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## *The Competency-Based Approach to English Teaching in Beninese Technical Schools: An Assessment of Its Implementation*

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This work is dedicated to God the Almighty, the rock of my life and the source of my inspiration.

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## List of Acronyms

| | | |
|---|---|---|
| EFL | : | English as a Foreign Language |
| ESP | : | English for Specific Purposes |
| CBA | : | Competency-Based Approach |
| EOP | : | English for Occupational Purposes |
| EST | : | English for Science and Technology |
| EBE | : | English for Business and Economics |
| ESS | : | English for Social Studies |
| OBA | : | Objective- Based Approach |
| CP | : | Conseiller Pédagogique (Teacher Advisor) |
| LMD | : | Licence, Master, Doctorat (Licence, Master, Doctorat) |
| L1 | : | First Language |
| L2 | : | Second Language |
| ESL | : | English as a Second Language |
| BEPC | : | Brevet d'Etudes du Premier Cycle (O Level Degree) |
| BAC | : | Baccalaureat (A level Degree) |
| USAID | : | The United States Agency for International Development |
| CLTA | : | Communicative Language Teaching Approach |
| EAP | : | English for Academic Purposes |
| GE | : | General English |
| CNP | : | Communication Needs Processors |

| | | |
|---|---|---|
| PSA | : | Present Situation Analysis |
| TSA | : | Target Situation Analysis |
| US | : | The United States |
| CBE | : | Competency-Based Education |
| BEAT | : | Brevet d'Etudes Agricoles Tropicales (Tropical Agriculture Studies Certificate O level) |
| DEAT | : | Diplome d'Etudes Agricoles Tropicales (Tropical Agriculture Studies Certificate A level) |
| G1 | : | Clerical field study in technical schools in Benin |
| G2 | : | Accountancy field of study in technical schools in Benin |
| G3 | : | Marketing field of study in technical schools in Benin |
| CEP | : | Certificat d'Etudes Primaires (Primary School Certificate) |
| DTI | : | Diplome de Technicien Industriel (Industrial Technical Degree) |
| CAP | : | Certificat d'Aptitude Professionnel (Professional Ability Certificate) |
| ALOP | : | Atlantique, Littoral, Ouemé, Plateau (Atlantique, Littoral, Ouémé, Plateau Regions) |
| BAPES | : | Brevet d'Aptitude au Professorat de l 'Enseignement Secondaire (Intermediate Professional Teaching Certificate) |
| CAPES | : | Certificat d'Aptitude au Professorat de l'Enseignement Secondaire (Advanced Professional Teaching Certificate) |
| ENS | : | Ecole Normale Supérieure (Teacher Training College) |
| INJEPS | : | Institut National de la Jeunesse, de l'Education Physique et du Sport |

(National Youth Institute for, Physical Education and Sport)

AEs : Animateurs d'Etablissements (Head Teacher)

NTCI : New Technology of Communication and Information

ECOWAS : Economic Community of West African States

VET : Technical Education Teaching

**Abstract**

This study explores the implementation of the Competency-Based Approach to English teaching in Beninese technical schools. Its objective is to find out whether the implementation of the teaching approach is effective. It also sets out to investigate the possible impediment to its implementation in the classrooms. The study first presents an overview of the previous English programs implemented drawing upon existing literature. The methodology used is both quantitative and qualitative allowing a collection of data from various sources: interviews to technical schools inspectors, class observations as well as some questionnaires. The analysis of these data shows that the implementation of the new approach is effective in some fields (agricultural and industrial) whereas it is still far from reaching its objective in the commercial field. Basing on the findings, the study suggests some solutions to harmonize the implementation of the approach in Beninese technical schools.

**Key words**: Assessment, Teaching, Competency-Based Approach –Implementation – Technical schools

**Résumé**

Cette étude examine la mise en œuvre de l'Approche par Compétences dans les établissements d'enseignement technique en République du Benin. Le but est d'analyser l'efficacité de la nouvelle approche dans ces établissements d'enseignement technique. Aussi, a- t-elle examiné les obstacles éventuels pouvant handicaper la mise en œuvre correcte de cette approche. D'abord, l'étude a présenté une vue sommaire des différents programmes d'étude en anglais exécutés depuis des temps, en se basant sur des sources variées de la littérature existante. La méthodologie utilisée dans cette étude est quantitative et qualitative. Interviews, visites de classes et questionnaires sont adressés aux enseignants de l'anglais dans les établissements techniques du Benin. Les résultats ont montré que la mise en œuvre des programmes de l'approche par compétences est effective et efficace dans certaines filières de l'enseignement technique telles que les filières agricole et industriel. Par contre, au niveau de la filière commerciale, beaucoup restent encore à faire pour l'application de cette nouvelle approche. En se basant sur les résultats, l'étude propose des solutions pratiques pour une harmonisation de la mise en œuvre des programmes de l'approche par compétences dans nos établissements d'enseignement technique.

**Mots clés** : Evaluation, Enseignement, Approche par Compétences - Mise en œuvre – Etablissements d'Enseignement Technique.

Language has always been important to human beings and its study has been central to the work of researchers. It is regarded as the source of human life and power. Language possession enables the individual to have human essence; the distinctive qualities of mind that are unique to man (Njemanze, 2012). Language is also defined as a system of conventional vocal signs by means of which human beings communicate (Algo and Pyles, 2004). According to Anyanwu (2002), language is a system composed of symbols, signs and vocal acts arbitrarily created and conventionally used in communication. It is also seen as the most sophisticated communication tool of life and what it means to be human (Maduekwe, 2007). Then, language is useless without communication. Learning a language will be of no use without the ability to communicate with that language. That distinctive human reality serves as a means of behaviour achieved within any given community. Nowadays, the concept of language is intimately linked to development. Some languages are becoming more and more used when it comes to their importance for possessing information and being related to other parts of the world and people surrounding us.

