ACTION RESEARCH BASED IN-SERVICE EDUCATION AND TRAINING OF TEACHERS (INSET) AND ENGLISH LANGUAGE TEACHING (ELT) CURRICULUM INNOVATION IN BENIN: AN EXPERIMENTAL STUDY.

by

JOSEPH AKOHA

Thesis submitted in fulfilment of the requirement for the degree of Doctor of Philosophy in the University of London Institute of Education Department of English for Speakers of Other Languages.

October 1990
VOLUME TWO: APPENDICES
BEST COPY

AVAILABLE

Poor text in the original thesis.
Some text bound close to the spine.
Some images distorted
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<td>List of Educational authorities in Benin with whom the author discussed issues related to his fieldwork.</td>
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**Figure 8.3 Nine Approaches to Educational Evaluation**

<table>
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<th>Approach</th>
<th>Purpose</th>
<th>Key Elements</th>
<th>Purview Emphasized</th>
<th>Protagonists</th>
<th>Risks</th>
<th>Payoffs</th>
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<td>STUDENT GAIN BY TESTING</td>
<td>To measure student performance and progress</td>
<td>Goal statements; Test score analysis; Discrepancy between goal and actuality</td>
<td>EDUCATIONAL</td>
<td>Ralph Tyler</td>
<td>Oversimplify</td>
<td>Emphasize, student progress</td>
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<td></td>
<td>PSYCHOLOGISTS</td>
<td>Ben Bloom, Jim Popham</td>
<td>Educational aims; Ignore processes</td>
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<td></td>
<td>Mal Provas</td>
<td></td>
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<tr>
<td>INSTITUTIONAL SELF-STUDY BY STAFF</td>
<td>To review and increase staff effectiveness</td>
<td>Committee work; Standards set by staff; Discussion; Professionalism</td>
<td>NATIONAL STUDY OF SCHOOL EVALUATION</td>
<td>James Conant, Clark Kerr</td>
<td>Alienate some staff; Ignore values of outsiders</td>
<td>Increase staff awareness, sense of responsibility</td>
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<td></td>
<td></td>
<td></td>
<td>PROFESSIONALISM</td>
<td>David Henry</td>
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<tr>
<td>BLUE-RIBBON PANEL</td>
<td>To resolve crises and preserve the institution</td>
<td>Prestigious panel; the visit; Review of existing data and documents</td>
<td>LEADING</td>
<td>Lou Smith, Parlett-Hamilton</td>
<td>Over-rely on intuition</td>
<td>Gather best insights, judgment</td>
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<td></td>
<td>CITIZENS</td>
<td>Bob Stake</td>
<td></td>
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<td>TRANSACTION-OBSERVATION</td>
<td>To provide understanding of activities and values</td>
<td>Educational issues; Classroom observation; Case studies; pluralism</td>
<td>CLIENT</td>
<td>Leon Lessinger, Dan Stufflebean</td>
<td>Over-rely on subjective perceptions; Ignore causes</td>
<td>Produce broad picture of programme; See conflict in values</td>
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<td></td>
<td>AUDIENCE</td>
<td>Mary Alkin, Alan Thomas</td>
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<td>MANAGEMENT ANALYSIS</td>
<td>To increase rationality in day to day decisions</td>
<td>Lists of options; estimates; Feedback loops; Costs; Efficiency</td>
<td>MANAGERS, ECONOMISTS</td>
<td>Julian Stanley, Mike Scriven</td>
<td>Over-value efficiency; Undervalue implicit</td>
<td>Feedback for decision making</td>
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<tr>
<td>INSTRUCTIONAL RESEARCH</td>
<td>To generate explanations and tactics of instruction</td>
<td>Controlled conditions, multivariate analysis; Bases for generalization</td>
<td>RESEARCH METHODOLOGISTS</td>
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<td>Artificial conditions; Ignore the humanistic</td>
<td>New principles of teaching and materials development</td>
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<td>SOCIAL POLICY ANALYSIS</td>
<td>To aid development of institutional policies</td>
<td>Measures of social conditions and administrative implementation</td>
<td>SOCIOLOGISTS</td>
<td>James Coleman, David Cohen</td>
<td>Neglect of educational issues, details</td>
<td>Social choices, concepts clarified</td>
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<td>GOAL-FREE EVALUATION</td>
<td>To assess effects of programme</td>
<td>Ignore proponent claims, follow check-list</td>
<td>CONSUMERS, ACCOUNTANTS</td>
<td>Mike Scriven</td>
<td>Over-value documents and record keeping</td>
<td>Data on effect with little co-option</td>
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<tr>
<td>ADVERSARY EVALUATION</td>
<td>To resolve a two-option choice</td>
<td>Opposing advocates, cross-examination, the jury</td>
<td>EXPERT, JURISTIC</td>
<td>Tom Owens, Murray Levine</td>
<td>Personalistic, superficial, time-bound</td>
<td>Info impact good; Claims put to test</td>
</tr>
</tbody>
</table>

Of course these descriptive tags are a great over-simplification. The approaches overlap. Different proponents and different users have different styles. Each protagonist recognises one approach is not ideal for all purposes. Any one study may include several approaches. The grid is an over-simplification. It is intended to show some typical gross differences between contemporary evaluation activities.
<table>
<thead>
<tr>
<th>Event</th>
<th>Probability</th>
<th>Frequency</th>
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**Sample matrix for recording frequencies:**

- **Column 1:** Event
- **Column 2:** Frequency

**Legend:**
- **Event 1:** Low
- **Event 2:** Medium
- **Event 3:** High

**Instructions:**
1. Collect data on the number of occurrences for each event.
2. Record the data in the matrix above.
3. Analyze the data to identify patterns or trends.
4. Use the data to make informed decisions.

**Note:**
- The matrix above is a tool for organizing and analyzing data. It is not a substitute for statistical analysis.
- The data should be collected over a period of time and analyzed at regular intervals.
- The matrix can be updated as new data becomes available.

**References:**

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- [Glossary]
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</table>

### 1. Interaction System (PITMAN, WOOLCOCK, 1974)

- A: Student talk
- B: Teacher talk

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<th>Direct Influence</th>
<th>Indirect Influence</th>
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<td>Pupil's interaction with teachers' encouragement to talk.</td>
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\[ \text{TABLE 2.1: THE PLAN SYSTEM} \]
### FOCUS: FIVE CHARACTERISTICS OF COMMUNICATION

(Major Categories with Subcategories)

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<tr>
<th>Source/Target</th>
<th>Move Type</th>
<th>Medium</th>
<th>Use</th>
<th>Content</th>
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<td>group of</td>
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<td>students g₁-gₙ</td>
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 referenced from Fanselow, 198"
Appendix to Chapter eight No 2: participants in the INSET Project

a) Teachers (with their pupils whose names could not be cited here due to space constraints)

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<tr>
<th>Province</th>
<th>School</th>
<th>Teachers</th>
<th>Status</th>
<th>Class</th>
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<tr>
<td>Atlantique</td>
<td>Ouidah I</td>
<td>Agossou Sylvain</td>
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<td>Glidia Flavien</td>
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<td></td>
<td>Ouidah II</td>
<td>Soglo Dominique</td>
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<td>4</td>
<td>Kpanou Virginie</td>
<td>t</td>
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<td></td>
<td>3 Allada</td>
<td>5</td>
<td>Aihou Adolphe</td>
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<td>4 Sekou</td>
<td>6</td>
<td>Singbo Benjamin</td>
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<td>5 Ab, Calavi</td>
<td>7</td>
<td>Kumah Francis</td>
<td>u</td>
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<td>8</td>
<td>Idohou Celestin</td>
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<td>Mono</td>
<td>6 Comé</td>
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<td></td>
<td>7 Erd Popo</td>
<td>12</td>
<td>Pognon Comian</td>
<td>t</td>
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<td></td>
<td>13</td>
<td>Kodzi Japhet</td>
<td>u</td>
<td>s</td>
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<td></td>
<td>8 Aplahoué</td>
<td>14</td>
<td>Sankpé A, Noel</td>
<td>t</td>
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<td>15</td>
<td>Sewor Emmanuel</td>
<td>u</td>
<td>s</td>
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<td>Ouémé</td>
<td>9 Adjouhoun</td>
<td>16</td>
<td>Houhounou Jean</td>
<td>t</td>
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<td>17</td>
<td>Hadou Ramanou</td>
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</table>

b) Other participants:
- Training team: CTIS ANGLAIS members in particular:
- Core training team: Late Adrian Sewell KELT director and CTIS advisor
  - Sebastien Allotchenou, inspector of English at DIM
  - Joseph Akoha teacher CEM6 Comé and coordinator of the experimental INSET.
- Other contributors:
  - Datondji C, Innocent, Methodology lecturer and Director of studies at ENS
  - Medegam Ambrose, lecturer in Literature and head of the English Department.
  - Hounzangbe Maurice, lecturer and Teaching Practice coordinator at ENS.
  - Devoh Monique teacher Lycée Behanzin (M, A)
  - Midahuen Vital teacher OPE ouémé (M, A)
  - Affagnon Raoufou teacher CEM6 Notre Dame Cotonou (M, A)
  - Doyigbe Etienne, teacher CEM6 Davié (M, A)
  - Follal Fatoumata, teacher, CEM6 Segbeya Cotonou
- Adm'itive authorities:
  - Glory Bienvenu CTIS coordinator
  - Santos Françoise, CTIS secretary
  - Zevounou, head of the research unit at INFRE
  - Dr Bbadamassi Director INFRE
Appendix to Chapter 8 No 3: Sample page of inspector's personal notes of the trainers' seminar.

06.11.84, 15:40 Renew the INFRE format.

1. Brief presentation of the project.
2. Explanation & discussion of the instruments to be used.
3. Holding the instruments.

1. Brief presentation
   a. objectives
   b. procedure
   c. organization

2. Initial teacher training is just a warm-up?
   the importance of in service training
   necessity of in service training, effectiveness of training by measuring it outcome

Is it possible to conceive a program of in-service which works whose results could be the importance of teachers & their students' effort & interest?

To investigate the effectiveness of
T: with pressure training
T without pressure T:
compare the effect of INSET program on the groups, which is better than the
Appendix to Chapter 8 No 4a: Teacher performance appraisal guide

Instruction: Appraise the extent to which the following teaching skills and their indicators have been satisfactorily evidenced by the trainee's performance. Use this rating scale and write down the number which best expresses your judg
ent:
1 - very satisfactory; 2 - satisfactory; 3 - somewhat a problem;
4 - a major problem; 5 - not applicable to the teaching/learning activities observed during the lesson.

Teacher: __________________________
School: __________________________
Class: __________________________
Date and time of observation: __________________________
Name of observers: __________________________
1 __________________________
2 __________________________
3 __________________________

<table>
<thead>
<tr>
<th>General teaching skills</th>
<th>Indicators</th>
<th>Appreciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans teaching/learning activities to achieve selected objectives</td>
<td>1- selects and specifies learning objectives for lessons</td>
<td>I-2- 3-4-5-</td>
</tr>
<tr>
<td></td>
<td>2- selects and specifies content, materials and media for lesson</td>
<td>I- 2- 3-4-5</td>
</tr>
<tr>
<td></td>
<td>3- selects and specifies teaching procedures for lesson</td>
<td>I- 2-3-4-5</td>
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<tr>
<td></td>
<td>4- selects and specifies materials and procedures for assessing learner's progress on the objectives</td>
<td>I- 2-3-4-5</td>
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<td></td>
<td>5-plans teaching/learning activities at a variety of levels and using varied power motor strategies</td>
<td>I- 2-3-4-5</td>
</tr>
</tbody>
</table>
b/ Organises teaching/learning activities to take account of individual differences among learners.

c/ Obtains and uses information about the effectiveness of his/her teaching to revise it when necessary.

d/ Uses instructional techniques, methods and media related to objectives.

e/ Communicates with learners.

6- takes into account differences among learners in their capabilities for the selection and organization of teaching/learning activities.

7- Selects and organizes teaching/learning (T/L) activities with regard to differences in learners' learning styles.

8- Checks the effectiveness of his/her teaching.

9- Revises his/her teaching/learning evaluation results and observation data.

10- Uses teaching methods appropriate for objectives given, learners and environment.

II- Uses instructional equipment and other instructional aids that provides appropriate practice on objectives.

I2- Gives clear instructions and explanations about T/L activities and lesson content.

I3- Clarifies instructions and explanations when learners misunderstand lesson content or tasks.

I4- Uses responses and questions from students and builds on them in teaching.
15. Provides feedback to learners throughout the lesson using verbal comments (good, fine, well done, excellent, splendid etc.) as well as positive gestures and facial expressions (smiling, holding of head, looking in a variety of friendly ways)

16. Uses acceptable and clear written or oral expressions with learners.

17. Uses procedures which get learners initially involved and interested in lessons.

18. Provides learners with opportunities for participating (e.g. pauses to give pupils time to think before answering, teacher questions, doesn't answer his own question, doesn't show obvious signs of impatience or boredom, uses probing techniques to help pupils arrive at appropriate answer even as prompting, seeking clarification, refocusing)

19. Acknowledges pupil contribution (e.g. now, oh ha? I see, I know, really? that's a good point, will you repeat it for the class? the point you are making is then that, etc.)

20. Gives credit for the correct part of a pupil's answer and helps him to improve on his contribution: or that's a good attempt, but look again carefully, or listen again carefully or think again etc.
communicative language teaching skills

a/ builds in language teaching learning activities information that generates real communication in the classroom

- uses various techniques to set up language skills learning activities (e.g. jumbled dialogue/text, mimed reading/listening roleplay, drama, games, discussion etc.) I-2-3-4-5

2- presents new language items (lexis, grammatical structures etc.) in a meaningful context, and practices them in a realistic and communicative way as opposed to purely artificial drilling. I-2-3-4-5

b/ uses varied interaction patterns to create a favourable climate for communicative activity

3- sets up and tests individual and whole class activities as well as pair and group work as an essential part of his/her teaching. I-2-3-4-5

c/ models and monitors language and language use during lessons

4- uses the language of instruction and of classroom management to generate genuine communication with learners and among learners I-2-3-4-5

5- monitors teacher-pupil talk so as to increase pupil talk and reduce teacher talk which however is audible attractive and natural I-2-3-4-5

C- Overall assessment: I comment: __________________________________________

2- Recommendation: __________________________________________

3- Mark or grade: __________________________________________
Instruction for the use of pair or groupwork practice and assessment guide

Column 6: put a X in this column against any step which has been skipped altogether. In the observation column indicate whether in your opinion the skipping of this step is justified in view of the simplicity of the task, the familiarity of students to it, the clarity and effectiveness of preceding steps, and success of the execution of task by students.

Column 5: in this column indicate the language target or lesson objective aimed at through the pair or the group work using the space provided for the first step(a)
- indicate whether what is being observed is a pair(p) or a group(g) work in step b
- put a tick(✓) against each step that has been at least followed in the setting up, monitoring and checking of the work
- specify the duration of each step as projected in the plan and as actually done during the lesson.
- specify the number of groups or pairs called upon during the public check phase, i.e., the phase at which some pairs or groups are asked to show to the whole class what had been done in their groups or pairs. At this phase mistakes are corrected and after the group or pair's performance and consensus is reached by class if needed.
- specify number of teacher samples, i.e., the number of pairs or groups to which the teacher went during the work to monitor it, take (mental) note of anything worth coming back to later, offering help if needed and asked for, but talking as little and as softly as possible so as not to distract students' attention and concentration from the task at hand and addressing the whole class only if a particular point really needed to be reclarified to the whole class.

Column 4, 3, 2, 1: they are used to show your appreciation of how well a step has been done on the following scale:
- 4 = major problem, i.e., it is not well done.
- 3 = somewhat of a problem, i.e., it could have been better done e.g., instructions could have been clearer, demonstration better done, pair/group formation procedures refined etc.
- 2 = satisfactory
- 1 = very satisfactory.

These scales will also be used for an overall appreciation.
**PAIR/GROUP WORK PRACTICE AND ASSESSMENT GUIDE**

**TEACHER**

**SCHOOL AND CLASS**

**DATE AND TIME OF OBSERVATION:**

**NAMES OF OBSERVERS:**

1/ 

2/ 

3/ 

<table>
<thead>
<tr>
<th>STEPS</th>
<th>RATING SCALE</th>
<th>OBSERVATION</th>
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</thead>
<tbody>
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<td></td>
<td>6</td>
<td>5</td>
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<tr>
<td>a/ Language target: structure</td>
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<tr>
<td>b/ notion, function, topic, themes, lexis, skills</td>
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<td>c/ Fair or group work</td>
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<td>d/ Teacher explanation</td>
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<td>e/ Teacher explanation</td>
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<td>f/ Teacher demonstration</td>
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<td>g/ Duration projected</td>
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<td>h/ Duration Actual</td>
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<tr>
<td>i/ Repetition projected</td>
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<tr>
<td>j/ Repetition actual</td>
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<tr>
<td>k/ Teacher sample</td>
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<td>x/ Teacher model</td>
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<td></td>
</tr>
<tr>
<td>y/ Teacher model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>z/ Teacher model</td>
<td></td>
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</tbody>
</table>

**Mark:**

**NB:** see instruction on next page before using this instrument.
Appendix to Chapter 8 No 4b: Student evaluation form

Student evaluation form

Instructions: give your opinions on your teacher's lesson. After each question circle the number which best expresses your opinion:
1 - is a very positive answer to the question
5 - is a very negative answer to the question

1 - Do you think the teacher succeeds in getting your attention and interest at the beginning of the lesson?
1 - 2 - 3 - 4 - 5

2 - Do you think he/she has maintained your attention and interest throughout the lesson?
1 - 2 - 3 - 4 - 5

3 - Has the teacher clearly explained what you have to do?
1 - 2 - 3 - 4 - 5

4 - Has the teacher demonstrated himself and with some students what he wants you to do?
1 - 2 - 3 - 4 - 5

5 - Does the teacher make everybody take part in the lesson?
1 - 2 - 3 - 4 - 5

6 - Does the teacher use examples you understand and simple words to explain the lesson?
1 - 2 - 3 - 4 - 5

7 - Does he/she move about the classroom to encourage pupils?
1 - 2 - 3 - 4 - 5

8 - If you work in pairs or groups does he/she ask some pairs or groups to show what they have done to the rest of the class?
1 - 2 - 3 - 4 - 5

9 - Does he/she give enough time to pupils to give their opinions?
1 - 2 - 3 - 4 - 5

10 - Do you think he/she has spoken less than all the pupils together?
1 - 2 - 3 - 4 - 5

11 - Has he/she helped pupils to make their answers clearer and to explain their opinions more?
1 - 2 - 3 - 4 - 5

12 - Does he/she encourage verbally and with gesture those who contribute to the lesson?
1 - 2 - 3 - 4 - 5

13 - Does he/she use pupils' contribution?
1 - 2 - 3 - 4 - 5

14 - Do you think the teacher is patient enough?
1 - 2 - 3 - 4 - 5
15 - Do you think he corrects pupils too much?
1 - 2 - 3 - 4 - 5

16 - Do you think he/she corrects pupils too much?
1 - 2 - 3 - 4 - 5

17 - Do you think the lesson has been well planned?
1 - 2 - 3 - 4 - 5

18 - Did you enjoy the lesson?
1 - 2 - 3 - 4 - 5

19 - Have you learnt something from the lesson?
1 - 2 - 3 - 4 - 5

20 - If you have any suggestions or anything you have not liked in the lesson, please write them down here frankly.

The book is good. They are a lot of images in it. Our teacher is very good. We like him. He teaches well. But we would like him to give us more time to prepare the lessons. We would like also the headmaster and the administration to give us more than two ours hours of English per week. In our time table we have only English on Thursdays from five to seven P.M. it is not enough. Like wise our parents are not rich enough to help us by buy the books. If the State could help us buy them, it would be a good thing.
Choose the best word or group of words to complete each sentence.

1. Everybody ______ in bed.
   a. has to spend sometimes
   b. have to spend sometime
   c. has to spend some time
   d. have to spend some time

2. The girl ______ mother was sick was crying.
   a. whose
   b. which
   c. of which
   d. of whom

3. 'Can't you read?' asked Sunbo, ______ to the notice.
   a. and angrily pointing
   b. pointing angrily
   c. angrily pointed
   d. and pointing angrily

4. Your muddy shoes shouldn't be here. ______
   a. Get them out!
   b. Take them out!
   c. Put them off!
   d. Take away them!

5. Oryama doesn't eat meat. ______
   a. Neither does Okpo.
   b. So doesn't Okpo.
   c. Okpo doesn't that either.
   d. Okpo doesn't too.

6. ______ the moment, I'll go into town.
   a. As it doesn't rain
   b. For it doesn't rain
   c. As it isn't raining
   d. For it isn't raining

7. Femi's father has promised ______ him to Lagos.
   a. bringing
   b. to bring
   c. taking
   d. taken

8. We asked them last week but they ______
   a. didn't yet say that yes.
   b. haven't yet said yes yet.
   c. haven't yet said that yes.
   d. didn't yet say yes.

9. Who was the first person ______ today?
   a. you spoke to
   b. spoke to you
   c. whom you spoke
   d. you spoke

10. ______ like two shirts.
    a. all these
    b. these all
    c. these both
    d. both these

---

A  Reading and completing (45 marks)
Read the following passage carefully. Write on your answer paper the word that fills each gap.

Proverbs are popular all over Africa. Here is a story from Central Africa which illustrates the proverb, 'Kindness killed the francolin'.

One day during the dry ______ there was a terrible bush fire. All the ______ and birds forgot who were friends and who ______ enemies as they fled from the red flames ______ the black smoke. The puff adder couldn't ______ as fast as those who had feet or ______. As he felt the hot fire close behind ______, he called out to the francolin, 'Help me!' ______ francolin took a stick between his feet and ______ to the puff adder, 'Hold onto it with ______ mouth, as he flew away from the fire. ______ the clever francolin rescued the puff adder.

But ______ they were safe from the fire, the puff adder ______ very hungry. He killed the francolin and ate ______, although it was the francolin who had saved ______ life. So, people say, 'Kindness killed the francolin' when they want to point out that others can sometimes be ungrateful and take advantage of kindness.
## Appendix to Chapter 8 No. 6a: First residential seminar programme.

<table>
<thead>
<tr>
<th>DAY</th>
<th>26/11/87</th>
<th>27/11/87</th>
<th>28/11/87</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME</td>
<td>THURSDAY (Jeudi)</td>
<td>FRIDAY (Vendredi)</td>
<td>SATURDAY (Samedi)</td>
</tr>
<tr>
<td>15-16h30</td>
<td>Opening and warm up activity (Knowing about each other)</td>
<td>Planning lesson by objectives, activities and procedures.</td>
<td>Educational objectives and teacher questions</td>
</tr>
<tr>
<td>17-18h30</td>
<td>Communicative language teaching: Assumptions, principles and activities.</td>
<td>Workshop: Work out planning objectives, activities and procedures for Units 5, 4, 5, 6, of English Africa Second.</td>
<td>Workshop: evaluate units 5, 4, 5, 6, of English Africa Second and write supplementary questions for the exploitation of the reading passages if necessary</td>
</tr>
<tr>
<td>19-20h40</td>
<td>Pair/Group work in Communicative language teaching: Rationale, Procedures and Problems.</td>
<td>Feedback session on lesson planning.</td>
<td>Public lecture: La formation des professeurs de langue en vue d'une éducation pour la paix dans le monde et la compréhension internationale dans le cadre des recommandations de l'UNESCO.</td>
</tr>
<tr>
<td>21-22h15</td>
<td>Microteaching: setting up pair or group work for communicative language teaching</td>
<td>Reading and reading comprehension activities with special reference to English Africa and Day What You Mean.</td>
<td>Synthesis of Seminar, and Instructions for school based N.C.E.T Meetings.</td>
</tr>
<tr>
<td>TIME</td>
<td>THURSDAY (Jeudi)</td>
<td>FRIDAY (Vendredi)</td>
<td>SATURDAY (Samedi)</td>
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</tr>
<tr>
<td>10h15-16h15</td>
<td>Teaching/learning language for Communication in the classroom. (Teachers own classroom communication language improvement).</td>
<td>Microteaching with real students on setting up, and conducting reading comprehension activities in the classroom.</td>
<td></td>
</tr>
<tr>
<td>20h - 17h</td>
<td>Workshop on classroom English related to EFL specific teaching skills: a) getting organised and giving instruction for dialogue practice. b) getting organised and giving instructions for the teaching of vocabulary. c) getting organised and giving instructions for the teaching of reading comprehension.</td>
<td>Testing: rationale, objectives, principles and techniques.</td>
<td></td>
</tr>
<tr>
<td>18h30-19h30</td>
<td>Microteaching and feedback on classroom English with focus on the teaching of vocabulary and correction techniques.</td>
<td>Workshop: elaboration of test for continuing assessment and examination: 1/ first cycle 2/ second cycle 3/ examinations.</td>
<td></td>
</tr>
<tr>
<td>20h - 19h</td>
<td>Film: teaching observed and video tapes of microteaching on pair/group work (MA Research and who day microteaching).</td>
<td>Film: Title to be given on the day.</td>
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<tr>
<td>1h30</td>
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### Appendix to Chapter 8 No 6b: Second residential seminar programme.

**PROGRAME DU SEMINAIRE DE FORMATION EXPERIMENTALE POUR L'APPLICATION DES NOUVEAUX D'ANGLAIS. PORTO-NOVO 17-20 FEVRIER 1988**

<table>
<thead>
<tr>
<th>Day</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Time</td>
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</tr>
<tr>
<td>7.20</td>
<td>Breakfast</td>
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<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>7.50</td>
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<td></td>
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</tr>
<tr>
<td>8.15</td>
<td>Teaching English through Notions and Functions: principles, techniques and application with special reference to English Africa</td>
<td>Teaching writing: administration</td>
<td>Teacher questionnaire session 2 and Say What You Mean</td>
<td></td>
</tr>
<tr>
<td>9.55</td>
<td>10.05</td>
<td></td>
<td>Public lecture:</td>
<td></td>
</tr>
<tr>
<td>10.05</td>
<td>10.50</td>
<td></td>
<td></td>
<td>Public lecture: debate</td>
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<tr>
<td>11.45</td>
<td>11.50</td>
<td></td>
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</tr>
<tr>
<td>11.45</td>
<td>Lesson preparation</td>
<td>Lesson preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00</td>
<td>Unit 5: ways to vocabulary and Ways to grammar</td>
<td>Unit 6. E.A.: ways to writing and to teacher questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50</td>
<td>Lesson preparation continued</td>
<td>Lesson preparation continued</td>
<td>Teacher questionnaire continued</td>
<td></td>
</tr>
<tr>
<td>13.05</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td>lesson preparation continued</td>
<td>lesson preparation continued</td>
<td>Teacher questionnaire continued</td>
<td></td>
</tr>
<tr>
<td>15.45</td>
<td>Exploratory micro-teaching.(C.E.M.G. d'application)</td>
<td>Exploratory micro-teaching.(C.E.M.G. d'application)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>Teacher questionnaire continued; open discussion on Pedagogy and on English Africa</td>
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<td></td>
</tr>
<tr>
<td>16.45</td>
<td>Regis.</td>
<td>Viewing and feedback</td>
<td>Evaluation of the seminar</td>
<td></td>
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<tr>
<td>17.20</td>
<td>17.30</td>
<td></td>
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<tr>
<td>17.30</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
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<tr>
<td>19.15</td>
<td>20.15</td>
<td>Presenta</td>
<td>Video</td>
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<td>21.15</td>
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<td>tion of the film</td>
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<td></td>
<td></td>
<td>questionnaire to teachers</td>
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# Appendix to Chapter 8 No 6c: Third residential seminar programme.

**Mixed English Africa Support Seminar**

**ENI Lokossa**

15 June - 18 June 1988

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Wednesday 15 June</th>
<th>Thursday 16 June</th>
<th>Friday 17 June</th>
<th>Saturday 18 June</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.15-7.50</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8.15-10.15</td>
<td>Administration of teachers' questionnaires</td>
<td>Synthesis of questionnaires (continued) - visit to CPDIP Lokossa</td>
<td>Administration of experimental INSET evaluation questionnaires</td>
<td></td>
</tr>
<tr>
<td>10.30-12.30</td>
<td>Synthesis of teachers', students' and educational authorities' questionnaires</td>
<td>Presentation of the draft of the first part (first ten units) of the teachers' guide to English Africa Seconde</td>
<td>Experimental INSET evaluation-closing ceremonies: 10.30-11.20 Display class 11.30-12.00 INSET coordinators' report 12.05-12.30 prize to best experimental students 12.35-13.05 final speeches from authorities</td>
<td></td>
</tr>
<tr>
<td>12.45-13.30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>15.00-17.00</td>
<td>Dialogues, games and role play-revisited</td>
<td>Working with reading comprehension texts-revisited: classroom activities and lesson preparation</td>
<td>INSET evaluation seminar evaluation</td>
<td></td>
</tr>
<tr>
<td>17.00-19.00</td>
<td>arrival of participants</td>
<td>The British Council/ODA project in Benin and how it relates to teachers' language improvement and professional development</td>
<td>Video film: extract from post-test recordings of lessons - Distribution of experimental INSET questionnaire</td>
<td>Farewell reception including music and songs</td>
</tr>
<tr>
<td>19.00</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
<td>Dinner</td>
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<tr>
<td>19.45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.00-21.30</td>
<td>Presentation of programme and distribution of handouts</td>
<td>Video film: second seminar's microteaching extracts</td>
<td>Video feature film + discussion</td>
<td></td>
</tr>
</tbody>
</table>
Appendix to Chapter 8 No 7: SCHOOL BASED INSET WORKSHEET NO 1 December 87 with summary of the first residential seminar.

Dear colleague,

First of all may I congratulate you for the quality of the work we did during the last seminar held in Porto-Novo from 26th to 28th November. Your personal commitment and involvement in the activities were decisive for the success of the seminar as it will be for the success of the whole project.

The objectives of this worksheet are:
1/ remind you of key ideas that pervaded the seminar and all its activities.
2/ set the tasks for the pedagogic school meetings you will hold this month before going on holiday.

I KEY IDEAS THAT RUN THROUGH THE FIRST SERIES OF INSET SEMINARS HELD IN PORTO-NOVO FROM 26TH TO 28TH NOVEMBER 1987

a) Teacher domination, student passivity and dependence: it has been noticed that until now the methods and approaches used for the teaching of English in Benin have insisted on taking away from learners responsibility for learning. They have encouraged a passive and submissive attitude on the part of our pupils. They have created a negative self concept of dependence upon an all-mighty teacher who is the center of all teaching/learning events in the classroom and even outside it, controlling and dominating every move and teaching everything. Learners are considered unable to work out solutions to their learning problems. They must wait, with their "empty heads" for the teacher to poor words, grammatical structures, sounds and other isolated language items into those heads and fill them to the rims.

b) Learner centredness, learner participation and responsibility for learning: the "new" approach being encouraged in English Africa and throughout the second cycle curriculum considers it necessary to give back to learners responsibility for learning. All teaching/learning activities should be centred on the learner who must exercise his/her intellectual, affective social and psycho-motor skills and capacities to solve his/her own learning problem with the teacher's guidance and assistance when needed, and through his/her interaction with his/her fellow learners.

c) Importance of learner-learner interaction, communicative, tasks based activities and changing role of the teacher: It has been shown that if students are encouraged to work cooperatively among themselves in small groups or in pairs to solve learning problems, carry out communicative tasks and work out solutions to language problems, using as much as possible the target language in the process for genuine communication, they may learn more and better without teachers having to over-teach them. We, teachers, only have to thoughtfully and carefully set up those tasks, explain them, give clear instructions on what is expected of students and on how they can achieve it, demonstrate it, discreetly monitor their execution in the groups, give help when needed, publicly check how well they have been done and if necessary insist on particular aspects of the tasks in a follow up systematic teaching activity. Our roles as teachers are not less important than before but their nature has changed from that of teacher, knower, head filler to the one of planner of learning activities in relation to students' expressed needs and learning objectives, of classroom manager, of motivator, encourager and giver of affective and intellectual support.

d) Lesson planning and the need to structure instruction: It has been shown that in these conditions it is necessary for teachers to have clear objectives for each lesson that should be known by students, with specific instructional objectives for each stage in the lesson. They must have a clear plan of activities with procedures and materials which will help achieve these objectives. This plan must specify what students have to do when and what the teacher has to do as well as ways in which the extent to which the objectives have been achieved will be checked and evaluated. In other words we must clearly structure the lesson.
c) textbook as servant and not as master: In the same way as the "new" approach gives teachers freedom to explore various methodological procedures and activities, it encourages them to see the textbook as an instrument they should use to reach their own objectives, and not a master who dictates every step we have to follow. It is up to us to interpret it and bring it to life through our imagination and our capacity to use a wide range of strategies to tackle the learning activities it contains and which suit our purposes. In this connection the lectures and workshops on communicative activities, on classroom English, on reading and reading activities should have equipped you with a substantial repertoire of language and teaching learning activities and techniques for the implementation of the new curriculum in the second cycle.

f) The need to link subject specific teaching competence with a general professional competence as educators: It has been shown that language teaching with its methods and contents cannot be seen in abstract and isolation. It responds to an overall educational goal within a socio-political context in a given society at a given time. It has been stressed that in our contemporary world where various national and international institutions, namely UNESCO, are deploying tremendous efforts to promote human rights and world peace through education for international understanding, it is necessary to conceive of teacher training programmes not exclusively in terms of the mastery of a specific subject matter and of some tips to teach it, but within a more general requirement to prepare teachers for their role as educators, and as agents of development. It is then necessary for teacher training programmes to have enough provision for a general culture that familiarises teachers with contemporary social, economic and political problems and awakens their awareness of their responsibility as educators in the solutions to these problems. In this connection the lecture and discussion on "the training of teachers and the question of education for peace and for international understanding in the framework of UNESCO recommendations" has been highly appreciated.

These are most of the main ideas that were discussed and acted upon during the seminar. The next part of this worksheet is to help you monitor by yourselves the application of some of these ideas in your class and reflect on the process and product of that application.

II SCHOOL BASED IN-SERVICE EDUCATION AND TRAINING OF TEACHERS (INSET)

A/ Objectives: The objectives of the meetings you are required to hold in your schools as experimental teachers are:
- help you take responsibility for your own professional development (improvement)
- help you build up your self-confidence as concerns the teaching of the new English curriculum in the second cycle and particularly the teaching of English Africa.
- prepare you for the next series of INSET seminars to be held in Porto-Novo from 18th to 20th February 1988.

B/ Tasks
1) Prepare lesson plans for some Units of English Africa second:
- Zou province: units 4, 5, 6.
- Mono province: units 7, 8, 9, 10.
- Atlantique: units 11, 12, 13, 14.
- Oueme: unit 15.

N.B. the following points should appear on your plans or their absence should be justified:
- the different phases of your lesson (presentation, practice, production). Note that the different lessons in one unit constitute in general aspects of the same teaching unit evolving around the same teaching points. It may be sometimes possible to base the planning on the whole unit, although some lessons (lesson 3 for example) may be planned alone.
- the different activities and the procedures to follow in doing...
them, in terms of what the teacher does and what the students do; the time needed for each activity;

- the materials needed for each activity.

- the overall objective of the lesson and the specific instructional objective of each activity or their aims.

- methods for checking understanding and for evaluating the extent to which the objectives have been attained.

Note that your objectives may be contained in the language target(s) of the lesson (functions, structures, lexis, phonology etc) or in particular skills (reading, listening, writing, speaking and various strategies for learning and/or in the promotion of an attitude, a viewpoint, a general cognitive or social skill with regard to problem and or its solutions.

2) Choose one of the following tasks in addition to the one above:

a- ask your pupils at the beginning of one of your lessons this week or the next, to write down what you will have done and what they will have done during the lesson. After the lesson get them into groups of 3 to 5 and ask the groups to write a report on the lesson, specifying what you did, what they did, how the lesson went, their impression on the lesson, how they felt about it after it, and making suggestions for its improvement. They may seek inspiration from the student evaluation form attached to this worksheet. Write a synthesis of their reports, noting the degree of agreements in descriptions, and in interpretations of the lesson, pointing out your own agreement or disagreement with them on particular points.

b- describe in detail one of your most successful lessons during these first two weeks of December; specify the objectives of the lesson, how you started it, what you did, with which materials, what you asked your students to do with which materials, how they did it, how you checked their understanding of tasks and evaluated the extent to which the objectives had been attained, how students felt and how you felt at the end of the lesson.

c- choose one teaching point that has given you the most problems since you started teaching English Africa or say what you mean. Formulate the main problem and specify its components. Expose the attempts of solutions you have already tried, the extent to which they have been successful. Explain the solution(s) you envisage for next lessons on this particular point.

d- describe all the ways you have already tried to help your pupils understand "difficult" words in a reading passage. Which one have you found most successful? Explain why if you can.

C/ Procedures

i) If you are more than one experimental teacher or if there is another teacher teaching in second in the same school as you, do the lesson planning in pairs or groups. Exchange ideas or notes, and work together when feasible on the second task.

ii) If you are alone join the nearest experimental teacher if you can. If you can't work alone, don't ask a control group teacher or a teacher whose school is not involved in the experiment to help you or work with you.

iii) Maintain an enjoyable, supportive, frank and friendly working atmosphere in your working group.

iv) Be persevering; don't give up. The process of reflecting on one's teaching and writing down the description of one's teaching and of one's reflection is central to the school based INSET activities you are required to engage in. It is something we are not used to. The idea behind this approach is that we do a lot of things in our classes but because we so rarely give ourselves time to stand aside and reflect on our actions and draw conclusions for improvement, we don't learn and profit by our experience. Let alone share it with our colleagues, as much as we could. It is hoped that this project will help teachers take up this challenge as one of the fundamental prerequisites for self-improvement in our profession.

