work day and week to participate in such activities. Darling- Hammond et al (2009) point out that in most European and Asian countries, instruction takes up less than half of the teacher working time. The rest, -generally about 15 to 20 hours per week- is spent on tasks related to teaching such as: preparing papers, meeting with students and parents, and working with colleagues. Most planning is done in collegial way and setting. Countries like Finland, Denmark, Hungary, Italy, Norway, and Switzerland dedicate time for regular collaboration among teachers on issues of instruction. As

they show in the report, teachers in Finnish school meet one afternoon each week to jointly plan and develop curriculum, and schools within the same municipality are encouraged to work together and share materials. More than 85% of schools in Belgium, Denmark, Norway, and Ireland provide time for professional development and this is built in teachers' schedules. Their learning activities can be ongoing and sustained and can focus on a particular issue or problem over time.

Casteel et al (2010) mentions that similar practices are common in Japan, Singapore, and other Asian Nations, as well. In South Korea, for example, only 35 percent of the teacher working time is spent on classroom instruction. There and in other nearby countries, teachers devote non- class time to collaborative planning, lesson study, peer observation, and action research.

2.3.2-Beginning teachers receive extensive mentoring and induction supports

Induction program are mandatory in many countries and they tend to emphasize the building of strong professional relationship and beginning and veteran teachers, as well as the development of teaching practices. In China, both new and experienced teachers participate in extensive peer observation, lesson preparation, and teaching research group. In France, beginning teachers participate in teacher institute and are grouped into a community of same subject teachers. In Switzerland, beginning teachers are put in practice groups of about six teachers from across different schools and together they participate in peer observation of more experience colleagues and self/peer evaluation within the practice group.

The New Zealand Ministry of Education keeps 20 percent for new teachers and 10 percent release time for second year teachers and requires schools to have a locally developed program to develop new teachers' abilities. Most of the release

time is used to give new teachers time for coaching to meet with the mentors who observe them and to engage in professional development; it also supports extra time to develop lesson plans.

Mentor teachers and coaches play a key part in launching new teachers into the profession, and some countries including England, France, and Israel) require a formal training for mentor teachers. In Singapore, master teachers are appointed to lead coaching and development of the teachers in each school. Norwegian principals assign an experienced, highly qualified mentor to each new teacher and the teacher education institution then trains the mentor and takes part in in-school guidance. In some Swiss states, the new teacher in each district meets in reflective practice groups twice a month with an experienced teacher who is trained to facilitate their discussions of common problems for new teachers.

2.3.3- Teachers are widely encouraged to participate in school decision making

In most of the countries studied through my literature, teachers are actively involved in curriculum and assessment development often in response to national or states standards, and guide much of professional development they experience. In Western Europe, nations such as Finland, Sweden, and Switzerland have decentralized most classroom decisions making to professionally well-formed schools and teachers. Highly documented curriculum documents and external tests were replaced in the 1970s and 1980s by much more leaner standards outlining broad goal statements designed to guide teachers' development of curriculum and instruction. Teachers in these and many nations are responsible for developing syllabi, selecting textbooks, developing curriculum and assessment, deciding on courses offering, and budget issues, planning and scheduling professional developments, and more. They typically developed key school-based assessment to evaluate students' learning as part of the overall assessment

system. In place of professional development dictated by national boards of education, the content of professional learning is determined according to local needs and it is often embedded in the work of “teachers units” which are empowered to make decisions around curriculum and assessment. (Chisman, 2007; p.37)

In Sweden, the decentralizing of in-service training led to a shift in the focus of the development work in each school. Teachers are required to participate in teachers’ teams, which meet during regular hours to discuss and make decisions on common matters in their work including the planning of lessons, the welfare of students. Such action research to solve pedagogical problems is also encouraged in Hong Kong, New Zealand, Switzerland, and Singapore. The Netherlands and Sweden require at least 100 hours of professional development per year, in addition to regularly scheduled time for common planning and other teachers’ collaboration. (Chisman, 2007; p.39)

2.3.4- Governments provide significant levels of support for additional professional development

Beyond the structure of the day’s work that accommodates daily professional collaborations, many high-achieving nations dedicate significant resources to professional development often drawing on expertise beyond the school. Some countries have established national requirements for professional development. For example, the Singapore’s investment in teacher professional learning is one prominent illustration. Among its many investments in teacher development learning is the teacher network, established in 1998 as part of Prime Minister GohChok Tong’s new vision, “Thinking school, learning nation.” This vision aims to produce lifelong learners by making schools learning environments for everyone from teachers to policymakers and having knowledge spiral up and down the system. The network mission serves as a catalyst and support for teacher- initiated

development through sharing, collaboration, and reflection. It has six main inter-related components.1- learning circle; 2- teachers' led workshops; 3- conferences; 4- well-being program; 5- a web site; 6- publications.

In Sweden for instance, 104 hours or fifteen days a year (approximately 6 percent of teachers' total working hours) are allotted for teachers' in service training. And in 2007, the national government appropriated a large grant to establish a teachers' training in service program called "lifting the teachers", which pays the tuition for one university course for all compulsory school teachers. Further, the grant supports 80 percent of teachers' salaries if they agree to work 20 percent schedule in their schools while enrolled full time in a post graduate program. (Chisman, 2007; p.37)

After their fourth year in teaching, South Korean teachers must take 90 hours of professional development program courses every three years. Also, after three years of the job, teachers are eligible to enroll in a government-approved five weeks (180-hours) to obtain an advanced certificate, which provides an increase in salary and eligibility for promotion.

In Singapore, the government pays for 100 hours for professional development each year for all teachers. That is in addition to the 20 hours a week they have to work with other teachers and visit each other's classroom to study teaching. (Darling-Hammond 2009; p.1819).

The practices described in this section are among the many factors contributing to the differences across countries, and it would be impossible to prove that these practices deserve singular credits for high levels of students' achievement in these nations. However, these experiences underscore the importance of on-the-job-learning with colleagues as well as sustained learning from experts in content and pedagogy. The diversity of approaches indicates that schools can shape professional learning to best fit their circumstances and teacher and student learning.

2.4. Professional Development and Academic performance

2.4.1. Determinants of student performance

Determinants of students' performance have been subject of an ongoing debate among educators, academics and policymakers and suggest that sustained and intensive professional learning for teachers is related to students' achievement gains. An analysis of well-designed experimental studies (Darling-Hammond et al 2009) found that a set of programs which offered substantial contact hours of professional development (ranging from thirty to one hundred hours in total) spread over six twelve months showed a positive and significant effect on students' achievement gains. According to his study these intensive professional development efforts that offered an average of forty-nine hours in a year boosted students' achievement by approximately 21 percentile points. Other efforts that involved a limited amount of professional development (ranging from five to fourteen hours in total) showed no statistically significant effect on students learning. (Darling-Hammond et al 2009)

Indeed, the duration of professional development appears to be associated with stronger impacts on teachers and students learning. However, there is no mention of work applicability. In part, perhaps, because such sustained efforts typically include applications to practices. Bailey (2010) suggests that professional development is most effective when it addresses the concrete, every day challenges involved in teaching and learning specific academic matters, rather than focusing on abstract educational principles or teaching methods taken out of context.

Chapion (2002) thinks that professional development tends to be more effective when it is an integral part of larger school reform, rather than when activities are isolated, having a little to do with other initiatives and changes underway at school. If teachers' sense is a disconnection between what they are urged to do in a professional development activity and what

they are required to do according to school curriculum guidelines, that is, they cannot easily implement the strategies they learn and the new practices are not supported and reinforced, then, the professional development tends to have little impact.

Equally important is the professional development that leads teachers to define precisely which concepts and skills they want students to learn, and to identify the content that is most likely to give students troubles or that has been found to improve students practice and outcomes. At this end, it is very useful for teachers to put in the position of studying the very material that they intend to teach to their own students. (Darling-Hammond et al.2009)

As researchers have shown over the past decades, when schools are strategic in creating time and productive working relationships among teachers school-wide, the benefit can include greater consistency in instruction, more willingness to share practices and to try new ways of teaching, and more success in solving problems of practice. (Steward, 2003; Showers et al.,1987).

A comprehensive five year study of 1,500 schools undergoing major reforms found that in schools where teachers form active professional learning communities, students absenteeism and dropout rates were reduced and achievement increased significantly in math, science, history, and reading. Furthermore, particular aspects of teachers' professional communities- a shared sense of intellectual and a sense of collective responsibility for students' learning- were associated with a narrowing achievement gaps. (Darling-Hammond et al 2009)

A study has identified specific ways in which professional community-building can deepen teachers' knowledge, build their skills, and improve instruction. The simplest way to break professional isolation is for teachers to observe each other's teaching and to provide constructive feedbacks (Bailey, 2010, p. 20). In an evaluation of 12 schools

implementing Critical Friends Group- a peer observation system developed by the National Reform Faculty in the United States, a set of protocols are used to guide teachers in their observations and responses-researchers found that teachers' instruction became more students-centered, with a focus ensuring that students gained mastery of the subject as opposed to merely covering the material. In survey responses, teachers in these schools also reported having more opportunities to learn and a greater desire to continuously develop more effective practices than teachers who did not participate. (Bailey, 2010) Allen (2010) also suggests that teachers can also use videotapes of teaching to make aspects of their practice public or open to peer critique, learn new practices and pedagogical strategies, and analyze aspects of teaching practice that may be difficult to capture otherwise.

Recent research on teachers undertaking certification by the National Board For professional teaching standards in the US which involved them in producing and analyzing their own classroom videotapes in relation to professional standards, and often discussing them with colleagues-have found that the experience can lead teachers to change how they teach, increase their knowledge of various approaches, and enable them to engage in more effective teaching practices in the classroom. (Bailey, 2010)

While efforts to strengthen teachers' professional relationships can take many forms, a number of researchers have identified specific conditions necessary for their success. They have found that teachers form more stable and productive professional communities in smaller schools. (Allen, 2010, p.44)

From many directions, the implications are clear. Teacher's effectiveness is a strong determinant of differences in students learning, outweighing other factors. Effective professional development must engage the hearts and heads of teachers in order to keep them engaged in active learning and thereby help students to be achievers.

In this literature review, I have explored and discussed the different literature and studies on professional development and student's academic achievement. Then I have tried to present some Key concepts such as teacher education, teacher training, teacher development which are very important in the understanding of this work. In addition, I have presented an account of a few analyses of some literary works carried out both by scholars and graduate students on professional development and student's academic performance. Clearly, several studies have already been carried out in the field and these studies mean a lot for teachers own growth and development. The most striking about all these studies is the constructive conversation as a tool for the social construction of new approaches to teaching and learning.

I am not going to reinvent the wheel. However, since we are still alive, many more proposals could still be added to enrich the review of this literature. The exceptionality of this study is to provide some alternatives in African developing countries, more specifically in Benin Republic, where English is taught as a foreign language.

I first of all, collected and analyzed data, then, investigated how an original solution can be used to make teacher development more effective so as to enhance students' achievement in real life as well as during examinations.

CHAPTER THREE: THEORETICAL FRAMEWORK AND RESEARCH METHODOLOGY

3.0. Introduction

This chapter is the engine of the whole work. Divided into two important subsections (Theoretical framework and research methodology), it provides my working definition and detailed information about the research methods selected, the rationale for my choice of such methods, the data collection instruments and procedure, the participants and the sampling procedure, the data analysis procedure, and the rationale for each rubric.

Sub section one discusses what is meant by teacher development and academic performance from the perspective of Teaching English as a Foreign Language (TEFL) from the point of view of developmental interrelationships between academic performance and teacher development. The section is proposed only in relation of TESL/TEFL and is not necessarily appropriate or applicable to other contexts or issues. The sub section falls into two parts: the first part is essentially based on expanded definition of Teacher development with an emphasis on its meaning, principles, and characteristics; the second part elaborates more on academic performance as seen by TEFL experts.

Through sub section two, I set out to determine whether current policies and practices are aligned with what research indicates as effective professional development practices by using some research instruments. This section accounts for the different steps taken in the course of this investigation from the beginning to the end.

3. 1. Theoretical Framework

3.1.1. Teacher Development: Concepts clarification

Among those professional things that distinguish professionally- satisfied teachers from dissatisfied ones are access to professional activities. In the field of Teaching English as a Foreign Language, four terms are commonly used

to refer to these activities. These are Teacher training, Teacher education, Teacher-learning, and Teacher Development. There seem to be several misconceptions around these terms. First, they are often presented as dichotomous and mutually exclusive, which is actually not the case. In this first part I intend to shed more light on the basic concepts I am going to come across along this work. And so, this will afford me to have a bird-view of the whole research work.

3.1.1.1. Teacher Training

Teacher training is the field of study which deals with the preparation and professional development of teachers. It refers to formal professional activities; these activities deal with basic skills and techniques; typically for novice teachers in a pre-service education program. These skills include such dimensions as teaching, preparing lesson plans, classroom management, teaching the four skills, techniques for presenting and practising new language items, correcting errors, etc (Richards et al., 1999). Freeman (1989) in clarifying the concept, states that in teacher training the content is generally defined externally and transmitted to the teacher-learner through various processes. Outcomes are assessed on external, often behavioural evidence that the learner has mastered the content. The content may be presented through conventional processes-such as lectures, readings and the like. So, Teacher training is a professional preparation of teachers, usually through formal course work and practice teaching.

3.1.1.2. Teacher Education

The term teacher education refers to the sum of experiences and activities through which individuals learn to be teachers. Teacher education is also referred to as teacher training, is the field of study which deals with the preparation and professional development of teachers. (Richards et al., 1999)

3.1.1.3. Teacher-Learning

Learning, by definition, is a comprehensive growth; a continuing development in knowledge, skills, and attitudes (Glatthorn and Fox, 1995; p.13). The concept of ‘teacher as learner’ is explored more deeply by educators. At the core of this concept is the idea that many reforms undertaken in the name of greater student learning also apply to the ongoing learning of teachers.

The teacher-learner is by definition the teacher who has mastered the basic skills of teaching and is moving forward in his or her development of intermediate and advanced skills. The teacher- learner is always learning; learning from students, from his/her own trials and errors, from peers and colleagues, from supervisors and from academic information in his/her field. The teacher-learner-whether s/he is new to the profession or experienced, whether in pre- or in-service contexts- is someone who is always in the process of learning (Kennedy, 1991). At the core of the concept of “teacher as learner” is the idea that many reforms undertaken in the name of greater student learning also apply to the ongoing learning of teachers.

3.1.1.4. Teacher Development

Teacher development looks beyond initial training and deals with the on-going professional development of teachers, particularly in in-service education programs. This includes a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher and the examination of the teacher’s approach to teaching (Richards 1990). The activities undertaken by experienced teachers, primarily on voluntary, individual basis, are referred to as teacher development. Teacher Development content generally stems from the teacher-learners who generate it from their experience. Thus, the processes engage teacher-learners in some of sense-making or construction of understandings out of what they already know and can do.

For many in-service teachers, teacher development means “A few days each year” for training. In the collective imagination the term teacher development conjures only images of coffee-breaks, consultants in elegant outfits, and schools barren of kids (Diàz2004)

Diàz (2004) defines teacher development as “a career-long process in which educators fine-tunes their teaching to meet student’s needs” (p. 5).

According to the general opinion, teacher development refers to processes and practices that improve job-related knowledge, skills and attitude of schools employees. These skills, knowledge and attitude assure the intellectual, physical, emotional, and social development and well-being of each student within the school, regardless of their linguistic, cultural, economic, or national background (Casteel and Ballantyne, 2006; p.32). Banker et al.,(1997) define a true teaching professional as “ *a teacher who is engaged with a career path that encourages, fosters and rewards constant professionals growth that reflect directly and positively back on classroom practices.*”(p.63)

The participants in a session led by Fullan (2002) at the 2002 National Association of Secondary School Principals Annual Convention in the United States brainstormed a list of words related to an effective teacher development: *Timely, relevant, pertinent, meaningful, practical, active, hands-on, choice, buy in, accountability, application, classroom, cost effective, collaborative, and follow- through.*

The teachers in the Coastal Area writing Project’s Summer Institute in 2000 in the United States also generated a list of qualities of effective Teacher development, based on the experience they just completed: An inviting learning environment, learner-centered work and learner choice; immersion in learning, large blocks of time to read, write; talk and to do research; receiving peer and teachers’ response; learning specific strategies, having reflection time; the valuing of community and process.(Peery,2004;p.8)

The teachers also brainstormed a list of what they hated about a bad professional development:

To rush to cover prescribed material, no response time or time to talk with peers and instructor; 'canned' content; lack of respect for students input; a hostile, sterile learning environment; teacher-centered learning; lack of choice and no individualization; no talking and collaboration among students. (Peery, 2004; p.3)

The Association for Science and Education (ASE), in the United Kingdom drew up a framework for continuing Teacher Development which classifies seven areas for development which list as follows:

1. Subject knowledge and understanding.
2. Pedagogical content knowledge
3. Development of teaching and assessment skills
4. Understanding teaching and learning
5. The wider curriculum and other changes affecting teaching
6. Management skills: managing people
7. Management skills: managing yourself and your professional development. (ASE, 2000; p 31)

Teacher development is a process of lifelong learning in the teaching profession. It involves any activity that aims at achieving personal and professional growth for teachers. Development activities can range from observing colleagues' classes, reading academic journals and books, and attending conferences, to collaborating with other teachers in classroom research or other professional projects (Brown1994; p.13)

Effective teacher development should be on going, interesting, and meet the need of participating personnel. It must be flexible and supportive; it should be developed with the educational personnel instead for them. When the teacher development is operative, it will for sure have a direct link to students' outcomes. It contributes to effective development in the quality of educational programs or students achievement. It means a comprehensive, sustained, and intensive approach to

improving teachers and principals' effectiveness in raising students' achievement. It helps educators appreciate diversity, create orderly learning environments, hold high expectations and involves families and communities while deepening their own professional knowledge base. Effective teacher Development helps teachers hone their questioning skills, reflect upon their work, and collaborate with their peers (Fullan1991).

In a nutshell, effective teacher development means:

- (a)Process is emphasized over product, and the continuous learning of teachers is valued above all.
- (b)Staff developers honor their audiences by seeking to make them comfortable, honoring their basic physical needs, planning relevant and engaging tasks, and knowing the professionals with whom they work as individuals, not merely as stereotypes, groups, or categories.
- (c)Teachers reflect on their learning as well as their teaching and try to reignite the passion that brought them into the profession.
- (d)Teachers inquire into their own practice and seek to improve.
- (e)Teachers process new information, demonstrate their learning, and collaborate with colleagues in a larger network of competent professionals.
- (f)Supervisors not only observe the end result (improved teaching) but also participate in the process of inquiry, reflection and collegiality. They do this without exerting authority only for authority's sake and without being unnecessarily punitive toward those whom they supervise. Just like the teachers involved, administrators must agree to be imperfect learners, too. Professional Development is not separate from student instruction. It is an extension of learning throughout the school. Success of all students depends upon both the learning of the individual school employees and improvement of the capacity of the school to solve problems and renew itself. (Breen, 2007; p.67)

The table below gives a brief summary of what teacher development is.

Usually generated through experience Determined by/in relation to participants	.Sense making, using articulated experience to construct new understandings	Self-assessed Open-minded Often using self-reported evidence
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Table 7: Synopsis of teacher development; Fullan (2004; p. 36)

Barker et al., (1997) define a true teaching professional as ‘a teacher who is engaged with a career path that encourages, fosters and rewards constant professional growth that reflects directly and positively back on classroom practice’. (P. 11) this engagement depends on the teacher’s professional identity. The way he or she relates to the norms and values of the profession.

Sachs (1999) claims that such a view treats professionalism as

“An exclusive view rather than an inclusive ideal, and is conservative rather than radical’- thus reducing professional development to the mere acquisition of traits that allow teachers to claim membership in the profession. Because teachers learning stems from reflective involvement with other learners, be they students or fellow teachers, it seems to make more sense for a concept of professionalism to ‘reflect cooperative action between teachers and other stakeholders” (Sachs, 1999; p.36).

Sachs (1999) suggests an even more powerful view of teacher professionalism-one that sees it as “negotiated, open, shifting, ambiguous, the result of culturally available meanings and the open-ended –shifting-ambiguous, the result of culturally available meanings and the open-ended power laden enactment of those meanings in everyday situations”(p.21) – and identifies five dimensions:

- 1-Identity as negotiated experiences where we define who we are by the ways we experience ourselves through participation as well as the way we and others reify ourselves,
- 2-Identity as community membership where we define who we are by the familiar and the unfamiliar,
- 3-Identity as learning trajectory where we define who we are by where we have been and where are going,
- 4-Identity as nexus of multi membership where we define who we are by the ways we reconcile our various forms of identity into one identity, and
- 5-Identity as relation between the local and the global where we define who we are by negotiating local ways of belonging to broader constellations and manifesting broader styles and discourses (p.22).

3.1.1.5. Principles of effective Teacher Development

The mission of teacher development is to prepare and support teachers to help all students achieve high standard of learning and development. When Professional development is effective, a number of principles can be identified.

Loucks-Horsley et al. (2010) identify five important principles for a good Teacher. Development: The first is to build on foundation of skills, knowledge, and expertise.

Teacher development must build upon the current foundation of basic skills, knowledge, and areas of expertise of the educational personnel involved. Teacher development will link new knowledge and activities with what the practitioners already know and are able to do, and will extend their thinking. Engage participants as learners. Teacher development should include rich and varied opportunities that engage educational personnel as learners and offer the opportunity to apply new skills and knowledge.

The second is to provide practice, feedback, and follow-up: “Teacher development should offer educational personnel opportunities for (1) practicing the new skills, strategies, and techniques; (2) providing feedback on performance; and (3) continuing follow-up activities.”

The third is to measure changes in teacher knowledge and skills: “Successful and effective teacher development should be manifested by measurable increases in participant knowledge and skills.”

The fourth is to measure changes in student performance: “Professional development should be linked to measurable outcomes in students’ performance, behavior and/or achievement.” (p.7)

Diàz (2004) gives his vision about the principles of Teacher Development and divides these principles into ten points in a table.

Characteristics of Professional Development
Collaborative decision- making
A growth-driven approach
Collaborative construction of programs
Inquiry-based ideas
Tailor –based techniques
Varied and untimely delivery methods
Adequate support systems
Context-specific programs
Proactive assessment
Andragogical(adult-centered) instruction

Table: 8 Characteristics of Professional Development; (Diàz,2004; p.69)

3.1.2. Student performance

3.1.2.1. Difference between Linguistic Competence and Performance

In Chomsky's theory, a linguistic competence is “an unconscious knowledge of languages and is similar in some ways to Ferdinand de Saussure's concept of '*langue*', the organizing principles of a language. What we actually produce as *utterances* is similar to Saussure's '*parole*', and is called linguistic performance.”(Wadsworth 2010; p2) Chomsky divides linguistic theory into two parts: linguistic competence and linguistic performance. The former concerns the tacit knowledge of grammar, the latter the realization of this knowledge in actual performance. Chomsky distinctly relegates linguistic performance to the peripherals of linguistic inquiry. Linguistic performance is the actual use of language in concrete situations and is viewed as 'fairly degenerate in quality'(Chomsky 1965, p.31) because performance is full of errors. Chomsky's linguistic competence corresponds to de Saussure's *langue*, and Chomsky's linguistic performance corresponds to '*parole*'. Chomsky's linguistic competence, however, because it is concerned primarily with the underlying competence, is viewed as superior to de Saussure's *langue*.” (Wadsworth, 2010; p.2)

Competence concerns our abstract knowledge of our language. It is about the judgments' we would make about language if we had sufficient time and memory capacity. In practice, of course, our actual linguistic performance—the sentences that we actually produce—is limited by these factors. Furthermore, the sentences we actually produce often use the simpler grammatical constructions. Our speech is full of false starts, hesitations, speech errors, and corrections. The actual ways in which we produce and understand sentences are also in the domain of performance.(Wadsworth,2010; p.3)

In *Transformational Generative Grammar* (TGG), performance is the person's actual use of language. The difference between linguistic competence and linguistic performance can be seen in the production of long and complex sentences. People may have the competence to produce a very

long sentence but when they actually attempt to use this knowledge("to perform") there are many reasons why they restrict the number of adjectives, adverbs, and clauses in any one sentence. They may run out of breath, or their listeners may get bored or forget what has been said if the sentence is too long.

In second and foreign language learning, a learner's performance in a language may indicate his/ her competence. An approach to the study of a learner's competence in a language, based on the study of a learner's total linguistic performance (what the learner is able to say and do in the language or not just the learner's errors); which necessitates a certain number of conditions which are: Performance assessment: a systematic and direct observation of a student performance or examples of student performances and ranking according to pre-established performance criteria. Students are assessed on the result as well as the process engaged in a complex task or creation of a product.

Performance criterion: **A performance criterion** is a description of the characteristics to be assessed for a given task. Performance criteria may be general, specific, analytical trait, or holistic. They may be expressed as a scoring rubric or scoring guide.

Performance task: **a performance task** is an assessment exercise that is goal directed.

3.1.3. Working definition

In this research work, I consider teacher development beyond initial training. Teacher development for me includes not only pre-service training but also deals with the on-going professional development of teachers, particularly in in-service education programs. This includes teacher experience, teacher qualification, teacher proficiency as well as a focus on teacher self-evaluation, investigation of different dimensions of teaching by the teacher (action research), and examination of

the teacher's approach to teaching. It is also the way schools provide learning opportunities to their teachers and schools organization in terms of students' success. Moreover, teacher development is viewed in this research work as an individual as well as collective endeavour; and it comprises teacher own initiatives to improve his or her teaching and how seriously s/he takes professional development activities such as Professional development meetings in schools and how s/he makes good use of the different training sessions he attends. Furthermore, professional development in this study is linked to measurable outcomes in students' actual production and behaviour. Teacher development equates to the maximization of students learning.

To wrap up, my working definition considers professional development as the development that engages both the hearts and the heads of teachers with dual aims:

- ✓ Maximizing students achievement and
- ✓ Practice -oriented enquiry.

3.2. Research Methodology

The methods and techniques used in the study are:

- ✓ Research methods
- ✓ Research Population and sample.
- ✓ Research instruments and procedure.
- ✓ Validity and reliability of instruments.
- ✓ The contact procedure.
- ✓ Methods of data analysis.

3.2.1. Research method

Both quantitative and qualitative methods are used in this research work because of their distinctive features and their contrasting domains. I used the two research methods because a researcher points out that a single approach to analyzing research issues in any context only yields limited data (Bryman, 2008). The use of this mixed methodology will allow

then for comparison with and contrast of the findings. Quantitative data for this study is collected through questionnaire, structured interview, and candidates' score. The three instruments sought to identify teachers' perception on professional development and schools authorities' perspectives on teachers learning as well as students' performance.

The research also used qualitative data methods. Through this I was able to develop insights into how inspectors develop professional development activities using open questions interview as one of my approaches to gather data. In addition, I observed professional development meetings. The methods, sample and setting are described in more details in this chapter.

3.2.2. The Research Population and Sample

It was be very difficult to visit every field concerned by this study due to constraints in resources, and in the time available. This is why some secondary authorities, teachers of English, EFL learners, and EFL inspectors were sampled to stand for the six regions (Atlantique/Littoral, Zou/Colline, Mono/Couffo, Borgou/Alibori, Ouémé/Plateau, and Atacora/Donga) in the country. The sampled regions under consideration in this research are: Atlantique-Littoral and Borgou-Alibori. It is in these four regions that the following participants have been selected:

- ✓ Teachers of English,
- ✓ School authorities
- ✓ EFL inspectors;
- ✓ English as a Foreign Language learners

The motivation in selecting Atlantic-Littoral is that the two regions are located in the South of the country and so are representative of the South region in Benin Republic. The choice of Borgou-Alibori is connected with the North region of the country.

This sampling takes no account of sex and gender categories. It focuses on teachers and learners irrespective of the aforementioned details.

3.2.3. Atlantic-Littoral and Borgou-Alibori teachers of English

For reliability sake, I have considered teachers of English population of the sampled regions very useful for the study in the sense that they are prominent actors in any educational success; the best way to improve education for youth is to improve the on-going education of the adults who facilitate students learning (Peery, 2004). This justifies the choice of Atlantic-Littoral and Borgou-Alibori teachers of English. Two hundred teachers of English in Atlantic-Littoral as well as two hundred in Borgou- Alibori regional parts of the country have been selected. The sample includes teachers in private, religious as well as state schools. The selection of two hundred teachers in each region is to reach more teachers of English as possible, and to check how teachers of English themselves participate in their own development and what their feedback is in the professional development sessions organized in their respective region. The following aspects will then be addressed:

- ✓ Teachers of English appreciation (feelings and suggestions) of their own professional development as well as professional development sessions organized in the four regions;
- ✓ The availability of professional development opportunities in the regions;
- ✓ The atmosphere that prevails during professional development meetings in their schools and the difficulties met during those sessions.
- ✓ The questionnaire and the observation sheet on page 200 provide more details on this.