In this present fast-moving and technological world, English is one of the languages which has become almost a compulsory language for nations worldwide. Nowadays, English language has the status of the most spoken language in the world; seven hundred million people speak it and only half of them are native speakers (Quirk, 1985). Apart from the native speakers of the English language, the 'Outers' are more and more interested in the language for what Quirk (1985) called the 'external' purposes. A famous statistics lecturer in the Ethiopian educational system during the examination of the situation in Africa stated that:

> *English is a de facto international language for Africa. Because of the globalisation level in trade, politics, learning, we need English, we can't stay isolated. In the past, other European countries like France, Austria, Germany insisted on using their own language in business, education. But these days, they have become bilingual; they use English to publish and to teach, because they want to reach the world citizens. Although sometimes culturally unacceptable things can be sent through the internet, 90 per cent of resources we get in Africa or Ethiopia come from the west and this is almost all in English. Even people from francophone countries need English to access these resources.* (Interview with LMD/ September 2010 Nigussie Negash p.17)

In a survey conducted on the status of the English language in Africa, a researcher concludes that the English language has many roles to play in the development of Africa, and it is going to be the major international language for some time to come, which will help Africa and Africans to get connected within and beyond their national and regional boundaries. (Negash, 2011)

As regards French speaking countries, the English language is more and more compulsory due to its importance in communication with other parts of the world, especially the most developed countries (United States of America, United Kingdom…). Some people need it either for professional use or for academic use while others are simply eager to speak the worldwide language and acquire good communication skills in order to be able to interact with other people. Thus, although French is the official language, French speaking countries need English. In West Africa, French speaking countries like Benin and Togo have two neighbouring English speaking countries. They share the same borders and need to interact in both languages. The phenomenon is affecting every part of the world and this process has given rise to the teaching/learning of the English Language in many countries where it is taught as a Foreign Language for many purposes such as employment, international mobility, development opportunities and the need to access information in a universal language.

This ever - growing need for good communication skills in English has created a huge demand for English teaching around the world as millions of people today want to ensure that their children achieve a good command of this language. The worldwide demand for English has created an enormous demand for quality language teaching, teaching materials and resources.

In many parts of the world where English is taught as a foreign or second language, not only is the purpose of teaching the language to equip learners with the ability to acquire the four language skills which are: listening, speaking, reading and writing, but it is also to help them to use the language for communication purposes. Today, critical thinking seems to complete the language skills for a better English language teaching and learning. In many countries, many students in ESL/ EFL contexts face difficulties in communicating effectively (Stoddart, 1986,

P. 25). There is therefore a call for a change of methodology in the teaching of English as a Foreign Language.

Jekayinfa (1996) states that education should not be regarded as a simple process by which the child receives approved knowledge from the teacher and the textbooks in a passive way. Teaching a language should not be a passive activity, but it should be an active process and an interaction between the teacher and the learner. So, the language is to be taught with appropriate methods in a center where the learner receives the appropriate input and what he/she needs to become a good user of the target language. There are wide ranges of methodological ways and practices in teaching English as a Foreign Language.

For centuries, people have attempted to teach foreign/second languages through formal education based on approaches which have changed over the years. These approaches stem from advancements in the theories on language acquisition and the psychology of learning. An overview of these theories shows that there are general orientations among psycholinguistic theories of language learning. Each method or approach has its specific points though some of them are the result of the evolution of others. These approaches are the basic assumptions about why and how people learn languages. In fact, a method is a practical realization of an approach. It is an operational strategy or pattern of pedagogical behavior adopted by a teacher in the process of teaching and learning, (Akande, 1985).

In a French speaking country like Benin, the approaches used to teach English do not seem to produce the expected results in so far as most learners complete their secondary education without being able to communicate adequately (Honvou, 2012). Therefore, this study attempts to explore the implementation of the Competency- Based Approach (CBA) in Beninese technical schools. As for (Misko,1998) CBA may be described as *"(...) training which is performance – and standards – based and related to realistic workplace practices (...) it is focused on what learners can do rather than on the courses they have done*" (p.3). One may deduce from Misko's (1998) view point that CBA is a way of approaching (technical) training that places primary emphasis on what a person can do as a result of training (the outcome), and as such, represents a

shift away from an emphasis on the process involved in training (the inputs). It is concerned with training to industry specific standards rather than an individual's achievement relative to others in the group.

### 1.1 Context of the Study

In the 1980s, Benin was confronted with unprecedented economic and political crisis. This situation deeply affected the whole educational system. A national conference was organised in February 1990 to find a national and consensual solution to the crisis. One of the major recommendations was the organization of 'Les Etats Generaux de l'Education' (National Conference on Education).

This National Conference on education which was held in October 1990 emphasized a reform of the educational system at all levels including kindergarten and primary schools, general secondary and technical schools as well as the University. After a severe criticism of the educational system, namely "Ecole Nouvelle" by the members of the panel, they came to the conclusion that a new reform must be introduced in the school curricula. The panel also suggested the development of new curricula under the supervision of competent and experienced civil servants working at the institutions in charge of educational research (Ministère de l'Education Nationale 1990). From 1993 to 1994, a reform named Objective Based- Approach focusing on the integration of objectives was introduced in Beninese educational system. Later on, a new approach known as the Competency-Based Approach was introduced in primary schools with the emphasis on the teaching of English as a Foreign Language. From 2001 to 2002, the same reform was launched in general education secondary schools with the development of a new curriculum in English. The new approach was introduced later in technical schools during the year 2005 (Document d'orientations des reformes dans l'Enseignement Techniques et de la Formation Professionnelle 2001).

## 1.2 Statement of the Problem

In a French speaking country like Benin, English is taught as a Foreign Language (EFL). Though French is not a native language, it is considered L2 because there has never been a consensus on which national language to use as a medium of instruction. This process of learning and teaching English formally starts in the first form of Junior Secondary School, (Moustapha et al., 2007). Many private schools have been trying to give their learners the opportunity to start learning the language at primary school level.

Moreover, in the Beninese educational system, English is a subject in which general education secondary schools as well as technical schools students are evaluated in the final examinations at the end of the school levels. After the primary school level, the secondary school levels (first and second cycle) are through respectively by the "BEPC, CAP, BAC and DTI" examinations. This status of English makes it compulsory for students and teachers who learn it just for admission, for academic purposes and neglect the most important aim of a language learning, which is being able to communicate with it fluently and effectively.

Currently, many studies have shown that most of the learners after almost seven years of learning the language in general education secondary schools and technical schools, are not able to master and speak English correctly and fluently. (Honvou, 2012) and Moustapha et al., (2007) write that: "*The government has also noticed that although English is taught from the first form in Secondary School up to University, most students are neither able to master nor speak English correctly and fluently*". (p. 28)

Similarly, Teba (2012) shows that the government must be aware of the fact that the current system that consists in learning English from Secondary School level to university level has not been successful. In fact, his study reveals that most of the adults who graduate from Benin's universities are not satisfied with their level of proficiency in English. The education system does not really allow students to master English Language. Most of these former students admit that they are not able to speak the language fluently. Then, Eyou, (2012) in his study suggests the teaching of English language at primary level and early ages as a solution. In 2001,

the government tried the implementation of the English language and decided to make the teaching of English in primary education part of he current academic programme, but a few years later, the program failed and was cancelled. Many research works are trying to find a solution to that problem.