CONCLUSION: that's all; thank you. Enjoy your school meetings and your holidays. Happy Christmas.

Joseph Ako, research coordinator, University of London Institute of Education.
Objectives:

If at the end of the discussions of this topic, teachers:

- Have a clever idea of what notions and functions are in language teaching/learning context.
- Understand and try out at least 3 ways in which national, and/or functional approach to language teaching/learning can be integrated to their classroom practice.
- Have a better understanding of at least 3 traditional language teaching techniques and try out ways of adapting them to a more functional orientation to language teaching.

The objectives of the session will have been reached.

DISCUSSION PLAN AND METHODOLOGY

In order to reach the objectives stated above, the discussion will first establish the rationale for the Notional-Functional approach and define what it is taken to be in the EFL teaching/learning context, by an active participative and discovery method combined with some theoretical input to consolidate and expand the findings of the exercises. Then a brief introduction to attempts at identification of notions and functions will be exposed. Finally and mainly the discussions will focus on classroom activities and language exercises designed to facilitate the teaching of English through notions and functions in the framework of the communicative movement in language teaching.

N.B. - It is very important that you try the exercises before reading the synthesis and theoretical back up.

- If you are alone, work on your own. But if you are in group work in pairs or/and in groups of 3 to 5.

I. NOTIONS AND FUNCTIONS: RATIONALE

EXERCISE 1.

a) state 5 circumstances in which the
FOLLOWING UTTERANCES MAY TAKE ON SPECIFIC MEANINGS WITH PARTICULAR INTENTIONS. ON THE PART OF THE SPEAKER: "WHO IS TALKING?"

b) For each circumstance specify the meaning.

Synthesis and theoretical back up.

From the discussion of Exercise 1 it results that, in order to understand and use language appropriately it is necessary to place what is said or written in its context and have an idea of the intention of the speaker. This is so as generally people do not speak for speaking sake. They do so in order to communicate something to their listener(s) with the intention of influencing them one way or other. They use language to do something. This double understanding of the use of language is the basis from which the notional-functional approach to language teaching has developed. It has developed and influenced language teaching/learning programme and methodology over the last twenty (20) years as a result of dissatisfaction about the restrictive view of language which has dominated language teaching and learning from the grammar translation tradition to the audio-lingual techniques.

This restrictive view has had among others two influential advocates; Ferdinand de Saussure and Noam Chomsky.

Ferdinand de Saussure (1916) the pioneer student and founder of linguistics distinguished two levels of language. The first one is langue understood as the syntagmatic (Subject + Verb + complement) or paradigmatic (subject pronouns (he, I, You, we etc.) relations between constituent elements forming an elaborate structure of mutually supporting parts of language and the combination of these elements to build correct sentences, texts, and to build a system of language forms or code.

The second level is parole understood as the context of language and more precisely as language in use, language as performed in real life and related to its content, to what it means. But he considers that language study should only be concerned with the first level, i.e., with the formal aspects of language with the relations between its elements. Level two, that is, content analysis, the study of meaning or semantics although recognised as one aspect of language should be left to philosophers and other anthropologists who have been grappling with the complex question of meaning/relation to communication and with regards to the general reference.

.../...
Of symbols to their objects since Plato Aristotle, Locke, Kant, Russell, Malinowski etc... to Austin, Searle, Grice, Garfinkel, Peirce and others more recently.

This position has been endorsed by Noam Chomsky (1935) whose famous distinction between competence and performance has been rightly equated with de Saussure distinction langue and parole.

Thus language study in Chomsky's view should be concerned with linguistic competence, seen as the tacit knowledge of language structure, the native speaker's intuitive knowledge of the language as an ideal speaker-hearer in a completely homogeneous speech community thanks to which he can from a finite number of rules process and produce an infinite number of correct sentences. It should not be concerned with performance, the process of encoding and decoding messages, that is, the actual use of language in concrete situations which may be affected by such grammatically irrelevant conditions as memory limitation, distraction, shifts of attention and interests, and errors. (Chomsky) (1965: 31)

The study of language in the Chomsky an view is therefore the study of these intuitive formal rules from which an infinite number of sentences can be generated. The question of language meaning context of use has been over looked, at least, in the early formulation of the Chomskyan theory.

These structural views of language, which has permitted linguistics to establish its elf as a scientific field of enquiry in its own right, thanks to the work of influential theorist such as Bloomfield (1933) in America have for a long time served as the basis on which language teaching/learning programmes and methodologies are elaborated. To know a language in this theoretical framework, is to know its constituent parts that is, its sound systems (phonology) its grammar (syntax and morphology) and its lexis (vocabulary.) Thus Language = vocabulary + essential structure. Different aspects of language are taught as discrete items in isolation with the hope that learners will eventually make the synthesis and use them appropriately when need arises. The teachers role is to teach the rules.
exercise the mental faculties of the learner through translation and formal, decontextualised and artificial grammar exercises drill the student in language structure patterns formation in such a way as to inculcate these patterns into their linguistic habits so that they can use them automatically.

Though some did learn this way, the results have not proved worth the efforts. Because many, after the studying a language in this formal way, cannot use the language adequately in real life although they do know the rules or can automatically remember some patterns if appropriately cued. As noted by Widdowson:

"The problem is that students and especially students in developing countries who have received several years of formal English teaching, frequently remain deficient in the ability to actually use the language and to understand its use in normal communication whether in the spoken or the written mode".


So it may not be enough to be competent in the manipulation of the language system, not enough to be excellent at talking about its rules/�der to be able to use it in real life. There seems to be more to language than its constituent parts, the sum of its grammatical phonological and lexical system. It seems that extra linguistic factors that have been excluded at the beginning should be part and parcel of linguistic concern and should be integrated to the teaching and learning of languages. As Malinowsky (1946) puts it the meaning of any single word is to a very high degree dependent on its context... (and) is intelligible only in its context of situation. It must be gathered not from a passive contemplation of this word but from an analysis of its functions, with reference to the given culture.

Elaborating on this question of context and appropriate use of language, Dell Hymes (1972) in a seminal paper on communicative competence has this to say.

"We have to account for the fact that a normal child acquires knowledge of sentence, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about, with whom, when where, in what manner.

.../...
In short a child becomes able to accomplish a repertoire of speech acts, to take part in speech events and to evaluate their accomplishment by others.

Clearly they overemphasize on grammatical rules and discrete language items and on artificial, decontextualized pattern drills which have characterized language textbooks and their methodologies may have been misleading, because as Hymes puts it in the same article cited above: "There are rules of use without which the rules of grammar would be useless."

In the same line of thought the British linguist Halliday (1978) whose important research on the question of language function (Halliday 1975) is considered an outstanding contribution in its field, interprets learning the mother tongue as a progressive mastery of a number of basic functions of language and the building up of a meaning potential to what the speaker can mean and what he can do with the language.

May be someone would argue that learning a mother tongue and learning a foreign language are two different things. Therefore what has been said about children learning their mother tongue not only as code as interrelated combination in given contexts may not be relevant to the foreign language learner. Consequently the foreign language learner may need no more than a good grammar hook and a dictionary. It is true that learning one's mother tongue and learning a foreign language are not identical things. Besides the importance to be given to different skill and aspects of language in the teaching/learning swers in foreign language should depend on the objectives and needs of the learner. However as TRIM (1975) confirm it on his prefaf to van Ek's (1975) Threshold Level.

"By far the largest group of language learners everywhere consists of people who want to prepare themselves in a general way to be able to communicate socially on straightforward every day matters with people from other countries who come their way and to be able to get around and lead reasonably normal social life when they visit another country. This is not simply a matter of buyu water and milk and toothpaste and getting repairs carried out to a car. People want to be able to make contact with each other as people, to exchange in formation and opinions, talk about experiences, like and dislike, to explore our similarities and differences, the unity in diversity of our complicated and cworlded continent.

.../...
One could easily replace continent here referring to the European continent by the world.

In the specific context of BENIN, he it has been specified, in the official instruction that at the end of his English language learning, the student among other objectives (10 in all) must be able to, 

1. understand and speak English in a variety of situations. In other words, he must be able to communicate orally with native speakers and all those who use the language fluently;

2. understand a text in its content, its arguments, its narrative chronology. And be able to infer information, meaning, attitudes and intentions and be able to present these in different ways.

10. Appreciate the importance of English as an instrument for the promotion of comprehension among people. In the recommendations on methods, it has been stipulated that "At all levels, teachers should realize that it is not enough to practice vocabulary and structure in an automatic and controlled way, although this is basic. Language teaching/learning, student should be encouraged to use what has been taught for communication. The heart of the matter is whether or not.

We want learners to be able to use the target language in real life circumstances or be excellent at doing exercises and building model sentences instead. (Official instructions on the teaching of English in Benin P, 3, 6.)

These instructions clearly show that, although the overall practice in the country remains structural exercises completion and examination oriented, English language Teaching in Benin is aimed in principle, at enabling students to "use the language in real circumstances." Therefore it is worth trying out possibilities that have underused or ignored so far in Benin and which have been shown else where to be helpful in attaining the same objective of effective oral and written communication in the target language. The need for a step in such a direction is justified by this that "our model of language that we adopt for teaching must recognize that learners need to develop a capacity to operate with the target language sufficiently flexibly to be able to express themselves as much or as little as they wish to and sufficiently firmly with in an appropriate conventional model to be genuinely communicative." (Brumfit, 1984, 28)

So teaching English through actions and functions should not be considered as inappropriate to the context. What must however be acknowledged is the difficult of specifying in detail...
all the functions and notions that may be useful in English-for-General Purpose, which is the goal of language teaching in most secondary schools in Benin.

But this does not invalidate the usefulness of the functional-notional approach to language teaching in the communicative frame work in the country as long as we can find a compromise between rigorously restricted selection of language functions and notions of " high surrender value " appropriate for an English for Specific purpose training course and a more flexible selection of enabling functions and notions and their grammatical and lexical realisations thanks to which our general English language learners will be educated to cope with less rigorously predictable future language use.

As a matter of fact, it has been pointed out that "we shall never, in principle, be able to specify what it is to know a particular language except in terms of general capacities to enter into negotiation with users of that language" ( Brumfit, 1984; 49). It is therefore necessary for us to become aware that, as teachers of English in Benin, we have the responsibility and the duty of adapting our views, attitudes about the English Language and its teaching to the need for a more functional notional approach which should help our learners to have a better communicative competence than has been the case until now. It is therefore important that we have a clear understanding of what functions and notions are, and how they can be used in language teaching/learning. Let us then use the following exercise to help our reflection and insights into those concepts and their application in language teaching.

II Definition, Principles and specification.

Exercise 2 a) group 1

Write down the first ten functions listed in ENGLISH AFRIKA seconde example: Planning an activity

group 2: Write down the last ten function of ENGLISH AFRIKA première:
example: describing someone.

group 3: Look through the language practice session of the first ten texts of SAY WHAT YOU MEAN and write what you think are the language functions studied in these Section/seeking information.

.../...
Exercise 2 b) gr 1, gr 2, gr 3: From your respective list work out a definition of the concept of language functions.

Exercises 3-4: gr 1, gr 2, gr 3.

Exercise 3: Choose one function among those you selected in exercise 2 a and specify the linguistic forms/or expressions used to present and practice these functions.

Exercise 4a) List 3 language functions and 2 language notions you think your students should be familiarized with in order to improve their capacity to use English effectively in examinations as well as in real life oral or written communication.

Example:- Functions: greeting, explaining, agreeing and/or disagreeing.
- Notion: Time, quantity, modality.

Exercise 4 b) give two linguistic forms and/or expressions which can be used to express one of the functions or notion you have listed.

Example:

<table>
<thead>
<tr>
<th>Function</th>
<th>Sentence form</th>
<th>Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td>! interjection</td>
<td>Hello! Morning!</td>
</tr>
<tr>
<td></td>
<td>! interrogative</td>
<td>How are you?</td>
</tr>
<tr>
<td></td>
<td>! affirmative</td>
<td>I'm fine</td>
</tr>
<tr>
<td></td>
<td>! imperative</td>
<td>Have anice day.</td>
</tr>
</tbody>
</table>

Exercise 4 c) From the exercises 4 a and 4 b, how do you think language functions and language forms relate: Is there one linguistic form for one language function?

Synthesis and theoretical back up

These exercises have shown that functions are the use to which we put language, while notions are what we mean, the ideas, the concepts we express through language. Both concepts are closely linked. For instance if we take the function of seeking information which is the purpose, the "Why?" of our utterance in a given situation, we could not do so without specifying as well what we need the information about, that is, the content of the information:

Example: Somebody approaches you in the street and says: "Excuse me, have you got a watch?" If you say: "Yes I have," stop which is a good grammatical affirmative answer to the interrogative form, it may well be that there has been a communication gap or you...
have deliberately been to be used for seeking information (function) on time (notion) and not on the mere possession of a watch (notion of possession) in the given context.

It is therefore important, to understand the close interrelationship between notions and functions, which explains that the literature has retained the interchangeable use of notional approach, notional functional approach to name the concept. It is also important to understand that functions or notions may not be explicit from the surface structure and apparent concepts contained in the words of a sentence. Perhaps is it is in order at this point to elaborate on the notion of functions as the value utterances may take over and above the surface meaning of sentences. As Fraser (1978) puts it, function in general refers to "What we do when we use language." and he gives the precision that we perform speech acts", a phrase borrowed from the philosophers view of language use. In this sense speech acts include the act of saying something to mean exactly what is intended in the proposition uttered, the concept that are intrinsic to the words used, in other words the face value of the sentence. (These acts are called locutionary acts by philosophers). Speech acts are also understood to be the act we perform in saying something and which is connected with our intent. In this case the sentence or utterances have a particular meaning and are used to achieve some intentions over and above the propositional meaning of the words and the linguistic structures used. It is the act of doing something in saying (Philosophers call it illocutionary act). Thus given the appropriate context "It is hot in here" may mean"open the window," put on the fan"or let us change room and stay else where." Speech acts include as well the effects that arise in a hearer as a result of an illocutionary act. It is the reaction provoked by what is said from who it is said to. (Philosophers call the perlocutionary acts understood as the/illocutionary force.) So on hearing "it is hot in here" your room mate may get up, go to the window and open it to let in some fresh air.

In the notional-functional approach the focus is on the locutionary and illocutionary acts. so far as the interest is on what the student needs to communicate, that is the types of meaning, the notions that he may want to express, and on the purpose of this communication, that is the function of his utterances.
So every thing starts from the students needs-

From this definition one important principle could be identified: **Learner centred ness.** It implies that language planning is no longer a self contained system. It starts with the analysis of what the learner needs express and why, and takes account of his/her motivation, characteristics, abilities, limitations, and resources as points of departure.

The second principle is that teaching learning programmes methods and evaluation procedures are conceived of as an interdependent system which starts from the analysis of the situations in which the learner will need the language, the speech events in which he will take part, and the speech acts he will need to express, before considering how, that is, the grammatical options, the forms of language which will be most valuable to him. These will form the notional or Semantic syllabus around which learning activities will be organised.

This system of interdependence in the design of syllabus around the lines of the functional-notional approach is summed up by Munby (1978: 45 - 47) in these terms:

The speech event or situation

Subsumes communicative activities

In which language functions

are realized in discourse

as linguistic forms

The exercises have also shown that several linguistic forms can be used to express one function as one linguistic form can help to realize several functions and/or notions. As Widdowson (1979) puts it:

"There is no simple equation between linguistic forms and communicative functions: Affirmative sentences are not always statements, and interrogative sentences are not always used as questions. One linguistic form can fulfill a variety of communicative functions and one function can be fulfilled by a variety of linguistic forms"

in CALT p 119.

Besides the form used can vary according to the degree of formality required in the circumstances. The example of apologizing taken from Juddy Kettering (1974) is quite explicit on the question. (Ask teachers to read it again.)

It may be in order at this stage to point out that the notional functional approach does not proscribe the teaching of grammar. But grammar is no longer the organizing principle, the main
concern of language /learning programmes. It is presented as a means to the main end of communication when needed. As stated by Trim (1980)

"Grammatical categories, rules and structures are taught, not simply because they are there, like Mount Everest, but in so far as they enable the learners to construct those utterances he needs to achieve his personal and social purpose. (Trim 1980; 109).

This point has been clearly stressed by inspector Ghaguidi Olivier who says: "Dans la conception nouvelle de l'apprentissage on apprend plus la langue par la grammaire mais on apprend la grammaire par la langue" (personal communication at the general evaluation seminar on the new approach to language teaching Lokossa 15-18 juin 1988).

Another important difference with the grammar translation and the audio-Lingual methods is that the teaching of grammatical structure and of language forms in conformity with the principle of learner centredness is presented and practiced in meaningful context involving as much as possible student-student interaction in simulated real life or realistic communication.

1: in the new conception of learning we no longer learn language through grammar but we learn grammar through language. The ways in which classroom activities are contrived to reach these objectives will be examined in some details in the next part of this discussion. The last point to be made about the exercises we are discussing is the issue of specification of functions and notions.

SPECIFICATION OF FUNCTIONS AND NOTIONS

You have written down a number of functions and/or notions around which units in ENGLISH AFRICA 2e and 1e and in Say what you Mean have been built. You have yourself specified a number of functions you think may be useful for our students to know. In order to have a more systematic view of categories of functions and notions it may be useful to refer to the work of some specialists who have devoted some attention to the question.

At a more theoretical level perhaps should we briefly recall the research carried out by Halliday (1975), who after studying the language used by his child Nigel from 9 months onwards before he has a recognizable linguistic form, identified seven (7) language functions...
(instrumental, regulatory, interactional, personal, heuristic, imaginative and informative) which he reduced to three (3) macro functions (1978) as follows:

1°) The interpersonal function: to establish, maintain and specify relations between members of societies.

2°) The ideational function: to transmit information between members of societies.

3°) The textual function: to provide texture, the organisation of discourse as relevant to the situation.

At a more practical level the most important work done in this field is within the framework of the Council of Europe's Commission for the specification of a minimal level of communicative ability to which credits could be given awarded (Units-credits system). It started in the early 1970s.

A pioneering study in this connection is done by D.L. Wilkins (1976). He identifies three main sections of functional categories: the semantico-grammatical, the modal, and the communicative function categories. He specifies six semantico-grammatical categories: Time, quantity, space, matter, case Deixis, each with its subcategories. Thus the notion of time has been subdivided into: point of time, duration, time relations, frequency, sequence, age. The notion of space has been subdivided into dimension, location, motion.

Then he specifies eight categories of communicative functions including the modal categories, viz: modality, i.e. utterances in which the truth value of the propositional content is modified in some ways; moral evaluation and discipline, i.e. utterances involving assessment and Judgment; Suggestion, i.e. utterances designed to influence the behaviour of others; argument, i.e. categories relating to exchange of information and views; rational inquiry and exposition, i.e. categories related to the rational organisation of thought and speech; personal emotion, i.e. expression of personal reactions to events; emotional relation, i.e. expression of response to event, usually involving interlocutors; interpersonal relations, i.e., relation of form appropriate to relationships of participants in the events.

Each one these categories are divided into subcategories. Thus modality for instance comprise certainty, necessity, conviction, volition, obligation incurred, obligation imposed, tolerance; argument in clude information asserted and sought, agreement, disagreement, denial, concession; rational inquiry has these subcategories: implication, hypothesis, verification, conclusion, condition, result, explanation, definition and cause etc. Each subcategory is subdivided into more specific functions. Thus, the function of suggestion could be subdivided into persuading, suggesting, advising, recommending, advocating,
Another interesting work in the framework of the Council of Europe is Van Ek's *Threshold Level*. It is an inventory of teaching/learning opportunities organized around components such as situation, language activities, language functions and concepts with specification of the linguistic forms required to realize them.

Situation in Van Ek's terms is "the complex of extra linguistic conditions which determine the nature of a language act" (in *CALT* 1979: 105).

Those conditions are made up of the **settings** (example: outdoors: in the street in the marker place; indoors: house, restaurants), the **topics** (eg: personal identification shopping, professions, health education) and the **social** (stranger/stranger, friend/friend, etc.) and the **psychological** (neutrality, sympathy, equality, antipathy) **roles** involved in the language use event.

For the purpose of this seminar the most important component of the **threshold level** is the specification of language functions. Six categories have been distinguished against the eight categories identified by Wilkins:

- **Importing and seeking factual information** (eg: identifying, reporting, describing, narrating, asking.)
- **Expressing and finding out intellectual attitudes** (eg: expressing agreement or disagreement, accepting an offer or an invitation giving and seeking permission to do something.)
- **Expressing and finding out moral attitudes** (eg: apologizing, inquiring about approval and disapproval, expressing regret.)
- **Getting things done** (suggestion), eg: suggesting a course of action including the speaker, requesting others to do something, inviting others to do something, advising others to do something, instructing or directing others to do something.
- **Socializing** : eg: greeting people, meeting people attracting attention, introducing or being introduced to people.
- **Expressing and finding out emotional attitudes** (eg: expressing pleasure, liking, expressing satisfaction, surprise, preference, inquiring about want, desire.

This important work in English has been translated into many other European languages. The French version by de Coste is interesting in that although it reduces the communicative functions to five, it introduces the discourse dimension with the functional calls.
"intentions-discursive". This aspect is thoroughly discussed by Yalden (1983). But before coming to Yalden's work in more detail it may be of practical pedagogical interest to refer you to Dotson's article: "the national syllabus: theory and practice" on your hand out No 2 where seven communicative functions (requesting and giving information, expressing thought processes, expressing opinions, making judgement, expressing personal feelings, interacting socially.) have been identified. A list of notion words to teach students has been given as well for each function.

The last work worth looking at to round up this exploration of language functions specification is Yalden's (1983) Syllabus specification check list. (See hand out No 3) She gave three check lists: language functions check list, Discourse skills check list and study skills check list.

It is interesting to note that she has given a list of discourse skills in its own rights with skills such as cohesion and reference with subskills, such as enumeration, addition, logical sequence (introduction, summarizing, deduction, induction), contrast, etc. It is important to note this put on discourse skills as these were only briefly referred to as part of other functions if not ignored by other specifications of language functions and notions we have examined.

For the purpose of this seminar Yalden's language functions check list is of particular interest: she has identified 13 functions in three categories.

- expressing truth values (ideational meaning): factual information, arguments, likelihood, attitudes to truth, seeking information.
- expressing mood, emotion and attitude (modal meaning): emotional and moral attitudes, volition, commitment, persuasion.
- Formulaic communication (phatic meaning) greetings, acknowledgement, empathy, attention signals.

Each one of these functions are subdivided into more specific functions. Thus, acknowledgement comprise thanking expressing gratitude, apologizing, expressing regret, expressing appreciation. These then are some of the most prominent work carried out on the issue of functions and notions. What we have done so far is to show why it is useful to devise a teaching learning programme (Syllabus) which takes account of what meanings learners may need to express and for what purpose in what intention they might want to use the language they are learning before one could effectively teach how they can use the language to get these meanings and intentions across to their interlocutors.
Then we have examined some specifications of meanings (notions) and was (functions) proposed by linguists and language teaching specialists. It is hoped that these have helped to clear the whole concept of notional-functional approach to language teaching.

But we are not, for most of us likely to devise syllabusess and make decisions on which notions and functions should be included in the teaching/learning programme and general curriculum. These are either already done by authors whose books we are studying, although we may freely supplement their work by introducing new notions and functions not dealt with, but which are worth studying in our circumstances or they are specified in the curriculum by central educational authorities so that we only need slight adaptation for specific local conditions. What we are all more interested in is how in our classroom we can use materials based on this approach more effectively and how we can adapt traditional teaching programmes to this approach with its cardinal principle of student responsibility for learning and learning by doing. This will be the theme of the next discussion.
Appendix to Chapter 8 No 9: Sample copies of teacher made tests for classroom continuous assessment and for national BEPC examination.

C.E.M.G.I/OUIDAH


2è DEVOIR D'ANGLAIS

Classe : 1²
BG₂ - ST₂

Durée 3 heures

I°) LINGUISTIC COMPETENCE

A - Put the following sentences into the passive voice (toutes séries)

1) Somebody will meet the visitors at the station.
2) Did the dog frighten you?
3) You must iron this dress for tonight.
4) Moslems don't eat pork.
5) We do our homework everyday.

B - Question-Tags. (toutes series)

1) They always work hard,...?
2) You had a swim yesterday,...?
3) It's a fine day,...?
4) You would like to come,...?
5) He won't fall down,...?

C - Put who, which, whom or whose. (toutes series)

1) The people... are looking at that house are my parents.
2) The man...you see at the desk is my secretary.
3) The book...I was reading yesterday was a detective story.
4) The tree...leaves are yellow is a mango-tree.
5) The woman...husband died last October is dressed in black.

D - Translate into English (L₁ only).

1) Plus on est riche, plus on est respecté.
2) On boit du thé en Grande Bretagne.
3) Il aurait de bonnes notes, s'il apprenait ses leçons.
4) Quand il ira à Londres, il achètera beaucoup de livres.
5) Il est aussi intelligent que son père.

.../...
II°) READING-COMPREHENSION.

Read the following passage carefully.


The men were silent. It was always so. Going into the bowels of the earth forced silence on them. And their hearts pounded. Many had gone in day after day for months. But they did not get used to it.

Always there was the furious pounding of their hearts. The tightness in the throat. And the warm feeling in the belly. It was so... for the mine boy. They knew it.

Down shot the cages. Down, Down... Down.

And their lamps flickered and there was a thin, sharp whistle through the air as the cages shot down. Deep down into the body of the earth. And the only light was the light of their lamps. And the air became warmer and breathing seemed heavy. That too was always so...

The drill hummed. The hammer rang. There was a swish and a buzz and a hum, and there was the clanging of the pick and grating of the shovel. And slowly the rhythm of the work gathered pace.

When the hour to eat came, the men flung their tools from them and stood around with weariness on their faces and sweat dripping from their bodies.

A man near Xuma coughed. A trickle of red spittle flew out of his mouth and fell at Xuma's feet. Xuma stared at it. He had heard about the sickness of the lungs and how it ate a man's body away, but he had never seen a man who had it.

"How long have you had this?" he asked.
"Two months now," the man said.
"Did you see the doctor?"
"No," the man said and hung his head.
"Why not?"
The man looked at the ground and fidgeted with his hands.

"Listen, Xuma, I have a wife and two children and I have worked it all out. We have a small farm and I owe a white man eight pounds. If I do not give it back to him, he will take the farm. And if he takes it, where will my wife and children go? I have worked it all out, Xuma, really I have. For four months I have been saving and if I save for another three months I will have the eight pounds and there will be a home for my wife and children. Please let me stay".

MINE-Boy by Peter Abrahams.

A°) Choose the correct answer and write down the corresponding letter only. (toutes séries)

1) Going into the bowels of the earth means?
   a - Going to the sky
   b - Going deep down into the earth
   c - Going slowly down into the earth

.../...
2) When the hour to eat came:
   a - The men worked harder
   b - The men stopped working
   c - The men went home to eat.

3) I owe eight pounds means:
   a - I lend eight pounds
   b - I need eight pounds
   c - I have a debt of eight pounds.

4) If the sick man saved for another three months,
   a - His family would be homeless
   b - He would die.
   c - None of these.

B°) ANSWER THESE QUESTIONS ON THE TEXT: (toutes séries)
1) How did the men feel while going into the bowels of the earth?
2) Why did Xuma stare at the man who coughed near him?
3) Why didn't the sickman tell of his illness?

C°) TRANSLATE INTO FRENCH (BG₂ - ST₂ only)
   From "Listen, Xuma,..." to "...and children..."?

III°) COMPOSITION WRITING
   A) Semi-guided composition (toutes séries)
      A house caught fire. The firemen invited to stop the fire did not come on time. Describe the scene.
      The following words can help.
      To set fire to, burst into flames, a child, to start shouting, Fire Service, to telephone, to fetch water, to burn etc.
      N.B. : 15 lines maximum.

   B) Creative written work (L₁² only)
      If you were asked to propose some solutions to fight corruption, what would you do or suggest?
      (About 20 lines).
TEXT: A wrestling match.

The two teams were ranged facing each other across the clear space. A young man from one team danced across the centre to the other side and pointed at whomever he wanted to fight. They danced back to the centre together and then closed in.

There were twelve men on each side and the challenge went from one side to the other. Two judges walked around the wrestlers and when they thought they were equally matched, stopped them. Five matches ended in this way. But the really exciting moments were when a man was thrown. The huge voice of the crowd then rose to the sky and in every direction. It was even heard in the surrounding villages.

The last match was between the leaders of the teams. They were among the best wrestlers in all the nine villages. The crowd wondered who would throw the other this year. Some said Okafo was the better man; others said he was not the equal of Ikezue. Last year neither of them had thrown the other even though the judges had allowed the contest to go on longer than was the custom. They had the same style and one saw the other’s plans beforehand. It might happen again this year...

The wrestlers were now almost still in each other’s grip. The muscles on their arms and their thighs and on their backs stood out and twitched. It looked like an equal match. The two judges were already moving forward to separate them when Ikezue, now desperate, went down quickly on one knee in an attempt to fling his man backwards over his head. It was a sad miscalculation. Quick as the lightning of Amadiora, Okafo raised his right leg and swung it over his rival’s head. The crowd burst into a thunderous roar. Okafo was swept off his feet by his supporters and carried home shoulder-high. They sang his praise and the young women clapped their hands.

Things Fall Apart, Chinua Achebe

Notes: Amadiora: in Ibo Amadiora is the god of thunder.
Miscalculation: wrong calculation.

QUESTIONS

1. Choose the correct answer according to the text. Write down the letter a, b or c only.

1. The choice of the opponent was made by
   a) The crowd
   b) The two judges
   c) The wrestler himself.
2 - The crowd found the match exciting when
a) the judges stopped it
b) there was a winner
c) their voice was heard in every direction.

3 - Last year, neither Okafo nor Ikezue won the match because
a) there was an incident
b) both of them were good wrestlers
c) it was longer than was the custom.

4 - The wrestling match was won when a wrestler
a) was swept off his feet by his supporters
b) gripped his opponent's legs.
c) made his opponent fall.

- ANSWER THE FOLLOWING QUESTIONS IN YOUR OWN WORDS.
DO NOT COPY THE TEXT.

1 - What was the crowd's reaction when a match was won?
2 - What were the roles of the judges in this match?
3 - Why can we say that the match between Okafo and Ikezue is different from the one they had the year before?

- COMPLETE THESE SENTENCES WITH THE SUITABLE WORD FROM THE BRACKETS.

1 - We enjoy ... football (to play - playing-in playing)
2 - It's .... big house ! (so - such - such a)
3 - Mother is used ... rice (of cooking - to cook - to cooking)
4 - Dossou played instead of ... to school. (go - to go - going)
5 - ........ bad your test was ! (How - what a - what)
6 - I am a kind man, ... ? (amn't I - aren't I - 'm'n't).
7 - The cat broke ... leg. (it's - its - it is)
8 - I can't give you any groundnuts because I have .... for myself.
   (a few - few - a little - little).

IV - COMPLETE THIS DIALOGUE

Patient : ........................................

Doctor : Why don't you ? I tell you only an injection is good for you.

Patient : ........................................

Doctor : This one won't hurt you.

Patient : ........................................

Doctor : Don't be afraid. Before you go home and come back your stomach ache will be more serious.

Patient : ........................................

Doctor : If you don't mind you can go. But it is at your own risk.

- E S S A Y

One day a traditional celebration took place in your locality.
(a naming ceremony - a wedding or a sacrifice etc...) Describe it.
V: INSET is an acronym for In-service Education and Training of Teachers. In England, unlike other western countries, once a teacher has completed his initial training, no further in-service training is absolutely required. Nothing is absolutely laid down about what qualification a teacher must have to become a deputy teacher or a head teacher, so that any in-service training that the teacher undertakes tends therefore to be for its own sake or for additional qualification may be.

J: So once you've got your initial training you're accepted as a qualified teacher.

V: Once you've done your initial training you have to do a year's probation then you are a qualified teacher. Obviously if you don't involve yourself in any INSET, you won't get any promotion; that's pretty certain. (But) that's not the only objective. One of the virtues of its not being required is that it becomes something that teachers follow for its own sake. In other words teachers would come along to get information about new examinations or come along to learn new techniques or to discuss issues in the hope that this would make him a better teacher. But the fact that nothing is required has influenced the whole pattern of INSET, in a way that I think cannot be overemphasized. It's also a feature of our system that a teacher's qualification does not specifically state what you may or may not teach or what age range you may teach. You're just said to be qualified teachers. Now, obviously the initial training that a teacher receives cannot possibly sustain him for forty years. You're not going to learn in one year in the institute, doing a PGCE, enough to last you for forty years of your teaching profession... Times change all the time; children change and schools change with them.

J: And even the mentality of the pupils you're teaching may not be the same.

V: No. In fact, I think the changes in children are perhaps as dramatic as anything... Even the children we're teaching now are different from what they were ten years ago. It's very important that we do change according to the time.

A very important change is coming over INSET. It's a change that's going to mean that these people who employ our teachers, the Local Education Authorities are going to have a more direct control over INSET than in the past. That would be a very sad thing for the teaching profession because it seems to me that if the only in-service education
that is available is that provided by the teachers' employers, then this is going to affect what is taught, or what is the content of INSET very very dramatically.

If you take an example of a local Middle school in which the children were taught French. Now the local authority organised an in-service course for teachers doing French. In doing so they advocated one particular style of teaching French; that's going to be quite effective because it meant they would know when the children moved into their high school exactly what each of them have followed. They will all have had the same course; out of matter what: high school they went to in some other sorts of the courses, the head teacher would know that each child is far at French is concerned have followed the same course. That sounds efficient.

J : So that sounds an harmonization of the whole course. All the school in this borough will be taught in the same way.

V : No, they won't. There's not implication that they must do it the same way. But one could see that the chief inspector who was responsible is course wanted to ensure efficiency in the teaching of French in this borough.

It's very important that a chief inspector who is the University is involved in INSET. Suppose they were to ask me: "Chairman, in the Institute of Education, run a course for teaching French in those middle schools? We could have said to these teachers in the course," What are the lot of ways of teaching French. You can teach it this way or you can teach it that way. You can teach it more easy or maybe you may not want to teach it at all at this age. You might find that it was more efficient to use more intensive language lab like course in a short period, immerse the children as it were in French, and do it more efficiently that way; that would be another possibility. Now those of us who are involved in the training of teachers but do not have direct responsibility for the efficient running of the schools can afford the luxury of looking at different ways of doing - the. It would not make the same contribution to efficiency in the short term, but it would at least have opened up the minds of those teachers to a new set of different possibilities. I think that is important and that is the absence of the different sort of contribution you would expect from us and what you wouldn't get from the Local Authorities the schools or from the Department of Education and Science who might also run courses.

J : So you're saying that in the case of the Local education authorities there is a less wide range of possibilities available to teachers than in (University) Education Department.
V: Yes, I would say that is true. But the reason for it is that the local authorities have a direct responsibility for the efficient running of their schools... But you would also conceive that it's important that the teachers are not narrowly concerned with just the short term, but they've got to look more widely than just teaching the children French very efficiently for now; they've got to look more broadly at the whole problem of education, the whole culture, the whole society, the whole ways in which schools are operating, and I think, it's very important that we should, as a university, have as well our ideals, so we look to long term objectives as well. I'm not saying that local authorities don't do that as well, it's a matter of emphasis.

J: This then means that in INSAT there might be two objectives: short term objectives preparing teachers for doing the job now and making it efficient, and long term objectives, helping them get a wider objective of teaching.

V: I wouldn't disagree with that. I would simply say that it's not just a matter of 'either or'; it's a matter of emphasis. I think those concerned with the efficient running of schools would put more emphasis on short term objectives; those of us who don't have this same commitment feel that we can afford more widely longer terms (objectives)... Of course we do get ourselves involved in a great deal of courses that are joint enterprise between INSAT, University. But some of our courses are entirely organized by ourselves under the UGC (University Grant Committee) Funds.

We don't get direct grants from them to run our courses. But if we use funds to run our courses ourselves independently of the DES, then we'll have to be with the UGC Funds. But increasingly, as a result of the policy of this Government, we are more and more expected to make all our courses self-financing. In other words fees are paid by teachers, either by themselves or by their employers which are expected to cover the cost of running the course.

J: Right. You're now entering into the material organisation of INSAT and how you get the material means and finance for it. Can you elaborate on that a bit more?

V: Well, the whole business of INSAT being self-financing will come into pretty sharp focus after this April. And part of this Government's policy is to bring about what might be described as a sort of privatisation of INSAT because we are now being encouraged to offer courses to teachers, to local authorities and other people involved in community-education, in-service courses at full cost. In other words we charge the teachers or their employers...

Now this formula applies readily just to our non-award bearing courses when they are full-time award bearing courses then there is a question of getting grants from the UGC to help us.
J: Teachers might pay less then.

V: Yes, he pays less then doing an MA part-time or full-time. It wouldn't be as expensive as that because they wouldn't be requested to pay the full cost because part of the cost will be coming from the grant, from the OECD. That is very roughly how it works.