3.2.4. Some selected Atlantique-Littoral and Borgou-Alibori secondary schools' authorities.

The secondary schools' authorities that constitute the focus of this research work are:

- ✓ Cours Secondaire Notre Dame des Apôtres (Littoral) authorities
- ✓ CEG1 Ouidah(Atlantic) authorities
- ✓ Lycée Mathieu Boukey (Borgou) authorities
- ✓ CEG1 Kandi (Alobori) authorities

These selected schools, although few, represent a wide range of locations, sizes, and students' characteristics. At the surface level, these schools are diverse. They are scattered across the whole Atlantique- Littoral and Borgou-Alibori regions. Students range from nine years to twenty-three years. The largest school has more than three thousand students; the smallest schools serve fewer than one thousand and one hundred and sixty-two students.

My aim is to see how exactly the staffs in these schools maintain a focus, organize their time, and create a collaborative environment, and how their professional development efforts are made in order to improve students' performance in these schools. The objective then is to create a staff member interview protocols designed to help identify the multiple factors that contribute to success or failure in these schools. I investigated if there was a successful professional development in those schools. I also examined how most teachers in these schools go about their professional development. The following table provides a quick look at the most basic information about the sampled schools.

Schools	grade	Number of EFLstudents	English Language Teachers	Location	number of classes
Cours secondaire Notre Dame Des Apotres	Form one to form seven	1,662	11	Littoral	44
CEG1 Ouidah	Form one to form seven	2,443	15	Atlantique	43
CEG1 Kandi	Form one to form seven	2,220	20	Alibori	42
CEG Mathieu Boukey	Form one to form seven	3,150	33	Borgou	71

Table 9: “Overview of the selected secondary schools”

3.2.5. EFL Inspectors:

EFL inspectors are very important in the organization and the implementation of any professional training in the educational system in the country. They are involved in Teacher development from the beginning to the end.

Is there any skillful leadership among EFL inspectors to support the learning and the collaboration of teachers of English? Is there a staff development that uses disaggregated students’ data to help Teachers of English set priorities, monitor progress, and sustain continuous progress? What are the different roles EFL inspectors play before, during and after any professional development sessions?

3.2.6. Atlantique-Littoral and Borgou-Alibori English as Foreign Language Learners:

My central premise in this research work is to establish whether effective teacher development makes a difference in students’ achievement, regardless of other factors (socioeconomic status, family situations, prior learning, etc.) As a matter of fact, one cannot measure teacher development

and student academic performance without an EFL learners' population. Learners are part and parcel of any professional development. In this study, all candidates who sat for BEPC and BAC exams from 2008 to 2011 will be considered in the four departments. Candidates' score will be considered and analyzed in order to elicit more information about students' performance.

3.2.7. Research Instruments and Procedure

In this section, the broad lines of the research instruments will be presented according to the specific of the study. The methods of investigation used in this research work are:

Self- questionnaire, interviews, direct observation and candidates' score analysis.

3.2.7.1. Self-Completion Questionnaire

The self-completion questionnaire also referred to as self-administration questionnaire is specifically designed in this study to obtain valid information on the topic: *Teacher development and student academic achievement in Benin EFL classes*. I have used this research instrument because this instrument is more convenient for respondents; they can complete a questionnaire when they want and at the speed that they want to go. Also, I used this instrument for, it is quicker and cheaper to administer. Quantitative data for the study will then be collected through this questionnaire; which aims at identifying teachers' perception on professional development as well as their organization through a sixteen item questionnaire adapted from Ingleton, (2000) as I said earlier. All the items in the questionnaire were designed for a Linkert Scale response using a five interval scales.

Two hundred teachers of English in Atlantic-Littoral as well as two hundred in Borgou-Alibori will take part in the self-completion questionnaire. These respondents belong to

various categories of teachers (Experienced teachers, margin teachers, and novice teachers). I make no difference in term of teachers' genders.

Teachers will answer questions by completing the questionnaire themselves. Many canals are used in this research to reach the maximum of teachers. Some of the questionnaire are sent through the teacher email address and othersthrough direct contact. The questionnaire raises two key points namely:

- ✓ How Teachers in Atlantic-Littoral and Borgou-Alibori view their own development?
- ✓ How teachers in Atlantic-Littoral and Borgou-Alibori work on their own development?

The questionnaire detail is attached in the annex (page 200)

3.2.7.2. Structured and semi structured interview

The structured interview is used in this research to have exactly the same context of questioning. It is designed for a Likert Scale response using a four interval of scale of “strongly agree”, “agree”, “strongly disagree”, and “disagree”. The respondents, secondary school staff members of the selected schools will be asked some questions, will be provided with possible answers and will be asked to select the appropriate ones. One authority in each sampled school will be selected for the operation. In the schools which have new authorities, both the former authorities and the current ones will be interviewed. During the course of the interview, it may happen that a respondent provides an answer to a question that is to be asked later in the interview. As a result of the possibility of question order effect, when I arrive at the question that appears already to have been answered, I shall simply repeat it. It may also happen during the course of the interview that the respondents need help with their answers or may not understand the question. They may either ask for further information. In these conditions, I shall employ standardized probes.

The structure interview details sheet is attached in the annex pages (page 201) and is about the following points:

- ✓ Teachers' learning opportunities in the school,
- ✓ The school collaborating environment,
- ✓ The school organization in terms of students' success and,
- ✓ The school human and financial resources supporting teachers' on-going learning.

The semi structure interview has been used with EFL inspectors and this for flexibility sake. In the structure interview both open questions and closed ones have been used. The reason for this is that I want to have more details from inspectors about the different issues EFL inspectors consider before, during and after any professional development.

3.2.8. Structured observation

Structured observation is a method for systematically observing the behaviour of individuals in term of a schedule of categories. In this technique the researcher employs explicitly formulated rules for the observation and recording behaviour of professional development meeting in the four selected schools (CoursSecondaire Notre Dame des Apotres, CEG1 Ouidah, CEG1 Kandi, and Lycée Mathieu Boukey). A teaching observation schedule was used to collect data for the study. It comprises teachers' activities and time spent on each activity during school professional development meetings in the selected schools. So, through this research instrument, two meetings of professional development will be observed in each selected school in the country. This will allow us to observe behavior directly and know how to draw conclusion. I shall explain to the Professional Development leader that his or her school has been selected for observation by a purely random method, and that this will be extremely helpful for the research project. I shall then proceed with the observation of the session from the beginning to the end. The observation sheet is suitable for a meeting which lasts for 2 hours. In order to be

more objective, I have described some criteria to be analyzed during the observation. After the observation no comment will be given during the session-whether positive or negative- even if the teachers ask for feedback. My task is purely to collect descriptive data, not to evaluate quality. The next table elaborates more on the points I focus my analysis on.

1-Name of village or town where data was collected			
2-Status of place where data was collected	a) Rural ☐	b) Urban ☐	
3- Name of school	a) State ☐	b) Private ☐	c) Religious ☐
Status of school			
5-P D leader grade			
6- Number of teachers that should be present			
7-Number of teachers present that day			
8- Number of Teachers absent			
9-Number of late comers			
Variable two	Is the session conducted in English?		
Variable three	Is there any program for the session?		
Variable four	Does the program deal with school activities?		
Variable five	Is there any timing allotted to the different activities?		
Variable six	Is the timing allotted to the different activities respected?		
Variable seven	Is the session engaging?		
Variable eight	Is there an active Teachers' participation?		
Variable nine	Is there any staff member present?		
Variable ten	Is there any presence of inspectors or academic advisors?		
Variable eleven	Are students' performance discussed?		

Table10: descriptive criteria for measuring school professional development meeting.

3.2.7.4. Candidates' scores analysis

Performance assessments have been found to stimulate changes in the ways teachers teach. At the same time, such performance assessments provide occasion for colleagues to collaboratively reflect on and improve on their own work. When teachers get into the habit of collecting and reflecting on evidence about their students, they become much more able to recognize and appreciate the different ways students learn. This understanding enhances teachers' abilities to provide effective instruction. It goes without saying that one cannot evaluate teacher development without analyzing students' scores. So, in order to have a reliable research and for a contrastive work, Atlantique-Littoral and Borgou-Alibori EFL Students' score who sat for 2008, 2009, 2010, 2011 'BEPC' and 'Baccalauréat' examinations be it in writing or oral English examinations will be analyzed in order to get a global view on candidates' performance and compare it to teachers' development status in the regions of my investigation.

Since there are many speculations concerning the oral examination in the country (for some English oral examination is reliable whereas others think the contrary), I checked if there are some descriptive criteria for measuring oral performance (rubrics) in the country. This could help to do a good analysis and accordingly succeeding in a good interpretation.

3.2.4. Validity of Instruments

The instruments used are interviews, direct observations, and questionnaires. So, more than one method or source of data is used in the development of measures on: *Teacher Development and student academic performance in Benin EFL Classes*. This results in greater confidence in findings. Through the use of interview, I would like to determine whether I misunderstood what I found in the feedback of questionnaire and observation. Moreover, the mixed method represents one way in which there is an

integration of two research strategies (Both qualitative and quantitative). Furthermore, I carried out practice observations in other to check:

- ✓ How well do the instruments address the original aims and purposes of the research?
- ✓ How clear are the questions asked?

Then, I will familiarize myself with the use of the instruments. This mock practice allows me to test the accuracy of the questions asked, the data collected and the explanations given by respondents.

3.2.5. Reliability of instruments

Reliability relates to methods and the concern that they should be consistent and not distort the findings. So, in using the structure interview, questionnaire and a guided observation, I intend to have a standardized answer so those differences between research instruments are minimized. This is to give all respondents exactly the same context of questioning to ensure that their responses can be aggregated and can be achieved only if those replies are in response to identical cues. The two closely related virtues from the perspective of quantitative research are:

- ✓ Reducing error due to variation in the asking of questions, and
- ✓ Greater accuracy in and ease of processing respondents' answers' (Bryman, 2008).

The use of questionnaire as an instrument is good for this kind of research because it gives enough room for the respondent to think deeply before giving the appropriate and expected rational answer. It also gives the teachers opportunity to freely express their opinion with assurance.

3.3.6. The contact procedure

Letters are sent to the four selected secondary schools' principals requesting their participation in the study, as well as to institutions (DOB; DEC; DIP) which could help in providing us with some data in the research. When I reached those schools or institutions, a formal introduction with a student card and letters are done and explanation were given to the schools or institutions authorities. No name was mentioned nor recorded and the results of the discussion had absolutely no negative consequences for the school or institution. I explained to the school authorities that the school has been selected for participation by a purely random method. I finally, pointed out how the school could help me achieve my goals.

3.3.7. Method of data analysis

The data collected were analyzed and compiled using a domain analysis process. This allowed to group similar data from the different schools and to characterize factors that appear to be important across the selected schools diverse settings and circumstances.

For the questionnaire and the structured observation the results collected were analyzed mainly through a qualitative approach using percentage and data from interviews are presented in figures. Results are presented in tables, charts and bar graphs, and cross tabulations.

In this chapter I have elaborated on the theoretical framework and the methodology and their relevance to this research work. In the chapter, I have explored my working definition and detailed information about the research methods used. Sub section one discusses what is meant by teacher development and academic performance from the perspective of Teaching English as a Foreign Language (TEFL). The sub section falls into two parts and is essentially based on expanded definition of Teacher development with an emphasis on its meaning, principles, and characteristics; the second part

elaborates more on academic performance as seen by TEFL experts.

Through sub section two, I set out to determine whether current policies and practices are aligned with what research indicates as effective professional development practices by using some research instruments

**CHAPTER FOUR: ASSESSMENT OF
TEACHER DEVELOPMENT IN
ATLANTIC-LITTORAL AND BORGOU-
ALIBORI AND DISCUSSION 1**

4.0. Introduction

This chapter displays what research has revealed about profession development status in Atlantic-Littoral and Borgou-Alibori. It is divided into four main parts. The first part provides a comprehensive survey of the existing teacher development in the sampled regions (results of research instrument one: questionnaire addressed to teachers of English). Subsection two (results of research instrument two) deals with the outcome of schools authorities' interview in Atlantic-Littoral and Borgou-Alibori regions. The next point gives a snapshot of the direct observation on professional development meeting held every week in the selected Atlantic-Littoral and Borgou-Alibori secondary schools. The last part pinpoints the outcomes of the interview with EFL inspectors on the design and follow-up of professional development activities in the four regions. All these findings are followed by a discussion section entitled "discussion1"

4.1. Feedback on instrument one: Questionnaire addressed to EFL Teachers in Atlantic-Littoral and Borgou-Alibori.

This section provides a concise overview on the feedback of the questionnaire addressed to Atlantic-Littoral and Borgou-Alibori EFL teachers using percentages shown in tables. The first two tables (table 10 and table 11) highlight general information about EFL teachers in the sampled regions and the rest of the tables display the answers of questionnaire. This is followed by an analysis of answers provided by these EFL teachers. Approximately four hundred EFL teachers (two hundred respondent teachers in Atlantic-Littoral as well as two hundred respondent teachers in Borgou-Alibori) gave their feedback on the questionnaire in the four regions.

- ✓ General information about teacher respondents in the sampled regions

Percentage of teachers reporting Studied after baccalaureat					Percentage of teachers reporting academic studies			Percentage of teachers reporting participation in initial training	
97%					97%			43,5%	
Under one year	One year	Two years	Three years	Four years	Teachers who studied English	Teachers who studied English plus other subject	Teachers who studied another subject (not English)	BAPES Training	CAPES Training
1%	2%	4%	39%	51%	74%	19%	3%	6%	37,5%

Table 11: EFL Teachers' characteristics in Atlantic-Littoral.

Percentage of teachers reporting Studied after baccalaureat					Percentage of teachers reporting academic studies			Percentage of teachers reporting participation in initial training	
79%					79%			23%	
Under one year	One year	Two years	Three years	Four years	Teachers who studied English	Teachers who studied English plus other subject	Teachers who studied another subject (not English)	BAPES Training	CAPES Training
9%	14%	9%	25%	22%	66%	9%	4%	7%	17%

Table12: EFL Teachers' characteristics in Borgou-Alibori

There are still a great number of Atlantic-Littoral and Borgou-Alibori EFL teachers who are in need of initial training and professional development.

These data show that the majority of teachers (39% in Atlantic Littoral and 25% in Borgou-Alibori) went through three years of academic studies before starting teaching. Some studied only English and others studied another subject plus English. According to the survey, out of two hundred teachers questioned only 43.5 percent got an initial training (BAPES and CAPES) in Atlantic-Littoral and 23 percent got their initial training in Borgou-Alibori. This means that these teachers have learned in one way or another some basic teaching principles and to some extent have some expertise in teaching English as a Foreign Language.

More than the half of EFL teachers investigated in the regions are still in need of some initial training. These teachers are then not aware of some dimensions of teaching such as preparing lesson plans, classroom management, teaching the four skills, techniques for presenting and practising new teaching items, correcting errors, etc. Perhaps some of these teachers might have learned these teachings skills on the ground. Whatever is the case, without a good initial training, teachers may have some difficulties to progress in their professional development activities. Elsewhere, some of the EFL teachers questioned (3% in Atlantic-Littoral and 4% in Borgou-Alibori) did not study English at all at University before starting teaching. The question is then where did they learn their English? And on what basis are they engaged to teach English as a Foreign Language?

May be they did no some English from their past learning in secondary schools. Ideally, such knowledge does not suffice to teach students in secondary schools.

To round off, these quantitative findings demonstrate that there is a small number of specialized Teachers of English for secondary teachers in Atlantic-Littoral and Borgou-Alibori. These data raise the challenges for increasing and improving the quality of the teaching force with the view of improving students' achievement in the two departments. A decline in investment in professional development is dangerous, "De-

emphasizing educator growth at the same time that we're trying to increase the number of students who are college- and career-ready makes no sense," (Hirsh, 2000; p.55). There is then a need to rethink teachers' recruitment and provide with teachers adequate means so to draw their mind near the work in the near future. (Plan Décennal de Développement du Secteur de l'éducation, 2007; p.124)

Overview on Professional developmentstatus in Atlantic-Littoral and Borgou- Alibori

Question1: Where do you go for help for a teaching problem?
How do you get information?

Table13: Percentage of teachers reporting where they go for help on teaching problems in Atlantic-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Visit School resource center	5%	7%	14%	51%	23%
Class observation	7%	13%	22%	11%	47%
Collaboration with teachers from the same subject area	11%	21%	26%	30%	12%
Research on topics of professional interest	14%	23%	17%	46%	0%
Read teaching forums and newsletters	20%	23%	18%	38%	1%

Table14: Percentage of Teachers reporting where they go for help on teaching problems in Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Visit School resource center	7%	15%	4%	53%	21%
Class observation	4%	13%	5%	19%	58%
Collaboration with teachers from the same subject area	71%	12%	14%	3%	1%
Research on topics of professional interest	2%	13%	24%	43%	18%
Read teaching forums and newsletters	7%	16%	23%	8%	46%

A lower percentage of Atlantic-Littoral teachers and Borgou-Alibori reported taking initiatives for teaching problems. As shown in both tables (tables 12&13), having access to professional activities has been unevenly distributed among teachers of English in both Atlantic-Littoral and Borgou-Alibori.

In some cases it is worth noting that I should say, though some schools are equipped with documentation centers, some teachers always devote a minimum of their time to consulting teaching materials in the center. The reason may lie in the fact that some teachers are running to make ends meet by teaching in several schools especially in Atlantic-Littoral or the documentation center is not well equipped with teaching materials for teachers. Some EFL teachers in the four regions have never carried out any professional activities. The following statistics shed more light onthis situation.

Visit school resource center	Atlantic-Littoral23%	Borgou-Alibori21%
Observe teachers classrooms	47%	58%
Work with teachers in the same subject area	12%	34%
Research on topics of professional interest	19%	18%
Read newsletters and forums	1%	46%

Table 15: Showing statistics on professional activities never carry out

EFL teachers who do not engage in any appropriate professional activities may not work to participate in the improvement of specific competencies or emulate a model teacher, but fail to develop their own individual philosophies of teaching.

Question2. Do you participate in regular seminars, conferences, workshops, training sessions, and workshops?

Table16: Percentage of Teachers reporting for participation in seminars, conferences, workshops,training sessions, and webinars.					
Frequency PD activities	Always	Usually	often	sometimes	Never
Seminars	11%	36%	25%	17%	15%
Conferences	8%	9%	24%	27%	32%
Workshops	71%	19%	5%	1%	0%
Training sessions	82%	14%	6%	0%	0%
Webinars	6%	14%	7%	1%	72%

Table 17: Percentage of Teachers reporting for participation in seminars, conferences, workshops, sessions, and webinars.					
Frequency PD activities	Always	Usually	often	sometimes	Never
Seminars	1%	9%	2%	8%	80%
Conferences	2%	4%	4%	18%	72%
Workshops	86%	6%	8%	10	0%
Training sessions	90%	8%	2%	0%	0%
Webinars	0%	0%	0%	10	100%

Atlantic-Littoral Teachers of English have more opportunities in some form of professional development activities than Borgou-Alibori Teachers of English

Almost all Atlantic-Littoral Teachers reported participating in workshops and training sessions. Fewer teachers in the two regions participate in professional development activities such as webinars (online training) and conferences. There appears to be a wide variation in the type of professional learning received by teachers in Atlantic- Littoral. However, the percentage is low.

In Borgou-Alibori, teachers are also more likely to participate in workshops and training sessions. However, they never participate in any webinar and the percentage of those who have the privilege to participate in conferences and seminars is very low. It may either be that no teaching

conference is organized in these parts of the country or EFL teachers are not aware of such conferences.

During the investigation, I realized that some teachers seemed not to know what webinar is, especially in Borgou-Alibori. This is a proof that there is no opportunity for webinar in these regions, and there is lack of equal opportunities in the four regions; this is an indication that teachers in Atlantic – Littoral have more opportunities than those in Borgou-Alibori.

To wrap up, an access to professional learning is still relatively rare, and teachers of Atlantic-Littoral as well as Borgou-Alibori hardly have any access to regular opportunities. Also, the management of human resource has some flaws.

Question3. How often do you participate in professional development meeting at your school?

Table18: Percentage of teachers reporting for participation in professional development meeting in schools					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	60%	9.5%	17.5%	9%	4%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	90%	6%	3%	1%	0%

Regularity is apparent in teachers’ weekly team meetings in Atlantic-Littoral and Borgou-Alibori. However; some teachers do not show up at all in Atlantic-Littoral.

The data in the above chart indicates that the greater number of teachers (60%)always participate in professional development meetings in Atlantic-Littoral and 90% in Borgou-Alibori. These figures show that more than the half teachers recognize the importance of attending professional development meeting to talk about what they are doing and to see how it influences their students. However, some English teachers (4%) have never attended any professional development meeting in Atlantic-Littoral. This means that these teachers don’t participate in any teaching

meeting each week. This shows that they don't get together to plan what is and what is not working with their colleagues.

Question4. How often do you participate in departmental or national professional development sessions?

Table19: Percentage of teachers reporting for participation in departmental or national professional development sessions in a year.					
Atlantique-Littoral					
Frequency	Zero time	Once	Twice	Thrice	Four times
Percentage	0%	12%	84%	0%	0%
Borgou-Alibori					
Frequency	Zero time	Once	Twice	Thrice	Four times
Percentage	0%	2%	98%	0%	0%

The statistics indicate that the average of professional development session at departmental or national level in a year is two.

Atlantic-Littoral and Borgou-Alibori participate at least in two workshops per year (84% in Atlantic-Littoral and 98% in Borgou-Alibori) and at most in three workshops in a year. Atlantic-littoral and Borgou-Alibori teachers spend much more time teaching students than participating in regular workshops. This means that they have significantly less time to plan and learn together. The regions are far behind in providing teachers with regular opportunities to participate in regular and extended learning opportunities.

Question5. When you read or hear in a workshop about a new way of teaching, you try it out with your students

Table20: Percentage of Teachers reporting trying new methods learnt with students					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	23.5%	26%	21.5%	20%	9%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	21%	23%	18%	30%	9%

More than the averages of the teachers ostensibly try new methods learnt with their students in the four regionsEFL

Teachers in Atlantic-Littoral and Borgou-Alibori do try some kinds of new methods learnt from Profession Development workshops. The percentage of teachers who never try this is almost the same in the four regions (9 percent). Some of the teachers hardly try these new methods in their teaching. What are the obstacles that make it harder for EFL teachers to try new methods learnt from professional development training?

Question6. Are there things that make it hard to try new approaches? If yes what are those

Table 21: percentage of teachers reporting about things that make it hard to try new methods		
Atlantique-Littoral		
Degree of agreement	Yes	No
Percentage	96%(192)	4%(8)
Borgou-Alibori		
Degree of agreement	Yes	No
Percentage	97%	3%

Many things impede teachers in Atlantic-Littoral as well as teachers in Borgou- Alibori to try new methods learned during workshops

The other important issue is the fact that only a small percentage of the teachers (4% in Atlantic-Littoral and 3% in Borgou-Alibori) seem able to transfer the content covered in workshops to the classroom. The low ratings of the usefulness of most professional development activities are indicators of the insufficiency of the professional development infrastructure now in place in the four regions. Furthermore, as teachers declared, teaching materials are not adequate to the new methods learnt and most of these new methods learnt are time consuming compared to curriculum completion pressure. Also, the new methods learnt are too demanding and they lack precision since they are based on theories. Eventually, classrooms are too large to apply some of the methods learnt and teachers too are not motivated to apply these theories; the

motive behind this is that there is no follow up after the training.

Question7. How frequently do you buy some teaching materials in any year?

Table 22: Percentage of teachers reporting buying some teaching materials in any year					
Atlantique-Littoral					
Frequency	Zero time	Once	Twice	Thrice	Four times
Percentage	37.5%	64.5%	6.5%	1.5%	0%
Borgou-Alibori					
Frequency	Zero time	Once	Twice	Thrice	Four times
Percentage	65%	33.5%	2.5%	0%	0%

The study reveals that Atlantic-Littoral and Borgou-Alibori teachers of English are reluctant to buying teaching materials for their professional learning.

Developing professionally is not only attending trainings and participating in professional development meetings, but also buying and reading professional development materials. Abraham Lincoln spent less than one year at school and yet he was the author of the Gettysburg speech. He educated himself through the reading of many books. Unfortunately, the majority of EFL teachers in Atlantic-Littoral provide themselves with professional development materials. The percentages of teachers who don't buy books are too high in the sampled regions.

Question8: Do you receive regular visit from academic supervisors and inspectors?

Table 23: percentage of teachers reporting receiving visit from academic supervisors and inspectors					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	0%	24%	21%	9%	46%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	0%	27%	23%	18%	32%

Classroom inspections that prove effective in helping to expand skills and sustain change over time and improve students’ achievement do not reach every teacher in Atlantic – Littoral and Borgou-Alibori.

According to the report, out of two hundred teachers: Forty-six percent of the teachers in Atlantic-Littoral and thirty percent in Borgou- Alibori have never received a visit from any academic supervisor and inspectors. Another fact is that, nobody among the teachers in the four regions received a regular visit. This means that, some Teachers have been teaching for many years now but have never been visited by inspectors or a pedagogic advisor in their classrooms in the four regions.

It goes without saying that there is still a great need to bring in supervision in Atlantic-Littoral as well as in Borgou-Alibori. May be the human resource as well as financial resources at the disposal for inspectors and academic advisors are not sufficient to do the job, or another premise may be that inspectors and academic advisors do not have sufficient time to reach every area during their supervision. The other issue is to know whether EFL teachers who receive supervision are satisfied with these visits. “Are you satisfied with these supervisions?”

Table24: percentage of teachers reporting their satisfaction of supervision		
Atlantique-Littoral		
Degree of agreement	Yes	No
Percentage	40.5%(81teachers)	59.5%(119teachers)
Borgou-Alibori		
Degree of agreement	Yes	No
Percentage	76%	24%

Most Atlantic-Littoral teachers rated the supervision they received a failure to provide with their needs whereas the majority of teachers in Borgou-Alibori are satisfied.

40.5 percent in Atlantic-Littoral and 76% percent in Borgou-Alibori of Teachers are happy with their class visits because they always learn new things from supervisors. They

receive as they said useful teaching advice and these visits help them improve their teaching practices and techniques. Perhaps because of its brevity and scarcity, its lack of fit to teachers' needs, most teachers (59.5%) in Atlantic-Littoral were not enthusiastic about the supervision received in Atlantic-Littoral. The impression derived from teachers questioned indicated that supervision is very useful. On the average and regardless of their experience and competence, Atlantic-Littoral and Borgou-Alibori teachers receive one observation a year which they judge superficial. Not all supervisors and inspectors visiting them are competent as some said. They are not always clear in their approach and even tend to contradict one another. Sometimes they impose themselves and find that teachers are always wrong. Besides, teachers think that supervisors never show the real thing but only give advice. Furthermore, some of the respondent teachers go beyond and confess that inspectors and supervisors most of the time come toward the end of the year to visit them. Further still, because of the different reports they had to hand over to their superiors. "Inspectors and academic advisors are not there to help teachers in their teaching. They are just there because they have some obligations towards Direction des Inspections Pédagogiques (DIP).

To wrap up, nearly half of Atlantic-Littoral and one fourth in Borgou-Alibori teachers are not satisfied with supervisions received every year. These data indicate that teacher satisfaction is at its lowest point in Atlantic-Littoral, signifying a greater need for professional learning that strengthens leadership and acknowledges educator expertise while building teacher capacity and improving student achievement is greatly in need in these regions.

Question9. Do you receive regular communicative support with a principal, an administrator or a department chair?

Table25: Percentage of teachers reporting receiving regular communicative support with a principal, an administrator, or a department chair

Atlantique-Littoral					
Frequency percentage	Always	Usually	often	sometimes	Never
Percentage	6%	13%	10%	18%	53%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	4%	9%	22%	13%	52%

Only a low percentage of Teachers reported a great deal of cooperative effort among staff members either in their schools or in their departments.

Few teachers (47% in Atlantic-Littoral and 48% in Borgou-Alibori) appear to have particularly a low rate of communication with administrators. Staff members hardly visit and communicate with teachers during classes.

All teachers need several types of supportive services from the administrative members. First, they should receive frequent informal visits from staff members. These informal visits serve most importantly to give the administrative member an opportunity to give the teacher specific, timely, and merited praise. These feedbacks could enable the staff member to make an informal assessment of curriculum implementation. They could also keep authorities highly visible, a behaviour that enhances teacher's value. Finally, the informal communication also serves as a "distant early warning" system of problem that are just emerging (Allan, 1995; p.21)

Question10. Do you belong to a teaching association?