In education, from the 1960s to the present, the teaching of English has been based on many theories. From "L'anglais par illustration" in the 1960's to the current "Approche par Competence", a great progress has been made. Currently, the Competency-Based Approach to EFL teaching which started since 2000, has resolved the problem of students' involvement in the process of learning but not the problem of communication in the target language (Yaha, 2005). The academic teaching of English is not procuring the expected results. Iwikotan (2013) also backs up these assertions and shows that the Competency- Based Approach is not yet a reality in general education secondary schools based on the findings of his doctoral research work. All the aforementioned statements have made me put my thinking cap and then, I have decided to examine how effective and efficient the implementation of the new approach is in Beninese technical schools.

**1.3 Purpose of the Study**

The ultimate goal of this study is to examine the implementation of the Competency-Based Approach in secondary schools, especially in technical schools in Benin.

Firstly, this study will generally enable me to find out and analyse the possible obstacles to the effective implementation of the Competency- Based Approach in technical schools so as to provide teachers and stakeholders both information and evidence and raise their awareness regarding some of the difficulties connected to the CBA implementation

Secondly, this study aims at drawing up on the information from the field survey to suggest effective and efficient ways, means, measures, rules and decisions that can help the government, and schools' users revisit educational policies toward the Competency-Based Approach implementation in Beninese technical schools.

The specific objectives of this research work are:

1. to investigate the methods used by English teachers in technical schools in Benin in the context of CBA;
2. to compare the efficiency of the Competency- Based methods used in technical schools, with those in non-technical secondary schools in Benin.

To reach the above mentioned goals, the work has attempted to answer the following questions:

### 1.4 Research Questions

The research work is based on the following questions:

1. Is the Competency-Based Approach efficiently implemented in Beninese technical schools?
2. What are the impacts of the efficient or non-efficient implementations of this approach?
3. Which teaching approach/methods and techniques are mostly used by English teachers in technical schools in Benin ?
4. Have the objectives of the teachers who implement the CBA in technical schools been reached so far?
5. Have the mechanisms of evaluation been built in the new approach?

### 1.5 Research Hypotheses

To understand and identify the real problem, I have made the following assumptions which express the rationale behind this study.

**$HO_1$**: If the Competency-Based Approach is efficiently implemented in Beninese technical schools, the students' learning skills will be improved.

**$HO_2$**: The non-efficient implementation of this approach will highly and negatively impact the theoretical and practical knowledge or skills of the learners in those schools.

**$HO_3$**: If an ESP teacher depends on his knowledge and experience in the previous teaching approaches to better arrange his implementation of the Competency-Based Approach today, he will enhance more the communicative skills performance of the learners in his classes.

**$HO_4$**: If the Competency-Based Approach rules is well implemented by ESP teachers in technical schools, the teaching objectives will be reached; otherwise they will fail in reaching those goals.

**$HO_5$**: If the ESP is taught efficiently according to the Competency-Based Approach, the mechanisms of evaluation will also be a success by promoting it.

### 1.6 Significance of the Study

Undertaking such a research work is worth it for several reasons. Firstly, the Competency-Based Approach was introduced into Benin educational system fifteen years ago. From the experimentation to the generalisation of the Competency- Based Approach, nobody ever tried to evaluate the new reform either in general secondary schools or in technical schools. Normally, after implementing a reform for a certain number of years, the stakeholders have to pause and think about the evaluation of it. This evaluation will allow them to know what has gone well or wrong. From then on, they will think of some remedies to correct whatever may be bad in the reform. Secondly, teachers of technical schools are mainly concerned with this reform because originally the Competency- Based Approach was rooted from industry and entreprises. Tuxworth (1989) advocates that CBA in education can *be traced further back to the 1920s, to the ideas of educational reform linked to industrial/business models centred on specification of outcomes in behavioural objectives form* (p.49).

Therefore, I can say that the Competency-Based Approach in educational system, is an attempt to bring business management models into education in the first half of the twentieth century. So, the main people concerned here are teachers and students in technical, technical and professional schools because some competencies are required from them. This study is vital for the educational system, for it can serve as formative feedback for the assessment of the approach. Thirdly, this study will provide the educational policy makers with ideas about current competencies relevant to teachers and students in technical schools and may form the basis for the establishment of a competency-based teacher education in the future. Fourthly, everybody has to contribute to the improvement of the new reform introduced in Benin's educational system. The

raw materials on which the reform should be tested are students who need knowledge for their self- development and the development of the whole nation. So, it is important for everyone to feel concerned about the reform. In addition, *conducting a doctoral-level research on the reform provides opportunity to carry out a deep investigation that will shed light on the strengths and weaknesses of both the design and implementation of the Competency-Based Approach* (Iwikotan, 2013, p.4). Finally, for researchers in education, this study can stimulate research in technical schools by providing areas for further research. This study is likely to raise the awareness of the educational authorities to the difficulties related to the implementation of the Competency-Based Approach in technical Schools in the context of English language teaching and learning.

### 1.7 Scope and limitation of the Study

This research work is carried out in technical schools in Benin. The study covers both the southern and the northern parts of the country based on socio cultural factors that make people believe that the southern part is illegally more developed than the northern part. It takes into consideration intermediate classes of ‘‘Seconde’’, “Première” and “Terminale” in agricultural, commercial and industrial field.

This research work must normally cover the public technical schools and the private one beacause these two entities constitute the whole educational system in Benin. However, it covers only some public technical schools which has at least ten years of its existence. Setting up technical schools requires a lot of financial means. Technical schools need a huge investment in school facilities and outside partnership such as sponsors who can help through training, the supply of some schools materials, and the building of infrastructures and workshops. My investigations do not extend to private schools because most of them have only the commercial field and the other fields of interest in my research work do not exist. The teachers questioned in this study are almost the same in public and private schools as well. My research work lacks the assessment of the different official examinations undertaken by the students so as to find out and to analyse whether they are competent or not. Furthermore, the Competency-Based Approach is

based on three important principles which are learner-centeredness, interdisciplinarity of subjects and students' assessment. My research work does not take into account how the students are assessed in classrooms and the different national examinations.