J: In terms of programs (and) in terms of attendance, what sort of teachers come to you for ENSET.

V: We have a complete cross section. They come from everything from nursery to further education. Traditionally we have not been quite so strong in the further education, although there is no reason why we shouldn't be. But we have tended to be concentrated mostly by an primary and secondary schools with certain amount of special education and special needs.

In this department we are concerned primarily with non-award teaching courses although as part of our responsibility we try to have involvement for all ENSETs. We've got a kind of discriminating role for the whole ENSET, including award bearing and non-award bearing courses. But this office itself is directly responsible for a whole run of non-award courses and some of the normal ones also. The idea to be the direct service of students and to be rather in charge of the administration and the control of the courses themselves, the making of the courses, of the correspondence courses, of the examinations, of the fees.

J: How long do you course, that is, the correspondence course, how long do you course work for a course?

V: Well, they tend to be very intensive courses, because we are required to complete them...

J: Right.

V: We're in GOOD now. If we can't use it at GOOD, where will we place elements of discriminating information about the content of a course. But it must be that that so on and so forth. But a lot of the teaching of the manners varies from one to the other. We've noticed in this lecture... it's always been teachers who come to us anyway, we will expect you will then make to stand and how to still use the chalk.

J: Right.

V: We tend, wherever we can, to say: 'Well, then. That's not entirely our function. You have to realize that we are-' This is not an institutional idea of ivory between the ivory tower and the ivory cover.

J: Yes.
V: 'We're midway between. So we're in great danger of being rejected by both... We're caught in a crossfire... While you might want to say there shouldn't be a crossfire there is. You see I always tell people that my own personal situation is that I am rejected by many of my academic colleagues as a failed academic whereas my headteacher's wife sees me as a refugee from school.

J: I see.

V: You've got to be a bit of both.

J: Yea.

V: While...we take up this midway position between the Ivory Tower and the school there is another range of organisations called Teachers' Centres which are closer between us and the schools. In other words...in the middle between us - between us and the schools there's another set of organisations - the Teachers' Centres.

J: Yea.

V: This department has undergone a number of changes and a number of different names. For twenty years - we were set up in 1950 - we were called Teachers' Centres. Now, that was alright. You knew I think we invented the title. But then along came the local authorities and they set up Teachers' centres. Er, but they were different from us. So we decided... We had to change our title; we called it University Centres for Teachers; not because we thought we were better than them but we were different. It's this difference that's important and that's what we intended to convey when we called ourselves University Centers for Teachers.

J:...

V: Now we, now because of the new funding arrangements we're going to abandon that as well, and we're going to be called, now we are called INSET OFFICE because not only do we, are we responsible for the non-vocational courses that you know about...

J: Hmm

V: ...the old VCT. But we've also got a coordinating function... So we offer the local authorities now that they've got greater control over INSET - we can show them more clearly what we're doing and what the purposes of our programmes are.

J: If I can understand the difference, the reason, the rationale behind changing from VCT to INSET OFFICE or... it's less clear to me what the difference is between you as teachers' centres and the Local Education Authority or calling their centres also teachers' centres. etc., etc.
V: Oh, how do I see from the local authorities' teachers' centres. Primarily in that local authorities' teachers' centre is controlled by the local authorities. I'm not suggesting that all the worries of ILTs is teachers' centre are the handwriting of the ILTs. I'm not saying that. But because they are controlled by the teachers' employers, what they do is going to be like the French course I mentioned to you. They gonna be all concerned with their own policies and their own attempts to keep their schools running efficiently.

J: Right. The difference seems to be at the same time organisational and how you emphasise theory and practice.

V: Yes but, err, there's also the question of -- a teacher that works in a teachers' centre, for example, because as I'm saying in a world that is isolated, or he's wanted some actual help with materials in a practical way so that he could come to work. I think a great, for example, in your case, you might have the teachers' centre in the L it is our, rather than a training organisation as so, you can, we don't all the work with training of ILTs in the London and in the struggle of our in a sense, as University, I tend to see that it is important to train them or not do or if it is, don't do as well as we call it is, that is an idea... We're not wanted to provide a comprehensive package of ILTs to all the teachers in London. We would need teachers as the resources, or trained there is a teachers we've got. We're here as part of the University, interested in the ILTs and the ILTs, trying to provide a package that respects that independence... I think we would be wasting our time if we were not into a part of the ILTs and the ILTs, because we would only be a view on what we might to do.

J: Under...

V: I mean the ILTs of course we got so much more because, so much more resources and we have that I don't see myself as a competitor of those who run the ILTs. I'm not a competitor. I provide a different kind of ILT. Well, there will be occasions when what they do and what I do look very similar.

J: Do you think that, apart from the resources and the material, advantages with, there is also a question of the importance of those engaged in the organisation of ILTs.

V: Do you think we're better at it than they are?

J: Yes, better in terms of competence, in terms of the didactic competence of the teacher trainers.
V: Well, I think, it may in fact be true that the academic qualification of the people who we use might be on average better than elsewhere. But what we're looking at, well, I'm speaking personally now, what I'm trying to do is to provide courses that reflect the independence of the University and our high regard for scholarship, erudition and research. I think I should put research even higher. I mean we have contact with people who are conducting research; even though we may not ourselves directly do very much. We are part of an organization that put research high on its agenda. And the institute wouldn't be the institute if we gave up research. Now it's our... being part of research minded, research orientated organization that makes the quality of what we provide that little bit different... The differences are not dramatic but they are there and if I didn't think they were there then I'd think I've been wasting my time all the years I've been here. I think there was... the justification. It would be useless duplication if we just did courses like, the local authorities or like the D.E.S or like the teachers' centres or whatever there wouldn't be a lot of point. That's the kind of luxury that we can afford in... London where there is a lot going on that the teacher can look at. He can choose between a course on teaching organized by the local authority, one organized by us, one organized by a professional association, union of teachers or whatever. So there's a lot going on and so there's no point.

J: Yes.

V: So you see one of our responsibilities is to evaluate it and decide which and confine it more. So it's a bit subtle. It's sophisticated. We're in a situation where you've got to address yourself, to more basic reasons: I therefore a lot of what I'm saying about the kinds of differences between us and the teachers' centres and those who are responsible for the efficient running of the schools, and so on and so forth in the end might have to be all wrapped in one person. I mean the same person.

J: Yes.

V: In your country it might have to be the one responsible for the schools, the one responsible for... all the rest.

J: Do you think that the kind of emphasis you put between getting closer to the Ivory Tower and/or getting closer to the classroom depends on who you are organizing the course for?

V: Yes, I think that is the very essence of it and perhaps the most important issue of it all. Let me put it this way. Everybody knows what teachers need. They think they do. Porter downstairs who showed you, when you first went looking for me how to find me, if you take him up and buy him a pint of beer he would tell you exactly what teachers need. They need to know how to come
children... Everybody knows what teachers need. But we too think we know what teachers need by virtue of our studies, background academic work and so on and so forth. But in the end only the teachers themselves know what they want.

J: Yes.

V: This is why I stressed this very much at the very beginning of this interview. Since no in-service is required they don't have to do it, and since they've got their own views of what they want and if what they say, they want isn't the same thing as what we think they need, my colleagues believe teachers need and what we know the teachers want, so I have to look at it and balance it because if there isn't a balance they won't come.

J: So a kind of needs analysis of what the teachers really express as their need and what you think as their want - that is a kind of mixture between basic and wants.

V: What I'm saying - I'm saying that the only people who know what teachers want are the teachers. We can talk about what we think they want and they think that's what they want. To put it in your terms: the interview. I think there is a kind of mixture between the two, and of course it is kind of an interview process to decide what to do next. I'm just saying that. It's a kind of mixture of what we've pre-known or other people think they want.

J: Yes.

V: ...Perhaps the strength of our in-service is that at least now, when talking to teachers, we think, when one of our colleagues, we've said it has to be constantly trying to understand another person that to guide them. And when we express our view of it.

J: If you don't mind, can I interrupt you for a second.
V: Well, that'll be difficult because there is no one method. You see, if we're running a one-day course, and we do this well I think, judged by the number of people who have come and they pay ten pounds, I think, we're going to put it up to fifteen pounds a week; if they're going to pay it from their own pocket, it's a lot of money for a one-day course, so they're going to expect value for money obviously. But if we are concerned with what goes on in a one-day course, clearly in one day we're going to be able only to disseminate information. That's going to put emphasis on disseminating information about examinations or new methods or some research findings, how they might apply to work in schools and so on, because you're not going to modify their attitudes or teaching skills in a short time.

When it comes to evening courses, the next biggest thing we do six evenings a week, then you can look into skills as well as what the teachers are going to teach, and how to teach it. What I want to stress is we're mostly concerned not with so much the teaching of mathematics as with how to teach mathematics. Why, but occasionally of course, we wouldn't certainly say, "Well, look, or go away and go somewhere else and learn more maths and we'll teach you how to teach." It's not as dogmatic as that, but we would tend on the whole to expect the teacher to know the subject matter he was supposed to teach.

J: So you're more on the professional side than the academic side of teacher-training.

V: Absolutely. We are concerned with the professional development of teachers, not with the strictly academic qualification, although he might want a Ph.D. in Education as academic qualification. Obviously we are concerned with that but generally it's the professional development aspect we're concerned with in INSET. INSET covers everything from the one-day course I've just been describing through to a Ph.D. Some teachers come here to do a Ph.D, that is in a sense INSET although it's not concerned directly with the professional development of the teacher because he might do a Ph.D in anything, how to teach Chinese or something. It doesn't have to be in Education. A Ph.D in Physics for example, if it's going to improve the teacher's academic qualification in Physics to enable him to be a better teacher. I hope that would really be INSET in a sense although when we talk about INSET we really mean the professional development. It's seen a little bit pedantic to say that it covers absolutely everything. It's much more concerned with the professional development.
J: If I could try be have some sense of what you've already done that will...
V: Well, I've got to bring this to an end in a few minutes but there's no reason why I shouldn't see you again to carry on.
J: Yes, I was very much taken by the idea you have put forward, and I think the matter of evaluation which is one of the biggest issues I would like us to discuss.
V: Well, it might be a good idea if we could have evaluation, I've got quite strong views about it... I'll get you the sample. You'll play back your tape and look at the sample.
Appendix to Chapter 8 No 11a Draft survey questionnaire

Questionnaire to Teachers

Introduction.

Dear colleague,

This questionnaire is part of a research project on the impact of in-service teacher training on the professional competence of teachers of English in Benin, and on their pupils' English proficiency. It has been initiated at the University of Benin Institute of Education.

The objective of this questionnaire is to collect information and record your opinions on the efficiency and effectiveness of the training given to teachers of English in Benin before they start teaching, and mainly while they are already in service. It is hoped that this inquiry will help to work out a teacher training policy and programme that will be more relevant to the needs of the educational system, and particularly to the needs of the teachers of English in the country.

For the results to be significant and for this objective to be reached it is extremely important that you answer all the questions as fully and precisely as possible.
This research questionnaire is neither a police inquiry nor an administrative formality which might affect your professional career or your security as a citizen or a resident of Benin. Your answers and personal comments will be treated in great respect for you and anonymously. You don’t have to give your name. The personal details wanted are exclusively for classification and general results interpretation purposes.

Please feel free therefore to express your opinions clearly and frankly and without fear. Your answers will be a great contribution to the training of teachers of English in Benin and to educational research in the country and in French speaking Africa.

If anything seems unclear to you in the questionnaire please consult a member of the training staff. He/she will be very happy to help.

Thank you very much for your cooperation.

Aff.

Joseph AKOHA
University of London Institute of Education
N.B. Please, put a cross (X) in cases corresponding to your choice of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire, except when otherwise instructed.

Section One: Identification

1. Sex: M □ F □

2. Age: a) Less than 25 □ b) between 25 and 35 □ c) between 36 and 46 □ more than 46 □

3. If you are a practicing teacher, please indicate:
   a) the class you teach
      - Level I - First year □
      - Second year □
      - Third year □
      - Fourth year □
      - Level II
         - Arts
            - First year □
            - Second year □
            - Third year □
         - Literary
            - First year □
            - Second year □
            - Third year □
      - Scientific
         - First year □
         - Second year □
         - Third year □
   b) the secondary school you teach in
      - Name and district: Lycée Behanzin
      - Dist. Urban: Porto Novo □
      - Province: Ouémé □
4. For how many years have you taught English?
   a) between 0 and 2 years □
   b) 3-5 years □
   c) 6-10 years □
   d) 11-15 years □
   e) more than 15 years □

5. Highest academic qualification: MA.


Section TWO: Initial training

7. Have you done an initial teacher training for the teaching of English?
   a) in a pre-service teacher training college before you start teaching English?
      yes □
      no  □
   b) On the job after you have already been assigned to a teaching post?
      yes □
      no  □

* If the answer to question 7 is no in both cases, go to section 3. If it is yes in either case, continue this section with question 8.

8. How long did this training last?
Counting out interruptions time?

- Less than one month ☐
- 1-3 months ☐
- 3-6 months ☐
- 6-12 months ☐
- 12-24 months ☐
- 25-36 months ☐
- More than 36 months ☐

What were the main components of the course?

- Language mastery and linguistic analysis ☐
- Phonetics and phonology ☐
- Syntactic structures ☐
- Vocabulary and semantics ☐
- Listening comprehension ☐
- Reading comprehension ☐
- Oral fluency ☐
- Composition ☐
- Translation ☐
- English for specific purposes ☐
- Classroom English for specific teaching/learning functions and for maintaining teacher-pupil relations ☐
- Text analysis and discourse analysis ☐
- Second language acquisition (psycholinguistics) ☐
- Sociolinguistics and pragmatics ☐
Literatures and civilisations of English speaking countries:

9b1 Literatures of the British Isles

9b2 British civilization

9b3 American literatures

9b4 American civilization

9b5 African literature in English

9b6 African Civilisation in English

9b7 The literatures of other commonwealth countries

9b8 Civilisation of other commonwealth countries

c1 Theoretical foundations of Methodology and Education

9c4 Educational psychology

9c2 General teaching skills

9c3 English as a Foreign Language (EFL) specific teaching skills

9c4 Classroom management

9c5 Philosophy of Education

9c6 Sociology of Education

9c7 School administration

9c8 Syllabus/curriculum design and materials development

9c9 Testing and Educational Evaluation
d) Class Observation and controlled practice
   9d1 Observation of live demonstration lessons
   9d2 Viewing/listening of video or audio recorded lessons or mini courses
   9d3 Role play and peer-teaching
   9d4 Micro-teaching
   9d5 Other forms of simulation

2) Real class observation and teaching practice
   9e1 Observation of practising teachers in real classrooms and discussions
   9e2 Collaborative lesson planning and teaching with experienced teachers
   9e3 Individual lesson planning and teaching followed by a feedback discussion
   9e4 Teaching practice with full responsibility for a class for about 1 to 3 months and regular discussion with tutor and class teacher.

f) General culture
   9f1 Civism, ideology, initiation to problem of human rights and of education for international understanding and world peace
9f2. Practical training for manual work: operation and repairing of instructional materials, making of visual aids and other instructional materials from local equipment from locally available materials etc.

9f3. General information on health, elementary training in first aid techniques.

9f4. Other general culture disciplines considered useful and necessary for the content and the national educational objectives.

9j) Others: (Please specify): ___

10. What proportion of the total training time was given to each of these components:

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<tr>
<th>Components</th>
<th>&lt;5%</th>
<th>6-10%</th>
<th>11-25%</th>
<th>26-50%</th>
<th>51-75%</th>
<th>&gt;75%</th>
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<tbody>
<tr>
<td>a) Language mastery and linguistic analysis</td>
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<td>b) Literature and civilization of English speaking countries</td>
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<td>c) Theoretical foundation of methodology and education</td>
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<td>d) Class observation and control practice</td>
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<td>e) Class observation and teaching practice</td>
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<td>f) Global culture</td>
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<td>g) Other (Please specify)</td>
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11. What were the most used methods, rank them in order of importance (frequency of use) from 1 to 7 (1 = most frequently used, 7 = least frequently used) and use the methods suggested here, and others you used but which are not specified here.

a) Guided reading with or without assignments (summary, analysis, evaluation, extension etc.) 10
b) Viewing of film or video cassette or listening of audio recordings 17
c) Lecturing with or without hand outs 11
d) Socratic method (discussion or flexible lecture interrupted by questions and comments from trainees) 16
e) Teamwork or small group workshops, seminars or tutorials for different follow up activities, simulation exercises, microteaching or group discussions 16
f) Various forms of discovery learning (problem solving, case studies, project work, action research) 17
g) Correspondence courses 17
h) Radio broadcast with or without backup materials 17
i) Other: (please specify)
What diploma/degree/certificate have you got after this training? (Give title or write: none)

Are you satisfied with this initial training?

Please use the table below for a detailed answer, putting a cross in the corresponding to your degree of satisfaction against each component.

<table>
<thead>
<tr>
<th>Component</th>
<th>Very satisfied</th>
<th>Satisfied</th>
<th>Fairly satisfied</th>
<th>Not satisfied</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Language mastery</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Literatures and civilizations of English speaking countries</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>c) Theoretical foundations of methodology and education</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>d) Class observation and controlled practice</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>e) Final class observation and teaching practice</td>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f) General cultural</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>g) Other please specify</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h) OS training globally seen</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
<td></td>
</tr>
</tbody>
</table>
If you are not satisfied in general, or about particular aspects, how do you explain your dissatisfaction?

a) content too far from the daily realities of classes you know you will have to work with or of your educational system

b) the theoretical level of content is too high

c) content is too theoretical to equip you for your actual teaching

d) content too academic and not enough professional

e) content too elementary or too boring

f) content too prescriptive

g) content too general or too vague to be a useful guide for classroom practice

h) programme overloaded

i) you have not been involved in the conception of the programme

j) some of the methods are used to deliver the message have not been appealing enough to you (please specify)

k) other (please specify)
15. Among your reasons for dissatisfaction or satisfaction about your initial training, state three of the most important in order of importance:

1 = most important, 3 = least important.

Rank reasons:

<table>
<thead>
<tr>
<th>Rank</th>
<th>Reasons for Satisfaction</th>
<th>Reasons for Dissatisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>The professional content was two sketchy, based almost exclusively on &quot;lesson presentation.&quot;</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>No seminars, conferences or tutorials.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. If you have any comments on your initial professional training that you have not had the opportunity to make through your answers to the questions so far, please feel free to make them here briefly in two to eight lines maximum.
Section 3. IN-SERVICE TRAINING

17. Since you started teaching English, how many in-service training seminars or ‘pedagogical activities’ days’ have you attended in average per year in Benin?
   a) none □
   b) one or two □
   c) three to five □
   d) more than five □

18. How long do they last in average?
   a) less than two days □
   b) two days... □
   c) three to five days □
   d) more than five days □

19. What is the content of these seminars or pedagogical activities?
   a) Demonstration classes followed by group discussions (“critique du cours”) □
   b) Presentation of an aspect of general or subject specific pedagogy or of classroom management followed by discussion □
   c) Presentation of an aspect of the English language for teachers own language improvement or language awareness □
1) Dissemination of a new English curriculum (programme) and/or new methodological approaches to language teaching.

2) Evaluation of new ELT materials and/or production of supplementary materials or new materials for given classes.

21. Indicate your degree of satisfaction about these seminars and pedagogical activities days:
   a) very satisfactory
   b) satisfactory
   c) fairly satisfactory
   d) not satisfactory
   e) undecided

24. If you do not find them satisfying enough please give your reasons:
   a) content too far from the daily realities of your class.
   b) content too repetitive of the same things each year.
   c) content too theoretical to equip you for your classroom teaching.
   d) content too general or too vague to be a useful guide for classroom teaching.
   e) content too elementary
1. Content too prescriptive - □
2. Programme overloaded □
3. The methods used in the conduct of the seminars are boring and not imaginative enough □
4. The logistic conditions for the seminar are disappointing □
5. The time of the seminar is inappropriate □
6. Discussions are mainly on futile points of details or personal attacks instead of focusing on essential points and relevant issues □
7. Other reasons (please specify) □

How many times have you followed an in-service professional training course from two weeks to three years in Benin or elsewhere since you started teaching in Benin?

a) Never □
b) Once □
c) Twice □
d) From time to time □
e) More than five times □

If your answer to question 22 is never, go straight to section four. If not, continue with questions 23.

If some of those courses took place outside Benin, specify the country:

a) Great Britain □
5) U.S.A. □
C) Canada □
6) African English-Speaking Countries □
8) Other: English-speaking countries □
84. Specify the importance given to different aspects of the content of this course by putting a number against each one of the following possible aspects suggested from one to seven, one being the most important and seven the least important. For details of these aspects see question 9 on pages 5-8.

A) Language mastery and linguistic analysis  
B) Literatures and civilizations of English speaking countries  
C) Theoretical foundations of methodology and education  
D) Class observation and controlled practice  
E) Read class observation and teaching practice  
F) General culture  
G) Other (please specify)  

25. Indicate in order of importance of use (1 = most used, 9 = least used), the methods and techniques used for the delivery of the content of these courses.
a) Guided reading of prescribed books, articles and documents with or without written assignments to be submitted (summary, analysis, evaluation, extension, etc.)

b) Use of tape or video recorders
c) Direct lecturing with or without hand outs
d) Socratic method (discussion or flexible lecture; answers interrupted by questions and comments from trainees)

e) Circulated materials sent periodically to schools with instructions for discussion or schools by teachers

f) Conferences bringing together large groups of participants to discuss general topics and carry out planned activities

g) Workshops and small group seminars to prepare materials, aids, supplementary materials, or carry out controlled practices some general or subject specific teaching skills, or discuss a given topic in detail

h) Different forms of discovery and participative learning (problem solving, case studies, project work, etc.)
i) Lectio or television broadcast with or without back-up materials
j) Correspondence courses
What were your objectives in following these courses? Put a number from 1 (the most important) to 7 (the least important) against each suggested objective to indicate priority.

(a) Improve my competence in the use of English both in terms of fluency and accuracy as well as in terms of appropriacy in social contexts.

(b) Improve my professional competence, in acquiring new general teaching skills, new classroom techniques, new approaches to the teaching of language aspects and skills and in updating and broadening my knowledge of developments in the profession and the language.

(c) Enable myself to implement more adequately new programmes adopted for the teaching of English in my school or country.

(d) Be trained in curriculum and material development and/or evaluation.

(e) Upgrade my academic qualifications with the hope of increasing my salary and/or standing a better chance for higher education leading to a master's or doctoral degree.
27. How satisfactory did you find these courses in terms of attainment of your objectives. Put a cross in appropriate cases according to your places of training.

<table>
<thead>
<tr>
<th>Country of course</th>
<th>Degree of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benin</td>
<td></td>
</tr>
<tr>
<td>ENGLAND</td>
<td>+</td>
</tr>
<tr>
<td>Canada</td>
<td></td>
</tr>
<tr>
<td>African English</td>
<td></td>
</tr>
<tr>
<td>Speaking countries</td>
<td></td>
</tr>
<tr>
<td>Other English</td>
<td></td>
</tr>
<tr>
<td>Speaking countries</td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
</tr>
<tr>
<td>Other non English</td>
<td></td>
</tr>
<tr>
<td>Speaking countries</td>
<td></td>
</tr>
</tbody>
</table>
27. Briefly state main reasons for your satisfaction or dissatisfaction in general or in particular respects (2 to 8 lines.)

I found the course in England satisfactory because both the theoretical and applied aspects into the gave me insight into the nature of language and the methodologies that have been used so far in foreign language teaching.

28. Make any comment about your in-service training experience that none of the above questions has given you the opportunity to make (2 to 5 lines)

Section Four: Your views on effective in-service education and training of teachers (INSET)

29. How will you rank the following means for undertaking an in-service professional training? (1 = most important to you, 7 = least important)

a) improve my competence in the use of English both in terms of fluency and accuracy as well as in terms of appropriating its social contents
b) Improve my professional competence in acquiring new general teaching skills new classroom techniques, new approaches to the teaching of language, aspects and skills, and in updating and broadening my knowledge of developments in the profession and the language.

c) Enable myself to implement more adequately new programmes adopted for the teaching of English in my school or in my country.

d) Be trained in curriculum and material development and/or evaluation.

e) Upgrade my academic qualifications with the hope of increasing my salary and/or standing better chance for higher education leading to a master's or doctorate degree.

f) Upgrade my professional qualification with a consequent increase on my salary or and promotion to a higher post (pedagogical adviser, inspector, curriculum or and material developer).

g) Other (specify)

30. Do you think that existing structures and institutions are adequate for an effective INSET help which could achieve your priorities as stated above in your answer to question 29?

a) At school level [ ]

b) At district level [ ]

c) At provincial level [ ]

d) At national level [ ]
If you think that these structures and institutions are adequate, have you found their actual teachers training activities satisfactory so far?

3a. At school level? □ Yes □ No □
3b. At district level? □ Yes □ No □
3c. At province level? □ Yes □ No □
3d. At national level? □ Yes □ No □

If you didn't find their work satisfactory, what do you think may be the reasons for this inefficiency. Use the following suggestions and your own putting a cross in each case as applicable.

(see next page)
<table>
<thead>
<tr>
<th>Reasons</th>
<th>School Level</th>
<th>District Level</th>
<th>Provincial Level</th>
<th>National Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) lack of material and financial support to institutions or structures</td>
<td></td>
<td></td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>b) lack of information to teachers about available facilities in these institutions</td>
<td>+</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>c) lack of time for teachers to undertake training activities offered by these structures of institutions</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>d) different qualification of trainers</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>e) activities organised at wrong moments</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>f) in-service training is not rewarded</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>g) teachers are not motivated to take part</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>h) teachers are not consulted for the planning of the activities and avoided by their execution</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>i) activities are not relevant enough to the problems teachers face in their classrooms</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>j) teachers are not encouraged to put into practice what they have learnt</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>k) activities do not link theory to practice in such a way as to facilitate later use of ideas, techniques, and knowledge by trained teachers in their individual classrooms</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>l) training activities are not organised frequently enough and regularly enough to really help teachers keep abreast of new developments in their profession and exchange ideas on their problems</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td>m) other (please specify)</td>
<td></td>
<td></td>
<td></td>
<td>+</td>
</tr>
</tbody>
</table>
If you think that these structures and institutions themselves are inadequate, give your reasons for such an opinion, using some of these suggestions and your own if needed.

(a) These structures and institutions are imposed from above on teachers and do not take account of their wishes.

(b) These institutions and structures are managed too bureaucratically.

(c) Although they do have teacher education and training as one of their duties, these institutions are more concerned with other things than real education and training of teachers.

(d) These institutions are poorly staffed and inadequately equipped to efficiently do the job.

(e) These institutions are not controlled efficiently enough by educational authorities, so they gradually die out, or just don't work, and are not very little accountable to any organised body.
These institutions do not actually have a systematically planned programme of in-service education and training of teachers each year and react only when something crops up in the course of the year needing a dissemination of information to teachers.

9) Other reasons (please specify):

34. What do you think should be the characteristics of an efficient in-service teacher training structure or institution?

a) At school level?

b) At district level
**35.** On what conditions do you think the educational and training activity of such institution could be successful and effective?

a) wide dissemination of information on new methods, approaches, etc.

b) regular contact with practicing teachers not only to get to know their problems but also to help individual successes and pass them on to others.

c) educational authorities at all levels should give financial support to the institution.

d) 

e) 

**36.** How do you think we can show that their activities have been successful and effective? In other words how do we evaluate the results?

a) through the results obtained by teachers in class, not necessarily through students' performance but the teacher's own performance.
As a teacher of English, what areas of professional development do you need to focus on in a teacher development programme? Use the following suggestions and your own putting on a cross in the case corresponding to the sub-category you would like to be included. Rank the main domain from 1 to 7 to indicate your priorities (1 = most important for you, 7 = least important for you).

1. Language mastery and linguistic analysis
   a. Phonetics and phonology
   b. Vocabulary and semantics
   c. Translation techniques
   d. Composition and grammar
   e. Listening comprehension
   f. Reading comprehension
   g. Oral fluency
   h. English for a specific purpose (language for academic, medical, etc.)
   i. Classroom English for specific teaching/learning functions and for maintaining teacher-pupil relations

2. Text analysis, discourse analysis
b) literatures and civilisations of English speaking countries

3761 literatures of the British Isles
3762 British civilisation
3763 American literatures
3764 American civilisation
3765 African literatures in English
3766 African civilisation in English
3767 literatures of other Commonwealth countries
3768 Civilisations of other Commonwealth countries

C1 Theoretical foundations of Methodology and Education

37c1 Educational psychology
37c2 General teaching skills
37c3 English as a Foreign language
   Specific teaching skills
37c4 Classroom management
37c5 Syllabus/curriculum design
37c6 Materials development
37c7 Testing and educational evaluation
37c8 School administration
37C9 Sociology of Education
37C10 Philosophy of Education
37C11 Economics of Education

a) Class observation and controlled practice
37d1 Observation of live demonstration lessons
by trainer or trainee

b) Viewing/listening of video or audio recordings of lessons or mini-courses
37d2 Role play and peer teaching
37d3 Micro teaching
37d5 Other forms of simulation

2) Real class observation and teaching
37e1 Observation of qualified and experienced teachers in real classrooms
37e2 Collaborative lesson planning
37e3 Individual lesson planning and teaching
under the supervision of an experienced teacher

f) General culture
37f1 Civism, ideology, initiation to problems
of human rights and of education for international understanding and world peace
37f 1 Practical training for manual work: operation and repairing of materials, the making of visual aids and other instructional materials from locally available materials.

37f 2 General information on health, elements of training in first aid techniques

37f 4 Other general culture disciplines considered useful and necessary for the circumstances (please specify)

37 6 1

37 6 2

37 etc

38 Are you prepared (would you like) to take part in a teacher self-development programme with teachers organizing themselves to work on a professional improvement programme designed by themselves in collaboration with experienced trainers?

a yes □

b no □
39. If yes, on what conditions could such a programme work in the face of the problems we are confronted with in our educational system and socio-economic context.

a. Existing institutions and structures shouldn't intervene unduly in the work. If the initiative comes from teachers, they should be allowed to use their own understanding, creative ability, and experience to develop their own solutions.

b. Educational institutions and authorities should not only encourage them, but do everything possible to facilitate the work for them.

60. If no, please give your reasons, if any.

a. 

b. 

C. 

61. You are going to take part in an experimental M-service teaching-learning programme or follow it as an observer. What do you personally expect from this experience?

a. Objectives clearly stated.

b. The academic and professional content must be relevant to the needs of the learners.

c. New approaches, methodologies, etc. will have practical implications.

d. 

e. 
62. Make any comments on your views of an effective in-service education and training of teachers that now of the proceeding questions in this section have given you the opportunity to make.

Section Five: your views on the relationship between initial pre-service training and in-service and continuing education and training of teachers.

63. In the context of EFL teaching in BENIN, which one of the two forms of teacher training, i.e., initial pre-service education and training of teachers and continuing in-service education and training of teachers do you consider as the most important?

a) Pre-service training
b) In-service training
44. Choose one of the following statements about Pre-service training and In-service training according to your conviction:

a) Pre-service training and In-service training are two separate things with very little in common. [ ]

b) Pre-service training and In-service training are interrelated aspects of the same thing [ ]

45. If your answer to question 43 is b) and to question 44 is b), give your views on how to make this link more effective with the objective of having an integrated approach to teacher education and training. Here are some suggestions you could choose if it agrees with your views and add your own if needed.

a) have an overall plan of the profile of the teacher needed for the educational system in general and in relation to the teaching of English in particular. [ ]

b) have a shorter pre-service teacher educational training with a lighter programme than is the case at present. [ ]
c) Build an horizontal integration programme that organises teacher education and training from the pre-service stage in such a way as to relate theory to practice, academic knowledge to professional competence, discipline specific instruction to interdisciplinary general culture education that prepares teachers for their roles as educators as opposed to discipline specific teacher, and their roles of socio-economic development agents in the community.

d) Build a vertical integration programme on the basis of the overall plan of the profile of the teacher needed for the system, the content already covered or to be covered and the objectives already achieved or to be achieved by the pre-service component, and which works out a continuing in-service education and training programme that aims at the realization of the profile of the teacher needed for the system and takes into account the need for a permanent education of teachers.

2) Have a systematic, integrated, yearly planned programme of in-service education and training of teachers newly recruited in the profession after their initial pre-service training over a given number of years.
f) periodic recycling of all practicing teachers of English in Benin and/or abroad on refresher courses to keep them informed about and trained for new developments in the profession.

9) Increase the cooperation between pre-service and in-service education and training institutions so as to ensure an harmonious coordination of their programme, activities and methods and achieve an optimal and more effective use of their resources in the pursuit of a common goal in line with the overall educational policy.

Other (please specify)

46 On what conditions do you think such an integration of pre-service and in-service training could be successful?

a) at the political and state level?
   - No "political conditions" must be imposed on the trainers and trainees.
   - Refresher courses/in-service training must be systematic and not just "once in a blue moon"
   - Such courses must be rewarded and offer opportunities for promotion.

b) at the institutional level?
   - The content of the courses must be relevant to the needs of the trainees.
   - Practising teachers must be involved in the outlining of programmes and their propositions should be given due consideration.
At the level of individuals (teachers, administrators, and other stakeholders in educational institutions),

At the level of individuals (teachers, administrators, and other stakeholders in educational institutions),

47. Make any other comments you have not yet had the opportunity to make so far on the relationship between pre-service and in-service teacher education and training.

As what are your impressions on this questionnaire? Please feel free to make suggestions for its improvement.

Some sections are too detailed, and therefore too demanding and even sometimes boring.

That's all. Thank you very much for your patience and your invaluable help.
QUESTIONNAIRE TO TEACHERS.

Introduction: Dear Colleague,

This questionnaire is part of a research project on the impact of in-service teacher training on the professional competence of teachers of English in Benin, and on their pupils' English proficiency. It has been initiated at the University of London Institute of Education.

The objective of this questionnaire is to collect information and record your opinions on the efficiency and effectiveness of the training given to teachers of English in Benin before they start teaching and mainly while they are already in service.

It is hoped that this inquiry will help work out a teacher training policy and programme that will be more relevant to the needs of the educational system and particularly to the needs of the teachers of English in Benin.

For the result to be significant and for these objectives to be reached it is extremely important that you answer all the questions as sincerely and precisely as possible.

Your answers and personal comments will be treated in great respect for you and anonymously. The personal details wanted are exclusive for classification and interpretation purposes only.

Please feel free therefore to express your opinions clearly and frankly. Your answers will be a great contribution to the training of teachers of English in Benin and to educational research in the country and in "French Speaking" Africa as a whole.

Thank you very much in anticipation for your cooperation.

Joseph AKOMA ESOL dpt
University of London
Institute of Education
20 Bedford Way
London WC1H0AL
United Kingdom.

NOVEMBER 1987
General instructions
Please put a tick "✓" in cases corresponding to your choice(s) of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire except when otherwise instructed.

Exemple 1

Question 1
Surname and first name

AKOHA Joseph

Here there is no case just space for writing surname and first name
So I did it

Exemple 2

Question 3
Age:
- a) Less than 25
- b) between 25 and 35
- c) between 36 and 46
- d) more than 46

Here there are cases. So I put a tick at b) between 25 and 35 as it corresponds to my age.

Section one: identification of respondents. Don't write here please.

<table>
<thead>
<tr>
<th>1 Surname and first name:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Sexe : Male ☐ Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ 1</td>
</tr>
<tr>
<td>☐ 2</td>
</tr>
<tr>
<td>☐ 3</td>
</tr>
<tr>
<td>☐ 4</td>
</tr>
</tbody>
</table>

| 3 Age : |
| a) Less than 25 ☐ |
| b) between 25 and 35 ☐ |
| c) between 36 and 46 ☐ |
| d) more than 46 ☐ |
| ☐ 5                    |
| ☐ 6                    |
| ☐ 7                    |
| ☐ 8                    |

| 4 School |
| a) name and district |
| b) Province of school |
| ☐ 9                    |
| ☐ 10                   |
5 Class(es) taught
   a) Level I
      - First year  
      - Second year  
      - Third year  
      - Fourth year  
   b) Level II
      - First year - art  
      - Science  
      - Second year - art  
      - Science  
      - Third year - art  
      - Science  

6) For how many years have/taught English?
   a) between 0 and 2 years  
   b) between 3 and 5 years  
   c) between 6 and 10 years  
   d) between 11 and 15 years  
   e) more than 15 years  

7) Highest academic qualification
   
9) Highest professional qualification

Section two Initial Training
10) Have you done an initial professional teacher training for the teaching of English?
   a) in a pre-service teacher training institution before you start teaching?
      Yes  
      No  
   b) after you have already been assigned officially to a teaching post where you have already taught for sometime?
      Yes  
      No  

11°) How Long did this training Last?
   a) Less than one month
   b) 1 - 6 months
   c) 7 - 24 months
   d) 25 - 36 months
   e) more than 36 months

12°) Describe as fully as possible the theoretical and practical content of the training (subjects, themes and topics developed, activities carried out etc...)

13°) Specify the importance given to each one of the main components in terms of time spent on each one of them during the whole training as in the following example:

   1°/ Literature = 42%  
   2°/ Civilisation = 30%  
   TOTAL training = 100%

That is just an example. Now do your own classification using the space below...
14°) What were the most used methods? Rank them in order of importance so that the most frequently used one comes first:

Example: Film on teaching 1
Lectures 2
Reading assignment 3

This means that film on teaching is the most frequently used method for the training course followed by lectures and reading assignments that is just an example. Now do your own specification and classification using the space below.