Table26: percentage of teachers reporting their belonging to a teaching association

Atlantique-Littoral		
Degree of agreement	Yes	No
Percentage	39.5%	60.5%
Borgou-Alibori		
Degree of agreement	Yes	No
Percentage	41%	59%

Most teachers in the four regions do not belong to an English Teaching Association

- 41% of teachers belong to an English association in Borgou-Alibori
- 39.5% in Atlantic-Littoral belong to an English Association.

The percentage of teachers who don't belong to an association in Atlantic-Littoral and in Borgou-Alibori is higher than the percentage of those who belong to an association. This shows that the percentage of teachers belonging to an English Association is very much under the average in both sampled regions (Atlantic- Littoral (39.5%) and Borgou-Alibori (49%).) May be they are not aware of the benefits of belonging to an association.

English language teaching in Atlantic-Littoral and Borgou-Alibori can be quite a lonely profession, being able to belong to an association can add a new dimension to the four regions instructors' teaching and development. Sharing ideas and experiences with other teachers in the same geographical region can be mutually beneficial. Becoming a member of an association is another way to connect with colleagues and pursue goals for professional development. The benefits for Atlantic- Littoral and Borgou-Alibori teachers to becoming a member of an association will be including receiving regular newsletter, being a part of interest groups that focus on teaching topics and issues that concern teaching, and having the opportunity to share and learn from other like-minded individuals in their regions as well as out of their regions.

Question11. Do you value feedback from colleagues?

Table27: percentage of teachers reporting value feedback from colleagues					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	11.5%	14.5%	17%	28%	29%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	16%	20%	18%	32%	14%

Atlantic- Littoral and Borgou -Alibori Teachers of English fail to build strong working relationships among themselves.

As the data show, 29% of teachers in Atlantic-Littoral and 14% in Borgou-Alibori exhibit an individualistic behavior in collaborating with their colleagues. Teachers in the four regions have not yet developed a strong tradition of collaboration. However, there is more effort of collegiality in Borgou-Alibori. In Atlantic-Littoral, each teacher spends most of their time alone from other teachers. Through collaboration, teachers could get useful feedback from each other styles and build strong relationship among them. In schools where teachers share leadership and value feedback from colleagues, not only do students benefit, but teachers also know that they are respected professionals whose voices are critical to creating successful schools. (Murray, 2010; p. 16)

If the purpose of teaching a language is to enable learners to establish good human relationships with each other and the world (Underhill, 1986; p.60), then it is ironic that many language teachers in Atlantic-Littoral and Borgou-Alibori have little communication among themselves. Those teachers of English could hardly encourage students to communicate with each other, when they rarely communicate with their colleagues. Collaboration among teachers and action research are two important ways to promote teachers' development. It is important for teachers to reflect on their current teaching practice to identify students' problems. Darling- Hammond et al., (2009), show in their study that in schools where teachers form active learning communities, students' absenteeism and dropout were reduced and achievement increased significantly.

The simple way to break isolation and improve instruction is through valuing feedback from colleagues. Learning lots and lots of theories is not sufficient. Having Experience with other colleagues and learning and applying individual things work well as opposed to just having theoretical knowledge. (Ur, 2002 p.34)

Question12. Do you value feedback from students?

Table28: percentage of teachers reporting value feedback from students					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	5.5%	16.5%	25.5%	32%	20.5%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	8%	20%	26%	29%	18%

Approaches which involve teachers and students are less practiced in Atlantic- Littoral and Borgou-Alibori.

The fact in the four regions of the country is that students are less involved in the actions that frame what happens in the classroom.

- 20.5% of EFL teachers never value feedback from their learners in Atlantic- Littoral;
- 18% of EFL teachers in Borgou-Alibori act likewise. Teachers and students are the main characters on the classroom stage. Students participate with teachers in the determination, planning, adaptation, and evaluation of teacher development initiatives. (*Banks & Mayes 2001; p.325*) Experiencing subject matter from a student's perspective informs and refreshes teachers' instructional practice. Although some among the teachers in the regions of our survey are striving to involve their students, still some effort need to be made by teachers to seek for opportunities to do this.

Question13. Do you value feedback from administrators?

Table 29: percentage of teachers reporting value feedback from administrators					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	0%	3%	9%	26%	62%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	9%	14%	8%	50%	19%

Atlantic-Littoral and Borgou-Alibori teachers value more or less feedback from administrators.

Most of the teachers (62%) in Atlantic-littoral never value feedback from administrators compared to 19% in Borgou –Alibori. These results substantiate the fact that teachers in the North care more for their administrators than the one of Atlantic-Littoral.

Administrators are like lookouts on a ship: They serve as professional development managers. They are those who create a well-ordered environment so that work can be accomplished effectively and efficiently to the satisfaction of those involved (Bradley, 1991 p.5) “When approaching professional development from the perspective of teachers’ personal agendas, they act as catalysts of teachers’ growth and development.”(Wright, 2009; p.23) Unfortunately, the percentage of teachers who value feedback from their administrators in some of the regions where our investigation was carried out is not high. Teachers single-handedly make decisions and administrators behave likewise. This renders both sides disempowered, more specifically teachers. Administrators need to ensure that development strategies help manage teachers’ intention. It is vital for teachers in Atlantic-Littoral to start collaborating from administrators and to the latter to ensure that the necessary conditions for teacher learning to thrive are in place; an orderly environment is essential for the satisfaction of all involved: By helping teachers organize the strategies they pursue, administrators provide a safe and orderly environment for learning to happen.

Question14. Do you use some technology equipment for instruction?

Table30: percentage of teachers reporting using some technology equipment in their teaching					
Atlantique-Littoral					
Frequency	Always	Usually	often	sometimes	Never
Percentage	6.2%	29%	14%	19.85%	31%
Borgou-Alibori					
Frequency	Always	Usually	often	sometimes	Never
Percentage	0%	5%	14.5%	5.5%	75%

The majority of teachers in the four regions of the survey fail in using technology equipment in their daily teaching.

Technology innovations have opened up the ways in which teachers can network and improve their teaching so to better impact their students. But the survey shows that in Atlantic -Littoral 31% of the teachers do not use any technology equipment in their teaching compared to Borgou-Alibori, where the majority (75%) of the teachers fails in using these resources in their teaching; those, reported using technology equipment, fail to provide their email addresses when asked to do so.

Is it possible today to impact positively students without using technology equipment in one teaching since Learners these days behave differently from those of previous generations? Learners at present are born into a world of information technology. They prefer to multitask rather than focus on one thing at a time, and they can be more attracted to the ideas of a peer or a web video than what their teachers have to offer. (Reilly, 2012; p.69).

EFL Teachers who use technology equipment have benefited from this by using face book, twitter, and other social networking tools to engage with students. These new developments represent new opportunities that could transform the work of EFL teachers. Teachers could have access on a range of online teacher development courses around the world. Teachers using new technology could maintain close links with other teachers or teachers associations around the world and accordingly can build a global network of teachers of English.

All in all, Teachers in Atlantic-Littoral and Borgou-Alibori should adopt teaching strategies that respond to today's students' academic needs.

Question15.Do you think a teacher who works for his/her professional development can impact positively on his or her learners?

Table31: Percentage of teachers reporting belief about professional development and its positive impacts on learners' achievement.		
Atlantique-Littoral		
Degree of agreement	Yes	No
Percentage	100%	0%
Borgou-Alibori		
Degree of agreement	Yes	No
Percentage	99.5%	0.5%

There is no significant difference in the teachers' opinion in the four regions that teacher development can improve instruction.

100 percent of the teachers questioned in Atlantic-Littoral and 99.5 percent in Borgou-Alibori admit that nothing can be successfully done without a self-professional development.

"In one way or other, Professional development is helpful in the sense that it helps the teacher to implement easily and effectively new strategies." Declare one of Atlantic teacher.

And to a respondent in Borgou-Alibori to add *"teachers who work for their professional development will become good teachers and good teachers make good learners"* It can be inferred from both above statements that EFL teachers in the four regions of our investigation are aware of the importance of professional development. Teachers, who learn, know how to manage well their class and how to get every student involved during the lesson. They enrich their lesson through a good planning and provide adequate assessment. The immediate effect is that this has tangible impacts on learners' achievement in the sense that the teacher himself by updating his knowledge knows how to get his message across. The students in turn replicate and this could be seen in their performance, at the end of examinations in students' achievement.

Giving an account of his personal experience, one of the respondents said this: *"I was very bad at class. But due to personal development I improve my performance"*. In short Atlantic and Littoral as well as Borgou-Alibori teachers of English are aware that responding to students need is only effective through professional development. For as one teacher

states it in Borgou “*The more the teacher is professionally trained, the more s/he does his or her job for the benefit of the learners*”.

4.2. Feedback on instrument two: Structured interview with some selected school authorities in Atlantic-Littoral and Borgou-Alibori

This subsection is about the report of the structured interviews conducted with four sampled schools authorities in Atlantic- Littoral and Borgou-Alibori. The finding had yielded very rich and interesting data. All the interviews lasted about one hour each. Because of ethics sake in research, the actual names of the four selected schools will not be displayed in this part of my findings. The results for all four secondary schools are presented in table 31 “structure interviews” and analysis is followed. Each of the twenty-two questions is known as a variable number (var00001, etc). Each variable corresponds to the question number.

Variables	SA	A	U	D	SD
var00001	1	3	0	0	0
var00002	0	4	0	0	0
var00003	0	1	0	3	0
var00004	0	2	0	2	0
var00005	0	0	0	4	0
var00006	0	1	0	3	0
var00007	0	2	0	2	0
var00008	1	3	0	0	0
var00009	0	4	0	0	0
var00010	0	4	0	0	0
var00011	1	3	0	0	0
var00012	0	4	0	0	0
var00013	1	3	0	0	0
var00014	1	0	0	3	0
var00015	2	2	0	0	0
var00016	0	2	0	2	0
var00017	1	3	0	0	0
var00018	1	0	0	3	0
var00019	0	0	0	4	0
var00020	0	1	0	3	0
var00021	1	3	0	0	0
var000122	0	4	0	0	0

Table 32: Results of structured interviews

Secondary school A

The total number of EFL students in school A is 1662 and the total number of EFL teachers is 11. The average number of students per class varies from 8 to 44. New teachers can only be admitted in school A, if they demonstrate at least some basic skills in teaching. Teachers go to each other's classrooms. Every student is everybody's student. Just as a school authority said "*We are thinking constantly about preparing our students for life.*" That is why a team is set in the school 'Pensonsl'école' 'Let's think education' (My own translation).

The team is composed of teachers, parents, and school authorities. The role of this team is to collaborate and take good decisions that could improve learning in the school.

Moreover, the school authorities set a safe learning environment for their teachers. One of the strongest arguments they gave is that their teachers do not complain and since they do not complain, they believe that everything is going well.

Moreover, teachers' collegiality is reflected in the way they respect one another especially, during teachers' weekly team meeting in which they discuss class issues and establish standards for students.

According to the school authorities, there is a library in the school where teachers could make research. And the school regularly invites inspectors as well as academic advisors for some professional learning and supervision. Supervision reports are always read by the head of the school and something is done whenever there is some teaching problem.

However, teachers do not receive any timely and constructive feedback from administrators because as the head of the school said "We take into account feedback from students" through some questionnaire addressed to students. Secondary school B

School B characteristics are presented as follows:

- ✓ Number of teachers of English: 15
- ✓ Number of students: 2443

- ✓ Number of Classrooms: 43
- ✓ Average number of students per class: 60

Authorities in school B accept responsibility for their learners rather than make excuses. That is why they reward good teaching to motivate their teachers for work. Every year, in partnership with student parents' Association, school B authorities organize some prizing ceremonies to reward the best teachers. Every year when school resumes, school authorities meet with teachers to set some goals for the new school year. There is a research center in the school and teachers could conduct some professional development activities such as researching. *"But the resource center is not well equipped"*, admitted school B authorities.

However, students are not rewarded because there is not enough means to carry out this particular motivating activity. The school has no partnership with universities but from time to time organize some training sessions with other secondary schools of the area.

Perhaps the toughest challenge in school B is the lack of training new recruited teachers. New teachers are just recruited and sent into classes without any preliminary training. Inspectors and pedagogical advisors are not invited by school B authorities. But as the school authorities declared, "they always take into account inspectors and pedagogic advisors' report whenever the latter happen to come themselves

All in all, school B authorities think of creating a supportive environment for students and this is through teachers' collaboration and the atmosphere of respect among teachers and authorities.

Secondary school C

In this secondary school, Grade varies from sixième to Terminale (from one to form seven). The total number of Teachers of English in the school during my investigations was 32 teachers and the total number of students was 3150. The

school was not able to provide me with the average number of students per class.

The sense of the whole school as a safe, orderly and conducive environment for teaching is one of the visions of Secondary School C. The school authorities as they said provide a safe and learning environment for their teachers to adequately do their teaching job. One of the school authorities declared this: “Our school is so attractive and well equipped that even students at Université de Parakou come to do their research.”

The school authorities and teachers share a common vision which is the success of every student in national exam. Teachers receive timely and constructive feedbacks from colleagues as well as from administrators and there is a mutual respect among teachers and the administration.

Authorities try their best to visit teachers during courses and during professional development meetings. But according to the school authorities, the visits are not regular. This is also true for the supervision reports. During the interview, when asked: “The school principal always reads supervision reports and acts accordingly” the school response was “agreed”. Proof that inspectors and pedagogic advisors recommendations are taken into account.

Coming to the decisions making, decisions that affect teaching, School C authorities declared that teachers are hardly involved in such decisions.

Also, teachers have a given program, which means that they do not have a sufficient autonomy with respect to what they teach and how they teach it. Since a schedule is there to follow and there is a time within which the program should be completed.

Another point is that school authorities have never been invited by their own inspectors and academic advisors, because this means they should spend money and there is no such a thing in their budget. No opportunities are offered to teachers by the school in terms of professional development learning.

Eventually, although the school authorities value productivity and accomplishment, they do not give any recognition and reward for good teaching in the school. The school has no partnership and the authorities confessed “We do not organize any training for new recruited teachers, when we recruit them we asked them to see their professional development meeting leaders for some teaching advice.”

Higher School D

Higher school D characteristics are as follows:

Number of students: 2220

Total number of classrooms: 42

Number of teachers of English: 20

Average of students per class: 50

Concerned for their students, authorities of school D set a safe and conducive environment where learning easily occurs. They almost provide teachers with necessary teaching materials. That is why the school has a resource center that help teachers do research on teaching matters. All the school authorities as they confessed focused on supporting teachers to collaborate and participate in school professional development meetings. Frankly, they were sorry not actively involving teachers in making decision that affect their teaching. School D authorities rarely provide teachers with quality time to plan and collaborate on professional development projects. Teachers in this school don't have sufficient autonomy with respect to what they teach because there is a national curriculum to follow. Classes are large (at least fifty students per class), there is apparently some collaboration among teachers and the school authorities don't have much time to visit teachers during classes and professional development meetings.

School D authorities never take the initiative to invite their own inspectors or pedagogical advisors for professional learning. One of the reasons is that they don't have enough financial means in their budget to carry such a program that they seem to value. The same lack of means doesn't allow the school to train newly recruited teachers. Accordingly, these

new teachers are left on their own. Although school D emphasizes productivity and accomplishment, good teaching is not rewarded and recognized. There is no prizing ceremony for students as well as for teachers. Hardly some learning opportunities are provided to teachers and the school doesn't have any partnership.

Finally, the headmaster declared that whenever he has the chance to receive some inspectors or pedagogical advisor they always take into account their reports. Considering everything and this according to school D authorities, a supportive environment is provided for students for as they said “Students achievement is their motto”.

The results of the interviews are much more revealing. The four schools surveyed still have a lot to do in terms of internal organization to boost their teachers’ development learning. Most schools authorities interviewed don’t take initiatives to organize professional activities in their schools. But this is possible to do this without any expenditure, unless schools authorities know how to negotiate with professional development leaders.

Another point is that the visited schools have not entered into any partnership with universities nor local communities. Many exchanges and advantages could be derived from these partnerships. According to Ladson-Billing (1997), citing by Johnston et al., (2000) successful schools are those which make connection and value partnerships.

What are the outcomes of the professional development meetings observation in those sampled schools?

4.3. Feedback on research instrument three: Observation of the four selected school Professional development meetings.

Table 33 Frequency table showing variable one: Does the session starts on time?		
Degree of agreement	n	Per cent
Yes	2	25%
No	6	75%

Table34: Frequency table showing variable two: Is the session conducted in English?		
Degree of agreement	n	Per cent
Yes	2	25%
No	6	75%

Table35: Frequency table showing variable three: Is there any program for the session?		
Degree of agreement	n	Per cent
Yes	4	50%
No	4	50%

Table36: Frequency table showing variable four: Is there any allotted time for the different activities?		
Degree of agreement	n	Per cent
Yes	0	0%
No	8	100%

Table37:Frequency table showing variable five: is there any time allotted to the different activities?		
Degree of agreement	n	Per cent
Yes	0	0%
No	8	100%

Table38: Frequency table showing variable six: Is the time allotted to the different activities respected?		
Degree of agreement	n	Per cent
Yes	0	0%
No	8	100%

Table39: Frequency table showing variable seven: is the session engaging?		
Degree of agreement	n	Per cent
Yes	4	50%
No	4	50%

Table40: Frequency table showing variable eight: Is there any staff member present?		
Degree of agreement	n	Per cent
Yes	4	50%
No	4	50%

Table41:Frequency table showing variable nine: is there any staff member present?		
Degree of agreement	n	Per cent
Yes	2	25%
No	6	75%

Table42: Frequency table showing variable ten: Is there any presence of inspectors or pedagogical advisors?		
Degree of agreement	n	Per cent
Yes	2	25%
No	6	75%

Table43: Frequency table showing variable eleven: Are students' performance discussed?		
Degree of agreement	n	Per cent
+	2	25%
-	6	75%

Table44: Frequency table showing variable eleven: Are students' performance discussed?		
Degree of agreement	n	Per cent
+	2	25%
-	6	75%

Based upon the statistics, the state of professional development meetings in the secondary schools where I carried out my direct observation presented some positive aspects. However, these meetings also presented some flaws. These negative points vary from one school to another depending on the vision and seriousness schools attach to professional development meetings.

Despite its requirement by the ministry of education law, (arrêté no051/MEPS/CAB/DC/DES/SP of

July 12th, 2002) some teachers attach less importance to teacher development meetings. Several problems have been noticed during the observation. First of all, the time allotted to the professional development meetings; the time, which, according to the literature in professional development already, seems to be insignificant is not respected. The professional development meeting which, according to the law, lasts two hours per week finally lasts nearly one hour. The meeting doesn't start on time and finishes before the due time. The majority of the meetings I observed started not only late but also ended before the real time. In a school, during my first visit, the meeting that was supposed to start at 17pm, finally started at 17:56pm. During the second visit, the meeting started at 17:39pm.

Moreover, the majority of EFL teachers showed up late and one could read on the late comers' faces that they were not disturbed. They took their time to take a sit; some even disturbed by some greetings other participants who were already there.

The other problem is the problem of EFL teachers' absence from the professional development meetings: Some teachers didn't show up at all to the two consecutive meetings during the investigation. (In a school, out of 20 teachers, only 15 teachers were present) However, these meetings are viewed as the unique teachers' gathering in every week in Atlantic-Littoral and Borgou-Alibori and the meetings hours are paid according to the same above ministry of education law (arrêté no 051/MEPS/CAB/DC/DES/SP of July 12th, 2002).

Furthermore, my two consecutive observations display that the participation of EFL teachers in these meetings were not active as it could normally be. Among Atlantic-Littoral and Borgou-Alibori EFL teachers who attended the meetings, some were grading papers, others were discussing issues that were not related to the meetings and eating, and still others were dozing. This is an indication that there was poor teacher participation during professional development meetings

though these teachers were present at the meeting in the sampled regions of my investigation.

Moreover, there is a total absence of scheduled activities during professional development meetings in the four regions, and still some activities that were scheduled hardly had some links with school activities. In a school, during my investigation, the professional development leader talked of himself all the time; how he is a very good translator without attending any translation school, how he is now having fame internationally.....This meeting happened to be the first meeting after students' term exam. And apparently nothing is said about the tests proposed by teachers and nothing was said about the grading ranges.

Another point is that there is a lack of administrative control: my two consecutive visits gave me more insight on the eighth attended schools professional development meetings. Apart from one school where an inspector showed up during a meeting, and except another school where the headmaster came to greet teachers, the rest of the schools were not visited by any school authorities. Through my informal discussions, I realized that some of the schools never witnessed any principal, vice- principal nor any inspectors and academic advisors visits since the beginning of the year. Maybe, some of the staff members understand their role in the school professional development meeting. Nevertheless, some of them tried to be up this role.

The last issue is the language used during professional development meetings. Most the teachers use French during these meetings. These meetings are the only opportunity that teachers have to shape the way they speak English. No doubt the bad news is that they don't. May be something need more to be done to sensitize teachers to use English during professional development meetings.

4.4. Feedback on research instrument four: interview with EFL inspectors

As I said in chapter three, EFL inspectors are very important in the organization and the implementation of any professional training in the educational system in the country. They are involved in Teacher development from the beginning to the end. This section deals with the outcomes from the interviews conducted with EFL inspectors. Data from all the interviews was transcribed then printed out. The transcription will not be coded to avoid possible problem of losing the context of what is said. By plucking chunks of text out of the context within which they appeared, such as a particular interview transcript, the social setting can be lost. Moreover, I don't want the results in fragmentation of data, so that the natural flow of what inspectors responded is lost. This means that analysis will be derived directly from the transcript. Below is the outcome of the interview

- 1- Do you organize any training for EFL teachers by any chance?

Of course, our department, Direction des Inspections Pédagogiques (DIP) is in charge of training teachers and then follows-up the trainings through inspection tours.

- 2- What sets in motion the desire of organizing such trainings?

One of the main reasons is the improvement of teachers' performance and accordingly the increase in learners' rate of success. The majority of teachers are not qualified and as such they need to be trained especially in the frame work of the new teaching approach, the competence based approach.

- 3- How many training do you organize in a semester and how long does one training last?

We organize this once in a semester at least. This training is organized at the beginning of the school year and is based on how the materials designed by DIP(Students'

readers, teachers' guide and study programs) should be used to meet students' needs; and one in the middle of year towards the end of the school year based on evaluation. For instance, at the beginning of this ending school year 2011-2012, teachers got trained on "terminale" (Upper seventh) documents and towards the end of the school-year they got trained on how to evaluate their students especially, the BAC candidates, since it's the first time we have the first BAC for candidates in the framework of the competence-Based approach.

Note: During the "Reflection days" planned before teaching resumes, important issues are developed and debated in order to prepare teachers for the new school year.

- 4- What issues do you consider before, during, and after training?

Before training we identify teachers' needs when making point on our inspection tours. Improvement of teachers' performance, increasing of success rates are the issues that are the main content of the training modules we design before the training sessions.

During the actual training, other concerns raised by teachers are taken into account especially, in the field of classroom management, didactics and pedagogy. In the end, participants are asked to evaluate the training session and suggest other issues and concerns that we consider when planning other training sessions.

After the training we see to the implementation of issues raised during the training. This is done through inspection tours to see how far the issues raised during the training impact teachers' performance.

- 5- What instrumentumlaboris (materials) do you based your training on? Materials used during trainings are: Students' readers Teachers' guide Study program Training modules

Teachers own experiences and contributions.

- 6- On which basis is the venue of the training selected and the length of the training determined?

The venue is nothing but the reference schools where the training is held. Teachers move to the venue to attend training. Most of them do not go through a long distance since the administrative centers are referred to as the reference schools. The training length is determined based on the budget we have from the Ministry of Education. Most of the time the Ministry provide insufficient financial resource and as such we resort to what we have at our disposal.

- 7- Is there any consideration for the geographical situation of the participants? The teams of the trainers move as close as participants (conferred question n°6).

- 8- Will all teachers experience the same basic structure of developmental assistance, or will a variety of structures be used? - If no, is there any categorization?

In fact, there is no categorization in term of teachers' experience.

What we consider sometimes is to provide training to teachers who are teaching in the same grades.

5.6. Discussion

Questionnaire addressed to EFL teachers

Atlantic-Littoral and Borgou-Alibori teachers are confronted with huge quantitative and qualitative challenges in terms of professional development. The acute shortage of qualified teachers in the four regions, particularly in Borgou-Alibori could be identified as the one of the biggest obstacles to the realization of a good students' academic achievement. Professional development programs are rare in the sample regions (only two workshops per year are organized) and most of professional development programs available today for Teachers of English, such as workshops do not provide with

teachers' needs and the majority of these workshops focus on theories. Richardson, (2003) has shown that one- time workshop rarely lead to

Changes in practice that could benefit students. Rather, effective teacher development requires several trainings for teachers, school- wide support, sustained effort and follow-up. In comparison to Atlantic-Littoral and Borgou-Alibori regions, higher achieving countries in the world significantly provide more professional learning. While the literature of my investigation does not allow direct comparisons, the evidence is clear that teachers in other nations are significantly more likely to visit classrooms of teachers in other schools, collaborate frequently on issue of instruction, and participate in collaborative research.

Also, English teachers in Atlantic-Littoral and Borgou-Alibori are reluctant to adapt to changes. Many prefer to stay on their current courses because may be they are familiar to them. This attitude does not favour students' academic improvements because, for learning to occur, teachers need to update their teaching strategies. (Bernier et al., 1989; p.68).

The training that teachers sometimes receive does not always provide with their professional needs because this training suffers from lack of variety in the delivery modes of professional development. This 'weak training' (as some of the respondents qualified it) has limited opportunities for advancement and soon the pool of qualified teachers in the sample regions will be eroded.

Furthermore, the technocratic nature of professional development content has been identified as another pitfall. More often than not, teachers in professional development programs are taught techniques that they are expected to replicate in the classroom. But teachers need to invest considerably more effort than the professional development planners originally anticipated. Since they are no support in transferring professional development ideas into the classroom, those techniques learnt are not finally transferred in the actual

classroom situation. Transferring new ideas to the classrooms is perhaps one of the most difficult tasks a teacher faces. A lot of effort should then be available in the in- service training to cope with this situation.

The inaccessibility of professional development opportunities is also noticed as another flaw. Professional development opportunities seldom reach teachers when they are really in need. When teachers do not help plan and deliver professional development programs, their needs can go unmet. This may explain why only a small percentage of the teachers seem able to transfer the content covered in a workshop into the classroom. Still, another point is that EFL teachers themselves do not work for their own professional development. The outcomes of my investigation show that teachers in the sampled regions are reluctant to buy some professional materials for their teaching. This could be due to lack of will from teachers themselves.

All in all, the results show that professional development approaches that are being used to prepare EFL students for the 21st century communicative skills in Atlantic-Littoral and Borgou-Alibori are to be questioned. The answer then to my first research question in one way or other is that EFL students are not well prepared by their instructors to meet the 21st century communicative challenges.

Interview with the sampled schools authorities

As one could see through the aforementioned in the schools authorities' interviews feedback, there are some contradictions in some of the schools authorities' responses. The schools authorities who value collaboration at the same time don't consult teachers in some of the decisions concerning them. This shows that teachers and administration collaboration is to be questioned. All teachers need several types of supportive services from school authorities. First, teachers should receive frequent visits and feedback from school authorities.

Next, teachers need structured opportunities to meet with school authorities to exchange ideas, to identify emerging concerns, to share views with current issues. The climate of learning community is characterized by positive relationships between the teachers and authorities. Peterson (2002) shows that the influence of school climate and school culture on teaching styles cannot be overstated for they can either hinder or improve teaching.

Elsewhere, newly recruited teachers are not given any training for basic teaching skills before starting teaching. Can someone without any training suddenly become a teacher without any basic training? This for sure, I dare say will impact negatively on students' performance.

Professional development meeting observation

In most of the four regions of my investigation, only two hours are spent on tasks related to teaching such as working with colleagues and discussion about students' academic performance. By contrast in other countries like the United States, more than five hours a week is devoted to teachers' collaboration. (Darling- Hammond, et al., 2009; p. 24)

Many teachers are absent from professional development meetings. This may be because of their social conditions. Teachers are not well paid and to iron out this problem, they are obliged to have more than their required hours (18 hours for certified teachers and 20 hours for none certified one. This is why of the motives many teachers miss professional development learning. Also, this is due to lack of administrative control. Since schools authorities are not doing their job, teachers seize the opportunity to miss some of their duties.

Overall, the kind of high-intensity, job-embedded collaborative learning that is most effective is not a common feature of professional development across the Atlantic-Littoral and Borgou-Alibori. Any school system reform must involve teachers. There is no effective way to improve schools results

without teachers 'collaboration. The most accurate measures are efficient unless people who implement them are really committed. It follows that there won't be any efficient teacher development meeting, if teachers don't figure out its importance and get involved.