### 1.8 Concepts Clarification and Comments

Some terms are difficult to define because they have a variety of meanings and according to the field. For my research work, the following words are to be defined for a better understanding of my topic. Those words are: approach, method, technique, competency, competencies and performance. The first three terms listed are misused as one concept but each term has its own meaning. As for Richards & Schmidt (2002) *Different theories about the nature of language and how languages are learned (The approach) imply different ways of teaching language (The method), and different methods makes use of different kinds of classroom activity (The technique) (p. 30).*

**Approach** refers to different theories about the nature of language and how languages are learned such as cognitive: (the most general of three, the broadest). An approach describes how language is used and how its constituent parts interlock and also how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning. Anthony (1963) defined an approach as *a set of correlative assumptions dealing with the nature of language and learning* (cited in Krumaravadiveli, 2006, p. 48). Likewise, Harmer (2001) stated that an approach is about both how to use language and how its components overlap. According to Richards & Rodgers (2002) an approach refers to" theories about the nature of language and language learning that serves as the source of practices and principles in language teaching"(p. 78)**.** Besides, Davies (2002) argued that an approach can help the teacher but it may not offer detailed information about the teaching process and he says that *" it is the realm of methods"* (p. 186). It means that an approach is broader than a method which encompasses theories about language and language learning and it is not about what the teaching process should include.

**Method**: a set of procedures, a system that spells out rather precisely how to teach a language, "*a practical realization of an approach*" (Harmer, 2001, p. 78) where decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of syllabus organizations, including procedures and techniques. In other terms, the method is *"an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural"* (Anthony, 1963, p. 65 cited in Krumaravadiveli, 2006, p. 85). Moreover, for Davies (2002) a method includes a general approach but it is more detailed than an approach because it collects such things as syllabus, learning - teaching activities, materials and so on (p. 186).

**Technique:** any of a wide variety of exercises, activities, or devices used in the language classroom for realizing lesson objectives. According to the American applied linguist, Edward Anthony (1963), a technique is *"implementational which actually takes place in a classroom…Techniques must be consistent with a method, and therefore in harmony with an approach as well"* (cited in Richards & Rodgers, 2002, p. 19)**.**

**Competency:** In studying competency, one is confronted with the lack of unified definitions, and this leads to confusion between terms such as competence, competency, competencies, and competences. For example, New Oxford Advanced Learner's Dictionary (2005) defines competence as ''the ability to do something well'' (p. 294). The same Oxford Advanced Learner's Dictionary (2005 further states that competence and competency are synonymous as are competences and competencies. This view is also shared by Dobson (2003) in his definition. ''Competency (Also competence) the ability to perform tasks and duties to the standard expected in employment'' (p. 62).

**Difference between Competence, Competency and Performance**

**Competence**: is defined as *"A system of internal and external mental structures and abilities assuming mobilization of knowledge, cognitive skills and social behavioral components such as attitudes, emotions for successful realization of activity in particular context* '' (cited in Chelli,

2010, p. 58). It is often considered as an important concept in order to learn any foreign language. Kouwenhoven (2003) defines this term as *"the capacity to accomplish 'up to standard' the key occupational tasks that characterize a profession*" (p. 126). In like manner, Mansfield (1989) claims that the term competence differs from one view to another some of these views see it as a broad concept which is doing with occupational tasks; however, others consider it as a narrow concept which focuses on *"the routine aspect of work activity, and turns towards the input of knowledge, skills and understanding'*[sic*] which are attributed of individuals''* (Mansfield, 1989, p. 23). According to DeSeCo (2005), the term, in spite of the variety of definitions, all of them stress the fact that competence is both a physical and an intellectual ability to do something well through repeated experiences.

- As for **Competency**, attempts by researchers, such as Blakemore, to define the term competency have resulted in various definitions. Blakemore (2008) from his part coined the term of competency as follow: *''A competency is a skill performed to a specific standard under particular conditions"*. Then, he describes Competencies as *"result from breaking down a job or role into the specific and observable skills that are needed to do it well''* (p. 2). I have noticed that the writer in his definition emphasizes some key words which represent the main elements that distinguish between the two terms competence and competency which are specific and particular condition; therefore, I can consider the competency as superior level in mastery and accuracy to do things in comparison to competence, also the competency can be realized in specific condition.
- Another definition of competency is stated by The National Post secondary Education Cooperative (2002) as follow: *''competency is the combination of skills, abilities, and knowledge needed to perform a specific task''*. The National Post Secondary Education Cooperative (2002) believes *Competencies are the result of integrative learning experiences in which skills, abilities, and knowledge interact to form bundles that have currency in relation to the task for which they are assembled* (p. 7). From this definition one can infer that competency consists of a set of components which are skills, abilities, and knowledge and the competencies as a collection of competency. Later, Quality

Assurance Manual for Flight Procedure Design (2009) proposed a definition to Competency as ***A*** *combination of skills, knowledge and attitudes required to perform a task to the prescribed standard* **(**p. xi). Then, he also describes its components from his view and defines them as follow: *A skill is the ability to perform an activity that contributes to the effective completion of a task, Knowledge is specific information required for the trainee to develop the skills and attitudes for the effective accomplishment of tasks, and Attitude is the person's mental state that influences behavior, choices and expressed opinion*s (pp. 2-22). All these definitions, enable me to have a clear idea about the concept 'competency' which involves being good at doing something.

- **Performance:**

  Performance, according to the *Longman Dictionary Contemporary English* new edition (2008) is defined as ***"****The accomplishment of a given task measured against preset known standards of accuracy, completeness, cost, and speed"( ).* In a contract, performance is deemed to be the fulfillment of an obligation in a manner that releases the performer from all liabilities under the contract. It is also known as a written requirement that describes the functional performance criteria required for a particular equipment, material, or product. Performance has also to do with the actual output of a person compared with the desired or planned output, expressed usually as a percentage.