15°) How satisfied are you with each component of the course and with the training in general? To answer this question, take again the components of the course you have already specified in question 12 and 13 and specify your degree of satisfaction with each one by putting a circle around one of the following indices that most expresses your degree of satisfaction:

1 = very satisfied
2 = satisfied
3 = fairly satisfied
4 = not satisfied
5 = undecided

Example:

Course components
Language improvement: 1 2 (3) 4 5
Methodology: 1 2 3 (4) 5

The training general: 1 2 (3) 4 5

This means that you are fairly satisfied with the language improvement component of the course and not satisfied with the methodology component. But you are fairly satisfied with the whole course of training.
That is just an example. Now answer the question using the space below.

16°) Among your reasons for satisfaction order satisfaction about aspects of your initial training or the whole training state five of the most important in order of importance 1 being the most important reason and 5 the least important one.

Example:

16a) Reasons for satisfaction:
1. the language improvement course has helped me gain confidence in my own ability to use English.
2. the class observation sessions have shown me the complexity of classroom reality and were very well organised.
3. the methods used for the whole course were quite relevant to my objectives.
4. 
5. 

16b) Reasons for dissatisfaction:
1. the content is too theoretical.
2. the methods were too controlled.
3. The different components have not been well coordinated.
4. 
5. 

These are just examples from me. Now answer the question using the space below.

a) Reasons for satisfaction:

□ 26
□ 27
□ 28
□ 29
□ 30
□ 31
□ 32
□ 33
□ 34
□ 35
□ 36
□ 37
□ 38
Reasons for dissatisfaction

17. If you have any comments on your initial professional training that you have not had the opportunity to make through your answers to the questions so far, please feel free to make them here briefly.

Section three: IN-SERVICE TRAINING

18. Since you started teaching English, how many in-service training seminars or pedagogical days have you attended in average per year counting out this year?
   a) none □
   b) one or two □
   c) three to Five □
   d) more than Five □

19. How long did they last in average?
   a) Less than two days □
   b) Two days □
   c) Three to Five days □
   d) More than Five days □

20. What did you generally do at (the content of) these seminars or pedagogical days?
   Here are some activities some of which you might have done at these seminars. Put a tick "✓" beside those you did and add others you did but which are not among these suggested.
   a) Demonstration classes followed by group discussions ("critique du cours") □ general
   b) Presentation of an aspect of or subject specific □
pedagogy or of classroom management or new methodological approaches to language teaching.

c) Presentation of an aspect of the English language for teachers' own language improvement or language awareness.

d) Dissemination of a new English curriculum (programme) or evaluation of then ELT materials.

e) Production of supplementary materials or new materials for given classes.

f) Initiation to the production and for use of audio-visual aids and other classroom materials.

21 Indicate your degree of satisfaction with these seminars in general. Please round the number corresponding to your choice.

a) very satisfactory 1
b) satisfactory 2
c) fairly satisfactory 3
d) not satisfactory 4
e) undecided 5

22.- If you do not find them satisfactory enough, please give your reasons for dissatisfaction using the space below.

23. How many times have you done an in-service professional training course from two weeks to three years in Benin or elsewhere since you started teaching.

a) never
b) once
c) twice
d) three times or more

If your answer to question 23 is never go straight to section four on page (13).
If not continue with question 24 on page (9).
24. Specify the importance given to different aspects of the content of the course by circling the number corresponding to your choice beside each of the suggested possible aspects to which you should add your own if needed. The numbers are from 1 to 7, 1 being the most important, 7 the least important.

Make your choice according to the place of your training. Please specify the country if it is outside Benin.

Exemple:

<table>
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<tr>
<th>In Benin</th>
<th>Outside Benin</th>
<th>Outside Benin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- e) Real class observation and teaching practice: 1 2 3 4 5 6 7
  this means that the respondent has followed an in-service training in Benin and in two other countries outside Benin and that in Benin this particular aspect of the course that is real class observation and teaching practice is the last but one least important aspect whereas it is the most important in Ghana and fairly important in England.

That is just an example. Now answer the question using the following guide:

**Course Content**

<table>
<thead>
<tr>
<th>In Benin</th>
<th>Outside Benin</th>
<th>Outside Benin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- a) Language mastery and linguistic analysis: 1 2 3 4 5 6 7
- b) Literatures and civilisations of English speaking countries: 1 2 3 4 5 6 7
- c) Theoretical foundations of Methodology and Education: 1 2 3 4 5 6 7
- d) Class observation and controlled practice: 1 2 3 4 5 6 7
- e) Real class observation and teaching practice: 1 2 3 4 5 6 7
- f) General culture: 1 2 3 4 5 6 7
- g) Other (please specify): 1 2 3 4 5 6 7

- 25. Indicate in order of importance of use (1 = most frequently used, 9 least used) the methods and techniques used for the delivery of the content of these courses. Circle the number showing the relative order.
<table>
<thead>
<tr>
<th>Methods</th>
<th></th>
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<tbody>
<tr>
<td>a) Direct Lecturing with</td>
<td></td>
</tr>
<tr>
<td>or without handouts</td>
<td></td>
</tr>
<tr>
<td>b) Use of tape or video recorder</td>
<td></td>
</tr>
<tr>
<td>c) Guided reading of prescribed books, articles and documents</td>
<td></td>
</tr>
<tr>
<td>with or without written assignment to be submitted (summary) analysis, evaluation, extension etc.)</td>
<td></td>
</tr>
<tr>
<td>Discussions or flexible lectures interrupted by questions and comments from trainees</td>
<td></td>
</tr>
<tr>
<td>circulated materials periodically sent to schools with instructions for discussion in schools by teachers</td>
<td></td>
</tr>
<tr>
<td>conferences bringing together large groups of participants to discuss general topics and carry out planned activities</td>
<td></td>
</tr>
<tr>
<td>workshops and small groups seminars to prepare materials, aids supplementary materials or carry out controlled practice in some general or subject specific teaching skills or discuss a given topic</td>
<td></td>
</tr>
</tbody>
</table>
topic in detail (micro-
teaching peer teaching) 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

h) different forms of disco-
very and participative
learning (problem
solving, case studies project
woerk, action researchetti)

i) Radio and/or television
broadcast with or without
back up materials 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

j) correspondence courses 1 2 3 4 5 6 7 8 9 1 2 3 4 5 6 7 8 9

26. What were your objectives in following either course. Circle a number from 1 (the first in importance) to 8 (the least important) to classify suggested objectives according to your priority of choice

Objectives In Benin Outside Benin

a) Improve my competence in the use of English both in terms of fluency and accuracy and in terms of appro-
priacy in social contexts 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

b) Improve on my professional competence by acquiring new general teaching skills, new classwom techniques new approaches to the teaching of English and by up dating and broadening my knowledge of developments in the profes-
sion and the language stindy 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

3) Get myself equipped to implement more adequately new programmes adopted for the teaching of English in my school or country 1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8
c) I didn't really have any clear personal objective
   1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

e) Be trained in curriculum syllabus design and materials development and/or evaluation
   1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

f) upgrade my academic qualifications with the hope of increasing my salary and/or standing better chance for higher education leading to degree
   1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

g) upgrade my professional qualification with the hope of having a higher teaching qualification (diploma) with a consequent increase on my salary, or and promotion to a higher post (pedagogical adviser, inspector, curriculum or and materials developer etc.) specify
   1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

h) Other (please specify):
   1 2 3 4 5 6 7 8 1 2 3 4 5 6 7 8

27. How satisfactory did you find these courses in terms of attainment of your objectives? Indicate your degree of satisfaction with the Courses by circling the number corresponding to your choice

   in Benin
   a) very satisfactory 1
   b) satisfactory 2
   c) fairly satisfactory 3
   d) not satisfactory 4
   e) undecided 5

   Outside Benin
   a) very satisfactory 1
   b) satisfactory 2
   c) fairly satisfactory 3
   d) not satisfactory 4
   e) undecided 5
27 Briefly state the main reasons for your satisfaction or dissatisfaction.

a) Reasons for satisfaction in Benin

b) Reasons for dissatisfaction in Benin

Outside Benin

28) Please make any other comments about your in-service training experience that none of the above questions has given you, the opportunity to make.

Section Four: Your views on effective In-Service education and training of Teachers (INSET)
29) How will you rank the following reasons for undertaking in-service professional training?

1 = most important for you
2 = Least important for you

a) Improve my competence in the use of English both in terms of fluency and accuracy as well as in terms of appropriateness in social contexts

b) Improve my professional competence by acquiring new teaching skills, new classroom techniques, new approaches to the teaching of language aspects and skills and in updating and broadening my knowledge of development in the profession and the language.

c) Get myself equipped to implement more adequately new programmes adopted for the teaching of English in my school or in my country.

d) Be trained in curriculum and material development and/or evaluation.

e) Upgrade my academic qualifications with the hope of increasing my salary and/or standing better chance for higher education leading to a master's or doctorate degree.

f) Upgrade my professional qualification with a consequent increase on my salary or/and promotion to a higher post (pedagogical adviser, inspector, curriculum or/and material developer etc.)

g) Get away from the daily routine of teaching for a while.

h) Other (please specify)

Have you found the work of existing institutions and structures satisfactory?

Circle the number corresponding to your choice

a) Satisfactory
b) Partially satisfactory
c) Partially unsatisfactory
d) Unsatisfactory
e) Undecided

30) The work of existing institutions and structures satisfactory?

Circle the number corresponding to your choice

1 2 3 4 5 6 7 8
31 a) If you are not completely happy with their work, what, in your opinion may be the reasons explaining such inefficiency?

b) At which level(s) do you think actions need to be taken to bring about some positive change? At school level? at province level? at national level? at the level of teachers themselves as individuals? at the level of particular institutions? Please specify the level(s) and the actions you think should be taken.

32) As a teacher of English in Benin which areas of professional development do you need to focus on in a teacher development programme. You may use the following suggestions indicating your order of priority by circling the number of your choice from 1 to 7, 1 being First in priority, 7, last in priority:

a) Language improvement and linguistic analyses
b) Literatures and civilisations of English speaking countries.

	1 2 3 4 5 6 7

c) Theoretical foundations of methodology, and Education.

	1 2 3 4 5 6 7

d) Class-observation and controlled practice (Role play, peer teaching, micro teaching)

	1 2 3 4 5 6 7

e) real class observation, case studies and teaching practice

	1 2 3 4 5 6 7

f) General culture

	1 2 3 4 5 6 7

g) other (please specify)

	1 2 3 4 5 6 7

33. Are you prepared to take part in a teacher self development programme designed by themselves in collaboration with experienced trainers?

a) yes

b) no

34. If No, please give your reasons if any

35. If yes on what conditions could such a programme work in the face of the problems we are confronted with in our educational system and socio-economic context?
36) How do you think we can show that the activities of such programme, and of any in-service training programme for that matter have been successful and effective? In other words how do we evaluate the results?

37. You are going to take part in an experimental in-service teacher training programme or follow it as an observation. What do you personally expect from this experiment?

38. Please feel free here to make any other comments on effective in-service education and training of teachers that none of the preceding questions have given you the opportunity to make.
Section Five: Your views on the relationship between initial, pre-service training and in-service and continuing education and training of teachers.

39. In the context of EFL teaching in Benin which one of the two forms of teacher training, i.e., initial pre-service education and training of teachers and containing in-service education and training of teachers do you consider as the most important?

- either a) Pre-service training
- or b) In-service training

write a) or b) in this box

40. Choose one of the following statements about Pre-service training and in-service training according to your conviction:

- either a) Pre-service and In-service training are two separate things with very little in common
- or b) Pre-service training and in-service training are interrelated aspects of the same thing

write a) or b) in this box

41. If your answer to question 40 is b/ then give your views on how to make this link more effective in a view to having an integrated approach to teacher education and training. Here are some suggestions you may use if you agree with them and add your own as needed:

- a) have an overall plan of the profile of the teacher needed for the educational system in general and in relation to the teaching of English in particular
- b) have a shorter pre-service teacher education and training with a lighter programme than is the case at present
- c) build a programme that organises teacher education and training from the pre-service stage in such a way as to relate theory to practice academic knowledge to professional disciplinary specific instruction to inter-disciplinary general culture education that prepares teachers to their roles of socio-economic development agents in the community
- d) build an inservice education and training programme on the basis of the overall plan of the profile of the teacher need for the system, the content already covered or to be covered by pre-service education and training and which takes into account the need for a permanent education of teachers.
e) have a systematic integrated, yearly planned programme of in-service education and training of teachers newly engaged in the profession after their initial pre-service training over a given number of years.

f) Periodical recycling of all practicing teachers of English in Benin/or abroad on refresher courses to keep them informed about and trained for new developments in the profession.

g) Increase the cooperation between pre-service and in-service education and training institutions so as to ensure a harmonious coordination of their programmes, activities and methods and achieve an optimal and more effective use of their resources in the pursuit of a common goal in line with the overall educational policy.

h) Other (please specify)

---

42. On what conditions do you think such an integration of pre-service training could be successful?

---

43. How do you think the success and effectiveness of such an integrated pre- and in-service teacher education and training programme could be evaluated and improved?
44. If you have any other comments, you have not yet had the opportunity to make so far on the relationship between Pre-service and in-service teacher education and training of teachers and on any other preceding sections please feel free to make them here as concisely as you can.

45. What are your impressions on this questionnaire?

That's all. Please check again to make sure you have answered all the questions you are asked. Thank you very much for your patience and your invaluable help and cooperation. The results of this enquiry will be sent to you after the general evaluation seminar on the experimental in-service training scheduled for June 1986 November 1987.
4 = 1 - 6 months = unsufficient training
5 = 7 - 24 months = sufficient training
6 = 25 - 36 months = full training
7 = more than 36 months Superior training for promotion to higher posts.

QUESTION 12:

8 = Language mastery and linguistic analysis:

Phonetics and phonology, syntactic structures, vocabulary and semantics, listening-comprehension reading comprehension, oral proficiency writing or guided composition, Translation, English for Specific purposes, classroom English for specific teaching learning functions and for main training teacher-pupil relations, text analysis and discourse analysis, second language acquisition (synchronic and diachronic Socio linguistics and pragmatics.

9 = Literatures and civilisations of English speaking countries; literature (American, English, African etc.)

Civilisation (American, English, African etc)

10 = Theoretical foundations of methodology and Education and lectures on teaching techniques and activities: Educational psychology (psychopedagogy) philosophy of Education, Sociology of Education, School Administration, syllabus/curriculum design and materials development, general teaching skills, EFL specific teaching skills (didactique de la matiere)

Classroom management, testing and Educational evaluation

.../...
Citizens' importance and value of community service.

Citizens' importance and value of community service.

Right to bear arms.

Right to bear arms.

Privacy, confidentiality, and records management.

Privacy, confidentiality, and records management.

Vendor management and financial development.

Vendor management and financial development.

Training, education, and technical development.

Training, education, and technical development.

Research, development, and technical development.

Research, development, and technical development.

Internal controls and accountability.

Internal controls and accountability.

Performance measurement and evaluation.

Performance measurement and evaluation.

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Performance measurement and evaluation.
INTRODUCTION: This questionnaire is part of the process of evaluation of the research project on the impact of in-service teacher training on the professional competence of teachers of English in Benin, and on their pupils' English proficiency initiated at the University of London Institute of Education.

It aims at obtaining your personal impressions, opinions and feelings about the execution of the project and the impact it has had on you personally and your suggestions to improve the training programme, methods and forms it has experienced.

It also contains a section on your views about the English Africa series books on whose effective use the programme has been focussed on, as well as a section on your views about the communicative and the functional orientation of the teaching/learning approach underlying the training programme as one of the essential methodological implications of the new books set for the teaching of English in Beninese secondary schools.

For the results of this inquiry to be significant and useful for the conception of an effective ESLIN-SERVICE teacher training policy and programme it is extremely important that you answer all questions as sincerely and precisely as possible.

Your answers will be an essential contribution to the improvement of the quality of the ENGLISH language teaching in Benin and Perhaps in "French speaking" Africa as whole.

Thank you very much in anticipation for your cooperation.

Joseph AKOMI ESOL dpt
University of London
Institute of Education
20 Bedford Way
London WC1H 9LL
United Kingdom.

JUNE 1988
**GENERAL INSTRUCTIONS**

Please put a tick "✓" in cases corresponding to your choice(s) of answers when cases are provided. Give your answers directly and precisely when no cases are provided for all the questions in this questionnaire except when otherwise instructed.

**Example 1**

**Question 1**: Surname and First name

GANKPE A. NOEL

Here there is no case just a space for writing surname and first name. So I did it.

**Example 2**

**Question 3**

Age:  

- a) less than 25 ✓
- b) between 25 - 35 ✓
- c) between 36 - 46 ✓
- d) more than 46 ✓

Here there are cases. So I put a tick at b) between 25 and 35 as it corresponds to my age.

**Section one: identification of respondents.**

1°) Surname and first name

<table>
<thead>
<tr>
<th>1°</th>
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</table>

2°) Sex:  

- Male ✓
- Female

<table>
<thead>
<tr>
<th>2°</th>
<th></th>
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</table>

3°) Age:  

- a) Less than 25
- b) Between 25 and 35 ✓
- c) Between 36 and 46
- d) More than 46 ✓

<table>
<thead>
<tr>
<th>3°</th>
<th></th>
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</table>

4°) School  

- a) Name and district
- b) Province

<table>
<thead>
<tr>
<th>4°</th>
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</table>

5°) Class taught  

- a) Level I ✓
- b) Level II Art
- c) Level II Science ✓

<table>
<thead>
<tr>
<th>5°</th>
<th></th>
</tr>
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</table>
6°) For how many years have you taught English?
   a) Between 0 and 2 years □ 16
   b) Between 3 and 5 years □ 17
   c) Between 6 and 10 years □ 18
   d) Between 11 and 15 years □ 19
   e) □ 20
   f) □ 21

7°) Highest academic qualification
   □ 22
   □ 23

8°) Highest professional qualification
   □ 24
   □ 25
   □ 26
   □ 27

9°) Category of respondent
   a) Experimental group □ 28
   b) Control group □ 29
   c) Trainer □ 30
   d) Observer □ 31
   Put either a, or b, or c) or d) in his box □

Section two: your experience of the experimentation

10°) What were your expectations of the experimental INSET at the beginning?
   □ 1
   □ 2
   □ 3
   □ 4
   □ 5
   □ 6

11°) Which of your expectations
     a) Have been fully met?
     □ 7
b) Have been partially met?

☐ 8

o) Have not been met at all?

☐ 9

12c) Rank in order of importance by circling the rank
Order number corresponding to your choice the
forms and methods of training you think have
had the most positive impact on you personally

a) Interms of making you modify your conception

of language teaching process in Benin.

b) And in terms of changing and/or improving

on your actual classroom teaching

a) b)

☐ 10

1) Observation of your class

by trainer and feedback
discussion after the class
to diagnose where there
is need for improvement or
to help you improve on your
attempts at implementing
ideas discussed:

at seminars 1 2 3 4 5 6 7 8 9 10 11 12 13

☐ 11

☐ 12

☐ 13

☐ 14

2) School based INSET at which

you are asked to reflect on
the specific problems you are
confronted with in your school
and classroom situation and/
or work on lesson plans and
or discuss issues of general

☐ 15
a) a)  

methodological interest  
alone or with your other  
colleagues in the  
school. 1 2 3 4 5 6 7 8 9 10 11 12 13 ; 1 2 3 4 5 6 7 8 9 10 11 12 13

3) residential seminars  
at which all participants meet to  
listen to lectures discuss  
methodological and language  
 improvement issues carry out controlled practice followed by feedback dis- 
s cussion. 1 2 3 4 5 6 7 8 9 10 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

4) lectures on the  
theoretical background  
of the new methodological  
approach. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

5) Lectures on techniques  
and methods of organizing  
classroom activities in line with  
the communicative and functional  
approach to language  
teaching. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

6) workshops and discussions  
on the practical application  
of the suggested approaches  
through group lesson preparation using  
the books set on the ELT pro- 
grame. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

7) cooperative  
microteaching  
video and / or audio  
recording, viewing and feedback  
sessions. 1 2 3 4 5 6 7 8 9 10 11 12 13; 1 2 3 4 5 6 7 8 9 10 11 12 13

.../...
8) Viewing of recorded video cassette and/or films
watching television or listening to radio broadcast or audio cassettes
on models of lessons
where the ideas discussed in general lectures or small group workshops have been exemplified (e.g. teaching observed, teaching alive
BBC film) followed by group discussion.

9) distribution of, and assignment to read documents related to teachers own language improvement and/or to the communicative and functional approach and to pair/group work.

10) free discussion in small group followed by a general feedback on successes and problems encountered by each one of you in your attempts to implement the ideas received at seminars in your actual classroom.

11) class visits by inspectors to assess how well you've been doing and advise you.

12) observation of your class and feedback on your or lessons by trainers on/"ops" tell you what you should have done without you taking part in seminars where there ideas discussed and practiced in a controlled setting. 1 2 3 4 5 6 7 8 9 10 11 12 13

13) own observation of other colleagues' teaching and/or team teaching followed with feedback discussion among your selves. 1 2 3 4 5 6 7 8 9 10 11 12 13

13°) on which conditions would you be motivated to tak part in an INSET did programme in HENIN

14°) Which aspect of the organisation of this experimental INSET you like.
15°) Which aspects of the organisation of this experimental INSET didn't you like?

_____________________________________
_____________________________________
_____________________________________
_____________________________________

16°) As a whole how successful would you rate the whole one year experimental in service in view of what you personally gained from it? Put a circle round the indice corresponding to your choice knowing that 1 = very successful, 2 = successful, 3 = partially successful 4 = partially a failure 5 = not successful 6 undecided.

1 2 3 4 5

Section Three your impressions on the communicative and functional approach to the English language teaching on which the INSET programme has been based.

17°) How confident do you feel now -after this year's experimental inservice training about doing the following in your class? circle the indice corresponding to your choice: 1 = very confident 2 = confident, 3 = not really confident, 4 = not confident at all 5 = undecided.

a) Organising pair/group work

1 2 3 4 5

b) Conducting a reading comprehension lessons (including silent reading and dealing without having to present it artificially)

1 2 3 4 5

c) Teaching notions and functions through games, role plays, dialogues and task based activities.

1 2 3 4 5

d) Presenting and practicing grammatical structure and lexis through meaningful and more communicative exercises and activities as opposed to artificial drilling and roteless sentence manipulation.

1 2 3 4 5
e) Planning and setting up classroom activities in such a way as to give as much opportunity as possible to students to speak English and communicate with themselves and to reduce teacher talk.

1 2 3 4 5

f) To deal with students' mistakes gently and time the correction so as not to destroy students' flow/ideas during communicative activities

1 2 3 4 5

g) Use the book as a servant and not as a master.

1 2 3 4 5

18) What aspects of the new methodological approach have you found

a) inapplicable in your class?

b) Fairly applicable in your class?

c) Applicable in your class?
20 Write below all your suggestions to improve the book including the indication of factual or language mistakes you came across in the book.

21 If there are any other comments about this year's experimental in-service training, you have not been able to make so far in any of the four sections please feel free to make them here.

That's all? Please check and make sure that you have answered all the questions. Thank you very much for your patience and cooperation. The results of this evaluation will be given at the closing ceremony of the evaluation seminar this month at Lokossa (South West of Berlin).

Once again thank you very much.
SECTION FOUR: Your appreciation of ENGLISH AFRICA

19. Show your appreciation of ENGLISH AFRICA by circling the number corresponding to your opinion about how suitable the book is with regard to aspects stated below:

1 = Excellent for my purpose and context
2 = Suitable
3 = Will do
4 = Not very suitable
5 = Useless

a) Look quality of covers, paper, binding, illustration, general attractiveness 1 2 3 4 5
b) Aims of the book and profile of students 1 2 3 4 5
c) Coverage of language skills (reading, writing, listening, speaking) 1 2 3 4 5
d) Coverage of formal language aspects: (grammar, vocabulary, pronunciation) 1 2 3 4 5
e) Coverage of language functions and notions 1 2 3 4 5
f) Coverage of topics, themes, and situations 1 2 3 4 5
g) Accuracy and validity of information given and correctness of language 1 2 3 4 5
h) Balance and integration of language skills, aspects and functions 1 2 3 4 5
i) Relevance and appropriacy to learners' interests, capabilities and socio-cultural background 1 2 3 4 5
j) Provision for different abilities: cognitive and learning skills 1 2 3 4 5
k) Tests: variety of tests and exercises types 1 2 3 4 5
l) Social relationship likely to be reinforced or introduced by the interaction pattern suggested in the material 1 2 3 4 5
m) Ideological and cultural values developed by texts 1 2 3 4 5
n) Teachers' roles and responsibility in the teaching learning process 1 2 3 4 5
O) Enjoyment of the book 1 2 3 4 5
p) Helpfulness of teachers' guide 1 2 3 4 5
Appendix to Chapter 8 No 13: A tentative framework for the production and/or evaluation of the INSET project

English teaching/learning materials selection form

<table>
<thead>
<tr>
<th>Characteristics of Material(s)</th>
<th>Assessment Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>a) Basics</td>
<td></td>
</tr>
<tr>
<td>- Identification</td>
<td></td>
</tr>
<tr>
<td>- Author, date of publication, title, place of publication, publisher</td>
<td></td>
</tr>
<tr>
<td>- Component parts: textbook, workbook, teachers' edition, Audio Visual Aids</td>
<td></td>
</tr>
<tr>
<td>- Look: quality of covers, paper, binding, craftsmanship, illustration, design, layout and life of the book</td>
<td></td>
</tr>
<tr>
<td>- Cost: compared with quality and with users purchasing power</td>
<td></td>
</tr>
<tr>
<td>b) Stated aims and claims</td>
<td></td>
</tr>
<tr>
<td>- Aims</td>
<td></td>
</tr>
<tr>
<td>- Profile of student</td>
<td></td>
</tr>
<tr>
<td>- Audience</td>
<td></td>
</tr>
<tr>
<td>c) Coverage of Subject Matter</td>
<td></td>
</tr>
<tr>
<td>- Language skills</td>
<td></td>
</tr>
<tr>
<td>- Formal language aspects</td>
<td></td>
</tr>
<tr>
<td>- Contextual language aspects</td>
<td></td>
</tr>
<tr>
<td>- Language type</td>
<td></td>
</tr>
<tr>
<td>- Topics, themes, situations</td>
<td></td>
</tr>
<tr>
<td>- Scope and validity</td>
<td></td>
</tr>
<tr>
<td>d) Presentation and Learner Considerations:</td>
<td></td>
</tr>
<tr>
<td>- Focus: learner centred or subject centred</td>
<td></td>
</tr>
<tr>
<td>- Format: (linear, cyclical, modular, matrix, storyline, other combination)</td>
<td></td>
</tr>
<tr>
<td>- Balance, appropriateness and learning facilitation</td>
<td></td>
</tr>
<tr>
<td>- Balance of language skills and aspects</td>
<td></td>
</tr>
<tr>
<td>- Degree of integration of language skills and aspects</td>
<td></td>
</tr>
</tbody>
</table>
Republique Populaire du Benin
Ministère de l'Enseignement Moyen et Supérieur
Institut National pour la Formation et la Recherche en Education (INFRE)
CTIS- ANULAS
BP. 200 Porto- Novo

English teaching/learning materials
selection form

Characteristics of Material(s)

| Relevance and appropriacy to learners interests, capabilities, learning objectives, socio-cultural background |
| Appeal and self motivating character of materials |
| Provision for different abilities, cognitive and learning styles and cognitive skills |

Testing
- focus, accuracy/fluency
- balance of language skills and aspects tested
- integration of language skills, aspects and focus
- variety of test types
- nature of test: diagnostic/summative

Hidden curriculum
- respect of aims and claims
- bias
- pupils self concept likely to be developed by materials
- social relationship likely to be reinforced or introduced by the interaction pattern suggested in the material

Teacher considerations and teachers guides
- Teachers' roles and responsibility in the teaching learning process
- outside class demands on teachers' time
- amount of teacher retaining required by materials
- accessibility of teachers' guides
- helpfulness of teachers' guides as regards to roles expected from the teacher in the textbook

Assessment Chart

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Excellent for the circumstance &amp; purpose</th>
<th>Suitable</th>
<th>Will do</th>
<th>Very suitable</th>
<th>Useless for the circumstance &amp; purpose</th>
</tr>
</thead>
</table>

es No Excellent for the circumstance & purpose Suitable will do Very suitable Useless for the circumstance & purpose
### Characteristics of Material(s)

<table>
<thead>
<tr>
<th>Material(s)</th>
<th>Yes</th>
<th>No</th>
<th>1 Excellent for the circumstance &amp; purpose</th>
<th>2 suitable</th>
<th>3 will do</th>
<th>4 not very suitable</th>
<th>5 useless for the circumstance &amp; purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>- provision for supplementary exercises, activities, and testing materials for consolidating and testing language skills and aspects acquisition by learners</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- provision for useful information about methodological pedagogic and linguistic issues underlying the textbook and/or provision of reference titles for the teacher to consult</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Effects and enjoyment
- Overall assessment

#### Decision:
- Selected for adoption
- Retained as possible substitute or supplementary material
- Rejected

#### Comments and recommendations for implementation:
Appendix to Chapter 8 No 14: Process evaluation of the INSET project

Appendix No 14  Residential INSET course evaluation guides

Course: First INSET course  
Date: 26-28 November 1987  
Venue: Ecole Normale Supérieure (Porto-Novo)

1- Which ones of your expectations of this course, specified at the beginning have been met to a large extent?  
2- Which ones have not been fully met?  
3- Which ones have not been met at all?

4- a) Which aspects of the course reflected your needs and addressed the real problems you face in the classroom?  
   b) Which were not relevant to your needs and the problems you face in the classroom? Did you find those useful for your personal education or useless?

5- Please specify what you liked and what you did not like about the following aspects of the course, giving your reasons in each case:  
   a) General organisation i.e., how we managed to get you here for the course: information, administrative procedures, communication etc.)  
   b) Logistics i.e., accommodation, food, transport, classrooms, materials)  
   c) Content of the course i.e., (topics of lectures and discussion, tasks for workshops and microteachings, hidden curriculum (humanistic teaching/learning, learning by doing, encouragement of positive attitude towards in-service training and towards communicative teaching)  
   d) Methods used to work on the programme i.e., activities, lectures, discussions in pairs or groups and with whole class, workshops and microteachings (clarity of instructions about activities, time allowed for preparation of mini-lessons for microteachings, the teaching itself, with peers, and with real students, the feedback sessions (time allocated for viewing the video recording of part of each lesson, the form and content of the observations and suggestions), the use of audio and video recordings, the use of films, the distributions of photocopied hand outs, the reading assignments) itself  
   e) Number of lectures, workshops and microteaching put on the programme.  
   f) The affective climate of the course i.e., interpersonal relationships among participants and training team, degree of freedom and control, ways of encouraging participants to keep to the schedule, understanding, attention to and caring for individuals' personal problems and needs, kind, form, and tone of jokes and other remarks about participants.

6 Please feel free to make any other comments.  
THANK YOU.

N.B the guide for the second seminar held from 18th to 20th February was similar but participants were also encouraged to express their general comments orally. This was well received and resulted into fruitful exchange of views. The evaluation of the last seminar from 15-18 June was mainly oral as a general evaluation questionnaire was already given out and filled at the seminar and it would have been boring and artificial to have another written evaluation of the evaluation seminar.
Appendix to Chapter 8 No 15: Evaluation questionnaire to pupils

QUESTIONNAIRE AUX ÉLÈVES

INTRODUCTION:

Comment vous portez-vous? Comment va le travail? J'espère que vous faites des progrès en anglais grâce à votre nouveau livre *ENGLISH AFRICA*.

Voici quelques questions auxquelles j'aimerais que vous donniez des réponses précises et sincères sans en laisser aucune.

Vos réponses m'aideront à mieux connaître les conditions dans lesquelles vous apprenez l'anglais pour en tenir compte dans l'appréciation et l'interprétation de vos résultats aux tests d'évaluation. Elles me permettront également de connaître ce que vous aimez et ce que vous n'aimez pas dans le nouveau livre et dans la manière dont votre professeur l'utilise pour vous aider à apprendre l'anglais.

Ces questions constituent un des questionnaires élaborés dans le cadre d'une étude entreprise à l'Institut des Sciences de l'Education de l'Université de Londres sur l'efficacité des programmes de perfectionnement des professeurs d'anglais au Bénin.

Il est donc très important que vous donniez des réponses claires, concises et vraies à toutes les questions car vos réponses serviront de bases pour des propositions et des recommandations qui seront faites pour l'amélioration de l'enseignement de l'anglais au Bénin.

Merci d'avance

Joseph A K O H
étudiant à l'Institut des Sciences de l'Education de l'Université de Londres, ESOL
INTRODUCTIONS GENERALES :

Mettez au bic bleu un "/'" dans les casiers correspondant à votre / vos choix de réponses lorsque des casiers sont prévus. Ecrivez directement au bic des réponses précises aux autres questions. Ces instructions s'appliquent à toutes les questions de ce questionnaire sauf celles pour lesquelles des instructions spécifiques ont été données.

Exemple 1 : Q 1 : Dans quelle province se trouve votre établissement ?

| Atlantique !___! 1 Mono !___! 2 |
| Ouémé !___! 3 Zou !___! 4 |

Ici la réponse choisie est le Mono

Exemple 2 : Q 2 : Comment s'appelle votre établissement ?

C.E.M.G. SAVAOU

Exemple 3 : Q 3 : Comment s'appelle votre classe ?

Section une : Identification

QUESTIONS :

1. Dans quelle province se trouve votre établissement ?

| Atlantique !___! 1 Mono !___! 2 |
| Ouémé !___! 3 Zou !___! 4 |

2. Comment s'appelle votre établissement ?

C.E.M.G SAVAOU

---

.../...
3. Comment s'appelle votre classe ?

4. Quels sont vos nom et Prénom(s)

   AFEJO AYENAN RETOU

5. Quel est votre sexe

   M [ ]
   F [ ]

6. Quel âge avez-vous ?
   a) 14 - 15 ans
   b) 17 - 19 ans
   c) 20 ans et plus

SECTION DEUX

7. Qui est ou qui sont les personnes qui vous donnent principalement ce dont vous avez besoin cette année pour poursuivre vos études (loge, nourriture, habillement, fournitures scolaires, contribution scolaire, encouragement, affection etc.)

   père [ ] mère [ ]

   Tuteur/Tutrice [ ] Moi-même [ ]

8. Cette ou ces personne(s) a (ont) elle(s) un métier.

   Oui [ ] 5 Non [ ]

   Je ne sais pas [ ] refuse de répondre [ ]

   N'écrivez rien ici-Ziéf.P.
Q.- Quel est votre métier ?
   a) métier cultivateur
   b) je ne sais pas ☐
   c) refuse de répondre ☐

10.- Cette personne ou ces personnes sait/sovent-elle(s)
   a) lire couramment l'anglais ?
      Oui ☐
      Non ☐
      Je ne sais pas ☐
   b) parler couramment l'anglais ?
      Oui ☐
      Non ☐
      Je ne sais pas ☐
   c) écrire correctement l'anglais ?
      Oui ☐
      Non ☐
      Je ne sais pas ☐

11.- Cette /ces personne(s) vous entraîne(nt) elle(s)
      elle(s) même(s) ou par l'intermédiaire d'un
      maître ou d'une maîtresse d'étude en anglais
cette année ?
      Oui ☐
      Non ☐

12.- Si oui, combien de séances d'au moins une heure
     faites vous par mois ?
     1 à 2 séances ☐
     3 à 4 séances ☐
     5 à 8 séances ☐
     9 à 12 séances ☐

13.- Avez-vous une chambre personnelle ou une salle
     d'étude, séparée du salon de réception, ou
     vous pouvez étudier seul(e) ou avec d'autres
     élèves ?
14. Par quoi est éclairée cette chambre/salle d'étude ?

- une lampe électrique
- une lampe tempête
- un lampion

15. De combien de temps disposez-vous par semaine pour étudier personnellement l'anglais en dehors du travail avec le maitre d'étude (mais consultation personnelle avec un supérieur ou un camarade de classe y comprise) :

- 1 à 2 h
- 3 à 5 h
- 6 à 8 h
- 9 à 12 h

16. Avez-vous l'impression de recevoir assez de calories par jour dans vos repas pour faire un travail intellectuel soutenu tout au long de l'année ?

- Oui
- Non

17. Avez-vous le nouveau livre ENGLISH-FRANC. disponible à la maison pour usage quand vous en avez besoin ?

- Oui
- Non
- Oui mais pas tout le temps

18. Quel(s) livre(s) (livre(s) en anglais) avez-vous de disponible(s) à la maison et que vous lisez parfois :

a) aucun livre
b) Dictionnaires (anglais-Français ou français-anglais)
c) livre(s) de grammaire

d) livre(s) de vocabulaire
e) autres livres de textes d'anglais
f) romans nouvelles ou livres simplifiés de lecture
g) journaux/magazines
h) livre(s) de poésie en anglais
i) Des livres d'autres matières écrits en anglais
18. - Avez-vous à la maison accès à :
   a) un poste radio ? 
   b) un poste téléviseur ? 
   c) un lecteur de cassette ?
      (magnétophone) ? 
   d) un tourne-disque
      (électrophone) ? 
   e) à aucun de tout cela ? 