Interview with Inspectors

Inspectors, during the interview, asserted this: *"Before training we identify teachers' needs when making point on our inspection tours."* I personally think that this is not sufficient since inspectors don't have the opportunities to visit every single teacher. The approach used in the identification of students' needs to some extent is not holistic I should say. Professional development arrangements are made by Benin inspectors rather than teachers. Most of the time priority on teachers' needs is not thoroughly taken into account in the approach used by inspectors and this become a burden to professionals instead of a welcome solution to classroom problems.

Furthermore, the outcomes of the interview reveal that the same professional development programs are run for all teachers' levels without any categorization. This substantiates the thesis that there is little or no acknowledgement of the learning characteristics of teachers among professional development planners. Huberman (1989; p.11) points out that during trainings, trainers could make a tentative determination of the skill level of each teacher, in that such information would be important in deciding how to individualize trainings. Since certain teaching practices and learning principles might not be suitable for every teacher, there should not be standardized approaches to professional development that disregard the varied needs and experiences of teachers. Added to these points are:

- ✓ The lack of ownership of the professional development process and its results,

- ✓ The technocratic nature of professional development content,
- ✓ Little support in transferring professional development ideas into the classrooms and a lack of a comprehensive evaluation of professional development was noticed too.

To conclude this section, it is crystal clear to say that the status of teacher development in Atlantic-Littoral and Borgou-Aibori still has a long way to go. What consequences do these research findings have on Atlantic-Littoral and Borgou-Alibori EFL candidates' score? In other words, how are the teachers' development trainings programs designed to help prepare Benin students make difference in their achievement? In the following chapter, I move on to examine the effects of Atlantic- Littoral and Borgou-Alibori teachers' development on their learners.

**CHAPTER FIVE: ANALYSIS OF ATLANTIC-
LITTORAL AND BORGOU-ALIBORI BEPC
CANDIDATES' PERFORMANCE**

5.1. Introduction

A tree is judged through the fruit it bears. This is why this chapter has its existence. It is a snapshot of 2008, 2009, 2010, and 2011 Atlantique-Littoral and Borgou- Alibori BEPC candidates’ scores. The chapter displays candidates’ performance in these four regions to see how far Teacher development in the sampled regions has affected students’ achievement in BEPC national exam in written as well as in oral exam. The section provides a bird view on BEPC students’ scores by categorizing students’ grade in four grade ranges in a table showing the percentage of each category. Then, some graphs based on SPSS output have been used to interpret these results.

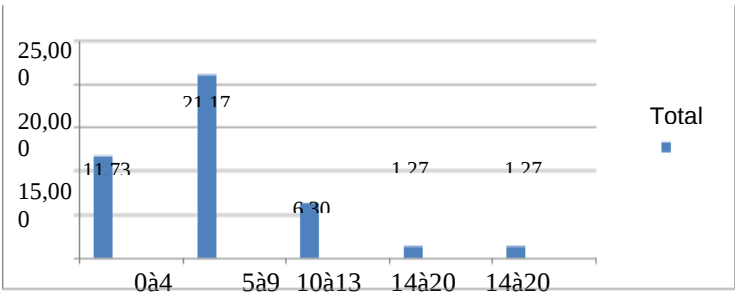
5.2. Atlantic-Littoral BEPC candidates’ performance in written and oral examinations.

5.2.1. Written exams

-2008 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	11,733	21,178	6,307	1,273
Percentage	28.98%	52.30%	15.58%	3.14%

Table45: showing grade range of 2008 BEPC written Exam in Atlantic-Littoral



Bart chart 1: showing 2008 BEPC written examination in Atlantic-Littoral (SPSS output)

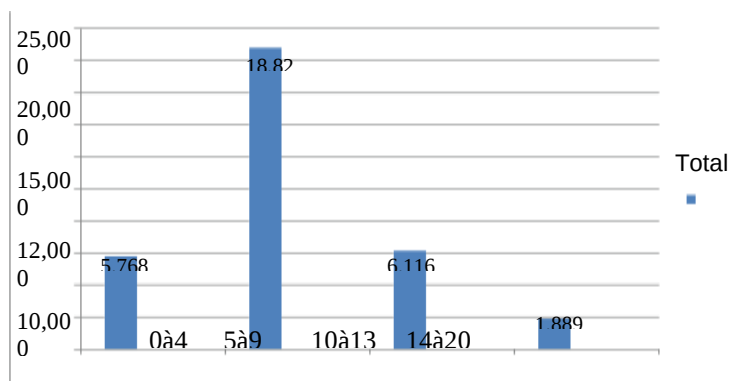
In 2008, the percentage of success is 18.72% whereas the percentage of failure is 81.28% in Atlantic-Littoral. These data show that more than the 4/5 of the candidates failed in this yearly evaluation, which is an indication that students' performance is very bad in this year and there is something wrong in the Atlantic- Littoral educational system.

-2009 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	5,768	18,820	6,116	1,889
Percentage	17.70%	57.74%	18.76%	5.80%

Table46: showing grade range of 2009 BEPC written Exam in Atlantic-Littoral

Bar chart2 showing 2009 BEPC written examination in Atlantic-Littoral (SPSS output)



The bar chart 2 yields the following results when coming to compare the percentage of success and failure:

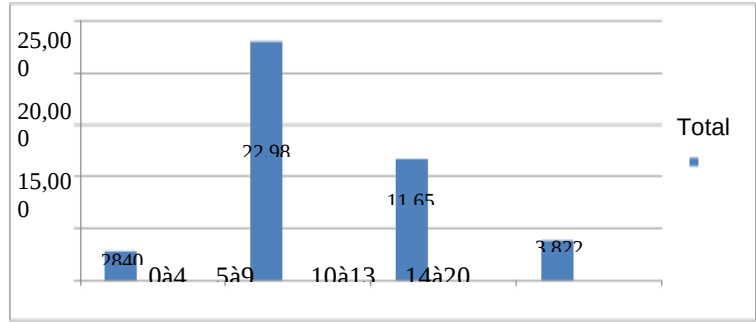
Percentage of success: 24.56% Percentage of failure: 75.44%

There is a slight increase in the percentage of success in 2009 compared to 2008 evaluation. Conclusively candidates' performance once more is very bad in 2009 although there is a little improvement in the percentage of success.

-2010 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	2,840	22,989	11,655	3,822
Percentage	6.88%	55.66%	28.21%	9.25%

Table47: showing grade range of 2010 BAC written Exam in Atlantic-Littoral

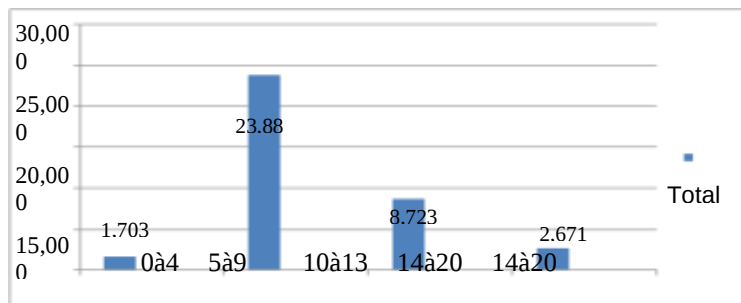


Bar chart3 showing 2010BEPC written examination in Atlantic-Littoral (SPSS output) the percentage of failure in 2010 is 62.54% whereas the percentage of success in 2010 is 37.46%. Indeed, as one compares the average of failure to one of success, it becomes evident that a discrepancy is quite evident. It is absolutely necessary that something needs to be done in order to augment students' performance.

-2011 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	1,703	23,880	8,723	2,671
Percentage	4.61%	64.58%	23.59%	7.22%

Table48: showing grade range of 2011 BEPC written Exam in Atlantic-Littoral



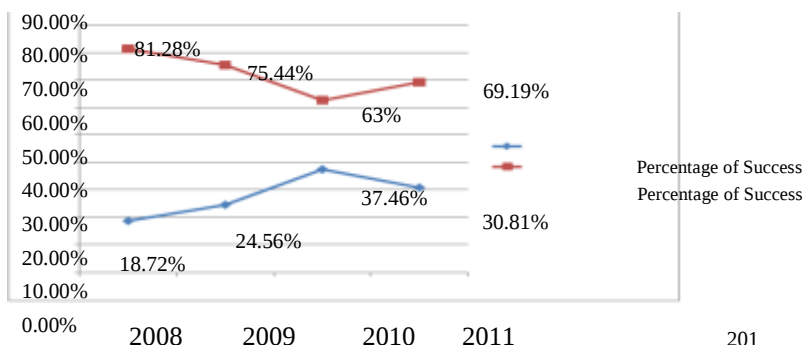
Bar chart4 showing 2011BEPC written examination in Atlantic-Littoral (SPSS output) as can be seen

- ✓ The percentage of success in 2011 is 30.81%
- ✓ The percentage of failure in 2011 is 69.19%

The percentage of success has improved in this year; yet, there still a notice of bad performance to overcome. Considering the overall percentage of failure and success in BEPC in the whole Atlantic-Littoral region spanning from 2008 to 2011, sometimes, there is an increase in the percentage of success and at other time there is a decrease. The following table elaborates more on this variation.

Year	2008	2009	2010	2011
Percentage of success	18.72%	24.56%	37.46%	30.81%
Percentage of failure	81.28%	75.44%	62.54%	69.19%

Table49 showing 2008, 2009, 2010, 2011 BEPC candidates' performance in written exam in Atlantic-Littoral



Scatter diagram 5 showing 2008, 2009, 2010, 2011 BAC candidates' performance in written exam in Atlantic-Littoral

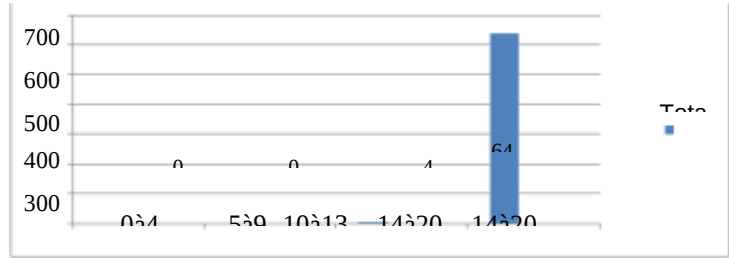
On the whole, Atlantic-Littoral faces the problem of low performance in the English language. The table 48 gives a clear view of the percentage of success and the percentage of failure over the four years. What are the causes of students' low achievement in this region? Anyway, there is still a long way to go as far as students' performance is concerned in Atlantic-Littoral.

5.2.2. Oral exams

-2008 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	4	640
Percentage	0%	0%	0.62%	99.38%

Table 50: showing 2008 BEPC oral examination in Atlantic-Littoral



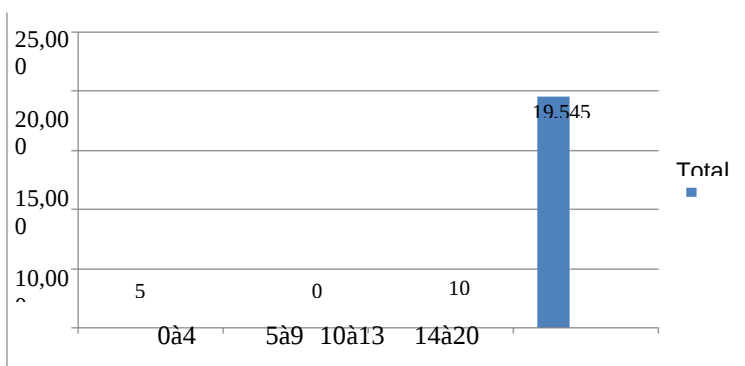
Bar chart 6 showing 2008 BEPC oral examination in Atlantic-Littoral (SPSS output)

The percentage of success in oral examination in Atlantic-Littoral is outstanding in2008. Every one passed this exam. Conclusively, the candidates perform well when it comes to oral exam. Considering the above situation, one might ask at which level students commit error in the written examination.

-2009 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	5	0	107	19.545
Percentage	0.03%	0%	0.54%	99.43%

Table51: showing 2009 BEPC oral examination in Atlantic-Littoral



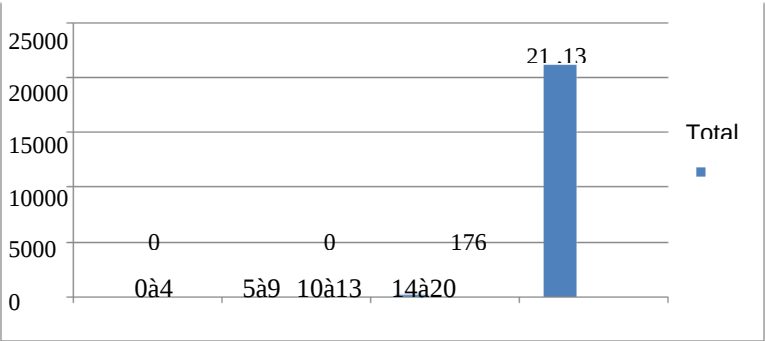
Bar chart7 showing 2009 BEPC oral examination in Atlantic-Littoral (SPSS output)

In 2009, the percentage of success is 99.43%, and there is only 0.03 percent of failure. Although some candidates failed in 2009 in Atlantic-Littoral, the students' performance is still high in the department.

-2010 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	176	21,134
Percentage	0 %	0 %	0.83%	99.417%

Table52 showing 2010 BEPC oral examination in Atlantic-Littoral



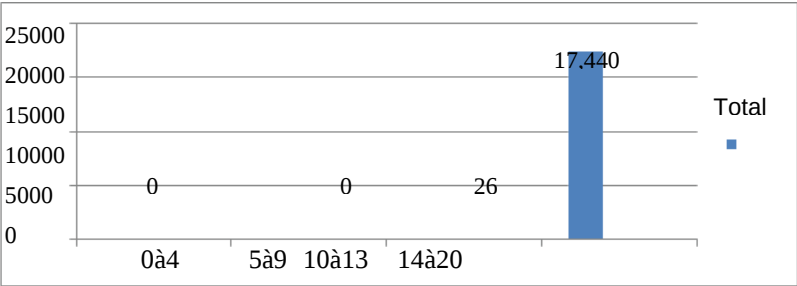
Bar chart8 showing 2010 BEPC oral examination in Atlantic-Littoral (SPSS output)

Once more students performed well in 2010 oral examination in Atlantic-Littoral because the percentage of success is 100%. Students’ performance is ‘excellent’ in2010.

-2011 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	26	17.440
Percentage	0 %	0 %	0.15%	99.85%

Table53: showing 2011 BEPC oral examination in Atlantic-Littoral



Bar chart9 showing 2011 BEPC oral examination in Atlantic-Littoral (SPSS output)

The percentage of success in 2011 is again 100% in oral exam in Atlantic-Littoral. Apart from 2009, where there is

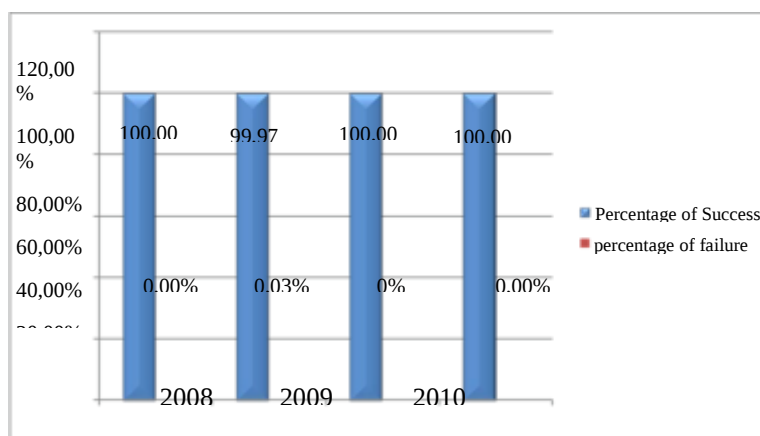
only a slight difference, the percentage of success is always One hundred percent in the department.

All in all, the percentage of success in oral examinations in Atlantic-Littoral for the four consecutive years is ranging from:

- ✓ One hundred percent in 2008, 2010, and 2011
- ✓ Ninety-nine point ninety seven percent in 2009
- ✓ The table chart 53 provides a thumbnail of the four years of oral examinations in Atlantic-Littoral.

Year	2008	2009	2010	2011
Percentage of success	100%	99.97%	100%	100%
Percentage of failure	0%	0.03%	0%	0%

Table54: showing 2008, 2009, 2010, 2011 BEPC candidates' performance inoral exam in Atlantic-Littoral



Bar diagram 10 showing 2008, 2009, 2010, 2011 BEPC candidates' performance in oral exam in Atlantic-Littoral (SPSS output)

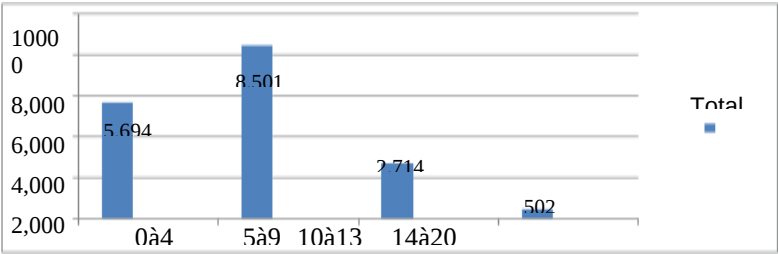
There is sudden rise in the percentage of success of students in oral exams in Atlantic-Littoral compared to written exams where the percentage of success is very low over the four years. What accounts for this drastic performance in oral exam in the region? Something extra ordinary happened to these results.

5.3. Borgou-Alibori BEPC candidates’ performance in written and oral exams

5.3.1. Written Exams

-2008 BEPC				
	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	26	17,440
Percentage	0 %	0 %	0.15%	99.85%

Table55: showing 2008 BEPC written examination in Borgou-Alibori

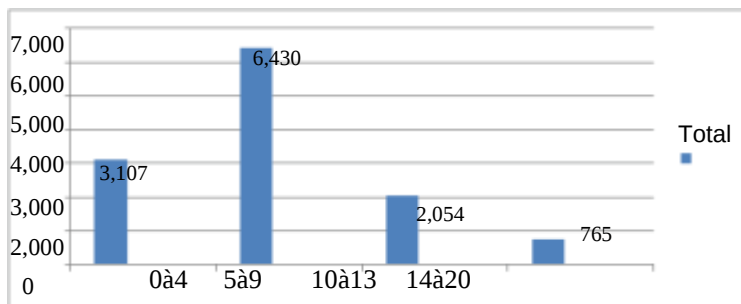


Bar chart 11 showing 2008 BEPC written examination in Borgou-Alibori (SPSS output)

The percentage of failure in English in Borgou-Alibori in 2008 is 80.53% whereas the percentage of success is 18.47%. This shows that the percentage of success in Borgou-Alibori is very critical. These results show that students performed poorly in English in 2008 written in Borgou-Alibori.

-2009 BEPC				
	Grade range			
	0-4	5-9	10-13	14-20
Total	3,107	6,430	2,054	765
Percentage	25.15%	52.04%	16.62%	6.19%

Table56 showing 2009 BEPC written examination in Borgou-Alibori



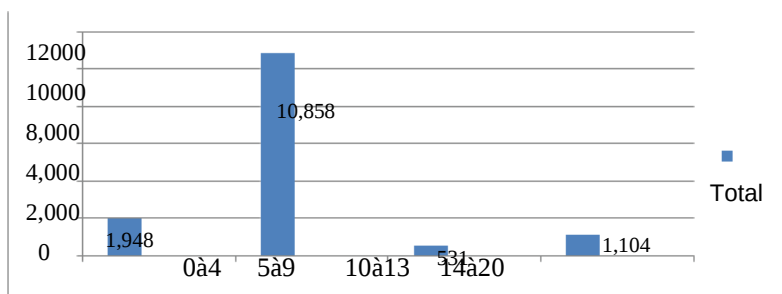
Bar chart12 showing 2009 BEPC written examination scores in Borgou- Alibori (SPSS output)

All in all, the percentage of success in written exam in 2009 is 22.81% and the percentage of failure is 77.19%. There is a bit augmentation in the percentage of success in Borgou- Alibori in 2009 compared to the one of 2008. Still, these results substantiate the thesis that many things still need to be done to increase students' performance in the sampled regions.

2010 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	3,107	6,430	2,054	765
Percentage	25.15%	52.04%	16.62%	6.19%

Table 57 showing 2010 BEPC written examination in Borgou- Alibori

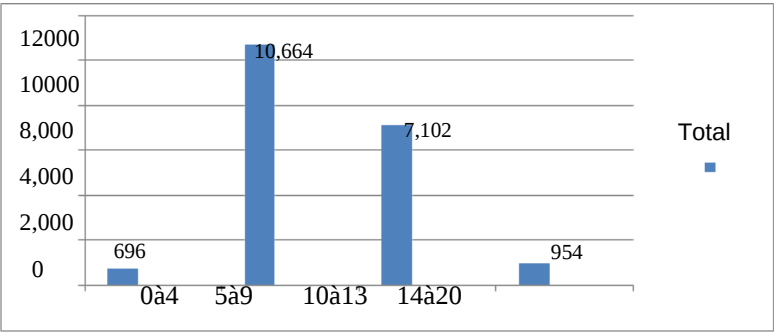


Bar chart 13 showing 2010 BEPC written examination in Borgou-Alibori(SPSS output) In 2010, the percentage of failure rose steeply to 88.68%; and only 11.32% passed their exams. The percentage of failure is eight times higher than the one of success. Comparing this to the percentage of success in Atlantic-Littoral, Borgou-Alibori falls totally behind. Is this attributed to causes of regional disparities?

-2011 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	696	10,664	7,102	954
Percentage	3.59%	54.92%	36.58%	4.91%

Table58: showing 2011 BEPC written examination in Borgou-Alibori



Bar chart 14 showing 2011 BEPC written examination in Borgou-Alibori (SPSS output)

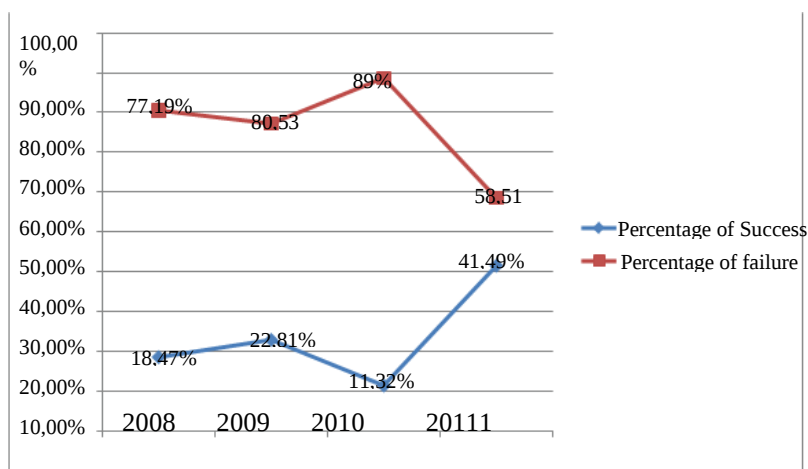
In 2011, the percentage (41.49%) of success has increased drastically when it is compared to 2010 (11%). Nonetheless the candidates’ performance satisfactorily is still wanted because the average of the candidates didn’t pass. All in all, the percentage of success in written examinations in Borgou-Alibori for the four consecutive years ranging from:

2008: 18.47%
 2009: 22.81%
 2010: 11.32%
 2011: 41.49 %

The next table (table 58) gives a summary about Borgou-Alibori candidates' performance over the four years.

Year	2008	2009	2010	2011
Percentage of success	80.53%	77.19%	88.68%	58.51%
Percentage of failure	18.47%	22.81%	11.32%	41.49%

Table 59 showing Borgou-Alibori BEPC candidates' performance over the four years in written exam



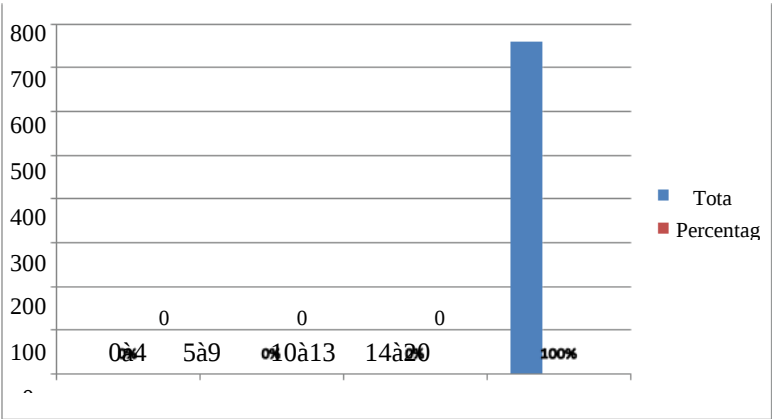
Scatter diagram 15 showing 2008, 2009, 2010, 2011 BAC candidates' performance in written in Borgou-Alibori (SPSS output)

These above results in chart 58 give an overview on Borgou-Alibori candidates' low performance. The results are worse and worse year in year out. Except in 2009 when there is a slight rise. There is a need to think about improvements thereby determining the different factors that impede students to work successfully in the region.

5.3.2 Oral exams

	-2008 BEPC			
	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	0	760
Percentage	0%	0%	0%	100%

Table 60 showing 2008 BEPC oral examination in Borgou-Alibori

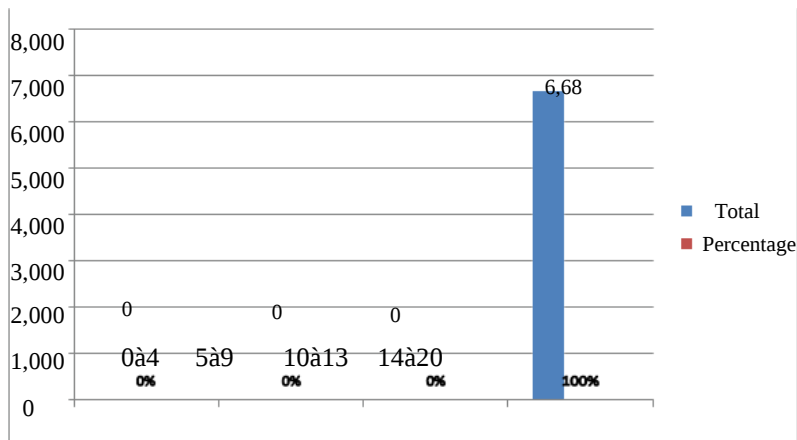


Bar chart15 showing 2008 BEPC oral examination in Borgou-Alibori (SPSS output)

Needless to say enough about the oral exam result; the figure of success (100%) speaks more of themselves. The oral exam results are extremely good since there is no effort to say that those students are the fore children of the griots

	2009 BEPC			
	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	0	6,682
Percentage	0%	0%	0%	100%

Table 61 showing 2009 BEPC oral examination in Borgou-Alibori



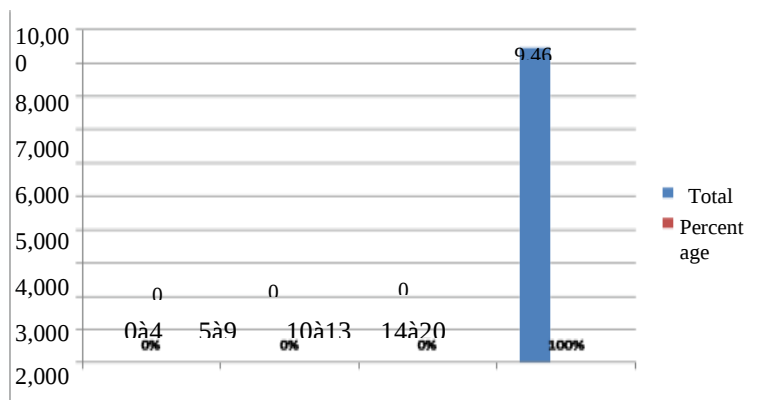
Bar chart 16 showing 2009 BEPC oral examination in Borgou-Alibori (SPSS output)

Still one hundred percent of students succeeded in the oral exam in Borgou-Alibori. No single candidate fell behind. The performance of candidates once more is very good.