Thus, Chomsky (1965) has made a fundamental distinction between a person's knowledge of his/her language and his/her actual use of the language in real-life situation. He called the former 'competence' and the latter 'performance'. He contends that linguistics has as its most important task the study of competence. Chomsky (1965) says:

> *The problem of the linguist as well as the child learning the language is to determine from the data of performance the underlying system of rules that has been mastered by the speaker-hearer and that he puts to use in actual performance. Hence, in the technical sense, linguistic theory is mentalistic, since it is concerned with discovering a mental reality underlying actual behaviour. Observed use of language or hypothesized disposition to respond, habits, and so on may provide evidence as to the nature of this mental reality, but surely cannot constitute the actual subject matter of linguistics, if this is to be a serious discipline.* (p.4)

This implies that competence is an underlying mental system which underlies actual behaviour whereas the empirical and formal realization of competence would be performance. As a matter of fact, it is arguable that the Chomskyan *Competence-Performance* distinction is the redefinition of *langue-parole* differentiation. He warns urgently against the confusion of the

description of intrinsic competence provided by the grammar with an account of actual performance. Nevertheless, Chomsky very soon rejects Saussure's concept of *langue* as merely systematic inventory of items and basically a store of signs with the grammatical properties (Peterwagner, 2005; p.96) and instead returns to a rationalist model of underlying competence regarded as "*a system of generative process*". (Chomsky.1965; p.23)

Moreover, Peterwagner (2005) observes that contrary to Chomsky, Saussure thinks of 'langue' as a socially shared knowledge while Chomsky's competence, on the other hand, lacks a social aspect. He contends that competence is "rather a psychological nature in that it represents the knowledge of language each individual is generally endowed with" (p.9). It is then a system of rules that governs an individual's tacit understanding of what is acceptable and what is not in the language they speak in other words, the rules which underlie performance. Chomsky (1965) says:

> *A distinction must be made between what the speaker of a language knows implicitly (what he may call competence) and what he does (performance). A grammar, in the traditional view, is an account of competence. It describes and attempts to account for the ability of the speaker to understand an arbitrary sentence of his language and to produce an appropriate sentence on a given occasion. If it is a pedagogic grammar, it is attempts to provide students with this ability; if it is a linguistic grammar, it aims to discover and exhibit the mechanisms that make this achievement possible. The competence of the speaker-hearer can ideally be expressed as a system of rules that relate signals to semantic interpretations of these signals. The problem for the grammarian is to discover this system of rules* (p.9).

It is then clear that Chomsky (1965), distinguishes between the speaker-hearers' knowledge of rules which enable them to understand and produce sentences in their native tongue and the essentially social use to which this system of rules is put. Thus, a project in generative grammar has two distinct aims. First, it is a matter of analyzing the elements or phrase into its distinct parts. The second is to establish and produce descriptive models of the rules that compose the complete grammar. These rules must be finite yet they must be capable of generating an indefinite number of innovative sentences. To my mind, performance is a person's actual use of language; how a person uses his knowledge of a language in producing and understanding sentences.

- **Assessment**

Any one might think of evaluating, assessing, and testing as synonymous terms but they are not exactly the same. **Evaluation** *designates the judgments we make about students and their progress toward achieving learning outcomes on the basis of assessment information* (Williams, 2003, p. 297). However, according to Longman Dictionary (2002) the term **Assessment** is defined as *a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence (*p. 35). On the other hand, a **Test** is *a method of measuring a person's ability, knowledge or performance in a given domain* (Brown, 2004, p. 3). A test is prepared in administrative way that occurs at determined time in a curriculum when learner finish specific term of learning, and it is expected that student get some competencies, and know that his answers are being scored and evaluated. However, Assessment is a continuing process that includes a set of domains. While a student responds to his teacher through the learning process, in this time the teacher makes an assessment of the student's performance (ibid, 2004, p. 4). In the context of my study, assessment aims at observing, appreciating or judging through questionnaire, interview, and class observation the implementation of teaching strategies, methods and techniques according to the Competency-Based approach. In the same vain, I will find out the success and failure as well as the advantages and drawbacks of the Competency-Based Approach implementation for the learners, teachers, schools'authorities and other citizens.

## 1.9 Structure of the Study

In general, I have set up various interests that might direct to the organisation of my investigations. To achieve the research work's goal and for balance's sake, my dissertation is organised around five chapters. Chapter one which is the introduction and preliminaries to my investigation, sheds light on the context of the study, the problem statement, the purpose of the study, the research questions, the research hypotheses, the scope of the work and finally the organization of the work. In chapter two devoted to the critical literature review, attention is laid

upon Benin educational system reform, the conceptual framework to assess the reform, the language teaching methods, the overview of English for Specific Purposes, the textbook evaluation, the general outline of Competency- Based Approach and the relationship between the Competency –Based Approach and English for Specific Purposes.

Chapter three deals with the theoretical framework and the methodology. This chapter falls into two parts. The first part is divided into two sections: the first section is essentially based on the expanded definitions of the two concepts which are Competency-Based Approach and English for Specific Purposes. The second section is devoted to the structure of technical schools in Benin Republic. The second part has to do with the methodology of the work. It presents the following: research population and sample, research instrument, procedure of data collection, and methods of data analysis.

Chapter four presents in details the research findings and the discussion of the findings. Its major headings are: feedback on questionnaire addressed to teachers of English and students in the different sectors of technical schools, interviews to some schools stakeholders and the direct observation of classrooms.

Chapter five entitled suggestions is structured as follows: the summary of the difficulties encountered by technical schools' stakeholders, different suggestions to members of the government, schools' authorities, and to teachers of ESP in technical schools for their self-development. Finally, the general conclusion comes up to elaborate more on the summary of the research work.

## 2.0 Introduction

This review deals with useful and relevant scholars' works I have gone through while dealing with my research work. It is a collection of information from books, the Internet, journals and other records that I have read and listened to for the fulfillment of my work. In fact, given the focus of this dissertation is the assessment of the implementation of the Competency-Based Approach to English teaching in Beninese technical schools, the review explores the literature on education with its reform in technical schools in Benin. This chapter is divided into three sections. The first section focuses on the language teaching methods the second section provides an explanation in terms of the appropriate definition of English for Specific Purposes (ESP), the curriculum theory and the needs for analysis. The third section sheds light on the Competency-Based Approach; its background, features and limitations in the English language teaching in technical schools.

## 2.1 Assessment of Language Teaching Methods and impacts

The current situation of English as a Foreign Language teaching is determined by the products of popular methods, procedures, approaches, models and theories of learning. They are classified into four major groups, which are the structural or linguistic approaches, the cognitive approaches, the affective or inter personal approaches and the functional or communicative approaches.