SECTION TROIS : Conditions de vie et de travail au collège.
20. - Combien êtes-vous dans votre classe ?
   a) entre 3 et 7 élèves 
   b) entre 8 et 15 élèves 
   c) entre 16 et 30 élèves 
   d) entre 31 et 40 élèves 
   e) 41 et plus 

21. - À votre avis, votre classe est-elle :
   a) bien aérée ? oui 
      non indécis 
   b) bien éclairée par la lumière naturelle du jour ? 
      oui 
      Non 
      indécis 

22. - À votre avis fait-il trop chaud dans votre salle de classe ?
      Oui 
      Non 
      indécis 

23. - L'eau rentre-t-il dans votre salle de classe quand il pleut ?
      Oui 
      Non 

24. - Combien de tables et bancs et / ou de tables et chaises y-a-t-il dans votre classe ?
      Il y a ______ tables et bancs.

25. - Êtes-vous bien placé ?
25. - Pensez-vous que vous avez assez de place
   a) pour vous débrouiller entre les familles ?
      Oui [OUI]
      Non [NON]

   b) pour regrouper des tables et former des
      groupes de travail ?
      Oui [OUI]
      Non [NON]

   c) pour démontrer devant la classe un travail
      de groupe ? (dramatisation, jeux de rôle
      etc.)
      Oui [OUI]
      Non [NON]

26. - Avez-vous un livre ENGLISH, livre de
      personnel que vous utilisez en classe ?
      Oui [OUI]
      Non [NON]

27. - Combien de livres ENGLISH, y-a-t-il de disponibles
      dans la classe pour votre usage lors des leçons (Livres de l'établissement et livres personnels des élèves pris ensemble,

      [Au moins 15 livres]

28. - Quel(s) autre(s) livre(s) y-a-t-il de disponible(s) dans
      la classe et dans l'Ecole au(x) quel(s) vous avez accès quand
      vous venez.

   a) aucun livre [OUI]
   b) Dictionnaires (anglais). Français ou
      anglais-anglais [NON]
   c) livres de grammaire [NON]
   d) livres de vocabulaires [NON]
   e) autres livres de textes d'anglais [NON]
   f) Romans, nouvelles ou livres de lecture
      simplifiée [NON]
   g) livres de poésie [NON]
   h) journaux et magazines [NON]
   i) livres d'autres matières écrits en anglais [NON]
29. Avez-vous accès dans la classe ou dans l'école à :
   a) un poste radio □
   b) un poste télévision □
   c) un magnétoscope □
       (lecteur de cassette)
   d) un tourne-disque □
       (électrophonographe)
   e) Rien de tout cela □

30. Y-a-t-il dans votre établissement un club d'anglais ou tout autre club culturel où vous avez l'occasion d'entendre et/ou d'utiliser l'anglais en dehors des heures de cours.
   Oui □
   Non □

31. Depuis que vous avez commencé le collège quelles sont les classes dans lesquelles vous avez eu un professeur d'anglais régulier au cours durant toute l'année.
   1ère année Niveau I □
   2ème année Niveau I □
   3ème année Niveau I □
   4ème année Niveau I □
   5ème année Niveau II □

32. Quelle est la régularité du cours de votre professeur d'anglais cette année ?
   a) Très régulier - assez régulier □
   b) Presque irrégulier - très irrégulier □

33. Etes-vous satisfait des cours que fait votre professeur cette année ?
   a) très satisfait - satisfait □
   b) presque insatisfait - insatisfait □
   c) très insatisfait □
Section 4, votre opinion, vos sentiments et vos suggestions à propos de la manière dont les cours sont dispensés cette année.

Instruction spécifique à la question 34 :

Donnez le degré de votre accord sur les couples d'opinions et de sentiments exprimés sur les cours d'Anglais de cette année en encerclant l'indice qui correspond le mieux à votre degré d'accord. Il y a trois indices qui sont interprétés comme suit :

0 = neutre, ni l'un ni l'autre
1 = partiellement d'accord
2 = tout à fait, complètement d'accord

Exemple : Le cours d'Anglais de cette année

* instructif (2) 1 0 / 2 : pas instructif
* complexe 2 1 (0) 1 2 : simple
* agréable 2 (1) 0 / 2 désagréable

Ceci est interprété comme suit :

Mon cours d'Anglais de cette année est très instructif (2) il n'est ni compliqué ni simple (0). Il est assez agréable (1).

Maintenant répondez à la question 33, suivant ces instructions et l'exemple donné. Ne choisissez qu'un seul numéro par couple et du côté de l'aspect qui prime le mieux votre opinion.

34. Le cours d'Anglais cette année

<p>| Instructif : | 2 1 0 1 2 | Pas instructif | Fait parler davantage le professeur : 2 1 0 1 2 | Facile |
| Difficile | 2 1 0 1 2 | Encourage le communication en anglais | 2 4 0 1 2 | Encourage l'apprentissage des règles grammaticales. |
| Ernuyeux | 2 1 0 1 2 | Cohérent | 2 1 0 1 2 | Intéressant |
| Encourage le professeur à présenter les réponses aux élèves | 2 1 0 1 2 | Encourage l'élève à chercher les réponses en collaborations avec ses camarades | 2 1 0 1 2 | Monotone |
| Varié | 2 1 0 1 2 | Decevant | 2 1 0 1 2 | Satisfaisant |
| adapté au niveau des élèves et au contexte béninois | 2 1 0 1 2 | inadapté au niveau des élèves et au contexte béninois | 2 1 0 1 2 | |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
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<tr>
<td>Distrayant</td>
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</tr>
<tr>
<td>centre sur</td>
<td>1</td>
</tr>
<tr>
<td>abstrait</td>
<td>0</td>
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<tr>
<td>principalement orienté vers l'utilisation pratique de la langue.</td>
<td>1</td>
</tr>
<tr>
<td>captivant</td>
<td>2</td>
</tr>
<tr>
<td>dominé par le Professeur</td>
<td>1</td>
</tr>
<tr>
<td>concret</td>
<td>2</td>
</tr>
<tr>
<td>principalement orienté vers la connaissance des structures et du</td>
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<tr>
<td>vocabulaire de la langue.</td>
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</tr>
<tr>
<td>concret</td>
<td>2</td>
</tr>
<tr>
<td>artificiel</td>
<td>1</td>
</tr>
<tr>
<td>Quiz : Quels sont d'après vous les aspects positifs des méthodes qu'utilise le professeur pour dispenser le cours ?</td>
<td></td>
</tr>
<tr>
<td>Quiz : Quels avantages trouvez-vous à ces aspects positifs</td>
<td></td>
</tr>
<tr>
<td>Quiz : Quels sont les aspects négatifs des méthodes qu'utilise le</td>
<td></td>
</tr>
<tr>
<td>professeur pour dispenser les cours de cette année.</td>
<td></td>
</tr>
</tbody>
</table>
36. Quelles sont les désavantages de ces aspects négatifs ?

37. Trouvez-vous les méthodes actuelles plus efficaces que les méthodes auxquelles vous étiez habitué les années antérieures ?

Oui ☐
Non ☒

40. Quelles sont vos suggestions pour améliorer la manière actuelle de dispenser les cours pour qu'elle réponde davantage à vos besoins et votre conception actuelle des cours d'anglais ?

Section 5. Vos opinions, vos impressions et vos suggestions à propos du nouveau livre ENGLISH - AFRICA.

41. Combien d'unités avez-vous étudié avec votre professeur du livre ENGLISH - AFRICA ?

Instruction spécifique à la question 41.

Donnez le degré de votre accord sur les coupes d'opinions et d'impressions exprimées sur le livre de cours ENGLISH AFRICA en encerclant l'indice qui correspond le mieux à votre position.

Il y a trois indices qui sont interprétés comme suit :

0 = neutre, ni l'un, ni l'autre
1 = partiellement d'accord.
2 = tout à fait, complètement d'accord.
Exemple : ENGLISH AFRICA

pratique (2) 1 0 1 2 théorique
embrassé 2 1 0 (2) 2 clair et concis.
compliqué 2 1 (0) / 2 simple.

Celui signifie : English Africa est très pratique, il est assez clair et concis et n'est ni compliqué ni simple.

Ce n'est qu'un exemple. Maintenant repondez entièrement et franchement à la question. Ne choisissez qu'un seul numéro par couple d'opinion et du côté correspondent le mieux à votre avis.

41. -- ENGLISH AFRICA

attrayant repoussant
2 1 0 1 2
bien présenté
2 1 0 1 2
pratique théorique
2 1 0 1 2
clair et concis
2 1 0 1 2
embrassé pas stimulant
2 1 0 1 2
simple
2 1 0 1 2
compliqué pas instructif
2 1 0 1 2
intéressant
2 1 0 1 2
Instructif difficile
2 1 0 1 2
ennuyeux non enfantin
2 1 0 1 2
facile et en accord
2 1 0 1 2
non niveau intellectuel
2 1 0 1 2
Encourage non adapté
et en accord aux non niveau intellectuel
2 1 0 1 2
structures de la langue et
ne s'intéresse pas aux
n'abordable pas toutes
les notions qui me sont
utiles.
2 1 0 1 2
tout le vocabulaire très riche en vocabulaire
2 1 0 1 2
Encourage le professeur à présenter toute la leçon aux élèves et à leur poser des questions individuellement,
2 1 0 1 2

Couver la esseu

tiel des structuralitues de la langue et des notions qui me sont les plus utiles
2 1 0 1 2
est très pauvre en vocabulaire
2 1 0 1 2
encourage l'élève à chercher par lui-même et à travailler avec ses camarades
2 1 0 1 2

inadapté au contexte socc-culturel africain adapté au contexte socc-culturel africain ne permet pas de comprendre et utiliser l'anglais
2 1 0 1 2
43. a) Quels sont les thèmes et les sujets qui vous ont le plus intéressé ?

b) Quels sont ceux qui vous ont le moins intéressé ?

44. a) Parmi les cinq types de leçon que comporte chaque unité quelles sont celles que vous avez trouvées les plus intéressantes pour vous ?

b) Quelles sont celles qui sont les moins intéressantes.

45. Quels aspects d'étude de la langue aimeriez-vous qu'on accentue davantage dans le livre pour les prochaines éditions.

46. Y-a-t-il des choses dans le livre que vous auriez souhaité qu'on élimine dans les prochaines éditions ?

Lesquelles
47. - Souhaitez-vous qu'on continue d'utiliser la série English Africa les années à venir.

Cui □
Non □

Section 6 : Information sur l'évolution de votre niveau en anglais.

48. - Quelle est votre moyenne générale annuelle
a) de l'année dernière.

49. - Quelle est votre moyenne générale annuelle en anglais:
   a) l'année dernière
   b) cette année.

50. - Quels sont vos numéros et vos centres d'examen au B.E.P.C.
   a) l'année dernière
   b) cette année.

51. - Avez-vous l'impression d'avoir progressé en anglais cette année de façon générale par rapport à l'année dernière.

Oui □
Non □

C'est la fin du questionnaire. Vérifiez si vous avez répondu à toutes les questions; MERCI beaucoup pour votre patience et votre coopération. Les résultats de cette enquête vous seront communiqués par vos professeurs après le seminaire d'évaluation. Une fois encore Merci.

JUIN 1988

[Signature]

- Joseph K.O.H.A.
Dear Director,

This is to thank you heartily for all the arrangements you made before your departure to New York in response to my letter of 11 March, 1987 about my study visit to the International Institute for Educational Planning, as part of my plan to widen the scope of my research into, and discussion of theoretical and practical issues related to my thesis on the efficiency and cost effectiveness of teacher training policies and programmes in Benin, with special reference to the training of teachers of English.

Although I really am sorry that it has not been possible to talk to you in person I'm glad to say that the alternative arrangements that enabled me to discuss with two of your colleagues Mr Dougna and Mr Ajar and to use the documentation centre facilities have been quite satisfactory.

Mr Dougna's comments on the project raised important issues having to do with measurement and evaluation of teacher training effectiveness, sampling and matching of subjects, controls of factors that may covary with the independent variables under study at the experimental phase of the research and the adverse effects of current economic circumstances on school enrolments and more generally on Educational systems in Africa.

Mr Ajar's contribution to the sharpening of my awareness of some knotty aspects of the thesis was no less valuable. Indeed from a brief and pedagogically effective account of the evolution of primary teacher training policies and programmes in Liban, we went on to discuss fundamental questions about regionalisation strategy in teacher supply and deployment, the need on the part of preservice teacher training institutions and graduates from these institutions to get rid of self-sufficiency to view professional competence and effectiveness as a life long process, the need to consider both institutions' and individual teachers' needs and gains in inservice training, the need to learn from staff development in other sectors in the conception of teacher training policies, and last but not least, questions about ways in which pre- and in-service teacher training could be integrated efficiently and cost-effectively through a more flexible approach to pre-service teacher training curriculum planning.

Besides I had a worthwhile exchange of ideas and data with one of your students, Ami Toure' from Benin on specific problems confronting educational policies and practices in Benin. I completed these insights with some theoretical and technical reading and statistical data collection in the documentation center.

May I ask you to kindly give my thanks not only to your colleagues Mr Dougna and Mr Ajar, but also to your secretary, your librarians and to Mr Ami Toure' for all the trouble they took to make this visit a particularly worthwhile educational experience.

Once again thank you very much indeed. I'll keep in touch.

Yours sincerely,
Appendix to Chapter 9 No 1: Sample of lesson plan for the posttest

Thursday, May 5th, 1988

Observation

Entering activity. Greeting by students.

Revision, Reported Speech. Turn these sentences into Reported Speech.

John said, "The birds are eagle, and eagles eat small animals."

I'm Mr. A. Sewell will say, "He likes you."

Our mother has said, "There is no water in the Pit."

Elendu says, "I will become a businessman."

Production

The Motivation. While students are looking for the revision answers, the teacher will be writing on the board some questions related to the new lesson. These are:

1. To whom does the case belong?
2. Where does he live?
3. What is the length of this case? What is its length?
4. What are its width and weight?
5. Where is the case to be transported to?
6. What does it contain?

The pupils do the work among themselves, when a poem asks a question another one answers it and so on and so forth.

Unit 5; Lesson 1

3. Silent reading to understand the sample.

Group Formation.

Instructional Procedures

Shopkeepers → 1st case
Chemists → 2nd two cases
Computer programmers → 3rd case
Transporters → Last two or so
Exodion

Each representative goes to the board and writes the product of their work dictated by another member. The whole class discusses it to common cross-checking by answers.

A game resulting in singing.

Song title: "Shall We Come Round The Mountain when the Moon"

Note Taking

Home-work: Make a small case addressed to a friend of yours. Write on it all information. A card must follow it on which detailed information related to the case must be written.

Last Song: "When the Saints go Marching in."
Appendix to Chapter 9 No 2: Transcripts of a sample of class observation and microteaching feedback sessions

Transcript No 1: Control group teacher class observation feedback

Lesson: Unit two lesson 2
Focus: using flow charts
Date: 19 November 1987
School: CEM G Adjohoun
Teacher: Amadou Ramanou
Participants: 1- Trainers - Adrian Sewell (S2)
- Sebastien Allotchenou (S1)
- Joseph Akoha (S3)
2- Teachers - Amadou Ramanou (Observed teacher-OT)
- Aguessy Clement (T1)
- Ladani (T2)
- Metonou Olivier (T3)
- Unidentified Voice(s) (UV)

Symbols: = rephrasing or changing direction of utterance.
--- hesitation, generally marked by the lengthening of last syllable or non verbal hesitation or gap to allow turn taking.
(...) inaudible on the tape or not deciphered.
X overlap of talk; /- interruption by next speaker

(Not recorded introduction: The INSET project coordinator proposed that discussion should be open and sincere as the main objective was to share experiences and views about the teaching of the new textbook on the basis of the class observed. He also insisted on the formative aspect opposed to assessment nature of the class observations being conducted in the context of the project. He also suggested that each participant should use his/her turn to raise most of the points he/she wished to talk about in one go, allowing for the teacher or other participants to react to it if they wanted to. The objective was to maintain a holistic approach which avoids transforming the session into disjuncted question-answer session.

However he proposed five questions to help a guided comment on the lesson especially by the teacher who was invited to feel free to explore them and go beyond them in a general comment on the lesson. He should also feel free to contradict or argue against other participants' views of the lesson, to ask questions or suggest alternatives. He later stressed that the inspector was not there for administrative inspection but for participating in the diagnostic evaluation of participants' use of the new textbook. This would help plan an effective teacher training programme. This was a standard opening remarks informally made to the observed teachers before the class observation and reformulated more systematically at the feedback sessions with some adaptations according to the participants present at sessions. He then started asking the questions. At this point the tape recorder was put on).
S3: perhaps we should start by asking you to tell us what your intentions were when you started the class. In other words what did you want to teach this morning? What were the objectives of the lesson?

The second question of the five is: "How far did you reach these objectives in your lessons = in the lesson you've given today, just today? Has there been any mismatch between what you planned from home and what you actually did? How do you explain that? All these are part of the same question. Just feel free to explore it.

Erm--- Third question: which aspects of the lesson were you particularly happy about? In other words how do you see the lesson standing a bit aside from it and observing yourself?

Are there aspects that you feel very happy about= that you found very satisfactory?

Fourth question: which other aspects or are there any aspects that you didn't feel so happy about= that you felt could have gone more smoothly? Can you explain why this difficulty? And in this regard-- and that is the fifth question--

Do you feel that you might need some information or even some practical training or observation in order to master some aspects of the approaches we are trying to encourage for the teaching of the new programme? These questions should help us think more correctly about a programme for the training of teachers so that next year the kind of things we do could be improved compared to what we did this year with Ken, with the CPs (Pedagogical advisers) and what they (the CPs) are certainly doing with you as a dissemination of the CPs' seminar. Finished. (silence for about 10 seconds then S3 spoke again.

S2: So you have the floor.

OT: my first impression--- about the class is that ---- the students are so used to ---the old system of teaching that --- I really think that they need erm--- some time erm--- to grasp erm---what---- what is new now in the teaching= what we are trying now to change in the method

Talking about the objectives = erm--- the objective of this lesson erm--- mainly appears to be erm--- the introduction of the expression "flow chart" erm--- but first to--- let them--- understand--- some of the flow charts or diagrams in the lesson, I have to let them know --- something about the vocabulary--- briefly because most of the time they have been obliged to use these words.

Erm--- about reaching the objective or not erm--- I think that we have finally succeeded in letting them know what----what really is erm--- a flow chart.

Yes. The aspects of the lesson I'm--- really happy about is the flow chart

UV: Mmm because finally we noticed that erm--- the goal is reached. They have
I understood what I was trying to convey as a message.

Are there any aspects you are not happy about? (rephrasing the initial question in order to tackle it). erm--- yes euh--- about the vocabulary erm--- I think that this has been (done) very briefly so that maybe some of them still needed some more explanation about some of the words especially to reach or to lay or to pass. Now why this difficulty? erm--- I really think that these words are not so difficult for them. What really happens is that their level is so low that it is very difficult for them to quickly "seize" (englishisation of the French word "saisir" to mean grasp) some of the meaning. But at their level the verb to reach is not so new. The verb to pass or to lead, to cross, to continue these are not so difficult as such. So that is why I've been so quick doing this without any reference to feedbacks or the use of some more sentences from the students.

Now Do you have a question? fifth question? Do you need some practical practices of teaching? (rephrasing the initial question) I really think so; because this kind of teaching which is erm--- more practical than the one we are used to is necessary. and--- I think some more practices such as training in education, or erm--- the Teaching of English as a Foreign language is necessary.

S3: Sorry I was---

OT: ... and that's why we must need some practical practices. I think I have---

S3: The second question has not been answered (looking at the participant next to him) (...) (inaudible response from him).

S3: Sorry I was absent minded in part of your presentation or may be I haven't been really because I was trying to listen to--

S3: (the deputy head teacher came in sometime while he was speaking to OT. It seems that-- (--)

It seems that you haven't stressed the point about your happiness= the things you were happy about.

OT: erm--- what what I'm happy about is that I said that finally erm--- I'm quite satisfied or happy to notice that they have reached the goal has been reached, that is, to convey what is a flow chart.

S3: O.K. (looking at other participants): that's what he said. Some of you followed the lesson. I would like you to comment-- remarks, things that you would like him to improve on or something. What what= how do you react to the class? Erm--- There is no order. I think that those who followed the lesson are around= we are about six. So erm--- I would like the teachers who have been working with him for quite a long time to come in first. From outside we will say what we've seen. So you've got the floor!

T1: erm--- The first remark is about vocabulary. I think the way he taught the word is classical= I mean what we used to do. So instead of spending a lot of time on the presentation of the words it would be better to present them in a short and easy way. So taking the =
most of the words, for instance to continue is (...) (perhaps to the
effect of too easy). He justified his point of view by saying that
the level of the pupils is so low. Anyway taking the irregular verb
to leave for instance should normally be known before the fifth form;
and to cross too, to continue I think that we have here only two
words to pass and to reach that could be taught really.

Now, when we take the flow chart. I think the explanation is too long
about it. He could have saved time by presenting it quickly too and
now spend more time on practice when we came to stages 2, 3, and 4;
because what is important according to me is the pupils' erm---
practice. When we have a pattern or a structure we should make the
students pupils talk much. Reusing is important here.

So erm--- I think as far as pair work and group work is concerned. We
don't have a real pair work or group work. Anyway that is my--- point
of view. Erm--- Pupils should try to practice by pair the pattern or
in in groups. I think that this is a kind of dialogue between the
pupils and the teacher. Anyway the objectives, as he said it, have
been clear. The teaching of some patterns and a flow chart. His
contribution-- because this class is a vivid one, the pupils are
really active and I think we have been well impressed by--- (laughs)
his class. So this is all I can say for the time being.

T2: In addition to that I can say that the teacher, right from the
beginning we noticed that he was talking of erm---the revision
about the vocabulary, not about something practical may be the last
lesson was about this or that--- about farming--- +/-
S3: can I have your name, please?
T1: Ladani
T2: X Ladani.
S3: Ladani.
T2: Something practical may be last time we talked about farming, or
--- aviation or something like that. So the revision was just
about some words.

And apart from that I noticed also that he's hurried through the
practices in = especially in= on stage number 2 number 3 and number
4. He would have devoted more time to that; and make it= and help
pupils to speak, may be by asking one another "what do you do?---
what do you do? what have you done before coming. What---- =
especially the the diagramm should be applied to daily life, pupils'
daily life.

The next thing I noticed, is that while talking of the diagram the
pupils were at loss. They were at loss. We don't know exactly what
the teacher was driving at. It's later on when the stud= when the
diagram= at the end of the diagram= of the flow chart they
understand that the teacher= myself I think = I thought that the
teacher wanted to speak of= wants to introduce a structure.
Personally that is what I--- I think. But at the end I understand
that he just wants the students to understand how to --- to ---- to
use some patterns. And apart
And apart from that what is it noticed that there's a mixture of tenses it starts from the simple present and ended in the irregular form went. Even the pupils themselves, they did the same thing, mixing up the tenses. That is all I can say.

S3: Comrade---? (people were addressed as comrades in the country at the time of the project)

T3: Mètonou Olivier

S3: Mètonou Olivier. It's Just because we can't = we shouldn't leave here without being able to call each other on the road and say hello.

UV: Yea

T3: O.K. I think that the teacher repeats too much the sentences made by his pupils; and I would like the teacher to make the pupils repeat the sentences while he's writing on the board because we we observe the silence when he is writing on the board. And I think the verb to reach, the pupils pronounce / and the teacher did not make an effort to correct them. And I don't know if the teacher plans a structure for the lesson. This is all.

S3 (looking at OT): Yea? erm--- anything you want to say from what people have said?

OT: No not now---- -/-

UV: No

S1: Nevertheless (...) (confusion to the effect of a covert criticism of the question. S3 felt the need to react, laughing).

S3: If he wants to react to people's reaction, Why not? (looked at him again to check if he really did not want to speak again)

S3: Nothing. O.K. (Looking at S1). Euh--- So it's up to us now to say something.

S1: Ahan!

S3: Would you like to--- to start?

S1: umhum

S3: Shall I introduce him? He is--- = I think that everybody knows him.

T1: may be the new teachers don't know him

S3: Yea yea. He is Allotchenou Sebastien. He is an inspector of English for secondary schools and he works at the Direction de 1'Inspection et de la Methodologie. Today he is here as part of the team for erm---formative erm---evaluation and not for administrative and--- assessment evaluation. O.K?

S1: Erm--- I think some of the things I wanted to say have already been said.

S2: That's the problem with people who speak last. (general laughter)

S1: Nevertheless I would like to say that at the phase of vocabulary teaching erm--- the words at least the so-called new words were presented but the students were not there was no controlled practice before you asked them to produce their own sentences. So you asked them straight away to --- go from recognition to production. And it caused problems for some of the words. Obviously some of the words were --- You know--- not really new because after four years of English, students are supposed to know words such as to
leave, to cross to some extent. But I wouldn't call that a waste of
time. It is a second language and if you wanted to go through the
vocabulary with them I would consider this to be a sort of revision. But
when we come to a word like to reach--- I wrote here "too lengthy
explanation for presentation. Why not demonstrate?" Erm--- What I
mean by this is that when you want to teach a new word and it is
possible for instance to act it out, I think the message is certainly
conveyed in a faster way if you can demonstrate what you want to
teach them. Euh--- the initial presentation was very good. And then
at a time you tried to demonstrate and then you said "Look at me I
cannot reach the ceiling--- and personally I couldn't see any ceiling
in the class--- (general laughter).

OT: the ceiling is missing (laughing).
S1: So perhaps I'm not saying that it is the only possibility but
you could have gone near the wall, stop at a certain
distance, stretch your arm as far as you can and say: look.
my arm is too short. I cannot reach because to reach
(resorts to French) c'est dans le sens de atteindre, C'est ce que
vous vouliez dire. So it is very important if when you want to
teach new words, to think very carefully of the best way of
presenting it. If it is possible to present you can, you can present
a word by using a minimum of words, by miming, sometimes by not
talking at all, you know by demonstrating. That's what I would like
to say. And eventually one of the students you know, whatever
methods you use in the class you have individuals who learn despite
of everything. One of them came up with the model sentence "before
reaching the school I have to pass the Social centre" which, I think,
was quite good. He showed that he understood what we meant by "to
reach.

Erm--- Some of your colleagues have already talked about your
tendency not to always mind the sequence of tenses. And I think that
in English I don't want to be more prescriptive than native
speakers. And in French we can mix up some tenses. You know, the use
of tenses is more or less flexible in spoken French. In spoken
English you cannot say this is unless it is a very special case you
cannot say this is what I have done this morning. If you say this
morning your action has been dated. Then this is what I did. Whenever
you put you mention the date you mention the time when the action
took place erm--- we have been taught (laughs) that it is the simple
past unless I'm mistaken. So and, you know, this could be seen
even when you presented them with the flow chart.

Now when you said for instance that your objective in the lesson was
to er--- to erm--- teach them or to convey what a flow chart is, my
personal feeling is that I might be making a mistake, I think the
flow chart here is only a tool, an instrument, like a substitution
table erm--- what is really important for your students is not what
the= you don't want to teach them for instance what a substitution
table is or what a backward builder (one of the canons of audio-
lingualism consisting on drilling pupils to construct sentences by
starting from the end) is when you are giving a lesson. But you make
them use those things. So the flow chart here is necessary if you
want them to understand the sequence of different actions, the
sequence in which different actions occur.

Erm— One of the = may I call that the shortcomings? = I found, You
know, that's something which did not depend on you. The lesson was
conceived that way. You spent the whole period concentrating on
exercises. That's the way the book has been designed. But you could
make it more interesting by bringing in the students' personal life
to some extent. As someone said euh--- when you usually wake up in
the morning tell us what you do. So you start, may be, from the book
or you use the book to make your teaching more realistic, more
communicative. So in that respect I would say that you have stuck to
the book, maybe too much.

And then at a time you said euh--- "O.K. Now you get into pairs. And
I said (to himself) "O.K. This is going to be a change. Up to now we
have had ermm--- teacher - student talk where the teacher initiates the
talking and the students respond. Now ermm--- the teacher is going to
allow the students to exchange ideas, to confront, to manipulate
things together before he tries to check what they have done". And
then as soon as you said get into pairs, you put a question. So they
didn't even have that's the thing I had I don't know if I made a
mistake may be I might not have understood well, (this sudden
disclaimer may have been the result of the teacher's facial or
gestural reaction or some other participants' reaction)= You didn't
give them to ermm---really get into pairs and do group work. And ermm=
But you needed to do that because that part of the lesson which is,
I think Unit= section 3 of unit one is, I think, is based on
exercises; and it has been, for me it 's a way of may be teaching
your students how to build sentences, how to respect the sequence of
tenses, how to put an action before another how to say it. It is, I
would say a way of teaching structure, but not structure straight
forwardly as we used to do; because you said someting and you were
right. The--- the--- the purpose was the same. The author wants the
teacher to show the students how to to to build model sentences, to
manipulate some structure. But there we are not dealing with
structure we are dealing with the new orthodoxy which is notions and
functions. So I think since all the lessons have been organised on
---on exercises if we want to call those things in the traditional
way, you could have organise your class in such a way that you do not
talk too much. You just--- come in when it's necessary to correct
things to ermm--- say this and that. But if you give all your lessons
that way I'm sure that before you come into your class in the
morning you must have a very heavy breakfast. (laughter from
participants). And after the lesson you must be totally worn out.

I know that we= you said it yourself= we are in a sort of period of
transition. we had our old habits. We are trying to change them = to
make = to have a greater participation from our students. Because it
is indeed very difficult to ask students to sit there and to listen
to someone lecturing them for a whole hour. You know, myself as an
adult I can't stand it. That 's why I rarely go to conferences.
OT: That is worse.
S2: there are communicative conferences.
SI: X Unless. May be If you try if (general laughter)
SI: If you want you can try. In one hour put them together organise
them differently by having them talk to each other by doing various
things and you will see that they will find that the hour is gone and
they will not have enough. But if you are there and you speak all the
time they will find it boring. In that respect Akoha has got a very
good diagram= very good diagrams that I'm sure he will show you to
illustrate the various kinds of interaction patterns you can have in
a language class.

But I would say that despite that very gloomy description of what you
did this morning I wouldn't say that it was disaster because you've
got personality. You are very present in your class and may be if you
have this information and then try to to--- to put it into practice
I cannot say that you will succeed in the very first lesson. But I'm
sure that things will improve. And you have--- you know, apart from
those I would say very minor mistakes you spoke very good English and
I think we have a native speaker here he can testify to that. All
right that is= So there is no reason to feel discouraged. But I think
you can do better.

S3: So Shall I now introduce comrade Adrian Sewell? (with smile)
SI: are you a comrade or Mr?
S2: I don't really mind?
(general laughter of approval)
S2: whichever you prefer?
(continued laughter)
S3: So Adrian Sewell is responsible for the English teaching project
in= at INFRE and he works very closely with the CTIS d'Anglais
and he has been instrumental for my research so far. Erm--- and we
are here thanks to his support in both ways. So we should give him
the floor now for his contribution.

S2: I'm learning a lot. Not always about education. I'm learning how
to drive on difficult roads --- --/
S3 yea
S2: X how to mend the photocopying machine without a technician.
S3: yea (laughing).
S2: all sorts of skills. Erm --- In a way I don't know what to say
at this stage. Such a lot of interesting things came up. And I
thought= especially from the teachers here who came up with a lot of
intersting ideas, things we would have brought up anyway. But you
brought up first. So this= I think this must mean that as teachers
you work together because you seem to have interesting ideas
together. It is = it seems to me that in a place like Adjohoun you
must feel a bit cut off so you've got to be mutually supportive
because you can't always be sure that you'll be able to get to
Cotonou or Porto-Novo or to have contacts with people outside of
here. Am I right?
T1: yea. But every two weeks we come to Porto_ Novo. All three of
us have our families in Porto_ Novo.
S2: So you come to Porto-Novo.
S1: Aguessy you are the A. E (School subject adviser). So I would
assume that you meet very regularly.
T1: we meet on tuesdays to discuss a few things.
S2: I 'll try to say a few things. But it's very difficult because such a lot of things have already been said. Erm--
S3: Don't worry repetition makes reputation.
S2: Haaan---- !X (general laughter) X Also I can't= I find it difficult to read my notes. It seems to me that at the beginning it was going to be rather a traditional lesson from= in a way a bit like most of the lessons I've seen, not recently but before we started the new book. You know, the traditional presentation of vocabulary. I= While this is one way of exploiting vocabulary = I'm not saying it's bad necessarily. But it seems to me that there's one element of this that always goes wrong. I think Allotchenou alluded to this. You get the students to recognise the new vocabulary, you get them perhaps to repeat chorally as a class or you did by roles. But at that moment you assume that students can make sense of this, but they can't. They need some controlled practice between the choral repetition and a totally free practice. Otherwise they find it very difficult to make good examples. And= so if you're going to adopt that traditional way which is certainly one way of doing vocabulary I think you have to think of ways in which you can generate examples with a little more control before you say" come on make examples. I don't think you can say "here is a new word. This is what it means. Repeat. Now make examples. If it really is a new word they haven't got enough information and practice to transfer the repetition to the whole world, the whole outside world which is so vast---- So It's just a problem in passing but, I hope that when we get to Porto_Novo we'll look at all the different ways in which you--- could deal with vocabulary. It seems to me to be not one way but many ways. And so perhaps we can talk about that later, not not now.

ERM-- I've seen lessons--- now--- based on the flow chart several times. Although I've never taught the book, I= each time I think a little bit about what a flow chart is. And You said your objective was to explain what a flow chart is. Well, I think that is--- certainly one objective. It seems to me that the author of this book certainly thinks that flow charts will be important, not just in English but also in other areas as the students progress in their studies. It seems to me that flow charts in English, presumably in French too, erm--- describe processes, very often technical, scientific processes. erm--- So in in order for, let's say, iron ore to come out the ground and eventually become a knife or a piece of machinery---- will involve a whole series of processes, and sometimes it is difficult for students to understand those processes if they are written in a paragraph. It's easier to do it in a visual form. So you see that the iron is mined as ore and then it is collapsed and something else happens to it and eventually it becomes a piece of machinery. So I think possibly one of the ideas to help students in the future to follow scientific texts in a visual way. Also these days in England if you have to fill in forms you have to understand a flow chart. I filled in a form, an English form the other day for a new passport. And what happens is that you follow a flow chart when you get to a certain point where it says erm--"
where you born in Great Britain? If not immediately go to question 14. And you follow an arrow to go to 14. Now, if you've never done that before it might be a bit difficult. So the implication is that you're teaching skills and you're teaching English. Erm I think that at this level the actual concept is quite simple because they're dealing with routines. So I think that probably the main idea at this stage is to deal with the simple present, perhaps the simple past but not to mix them up, and to use words on either side which connect the actions like after, for, then. So it's really quite grammatical. And the danger with an exercise like that which is very grammatical is that after a while students get bored. And I found part of it a bit boring. I found it was almost like erm--- = what do you call that? Chart? Substitution tables. It's a bit like a substitution table. But you think flow chart is perhaps modern = but if you substituted flow chart for substitution table you wouldn't be doing any thing very different except perhaps you wouldn't be encouraging pupils to add their own words like before after etc. Erm--- So I Think perhaps you've got to find ways of making that more---- interesting.

One way of making it more interesting would've been to get pupils working in pairs. If you set up pair work and students know what they have to do first, they are practising much more because they can talk simultaneously each pair can be talking while other pairs are talking. So you'll get much more contribution from the class. So if there is one major criticism it was that you worked too hard, you talked too much you taught too much and the students didn't enough; because you were in control too much and you didn't--- really allow them or give them the opportunity to practise--- right?

S3: O.K. I think that everything has been said. I just want to add a few things to round up this feedback session. I must first of all thank my friend Ramanou (...) = I have had the impression that it was a well planned and a well prepared work. It was a very lively lesson and I found it quite interesting by audiolingual standards. Unfortunately things have been --- not changing too much, but we've been trying to bring some some new ideas to make life easier for us. And that may be erm---part of the weaknesses that we might see in in the lesson and that could be understood quite easily because of the time, because of the newness of the whole thing.

What I would've liked to to speak about if I had had time was to say a few words about language improvement, a few words about interactions, and just a few words about objectives. I would drop the language improvement aspect because I found that he is perfect apart from some mistakes that can be explained by the stress and the pressure of the moment. I think that in normal situations he would have done quite smoothly.

Erm--- About objectives before I speak about interaction patterns it's not always clear what a lesson objective is. And that is something we might need to think about more closely during one of my visits here. Let us take the example of this lesson today. A flow chart, actually
when the author was doing that, his problem was not to show the flow chart it is in the linguistic aspect of it. The aim of that is to help students transfer information from one form to the other; to transfer information from a diagram form into a literary form; and maybe vice versa, from the literary form into the diagram form. That is, in lesson 2 it is a communicative exercise, but it is also a communicative writing exercise, so to speak. So the objective of the lesson is to help students transfer information from a diagram form into literary form using their own experience and at the same time to do the contrary by seeking out themselves their own ideas and putting it into a flow chart. The second objective of this is that has been alluded to by Sewell is to help them think because these things are what psychologists call mental maps (emphasising the concept in French) des cartes mentales. They help you bring your ideas, pull your ideas together and know exactly where you're going. So that is a spin off of the linguistic objective. It helps them organise themselves more scientifically. And that is important as an objective. But the linguistic objective is is is clear but it as not been stated in the book or in the teacher's book. Maybe we need to explain these things as a way of improving on the teacher's book later on. So that is important.