-2010 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	0	9,460
Percentage	0%	0%	0%	100%

Table 62 showing 2010 BEPC oral examination in Borgou-Alibori



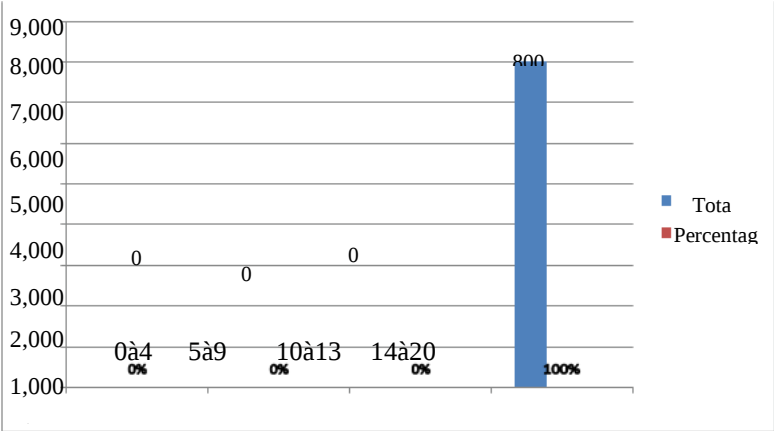
Bar chart17 showing 2010 BEPC oral examination in Borgou-Alibori (SPSS output)

The percentage of success in 2010 in Borgou-Alibori in oral examination is hundred percent, this shows that the candidates’ achievement is once again outstanding.

-2011 BEPC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	0	8,007
Percentage	0%	0%	0%	100%

Table 63 showing 2011 BAC oral examination in Borgou-Alibori

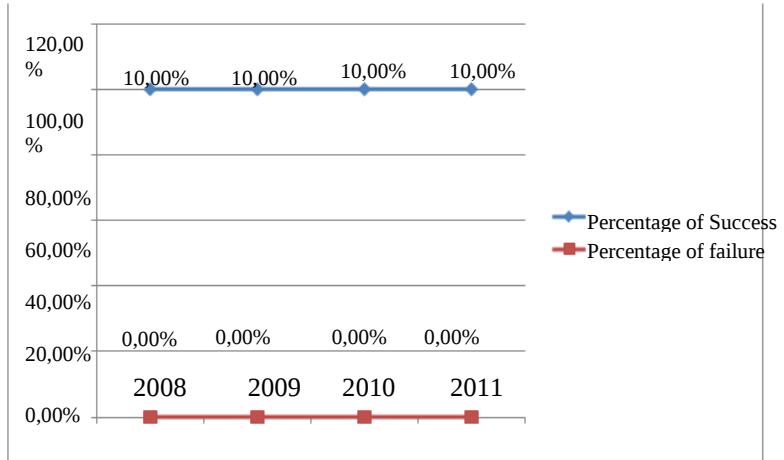


Bar chart 18 showing 2011BEPC oral examination in Borgou-Alibori.

In the same vein, all candidates who sat to this 2011 oral exam performed very well. All in all, over the four year, nobody failed in the oral examinations in Borgou- Alibori. The next table elaborates more on this issue.

Year	2008	2009	2010	2011
Percentage of success	100%	100%	100%	100%
Percentage of failure	0%	0%	0%	0%

Table 64showing Borgou-Alibori students’ performance in oral examination over four years.



Scatter diagram 19 showing 2008, 2009, 2010, 2011 BAC candidates' performance in oral exam in Atlantic-Littoral (SPSS output)

The percentages presented in this chart highlight the high performance of the BEPC candidates in oral tests from 2008 to 2011 in Borgou- Alibori. The above results in oral exam are very encouraging. However, it may be difficult to gauge the actual quality of teacher development from only these above BEPC candidates' performance.

CHAPTER SIX:
ANALYSIS OF ATLANTIC-LITTORAL
AND BORGOU-ALIBORI BAC
CANDIDATES' SCORES AND DISCUSSION
2

6.1. Introduction

This chapter is an overview of Atlantic-Littoral and Borgou-AliboriBac candidates' performance. It is worth examining the extent to which teachers' professional development has also affected BAC students' performance. The section provides a snapshot picture on students' scores by categorizing students' grade in four grade ranges in a table showing the percentage of each category. This is followed by some graphs interpreting these results. The next section ends the chapter with a discussion on students' scores in both BEPC and BAC examinations.

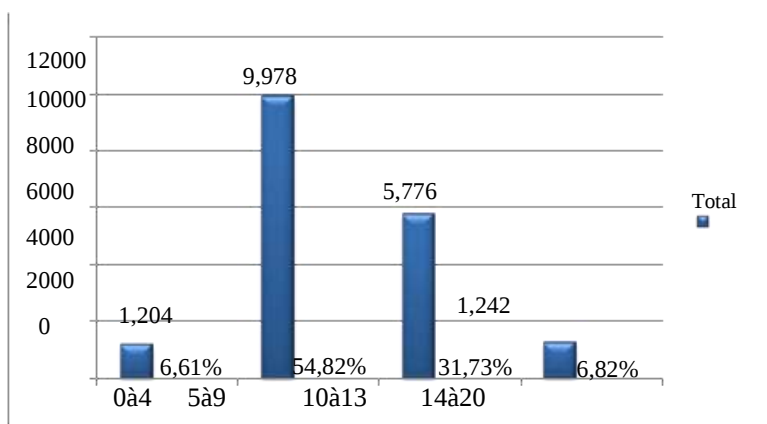
6.2. Atlantique-Littoral BAC candidates' performance in written and oral examinations

6.2.1. Written exams

6.2.1.1. 2008 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	1,204	9,978	5,776	1,242
Percentage	6.61%	54.82%	31.73%	6.82%

Table 65 showing grade range of 2008 BAC written Exams in Atlantic-Littoral



Bar chart 20 showing 2008 BAC written examination in Atlantic-Littoral (SPSS output) the graph above generates the following results (table 81) when coming to compare the percentage of failure to those of success.

	9-10	10-20
Total	11,182	7,018
Percentage	61.43%	38.57%

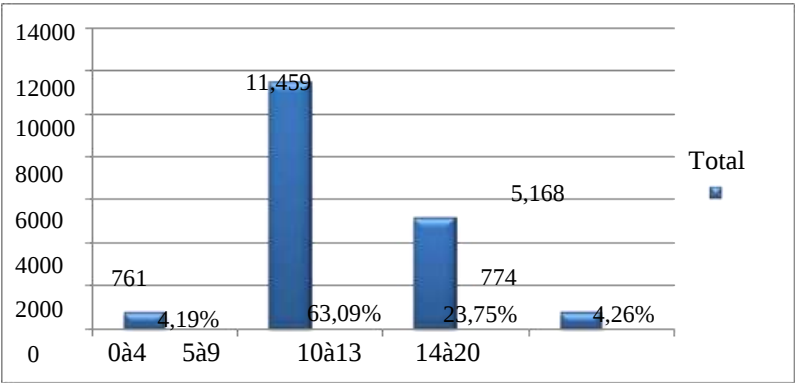
Table66: Percentage of failure and success in 2008 in written exam in Atlantic-Littoral

It appears that in 2008, the percentage of candidates who succeeded is 38.57% whereas the percentage of those who failed is 61.43% in Atlantic-Littoral. The majority (almost the double of those who got through the test) then failed in this yearly evaluation, which is an indication of a lower performance in the subject.

6.2.1.2. 2009 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	761	11,459	5,168	774
Percentage	4.19%	63.09%	28.45%	4.26%

Table67 showing grade range of 2009 BAC written Exam in Atlantic-Littoral



Bar chart 21 showing 2009 BAC written examination in Atlantic-Littoral

The bar chart two yields the following table.

	9-10	10-20
Total	12,220	5,942
Percentage	67.28%	32.72%

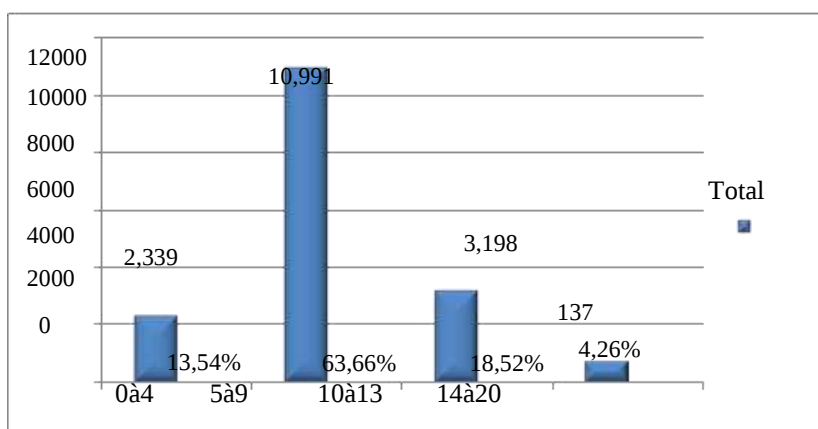
Table68: percentage of failure and success in 2009 written exam in Atlantic-Littoral

67.28% of candidates in 2009 missed their average in English and 32.72% succeeded in the subject. There is then an increase in the percentage of failure compared to 2008 evaluation. Conclusively candidates' performance once more is not high.

6.2.1.3. 2010 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	2,339	10,991	3,198	737
Percentage	13.54%	63.66%	18.52%	4.26%

Table69 showing grade range of 2010 BAC written Exam in Atlantic-Littoral



Bar chart 22 showing 2010 BAC written examination in Atlantic-Littoral (SPSS output) the next table gives an overview on the percentage of success and the percentage of failure

	9-10	10-20
Total	13,330	3,935
Percentage	77.20%	22.80%

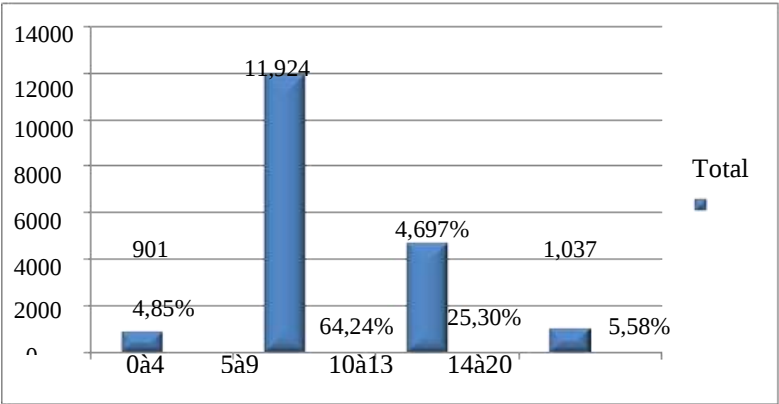
Table70 percentage of failure and success in 2010 BAC written examination in Atlantic-Littoral

The average of failure is 77.20% which represents almost the percentage of success times four. Again there is a steep rise in the number of those who failed compared to other years (2008; 2009)

6.2.1.4. 2011 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	901	11,924	4,697	1,037
Percentage	4.85%	64.24%	25.30%	5.58%

Table71 showing grade range of 2011 BAC written Exam in Atlantic-Littoral



Bar chart 23 showing 2011 BAC written examination in Atlantic-Littoral (SPSS output) the above graph leads to the

following table (Percentage of failure versus the percentage of success.)

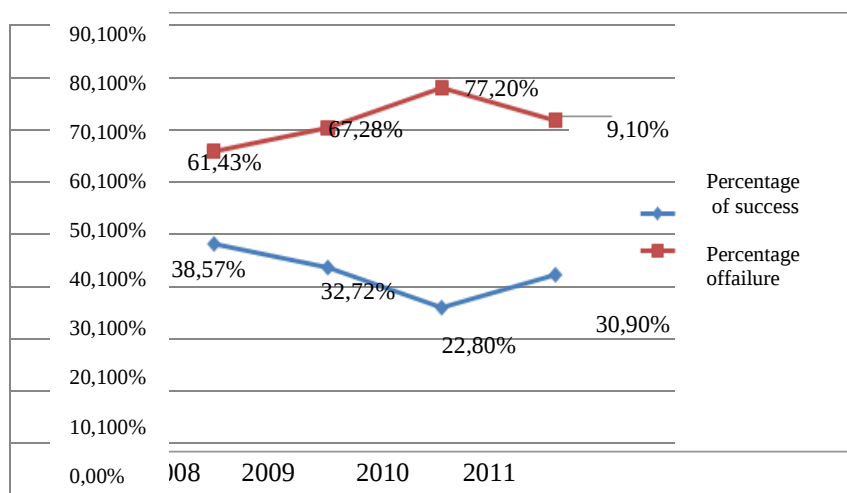
	9-10	10-20
Total	12,825	5,734
Percentage	69.10%	30.90%

Table72 percentage of failure and success in 2011 written examination in Atlantic- Littoral

As it can be seen the percentage of success is the double of the one of success plus 9.1%. Although the percentage of success has improved in this year; there still a notice of bad performance to overcome.

Considering the overall percentage of failure in the whole Atlantic-Littoral region spanning from 2008 to 2011, we have the following

Year Percentage	2008	2009	2010	2011
Percentage of success	38.57%	32.72%	22.80%	30.90%
Percentage of failure	61.43%	67.28%	77.20%	69.10%



Scatter diagram 24 showing 2008, 2009, 2010, 2011 BAC candidates' performance in written exam in Atlantic-

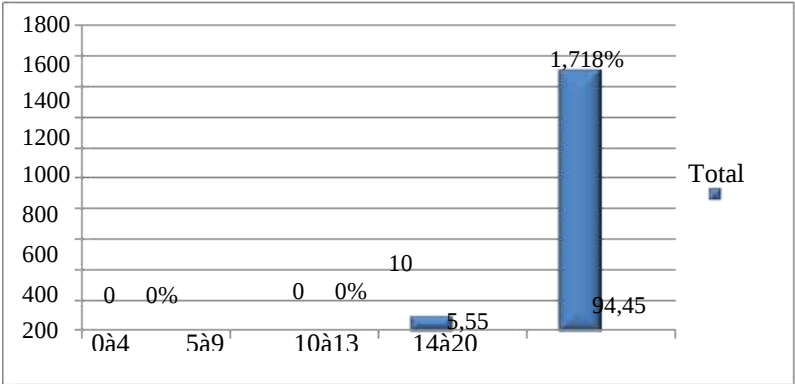
Littoral It goes without saying that there is still a long way to go as far as students’ performance is concerned. Shall students alone be blame for such a lower performance in English? Anyway the accusing finger should be pointed at some people.

6.2.2. Oral exams

6.2.2.1. 2008 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	101	1,718
Percentage	0%	0%	5.55%	94.45%

Table 73 showing 2008 BAC oral examination in Atlantic-Littoral



Bar chart 25 showing 2008 BAC oral examination in Atlantic-Littoral (SPSS output)

The percentage of success and the one of failure is presented in the following chart:

	9-10	10-20
Total	0-9	10-20
Percentage	0	1,819

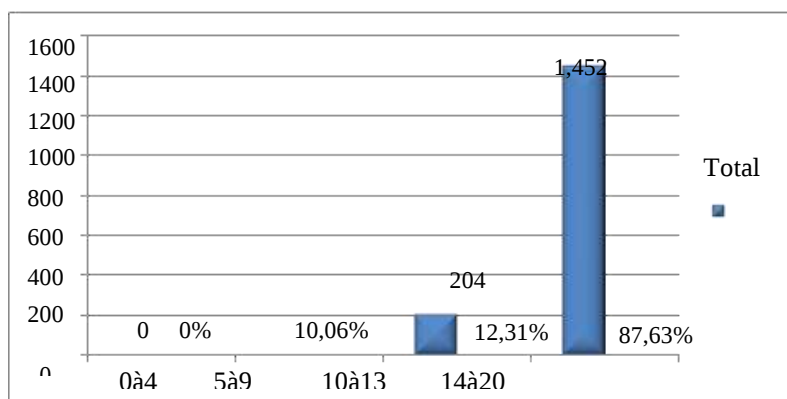
Table74: showing percentage of failure and success in oral exam in 2008 in Atlantic-Littoral.

Surprisingly enough the percentage of success in oral examination in Atlantic- Littoral is outstanding in 2008. Out of 1,819 candidates who sat for this examination, all of them passed it without hitch. The candidates perform well when it comes to oral exam.

6.2.2.2. 2009 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	1	204	1,452
Percentage	0%	0.06%	12.31%	87.63%

Table 75 showing 2009 BAC oral examination in Atlantic-Littoral



Bar chart 26 showing 2009 BAC oral examination in Atlantic-Littoral (SPSS output)

The bar chart 7 leads to the following table in term of the percentage of success and failure.

	9-10	10-20
Total	1	1,657
Percentage	0.06%	99.94%

Table 76 percentage of failure and success in oral exam in 2009 in Atlantic- Littoral.

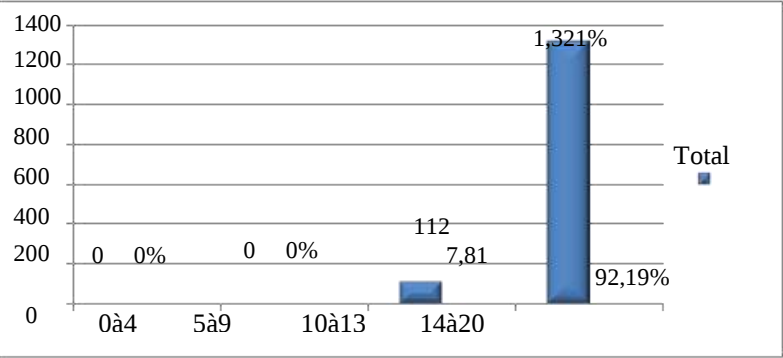
In 2009, the percentage of success is 99.94%, and there is only one failure. When this result is compared to the one of

2008 there is only a slight difference. Anyway the students’ performance is still high in the department.

6.2.2.3. 2010 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	112	1,321
Percentage	0%	0%	7.81%	92.19%

Table 77 showing 2010 BAC oral examination in Atlantic-Littoral



Bar chart 27 showing 2010 BAC oral examination in Atlantic-Littoral (SPSS output)

The output of the Bar chart 8 in term of percentage of success and failure is detailed in the following table

	9-10	10-20
Total	0	1,433
Percentage	0%	100%

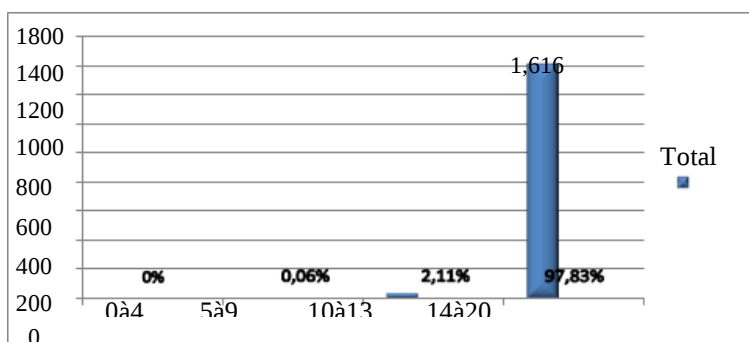
Table 78 showing the percentage of failure and success in 2010 BAC oral examination in Atlantic-Littoral

Once more students performed well in 2010 oral examination since the percentage of failure is nil. To wrap up, students performance is ‘excellent ‘

6.2.2.4. 2011 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	112	1,321
Percentage	0%	0%	7.81%	92.19%

Table 79 showing 2011 BAC oral examination in Atlantic-Littoral



Bar chart 28 showing 2011 BAC oral examination in Atlantic-Littoral (SPSS output)

The bar chart 9 generates the following table:

	9-10	10-20
Total	1	1,651
Percentage	0.06%	99.94%

Table 80 showing the percentage of success and failure in 2011 oral exam in Atlantic-littoral

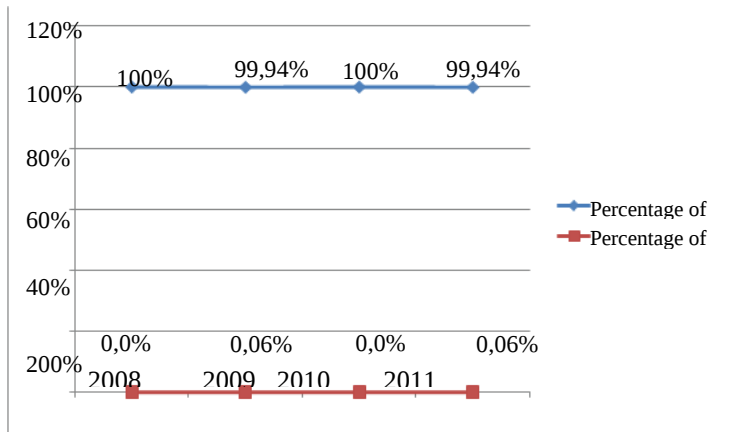
The percentage of success in 2011 is the same compared to that of 2009(99.94% of success; and 0.06% of failure). Again, there is only a slight difference between the two years and 2008. The candidates' performance is so 'high' in the department. All in all the percentage of success in oral examinations in Atlantic-Littoral for the four consecutive years ranging from:

- ✓ One hundred percent in 2008 and 2010

- ✓ Ninety-nine point nine and four percent in 2009 and 2011
- ✓ Table chart provides a thumbnail of the four years of oral examinations in Atlantic- Littoral.

Year	2008	2009	2010	2011
Percentage of success	100%	99.94%	100%	99.94%
Percentage of failure	0%	0.06%	0%	0.06%

Table 81 showing 2008, 2009, 2010, 2011 candidates' performance in oral exam in Atlantic-Littoral oral exam in Atlantic-Littoral (SPSS output)



There is a drastic rise in the percentage of success of students in oral exams in Atlantic-Littoral compared to written exams where the percentage of success never reaches thirty-nine percent much less goes beyond forty percent over the four years. What accounts for this sudden performance in oratory in the department? Shall students alone be held accountable for such a 'higher 'performance in English? Anyway a miracle might have haunted some of these results.

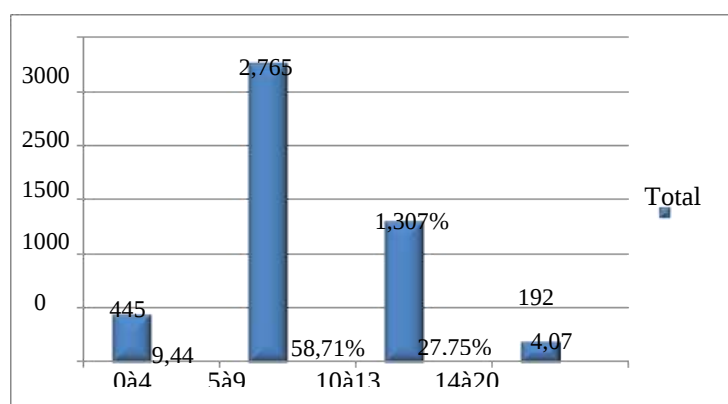
6.3. Borgou-Alibori BAC candidates performance in written and oral exams

6.3.1. Written Exam

6.3.1.1. 2008 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	445	2,765	1,307	192
Percentage	9.44%	58.71%	27.75%	4.07%

Table 82 showing 2008 BAC written examination in Borgou-Alibori



Bar chart 30 showing 2008 BAC written examination in Borgou-Alibori (SPSS output) the percentage of failure and success are presented in the following table

	9-10	10-20
Total	3,210	1,499
Percentage	68.17%	31.83%

Table 83 showing the percentage of failure and success in 2008 written exam in Borgou-Alibori

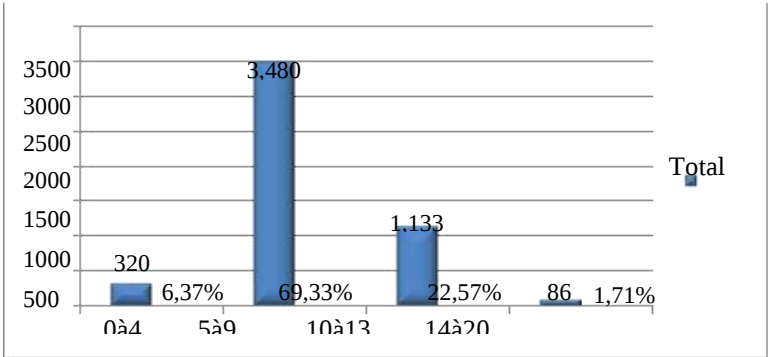
The percentage of failure in English in Borgou-Alibori in 2008 is 68.17% whereas the percentage of success is 31.83%. Those who failed is the double of those who succeeded plus 6%. The percentage of success in Borgou-Alibori is inferior to the one of Atlantic-Littoral (38.57%)

These results show that students performed poorly in English in written exam of 2008.

6.3.1.2. 2009 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	320	3,480	1,133	86
Percentage	6.37%	69.33%	22.57%	1.71%

Table 84 showing 2009 BAC written examination in Borgou-Alibori



Bar chart31 showing 2009 BAC written examination scores in Borgou- Alibori (SPSS output)

Below is the percentage of failure and success deriving from bar chart12

	9-10	10-20
Total	3,800	1,219
Percentage	75.71%	24.29%

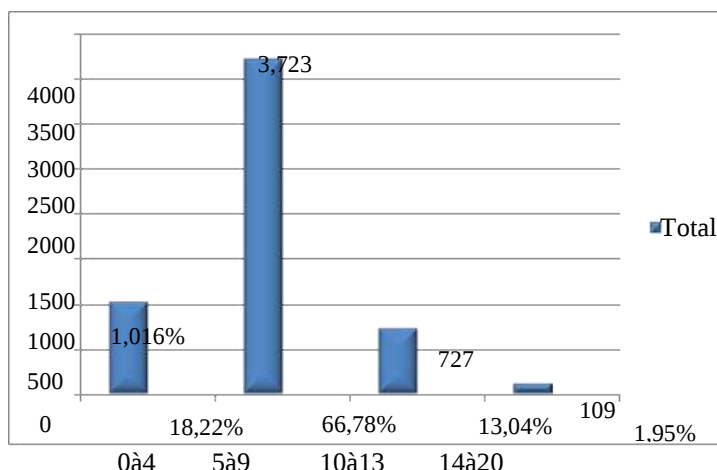
Table 85 showing the percentage of failure and success in 2009 in Borgou-Alibori

There is a bit augmentation in the percentage of failure in Borgou-Alibori in 2009(75.71% failed in the written English exam). This substantiates again the statement that Borgou-Alibori candidates’ performance was below the average in 2009.

6.3.1.3. 2010 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	320	3,480	1,133	86
Percentage	6.37%	69.33%	22.57%	1.71%

Table 86 showing 2010 BAC written examination in Borgou-Alibori



Bar chart 32 showing 2010 BAC written examination in Borgou-Alibori (SPSS output)

The above Bar chart leads to the following table:

	9-10	10-20
Total	4,739	836
Percentage	85.00%	15%

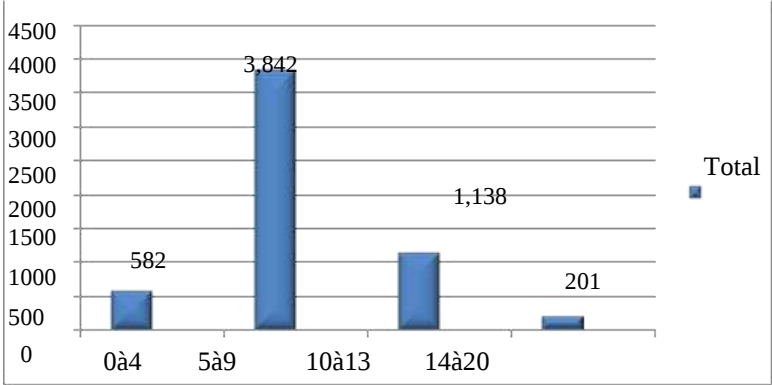
Table 87 showing the percentage of failure and success in written exam in Borgou- Alibori

In 2010, the percentage of failure rose steeply to 85%; and only 15% passed their exams. That is to say that the percentage of failure is six times higher than the one of success. The percentage of success in Atlantic-Littoral (22.28%) is far better than that of Borgou-Alibori.

6.3.1.4. 2011 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	582	3,842	1,138	201
Percentage	10.09%	66.66%	19.74%	3.48%

Table 88 showing 2011 BAC written examination in Borgou-Alibori



Bar chart 33 showing 2011 BAC written examination in Borgou-Alibori (SPSS output) the table below elaborates more on the percentage of failure and success

	9-10	10-20
Total	4,424	1,339
Percentage	76.76%	23.24%

Table 89 showing the percentage of failure and success in 2011 in Borgou-Alibori

In this year, the percentage (23.24%) of success has increased a little bit when it is compared to the two previous years (15% in 2010 and 24.29%). Nonetheless the candidates' performance satisfactorily is still wanted. All in all, the percentage of success in written examinations in Borgou-Alibori for the four consecutive years ranging from

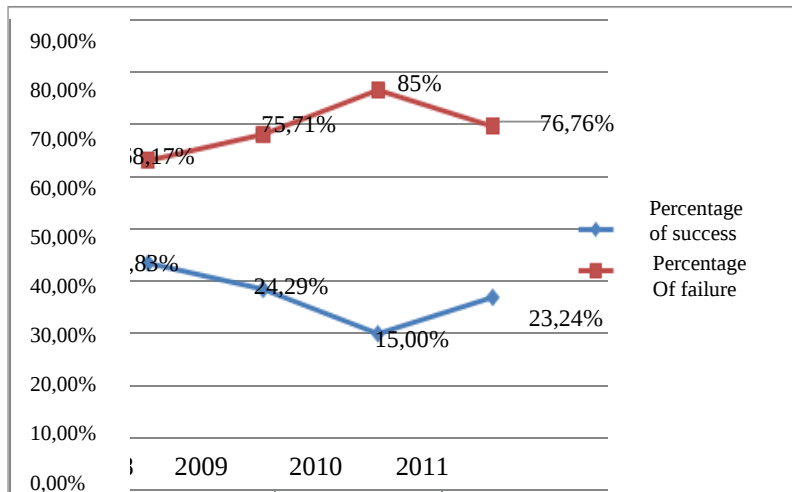
- ✓ 2008: 31.83%
- ✓ 2009: 24.29%
- ✓ 2010: 15%

✓ 2011: 23.24 %

The next table 106 gives more details about Borgou-Alibori candidates' performance over the four years.