Structural / linguistic approaches are based on beliefs about the structure of language; either saying how a language is actually used without giving rules for how it should be used (descriptive) or showing differences between languages (contrastive) linguistics. The language teaching involves isolation of grammatical and syntactic elements of the target language, either deductively or inductively in a predetermined sequence. The emphasis is put much on meta-linguistic content of the target language or "learning about the language" (eg: the Grammar-Translation method) instead of learning it to communicate.

When it comes to cognitive teaching approaches, they are based on theories of learning applied specifically to second language learning. The focus is on the learning strategies that are compatible with the learners own style. L2 content is selected according to concepts and techniques that facilitate generalizations about the language, memorization and "*competence"* leading to *"performance"*. Affective/interpersonal approaches focus on the psychological and affective pre-dispositions of the learner that enhance or inhibit learning. They emphasize interaction among the teacher and the learners and the atmosphere of the learning situation. They also consider students' motivation for learning based on concepts adapted from counseling and social psychology. Functional/communicative approaches are based on theories of language acquisition. They (functional/communicative approaches) are often referred to as the "natural" approach, and "the use of language for communication". They encompass multiple aspects of the communication, with language structures selected according to their utility in achieving a communicative purpose. Instruction is concerned with the input students receive and their comprehension of the "*message*" of language. It also emphasizes students' involvement at the students' level of competence.

Maduekwe (2007) says apart seven approaches to teaching English which are as follows: the grammar-translation method, the direct approach, the audio-lingual method, the situational approach, the communicative language teaching Approach, the task-based learning approach and the Competency-Based Approach.

The purpose of those analyses is the effective teaching of the language. It leads to the effective language proficiency of the learners using the target language in the process of foreign language and second language learning. Stoddart (1986) asserts that in many countries, many students in ESL/ EFL contexts face difficulty in communicating effectively in the English language because of the influence of their mother tongue or the first language**.** Even today, many outers of English language users are having difficulty in making the learning of the EFL effective to the learners. So the use of the Competency-Based Approach should not be without difficulties.

The next ideas will shed light on the differents methods used in the process of the English language teaching/learning since then.

### 2.1.1 The Grammar-Translation Method

This method was based on the belief that different kinds of knowledge have their separate location in the brain of a human being. Mathematical knowledge was thought to have its location or area in the brain; arts knowledge and languages knowledge in another area of the brain and so on. So, the more a person learns, the more he exercises his brain and develops the part of his brain that belongs to languages. Languages were learnt then, not for the purpose of speaking them but for exercising the brain and gaining more knowledge. Being able to read and write the language was one of the most important motivations of learning a language, as the more languages you know the more intelligent and privileged you appear.

Another reason of learning languages, especially Latin and Greek, was appreciating the classics in their original language. Reading classics then was the privilege of elite classes and educated people. As its name indicates, grammar- translation method consists in teaching the basic grammar structures and rules and the translation from the native language to the target language as means of teaching comprehension. In this method, the correct pronunciation is not important but the teacher emphasizes the memorization of grammar, verbs use and reading skills. The teaching of the second language was based on the study of grammatical aspects of the language and the use of translation to teach comprehension. The use of the first or native language is intense. The target language is taught in the native language and no effort is made to speak the target language, grammatical rules were memorized and all activities; vocabulary, verb use, just described the language.

Though the method is not named or mentioned nowadays in English as a foreign and second language teaching in French speaking countries as the case of Benin Republic, the teachers emphasize and put focus on grammatical rules teaching and verb use when little importance is given to reading comprehension and communication skills. At the end of five to seven years of the

English language learning, students may be good at reading, writing and mastering grammatical rules (linguistic competence) but unable to speak the target language. Various criticisms arose about grammar translation method. It emphasizes more on reading and writing than listening and speaking skills. Adult learners who want to use the English language straight way do not need to learn the grammatical structures. Memorisation is an important part of grammar translation method and when the learners find an unusual situation, they get lost because every student has his own learning style which need to be considered by the teachers. Grammar translation method puts teacher at the centre of the process of the English language learning instead of the students who are the real language learning concerned. They are always passive learners. The role of teachers today should be a facilitator and a guide. It also stresses much more on accuracy than fluency. Translation is a way of understanding the meaning of the written and oral text but today it is hightly recommended that translation should be avoided because it leads to a mental process which hinders or stops learning. The main disadvantage of the Grammar- Translation Method is that, it is almost impossible to translate all the phrases and sentences into the target language because the main focus is put on the translation of this method so that the students who have been taught through this method fail to communicate well in the target language.

### 2.1.2 The Direct Method

This teaching method is the outcome of the research work of Gouin (1980) who focused on children's natural way of language learning in the target language and the German scholar and psychologist Frankle (1984) who worked on the theoretical framework which demonstrates the originality of the Direct Method approach through the direct association of forms and meanings.

The method emphasizes the direct association the students make between objects and concepts and the corresponding words in the target language. The target language must be used every time by the learner. The students have to think and speak the language with the help of the teacher who has to use objects, shape samples and others to make the learner understand the meaning of what he/she is taught. They have to find the corresponding words or objects in the target language through their forms. There is a wide use of audio visuals. As for grammar, it is

taught inductively to the learners. The speaking of the native language is prohibited. Grammar is introduced through communication but the learners are taught verbs but their use does not matter in this situation. It is learned through the culture of the target language and the geographical description of the areas or countries where the target language is spoken as a native language. The teacher asks questions and students respond, and vocabulary development is emphasized. The teacher gives more time to students to interact; important part of the teaching is majorly provided by the learner. Though this method was a new theory, many of the techniques developed have also been used in other methods. It was mostly applied to learners whose aim was to learn the language for business purposes but its generalization to public schools where the Grammar-Translation Method was used to failure. Applying the direct method in non-commercial schools fell out of favor as early as 1920 (Richard et al., 1986). Direct method is successful in private language schools because this method can be applied only in small classes where all the learners can get individual attention. In Direct method, the teachers extravagantly excel in keeping the mother tongue of the learners away from them. Direct method demands the learners to do oral communication in the second language and it also demands the pronunciation and accent to be just like the native speakers so there is need for the language school to hire the native speakers which can actually cost a lot. The success of the direct method depends on the teacher's skills and personality more than, on the methodology (Richards and Rodgers, 1986).