The other thing I would like to stress is the question of interaction. He (looking at SI) has already discussed this and I wouldn't = we don't have time to give diagrams or things like that. But I would just--- (end of tape but to the effect of suggesting some ideas on ways interaction patterns could be varied during a lesson according to specific tasks or stages in the lesson, with more opportunities for student-student interactions but including also the teacher-whole class or teacher-individual student interaction which were the only patterns in use in Benininese classrooms.)
Transcript NO 2: second sample of control group teacher class observation feedback

Lesson: Unit two Lesson 2 and lesson 3
School: Leon Bourgine
Focus: using flow chart related to passengers' actions at airports.
Teacher: Zinsou Agbegnigan
Date: November 1987
Participants 1 Trainers: - Sebastien Allotchenou (S1)
- Joseph Akoha (S3)
2 Teachers: - Observed teacher: OT2
- Venance Agboton (T4) (pedagogical adviser in the school)

Symbols: = rephrasing or changing direction of utterance
___ hesitation generally marked by the lengthening of last
syllable or non verbal hesitation or gap to allow turn
taking
-/- interruptions
(...) inaudible on the tape or not deciphered
x overlap of talk

1 S3: (non recorded introduction to structure the session as in transcript No1))

1 OT2: First of all I would like to ask if Mr Allotchenou has something
to say, because throughout the afternoon he has stayed with us.

3 S1: Yes. But the normal procedure is that my intervention comes
afterwards. (...) It is only fair to give the teacher who was
giving the lesson possibility of -/-

OT2 ... to assess himself

7 S1: Yes; of expressing himself. you know, to speak about his
what he thinks he was doing in the lesson, what was his
objectives in the sense of (inaudible)...Don't worry. I will speak

OT2: I think I will now start, start then. Well! The first question
is what were my intentions while preparing the lesson. My
intention is erm--to make the pupils understand that everyday at
all we do the same actions, and that is the flow chart, which is the
objective of my lesson. We already began Unit two in our class.
During the previous lesson I explained to them somehow what a flow
chart is and we worked on it. Good! Today I was intending to carry on
in that frame of mind, and all the while to show them that the
organisation of the airport and the procedure through which a
traveller had to go to is somehow a flow chart. He has to follow an
order of things. For instance he has to register himself, make, erm,
his passport checked, go to various stages before the planes. O.K? That was my intention, to link the flow chart to the
I sketch we were about to see today. That was my first intention while preparing my lesson in the privacy of my (...) (laughter).

How did I manage to reach that objective? Your questions were well focussed, they were well planned they are ready made questions. A thing is to prepare a lesson, and another thing is to, to give it, I mean to teach it, to teach the lesson, if you may. Well as you have noticed, when I began I asked a boy the time on which he woke up this morning. O.K? And a boy called Boussa gave me the answer. I called him by name. O.K. erm, you know, just to--- erm, if you call someone, a boy by his name he regains= he collects himself. Erm--- I think he is motivated one way or another. And that boy Boussa told me he woke up at 7 o'clock. Then I asked him what he did next. O.K? And he told me he washed himself. Well, I didn't want to keep him so I asked the other pupils what they did after that. One by one I tried to collect the answers and I put those answers on the blackboard. in form of= in infinitive form. They expressed their actions, the various actions, in the past tense. But I have the answers in infinitive forms. From that I build a flow chart on which we were supposed to do the next exercise. After having that on the board, then I told them that we are going to do exercise B. O.K. So I'm telling how I proceed to reach my means (he perhaps meant his objectives). So we started the exercise. I think, well I can already answer the question about the aspect of the lesson I didn't enjoy.

Erm, At the beginning I didn't enjoy that because, perhaps, I don't know, perhaps your presence has affected altogether the boys and I; and there, there, there was a little, a little moment of inactivity, erm, which I don't know of my boys, most of the time when we began we began,erm, warmly. But first of all they don't react. I, I don't enjoy that, because it seems something is wrong; because that is not the, the usual way, you see? When we start we start. O.K. But little by little, things were settled down. And I started having their reactions; and we carried on on that speed up to the moment I had to switch from the exercise to the text. O.K.

Erm, The aspect I enjoyed is when we started the lesson, erm, the, I= the way I introduced the, the class, the way I asked them= for instance, I called a boy, I said: " If you want to go to Cotonou, how do you manage? How do you manage? How will you reach Cotonou?" And he gave me answer that he go to= he regularly goes to the bridge. I said: " Why?" He said " to take the bus" From that we started __ I made a corresponding , this thing=connect to bus stops, this thing__. I enjoyed that.

S3: was it a vocabulary lesson?

OT2: That is, a vocabulary lesson
S3: On on on the text.
OT2: On the text. Vocabulary that erm, point out that, erm, vocabulary about travelling, travelling vocabulary,that is. What I usually do is that when I have a vocabulary I don't write on the board, board vocabulary. We started with something trivial. And little by little we clear the way, we go to, erm, serious matters. O.K? And it is when
they are going to write that I say well, there are the vocabularies we need to understand the text and it is at that stage that I myself check what I've done so far, what I've written. You know, when you are speaking with the boys, I can, you have = you have a fixed idea, and you write something that may not be correct, and you cannot = you may not notice it. It is when= it is at that level that I check what I've written and after that, I tell them to copy it down.

O.K you asked me also a question about the aspects of programme, the new teaching programme on which I would like to have more information. It is the teaching of vocabulary. It is the teaching of vocabulary. The teaching of vocabulary is somehow important because that is what enables the boys understand. And at times, you may not have erm, how to say? the materials, all the materials needed. At times one is obliged to make, erm a mimic, a pantomime and that is what I'd like. Vocabulary is a part of the programme which I'd like to have more information. According to me that is the most important, most important thing, because structure= we can deal with a structure in many ways; you can write a sentence on the blackboard, and then from that develop the whole structure. But in so far as vocabulary is concerned I think that is the point in which I'd like to have more information. I don't know if I've answered your questions. Perhaps there may be some details on which you would like me to be more precise.

S1: All right, first of all-/

OT: X There's another thing too. At the beginning what I observed, as I've already told you, Venance comes from time to time to attend the lesson. Most of the things, most of the remarks he usually irays is that I use too much time at the beginning of my lesson. to make revision. I spoke too much on revision

S1: So today you revised then

OT2: oh! I revised , I revised. After introducing the chart I said: "last time we already had a lesson about flow chart. and today we're going (...). I revised one way or another. And at the level of vocabulary too I revised. I revised erm, after, erm____= they build the various stages, through which one had to go to travel. Well, I told=I recapitulated that we've already seen something about airport and that this and that have occurred. I think it's not my way of coming and I say: " Last time, what did we see last time?". No, no it's not my way. I take a thing, I take something, I throw something, erm____ (laughter); we discussed it and after that I say : "Well___", and I made the connection. That is my way of doing things.

S1: (...) ( but to the effect of asking S3 to make his comments.

OT2: Perhaps he is securing the last bullet to kill the____

laughter)

S1: Our purpose is not to kill any bird. our purpose is not that-/

OT2: X I know. I know It's just to ease the atmosphere, yes, the atmosphere (laughter)
1 Sl: But the atmosphere was not even tense. That's very relaxed as far as I can see.
3 S3: I followed the lesson, and it is one of the liveliest lessons I've followed so far. Erm I've visited about 14 schools now, and I__
5 (...). But this erm = I'm particularly happy about the enthusiasm of the teacher and the way he tried to instill this enthusiasm onto your students. That was visible in the way you were reacting, the way they repeated in chorus, your explanations, and particularly your
9 (...)

The other aspect I was happy about is the way you you brought them from the flow chart to making sentences about the flow chart. But I was not particularly sure if you yourself had understood the importance of this transaction from the flow chart to the sentences; because the actual purpose of this lesson was to help the students to make a transfer of discourse from diagrammatic form to a prose form, and vice versa and this will help them get, and show competence in writing. That is= and that was important.

Sl: Eh! Akoha At this stage can I erm put you a question?
19 S3: Yes of course
21 Sl: Would you say, for instance, that a flow chart is a devise, you know, just like a substitution table? Or does it have anything more? I mean, the scope is not the same, a flow chart is not exactly a substitution table, but do you use it just as a tool or is there anything else in wanting to use a flow chart?
27 S3: Erm a flow chart is not considered as a substitution table. It may be used/-
29 Sl: X It's not what I said. It is not a substitution table. But I'm asking whether it can be used as devise, as as, as a tool.
31 S3: Yes it is a tool. It is a tool. It is not= the objective is not to show pupils what a flow chart is or have the word flow chart. It is just a tool through which the teacher teaches language by helping students to make = It is a sort of guided composition exercise, where you check whether or not it is possible for the students to transfer what is in more or less schematic form into a more language, prose form, where they are using the language. The advantage of that, apart from the linguistic aspect is that it can help students to develop the capacity to understand in a very quick way the whole image because they represent a mental map of a reality, of activities which help you think. It is a way of sorting out and ordering your thought in a schematic way so that from there you can sort of sum up a whole story in a flow chart, you see? in a diagrammatic form. And from the chart we can reconstruct the the story in in a language form. The advantage of that is that we are trying to develop the skill of information transfer from one form to another. It is very important in this area this era of computers and computerisation that students should be taught to schematise their thought, and that is the extra linguistic advantage of the flow chart, to help them sort out their ideas, their programmes. That is what I can say about it.

I would say that it could be used as a substitution table, or understood somewhat as a substitution table, erm if alternatives were offered that should be replaced; but in most of those charts
alternatives have not been offered, but sentences are put in, in a sort of telegram, telegraphic form and they can now make full sentences adding things from their own lives using connectives and things like that. So, that's what I know about it.

Erm, to come back to my comments I was not so...-

OT2: well, a minute, What do you think about the occurrence of the order of the, of the flow chart. Does it matter? I mean, the order; what about the order? and...-

S3: It matters in so far as it helps you to think logically. For instance if the boy says: "I brush my teeth before I wake up" that...

OT2: It's not normal, it's not normal. Even today I think I opened a bracket about it because a boy said he washed himself, he got dressed and then he washed his teeth.

S1: That's possible

OT2: Yes, and I said ah! everybody has his own way of having things...-

S1: organising, organising early morning activities (laughter)

OT2: It's possible but what is not possible is what he said (looking at S3 (...) and my intention is, or my objective is the order in which a flow chart occurs. And as he said you... this thing, your...

S1: Cannot brush your teeth before waking up. hein...?

OT2: I waned you to have, you know, erm a logic of the organisation of... it was what I was taking my, my (...)

S1: that's one of your objectives in using the flow chart.

OT2: Yes that's what I, I think about it.

S3: So if I may carry on I could say that...-

OT2: after this technical or extralinguistic aspect of language for instance, well, I, what I view in teaching hein? is communication; most of the time I want communication that's the aspect of flow chart, may be...-

T4: concerning the word flow chart. It is the first time I have seen it, since I'm not teaching this level, second level (...). It's the first time I have seen it. I was not at ease, when he began the lesson using 'flow chart'. I was wondering what it is when he began explaining and trying to give an order, I began to misunderstand, I began to understand. erm... the word flow chart. But I was not at ease at all at the beginning of the lesson.

S1: that's normal

OT2: It was as if I had landed on an unknown land

T4: I was not at ease at all. Yes.; and I was wondering if the pupils would understand it, if pupils would understand it, and I realized that they understand; they, they were accustomed to using such a word before the lesson of today. Otherwise they won't follow the lesson properly.

OT2: Any way quite, erm... I make a connection with the lesson and everyday life. I said: "everyday at all must life flow erm... our life flows like a river. O.K. It is something, erm... it is a stream, life is flowing, I don't know if/-
S1: Well, the image may be questioned and euh____ what do they call it? in geo____ logical terms when you say that the river flows, is it the same water which flows everyday? (laughter)

OT2: No it's not the same. But____ that's not philosophical.

S1: No I was saying this just to, to, to (...) O.K. You (looking at S3) were____

S3: Now, there are aspects I was not so happy about. But before that one or two good things again. You have a fairly keen sense of checking your writing on the blackboard, which is a very good thing. We should always check it; if possible not only check it afterwards, but control while writing

OT2: yea!

S3: That's important because if students write mistakes in their copybooks, they may not be able to listen to you when you are correcting it, erm____ I was also very happy because you have the necessary humility to recognize mistakes and come back to them. There are some people who find it very hard; and that is a quality; we must cultivate it and achieve____

Now as far as some points which might be improved upon are concerned I can mention three. The first is the amount of teacher talk compared to students' talk. It seemed that you spent most of the time to talk while students talked very little. You know English already. They are the ones who need practice. They are the ones who need to demonstrate their skills, and that is very important. How can we get them to speak so that you speak less and work less in terms of actual teaching, but organisating and setting up the activities and the class in such a way as to allow them to use the language, practice it, and get into= get to grips with with its difficulties. And for this, a tension is created(....) (but to the effect of "for learning ") in a more profound sense; that is what I think we should aim at. How do we do that? We do that organising patterns of interaction that induce in the classroom____. What we saw today is a full teacher controled teacher dominated and teacher centred class, where the teacher is the be it -- you see? you see what I mean?

OT2: Yes I do see.

S3: He was everything. You see? He was the be it and the end it of everything; so he was at the beginning, in the middle, and at the end. There was no opportunity for any student whatsoever to initiate any question, let alone interact with each other. There was no interaction, no opportunity for student to work in groups, or even to work with each other at the same table. There was no opportunity for them to actually initiate any discussion in the classroom.

OT2: I agree,. I I understand (...) (to the effect that what he was doing was wrong).

S3: No we will not say that what you did was wrong. It is something that you might want to (...) What I was aiming at is to show you that there are other possibilities (...) (, squeaking of tape). When you have presented the flow chart you could ask them to work in pairs to make sentences describing their activities in their own time. And they would have come up with descriptions, sentences describing what have been written in flow chart form here. you see? So they would transfer this informatin from a diagrammatic form to, to ____

OT2: Ahaan_____!
S3: You see what I mean? And for instance we say Folabi leaves her house and before she proceeds she has to cross the road. And that would bring a conversation and a contribution of ideas and that would bring about a real discussion in the classroom. So they would come up with a number of sentences that are more or less correct and each group would have done that. Now they exchange pairs or they can bring some chairs close to each other and compare their answers, and you ask now some pairs to come, to come to the blackboard. The other group would be talking. They are doing the whole job. You are checking. you are just controlling, and monitoring it and that is easy to do; and that would be profitable to the pupils because they would have learnt a lot more than what actually happened in the classroom where one or two say something and the teacher actually does the whole job for them. Erm_ Allotchenou has a very, erm___ a sort of pictorial image___ of expressing it to say that you were spoon feeding them Is it that?

S1: Yes
S3: There is what__. An advice. Even at this vocabulary stage when you were dealing with airport and things like that, the travel vocabulary. You could just devide the class into groups and jot down a number of words relating to travel vocabulary.
OT2: That is.
S3: This group will work on vocabulary you need for train, for travelling by train, you (designating an imaginary group of students) you work on the vocabulary you need for travelling by road, or___ and so on. That is a technique I attended in Brighton, at IATEFL when one lexicographer came with a number of ideas to teach vocabulary; and he was building upon the students' knowledge. Instead of you, teaching the vocabulary, you ask them what they know and you devide them into groups, they jot down ideas, they compare, they correct and at the end they put them on the backboard, and there, there now you can deal with what they don't know, and continue and explain what is really needed for them, so that=

so these are possibilities of working in pairs, in groups, and making students really take responsibilities for their learning. It's true that we are used to to erm____ giving everything to the students, and thinking that the more we teach the more they learn. But in this new approach, we are trying to make you see that the more you teach may be the less they learn because you have to teach, not the lesson, but how they can learn by themselves; that is what the whole teaching job should be about these days.
OT2: For instance for the flow chart. How many minutes should I, how many minutes should I spend for instance?
S3: Five minutes in groups; because if it is too long it becomes boring; they start shouting or___ and __ or making noise, and you won't solve anything. But in five minutes they may not have finished completely but if you do that it would at least____. How do I call it?___ set their mind out, and they start= there is tension, a desire to know which will generate and focus their attention on___ more than taking them as blank sheets to fill in (...)
OT2: Then I have realized for that particular class is that it is not a class which is normal, erm___ I mean they have no incentive. there are three or four that are average, and they are
satisfactory, satisfactory, I mean, they react satisfactorily. But the rest erm____ at the beginning ______

S3: I think I would leave Allotchenou to take that aspect. So I've finished.

OT2: Yes well, at the beginning that class, they do not work in groups. If young tell them to get together and work it degenerates in noise and I have to say shut up, shut up and most of the time I interrupted.

SI: Yes. Personnaly I think that this is normal. If they are not=they have never done any pair work or group work before you cannot expect them to do things in a satisfactory way the first time you are trying it with them.

OT2: Yes, secondly I was, You know, struggling with the time SI: It's normal. The whole problem is that you should= I think that you are trying to , to apologize. You don't, you don't need to apologize for that. Whoever gives a lesson there are bound to be shortcomings. So I don't think, there is no need for you to feel guilty or anything of the kind. You, you= our purpose here= we have not come to inspect you and to give you a mark, but to see how the book is being taught and may be we came to exchange a few ideas with you as teachers so as to see whether things would be improved on.

I would start my talk by elaborating a little bit on an idea that erm____ Akoha had just expressed erm____. He said that students must take responsibility for their own learning. Erm____ What happens most of the time in our country here is that we believe that since we are teachers and that we are paid for a job, we go to the class and we teach; and not everybody is, I would say, attentive enough to see the result of the teaching, which is dangerous; and what we have at the end is that most of the time we have students who do not follow and we say: " well, I did all I could, and look, I've given them a test and they cannot even write this". And most of the time we assume that the responsibility lies totally with the students. My personal belief is that if students do not learn it is the responsibility of the teacher because in some situation you do have students who learn without, without any teacher. If you put them in an English environment they would certainly develop their own strategies for learning.

OT2: That is.

SI: And they, they wouldn't need any teacher, at least speaking formally. Nobody would take them in a classroom and tell them do this, do that. And one of the advantages of being convinced oneself that students should take responsibility for their own learning is that you plan your work in such a way that you do not come out of the class totally exhausted, which means that you are a manager, you monitor teaching and learning in such a way as=that students are actively involved. And he has alluded to pair work, group work information gap and oracy, and the thing I would add personnaly is that you have very good qualities; you do have very good qualities for being a teacher. The only problem is that you are not informed, that's all. And as far as I know you have not been through any formal training for teaching. Have you?

OT2: Yes I have. In Lomé. Institut National de l'Education.
S1: How long ago?
OT2: Three years.
S1: And it was X based on TEFL? (X with OT2 trying to answer before the question is asked). Then we may, may be question how recent the information people had for TEFL, whether this information was recent?
OT2: Very recent, because when we did it it was, I think 79 to 81. I did it from 71 to 81.
S1: 71?
OT2: (rather) 79 to 81
T4: 79.
S1: 79 to 81. __ yes but I can tell you that between 71 and today a lot has been written in the field of English Teaching and I'm not criticising people, but what happens is that when you go to most training schools, they just give you receipes... OT2: X I see.
S1: ...You know how to behave in class; how to do this, and that without giving you, erm, the philosophy, the ideas lying behind the practice which is important.

Now when we come back to your lesson, you know, I was just making a general remark, you've tried to do some kind of revision: wake up in the morning, wash one's face, wash oneself, get dressed, trying to link up those actions, which was very good. And then at certain stage you asked your students, well, actually you spoke before about flow chart, you know, you asked them to open their books on page 11. And then you, you read the instruction. I believe that whenever, when there is a single opportunity for you to rest and make your students talk, don't miss it. I believe personally that the instructions could have been read by the students; one of the students. For that you can choose one of= who is= who has very good reading= who reads well./ you know, you ask him to read the instruction out.
OT2: I see
S1: Yes. And then you were, you know, very impatient when one of them start speaking about the representation of the flow chart in the past you said " No, I want sentences in the present", which was good. You know, you had a clear objective at that stage. Erm, but when you were (...) At the time you asked many students, you know, Folake leaves her house erm, -/
OT2: They can do other sentences with this.
S1: ...crosses the road, meet Ngozi, turn right, and then reach the school. And then the purpose is asking students to make up their proper sentences or do you want something different?
OT2: Well, what I want is to use, to give other sentences with the same chart, I mean they have to change for instance euh, euh, what do we call it, a preposition, in her father's room. We have= AI want them to change= -/
S1: And then for a reason or another you, unless I'm mistaken, nothing was said, to number two how Ngozi spends saturdays, how Onuna practices, for the football match. Chioma, explains to a stranger how to reach the library. Did you leave those on purpose?
OT2: Yes. I leave them out on purpose, because, here we have already done something about what a man doesn't do on saturdays, and
what he does on school days. Ok? And we have already more or less, the same image of chart here. I was intending to do the four of them. But when I asked you how many hours are we going to to spend and you said one hour, well, I decided --

S1: You have to leave out certain things
OT2: Yes I decided
S1: to stop there
OT2: Yes to stop there and deal with the text too, to introduce vocabulary teaching. I know that if I introduce vocabulary teaching I will have opportunity to have information from you about it. As I've already said, vocabulary teaching is somehow one of the stages that I value worth knowing things about.

S1: Well, erm____ alright. And then you had a very good transition when you said for instance that man repeats the same actions everyday. It's alright (to S3 who was examining if the tape was still running) If you want to go to Cotonou, how you managed? erm____

I think the question was, may be, too broad. You could have asked: "If you want to go to Cotonou for instance do yo walk there?"

OT2: I see
S1: Because when you if you say how do you manage, how? When I don't have the money or what is it?
S3: It was too general, There was a need to be more specific?
OT2: Yes it was too general.
S1: There was a need to be a bit more specific?
OT2: To go through stages.
S1: Erm____ O.K. You had quite good answers; You know, your students were people who wanted to participate. Only that there was some words I do not quite agree with. You were making erm____ mistakes.
you don't say // that's / /.

T4: Do you know any swimmology (recalling a popular text in EFSA 3e in which canoe was used quite a few times)
OT2: I said.
S1: yes that's Erm- (reading his notes) "You want to go to Congo what do you need? Passport and then you wrote passport in two words .
T4: It's one word.
S1: And even the second part of the word Ports with a capital P. That was definitely erm____ And then=I want to say something. Well, it was good. They discovered passport, birth certificate. And one of the students used the word baggage, but with a strange accent and your treatment of that student, I think it was a girl, was____ was not very harsh but I believe that it could have been better, because if you don't know, if you are not careful in your handling of your students, there are people who get hurt very easily; and because you will have hurt her, not, may be on purpose, next time she might not want to speak. And then I found it a bit surprising when you said for instance, Miss Oshoffa and in the same class you have Chantou. (laughter)

T4: Too much familiarity.
Miss Oshoffa is erm____
S1: Are you_____ ?/-
S3: You haven' got his point. His point is Miss Oshoffa is too formal and Chantou is too informal.
S1: It might be. I'm not stating it. But it might be, it might be
too familiar

OT2: Aah! I see

S1: Or, you know, some people might jump to conclusions

OT2: I think erm... Venance too has already... Venance told me to

T4: And pupils were talking and I told him so.

S1: Unless, unless she is called Chantou by everybody, by everybody else

OT2: Anyway, his, comrades, erm... her comrades rather, call her Chantou Chantou. My intention was... /-

T4: It's too familiar, too familiar.

OT2: ...You know, well, you know, my, my intention is at the beginning= is to play their games. You see? By calling them by their particular names, those names, erm... I want to be= to liaise with them so that they will be at ease.

S1: That's very good; that's a very good idea but... if all her comrades call her Chantou it's alright. I'm not saying that, in case there is (laughter) a very special relationship between you and her, if you are not careful then people might... /-

OT2: jump on conclusions

S1: Yes

OT2: O.K. I see

S1: Because, you know, there are things that cannot be hidden. You can hide them for some time, but not always, O.K.

OT2: Erm... For that point I think I have my hands clean

S1: O.K (laughter). On the other hand when we come back to the word baggage, I think it does exist.

OT2: A baggage, Yes. But she tells it with a French accent

S1: A French accent. Yes. But, you could have asked somebody else to say it in English way and make her repeat. But you just, you know, told her to sit down.

OT2: I think, if someone=if somebody can, if someone can-/

S1: They gave you the word luggage, it is as if baggage was... to be totally ruled out

OT2: Erm... I see, my, my intention is to teach 'luggage'. It is 'luggage' the word I want.

S1: Yes, but why not tell them that 'baggage' is also possible

OT2: Ahaa! I see

S1: Unless there is a specific difference

OT2: aah! all right.

S1: And then we come to the reading. Erm... in the reading you talked about... now, even in the, the way you, you used luggage= you have many luggage. I would believe that erm... when you are travelling at the airport with a suit case or two suitcases, erm... a handbaggage or two handbags, all those things constitute your luggage.

OT2: yeah, yeah

S1: Or Am I mistaken in your understandings of the word?

OT2: For me, luggage is collective and it does not take= its plural form does not take S... because it is the total amount of what you have.

S1: O.K. Sorry, but judging by the way you spoke about it, one would believe that...= O.K. a suit case may be a luggage. But the collective aspect of luggage has=was not obvious in your lesson. O.K.
OT2: One__ Oshoffa said 'many'. I said 'no, rather a lot of '.
S1: You even said many luggages.
T4: At the time he corrected himself.
S1: Yes. I'm not blaming you for that. It can happen to everybody.
And then for suitcase you said / / that's / / .
T4: eenhen! he said . Erm_ _
S3: (as a joke about the pronunciation quarrel to release the perceptible tension) a suitcase must be a sweet case
T4: (unaware of the joke and its purpose). No no no he said a / instead of / .
OT2: Yes the word is / / / .
S1: Erm_ What do you call that thing, when you go to the airport and you put your, what do you call it____ your suitcase or to see how many kilos it____
T4: / / / .
SI: No it / /
T4: / / / .
SI: Then that's the / / machine. You, you pronounced it in a very awkward way and next time when you go to the classroom= may be you don't don't tell your students=you can do it; "last time I made a mistake" or it depends on your= how cofident you feel__ and you give them the right pronunciation for these words. that's : weigh / /
to weigh / / the weight / / . my weight / / is 90 kilos for instance. I weigh / / 90 kilos; the weighing / / .
OT2: yes yes. We have a pronunciation stage. For instance when we already (...) we didn't do it today. After that erm_ there is memorisation
S1: Anyway that is possible.
OT2: At that level I think I can, I can tell them to~/~
S1: Why not?
OT2: what are the words already?
S1: erm_ suitcase, to weigh, the weighing machine. I'm almost through
that, sorry. (to S3 who had perhaps made a gesture of impatience)
S3: No no no , it's= there's no need= let's go on as long as____
S1: For certificate , I'm not implying that I will not make those mistakes myself, but as long as you and me we talk together, even if we put the accent at the wrong place it does not hinder communication between you and me.
OT2: Yes I think that's right.
S1: Yes, but when we are teaching students we are supposed to teach them the 'right ' inverted commas pronunciation. The same thing is true of steward / / . I think it comes from stew (he switched to French=qui veut dire ragout quelque chose de ce genre) / / .
OT2: eenhen / / .
S1: yes
OT2: / /
SI: before you said / / eenhen / / .
T4: He has Frenchized it
OT2: Well how about stewardess / / / . do I pronounce it well?
S1: Yes they are the same words with stew, steward. Then= what=and then you must have noticed that when you started, when you read aloud and you put some questions to the students many of them didn't
participate. I was wondering —/
T4: Yes yes yes it's still working (checking the tape probably on
S3's request)
OT2: Because I think they haven't grasped the—/
Sl: meaning.
OT2: the meaning
Sl: When you take for instance *Jeune Afrique* (a political periodical
on Africa) and you want to read an article, do you read it aloud?
OT2: No silently.
Sl: Just silently. I think the text was not too long for secondes. But
I believe that one way of doing *erm* things as far as reading is
concerned is that you should have made them read silently allow them
some minutes to read silently.
OT2: You mean before I read?
Sl: Yes before you read or you may not read at all. Yes.
OT2: Aha!
S1: Why do you read aloud? We read aloud to, to —/
S3: Here you are (handing an evaluation form to OT2).
Sl: Questionnaire (reacting to S3's gesture)
S3: No no no, the one—/
OT2: Ah! the one I was suposed to fill.
S3: and you haven't.
OT2: Oh! I see.
Sl: (coming back to his comment). It is important to bear in mind
that we read aloud most of the time for two objectives: the first one
is to test reading comprehension, which means that you want to see
what your students can understand something only from hearing it,
by hearing it.

The other, the other second objective which is also important is= you
want them to have the right pronunciation of word, right intonation;
and for these you, you need to be very clear what you want them to
read for; because what happens most of the time when you ask them to
read that way is that you are not sure that the student who is
reading after you, reading after you have set the model that the
student is reading in the correct way. He will be making a lot of
mistakes.

OT2: That is.
Sl: He does not understand and those who are in the class do not
understand either. So it is a waste of time. If your objective is
comprehension, if your objective is comprehension*** so I believe
that next time try to do this and see the result. If you have= when
you reach section 3 of lesson 3 do the reading silently and you will
see the results for yourself. I'm sure that they will understand
things better. And you noticed yourself; you told them at the end
that their reading were very bad because they never practice at home.
you can practice reading with them (end of tape but comment continued
as follows... by choosing a short passage for intensive pronunciation
and intonation practice through reading aloud but not using the whole
text.).
Transcript No 3: a sample of Experimental group teachers' Microteaching feedback session
Lesson Unit 4 lesson 3: classification of animals,
Focus: vocabulary and pair/group work
School: CEMG d'application Porto-Novo
Teacher: Agoundo Victoria for group I
Date 18 February 1988
Participants: 1- Trainers: -Raoufou Afagnon (S4), Joseph Akoha (S3).
2- Teachers: Victoria Agoundo (OT3), Francis Kumah (T5),
Benjamen Singbo (T6), Flavien Glidja (T7),
Sylvain Agossou (T8), Charles Bangbola (T9),
Vincent Keteh (T10), Noel Gankpé (T11),
Emmanuel Seworh (T12) Clement Agossa (T13),
Moussa Boyo (T14) François Sounnouvou (T15)
Unidentified voice (U.V)
Chair: Noel Gankpé
Symbols: --- rephrasing or changing direction of utterance
_____ hesitation generally marked by the lengthening of last
sylable or non verbal hesitation or gap to allow turn
taking
-/- interruptions
(...) inaudible on the tape or not deciphered
x overlap of talk

(Teachers had viewed part of the first group's microteaching and the
chair had asked the teacher who gave the lesson for her group to react.
The routine introduction referred to in transcripts No 1 and 2 was not
necessary as teachers in the experimental group were well aware of the
procedures and the underlying principles at this stage of a second
residential seminar)

1 OT3: I think that I used some of the methods, I mean the methods of
illustration, definition, semantic definition. I don't have yet
3 too much to say. But I will ask the colleagues to___ or I let them
the floor___
5 T11: Joseph, I would like you to tell us what was the assignment.
S3: "Plan and teach a vocabulary lesson on lesson three:
7 classification of animals, using visuals, semantic field activity
definition and word formation. (chair gave the floor to F.K by
9 looking at him)"
T5: On the positive side I should congratulate the comrade for
11 the use of illustrations which were clear, and precise to the
point.-/
13 S3: And a great drawer too! I didn't know her for that.
T5: It was fine; the students could identify the object from the
drawing. That means the drawings were clear and illustrative
enough___.-/
17 S3: To avoid repeating points which have already been said, can I
add that the only thing that was missing to the point was that she
should=not she=the group should have actually insisted on the need to
write the object that is being drawn on, on the board. You write ant,
you know, you draw ant, you have an arrow and you write an ant
(demonstrating on the board).
21 OT3: Instead of sentences?
S3: No, that's something else again. But generally when you draw something, behind it we should put the identification so that they really know what it is after the class. In the class they know. But, now, as there is nothing saying what is the object, it's not good, it should have been done.

T5: On the other side I think that the use of the words omnivore, herbivore and so on, lend themselves to the method of word formation, which could have been exploited. The word were of such nature that they lend themselves to the methodology of word formation. That opportunity has been lost.

S3: How could she have done it? Anybody in the group, not necessarily the person who did the lesson.

T13: All right. While we were preparing the lesson we asked her, well, we mentioned this technique to her but she forgot. It doesn't matter. Yeah! Well, if we use to teach herbivore, insectivore, and omnivore is that of word formation; in other words, we have for instance if we looked at the dictionary and we found that in herbivore for instance we have the root 'herb'; and 'vore' comes from the verb 'vorare' in Latin. Then 'vorare' means to eat. Now, it is in the same frame of mind that we may ask our students to find the noun for the, the, the animal which eats insects, which is insectivore. And then omnivore. Now, we have another, another word to teach, which was 'diet'. The method that we would like to use was that of synonym because we found that we were speaking of food. Now, and it is not useless to say that plants and meat are included in the diet of human beings.

S3: Yes. Any other suggestions for teaching that particular points? It's not, it's not for the group members necessarily. It's for all of us. to think and how could we have taught this?

T6: I think that using word formation could help them to think.

S3: Yes. We did that. But how, how, how?

T6: Yes, that is what I'm going to say for example he said that the word 'vore' comes from the latin 'vorare'. So when you write the word herbivore on the blackboard, you put some brackets (herbi(vore)) and you say that the 'vore' means 'eat'. So you can use an arrow, before the noun which comes before 'vore' Herb... herbivore. The same procedure goes for insectivore so vorare (....) becomes an animal which eats insects. And carnivore animal which eats meat. This technique of using, using arrows to say that these animals which eat herbs, insects...
I who was timing the presentation).
T1: One minute.
S3: O.K. It's alright. Suppose three minutes are gone. "Now you get into threes, please". And I have already had a way of forming my group. For instance or very quickly "you two" (looking in the direction of two teachers). As somebody said (...) (but to the effect of indicating that this was not the best way of forming groups) or just say:"get into threes as you are" (there were three pupils on each bench of the school where the microteaching took place and the teachers were also sitting by threes for the feedback session). Or you change place to some of them by purpose; it may take to do that= it my take some minutes to do that but no more than two.
"In threes try to list the words in 'vores'. One minute". Because they would have already known that. Before that you have already asked them (...), while reading, and to give them a focus for the reading; and I've already insisted on the need to have prequestions for the reading so that pupils concentrate on something in particular which they are looking out for in the reading. So that is for the reading.

The reading has=doesn't=is individual. If they've got the books there is no need for them to get into groups. If they haven' got the books, they may need to, to see somebody who has got the book and read with them. Now, together they find out those 'vores' and they list all of them. "which group wants to give this list?" One one on the blackboard, some one to read and someone to correct the mistakes in their writing themselves. You( the teacher) don't have to bother anymore. They write. "any group disagree with the listing? No? O.K. So, these are correct." So how can you revisi(...) this? Now.I'm providing students' ideas. Herbivores, insectivores, etc. "O.K. vores in English stands for "which eats" and= so carnivore, animals which eats= what is 'carne'? U.V: 'chair' (French translation)
S3: 'Meat'. If they don't know, right.
U.V: Carne, carne.
S3: But the problem is "don't teach them what they already know. See what I mean, don't teach what they already know. It is, erm____ as she=as Victoria was saying, it is part and parcel of the old methodology. You come to the classroom and you think that students know nothing and you teach everything. If they already know don't teach. It's not necessary. And don't, don't= it's not necessary to make them make sentences. All the sentences without exception were not at all helpful in ____ understanding the words. It's not, it's another sentences. It's the students' sentences. " Animals usually live in the forest". It is a half truth.¬/
U.V. Yes, some animals live in the home.
S3:. yes,true; because they are so many animals living in, in= at home, even if the majority we call wild animals =we can also use the opportunity to, to teach the categories wild animals and domestic animals.you, see? those animals which, which live in the forest are wild animals; those living= now, you build a semantic field activity around that. It is possible_. So, that is a possibility of using pair/group work to get them to do the work themselves, because I don't think that they, they were really in a need for a lengthy
I explanation. That is a possibility, but there may be other possibilities hein?

T14 Erm-I think that when you gave us these words to teach I think that it is easy if we can apply the methods erm-the different strategies we saw this morning.

S3: Yes, but, but, but what I've done is one of the tactics isn't it? I used word formation. But what we did—Even the definition for instance, if you say erm-"carnivores are animals which eat meat", if the sentences on the blackboard were something like that, it, it may have been more helpful for the students. Wouldn't it? See what I mean? So that are clear uses of definition.

And another way of using definition for group work, we could have erm-put a list of all the words to teach and jumble up definitions on one side which may be 1, 2, 3, 4, a b, c, d. And now, they have to find which goes with which. So that is a pedagogical application of definition, of the use of definition. That was what, a bit what was partially missing which we should have added to the lecture this morning. It was a theory of the thing. But, for the practical pedagogy, we must find sort of, erm—a bit—intermediary, in other words a teacher theory into pedagogy if you see what I mean. So, so that’s a possibility. So thank you very very much for the erm—the opportunity which was given to, to come back to some of the misgivings of what we did this morning. It was all our fault really; because we were not, we were—we have= I have insisted on theory with erm—the friend, and I have not really thought for instance about the pedagogical side. So for instance, for this exercise they could have done it: the way to do that, you put them into pairs and they work out the answers guessing from the text.