Year	2008	2009	2010	2011
Percentage of success	31.83%	24.29%	15.00%	23.24%
Percentage of failure	68.17%	75.71%	85%	76.76%

Table 90 showing Borgou-Alibori BEPC candidates' performance over the four years in written exam



Scatter diagram 34 showing 2008, 2009, 2010, 2011 BAC candidates' performance in written in Atlantic-Littoral (SPSS output)

On the whole the results of Borgou-Alibori for the four years are displayed as follows:

- ✓ -68.17% in 2008
- ✓ -75.71% in 2009
- ✓ -85% in 2010
- ✓ -76.76% in 2011

These above results give an overview on Borgou-Alibori candidates' low performance. The results are worse and worse year in year out. There is a need to think about improvements

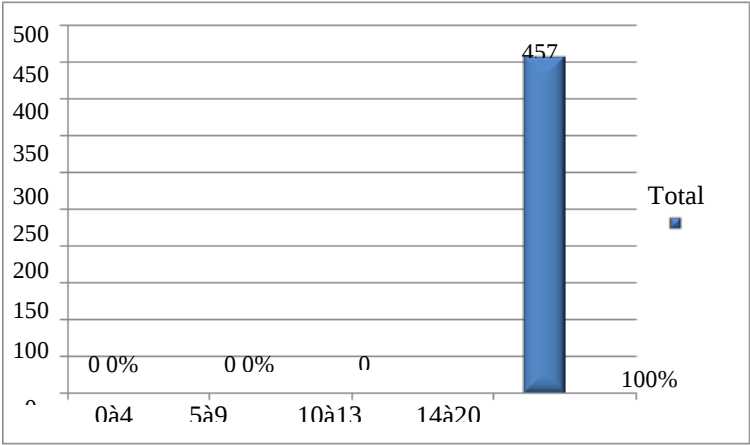
thereby determining the different factors that impede students to work successfully in the region.

6.3.2. Oral exams

6.3.2.1. 2008 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	0	457
Percentage	0%	0%	0%	100%

Table 91 showing 2008 BAC oral examination in Borgou-Alibori



Bar chart35 showing 2008 BAC oral examination in Borgou-Alibori (SPSS output)

	9-10	10-20
Total	0	457
Percentage	0%	100%

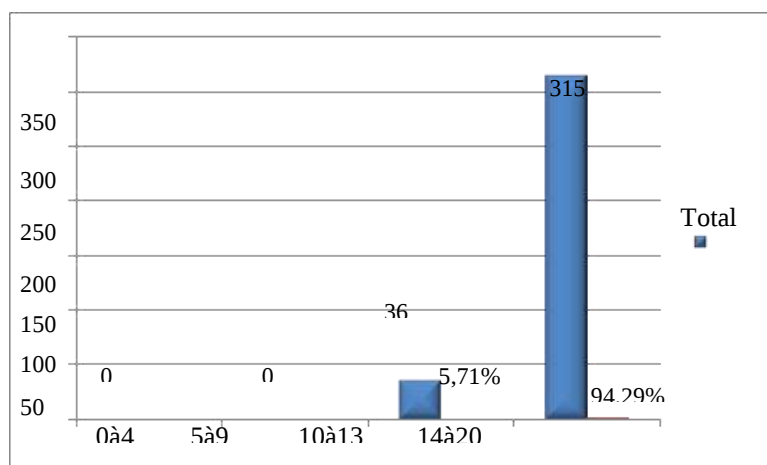
Table 92 showing the percentage of failure and success in 2008 oral exam in Borgou-Alibori

Needless to say enough about the oral exam result; the figure of success (100%) speaks more of themselves. The oral

exam results are extremely good since there is no effort to say that those students are the fore children of the griots.

6.3.2.2. 2009 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	36	315
Percentage	0%	0%	5.71%	94.29%



Bar chart 36 showing 2009 BAC oral examination in Borgou-Alibori(SPSS output)

	9-10	10-20
Total	0	630
Percentage	0%	100%

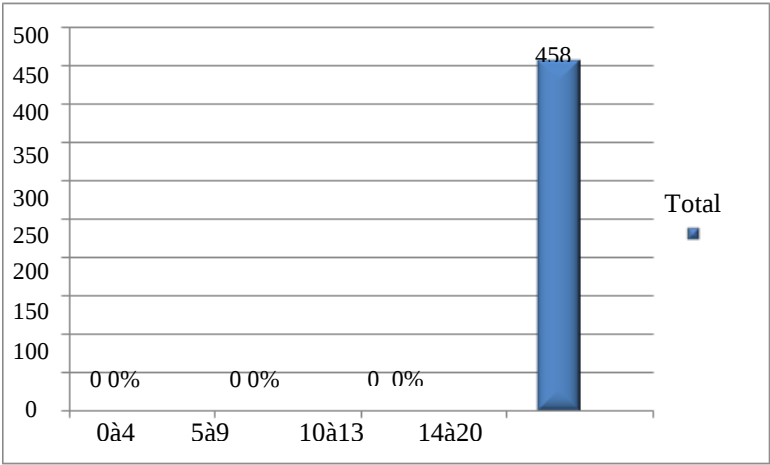
Table 94 showing the percentage of failure and success in Borgou-Alibori in 2009 oral exam

Still one hundred percent of students succeeded in the oral exam in Borgou-Alibori. No candidate fell behind. The performance of candidates then is ‘excellent’.

6.3.2.3. 2010 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	36	458
Percentage	0%	0%	0%	100%

Table 95 showing 2010 BAC oral examination in Borgou-Alibori



Bar chart37 showing 2010 BAC oral examination in Borgou-Alibori(SPSS output)

	9-10	10-20
Total	0	458
Percentage	0%	100%

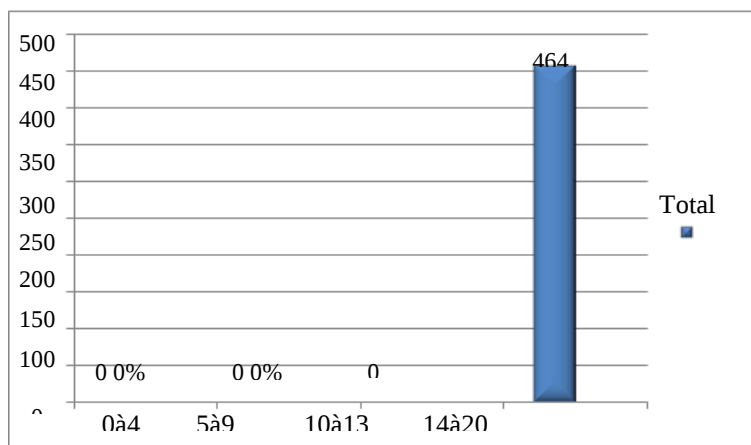
Table 96 showing the percentage of failure and success in oral exam in Borgou-Alibori

Likewise the percentage of success in 2010 in Borgou-Alibori in English oral exam is hundred percent, this shows crystal clear that the candidates’ achievement is once again outstanding.

6.3.2.4. 2011 BAC

	Grade range			
	0-4	5-9	10-13	14-20
Total	0	0	36	464
Percentage	0%	0%	0%	100%

Table 97 showing 2011 BAC oral examination in Borgou-Alibori



Bar chart 38 showing 2011BAC oral examination in Borgou-Alibori

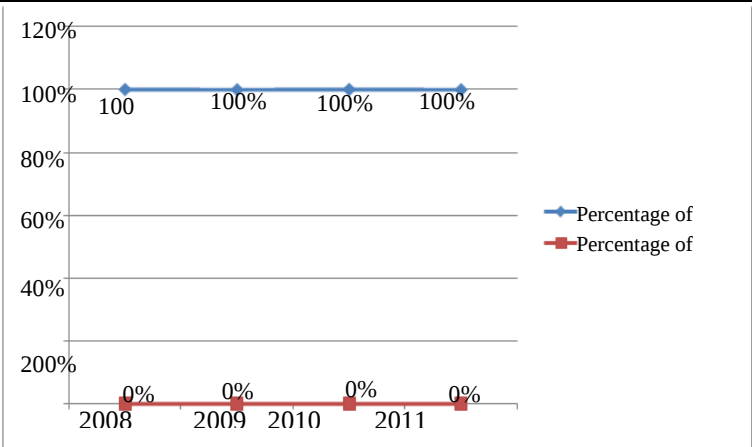
	9-10	10-20
Total	0	464
Percentage	0%	100%

Table 98 showing the percentage of failure and success in oral exam in Borgou-Alibori

In the same vein, all candidates who sat to this oral exam performed very well; this can be viewed through the hundred percent of the results they scored.

All in all, over the four year, nobody failed in the oral examinations in Borgou-Alibori. The next table elaborates more on this issue.

Year	2008	2009	2010	2011
Percentage of success	100%	100%	100%	100%
Percentage of failure	0%	0%	0%	0%



Scatter diagram 39 showing 2008, 2009, 2010, 2011 BAC candidates’ performance in Atlantic-Littoral (SPSS output)

The percentages presented in this chart highlight the high performance of the candidates in oral tests from 2008 to 2011 in Borgou- Alibori.

6.4. Discussion

- ✓ Candidates’ scores in written exams
- ✓ Lower percentage of success in written exams in the sampled regions

Many remarks could be made on students’ performance in written exams in the investigated regions. In Atlantic-Littoral, over the four years the percentage of success in BEPC is presented as follows:

Percentage of success	24.56% in 2009	24.56% in 2009	37.46% in 2010	30.81% in 2011
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The one of Borgou-Alibori is:

Percentage of success	18.47% in 2008	22.81% in 2009	11.32% in 2010	41.49% in 2011
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It is plain to see that the percentage of candidates is always less than 40% in BEPC written exams over the four years in the sampled regions except, in 2011, when the percentage is 41.49% in Borgou-Alibori.

Considering the percentage of success in BAC written exams over the four years in the same departments, the same remarks could be made.

Percentage of success in Atlantic-Littoral	38.57% in 2008	32.72% in 2009	22.80% in 2010	30.90% in 2011
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Below are the ones of Borgou-Alibori

31.83% of success in 2008	24.29% of success in 2009	15.00% of success in 2010	23.24% and 2011
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These results are relevant indications that something is going wrong in the educational system of the sampled departments. EFL students have performed poorly in national written exams more specifically in Borgou-Alibori where candidates face special challenges in terms of academic performance. Some factors are to be taken into account concerning the failure rate of candidates in English exams especially, in the written examinations. Face to this failure one is bound to inquire what is wrong in the system. Many writers have tried to investigate students' failure. Laourou (2011) citing Breer Et al., shows that

Reference to family socialization, peer-group influence, specific events in the individual's past, sources of anxiety, basic strivings, mechanism of defense, education, income, occupation, class affiliation, residence, religion and host personality variables including intelligence, age, sex, interest and aptitude are source of students' failure

Iwikotan (2002) in his research work on BEPC students' performance shows that the marking of papers may be subjective. He argues that there is a wide difference between

one examiner and another. It has been found that sometimes the same paper is awarded marks ranging from one grade to another grade. These difficulties are more than accentuated in examinations involving a large number of candidates. Clearly, all these factors could be part and parcel of students' failure. Yet, Teachers could control these factors if they are well-trained. Looking cursory to Atlantic- Littoral and Borgou-Alibori case, it is plain to see the system does not make for good sound education. The four regions still have some challenges in teacher professional development. Indeed, these results are not surprising because through the assessment of teacher professional development in the sampled regions in chapter four, many teachers are not qualified, that is to say that most of EFL teachers lack professional development. According to the survey, out of two hundred teachers questioned only 43.5 percent got an initial training (BAPES and CAPES) in Atlantic-Littoral and 23 percent got their initial training in Borgou-Alibori. This means that these teachers have learned in one way or other some basic teaching principles and to some extent have some expertise in teaching English as a Foreign Language. However, more than the half of EFL teachers investigated in the regions are still in need of some initial training. These teachers are then not aware of some dimensions of teaching such as preparing lesson plans, classroom management, teaching the four skills, techniques for presenting and practicing new teaching items, correcting errors. Without a good initial training, teachers may have some difficulties to impact positively on their learners' achievement. Also, some of the EFL teachers questioned in Atlantic-Littoral and Borgou-Alibori didn't study English at all at University before starting teaching. Could students perform well in these conditions?

Effective professional development contributes to a significant improvement of the quality of teachers' classrooms performances and thereby, contributes to students' good achievement in national exams. Even, teachers interviewed

agreed that teachers training can have a positive impact on the learners' performance in the national examinations. For Example, Big Joe, an English teacher said: *"Naturally, teachers' training has good impacts, for one always learns something for the good of the learners."*

Moreover, there is a disproportionate share of qualified teaching resources in the four regions; and most qualified teachers are in Atlantic-Littoral. The consequence of this reality can be seen in the percentage of success and failure in Atlantic-Littoral. The fact that resource and expertise are not distributed equitably in the remote places like Borgou-Alibori affects the results of the latter. The consequence is that teachers with low qualifications and weak academic credentials are recruited to instruct students. Furthermore, the rare professional development offered to teachers fails to meet teachers' current needs. Most of the topics of the training do not follow a rigorous Needs Analysis and little consideration is given to the trainees' will. Good professional development should be ongoing and should meet the needs of those who are to be trained professionally. Besides, EFL teachers themselves are waiting for the government to be trained. This should not always be the case; EFL teachers should not wait for the government and should not always rely on the latter. They should work for their development and should stop being passive obedient people as they are the people whose career is at hand.

Higher percentage of success in oral exams, however, the oral exam implementations in the investigated tend not to be reliable. Ostensibly, there are no descriptive criteria (rubrics) for measuring oral performance in Atlantic-Littoral and Borgou-Alibori. The outcomes of our investigation in the four regions show the following:

-At the BEPC oral exam level: Seven reading texts were proposed to the candidates.

- ✓ Text n 1: Facing Malaria
- ✓ Text n 2: Child Labor
- ✓ Text n 3: No title
- ✓ Text n 4: Favorite food
- ✓ Text n 5: Planning meals for the family
- ✓ Text n 6: At the hospital
- ✓ Text n 7: A local festival in my village.

-A the BAC oral exam level

Students came with the English book on program “Go For English Terminale”. The teacher selected a reading text from the book for the candidates, asked the candidates to withdraw for preparation. After awhile, the examiner invited the candidate and asked to read aloud the text. Then, candidates were asked some questions and after responding the candidates moved. Then, the examiner graded the candidate after he has left..

At the end, I approached some of the examiner-respondents to check if there were some rubrics that they follow to grade candidates. The bad news is that there is no such a thing. Some of the respondents even confessed “we are asked officially to give good marks to candidates and if we fail in giving good marks, the bad marks will be changed at the secretariat level”. Assessment is integral to students learning and not just something thought. Marking guide (sometimes referred to as ‘rubrics’) makes explicit to EFL students the criteria against which they work will be assessed and they can be comprehensive and efficient feedback tool. Unfortunately, there is no such a thing. The high percentages of success observed in oral examination are not objectives. Again teachers’ professional development is to be questioned.

Taking into account the aforementioned, relevant solutions need to be found as remedy to those problems. That is why I have made some suggestions.

CHAPTER SEVEN: SUGGESTIONS

7.1. Introduction

Having made an analysis of the problem of professional development and student academic performance in Benin, it is worthwhile giving some suggestions. This chapter draws the attention of both authorities and EFL teachers to some solutions that can make the teaching of English as a Foreign Language easy and favours professional development best practices in the country.

7.1.1. Suggestions

A change is necessary today in Benin, especially in the four regions of our investigation because high proportions of EFL students are performing poorly. Change is needed because many teachers are not happy with the state of professional development in the country.

Having assessed and ascertained the problems revolving around the topic, I suggest ten substantive actions that professional development planners and teachers of English could take into consideration to construct models of workplace-based, lifelong learning capable of promoting and sustaining the professional growth of teachers. I urge professional development staff in Benin, especially in the regions of our investigation to:

- ✓ Provide new teaching roles, workplace norms, and school structures.
- ✓ Encourage the creation of powerful mechanisms to reward professional learning
- ✓ Collaborate with parents, community, and universities in professional development programs
- ✓ Create effective professional learning systems to bolster teaching quality and student achievement
- ✓ Increase and train the number of professional development leaders and Academic advisors for Regular class visits and follow- up.

- ✓ Teachers of English in Atlantic-Littoral and Borgou-Alibori should infuse new technology of information and communication in their teaching
- ✓ EFL Inspectors should always provide an effective Needs Assessment before any professional development training.
- ✓ Enforce more professional development in our secondary schools
- ✓ Assessment developers should come up with appropriate oral exam rubrics

7.2.1. Provide new teaching roles, workplace norms, and school structures.

Improving professional learning for educators is a crucial step in transforming secondary schools and improving academic performance in Atlantic-Littoral and Borgou-Alibori and in the whole country. International comparisons can be helpful in showing the benefits of a new vision of the teaching profession. Parents, community, and decision makers should know that most Atlantic-Littoral and Borgou-Alibori teachers have only two hours per week for planning and almost no regular time to consult together or reflect on teaching practices with their peers. This is in sharp contrast with teacher professional development policies in high-achieving nations in the world, where teachers spend between 15 and 20 hours per week working jointly on refining lesson, coaching one another, and learning new instructional methods (Darling Hammond, 1996; p.18).

In Japan and China, for example, teachers only teach 3 to 4 hours per day and have the remaining hours of the day for professional preparation and interaction with their colleagues (National Governors Association, 1995).

Professional development staff, including teachers and headmasters, can play a crucial role in developing appropriate workplace structure that are capable of nurturing the kind of

professional development learning communities described throughout the literature review of this dissertation.

If the professional development staff could see their role as that of advocate for institutional change as well as of coaches, they could also contribute to redesigning the school daily schedule by negotiating for significant amounts of common planning time for teachers and helping teachers arrange observation time in one another's classes. In deciding to take on this kind of institutional role, professional development staff would not only be changing the working conditions and workplace norms for teachers, but would also be reinventing their own roles within the system. They would be committing themselves to looking diagnostically at the needs of the entire teaching community.

7.2.2. Encourage the creation of powerful mechanisms to reward professional learning

Improving the quality of the teaching workforce in the whole country is a way to contribute to students' performance needs and to provide with a holistic approach to addressing issues concerning teachers and teaching personnel. This recognizes the establishment and the maintenance of an effective, motivated workforce. Appraisal of teachers of English can be used as a method to promote good professional development practices. Any sort of appraisal scheme could benefit teachers by giving them a better understanding of their job, improving feedback and recognition, and provide regular opportunities to consider their professional development needs. It can play a central role in the professional development of teachers, and provide support and encouragement, particularly for young teachers who need help to think through future promotion and career directions. In addition, appraisal can be a very powerful mechanism for promoting equal opportunity (Thompson, 1992) and provides perhaps one of the greatest challenges and greatest

opportunities for restructuring the values of the teaching profession as a community of practice.

The government through professional development staff can, for example, encourage the creation of salary structures to reward professional learning and press hard for the establishment of a line item in the school budget to pay for teacher development activities such as traveling to conferences and to provide incentive awards for teachers who publish reports of their teaching practices in professional journals.

Furthermore, merit pay systems might realign teaching incentives by directly linking teacher pay to classroom performance (Buddin et al., (2007). Merit pay is results oriented in the sense that compensation focus on students' outcomes. Merit pay would improve the teaching corps in many ways: First, teachers would have incentives to increase efforts to produce students' outcomes. Second, linking pay directly with classroom outcomes would encourage high quality teachers to remain in the profession.

7.2.3. Collaborate with parents, community, and universities in professional development programs

With the population growth, government could not shoulder alone the running of schools. School authorities could create closer relationships between people inside and outside in the 'real world'. Both parents and the general public will need to be educated about the nature of professional development programs and kept informed about its progress so that they become supporters of the program and budget-making time. Parents, business leaders, scientists, political and labor leaders, and many other members of the community can play more effective and innovative roles as motivators, role models, and sources of information, critics, evaluators, guides, and mentors in professional development programs.

Furthermore, with the growth of the World Wide Web, more and more partnership can be found online. Using the

World Wide Web is also a way to develop professionally, for many connections in term of teaching methods could be made and partnerships with institutions of higher education capable of granting credit for a flexible array of professional development experiences could also be created.

One more thing in teacher development reform is an emphasis on collaboration between universities and teachers training schools. In some cases, this collaboration takes the form of selecting certain schools as “Professional development schools,” where the most pre-service training takes place (Levine, 1992). Even where such structured relationships do not exist, principals could make systematic use of universities resources when they are available. First, identify knowledgeable faculty members who are specialists in teacher training. These specialists can bring an external perspective to program development, can assist in program design and evaluation, and share the results of current research that has implications for the program. Second, to consider using university faculty members as external evaluators for external evaluators can be very useful adjunct to school administrators in evaluating teacher effectiveness.

7.2.4. Create effective professional learning systems to bolster teaching quality and student achievement

The Benin government needs to bolster teachers of English skills and knowledge to ensure that every teacher is able to teach increasingly diverse learners, knowledgeable about student learning, competent in complex core academic content, and skillful at the craft of teaching. To accomplish this, schools need to make sure that professional learning is planned and organized to engage all teachers regularly to benefit all students. This requires high-quality, sustained professional learning throughout the school year, at every level in the subject. For an effective professional learning system, school leaders should learn from experts, mentors, and their peers about how to become true instructional leaders. They

should work with staff members to create the culture, structures, and dispositions for continuous professional learning and create pressure and support to help teachers continuously improve by better understanding needs, making data-driven decisions regarding content and pedagogy, and assessing students' learning within a framework of high expectations.

Teachers should meet on a regular schedule in learning teams organized by content

- area assignments and share responsibility for their students' success. Learning teams should follow a cycle of continuous improvement that begins with examining student data to determine the areas of greatest student need, pinpointing areas where additional educator learning is necessary. Besides, identifying and creating learning is necessary, identifying and creating learning experiences to address these adult needs, developing powerful lessons and assessments, applying new strategies in the classroom, refining new learning into more powerful lessons and assessment, reflecting on the impact of student learning, and repeating the cycle with new goals. The system at the school level should be supported by the government and the country policies that encourage regular teacher collaboration and professional learning closely tied with school improvement priorities and provides needed resources to give teachers time and opportunity to achieve this goal.

7.2.5. Teachers of English in Atlantic-Littoral and Borgou-Alibori should interact

The degree of change is strongly related to the extent to which teachers of English in Atlantic-Littoral and Borgou-Alibori interact with one another or others by providing technical help. Within the school, collegiality among them, as

measured by the frequency of communication, mutual support, help, etc., is a strong indicator of implementation success. Significant educational change consists of changes in beliefs, teaching style, and materials which can come about only through a personal development, more specifically through relationship in a school context. It is true that teachers need to participate in workshops, but they also need to have one –to-one and group opportunities to receive and give help and more simply to converse about professional development activities. Under these conditions teachers learn how to use an innovation as well as to judge its desirability on more information- based grounds. Learning is seen as essentially a social process, requiring communication among learners, teachers and others. This social process cannot effectively be replaced by anything else (Baley et al., (2001;p. 35).

7.2.6. Teachers of English in Atlantic-Littoral and Borgou-Alibori should infuse Technology in their teaching

In recent years integration of instructional technology into classrooms in the world has become a significant part of education in world wide. As such the use of technology resources in education and teaching have become crucial. Teachers of English in Atlantic-Littoral and Borgou -Alibori today may, in fact, face serious obstacles if they do not quickly adapt to this change. So they should adjust to their students' expectations. As I said in the introduction of this research work, the most salient characteristic of this generation is its comfort with technologies. Prensky (2001) refers to them as "*digital natives, or people born into a technological world*". During our investigation, many teachers recognize they do not use technology in their teaching; this may be because they prefer the state of their current courses since they are familiar with this. EFL teachers in Atlantic-Littoral and Borgou-Alibori or elsewhere in Benin Republic should be encouraged regularly and guided about how to use new technologies such as podcasts, radios, blogs, social medias etc.. .

Regular workshops on how to use these equipments will be always welcomed in order to help teachers be familiar with them and adopt more technology-based tasks, including visual in their different classroom.

Interestingly, some of teachers in the regions of our survey are better in using these equipments; we hope that these teachers can become the mentors of those who don't know how to use technology tools or those who are trying to assimilate technology into their classroom during schools professional development meetings. Atlantic- Littoral and Borgou-Alibori have then to understand and start infusing technology in their teaching for an effective teacher development and a maximization of students' performance.

7.2.7. Inspectors should always assess teachers' needs before any professional development program design.

'Needs Assessment' consists of the procedures designed to gather and analyze information about the needs of a specific groups of learners in an existing or proposed setting so that inference about curriculum can be drawn and informed decisions can be made (Purpura& king, 2003; p.3). EFL inspectors only identify teachers' needs when making point on their inspection tours. I personally think that this is not sufficient. They could also address directly some questionnaire of Needs Analysis to these teachers.

Regarding the diversity of Atlantic-littoral and Borgou-Alibori teachers' needs and their unique and situation based nature, needs analysis should be considered as a prerequisite to the process of professional development design. It will enable the professional development designer to see to what extent the proposed programs are in line with the teacher real needs. In other words, it shows whether the items to be developed during the training are responsive to teachers' needs, This kind of evaluation will not only help inspectors plan professional program which are more satisfying to the teachers in terms of

fulfilling their needs but also improve the existing programs in terms of objectives, topics, and materials.

On the other hand, according to Kutter (2000), asking teachers about their needs can motivate them and maximize the likelihood of their participation. Below is an adapted needs analysis for EFL Teachers.

Needs Assessment for Teachers Dear Teachers, in order to provide a better professional development workshop for you, we have provided a questionnaire for you in which your answers will be very helpful in the designing of the program. List general areas you would like to improve upon: A.B. C. What activities would you like to be engaged in during the training? How many days would you like the training to last? Why? Where would you like the training to take place? What would you like to get out of attending the training? What would you like to do at the end of the training?
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Table 117

7.2.8. Enforce more weekly professional development meetings in our secondary schools.

To make teachers of the same subject work in close collaboration, Benin school authorities have arranged two hours per week as part of their workload. This strategic planning is for teachers to sit down together after a period of work to reflect on their own experiences as well as on the learning process going on in their school. The reflective discussions are occasions to help teachers convey their professional knowledge in a collaborative learning environment. Such occasions are proper to carry out activities within the range of attitudes and approaches to teaching. Apart from what teachers have done in class, they can talk about the classroom topics like lesson plan, lesson preparation, and techniques for teaching language throughout some activities.

It seems necessary to enforce more on these professional development meetings. At least twice or thrice in a month at the school level, the headmaster should meet all professional development leaders to enquire about how the teachers are progressing in their programme and what their needs are. This is a way for him to know what is being done in the different classes and at the weekly sessions. This could enable him to meet teachers themselves to counsel them if necessary or plan a remedial training for them whenever something is wrong.

The DES (Direction de l'Enseignement Secondaire) is the office in charge of ensuring that the weekly professional development meetings are organized as required. More efforts should be made to make these weekly opportunities effective and more beneficial for the teachers and the learners.

Moreover, schools should get all the teachers of the same school work at these sessions and train professional development leaders and advisors quite well for their specific responsibilities which include managing such sessions.

7.2.9. Assessment developers should Develop appropriate oral exam rubrics

Assessment is integral to students learning and not just something thought. Marking guide (sometimes referred to as 'rubrics') makes explicit to EFL students the criteria against which their work will be assessed and they can be comprehensive and efficient feedback tool. A marking guide shows quality of performance or achievement levels and dimension of performance (elements of performance at each level.)

A marking guide has the following advantages. It

- ✓ Makes assessment process open and accountable
- ✓ Provides diagnostic feedback to students and staff on students' learning so far
- ✓ Helps students develop and produce better quality work: they do not have to guess what the assessor is

looking for because the most valued outcomes of the assessment are clear.