### 2.1.3 The Audio-Lingual Method

The Audio-Lingual Method was the result of the participation of the United States in the World War II, where it was noticed that the way people learned the language did not allow them to be able to communicate in the foreign language, especially through the Grammar-Translation rules. Language teaching specialists combined structural linguistic theory, contrastive analysis, behaviorist psychology and aural-oral procedures to propose Audiolingualism. (coined by Nelson Brooks in 1964) It even provided methodological foundation for English teaching materials at college and university level to prosper such as the Lado English Series (1977) and English 900

(1964). It became a popular method in the 1960s, used in language laboratories and learning centers where language learners listened to audio taped dialogues that they memorized, practised and played. The teaching of the target language emphasizes the listening skill. The learner was required to listen to audio tapes and repeat dialogues that captured aspects of daily life. Even structural parts of the target language were studied in the dialogues and the vocabulary in a substitution drill. These dialogues will be used to build new sentences. The belief was that students would form their speaking abilities by habit through the practice of the language after memorization. Audio-lingual method is based on the following principles: speaking skills should be presented first. Language mastery is represented as acquiring a set of appropriate language stimulus-response chains, a habit formation. Students developed correct language habits by repetitious training, often using technology such as tape recordings in language labs. Analogy, the processes of generalization and discrimination, provides a better foundation for language learning than analysis. Drills can enable learners to form correct analogies. The meanings of words can be learned only in a linguistic and cultural context method bears various characteristics as follows: a conversation is followed by an introduction to sentence patterns and drills of them, students' errors have to be corrected right away to prevent the formation of bad habits, a variety of drills are presented to reinforce positive learning, and vocabulary learning is kept to minimum. Audio-lingual method has some drawbacks which are: Students are found to be unable to transfer skills acquired to real communication outside the classroom. The experience of studying through audio-lingual procedures may be boring and unsatisfying. The theoretical foundation of audiolingualism was attacked as being unsound both in terms of language theory and learning theory. Language is not a habit structure: Ordinary linguistic behavior involves innovation, formation of new sentences and patterns. (Transformation Grammar by Noam Chomsky 1966). Human language use is not a limited behaviour but is created a new form underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition generated from the learner's underlying competence. Though this method was a complete abandonment of the Grammar-Translation Methods and the belief that the more the learner practices the language, the more he/she learns through natural

habits and the premise was that a language is spoken not written. The students end up learning set of dialogues and not the language. The implication is that though the learners were able to display dialogues of daily life situations, they were not really able to use the target language fluently for real communication purposes.

### 2.1.4 Chomsky's Transformational Generative Grammar

Noam Chomsky (1957) in his publication of *Syntactic Structures* argued that the structural description was too superficial, because it only described the surface structure of the language, and thus could not explain relationships of meaning which were quite clearly there, but which were not realized in the surface structure. For him, a language cannot be analysed and described in isolation from the human- mind which produces it. He maintained that the comprehension of how a language works cannot be viewed as a phenomenon in itself. It must be viewed as a reflection of human thought patterns. He proposed that there must be two levels of meaning: a deep level, which is concerned with the organization of thoughts and surface level, where these thoughts are expressed through the syntax of the language. The grammar of a language is, therefore, not the structures themselves, but the rules that enable the language user to generate the surface structures from the deep level of meaning. Chomsky's work had an enormous and direct influence on the world of Linguistics. His effect on the language teaching has been more indirect, but no less important. Firstly, he reestablished the idea that language is rule-governed and secondly he widened the view of language to incorporate the relationship between meaning and form. For ESP, the main lesson to be drawn from Chomsky's work was the distinction he made between '*performance'* (surface structures) and '*competence'* (the deep level rules).

Saussure's works have also influenced linguistics in the USA and the pioneering work of Edward Sapir on the language of North American Indians as observed by Waugh (2006) has some affinities with Saussure's abstract approach to language. Fowler (1981) argues that American structuralism was a school of linguistic analysis which had been developed by a group of linguists on the basis of ideas of Edward Sapir and Leonard Bloomfield. Their works followed a rigorous

inductive method based on mechanistic and behaviourist assumptions. For example, Bloomfield has established the basis for structural analysis. He sets out to make linguistics an autonomous subject and a scientific one, and the type of the analysis which he develops, has a major influence on the language teaching as it provides the linguistic basis for the pattern practical drills and other aspects of the so-called 'audio-lingual'. His linguistics is strong in the areas of phonology and morphology, and makes some inroads into syntax but it has little to say about semantics (Bloor et al., 2004, p.239). So, American structuralists devised a fairly complete and systematic set of procedures for analyzing the phonological and syntactic structure of sentences. However, their approach has been forcefully challenged by Chomsky's theory of generative grammar. In that respect, Fowler (1981) says:

> *Chomsky argued that the linguistic theory of his predecessors was defective in several respects. He claimed that it misunderstood the purpose of linguistics, which he maintained was not the analysis of individual sentences but the formation of a theory of the linguistic abilities of speakers. Chomsky's arguments on this point were a valuable stimulus to research in the psychology of language. (p.13)*

### 2.1.5 Suggestopaedia

This method of language teaching/ learning was developed in 1960s by a Bulgarian medical doctor "based on Indian Yoga and soviet psychology" and its objectives is the acceleration of learning through suggestion, relaxation and concentration [Ho, M-C (2004)]. It is a belief that, playing and feeling free can help a learner develop his language skills. Hence, the use of drama, plays, arts, physical exercises while learning the language. For this reason, it is very important to the learner to be provided with good class equipment, a relaxed atmosphere mostly accompanied by soft music. More as a psychologist, lozanov (1982), developed the '*suggestive communication psychotherapy*'. The influence of the science of suggestology is clear in this method that calls class meetings ''Sessions'' (Freeman et al, 1998). To achieve this, classrooms are well arranged and equipped with comfortable seating and lighting to provide an attractive and conducive environment.

Then, the use of the L1 is allowed to teach the target language specially to give instructions. It provides relaxation and makes the learner feel able to learn the language. Drama, songs and games are provided for much practice. The classroom atmosphere is crucial. The teacher must create and maintain a relaxed, non threatening learning environment. The aim is to avoid any fear or stress that can threaten the learner and affect the assimilation of the target language. Like the direct method, much time was spent in rehearsal practicing for drama and not real communication in the target language. One of the limitations of the method is that large size classes and popular schools could not apply it and the teachers' timetable most of the time does not allow them to the language practice. The reproach made to this method is the questionable results from Suggestopedia of Lozanov's experiment data, the lack of practicality, the input material is almost pedagogically prepared and the lack of authenticity.