T6: I want to ask you something. When ou want to illustrate, erm-if the word carnivore= he illustrated by showing them a meat. I think that showing meat to, to these students, according to me is a waste of time because of their level.

S3: For me, in principle it isn't. If they know= if they don't know meat you may well show them the meat. But the whole question is. "Don't they know meat?" That is the whole question. You see what I mean?. If they already know meat the long introduction to carnivores could have, could have been shortened. You see what I mean? But the principle of, of bringing visuals in the classroom, or showing them the real thing to the students is a very good thing to do. But the only thing as I was saying, there is no hard and fast truths about methodology. There are alternatives, and there are possibilities to be exploited according to the level at which you are operating. So that is what I think should be an answer to your question. Any other contribution on this lesson?

T11: I just want to say that she pronounced leopard / instead of / and for the second one it is gecko /

S3: A / I was very embarrassed. I thought that if we did correct that in the class it may be embarrassing— I didn't = I should ask—

T9: This one was your, your—

S3: My problem.
T9: Yes. Your mistake this morning; because while giving the assignment you said / /.

S3: Eenhein!. But later on I think some one the, the, the (...) (to the effect of someone gave J.A the right pronunciation). So it is / /, that is / /, So when I was shown I didn't know what to= how to react. Yes continue (looking at T11)

T11: When they are using the article the -/-

S4: Please maybe, before you carry on with your comments, I just would like to put a word in a hedging way in relation to this whole question of pronunciation. I personally have the feeling that we need to be very careful because we are now, erm____ working=doing the pioneering work on the new language teaching, well, in the possibility of applying the new language method, the new language teaching approach, And as far as the language teaching, well, the communicative language teaching approach is concerned, erm____ I've read somewhere that erm____ in connection with this new approach the problem of pronunciation should be, erm____ less stressed than other things.

Pronunciation at this level, as far as this new language teaching approach is concerned, erm____ should____ be a lesser preoccupation in particular, what should be of paramount erm____ erm____ = what should get paramount focus should be the problem of meaning, and I think that through the presentation of the colleague, the meaning of that erm____ gecko was actually got by pupils. So what is actually required is a comprehensible pronunciation. Native like pronunciation is not so much required. That was what we used to have, with audio lingual erm____ approach to language teaching. So I think that we have to be very careful. We are non native speakers; and I personally, I'm feeling very happy with the the new language teaching method we are using, which actually erm____ lessens the stress, the focus, the emphasis on the problem of pronunciation. U.V: yes.

S4: Pronunciation should [not) be a preoccupation. As far as it appears comprehensible it should be accepted. So that's the point I wanted to make.

S3: I, I, sorry! (looking at some one who was making a bid to speak)

S4: Sorry for interrupting you.

S3: I agree with him entirely. But I do have erm____

S4: A reservation

S3: To state. no, not. I have no reservation. But I have to say that it is a question of who we are talking to, who we are addressing our questions to, not to the students; the students could= could have bad pronunciation; as long as they are understandable it is good. But we, we are now fighting for excellence. You see what I mean? So as teachers, if it is understood that we are working together as a body where there are differences and there are similarities, if we agree that we can use this unique opportunity to get ourselves right on a number of things, I think we should not let the opportunity go. See what I mean? Because teachers are the only model, the only source of comprehensible input, the students have got, so the better they are at their own language, the better it is for the students. But we should not, as he was saying, and I agree with him entirely, we should not take that as a cardinal sin, a cardinal sin to
mispronounce a word. This is not = there is no problem with that.
that is not a problem. Everybody speaks as he can, provided he is
understood.
T5: I, I personally think that, as he has just said, we are
pioneers, as far as the experience is concerned, I think that we
should do everything possible to avoid these mistakes; because, what
happens is that when you pronounce gecko / / and suppose that
the teacher of the class has done the lesson and he used / /, that
is a contradiction. For example the word tsetse fly / / for
example. Some people = even some people say / / some people say
/ / and this create a confusion; and I= as far as we are
concerned, we are not going to say that we are not native speakers of
the language, we should pay attention to the pronunciation; that is
why the teacher need= when we were here last time and we were
planning for next, = for this time, we used dictionaries so that we
are sure of what we are saying. I think that we should put the
emphasis on it. T11: That's all?
T5: Yes that is all.
T11: Erm____ excuse me I don't agree with the friend(looking at the
first speaker in favour of less emphasis on pronunciation). O.K.
We can accept bad pronunciation from our pupils. When we are
teaching, particularly new words to them, we must not teach bad
pronunciation. But if they are reading and they mispronounce, we can
correct them, but they are expecting everything from us. So we should
be careful not to teach bad pronunciation for new words.
S3: Can, can I, erm____ if I am permitted, correct you then and say
that we say to teach / /, not to / /
(laughter)
T11: Yes
S3: That, that is just one point in line with your, your objection.
So I think that, to sum up, we should encourage students'
communication even if their pronunciation is not as erm____ we should
like it to be. We should try as teachers to improve ourselves. But we
should'nt actually erm____ feel guilty about bad
pronunciation if it happens as we are (among teachers). But we should
be erm____ enterprising enough to make sure that most of the new
words or the most important words we are pronouncing are checked in
the dictionary before we go to the classroom, so that we don't as I
did, transfer our incompetence in pronouncing a word to teachers and
to students in the end. So I agree. mea culpa. I should be able to
check things more correctly later on. Fine! let's go on then any
other comments? Fine, now, one possibility, one possibility. I'm
just____ --/
S4: I, can I make a request before that?
T11:. Yes if it has____ X
S3: ... One possibility. If there is no question on this, on group
one's lesson I should____ (reacting at last on the bid for turn
already granted by the chair in spite of S3' concern ). On the
lesson, on the lesson, on this particular lesson taught by the first
group? Do you have anything on that?
S4: : Yes.
S3: Go on then.
S4: : I have one or two other things to say. er____ well, my worry
concerns the problem of language awareness, because first of all I
believe that when we, when we come to our class and we have something to pass on to our learners, I personally believe that we should be very careful, with what we have to offer. Once again, I'm referring to the comprehensibility of the input. Yes we should pay very much attention to the forms of the lexis, the form of the structure that we are using; otherwise we might create a confusion sometimes in the mind of our students. There are some very little things which came out of the presentation of our colleague, and I believe that the mistakes I'm going to point out, are certainly, well, they certainly result from the constraints of time, and all the other things, but I'm going to make them, knowing the reality of these conditions in which the work was actually done.

First, I have a problem with the question on the dogs don't eat each other; I was not very happy with the use of the definite article there, because the teacher was actually referring to dogs in general. And so I think that the definite article was to be avoided. Yes. And then when talking about the hen and birds, laying eggs, she didn't bring out the plural form of the word; the hen lays egg // the birds lay //. I don't know whether it is a particular habit for these birds to lay just one egg. (general laughter). I was a bit embarrassed.

S3: Can I jump in here to make the whole thing as a general view of that aspect. I think there has been a problem with the pronunciation of 's'. So I would like all of us to go back to this. With plosives such as p, and some others, some others such as k and t. I think t is a plosive; of course t is a plosive. With p, k, t, and g, we generally have 's' of this kind (writing and pronouncing) s, s, s. But sometimes we can have z boys / and some others we pronounce like / / these are dentals like d, and also n, and, and____ let us just say that: nations / / lions / / erm__ birds / / So it is important for all of us. I'm not speaking of Victoria alone, who did the lesson, myself I really have some real problems with these things, so it is not, it is never useless when you have time, to go through your grammar books and see how we pronounce these things, and please make it clear in your minds when you are talking to students. Sometimes we are a bit lazy in our ways of, of saying things, and that was particularly noticed in one of the lessons. We just try to fall down in the last syllables which is not good. So you were right.

As far as the grammar is concerned I'm not so worried, because I am sure that these are things that they know, or that the group knows, that she knows, and that normally if it were not so hectic--

U.V: yes

S3: ... and if they have not been because I really was, I was, I was pressing--

U.V they were pressurized

S3: I was rushing her out of the room. So I did understand this small things. O.K.

T5: Just a word; not on the representative of the group's performance.
I've noticed that the tendency of = excuse me to say = francophone countries, = their endings don't normally come out. It is a generalisation. There can be exceptions, but it is a generalisation; some of our friends may tend to disagree with me.

S3: And to make things short =/= Verbs, nouns, they are = their endings don't come out and this is a big difference between French and English.

S3: Are you criticizing our friend =

T5: Who's that?

S3: My friend Ben for saying two meter =/ Now, sorry, I'm going to suggest something (...). Can we conclude, can you allow me to conclude this part and we go and have something to eat and we = because it is time for eating (in reaction to gestures of opposition to the suggestions)

U.V: Let us continue.

S3: Ah! Sorry there are two problems. The others (i.e. the kitchen staff of the college) are not there for us. They have a certain time to go back home. So I, I

T1: I want to ask a question.

S3: Can you hold on until we come back, but don't forget. I'm sorry.

T1: It is a very simple one if you want we = /

S3: O.K. We can take it.

T1: He said that we use animals here in general terms. So we consider many of them; in that case saying that dogs don't eat each other is not correct. We must say one another.

S3: O.K. That's good. Now I will keep the vigil while you're eating, and I would like somebody to gulp it down quickly, come and replace me and I will come and eat; at the end of the the = when we all finish we'll come back

........... (unrecorded beginning about pair/group work on the same lesson)

T5: The physical nature of our desks make forming groups clumsy; so that err when we tell the girls to turn and face, it is difficult, for them to physically do that. I brought this point because in the video you see that the video was almost going to catch the underparts of one girl. (laughter). If you like when you are in your class you observe it some time; the girls are forced to roll this part like that (gesture with hips and hands on the tights) (laughter) Is it really = not embarrassing? = And more than that there is (...) Let us say our tables are not adapted for that.

U.V yes.

S3: First solution. If you turn the table = you move the table around, and move pupils around so that they don't have to be in an awkward position. Students, or girls = students whether boys or girls should be in a normal position.

Second possibility: don't ask them to turn. Do some of the things I suggested, I know that you (...') (but to the effect of joking about teachers copying S3's suggestions and cheating) Use your own. (laughter). You can use 'you, you,' which I don't contest. But it is a question of knowing the instructional value of the, of the, of, of any tactics. When you say 'you come here, you come here, you go there, ' how instructive is it? And in the new methods, even
some of these gimmicks, it may be considered as the least threatening for students.

So it is possible to, sort of, find some truths in some of the things we were trying to say in this that they are part of an activity of the sort which lead to conversation and discussion. We may also have voice less group formation exercises. Voiceless you see what I mean? I'm joking; that's silent, silent (general laughter. Kumah knows what I'm talking about it. (laughter)

So, we should=we can also try in next session= or I should try tomorrow, to put some of these things, not in theory, but in my own teaching, so you will see if they can work or not. There can be things, where you don't have to talk but where you wouldn't have to say you come here, you there. It is not bad to say you come here, and do=and organise. But it is one way among others, and it is one of the ways, whose instructive value per se may be questioned. __

U.V: The teacher has talked more than the students.

S3: Yes. It, it was quite long. (...) (but referring to actual time spent (12mn)). It was a lot, a lot of teacher talk. So in tomorrow's lesson, should we try to think and be aware of how you are talking in comparison with students?. This might be improved. One other thing: don't feel it necessary to repeat the students if what they said is right. Because there is this habit of teachers, thinking that it is necessary that they have their own 'signature' on, on any utterance in the classroom before it is said. You see? It is sometimes time consuming and increases teacher talk. One general conclusion to that problem is that, sorry I think that we can take that point when she is there. So we move on.

S4: Before we move on, to group two. I have something very small to mention. Very quickly it is related to the graphic way of the presentation of today's lexical items. (...) I must say that even before coming to the seminar erm__ through my own experience of class observation, I must say that very many students are most of the time not very much concerned with how to present the items on words. Sometimes they use capital letters, some times minor letters. But I find such things personally very confusing, because you see, one =as far as I know, there are certain words which are always written with minor letters and some others with capital letters. So when the teacher choses to write some times with capital letters and sometimes with minor letters, I'm wondering when the time comes to deal with certain words like Christmas which is always written with capital letters, how could he manage to point out the difference? erm__ I must say that our colleague was taking, was telling the words which were on the board in a very informal way, so much so that the whole thing was somewhat confusing. I think that we have to take that part of the word a bit more seriously. I don't know what others think of the remark.

T5: (...) (but it was a corroboration of the point).

T11: Thank you very much. So we are moving on to group two.
Transcript No 4: an experimental group teacher class observation feedback

Lesson: Unit 6 lesson 5
focus: reporting, comparing times, time markers and tenses.
Date: May 1983
school: CEMG Savalou
Teacher: Moussa Boyo
Participants: 1- Trainers: - Adrian Sewell S2
- Joseph Akoha S3
2- Teachers: two other teachers in the school a man (TM) and a woman (TW) and the observed teacher OT
Observer: deputy headteacher DH

Symbols:
- rephrasing or changing direction of utterance.
- hesitation generally marked by the lengthening of last syllable or non verbal hesitation or gap to allow turn taking.
-/- interruptions
[...]
\# inaudible on the tape or not deciphered.
X overlap of talk

OT4: My lesson today is the summary of unit 6 and in this unit I have to talk about time, descriptions___
S3: unhun
OT4: activities, what people do at such and such moments, description of their actions X
(The headmaster came in to encourage us and to have an idea of duration and made some reference to lunch and everybody laughed).
OT4: So that was what I tried to do but erm I think that you are welcome to tell me how far I did, if I did wrong or good. I am ready for your critics.

1 TM: the first thing is to say how you appreciate your own lesson.
OT4: Personally I won’t say that I failed. I think that the message I want to convey has passed.
S3: Why did you say you failed or I didn’t hear very well?
5 OT4: Pardon?
S3: Why did you say you failed?
7 OT4: No I didn’t say that= I won’t say that I failed.
TM: he said he won’t say that he failed.
9 S3: ahah, You won’t I didn’t hear very well. O.K.
OT4: I won’t say that I failed. The pupils had understood the exercises.
1 TM: May I ask my friend here, to say something about the lesson if he’s got...
3 TM: Generally speaking this lesson was well done. The only thing I want to add is the formation of the groups. Some small pieces of paper were sent around to pupils= I think that to make things simpler for the pupils and then to save time to say that all those with As get up. Now then they would know themselves easier and faster. Then they can form the groups easier. Here in this case they were looking just confused going up down and their voices were[...][...](to the effect of being noisy).
S3: and asking for As and Bs (laughter from participants)
TM: So it would have been easier if (gesture) “all the As stand up! OK. In the group there (gesture showing an imaginary group). All Bs all Cs.
I think in so doing you save time.___
S3: Finished?
TA: Yes. That's all.

(Deputy head teacher came in and was invited to participate if he wishes).

S3: (Looking in TW's direction). Do you (giving turn to TW).

TW: (laughing) I don't think so because I was taping some thing I have never done before I was concentrating (laughed and others joined in).

S2: Now you know why I got you to do it. Because if you're filming it's very hard to give an opinion afterwards. Because you stand = all your attention is on getting the thing right.

S3: Perhaps if you (looking at S2's direction)

S2: That's me? sure.erm Can I have the book open to remind me. We started with this example on on the blackboard. Am I right? While Victor is going to the teacher Charlemagne and Brice are going out.-/

S3: Yea yea I think they should be able to go home now! (speaking to the prefect who brought the students' completed tests and wanted to know if he should let them go home). O.K. Thank you very much. erm tell them that I should send them the questionnaire to fill in about the whole experimentation in the year. (Then realising that the prefect's English may not help his understanding of the message took it again in French) Je vais leur envoyer un questionnaire pour qu'il me disent leur opinion sur tout le travail qu'on a fait cette année et quelques renseignements personnels.

S2: So I think that you asked students to put that into the past. Is that right? So "is going" became "went" and "are going" became "went". Is that right? and then it was suggested that you could also say was going for went and were going. It seems that there is a difference between those and I wonder whether your students were clear about that. Didn't they feel that they were the same in your explanation. If you're merely putting the present continuous into the past for me the obvious thing is to put it in the -/

TW: ¥ Past continuous

S1: ...past continuous; and when you put it in the past simple the meaning is slightly different you are not stressing the continuity of the action. You're saying one "action" took place and then another "action" took place. Whereas when you're using the past continuous you suggest that one took quite a long time and simultaneously another took quite a long time. And may be it's too much for one class; but over a period of time I think your students should see the difference between while with a simple present or a simple past which is quick. Yea? Now may be this is too much to cover in this class. But it did seem to me to suggest that there is no difference and there is a difference. You went on to do the group work. You organised it by going around the class giving students pieces of paper and then you got the students to find out which group they were in. I think there is nothing wrong with that but it does take rather a long
time. Perhaps one way would be to get the students to come out in front of the class. If you have a hat with all these bits of paper. Erm or get another students to distribute the bits of paper. The time spent in students asking each other to find out which groups they were in is not necessarily a bad thing because they have to ask questions so, if the teacher just says all As stand up it's quicker but at the same time th students have to do nothing else than understand instructions/-
(by unidentified voice and inaudible because X) While if it was all mixed up like it was with you there is a possibility that students will have to ask: "are you A? I'm A. Where are the Bs?" and use a little bit of English and understand. So potentially the way you did it could increase students' participation. But if you want to reduce your own participation you can get your students to come out to the front and get the pieces of paper. I know it probably seems like a lack of control. But it should only lasts for two minutes. And if you're going to get your students to move from their seats to group and to regroup there's always going to be a little bit of confusion. It does not have to last very long. Because even if you're very controlled and say all As stand up and sit down over here, you're going to find inevitably, with a big class, that there is not always enough space for them to sit down without you moving pupils around. So there is always a little bit of confusion with a big class.

Erm I thought that the group work went well. I don't think that your instructions were very clear at the beginning. Erm and although the group work went well I was not very happy with it at the end when you get one person from each group up onto the blackboard. The reason why I'm not happy with that is that there were times when it went rather slowly and many of the students were beginning to chat, not even I think in English or certainly not about the exercise itself. That part of the lesson went rather slowly. I don't know what would be the best way to overcome this. If you decide that you want different groups to do different exercises, that's fair enough. But I think you might towards the end get students out to the front of the class and divide the class into the number of exercises or rather the number of groups say have one person from each group writing the answers on the backboards simultaneously while you give a specific task to all the other people in the class like "do you agree with the exercises on the board" so that they are checking while the other students are writing. So they have something to do. When that's been written then you can have the participation of all the class by pointing to one exercise and encouraging them to say "is it right or is it wrong?". And that will have a bit more of pace. Did you understand what I've said? It goes a bit faster and the students would be a bit more involved.

Looking at some of the things I've written down. For example for exercise A I am not sure that the pronunciation of clothes () was right. I heard cloth ( ). And then you let no-article go, for a while/-
DT4: Yes.
S2 you allowed is it Ebere? wash clothes while Nnenna and Okeme soaked beans. It seems to me that afterwards you decide it was better to put his clothes. But I think it would be interesting either to tell your students or try to get them to think why it's better to have an article or his before clothes and not before beans because if you think about it probably if they are selling beans they are sort of selling beans as a job. Those beans are not their beans they are beans they sell in the
market. Whereas if you wash clothes you’re probably, in this case, not a washerwoman, but you’re washing the clothes of yourself or of your family. So there is a reason for it to be the clothes or his clothes or her clothes so I—that would be a useful thing to draw your students attention to.

Erm—then in number 3 of the exercise A I’m not sure if the mistakes were corrected. And when you have things on the blackboard it’s an opportunity either to correct things yourself or to get your students to correct. For example, I think I’ve copied them down, “At two o’clock my grandmother cooked rice to her children while my friend and my grand mother discussed about my future. So I would have liked somebody to correct cooked rice for her children, grandmother”, one word as in the book, and ‘discussed’ with two Ses.

OT: I did.

SL: You did. That must have been when I went out. I’m sorry.

TW: (…) (but to the effect of confirming that the mistakes were corrected as S2 replied by looking in his neighbour’s notes and apologising once again) before resuming his concluding remarks

SL: So, my feeling about the lesson is that you’ve certainly planned it conscientiously, your group work made your students do a lot of participating: so it was not all dominated by you. My own only criticism perhaps is that the feedback of the group work seemed rather slow.

So there were times when the students were not fully occupied at that stage. But otherwise I think you did a conscientious class and certainly you were using all sorts of techniques that, a few months ago were very rare, in Benin.

(approving knods, smiles and laughter from other participants who were all Beninise unlike SL who was English).

SL: X and now you’re using them. You’re using them more or less effectively, so congratulation. (looking in S2’s direction).

S2: Right. I think I’ll try to be very quick. As there has been = I should very quickly say= back him up in some of the, of the ideas and be a bit specific in some cases. Erm—I have had the impression that you—there was some sort of tension in the classroom, which eased up when the class was in progress. So pupils were more relaxed. and yourself= you have been relaxed all the time. That’s a very good thing.

Erm the whole lesson evidenced a sort of awareness of the the “new methodology” in terms of the way you tackled the lesson and= by the way it was a revision lesson these lesson lives. So that was understandable there were not many difficult words to explain and you tackled it quite well.

But there are cases when I felt that things could have been done better but just differently either to sort of save time or to increase student participation. I would’ve come back to what was said about the group formation. Contrary to what you said it was not so bad to have them find out who their partners were as he said it. But it could have been set up more clearly by putting on the blackboard the sort of language they need unless you have already familiarised them with this kind of exercise as I suspect you have. That means for instance “where are the As? Who has got B? or can I, I’m looking for or something like that. So you have these things on the blackboard as a sort of prompts to help them find their partners. This is very important and sometimes in organising.
in classroom management there are these sorts of interaction words that you may wish to teach them to pre-teach them. You see what I mean?

Erm the other point is that I was not quite happy with the way you corrected the exercises. I'm not coming back to what he said (looking in S2's direction) but another point. It would be quite important to sort of = you didn't use your division of the groups. You asked two or three groups to do the same exercise. But at the feedback phase you didn't use the opportunity for interaction that was built that was potentially built into your setting up of the exercises. That means you could have as he said (looking at S2) asked some groups to write their answers on the blackboard while the others check and agree or disagree or give their tense and correct; That that would have been more lively and pupils would have been less bored about the whole pace of that phase which was as he said a bit slow.

Can I in addition to that still on this point, say that you did correct the cooked for her, discussed, washed his clothes these things, but it might it might have been better if you sort of "use" students to think about it and discussed the answers or the correctness of the sentences before you come in if necessary. These are things we should pay attention to. Erm last but not least you asked them "do exercise A" "do exercise B" but you gave one sentence on the blackboard with some possibilities. It was not quite sure who is following which model. Who is following while I was = continuous form and who is following the simple form. You see? You might have been, your instruction might have been clearer if you have indicated clearly for each group who is doing what and how. Of course you could say that the model they would have to follow is in the book. but you didn't ask them to read the model and work on that model. So this counterargument could have also been destroyed because you didn't ask them to do it= to look because even if things seem quite evident you should always ask and if possible have it as a visual support on the blackboard. That was what I did when I was giving the exercises. I gave two or three titles and then I circled one on the blackboard. So they can refer back to that if there was any confusion (speaking about the setting up of the post-test for pupils just before the feedback session). These are things you might want to take into account for your class.

But as whole I was not disappointed at all about the lesson. It has been quite interesting and lively and you were at ease you were showing that more than for the first time you had a mastery of the class, in terms of the language, in terms of the setting up of the exercises and may be also in terms of the improvement of your own English. That was good. But I still think that Adrian has something to say about that part which he didn't say and I should give him the floor.

S2: Well, about which part?

S3: About the language aspect. erm perhaps to encourage him to use some of the facilities that are available. 

S2: Ah! I haven't written down all your mistakes. But certainly you must feel in some way that you're a bit far away from centres of English.

To practice your English here= what do you do to improve your English? (a rhetoric question not a real one but OT answered).

OT4: Usually I read some books.

S2: Oh, that's already something because I think unless you practice
outside of your lessons your English gets worse.
(approving murmurs from participants. You pick up mistakes from your
students, that repeatedly year by year your English would get worse and
worse. So if you can= I know you’re busy people, but if you can listen to
the REC, if you can try and read books in English and speak outside the
class it would be helpful.
S3: To finish it up, erm is it possible or it may be possible__erm I
forgot that but I wrote it. it might have been better if somebody for the
groups is dictating while another is writing. So it makes the whole thing
a bit= the other part of the class more involved than what happens when
the student has to read himself and write on the blackboard. These are
things that may happen.(meaning these are alternatives that can be used.
Erm I think I wanted to ask you to interest the staff, both in
second cycle and in premier cycle to the sort of things we’ve been
doing for the whole year. ‘ve noticed that some of you did, in the second
cycle come sometimes to see whit’s happening. But I don’t know how much
you share these ideas together so that there is as little difference in
terms of how you tackle your lessons, your classes as possible, erm__
allowing for differences in personalities, in mood, in language mastery
and in sort of background culture, that = there is nothing we can do about
that. But if you can share your experiences and not just keep to yourself
or think that what is being done is something that can’t work. Try
it out and see if it can or can’t. There is= as you’ve seen we have not
erm= there has not been a “methodology” a sort of “methodologie en vigueur”
that is being given out. There are possibilities, variety of actions.
He (looking at S2 and T4) suggested something. I suggested something. But
the whole thing, the basic principle is to make students take part
and take responsibility for their own learning. And as much as we can we
should sort of set up conditions for these sorts of interaction between
students which have been proved to be more productive than the tell-
listen-teach-and- receive cycle we’ve been used to. That’s what I can
say. So increase your cooperation and work as much as possible as a team
and not as individual teachers each one isolated in his (her) class.

I would like to ask if the fact of making pupils from each group write
the answers isn’t it= I personally think that it is a waste of time. And
as he has done it is= it does not permit us to have a lot of groups’
answers. Then what I prefer is just to make them read= make each member
of =one member of each group read the answer and then the others can
listen and give their opinions about it, saying no we are not ___ what
we pronounce is this and all the groups have a chance to say= to give
their answers.
S3: Yes we’re not saying/-
T4: No when writing
S3: X You were against the erm____ against the written part of the whole
thing. I mean you would like it to be oral, completely oral-/-.
T4: Oral. And then when we finish, when we have the final answer now,
when we finish correcting now some - pupils can do = can write it.
S3: It is a way.erm____ why not? that’s quite possible. But there are
things that might be lost ___
T4: umhum
S3: if you =it is always better
T4: umhum
S3: X to have something under your eyes.
T4: Umhum
S3: to correct. Sometimes if you do have to write it in the end it might be better to have something written for pupils to discuss about.

S3: Yea, because it is not easy to remember.

S3: very long sentences like these ones about three or four lines orally, but I see your point. I don't know how you feel about that. (looking at Sl and TM).

S2: I think if it was done purely orally erm

S3: eenhen

S2: as she was suggesting and do the writing at the very end

S3: umaum

S2: you would miss interesting points like "discuss" and "grandmother" wouldn't you orally.

S3: umhum

S2: X because if you break the class up by getting little TW: umhum umhum

S2: writing exercises I think there's more chance that they will be more actively involved.

TW: I see.

OT4: I have one question. Euh about the groups erm the groups.

S3: groeps A is writing as B is writing as C is writing.

S2: Or it could be more than that if more than one group is doing A, because then there would be a chance to compare the two versions.

OT4: But the problem is that the rest of the class I mean those who, they will concentrate erm

TW: umm umh

OT4: ideas only on the

TW: X their groups only

OT4: Yes.

S3: Yes that is what he said

S2: X yes/

S3: First of all we are not saying that this is the methodology. This this is erm a possibility he is offering you. Up to you to see how you can work it out in practice.


S3: But what I think I understood from what he said is that two groups doing the same exercise might be on the blackboard if that is the problem. That is one possibility. And you do exercise A with two or three groups writing their own versions of it and then they discuss= the whole class discusses to sort of agree on a consensus. Another possibility is that the three exercises could be corrected simultaneously while some pupils
having exercise A are writing and the others are writing as well. There wouldn't be any problem in members of each group trying to help their members to make their exercises the best exercise and discussing among themselves, themselves. That might seem a chaos but I don't think it will be if OT4 with the help of TM came up with a modified version of original suggestion in the form of a three stage process involving groups doing same exercise getting together and discussing to agree on a version of it which would be written down and copied on the blackboard by a reporter with the help of members of the groups concerned, and this report being criticised by the whole class. If they were more than one exercise as was the case several reporters may be on the board at the same time. But this was not preferred by the teacher who would have liked whole class discussion of each exercise after the groups having done it reached an agreement.)
The teacher turns around and says:

"Eat some breakfast, and go easy on the Amendments, especially if it is raining or cloudy. Go back to your room now by 6:30."

9:30: Still writing on task (complains) -

- What do we do now? I don’t know. What are we doing? (sighs)
- I’m not clear.

Then we walked slowly to come to school.

10:30: Meet in your room on the 6th floor. Take a break."

Note: The handwriting is unclear and difficult to read.
by exciting a certain mode
how much life you've got left in this universe
or if the cold fusion they think we didn't invent

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- It was a defining moment.
- The problem of describing your modern
classical mechanics and its fruits.

- I'm not going to lie to you. After you
know where my heart is? Lancaster.
The passage is not legible due to the quality of the image.
Sample 2 of observers' notes

Saw open with a mistake in the writing of the state - city students didn't correct the mistake (or the boy himself)

I asked about the nine nurses - could have exploited the first map - correct twelve, local, names, comparisons between English and French

17 Lessons

Structure (direct speech/reported speech) (is being in the name of the student) - but more is more important than terminology

Teacher explains structure - then T announces that he will give a grammar lesson on reported speech.

This is a traditional expose explaining the structure - in the form of a children's story:

I refer to demonstrative, controlled practice - grammar exploration - controlled practice + transfer

Students are being overloaded with too many rules,

'Impoutse ⇒ Past (tell - ask - reply - wonder - order)

but be asked me to (?)

not so much a presentation as a lecture!!

Too long - not easily memorable

Exceptions are important but ironical that these need more practice with exceptions than rules.

Silent reading

Working with a map

Try not present new words / structure

With map of West Africa

Look at the map

Write and / country etc

Fact [Here]
Thursday Nov 12 2015 -- Cecilia Domingues

Date: Revision (She's husband)
jumbled words and definition

I gave students 5 minutes for 4 items (too much time)
students are copying everything down (not a good idea)
by getting student to read mismatched phrases is counter-productive
encouraging them to make mistakes
not in favour of students repeating defining relative clauses
too much time spent on grammar lessor on defining
relative & clauses [This structure is not used until 4]
systematically

It would be a good idea to get students interested in the
theme of the passage - refugees and making choices/decide
gap filling not promoting reading skills
answer to one is not stressed to but weak form

More to IT problem solving exercise in the direct
students seem interest in problem solving exercise
It's not the items which are important but the discussion
focus is on classroom activity not her.

Structure shouldn't have been practised
so much
Programme de la Séminaire de Côte d'Ivoire

1. Note de bienvenue par le Coordonnateur du Programme Experimental, Dr. Camara et de Joseph Akohad

2. Cours de démonstration par les élèves du CEMG Coné, avec les Cdes Professeurs Agourdou Victoria Bangbéla Charles (CEMG Coné), Agourdou Victoria (CEMG Ab. Calavi), Kuéna Francois (CEMG Abala) et Ab. Calavi, actuellement au CEMG Ab. Calavi,
   Glidja Flavien (CEMG Ouidah), Sounouveu François (CEMG Marançon)


4. Remise de Prix par M. Adrian SEWELL, Assistant Technique de la CTIS ANGELIS.
   Discours de Clôture par le Directeur de l'INFRE
ANALYSES STATISTIQUES

L'étude, comme le disait le Coordonnéur de l'Expérimentation, a porté sur 21 classes de plus de 600 élèves dont 18 classes ont régulièrement suivi l'expérimentation jusqu'au bout avec un effectif d'environ 500 élèves.

421 d'entre eux ont suivi l'expérimentation jusqu'au bout. 203 sont dans les classes expérimentales, 118 dans les classes de contrôle.

La comparaison entre de leur performance de départ avec celle de fin d'année donne les résultats statistiques suivants.

Sur deux cents trois (203) élèves des classes expérimentales, 141, soit 69,45%, ont fait un progrès sensible dont l'écart positif moyen s'élève à 18,63 points, les notes étant sur 100. 23 élèves ont été constants, c.-à-d. ils ont eu les mêmes notes au départ qu'à l'arrivée,
Il convient cependant de noter que 39 élèves, soit un pourcentage de 19,42%, ont progressé avec un écart négatif moyen de 8,76 points, les notes étant sur 100.

Étant aux classes de contrôle, elles comprennent un effectif de 118 élèves qui ont régulièrement suivi l'expérimentation jusqu'au bout. 80 d'entre eux ont réalisé un progrès sensible par rapport à leur performance de départ, soit 67,79%, avec un écart positif moyen de 10,47 points, les tests étant notés sur 100. 8 élèves d'entre eux ont resté constants, soit 6,77% de l'effectif total. 30 élèves, soit 25,42%, ont régressé avec un écart négatif moyen de 12,53 points.

Il est heureux de constater que les classes expérimentales dont les professeurs ont été, non seulement suivis dans leurs classes, mais également formés et entraînés par les séminaires alliant la théorie à la pratique guidée suivie de critiques, ont nettement prouvé leur supériorité sur les classes de contrôle.
Appendix to chapter 9 No 4: Sample extracts of recordings of microteachings and real classes (see attached cassette)

1) Institut National pour la Formation et la Recherche en Education (INFRE) BP. 200 Porto- Novo BENIN

2) Benin Experimental INSET

3) PART A MICROTEACHING

4) Extract 1 First seminar November 1987
Unit 6 lesson 3: Jumbled dialogue
Teacher: Glidja Flavien
School: Lycée Behanzin Porto-Novo
Class: STI (first year science and technology)

5) Extract 2 Second seminar February 1988
Unit 4 lesson 3: Vocabulary teaching
Teacher: Agoundo Victoria
School: CEMG d'application Porto- Novo
Class: BG1 (first year biology and geology)

6) Extract 3 Second seminar February 1988
Unit 5 lesson 2: Group work guided composition
Teacher: Singbo Benjamin
School: CEMG d'application Porto- Novo
Class: BG1 (first year biology and geology)

7) Extract 4 Second seminar February 1988
Unit 6 lesson 2: Giving instruction and reporting
Teacher: Gankpé Noel
School: CEMG d'application Porto- Novo
Class: BG1 (first year biology and geology)

8) Extract 5 Second seminar February 1988
Unit 14 lesson 2: Agreeing and disagreeing; transfer to school cooperative
Teacher: Kumah Francis
School: CEMG d'application
Class: BG1 (first year biology and geology)

9) PART B POST-TEST REAL CLASS OBSERVATION

10) Extract 6 Post-test observation May 1988
Unit 5 lesson 1: Cloze text
Teacher: Zinsou Agbegnigan (control group)
School: CEMG Léon Bourgine
Class: STI (first year science and technology)

11) Extract 7 Post-test observation May 1988
Unit 11 lesson 3: Reading comprehension: electricity
Teacher: Sounnouvou François (experimental group)
Class: BG1 (first year Biology geology)

12) Extract 8 Post-test observation May 1988
Unit 10 lesson 1 and 2: Cloze text and problem solving (office mail sorting)
Teacher: Agoundo Victoria (experimental group)
School: CEMG d' Abomey Calavi
Class: L1 (first year Arts)

13) N.B ALL units and lessons are from Cridwell, K (1986) ENGLISH AFRICA SECONDE Macmillan
Appendix to Chapter 9 No 5.1: Sample lesson plan produced by teachers at school based INSET meetings.

1st school

UNIT SIX:

(The planning on the whole UNIT. The teaching points.)

1 WARMING UP AND REVISION 5 min

2 OVERALL OBJECTIVE:

3.04 LESSON ONE. The understanding of the text. The understanding of the preparations for a reunion and for Xmas in Galogun family. (15 min)

2.b LESSONS TWO AND THREE: The understanding of the function: reporting (time): At two O'clock, Moji washed the clothes, and the understanding of how to give instructions: Moji wash these clothes. (15 min)

2.c LESSON FOUR/FIFTEEN 25 min

The understanding of the structure: Tenses and time markers. My brother will mind his bicycle tomorrow while my sister and I go to Maiduguri?

a) Two tenses in one sentence:
1. Present simple and future.
   "Ibrahim will tie the grass on the roof while I pass up the grass.

2. Past Continuous: Ade was marking his class's exam paper while his sister was worrying about her examination.
LESSON THREE
15 min

The comprehension of the text.

INSTRUCTIONAL PROCEDURES.

1. Division of the class into groups of fours.
2. Teacher's instructions to students for the preparations of the exercises.

E.g. Open your books. Turn to page 34, 35, 36, 37, 38 or 39. Read the following passage twice. In pencil write the word that fills each gap.

3. An example given by the teacher to illustrate his instructions.

4. Students do the exercises taking into account the instructions that they have been given.

PERFORMANCE ASSESSMENT.

- Pupils give their answers.
- The teacher pays attention to the answers and helps the students correct the wrong ones.
- The best answers are written on the blackboard.

If the objective of the lesson is, for instance the understanding of the text, students must read all the text after filling in the gaps, to see if the
UNIT SIX

LESSON ONE - Presentation, Practice, and Production

WARMING UP AND REVISION.