- ✓ Improves comparability when they provide several assessors
- ✓ Can be re-used at any time (Freed, 2000)
- ✓ Below are some proposals of assessment rubrics in every language skill which can help authorities in charge of BAC and BEPC assessment in the country.

Descriptive criteria for measuring learners' competence in listening and speaking (Freed, 2000; p.23)

Level	Characteristic behaviour
0	- displays no evidence of understanding short statements, questions, commands or requests even after repetition - gives inappropriate response - is unable to name any common objects in the classroom or any people - produces incomprehensible pronunciation
1	- understands short statements, general and alternative questions, commands or requests spoken at slow speed - gives very brief responses (single words or short phrases) - is able to name one or two common objects or people - pronunciation is not distinct
2	- comprehends familiar statements, requests and open questions, though some repetition may be needed - gives short but appropriate responses - is able to name common objects and people - pronunciation is approximate
3	- comprehends familiar language spoken at near normal speed, all types of questions, though with some repetition - participates in short question/answer exchanges - uses mainly memorised phrases and formulae - pronunciation is reasonably clear, though with some inaccuracies
4	- understands longer passages spoken at near normal speed - participates in longer question and answer exchanges on familiar and well practised topics, gives extended answers - makes some attempt to use language creatively, in addition to memorised phrases and formulae - pronunciation is generally accurate
5	- understands material on a range of topics spoken at normal speed - provides and asks for information and opinions on familiar topics, displays curiosity - uses language freely (though still makes grammatical mistakes) - pronunciation can be understood without any difficulty

Table 118

Descriptive criteria for measuring learners' competence in reading(Freed, 2000)

Level	Characteristic behaviour
0	- does not recognise any words - unable to read anything aloud - unable to skim the passage - unable to scan the passage - unable to describe a picture from the story after reading it - unable to predict the end of the story - has no strategies for dealing with the unknown - does not respond to the story
1	- recognises some familiar words - able to read a few words or phrases aloud - unable to skim the passage - unable to scan the passage - unable to describe a picture from the story after reading, but recognises the picture - unable to predict the end of the story - has no strategies for dealing with the unknown - does not respond to the story as such
2	- recognises many words - able to read simple sentences aloud, though not always accurately and with considerable hesitation - unable to skim the passage - unable to scan the passage - uses some inappropriate strategies for identifying unfamiliar words.
3	- recognises many words, including some less common ones -reads aloud with reasonable accuracy but with frequent hesitation - when asked to skim, focuses on details rather than main idea -when asked to scan, finds some inappropriate specific information from the story - notices when the reading does not make sense and attempts to self-correct accordingly.
4	- recognises many words and attempts unfamiliar ones - reads aloud accurately but with some hesitation - when scanning, finds some specific information from the story - describes the picture in French, Arabic or a local language and/or English - tries to predict the end of the story in French, Arabic or a local language and/or English - where appropriate, self-corrects or looks backwards/forwards in the story for clarification or asks for help.
5	- has a wide reading vocabulary; able to interpret unknown vocabulary from form or context - reads aloud accurately and with reasonable speed - understands the main idea of the story, tries to retell it in English - able to find specific information from the story - able to describe a picture from the story - able to predict the end of the story - indicates involvement with the story while reading it; able to use prediction as a strategy in reading - discusses alternative actions or conclusions, and expresses feelings about the story

Table 119

Descriptive criteria for measuring learners' competence in writing

Level	Characteristic behaviour
0	- unable to write anything in Latin alphabet - does not use punctuation - no evidence of ability to spell, because no words are written - no evidence of grammatical relations between words, because no words are written - unable to communicate in writing
1	- attempts to write in Latin alphabet but legibility is poor - does not use punctuation - spelling is idiosyncratic (not standard) - no evidence of grammatical relations between words - able to write own name and other basic information about him/herself
2	- handwriting is legible, despite inconsistencies in size and in use of capital and lower case letters - may occasionally use sentence punctuation (full stops and commas), but not consistently - spelling of common words is often inaccurate - grammar is inaccurate and affects comprehensibility - able to write names of some characters and objects from the reading passage
	- handwriting is reasonably consistent in size; no use of capitals within words - uses sentence punctuation (full stops and commas) - spelling of common words is sometimes inaccurate - grammar is inaccurate, to the extent of sometimes affecting comprehensibility - able to write some short sentences remembered from the reading passage (or parts of it)
4	- handwriting is generally accurate and consistent - appropriate use of capitals, full stops and commas - spelling of common words is accurate - grammar may be inaccurate but without affecting meaning - able to write a short retelling of some parts of the reading passage
5	- handwriting is joined up - wide range of punctuation is used - spelling of less common words is mostly accurate - grammar is largely accurate - able to write a retelling of some parts of the reading passage from the point of view of one of the characters

If teachers are committed to a profession in which they jointly diagnose what level and kinds of understanding their students bring, what within their discipline is important to teach, and what strategies are appropriate for developing greater subject-matter expertise and disciplinary knowledge, then there is a need to create the social conditions that make the learning possible. The primary condition for change seems to be that teachers must be encouraged to define themselves as a part of a professional community of inquiry in which there is direct and collective engagement with challenging ideas and

opportunities. Clearly, there are many routes for professionalizing the craft of teaching. The school environments must offer opportunity to join a vibrant professional development community. Professional development staff committed to build such professional communities can play a vital role in the national effort to revitalize the teaching profession. The suggestions presented to this chapter present promising ways to meet that challenge.

CHAPTER EIGHT: GENERAL CONCLUSION

Teacher development and student achievement have been key issues in this investigation. The study sets out with the aim of finding out how the teacher development affects students' achievement in some regions in Benin Republic. The combination of my literature review and the implementation of some research instruments (students' scores analysis, questionnaire, structure interview, and observation) provide an overview of how Atlantic-Littoral and Borgou-Alibori are doing for teachers' access to professional development opportunities in the regions, particularly in school contexts.

Hundred percent of the teachers in Atlantic-Littoral and Borgou-Alibori during the investigation admit that nothing can be successfully done without self and collective professional development activities. However, Teachers' development in Atlantic- Littoral and Borgou-Alibori has yielded little effects on students learning, and the structures and supports that are needed to sustain teachers learning and change fall short.

The candidates' scores analysis outlined very important weaknesses in both BEPC and BAC examinations, including a higher percentage of students' failure and lack of performance criteria in oral exams.

The implementation of questionnaire indicates that Atlantic-Littoral and Borgou-Alibori EFL teachers, as well as educational authorities, failed to understand deeply the underlying approaches of Professional development, which is to provide rich and varied learning experience capable of meeting the immediate and future needs of students. Rather, Atlantic-Littoral and Borgou-Alibori Teachers of English continue to teach using old approach they were accustomed to. The teaching cadre is insufficient and under qualified. The time and opportunities essential to intense professional development with regular follow-up and reinforcement lack or are simply not in place in most regions, as evidenced by the short duration with most professional developments sessions. Teach English, against 82% who are now teaching the subject. The majority of the survey came up with some findings- 18 %

of the teachers got their professional degrees to teachers are not then qualified to join the teaching corps because they lack initial training. This leads to an examination culture system which places unhealthy emphasis on examination performance rather than the authentic learning. The interviews carried out yielded various defaults. The most striking is that Professional development arrangements are made by Benin inspectors rather than teachers. Most of the time priority on teachers' needs is not taken into account and this becomes a burden to professionals instead of a welcome solution to classroom problems.

Other important issue is the fact that only a small percentage of the teachers seem able to transfer the content covered in a workshop to the classroom. The low ratings of the usefulness of most professional development activities are indicators of the insufficiency of the professional development infrastructure now in place in the four regions, and so is teachers' desire to further professional development in the context they teach. Moreover, the access to technology and the use of this varies dramatically in the four regions.

Furthermore, Professional development meetings are not always effective in the schools. This low level of agreement on cooperative effort and coordination among teachers reflect the lack of school governance structures and professional communities that involve teachers in collective decision-making and problem-solving.

Comparisons of teachers' participation in professional development with that of teachers in the international community shows that the four regions where I carried out my investigation are substantially behind in providing the kinds of professional learning more likely to build teachers' capacity and have significant impact on students learning. These regions lag in providing school teachers with chances to participate in extended learning opportunities and productive learning communities. All in all, the findings point to reported shortages of qualified teachers in Atlantic- Littoral and Borgou-Alibori and note that the four regions are facing critical professional

development shortfalls in the area of Teaching English as a Foreign Language. As a matter of fact, there is a crisis in Benin educational system, for schools fail to adequately equip students producing adults without the necessary language skills for the 21st century. This leads to a rising tide of mediocrity that threatens the very future of Benin.

I believe that the findings of this study have various implications for professionals' development stakeholders and teachers themselves. The findings suggest that Educational authorities need to strive to develop a well critical mass of well-trained students prepared to effectively participate in Benin development and this will necessary takes place through the education of adults in charge of students. So, a holistic approach is needed to reform the secondary education system. Professional Learning could have powerful effects on teachers' skills and students' learning if it is sustained over time and focused on important content, and embedded in the work of professional learning in Benin communities that supports ongoing-improvement in teachers' practices. When well-designed, these opportunities help teachers master content, hone teaching skills evaluate their own and their students' performance, and address changes needed in teaching and learning in their schools. (Darling Hammond et al, 2009; p.25)

To achieve this goal, teachers themselves need to understand the principles and practices before engaging in any pedagogical actions. They have to provide opportunities for learners to be active in the classroom. If students are not given ample opportunities to practice and receive feedback, then the classroom experience wanes in comparison with learners' personal lives. The relationship between teacher and student is becoming more tenuous and students' interest in learning has been decreasing in Benin secondary schools. Teachers of English and administrators should get more interested in how to combine most effectively the value of personal interaction

with the glittery attraction of the digital world. Therefore, it is important that teachers improve their teaching day in day out and that educational institutions appropriately train the right type of teachers. These educational institutions must teach not only the theories and methods, but must also arrange practical instructions in the art of teaching. Ancker (2004) interviewing James E. Alatis, the first executive director of TESOL, asked the following question:

“What advice can you give to teachers?” And Atlantis responds: “My advice to teachers is: be professional; get a good education; Provide service. If you are native speaker of English, that doesn’t qualify you to teach English. Quality teacher education is still the heart of the matter...” (p. 22)

Clearly, there are and must be many routes for professionalizing the craft of teaching, including more rigorous pre-service education, more emphasis on subject matter expertise and disciplinary knowledge, more clearly delineated career pathways for experienced teachers, and more appropriate levels of financial compensation. However, regardless of how successful we are in these domains, ultimately, teachers must do their work at schools. The school environments must be capable of attracting highly qualified, self-motivated teachers and must offer them the opportunity to join a vibrant professional community. Professional development staff, teachers, and headmasters, school community leaders, committed to building such professional communities within their own school systems, can play a vital role in the national effort to revitalize the teaching profession. Our proposals to end this reflection are as follows:

- ✓ Brilliant and highly motivated students should be recruited in the teaching corps;
- ✓ Rigorous initial training and continual trainings should be accentuated;

- ✓ Teacher development should be placed at the heart of instruction improvements and given priority in political programs;
- ✓ Schools should organize themselves and cooperate with communities and not necessarily wait for the government;
- ✓ Teachers should be regularly evaluated and the best teachers should be encouraged;

Many people may ask how good teaching can be tested. Coulter (1995) thinks that the feasibility of this approach could be based on already existing models in the world. In *On Campus*, he identifies 14 likely indicators of good practice to test good teaching. The 14 indicators are summarized like this: Productive learning occurs in environment of high expectations, where classrooms are organized along active-learning models. Components of active learning are frequent writing assignments, both in-and out-of-class; lots of discussion; quality feedback from the instructor; an interdisciplinary approach; and high student engagement in making presentations, debating, small group work and practical problem-solving exercises.

- ✓ Lessons should be drawn from leader schools in the world:

Some schools in the world have successful stories of students who achieve because their teachers are learners. Country like Benin could collaborate with these successful schools, examine how exactly these schools choose and maintain a focus, organize their time and create a collaborative environment.

Yes; teaching English as a Foreign Language and teaching other Foreign Languages is somehow tough, and many people we meet, including close family members, sometimes ask why we do it. However, the truth is that teaching is a wonderful profession. How many individual teachers can say that they have had such extended contacts with other human beings and had potentially affected their

lives? If a teacher teaches for ten years, has seen 25 students in 5 classes each day, s/he has then touched the lives of 1,250 future parents, educators, lawyers, doctors, and more! The field of teaching is an extremely vibrant and exciting one. If one forgets the actual physical aspects of eating and drinking and living under a roof, there is nothing more rewarding. The psychic rewards from teaching languages are just immeasurable. Educationists and politicians should always bear in mind the message that Parker Palmer (cited by Perry, 2004) is conveying in his book *Let Your Life Speak*: “Our deepest calling is to grow into our own authentic selfhood....As we do so, we will not only find the joy that every human being seeks—we will also find our path of authentic service in the world. True vocation joins self and service.....”(p.87)

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APPENDICES

Research instruments

Teacher Development and Student Academic Performance in Benin EFL Classes Instrument one: Questionnaire addressed to EFL Teachers

Dear Teachers of English,

This questionnaire is specifically designed to obtain valid information on the above topic. Your response will be of good help to the researchers, principals of school, and the policy and decision makers in English as a Foreign Language field in Benin. It would be appreciated if the questionnaire is filled and handled as accurately and honestly as possible. Thanks for your cooperation.

155. Name of village or town where data was collected					
156. Status of place where data was collected		a) Rural ☐		b) Urban ☐	
157. Name of school					
4) Status of school		a) State ☐		b) Private ☐	c) Religious ☐
5) Years of academic education after baccalauréat		a) 0	b) 1	c) 2	d) 3
e) 4 or more ☐					
6) Subject studied at university	a) Did not study at university	b) English	c) Another subject (not English)		d) English plus another subject
7) Professional training	a) None	b) Under one year	c) 1 year	d) 2 years	e) 3 years or more

1-Where do you go for help for a teaching problem? How do you get information?

158. You go to the school resource center

a-always b-usually c-sometimes d-often e- never

159. You watch your colleagues' teaching

a-always b-usually c-sometimes d-often e- never

160.You observe teachers' classrooms from time to time

a-always b-usually c-sometimes d-often e- never

1.4 You work with teachers in the same subject area excluding professional development program

a-always b-usually c-sometimes d-often e- never

161. You research on topics of professional Interest

a-always b-usually c-sometimes d-often e- never f-You read some teaching newsletters or forum

1.6. a-always b-usually c-sometimes d-often e- never

2-Do you participate in regular seminars

a-alwaysb-usually c-sometimes d-often e- never

Do you participate in regular conferences,

a-always b-usually c-sometimes d-often e- never

Do you participate in regular workshops,

a-alwaysb-usually c-sometimes d-often e- never

Do you participate in regular training sessions

a-always b-usually c-sometimes d-often e- never

Do you participate in regular webinars

a-always b-usually c-sometimes d-often e- never

3-How often do you participate in professional development meeting at your school?

a-always b-usually c-sometimes d-often e- never

4-How often do you participate in departmental or national professional development session in a year?

a-zero time b- once c- twice d- thrice e-four times

5- When you read or hear in a workshop about a new way of teaching, you try it out with your students

a-always b-usually c-sometimes d-often e- never

6-There are things that make it harder to try new approaches.

a-always b-usually c-sometimes d-often e- never

If yes what are those things?

.....
.....
.....
.....

7-How frequently do you buy some teaching materials in any year?

a-0- time b-1-2times c-3-4times d-5-7 times
e-more than 8 times

8-Do you receive regular visit from academic supervisors and inspectors?

a-always b-usually c-sometimes d-often e-never

162. -If there is any, are you satisfied with these supervisions?

163. Yes ☐ no ☐

164. If yes; why?
.....
.....

165.
.....
.....

166. If no; why not?

167.
.....
.....

9- Do you receive regular communicative support with a principal, administrator or department chair?

168. a-always b-usually c-sometimes d-often e-never

10-Do you belong to a teaching association?

☐Yes no ☐

11-Do you value feedback from colleagues?

a-always b-usually c-sometimes d-often e-never

12-Do you value feedback from students?

a-always b-usually c-sometimes d-often e-never

13-Do you value feedback from administrators?

a-always b-usually c-sometimes d-often e-never

14-Do you use some technology equipment for instruction?

a-always b-usually c-sometimes d-often e-never

15-Do you think a teacher who works for his/her professional development can impact positively on his or her learners?

Yes ☐

no ☐

Why.....

.....

.....

.....

.....

**Teacher Development and Students Academic Performance
in Benin EFL ClassesInstrument two: Structure interview
with some selected schools' authorities.**

Dear Sir/Madam,

This interview is a part of a dissertation designed for Benin secondary schools authorities. The purpose of the study

is to discover the extent to which teachers’ development impacts on students’ academic achievement in Benin EFL classrooms. Please indicate the extent to which you agree or disagree with the statement as it presently applies to your school by circling one of these letters. SA (strongly agree), A (agree), U (undecided) D (disagree), SD (strongly disagree). Thanks for your cooperation.

Name of school:

Status of school:

Status of place where data was collected:

Number of students per classroom:

Total number of students in the school:

Total number of Teachers of English:

1-The school is a safe, orderly and conducive environment for teaching.

SA A U D SD

2-Teachers are provided with adequate resources to do their job.

SA A U D SD

3-Teachers are actively involved in making decisions that affect their teaching.

SA A U D SD

4- Quality time is provided with teachers to plan and collaborate on professional project.

SA A U D SD

5-Teachers have sufficient autonomy with respect to what they teach and how they teach.

SA A U D SD

6-Teachers have teachable assignments: classes are not too large, too demanding in their diversity.

SA A U D SD

7-Teachers receive timely and constructive feedback from colleagues.

SA A U D SD

8-Teachers receive timely and constructive feedback from administrators and supervisors.

SA A U D SD

9-The principal visits teachers during class sessions and during professional development meetings

SA A U D SD

10-The principal treats teachers with professional respect they deserve.

SA A U D SD

11-The principal and teachers share a common vision for the school and work toward shared goals.

SA A U D SD

12-The principal is a dynamic leader, works with teachers for continuous improvement.

SA A U D SD

13-The principal always reads supervision reports and act accordingly

SA A U D SD

14-The principal regularly invites some inspectors and academic advisors for some professional sessions?

SA A U D SD

15-The school emphasizes productivity and accomplishment.

SA A U D SD

16- In the school, good teaching is recognized and rewarded.

SA A U D SD

17-The school organizes some test like items on the eve of examinations so to reinforce students?

SA A U D SD

18-The school provides teachers with learning opportunities

SA A U D SD

19- The school has some partnership between universities and districts

SA A U D SD

20- The school organizes some training for new teachers

SA A U D SD

21-The school has a resource center that helps teachers do research on teaching matters

SA A U D SD

22-Considering everything, the school provides a supportive environment for student achievement.

SA A U D SD

Teacher Development and student academic performance in Benin EFL classes
Instrument three: School Professional Development meeting Observation sheet

1-Name of village or town where data was collected			
2-Status of place where data was collected	a) Rural ☐	b) Urban ☐	
3-Name of school	a) State ☐	b) Private ☐	c) Religious ☐
4- Status of school			
5-P D leader grade			
6-Number of teachers that should be present			
7-Number of teachers presentthat day			
8- Number of Teachers absent			

8-Number of late comers	
Variable one	Does the session start on time?
Variable two	Is the session conducted in English?
Variable three	Is there any program for the session?
Variable four	Does the program deal with school activities?
Variable five	Is there any timing allotted to the different activities?
Variable six	Is the timing allotted to the different activities respected?
Variable seven	Is the session engaging?
Variable eight	Is there an active Teachers' participation?
Variable nine	Is there any staff member present?
Variable ten	Is there any presence of inspectors or academic advisors?
Variable eleven	Are students' performance discussed?

Teachers' Development and students academic performance in Benin EFL classrooms Instrument four: interview addressed to inspectors

- 1-Do you organize any training for EFL teachers?
- 2-What sets in motion the desire of organizing such trainings?
- 3-How many training do you organize in a semester and how long does one training last?
- 4--What issues do you consider? Before any professional training?

.....

.....

During any professional training?

.....

.....

After any Professional training?

.....

.....

5-What instrumentumlaboris do you based your training on?

6-On which basis is the venue of the training selected and the length of the training determined?

7-Is there any consideration for the geographical situation of the participants?

8--Will all teachers experience the same basic structure of developmental assistance, or will a variety of structure be used?

YES ☐

NO ☐

9- If no, is there any categorization?

.....

.....

**LETTERS ADDRESSED TO
INSTITUTIONS**

03 BP 3621 Cotonou

May 11, 2011

Dear Sir/Madam,

As students in doctoral studies, we are asked to carry out a research at the end of our training for a dissertation defense. To that effect, I am conducting a study which targets school principals, teachers of English, inspectors, and academic advisors. The purpose of this study is to discover to what extent teachers' development impacts on students' academic performance in Benin EFL classrooms. For this, 4 secondary schools including yours were selected as the main fields of our investigation. That is why I will need your assistance through your responses to the questions in my questionnaire and interviews.

Thanks in advance for your time and effort. I hope to see you soon.

Yours Sincerely,

**Dossou
LANMANTCHION
Dossou
LANMANTCHION**

Cotonou, le 28 Juin 2012

Flavien Dossou LANMANTCHION

Contact: 97 19 35 37

E-mail: flavienlam81@yahoo.fr

A

**Madame la Directrice des Examens
et Concours de l'Enseignement
Secondaire**

Porto-Novo

**Objet: Demande de statistiques des notes des candidats au
BEPCE**

**Anglais de 2008, à 2011 des départements Atlantique- Littoral et
Borgou- Alibori.**

Madame la Directrice, nous venons par la présente solliciter de votre autorité la faveur de nous fournir des informations sur les statistiques des notes des candidats au BEPC en Anglais de 2008, à 2011 des départements Atlantique Littoral et Borgou Alibori, à l'écrit comme à l'oral.

En effet nous demandons les dites informations dans le cadre des travaux de recherche devant conduire à la rédaction d'une Thèse Unique en Didactique sur le thème: "Le développement professionnel et son impact sur la performance académique de l'apprenant". La dite thèse de Doctorat est co-supervisée par le Professeur Léonard KOUSSOUHON et le Professeur Augustin AÏNAMON.

Dans l'espoir d'une suite favorable, recevez Madame la Directrice l'expression de nos profonds sentiments de respect.

**PJ ; Copie de la carte d'étudiant de la
Troisième année de Doctorat**

Flavien Dossou LANMANTCHION

Cotonou, le 28 Juin 2012

Flavien Dossou LANMANTCHION

Contact: 97 19 35 37

E-mail: flavienlam81@yahoo.fr

A

**Monsieur le Directeur de
l'Office du Baccalauréat
Cotonou**

**Objet: Demande de statistiques des notes des candidats au BAC
en
Anglais de 2008, à 2011 des départements Atlantique- Littoral et
Borgou- Alibori.**

Monsieur le Directeur, nous venons par la présente solliciter de votre autorité la faveur de nous fournir des informations sur les statistiques des notes des candidats au BAC en Anglais de 2008, à 2011 des départements Atlantique Littoral et Borgou Alibori, à l'écrit comme à l'oral.

En effet nous demandons les dites informations dans le cadre des travaux de recherche devant conduire à la rédaction d'une Thèse Unique en Didactique sur le thème : "Le développement professionnel et son impact sur la performance académique de l'apprenant". La dite thèse de Doctorat est co-supervisée par le Professeur Léonard KOUSSOUHON et le Professeur Augustin AÏNAMON.

Dans l'espoir d'une suite favorable, recevez Monsieur le Directeur l'expression de nos profonds sentiments de respect.

**PJ ; Copie de la Carte d'étudiant de la
Troisième année de Doctorat**

Flavien Dossou LANMANTCHION

DOB COLLECTED STATISTICS

Statistic DOB 2011

Notes écrits

Annee	note	Nombre
2008	0	1
2008	1	26
2008	2	190
2008	3	796
2008	4	1926
2008	5	3273
2008	6	4671
2008	7	5671
2008	8	6217
2008	9	5718
2008	10	5010
2008	11	3915
2008	12	2768
2008	13	1811
2008	14	1177
2008	15	680
2008	16	369
2008	17	204
2008	18	80
2008	19	16
2008	20	1
2009	1	7
2009	2	65
2009	3	501
2009	4	1683
2009	5	3604
2009	6	5728
2009	7	7007
2009	8	7011
2009	9	6141
2009	10	4751
2009	11	3390
2009	12	2159
2009	13	1273
2009	14	768
2009	15	348
2009	16	181
2009	17	64
2009	18	21
2009	19	4
2010	1	69
2010	2	555
2010	3	1963
2010	4	4533
2010	5	6633
2010	6	7226
2010	7	6619
2010	8	5410
2010	9	3803

2010	10	2868
2010	11	1872
2010	12	1339
2010	13	858
2010	14	585
2010	15	369
2010	16	167
2010	17	93
2010	18	25
2010	19	5
2011	0	1
2011	1	14
2011	2	127
2011	3	720
2011	4	2085
2011	5	4307
2011	6	6867
2011	7	7871
2011	8	7589
2011	9	5995
2011	10	4686
2011	11	3159
2011	12	2134
2011	13	1381
2011	14	885
2011	15	569
2011	16	342
2011	17	172
2011	18	88
2011	19	27
2011	20	1
2010	10	2868

Statistic DOB 2011

Notes écrits atlanlic

Année	note	Nombre
2008	1	14
2008	2	83
2008	3	322
2008	4	785
2008	5	1302
2008	6	1856
2008	7	2195
2008	8	2390
2008	9	2235
2008	10	2002
2008	11	1589
2008	12	1191
2008	13	794
2008	14	555
2008	15	329
2008	16	195
2008	17	112
2008	18	39
2008	19	11
2008	20	1
2009	1	3
2009	2	16
2009	3	150
2009	4	592
2009	5	1246
2009	6	2064
2009	7	2763
2009	8	2857
2009	9	2529
2009	10	2010
2009	11	1519
2009	12	1012
2009	13	627
2009	14	404
2009	15	198
2009	16	107
2009	17	48
2009	18	13
2009	19	4
2010	1	21
2010	2	173
2010	3	589
2010	4	1556
2010	5	2260
2010	6	2583
2010	7	2471
2010	8	2142
2010	9	1535
2010	10	1232

2010	12	680
2010	13	446
2010	14	336
2010	15	215
2010	16	113
2010	17	52
2010	18	18
2010	19	3
2011	0	1
2011	1	4
2011	2	31
2011	3	222
2011	4	643
2011	5	1438
2011	6	2361
2011	7	2865
2011	8	2856
2011	9	2404
2011	10	1866
2011	11	1315
2011	12	915
2011	13	601
2011	14	426
2011	15	276
2011	16	175
2011	17	90
2011	18	52
2011	19	17
2011	20	1
2010	12	680
2010	13	446
2010	14	336

Statistic DOB 2011Statistic DOB 2011

Notes écritsat_litNotesécritsat_lit

Année	note	Nombre
2008	10	10
2008	11	22
2008	12	70
2008	13	83
2008	14	423
2008	15	1324
2008	16	1422
2008	17	831
2008	18	277
2008	19	12
2009	8	1
2009	9	1
2009	10	3
2009	11	5
2009	12	52
2009	13	265
2009	14	619
2009	15	1121
2009	16	1055
2009	17	585
2009	18	282
2009	19	39
2010	11	1
2010	12	13
2010	13	110
2010	14	494
2010	15	1152
2010	16	1085
2010	17	66
2010	18	260
2010	19	20
2011	7	1
2011	10	1
2011	12	1
2011	13	58
2011	14	177
2011	15	750
2011	16	1239
2011	17	1330
2011	18	621
2011	19	50
2008	10	10
2008	11	22
2008	12	70
2008	13	83
2008	14	423
2008	15	1324
2008	16	1422
2008	17	831

Année	note	Nombre
2008	14	17
2008	15	162
2008	16	148
2008	17	75
2008	18	36
2008	19	2
2009	13	36
2009	14	107
2009	15	129
2009	16	74
2009	17	3
2009	18	2
2010	14	69
2010	15	179
2010	16	123
2010	17	59
2010	18	28
2011	14	24
2011	15	154
2011	16	168
2011	17	83
2011	18	33
2011	19	2

Statistic DOB 2011
Total oral alt_lit

Année	note	Nombre
2008	10	9
2008	11	17
2008	12	39
2008	13	36
2008	14	159
2008	15	415
2008	16	636
2008	17	383
2008	18	117
2008	19	8
2009	9	1
2009	10	1
2009	11	3
2009	12	38
2009	13	162
2009	14	322
2009	15	466
2009	16	391
2009	17	192
2009	18	77
2009	19	4
2010	11	1
2010	12	12
2010	13	99
2010	14	183
2010	15	397
2010	16	402
2010	17	232
2010	18	106
2010	19	1
2011	7	1
2011	13	35
2011	14	87
2011	15	327
2011	16	557
2011	17	446
2011	18	186
2011	19	13

Statistic DOB 2011
Total_candidat_écrit_

Année	note	Nombre
2008	44520	2008
2009	44706	2009
2010	44992	2010
2011	49020	2011

Statistic DOB 2011
Total candidatécrit_alib_borg_

Année	note	Nombre
2008	4709	2008
2009	5019	2009
2010	5575	2010
2011	5765	2011

Statistic DOB 2011
Total candidat_écritatlit

Année	note	Nombre
2008	18000	2008
2009	18162	2009
2010	17265	2010
2011	18559	2011

Statistic DOB 2011
Total candidat_oral

Année	note	Nombre
2008	4474	2008
2009	4028	2009
2010	3798	2010
2011	4228	2011

Statistic DOB 2011
Total candidat_oral_alib_borg

Année	note	Nombre
2008	440	2008
2009	351	2009
2010	458	2010
2011	464	2011

Statistic DOB 2011
Total candidat oral atl_lit

Année	note	Nombre
2008	1819	2008
2009	1657	2009
2010	1433	2010
2011	1652	2011

DEC COLLECTED STATISTICS

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNEE : 2008

ATLANTIQUE-LITTORAL

Epreuve : Orale

NOTE	NOMBRE DE CANDIDATS
20,00	1
19,50	2
19,00	11
18,50	1
18,00	116
17,50	41
17,00	132
16,00	166
15,00	119
14,00	51
13,00	2
12,00	2

La Directrice des Examens et Concours,



Catherine SARE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC 2008 Atlantique-Littoral
Epreuves écrites

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNEE : 2008

ATLANTIQUE-LITTORAL

Epreuve : Ecrite

NOTE	NOMBRE DE CANDIDATS
19,50	2
19,25	2
19,00	14
18,75	3
18,50	12
18,25	6
18,00	29
17,75	5
17,50	48
17,25	11
17,00	50
16,75	10
16,50	72
16,25	13
16,00	34
15,75	19
15,50	107
15,25	24
15,00	154
14,75	35
14,50	185
14,25	41
14,00	250
13,75	63
13,50	315
13,25	61
13,00	565
12,75	96
12,50	481
12,25	153
12,00	600
11,75	115
11,50	652
11,25	165

NOTE	NOMBRE DE CANDIDATS
11,00	807
10,75	161
10,53	1
10,50	911
10,25	179
10,00	1 240
9,75	217
9,50	1 162
9,25	242
9,00	1 398
8,80	1
8,75	274
8,57	1
8,50	1 503
8,25	305
8,00	1 677
7,75	355
7,53	1
7,50	1 751
7,25	338
7,00	1 976
6,75	355
6,53	1
6,50	1 995
6,25	347
6,00	2 178
5,75	377
5,50	2 140
5,25	413
5,00	2 171
4,87	1
4,75	369
4,54	1
4,50	2 186
4,25	376
4,00	2 052
3,75	330
3,50	1 806

NOTE	NOMBRE DE CANDIDATS
3,25	279
3,00	1 439
2,75	216
2,53	1
2,50	1 076
2,25	134
2,00	702
1,75	78
1,50	385
1,25	86
1,00	164
0,75	14
0,65	1
0,50	57
0,25	5
0,00	5

La Directrice des Examens et Concours.


Catherine SARR BIO MEGNINOU

STATISTIQUES DES OTES EN ANGLAIS DES CANDIDATS AU BEPC 2009Atlantique-Littoral **Epreuves orales**

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNEE : 2009 ATLANTIQUE-LITTORAL Exercice : Orale

NOTE	NOMBRE DE CANDIDATS
20,00	2
19,50	5
19,00	543
18,50	43
18,00	3 390
17,50	139
17,00	6 140
16,50	92
16,00	6 624
15,50	16
15,00	2 807
14,50	35
14,00	660
13,00	87
12,00	13
11,00	6
10,00	1
1,00	1
0,00	4

La Directrice des Examens et Concours.


Catherine SARR BIO MEGNINOU

Epreuves écrites

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC	
ATLANTIQUE-LITTORAL	
NOTE	NOMBRE DE CANDIDATS
20,00	1
19,50	15
19,00	24
18,80	1
18,50	40
18,00	76
17,75	1
17,50	92
17,25	2
17,00	122
16,75	1
16,50	137
16,00	181
15,75	1
15,50	212
15,25	3
15,00	283
14,75	8
14,50	323
14,25	5
14,00	355
13,75	6
13,50	1
13,50	381
13,25	7
13,00	488
12,75	11
12,60	1

NOTE	NOMBRE DE CANDIDATS
12,50	571
12,25	20
12,00	637
11,75	21
11,50	731
11,25	35
11,00	884
10,75	31
10,50	989
10,25	30
10,00	1 282
9,75	59
9,50	1 127
9,25	62
9,00	1 371
8,80	3
8,75	60
8,53	1
8,50	1 542
8,25	91
8,00	1 773
7,75	108
7,50	1 931
7,25	109
7,00	2 080
6,75	93
6,50	2 116
6,25	100
6,00	2 107
5,75	76
5,58	1

NOTE	NOMBRE DE CANDIDATS
5,50	2 069
5,25	52
5,00	1 889
4,75	47
4,50	1 530
4,25	29
4,00	1 313
3,75	10
3,50	988
3,25	7
3,00	693
2,75	2
2,50	491
2,25	1
2,00	287
1,75	2
1,50	165
1,00	134
0,50	68
0,35	1

La Directrice des Examens et Concours,



Catherine SARE BIO MEGNINOU

**STATISTIQUES DES NOTES EN ANGLAIS DES
CANDIDATS AU BEPC 2010**
Atlantique-Littoral
Epreuvesorales

15/DEC/ME3FTPRUJ

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC	
ANNEE : 2010	ATLANTIQUE-LITTORAL
	Epreuve : Orale
NOTE	NOMBRE DE CANDIDATS
20,00	11
19,00	559
18,50	13
18,00	2 712
17,50	53
17,00	2
17,00	5 438
16,75	1
16,50	32
16,00	6 790
15,50	51
15,00	4 164
14,50	36
14,00	1 266
13,50	6
13,00	149
12,00	25
11,00	2

La Directrice des Examens et Concours,



Catherine SARE BIO MEGNINOU

Atlantique-Littoral

Epreuvesécrites

100

NOTE	NOMBRE DE CANDIDATS
12,50	1 077
12,25	46
12,00	1 251
11,75	75
11,50	1 345
11,35	1
11,25	82
11,00	1 649
10,75	105
10,50	1 783
10,25	99
10,00	2 279
9,75	136
9,50	2 094
9,25	131
9,00	2 446
8,75	89
8,50	2 607
8,25	112
8,05	1
8,00	2 586
7,75	112
7,50	2 627
7,25	73
7,00	2 510
6,75	42
6,50	2 285
6,25	38
6,00	2 036
5,75	27
5,55	1

NOTE	NOMBRE DE CANDIDATS
5,50	1 682
5,25	5
5,00	1 345
4,75	4
4,50	1 010
4,25	4
4,00	590
3,75	1
3,50	462
3,25	1
3,00	318
2,75	1
2,50	177
2,00	95
1,50	45
1,00	17
0,90	1
0,50	5
0,11	1
0,00	0

Le Directeur des Examens et Concours


Catherine SARE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC 2011Atlantique-Littoral Epreuvesorales

(INDICATEUR 146)

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

Année : 2011

Atlantique-Littoral

Séance : Oral

NOTE	NOMBRE DE CANDIDATS
20,00	1
19,00	240
18,50	4
18,00	2 640
17,50	47
17,00	4 190
16,50	4
16,00	5 672
15,50	17
15,00	4 189
14,50	5
14,00	325
13,00	22
12,00	4

Le Directeur des Examens et Concours


Catherine SARE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC 2011 Atlantique-Littoral **Epreuvesécrites**

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNÉE : 2011

ATLANTIQUE-LITTORAL

Epreuve : Ecrite

NOTE	NOMBRE DE CANDIDATS
20,00	5
19,75	1
19,50	5
19,25	1
19,00	59
18,75	1
18,50	22
18,25	1
18,00	134
17,75	7
17,50	54
17,25	6
17,00	237
16,75	16
16,50	110
16,25	7
16,00	362
15,75	30
15,50	170
15,25	13
15,00	532
14,75	40
14,53	1
14,50	221
14,25	6
14,00	630
13,75	18
13,50	209

NOTE	NOMBRE DE CANDIDATS
13,25	18
13,00	398
12,75	71
12,50	286
12,25	46
12,00	559
11,75	232
11,50	828
11,30	1
11,25	83
11,00	1 796
10,75	323
10,50	1 210
10,28	1
10,25	123
10,00	2 521
9,80	1
9,75	396
9,50	1 512
9,25	102
9,00	3 229
8,80	2
8,75	371
8,50	1 793
8,25	61
8,00	3 761
7,75	230
7,70	1
7,50	1 721
7,25	25
7,00	3 710

NOTE	NOMBRE DE CANDIDATS
6,75	86
6,50	1 365
6,25	10
6,00	2 923
5,75	17
5,60	1
5,50	861
5,25	1
5,00	1 701
4,75	6
4,54	1
4,50	438
4,00	746
3,75	1
3,50	162
3,00	239
2,60	1
2,50	36
2,00	44
1,50	7
1,00	13
0,80	1
0,50	3
0,10	1
0,00	4

La Directrice des Examens et Concours,



Catherine SARE BIO MEGNINOU

SPECIMENS/TPRLI

A40462 31000

Epreuve : Orale

La Direction des Exportations et Contrats,

References

1992 1993

Keywords: *Self-esteem, self-esteem threat, self-esteem threat sensitivity, self-esteem threat response, self-esteem threat response style, self-esteem threat response style scale, self-esteem threat response style scale, self-esteem threat response style scale*

AGE	NUMBER OF CANDIDATES
18-20	3
21-25	6
26-30	4
31-35	13
36-40	6
41-45	20
46-50	6
51-55	16
56-60	5
61-65	31
66-70	6
71-75	23
76-80	14
81-85	45
86-90	25
91-95	61
96-100	29
101-105	66
106-110	24
111-115	92
116-120	47
121-125	123
126-130	59
131-135	162
136-140	86
141-145	169
146-150	111
151-155	179
156-160	144
161-165	166
166-170	199
171-175	266
176-180	186
181-185	296

NOTE	NOMBRE DE CANDIDATS
10,25	218
10,00	391
9,75	210
9,50	331
9,25	267
9,00	403
8,75	298
8,50	438
8,37	1
8,25	345
8,20	2
8,00	456
7,75	370
7,50	449
7,25	406
7,00	483
6,75	460
6,50	507
6,25	475
6,20	1
6,00	453
5,75	474
5,70	1
5,50	557
5,25	508
5,00	606
4,75	507
4,50	547
4,25	492
4,00	503
3,75	466
3,50	489
3,25	447
3,20	1
3,00	411
2,75	346
2,50	328
2,25	314

**STATISTIQUES DES OTEs EN ANGLAIS DES
CANDIDATS AU BEPC 2009 Borgou-Alibori**
Epreuvesorales

NOTE	NOMBRE DE CANDIDATS
2,00	242
1,75	182
1,50	158
1,25	98
1,00	60
0,75	42
0,50	38
0,25	16
0,00	9

La Directeur des Examens et Concours,



Catherine SARE BIO MEGNINOU

**STATISTIQUES DES OTEs EN ANGLAIS DES
CANDIDATS AU BEPC 2008Borgou-Alibori**
Epreuvesécrites

DECREST/PMU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNEE : 2007

BORGOU-ALIBORI

Epreuve : Oral

NOTE	NOMBRE DE CANDIDATS
19,00	1 062
18,00	2 717
17,00	2 610
16,00	291
15,00	2

La Directeur des Examens et Concours,



Catherine SARE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

Année : 2009

BORGOU-ALIBORI

Epreuve : Ecrite

NOTE	NOMBRE DE CANDIDATS
19,50	2
19,00	13
18,50	20
18,00	37
17,50	42
17,00	51
16,75	1
16,50	55
16,00	66
15,75	1
15,50	97
15,25	3
15,00	116
14,50	122
14,25	3
14,00	136
13,75	1
13,50	145
13,25	7
13,00	189
12,75	7
12,50	214
12,25	5
12,00	224
11,75	11
11,50	242
11,25	11
11,00	281

NOTE	NOMBRE DE CANDIDATS
10,75	22
10,50	302
10,25	16
10,00	377
9,75	30
9,50	363
9,25	28
9,00	470
8,75	26
8,50	498
8,25	33
8,00	565
7,75	39
7,50	592
7,25	38
7,00	667
6,75	41
6,50	695
6,25	36
6,00	739
5,75	33
5,50	780
5,25	32
5,00	725
4,75	28
4,50	726
4,25	22
4,05	1
4,00	625
3,75	16
3,50	558

NOTE	NOMBRE DE CANDIDATS
3,25	8
3,00	384
2,75	8
2,50	271
2,25	3
2,00	201
1,75	2
1,50	94
1,00	90
0,75	1
0,50	54
0,25	2
0,00	7


Catherine SARE/DIO MEGNINOU

2-9-DECEMBER 1991

SANIT | IDPS

Supplier	Dealer
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NOTE	NOMBRE DE CANDIDATS
20,00	1
19,00	1 654
18,00	3 883
17,50	1
17,25	4
17,00	3 060
16,00	819
15,00	29


Catherine SARE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

ANNEE : 2010

BORGOU-ALIBORI

Epreuve : Ecrite

NOTE	NOMBRE DE CANDIDATS
19,50	3
19,25	1
19,00	12
18,50	20
18,00	24
17,50	26
17,00	71
16,75	1
16,70	1
16,50	67
16,25	2
16,00	97
15,75	5
15,50	112
15,25	5
15,00	176
14,75	3
14,50	197
14,25	6
14,00	280
13,75	10
13,50	297
13,25	15
13,00	366
12,75	18
12,50	432
12,25	18
12,00	496

NOTE	NOMBRE DE CANDIDATS
11,75	37
11,50	599
11,25	30
11,00	754
10,75	49
10,50	805
10,25	47
10,00	1 058
9,75	56
9,50	877
9,25	64
9,00	1 216
8,80	2
8,75	58
8,50	1 271
8,25	54
8,00	1 362
7,75	61
7,50	1 352
7,25	46
7,00	1 325
6,75	38
6,50	1 279
6,25	30
6,00	1 257
5,75	12
5,50	1 032
5,25	11
5,00	835
4,75	4
4,50	642

NOTE	NOMBRE DE CANDIDATS
4,00	534
3,75	2
3,50	289
3,00	213
2,50	130
2,00	62
1,50	37
1,00	18
0,50	6
0,00	1

La Directrice des Examens et Concours



Catherine SARE BIO WEGHENOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC

Année : 2017

BORGOU-ALIBORI

Échelle : Grande

NOTE	NOMBRE DE CANDIDATS
19,00	1 451
18,00	3 998
17,00	2 555
16,00	3
14,00	2

La Directrice des Examens et Concours,

Catherine SABE BIO MEGNINOU

STATISTIQUES DES NOTES EN ANGLAIS DES CANDIDATS AU BEPC	
BORGOU-ALIBORI	
NOTE	NOMBRE DE CANDIDATS
19,00	1
18,25	1
18,00	4
18,00	11
18,00	17
17,75	3
17,50	25
17,25	2
17,00	36
16,75	8
16,50	41
16,25	2
16,00	66
15,75	14
15,50	66
15,25	29
15,00	131
14,75	24
14,50	176
14,25	26
14,00	228
13,75	85
13,50	326
13,25	73
13,00	420
12,75	127
12,50	884
12,25	134

NOTE	NOMBRE DE CANDIDATS
12,00	892
11,75	155
11,50	742
11,25	158
11,00	968
10,75	190
10,50	1
10,50	1 031
10,25	173
10,00	1 276
9,75	148
9,50	1 108
9,25	176
9,00	1 307
8,75	185
8,50	1 301
8,25	127
8,00	1 275
7,75	109
7,50	1 167
7,25	87
7,00	1 023
6,90	1
6,75	79
6,50	872
6,25	70
6,00	689
5,75	35
5,50	484
5,25	28
5,00	214

NOTE	NOMBRE DE CANDIDATS
4,75	25
4,50	228
4,25	5
4,00	182
3,75	6
3,50	114
3,25	5
3,00	54
2,75	2
2,50	36
2,00	24
1,50	14
1,00	4
0,75	1
0,50	2
0,00	2

Le Directeur des Examens et Concours,



Catherine SARE IBO MEGNINQU

Text : Facing malaria.

How can we avoid malaria ?

We have two ways to reduce the chances of malaria spreading. First, officials use special liquids, which are called insecticides, to kill the mosquito's larvae in water. The problem is that it is impossible to treat every river, lake and pond. The second way is to do everything possible to prevent mosquitoes from biting. You can wear clothes that cover most of your body, especially in the evening. And if you can, you stay away from places with a lot of open water. Another important way is to sleep under a net so that the mosquitoes cannot bite you. You can also use special cream on your skin or burn objects in rooms that put a substance in the air to kill mosquitoes. Meanwhile, all over the world, scientists are busy trying to develop a vaccine or a cure for malaria.

How can we treat people with malaria?

Unfortunately, there is no cure for malaria yet. However, you can treat the symptoms. What makes the disease so dangerous is that the parasites stay in someone's blood forever. Since 1638, people have found that a substance called quinine (say : kwi-neen) helps to reduce the strength of the parasites and prevent them from multiplying. But quinine itself is a poisonous substance, so the amount used must be carefully controlled. There are a few modern medicines that can reduce the chances of malaria developing but the mosquito is very clever and can adapt to make these medicines less effective and even useless.

J. Macanley et al.

Text : Child labour.

One day I met a boy carrying a plank of wood two metres long. It looked heavier than he did! He begged me to help him put it down on the ground. I asked him why he wasn't at school. He replied that his father had died two years before and that he had been given to an uncle. This uncle was so poor that he couldn't pay for him to have an education.

Once, when I was eating in a restaurant in town, a little girl came up to me to give me some water to wash my hands with. When I talked to her, I found that her father had two sons who were at school, but that he hadn't enough money to send his daughter to school as well.

So many young people roam about our streets looking for jobs. Some of them sell things in the streets, others work in people's houses. But they hardly get any money at all. I saw a little nine-year-old girl in a lorry park picking food off a rubbish-dump to eat. And every week more young people pour into the town in search of nonexistent jobs. This is the greatest problem our country is going to face in the coming years.

I want to speak English / Boniface Zodehougan, P 105

Text :

What a week ! On Monday, I arrived at school late. Of course, the headmaster gave me some extra homework. On Tuesday, I was just going into dinner, when I discovered that I'd forgotten my dinner money ! Luckily Rebecca lent me some money. Then, on Wednesday, in Maths, my favourite subject, I did the wrong exercise, and then the teacher asked me to go and work out the problem on the board, so I got a bad mark, and I looked a right idiot! Yesterday, I fell over and hurt my hand and Mrs Cray said I was acting silly and sent a note to my parents. And today, the French teacher gave us our essays back and I got 20%! My Mum and Dad will kill me when they see my school report at the end of term !

HACHETTE Education, 1994.

DEC/MESFTP

EPREUVE : ORAL D'ANGLAIS

TEXTE : N° 4

Text : Favourite foods.

It is Sunday tomorrow. Atinuke is getting very excited. She loves to shop with her mother on Saturdays. She also loves Sunday because of the special lunch they usually have at home.

"Shall we do our shopping now?" She asked her mother.

"I haven't got enough money at home. Let's wait for your daddy to come home.

He's gone to the bank," said Mother. "What do you children want to eat tomorrow?"

"Rice and chicken," shouted Atinuke.

"Why rice? I prefer pounded yam," said Tunji, Atinuke's younger brother.

"Rice is better," said Atinuke firmly.

"I disagree," replied her brother.

"What do you know? I'm older than you!" Atinuke said angrily.

"What has our age got to do with pounded yam and rice?" asked Tunji.

Atinuke thought for a second before replying, "Nothing, but I know that all my friends prefer rice to pounded yam."

"Then they don't know what they're missing. Pounded yam is simply the best in my opinion, especially when eaten with egusi soup," said Tunji.

"I don't agree," argued Atinuke. "You can make rice in different ways. There is jollof rice, fried rice, coconut rice and rice pudding but you can only make pounded yam as pounded yam."

"Pounded yam is stiff and very filling. You can have it with any soup of your choice like ewedu, egusi, spinach and ogbono," said Tunji.

"Children," laughed Mother, "Stop this argument now."

Nick Coates

Text : Planning meals for the family.

Meals must be very carefully planned so that the family is well fed, and eats meals which are both enjoyable and nourishing.

There should be a protein meal once a day, i.e. meat, beans or eggs. In some places it will be fish or fowl instead of meat. If you can get all three of them, then you should try to use each of them in turn.

There should be a fresh vegetable meal every day. This will keep you healthy. Some vegetables can be dried and kept for the time when fresh vegetables are rare. The best way is to have a garden and grow vegetables; the extra work will be repaid in the better health of the family.

Beans can be used often, because for many people they are the main source of protein, and can be grown easily. Eggs should be used on some days for the protein meal. If you get good hens and look after them well, their eggs and meat will be a valuable addition to your diet. Fresh fruit should be added to your diet any time that is possible.

People must have plenty of good food if they are to be strong and healthy. In areas where there is no fish there are many people who eat animal protein, meat, eggs and fowl, only when there is a feast, or an honoured guest. This way of living does not enable a man or a woman to do a hard day's work all through the year.

If everyone is to be well fed, eggs, fowl, cattle and goats must be used more often as a source of food, and not kept for special occasions only, for they supply the animal fat and protein which is necessary. Even where there is plenty of fish to provide protein, it is a mistake to depend on fish only. A better diet is obtained *when as many different kinds of food as possible are used, as each has its own special value.*

S. Boylfe and D. J. Hoyle

DEC/MESFTP

EPREUVE : ORAL D'ANGLAIS

TEXTE : N° 6

Text: At the hospital

Bala disliked going to the hospital. He dislikes the smell of disinfectant which is always present in hospitals. One day, however, Bala woke up with a terrible stomach ache, so his mother had to take him to the hospital to see a doctor. The hospital smelt of disinfectant and Bala had to cover his nose with his handkerchief. He waited patiently for his mother to collect his card and folder from the nurse sitting at the entrance to the hospital.

They were then directed to the waiting room. In the waiting room, Bala saw other patients waiting to see the doctor. Bala was in pain. His stomach ached and the smell of disinfectant made him more uncomfortable. The doctor then advised Bala to stay away from sweets and sugar.

Mother took him to the dispensary to collect his drugs. He was asked to take some of the drugs immediately and the others at home. Bala told the doctor that he wanted to get well very quickly. He was advised not to take more than the number of tablets prescribed so that he would not be guilty of drug abuse.

J. Macaulay et al.

Text : A local festival in my village.

Very early the following day, the women began peeling the yams and getting all the ingredients together for the cooking while the young boys started putting their masquerade performance together. Teenage girl, my peers were not allowed to do the cooking as it was believed that they were taught by their mothers and as pupils they cannot know better than their mothers. The cooking was therefore left for the mothers to do.

Saturday finally arrived and the festival was programmed to begin at noon. So as early as 7:00 am that morning, the women were up again putting finishing touches to their cooking and finally the pounding of yam began. The real festival began when the 'Usu', the chief arrived and was followed by the masquerade and the young girls who were beautifully dressed. I was among the beautiful girls and as the drummers started beating their drums, we danced to the traditional rhythm. I joined other girls and served food and there was more than enough to go round and everybody ate to their satisfaction.

Finally, after all the dancing, singing, eating, and merry-making, the festival came to an end in the early hours of Sunday morning...

*By Akpan Udo,
Essential English Language.*

Département : LITTORAL

Site : CEG GBEGANEX Atelier : Anglais (Salle A)

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des Programmes d'études des classes de 1^{ère} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Acceptable	Assez bien	Bien
Indicateurs				
Qualité du module			X	
Revêtement des formateurs				X
Documentation fournie	<i>pas de documentation</i>			
Durée		X		
Ambiance de travail				X

Vos attentes ont-elles été comblées ?

Pas du tout ☐ Partiellement ☒ Entièrement ☐

Que proposez-vous pour améliorer ?

Que la STP prenne les dispositions pour fournir le module aux collègues et non les faire photocopier par les collègues. Fournir la documentation adéquate. Eviter de programmer les formations en pleine année scolaire. Envoyer en nombre suffisant les fiches d'évaluation. Inviter tous les enseignants à ces rencontres.

Merci de tout cœur pour votre participation active et pour votre amabilité.

Département : LITTORAL
Site : GBEGAMEY Atelier : ANGLAIS

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des programmes d'études des classes de 1^{re} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Acceptable	Assez bien	Bien
Indicateurs				
Qualité du module			X	
Prestation des formateurs				4
Documentation fournie		X		
Durée				
Ambiance de travail				X

Vos attentes ont-elles été comblées ?

Pas du tout ☐ Partiellement ☒ Entièrement ☐

Que proposez-vous pour améliorer ?

Je proposerais que les formations soient faites pendant les vacances ou pendant les congés afin de ne pas pénaliser les apprenants. Je souhaiterais que les documents soient mis à notre disposition. Je voudrais aussi que les formations ne soient plus organisées pendant la saison des pluies. Merci.

Merci de tout cœur pour votre participation active et pour votre sincérité.

Département : LITTORAL
Site : CEG GHEROMEY Atelier : ADBLAIS

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des programmes d'études des classes de 1^{re} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Acceptable	Assez bien	Bien
Indicateurs				
Qualité du module				X
Prestation des formateurs				X
Documentation fournie			X	
Durée				X
Ambiance de travail			X	

Vos attentes ont-elles été comblées ?

Pas du tout ☐ Partiellement ☒ Entièrement ☐

Que proposez-vous pour améliorer ?

Il faut plus d'exemplaires de la documentation fournie. Les agents pour photocopier ralentissent les travaux.

Merci de tout cœur pour votre participation active et pour votre sincérité.

Département : Littoral

Site : C.E.G. Gbagame Atelier : Anglais

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des programmes d'études des classes de 1^{ère} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Acceptable	Assez bien	Bien
Indicateurs				
Qualité du module				X
Prestation des formateurs				X
Documentation fournie		X		
Durée				/
Ambiance de travail				X

Vos attentes ont-elles été comblées ?

Pas du tout ☐

Partiellement ☒

Entièrement ☐

Que proposez-vous pour améliorer ?

Nous proposons que de telles formations soient
organisées au début de l'année scolaire
afin que la pratique soit bien faite
dur le long de l'année.

Merci de tout cœur pour votre participation active et pour votre sincérité.

Département : LITTORAL

Site : CEC GREGAMEY Atelier : ANGLAIS

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des programmes d'études des classes de 1^{re} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Accordable	Assez bien	Bien
Indicateurs				
Qualité du module		X		
Présentation des formateurs				X
Documentation fournie		X		
Durée			X	
Ambiance de travail				X

Vos attentes ont-elles été comblées ?

Pas du tout ☐

Partiellement ☒

Entièrement ☐

Que proposez-vous pour améliorer ?

Pour la fois à venir, il faudrait ^{que} de réelles situations de déroulement de cours soient revues. Pour cela, il est nécessaire que les C.P. planchent pour donner le bon exemple. Je souhaiterais aussi que les formations se fassent à des moments où tous les enseignants peuvent être disponibles. En ce qui concerne les épreuves du BAC, elles sont fondamentales qu'elles soient en adéquation avec les situations d'apprentissage puisque la plupart du temps, c'est le contenu qui a produit.

Merci de tout cœur pour votre participation active et pour votre accueil.

Département : Littoral

Site : Cabegamé Atelier : ANGLAIS

EVALUATION DE LA FORMATION

Vous venez de prendre part à la formation à la mise en œuvre des programmes d'études des
classes de 1^{ère} et de terminale et à l'évaluation. Veuillez remplir le tableau ci-dessous en
exprimant votre degré de satisfaction sur chaque rubrique par une croix (X).

Appréciations	Mauvais	Acceptable	Assez bien	Bien
Indicateurs				
Qualité du module				X
Prestation des formateurs				X
Documentation fournie		X		
Durée	X			
Ambiance de travail				X

Vos attentes ont-elles été comblées ?

Pas du tout ☐

Partiellement ☒

Entièrement ☐

Que proposez-vous pour améliorer ?

Ne plus frustrer les enseignants du
privé car ce sont ceux-là qui sont
toujours présents jusqu'à la fin.
Accorder les mêmes considérations.
Car nous formons les citoyens de ce pays.

Merci de tout cœur pour votre participation active et pour votre sincérité.