GENERAL OBJECTIVE OF THE LESSON:

The understanding of the text, the understanding of the preparations for a reunion and for Xmas in Balogun family.

INSTRUCTIONAL PROCEDURES.

- Division of the class into groups of two or four.
- Teacher's instructions to students for the preparations of the cloze exercise.
- An example given by the teacher to illustrate his instructions.

PERFORMANCE ASSESSMENT

- Pupils give their answers after reading the text and filling in the gaps.
- The teacher helps them find the best answers which are written on the blackboard.
- Reading of the whole text to see if it makes sense.

NOTE TAKING.
UNIT SIX

LESSON THREE. PRESENTATION - PRACTICE - PRODUCTION.

WARMING UP AND REVISION. 5 min

Teacher: All right, who can tell us today's date?


Teacher: Very good! When did we study the text about
the preparations of Christmas in Balogun family?

Pupil: We studied those preparations yesterday.

Teacher: Good! Who attended the reunion in the text?

Pupil: Balogun's eldest sons and his daughter came
except Tunde.

Teacher: That's a good answer. But Tunde did not come
though he only lived in Akure. In the text we
are to study we'll see why he had refused to come
come for the Christmas celebrations and how his father
persuaded him to come back home.

INSTRUCTIONAL PROCEDURES 10 min

- Read the following text twice silently.
- Now answer the questions about it.

8/1 Finding words.

Find one word in the passage for each meaning.
Example: Meeting together of the family: ...
**Lesson 1**

**Function:** reporting

**Structure:**

**Lexis:** to scatter (V) - to scrub (V)

**Phonology:** incidental during the work.

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>STRUCTURES</th>
<th>AIDs and MATERIALS</th>
<th>AIMS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENTATION</strong></td>
<td>20 min</td>
<td>a) Focus on a family meeting - teacher.</td>
<td>a) Pupils and teacher.</td>
<td>b) Listening for details.</td>
<td>o) to understand the importance of a family meeting. b) necessity of unity in a family.</td>
</tr>
<tr>
<td><strong>PRACTICE</strong></td>
<td>15 min</td>
<td>a) Instructions to pupils.</td>
<td>a) Examples on the blackboard.</td>
<td>b)</td>
<td>a) to help them prepare the exercise. b) encourage pupils to talk. c) Pupils' discussion about the answers.</td>
</tr>
<tr>
<td><strong>PRODUCTION</strong></td>
<td>20 min</td>
<td>a) Classroom discussion.</td>
<td>a) Blackboard and one representative of one group.</td>
<td>b) Taking of notes.</td>
<td>a) to exchange their views and come to a consensus. b) pupils write a preparation of an event.</td>
</tr>
</tbody>
</table>

**Homework**

In less than 20 lines, tell how a burial ceremony is organized in your region (village).
**Lesson 2**

**Function:** Giving instructions

**Structure:** Go to be at 7:00 every day. 
Levis: the place (n) to going (v)

**Phonology:** in the course of the presentation of the pupils' work when necessary.

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TIME ACTIVITIES</th>
<th>STRUCTURES</th>
<th>LEVIS</th>
<th>AIDS and MATERIALS</th>
<th>AIDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION</td>
<td>15 min</td>
<td>a) Global listening comprehension</td>
<td></td>
<td>a) Clock face</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Teaching of lexical items</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Syntactic / grammatical structures</td>
<td>to be explained</td>
<td>b)</td>
<td></td>
</tr>
<tr>
<td>PRACTICE</td>
<td>20 min</td>
<td>a) Instructions to pupils</td>
<td></td>
<td>a) Example on the black board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Groups of four (4)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Repetition drill and practice</td>
<td></td>
<td>c)</td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>25 min</td>
<td>a) Role-playing (one group stimulating orders in group of 4)</td>
<td></td>
<td>a) Situation cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Written consolida</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a) to allow pupils to reconstruct the situation or time.
b) to use words in sentences accurately.
c) to use these structures in their sentences.
a) to give orders or to take orders.
b) assignment of role-play.
c) act roles in group.
a) Pupils to able to give order with reference to a given situation (topic)
b) Pupils write recommendations.
Lesson 3

Function: expressing disapproval, contradicting others' opinions.

Structure: "I can't father."
"No, Father, I'm too busy."

Lexis: the argument (n) - the temper (n) to apologize (v) - the fun (n)

Phonology - in the course of the reading

<table>
<thead>
<tr>
<th>PHASE</th>
<th>TIME</th>
<th>ACTIVITIES</th>
<th>STRUCTURES</th>
<th>AIMS</th>
<th>AIDS and MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>70 min</td>
<td>a) Focussing on reconciliation</td>
<td>a) 2 lessons</td>
<td>a) to understand the notion of reconciliation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Teaching of lexical items</td>
<td>b)</td>
<td>b) to help the understanding of the text</td>
<td></td>
</tr>
<tr>
<td>PRACTICE</td>
<td>25 min</td>
<td>a) Instructions to pupils</td>
<td>a) Sections of the text</td>
<td>a) to go through the task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Pupils in pairs or groups</td>
<td></td>
<td>b) to work together</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>c) Pairs at work or groups at work and teacher’s control</td>
<td></td>
<td>c) to reconstitute the text and then go through exercises</td>
<td></td>
</tr>
<tr>
<td>PRODUCTION</td>
<td>2.5 min</td>
<td>a) Class discussion</td>
<td>a) Portions of the text</td>
<td>a) to come to a general consensus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) Notes taking</td>
<td>b)</td>
<td>b) to be able to engage a debate with somebody</td>
<td></td>
</tr>
</tbody>
</table>

Homework: After a general imagine a conversation between two
Appendix to Chapter 9 No 5b: Published teachers' guide for the teaching of Unit 6 of ENGLISH AFRO (from Cripwell 1986)

Unit Six

Reading and completing

Answers:
1 his
2 to
3 and
4 was
5 exam (examination, test)
6 because
7 lessons (teaching, explanations)
8 teaching
9 While
10 his
11 which
12 was
13 was
14 was
15 was
16 her (the)
17 her (Okeme)
18 She
19 mother
20 her
21 each
22 While
23 very
24 new
25 had

A Giving instructions to different people

2 p.m. Moji, wash these clothes. Okeme, grind the beans. Azuka, wash your hair.
3 p.m. Moji, hang out the clothes. Okeme, mix the beans with the other ingredients. Azuka, comb your hair.
4 p.m. Moji, iron the clothes.

B What did she do?

Make sure that your pupils change the verb from the imperative (wash) to the third person singular simple past (washed).

C What did they do?

Because all the actions took place at a specific time, all the verbs are in the simple past.

A Reading

Include one 'reading aloud' as well as 'silent reading'.

B Finding words

1 reunion
2 argument
3 reconciliation
4 persuade

C Finding groups of words or sentences

1 . . . he had obtained a job in an office.
2 Is anything wrong?
3 Have you forgotten I am taking an exam in June?
4 I'm too busy.
5 I will not mention the incident which caused you to leave.
6 To tell you the truth, it's very lonely here.

D Which is correct?

1 a 2 a 3 b 4 b 5 c
Apr. (2111 diN to Chapter 9 No 17: extra: Texts of the first three lessons of Unit 6 of ENGLISH AFRICA SECONDE (from Cripwell, 1986) -791-

[Text not legible from the image provided]
C. Finding groups of words

1. Finding words

a. Find the correct word from each line below. Circle the correct word.

Example: Goodbye, printer, and bulbs for the house.

b. Write the correct word in the parentheses.

Example: (goodbyes, printers, and bulbs for the house)

C. Finding groups of words

1. Finding words

a. Find the correct word from each line below. Circle the correct word.

Example: Goodbye, printer, and bulbs for the house.

b. Write the correct word in the parentheses.

Example: (goodbyes, printers, and bulbs for the house)
Appendix to Chapter 9 No 6: English Africa's editors' observations about the video recordings of microteaching and class observations on the use of the book.

Memorandum from

Macmillan Publishers
Houndmills Basingstoke Hampshire

To: Rupert/Alison
From: Barbara
Date: 30.11.88
Subject: ENGLISH-AFRICA Benin trialling: Joseph Akoha's video

It would be useful for you to watch this, also Jan - and perhaps David Cobb, as I suspect much of the same problems would arise throughout Africa.

In general the teachers seemed quite imaginative in pre-teaching vocabulary and extending the situations and exercises. However, the exercises shown were mostly ones the teachers had made up rather than those actually given step by step in the book. The language of explanation and of these exercises was quite a high level; this didn't show what would happen when teaching students who didn't have the vocabulary/structures available.

Unit 5, lesson 1 (Cloze) No evidence that they read the whole passage through first, as intended; they seem to have launched straight into paragraphs which contain missing words (ie omitting the scene-setting complete first paragraph) choosing the words in pairs. They ignored the instruction for students to read out the missing words in their sentences, so that the context is maintained, and for other students to put their hands up if they had a different answer. Instead a student simply wrote on the board a list of numbers and words. No evidence of discussion on appropriate words.

Unit 6, lesson 3 An interesting jumbled dialogue exercise made up by the teacher, not in the book, but the groups reported simply by writing numbers of the parts of the dialogue on the board; no evidence that they read out the whole dialogue. (as they weren't discussing a fresh)

Unit 4, lesson 3 Vocabulary teaching; no reference to carnivores etc, which are the main teaching point, though an interesting teaching of different animals. (Teacher had problems with pronunciation) 

Unit 4, lesson 4 (referred to as lesson 3): this actually was an exercise from the book and the students did read out the direct speech. NB the teacher was teaching use of colon - Sidonie said: "....."

Unit 5, lesson 2 Situation explained clearly and in a lively fashion. However, they didn't seem to read the instructions for doing the exercise. The teacher reads the text; a group reporter writes the answer on the board, the teacher picking up mistakes and asking the class to correct.

Unit 6, lesson 2 Pre-teaching vocabulary; also different ways of giving orders (not in the book)

Unit 14, lesson 2 Pre-teaching vocabulary. The teacher extended the exercise to suit the school situation: a) students reading the text in groups, to find words indicating the speaker was trying to get people to agree with him; b) situation transferred to meeting of school prefects, with the students giving their own reasons for choices. Students write on board and read out as they write.

Unless Joseph's report counters this, the effect given by the video is that very little of the step-by-step methodology given in the book is actually followed - but perhaps they simply videoed the "extra" things to show what they could contribute. I'd like to know more about the circumstances in which the video was made.
Lesson: Unit 3 Lesson 2
Class: Second Grade 2
Effective: 18

Duration: One hour.

What the teacher will do:
- Teacher will teach vocabulary
- He will teach the pronunciation and the meaning of the words.
- He will teach structure

He will put us in groups
He will explain the exercise to be done
He will help the groups to work.
He will speak only English.

What we (students) will do:
- We will repeat words after the teacher.
- We will make sentences with the words.
- We will write the words and the sentences in our exercise books.
- We will work in groups.
Problem

- One student complained of not being used to Teacher's pronunciation

Suggestions for improvements

- Teacher must try to speak French sometimes

Teacher's points of view

- On the point that I did not teach any structure

- There was no specific structure to teach in this lesson

- On the use of English only. This is true to a large extent because I am not so strong in French as I am a Ghana trained teacher of English where English is taught through English.

- Despite that whenever possible I speak French and encourage translation.

- On the question of pronunciation.

  My pronunciation is different, but I always prove the accuracy of my pronunciation from a dictionary.

  Pupils are already used to a wide variety of wrong pronunciations and as this is a "Lit Class" I insist on correct pronunciation. It is up to the students to change.
Teacher taught new words.

- He read part of the lesson.
- He corrected our mistakes.
- He spoke only English.
- He did not teach structure.

**Feelings of students:**

- Likes group work.
- Feels lesson was well done.
- Happy and wants system to continue.

Not happy when teacher speaks only English.

Propositions for improvement:

See next sheet.
Appendix to Chapter 9 No 7: Sample of completed school based INSET tasks School 2

Evaluation Synthesis

Reading Comprehension page 75

Date: Friday, December 18th Time: 3-4

Class: Part L

Teacher's activity: At the beginning I show them what silver is, I reminded them of some words like national park - advertisement (I explain that by quoting radio)

Then I wrote 3 multiple choice questions on the blackboard. I split them into three groups and tell them to read the text carefully for so and find answers for the question.

Students' activity: After this silent reading, I choose the leader of the third group to report their answer. After their report, the other groups corrected the same groups continued with the matching exercises.

Then I asked them to answer 5 questions on the lessons. Here are some of their answers and remarks about the lesson.

First, most of them said that the lesson was interesting and suggested that they would like me to continue like that for the next lessons. According to them, splitting the lesson into small parts is good and avoids being boring.

Some of them wish I spoke slowly to explain some grammatical points. I think this point is useless since there is no grammar point blocking the comprehension.

Besides I usually speak very slowly.

Some others would like me to give them more exercises to have some comprehension questions on the text. I entirely agree with them because it would give opportunity to discuss on the text and allow oral work.

There are a few among them who would like me to speak French sometimes because they lack vocabularies and couldn't speak English. Later I would call them frequently and ask questions to them in order to sponsor them.
Time permitting

I need that this method of pair work and group work make them think deeply
and compare their answers with their partner.

They dislike threat about buying books. They would like the teacher to be more
friendly and make them compared to other school students.

They would like songs, story-telling and more reading.

I personally think that this lesson was interesting because we covered it in less
15' and the answers to matching exercises came very easily. Some remarks are
useful and would help me to improve my performance.

12-12-87

TASK No 3 x 4

For the moment I have not met such a situation except some dull
moment. At that time I have tried to make them sing for a few
minutes. But during the reading in “Say what you mean”
I have some difficult words to explain.

After creating a situation, if they don’t get the meaning
I give some synonyms. If this doesn’t work, I try explained
in English. After all this if it is impossible to make them
got the meaning, I simply give it in French.
This seems more accurate and avoid wasting time.

[Signature]
The lesson I took for this experiment was Unit 3 Lesson 1.

The objective of the lesson was to enable pupils to complete the blank spaces in the text with acceptable words. To help them achieve this objective, I started by teaching the new words they would encounter in the passage. After this, I told a story of a bush fire outbreak in a village. I then asked them to suppose that they were in the village and to suggest what things of value they might like to save from the village.

After a brief discussion of the above situation, I focused their mind on the passage to be read i.e. U.3 Lesson 1. I then put them into groups and asked them to do the work while I went round to help them.
At the end of the period, we checked the answers of the groups by calling group secretaries to the blackboard to write down their answers. Then answers were discussed and when more than one alternative existed this was pointed out.

I considered the lesson a success because the result in comparison to their previous attempts proved better. Their marks ranged from Group I: 13/20, Group 2: 14/20, Group 3: 15/20 to Group 4: 15/20.

Previous lessons had not been so successful because some had even had great difficulty understanding what is to be done. I think that the results here were more encouraging because I have
been trying to explain to the ear-
how to find a lexical item from its
syntactic and also its semantic
environment. This, it appears, they
are getting to understand better
Appendix to Chapter 9 No 8a: Statistics of interrater reliability showing the variation between the two observers at pre-test.

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>NUMBER OF CASES</th>
<th>MEAN</th>
<th>STANDARD DEVIATION</th>
<th>STANDARD ERROR</th>
<th>F 2-TAIL VALUE</th>
<th>T VALUE</th>
<th>DEGREES OF 2-TAIL FREEDOM</th>
<th>T VALUE</th>
<th>DEGREES OF 2-TAIL FREEDOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>GROUP 1 18</td>
<td>14.3333</td>
<td>1.534</td>
<td>0.362</td>
<td>1.08 0.879</td>
<td>-1.77</td>
<td>34 0.086</td>
<td>-1.77</td>
<td>34 0.086</td>
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<tr>
<td></td>
<td>GROUP 2 18</td>
<td>15.2222</td>
<td>1.478</td>
<td>0.348</td>
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<tr>
<td>Learns appropriate</td>
<td>GROUP 1 18</td>
<td>5.1111</td>
<td>0.832</td>
<td>0.196</td>
<td>1.23 0.679</td>
<td>-4.55</td>
<td>34 0.000</td>
<td>-4.55</td>
<td>34 0.000</td>
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<tr>
<td></td>
<td>GROUP 2 18</td>
<td>6.4444</td>
<td>0.922</td>
<td>0.217</td>
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</tr>
<tr>
<td>Reinforces and encourages</td>
<td>GROUP 1 18</td>
<td>19.3889</td>
<td>2.500</td>
<td>0.589</td>
<td>3.59 0.012</td>
<td>-0.50</td>
<td>34 0.620</td>
<td>-0.50</td>
<td>34 0.620</td>
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<td>GROUP 2 18</td>
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<td>0.311</td>
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<td>Efficient use of resources</td>
<td>GROUP 1 18</td>
<td>5.7777</td>
<td>0.868</td>
<td>0.191</td>
<td>1.95 0.160</td>
<td>-2.89</td>
<td>34 0.007</td>
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Appendix to Chapter 9 No 8c: Variation between observers' marks

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### Appendix to Chapter 9 No 8d: Variation between teachers and observers

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Appendix to Chapter 9 No 8e: Posttest observation variation between teachers and observers

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When the reliability was computed using pretest and posttest together the following result was obtained.

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On the basis of this reliability analysis and on the basis of the reasonable agreement between observers and even between observers and teachers (observed) particularly at posttest it was thought that any difference between groups might well be a reasonable indication of genuine evolution of the two groups. The t-tests between groups were then computed.

6-1-1-2-4-3 t-tests of difference between groups
Appendix to Chapter 9, No. 9: Raw data of the teachers' performance appraisal.
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to
experimental

Chapter

9 No 10: Difference
and control
group teachers.

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Appendix chapter 9 No 92: Teachers' views on the applicability of aspects of communicative language teaching to the classroom context of Benin

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<th>con-</th>
<th>trai-</th>
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<td>c) Fully applicable aspects</td>
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<td>- role play and dialogue</td>
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<td>42</td>
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<td>- reduced teacher talk</td>
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<td>5</td>
<td>3</td>
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<td>42</td>
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<td>0</td>
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</tbody>
</table>
PART B: Syllabus Specifications Checklist

(topic: Construction of the Learning Environment)

R.3 In the lab
R.2 In class
R.1 In a tour
R.0 As a record and interview

Other:

Institutional Contact
Institutional Contact:

Checklist III: Course Design Considerations

• Plan
• Design
• Teaching
• Assessment

4.2.1 Audio
4.2.2 Visual
4.3 Training
4.3.1 Professional
4.3.2 Technical (Instruction)
4.4 CCM

16. Communication: Education, Design and Implementation

(From Sample 1983)
Useful phrases for students: e.g. Sorry.  
_________________________________________________________
_________________________________________________________

(c) Now listen to the tape and see what happens when one student did not understand something that another student had said. The teacher is getting them to practise talking about the future, using the present continuous form for planned events and the 'will' form to express uncertainty.

**Classroom language**

**In Unit 1. each set of tables had a heading. e.g. INTRODUCING YOURSELF.**

In this Unit, there are spaces for you to write suitable headings, marked thus: Begin by writing the headings. From the substitution* tables below you can make a lot of different correct sentences by selecting one word or phrase from each section and reading across. How many different sentences can you make from each substitution table? Practise saying them out loud, as fluently and naturally as possible. Then say them again, slightly more clearly but without changing the stress and intonation and using gestures appropriate to a beginners' class. Be careful not to stress any forms that are normally weak, just because you are speaking to beginners.

| 1 | I'm going to call the roll. | I'll take the register. |
|   | I'll listen while I call your names. | I'll see if you're all here. |
|   | (Yes, Lee is.) | (Yes, I think so.) |
|   | (No, I think Lee is away.) | |
| 3 | Mr Zand? Rosa and Kumah? | Lee is? Pari and Rosa are? |
|   | (Sorry, I don't know.) | (Oh, he's coming in a minute.) |
|   | (They're just coming.) | |
| 4 | Anyone know where Lee is? | Anyone know where Gustav will be back? |
|   | He knows when Pari and Rosa are? | | (No, I'm sorry, I don't.) |
|   | (Perhaps he/she ...) | |

Now practise the items below in pairs. One person take the part of the teacher, the other take the student's part. Then change over. Notice that some are alternative forms which have the same meaning. Add to the language suggested here to make a natural sounding conversation. Rephrase wherever you can.
A TYPOLoGY OF STRUCTURAL PATTERN DRILLS

INTRODUCTION

STRIct structural pattern drills are discussed in Chapter 2. These drills are designed to help students learn through repetition and practice. The drills are structured so that students can follow the instruction activities, and the final goal of the class is to improve their communicative skills.

Here is an overview of the types of drills:

1. Merchant-pattern drills
   - A pattern pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

2. Simple pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

3. Complex pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

4. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

5. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

6. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

7. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

8. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

9. Convergent pattern drills
   - A. Merchant-pattern drill
   - B. Overhead pattern drill
   - C. Overhead drill
   - D. Overhead drill
   - E. Overhead drill

10. Convergent pattern drills
    - A. Merchant-pattern drill
    - B. Overhead pattern drill
    - C. Overhead drill
    - D. Overhead drill
    - E. Overhead drill

These drills are designed to help students develop their communicative skills through repetition and practice.
For increased competence in recognition and recall of long utterances, certain additional drills are useful for developing auditory memory, recall and precision. Short sentences, repetition of slightly different forms, and mechanical manipulation of beginnings and endings of words can be used and rehearsed by partial contrast of language stimuli. The drills are designed to develop the student's ability to control increasing amount of language in the response. Since the student's reactions to this new and...
### Appendix chapter 9 No. 14: Teachers' likes and dislikes of the INSET implementation

<table>
<thead>
<tr>
<th>aspects</th>
<th>citations</th>
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<tr>
<td>- logistic organisation</td>
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<td>11</td>
</tr>
<tr>
<td>- feedback discussion and workshops</td>
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<td>9</td>
</tr>
<tr>
<td>- trainers' observation of class practice</td>
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<td>10</td>
</tr>
<tr>
<td>- residential seminars</td>
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<td>8</td>
</tr>
<tr>
<td>- relaxed atmosphere of collaboration</td>
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<td>7</td>
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<tr>
<td>- with no pressure from outside</td>
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<td></td>
</tr>
<tr>
<td>- all aspects of the implementation</td>
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<td>5</td>
</tr>
<tr>
<td><strong>b) dislikes</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- too much work in too short a time</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>- lack of model lessons from trainers</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>- too much theory</td>
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<td>1</td>
</tr>
<tr>
<td>- too much paper filling</td>
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<td>1</td>
</tr>
<tr>
<td>- lack of adherence to programme</td>
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</table>
Appendix to Chapter 9 No 15: Discriminant analysis on home environment variables.

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<th>Coefficient</th>
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<th>t-value</th>
<th>Significance</th>
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<td>0.0012</td>
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<tr>
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<td>0.0008</td>
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Significance level: 0.05
### Chapter 9 No 16: Discriminant analysis on Classroom environment variables

#### Appendix to Chapter 9 No 16: Discriminant analysis on Classroom environment variables.

#### Summary Table

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<th>p Value</th>
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<tr>
<td>Teacher availability that year</td>
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<tr>
<td>Quality of classroom</td>
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</tr>
<tr>
<td>Quality of classroom that year</td>
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<td>0.000</td>
</tr>
<tr>
<td>Room for demonstration in front of whole class</td>
<td>2.000</td>
<td>0.000</td>
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<tr>
<td>Room for demonstration in front of whole class that year</td>
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</table>

#### Discriminant function

1. FRIENDLY OF OTHER PUPILS IN ENGLISH
2. FRIENDLY OF OTHER PUPILS THAT YEAR
3. QUALITY OF CLASSROOM
4. QUALITY OF CLASSROOM THAT YEAR
5. SPACE FOR DEMONSTRATION IN FRONT OF WHOLE CLASS
6. SPACE FOR DEMONSTRATION IN FRONT OF WHOLE CLASS THAT YEAR

#### Function Wilks Lambda Chi-Squared D.F. Significance

<table>
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<tr>
<td>Function 4</td>
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<td>2.00</td>
<td>0.000</td>
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<tr>
<td>Function 5</td>
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#### Function Wilks Lambda Chi-Squared D.F. Significance

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<th>Significance</th>
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<tr>
<td>Function 2</td>
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#### Function Wilks Lambda Chi-Squared D.F. Significance

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<th>D.F.</th>
<th>Significance</th>
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<tr>
<td>Function 3</td>
<td>0.000</td>
<td>1.000</td>
<td>2.00</td>
<td>0.000</td>
</tr>
<tr>
<td>Function 4</td>
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<tr>
<td>Function 5</td>
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<tr>
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Appendix to Chapter 9 No 17 extract: SPSSX coding and programme for the analysis of pupils' tests scores.
### Appendix to Chapter 9, N° 18: Pupil progress: within group comparison

#### Table 1: Pupil progress

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<th>Previous Year's National Per Cent Examination</th>
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<tr>
<td>Science</td>
<td><strong>46.00</strong> 1.0</td>
<td><strong>45.50</strong> 1.0</td>
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</table>

#### Table 2: Pupil progress - T-Test

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<th>Subject</th>
<th>T-Value</th>
<th>Degrees of Freedom</th>
<th>P-Value</th>
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<tr>
<td>Maths</td>
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<tr>
<td>Science</td>
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<tr>
<td>Group</td>
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<td>Post-test</td>
<td>t-test</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
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<td>--------</td>
</tr>
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</tr>
</tbody>
</table>

Note: Group 1 is the control group, and Group 2 received the intervention. The t-test values indicate a significant difference in post-test scores between the two groups.
### Analysis of variance -- Design

**ANOVA: Contrast**

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<tr>
<th>Test Name</th>
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<th>Error DF</th>
<th>Big DF</th>
<th>Hyp. P-Value</th>
<th>Error P-Value</th>
<th>Significant Test of Significance (5 = 1, M = 1, N = 16)</th>
</tr>
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<tbody>
<tr>
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<td></td>
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<td>Effect: Greater than 0.05</td>
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</tbody>
</table>

**ANOVA: Interaction**

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Effect</th>
<th>Error DF</th>
<th>Big DF</th>
<th>Hyp. P-Value</th>
<th>Error P-Value</th>
<th>Significant Test of Significance (5 = 1, M = 1, N = 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td>Effect: Greater than 0.05</td>
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</tbody>
</table>

**ANOVA: Main Effects**

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Effect</th>
<th>Error DF</th>
<th>Big DF</th>
<th>Hyp. P-Value</th>
<th>Error P-Value</th>
<th>Significant Test of Significance (5 = 1, M = 1, N = 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Effect: Greater than 0.05</td>
</tr>
</tbody>
</table>

**ANOVA: Main Effects**

<table>
<thead>
<tr>
<th>Test Name</th>
<th>Effect</th>
<th>Error DF</th>
<th>Big DF</th>
<th>Hyp. P-Value</th>
<th>Error P-Value</th>
<th>Significant Test of Significance (5 = 1, M = 1, N = 16)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Effect: Greater than 0.05</td>
</tr>
</tbody>
</table>

---

*Note: F statistics are reported.*

- F(1,5) = 27.48, p < 0.05
- F(2,5) = 12.34, p < 0.05
### Appendix, to Chapter 9, extra 2: Null hypothesis

**Null Hypothesis**: The mean of Group 1 is equal to the mean of Group 2.

**Alternative Hypothesis**: The mean of Group 1 is not equal to the mean of Group 2.

### Analysis of Variance (ANOVA) Table

<table>
<thead>
<tr>
<th>Source</th>
<th>DF</th>
<th>SS</th>
<th>MS</th>
<th>F</th>
<th>p-value</th>
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</thead>
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<tr>
<td>Groups</td>
<td>1</td>
<td>1000</td>
<td>1000</td>
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</tr>
<tr>
<td>Error</td>
<td>8</td>
<td>200</td>
<td>25</td>
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<tr>
<td>Total</td>
<td>9</td>
<td>1200</td>
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</tbody>
</table>

### Post Hoc Tests

- **Tukey's HSD**
  - Group 1: 100
  - Group 2: 200

**Difference is statistically significant at p < 0.05.**

---

**Note**: For further analysis, please consult the SPSS output for detailed results.
Appendix chapter 9 No. 2, pupils' suggestions for the improvement of the English class.

<table>
<thead>
<tr>
<th>variables</th>
<th>count</th>
<th>percentage</th>
<th>total cases for all variables</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach grammar</td>
<td>26</td>
<td>20</td>
<td>130</td>
</tr>
<tr>
<td>teach vocabulary</td>
<td>15</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>provide teachers and pupils with books</td>
<td>15</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>do reading aloud of texts</td>
<td>10</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>do more pair/group work</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>give more time for pair/group work</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>explain lesson in French</td>
<td>8</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>provide dictionaries</td>
<td>8</td>
<td>6</td>
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</tr>
<tr>
<td>do more intensive work on text</td>
<td>6</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>provide a textbook which is richer in vocabulary</td>
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<td>5</td>
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</tr>
<tr>
<td>provide grammar books</td>
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<tr>
<td>give more encouragement to pupils</td>
<td>4</td>
<td>3</td>
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<tr>
<td>teach composition</td>
<td>3</td>
<td>2</td>
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<tr>
<td>make pupils do more homework</td>
<td>3</td>
<td>2</td>
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<tr>
<td>allow pupils' suggestions before teacher intervention</td>
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<tr>
<td>stress difficult points</td>
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<tr>
<td>finish all lessons in a unit before moving on</td>
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<tr>
<td>table 22 (continued) insist on accuracy</td>
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<tr>
<td>dramatize texts</td>
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<td>provide a textbook containing grammar rules</td>
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<tr>
<td>encourage pupils’ personal research</td>
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<td>stress the need for pupils’ personal organisation</td>
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<td>take work seriously</td>
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<td>extend methods to other classes</td>
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<td>leave out cloze texts</td>
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<td>do more individual work in class</td>
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<td>make pupils tell stories</td>
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<td>provide a vocabulary book</td>
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<td>provide story books (readers)</td>
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<td>adapt text more to pupils’ environment</td>
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<td>provide more understandable textbook</td>
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<td>go back to old method</td>
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<td>1</td>
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<td>value label</td>
<td>percentages</td>
<td>valid cases</td>
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<td>.18</td>
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<td>not enjoyable</td>
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<td>.00</td>
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<td></td>
<td>coverage of topics</td>
<td>.90</td>
<td>100</td>
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<tr>
<td></td>
<td>suitable(1)</td>
<td>.67</td>
<td>.18</td>
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<td></td>
<td>and situations</td>
<td>.10</td>
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<td>will do (2)</td>
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<td>not suitable(3)</td>
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<td>exercise types</td>
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<td>implied teachers' roles and responsibilities</td>
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<td>physical presentation of the book</td>
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<td>accuracy and validity of information</td>
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<td>coverage of language function and notions</td>
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<td>relevance to learners' interests capabilities and socio cultural background</td>
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<td>ideological and cultural values of texts</td>
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<td>coverage of formal language aspects</td>
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<td>helpfulness of teachers' guides</td>
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</table>

-833-
Appendix to Chapter 9 No 15a: Pupils' evaluation of the researcher's own use of English Africa

Samedi 10 Juin 1982

1) Sur le cours de planification de a) Comment dépenser l'argent gagné mon impression c'est que c'est un cours d'éducation c'est une leçon pour moi. Elle m'apprend comment dépenser de l'argent si un tel cas se présente sur moi la fois que je serai dans la vie active.

b) Pour l'améliorer on aurait pu bien être détailler cela dont en rėfléchir fin petit résumé en anglais puisque la phrase dont on avait corrigé ce jour-là était très magnifique au cours des conversations cela m'aurait permis au moins de discuter en anglais la première fois. On aurait pu faire cela à chaque cours cela nous permettrait de nous cultiver en vocabulaire.

R. AS pour l'offre et la lettre.
Les immeubles gémeux sont le cour de cette année. 

b) Rien n'a signifié (RAS). Mais au cours des exercices donner un peu de temps pour bien faire le travail.

c) Nous voulons qu'il nous donne des règles de grammaire, puisque c'est pour cela que le livre a été changé.

d) (RAS)

III a) les points positifs que nous trouvons au nouveau livre de première est qu'il nous permet de réviser mieux et elle nous apprend aussi la grammaire.

b) L'un des aspects négatifs est qu'on ne comprend pas vite les exercices et les mots difficiles ne sont pas expliqués derrière le livre.

c) C'est à peine mieux permis de mieux apprendre l'anglais.

d) Cette année nous avons proposé en anglais parce que c'est un peu permis de faire des mots d'essais à l'exam
Appendix to Chapter 8 No 17

a) list of specialists with whom the researcher discussed the topic of his research excluding lecturers in his Department (Dpt) at the Institute of Education University of London

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibility</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Vincent Rosewell</td>
<td>INSET office coordinator, Institute of Education University of London</td>
<td>January 1987</td>
</tr>
<tr>
<td>Dr Carew Treffgarne</td>
<td>Lecturer, Dpt of International and Comparative Education, University of London</td>
<td>March 1987</td>
</tr>
<tr>
<td>Mrs Anne Hawkins</td>
<td>Lecturer, Dpt of Mathematics and Computing Institute of Education University of London</td>
<td>January 1989</td>
</tr>
<tr>
<td>Mr James Rantell</td>
<td>Lecturer, Dpt of Mathematics and Computing, Institute of Education University of London</td>
<td>January 1989</td>
</tr>
<tr>
<td>Mrs Rita Lakin</td>
<td>Higher Education Division, UNESCO headquarters in Paris</td>
<td>April 1987</td>
</tr>
<tr>
<td>Mrs Valai Na Pombejr</td>
<td>Education for Peace department, UNESCO headquarters in Paris</td>
<td>April 1987</td>
</tr>
<tr>
<td>Mr Ajar</td>
<td>Lecturer, International Institute of Educational Planning in Paris</td>
<td>April 1987</td>
</tr>
<tr>
<td>Mr Dougna</td>
<td>Lecturer, International Institute of Educational Planning in Paris</td>
<td>April 1987</td>
</tr>
<tr>
<td>Dr Ayodele</td>
<td>Lecturer, Institute of Education University of Ibadan (Nigeria)</td>
<td>March 1988</td>
</tr>
<tr>
<td>Professor Yoloye</td>
<td>Director, Institute of Education</td>
<td>March 1988</td>
</tr>
</tbody>
</table>

b) List of educational authorities in Benin with whom the author discussed issues related to his field work

<table>
<thead>
<tr>
<th>Authorities</th>
<th>dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Director of Secondary Education Porto Novo</td>
<td>October 1987</td>
</tr>
<tr>
<td>2 - Head of Pedagogy and Control section at the Direction of Secondary Education</td>
<td>October 1987</td>
</tr>
<tr>
<td>3 - Director of the National Institute for Training and research in Education (INFRE)</td>
<td>October 1987</td>
</tr>
<tr>
<td>4 - Head of the Educational Research Unit at INFRE</td>
<td>March 1988</td>
</tr>
<tr>
<td>5 - Director of the Benino-British ELT project</td>
<td>October 1987</td>
</tr>
<tr>
<td>6 - The coordinator of school subjects technical commissions at INFRE</td>
<td>October 1987</td>
</tr>
<tr>
<td>7 - Director of Ecole Normale Supérieure (ENS)</td>
<td>October 1987</td>
</tr>
<tr>
<td>8 - Director of Studies at ENS</td>
<td>October 1987</td>
</tr>
<tr>
<td>9 - Teaching Practice coordinator at ENS</td>
<td>October 1987</td>
</tr>
<tr>
<td>10 - Head of English and Anglophone studies Dpt, Arts, Letters and Humanities Faculty University of Benin</td>
<td>November 1987</td>
</tr>
<tr>
<td>11 - Director of Ecole Normale Intégrée (ENI) Lokossa</td>
<td>May 1988</td>
</tr>
<tr>
<td>12 - Director of the Mono Provincial Bureau for Education at Lokossa</td>
<td>November 1987</td>
</tr>
<tr>
<td>13 - Director of the Mono provincial center of documentation</td>
<td></td>
</tr>
</tbody>
</table>
14- Director of the Zou Provincial Bureau of Education  May 1988
15- Director of the Borgou Provincial Bureau of Education  November 1987
16- Director of the Atacora Provincial Bureau of Education  May 1988
17- Director of secondary and university examination and competitive tests board (DECSU) in Porto- Novo  August 1988
18- Head of the test papers and marks section at DECSU  August 1988
19- Director of the Baccalaureat Office in Cotonou  August 1988
20- Head of statistics section at the Baccalaureat Office  August 1988
21- Head of Educational Statistics section in the Administration and Plannification Department at the Ministry of Education  August 1988
22- Other local educational authorities**  October 1987

Notes. * The discussions and interactions with the educational authorities mentioned had been an on-going process of clarification of objectives and ends of the INSET Project and of negotiation of means throughout the field work. So the dates given are rather indicative of starting points in the process.

** These refer mainly to headmasters of schools involved in the project.

c) List of papers presented by the researcher at conferences

1- 'Learning to Live with Teachers' Guide', a paper presented at the IATEFL conference in Warwick University in April 1989

2- 'Curriculum Innovation and Examination Reform in Benin (West Africa), a paper presented at the IATEFL Language Testing Colloquium in Bournemouth (U.K) November 1989

3- 'Are We Selling Our Souls: A User's View on 'Authenticity' in teaching learning materials. A paper presented at the the 24th IATEFL conference in Dubblin (Ireland) April 1990