### 2.1.6 The Silent Way

Developed by Gattegno (1963), this method requires the teacher's silence in the classroom. He believed that learning is best facilitated, if the learner discovers and creates language rather than just remembering and repeating what has been taught. Students learn by their own. They are the initiators of their own language acquisition and the teacher believes that they can independently learn the language, and students are provided a favorable environment. Group activities are performed and teaching materials are needed especially for beginners. When the learners' level is becoming higher, the teacher focuses on grammar and language structures. Then, stories are used to give more comprehension of the language. The teacher silently monitors students' interaction and creates an environment that encourages student risk taking. Special teaching aids are used such as a pointer, cuisenaire rods, sound-color chart, fidel charts and word charts to provide students physical foci for their learning and also create memorable images to facilitate student recall. The silent way is based on some principles which are the following: *Teaching should be subordinated to learning*= learning through self-reliance (key words-independence, autonomy and responsibility). Learning is a problem-solving, creative, discovering activity, in which learners are expected to become independent, autonomous and responsible.

*Learning is not primarily imitation or drill*- The teacher's strict avoidance of repetition forces alertness and concentration on the part of the learners: *The teacher should be silent as much as possible* to let the learners do the learning. So the teacher does not dominate learning processes. *Each student has a retaining system*. What students have experienced is recorded in their language systems. There is no need to repeat the language concept they have already gained from their L1. In silence, students concentrate on the task to be accomplished.

Silence, as avoidance of repetition, is thus an aid to alertness, concentration, and mental organization. *Students' self-awareness leads to self-correction*. When students are aware of how their learning is and become alert to it, they can try it and correct themselves at any time. The silent way bears some influences which are:

- ✓ teaching is subordinated to learning. (discovery learning, responsible learners);
- ✓ language learning can also train students to be independent and responsible;
- ✓ teachers don't model pronunciation but direct and monitor students' performance;
- ✓ it promotes the use of phonemic charts and points to objects and sounds and Cuisenaire rods as well as the use of discovery techniques. (Gattegno 1963, Book 6, p 161)

One of the limits of this approach is that teachers are used to talking in normal classes so they find it difficult to perform the teaching of the target language and they need more training to be able to apply it. This made the method difficult to apply. It was too harsh a method and the teacher was distant. Some aspects of language can be taught directly instead of having students struggle for hours.The rods and charts wore thin after a few lessons.

### 2.1.7 The Total Physical Response

The Total Physical Response was developed by the psychologist Asher (1977). As for Asher (1977), Total Physical Response is based on the premise that human brain has a biological program for acquiring any natural language on earth including the sign of the deaf. The method was based on the belief that people learn more when they are involved physically as well as

mentally. Opposite to the silent Way Method, the teacher is the totally active and master of the class. The teacher gives orders and students respond. He/she ascertains that students access comprehension of commands. He/she goes from simple commands to more complex ones by developing the learners' oral skills. Here too, the learner is required to practise and the teacher is required to use teaching materials; pictures and realia that he/she possesses while teaching to make the students feel what they are learning. The TPR is laid on the following principles: understanding of the target language should be developed before speaking; meaning can often be conveyed through actions, especially by using commands, feelings of success and low anxiety facilitate learning, spoken language should be emphasized over written language, teachers should be tolerant of errors which are expected to be made by students; meaning is more important than form. It bears some influences that: learning a foreign language is similar to the first language acquisition. These are some of the characteristics of this approach:

- Making language learning as enjoyable as possible in a low-anxiety environment

- Feelings of success and low anxiety facilitate learning, especially effective for beginners

- TPR represents a useful set of teaching ideas and techniques that can be integrated into other methodologies for certain instructional purposes. There may be substantial limitations on what can be effectively accomplished in terms of proficiency goals through commands only (especially for advanced learners). There is little emphasis on the development of accuracy in Asher's description of the method.

Although Asher stresses that his method "if applied with skill, will enable everyone, childre27n, teens and adults, to enjoy instant understanding" (n.d.b), in reality TPR is "rarely used beyond beginner level" (Knight, 2001, p.154). Presumably this is because there is a limit to how much students can learn from being told to stand up and sit down. In theory, TPR is intended to create an atmosphere in which the students can learn without feeling self-conscious or being nervous. However, putting adult or teenage language students in a position in which they have to perform

meaningless actions and obey commands like "[Put] the soap in Ramiro's ear", "[P]ut the towel on your head and laugh" or "Sit down quickly and laugh" (Asher, 1977, p. 61) is unlikely to create a suitable learning environment for them. TPR is also very teacher-centred (Knight, 2001, p. 154). Although it might in consequence reduce the stress for the learners (Knight, 2001, p. 154), it puts them in a very passive role in which they cannot make their own choices or develop creativity. Another reason for questioning the effectiveness of the method is that TPR entirely excludes any focus on grammar or students' output (Cameron, 2001, p. 107).

### 2.1.8 The Natural Approach

The Natural Approach was developed by Terell (1991) basing on Krashen's monitor model. The monitor hypothesis explains the relationship between acquisition and learning. It also states out the influence of the learning on the acquisition. The goal was to develop communicative competency in the learner's target language. It suggested that the class period be devoted to communication activities rather than to the explanation of the grammatical aspects of language. The learner was given all the facilities to "*acquire*" the language rather than being forced to learn it. This implies listening/speaking activities and vocabulary acquisition. Terell (1991) suggests that "*There might be some benefits to providing form-focused instruction as a means of establishing form-meaning relationship in communicative activities"* (p.24). In his opinion, teaching grammar for the sake of grammar instruction is not effective. However, clarifying it in context, using advanced organizers to tie it with communicative activities does have values Zainuddin et al., (2011). McLaughlin (1978) finds the monitory theory inadequate because its central assumptions and hypotheses are not clearly defined. He states that *Krashen's theory fails at every juncture…Krashen has not defined his terms with enough precision, the empirical basis of the theory is weak, and the theory is not clear in its predictions (p.56).* In agreement with Krashen's affective filter hypothesis, Terell (1991) also believes that error correction can frustrate a language learner and interrupt the oral language development process when one takes into account the manner the correction is made. As for Laser-Freeman and long (1991), they stated that

"*to provide…empirical content, Krashen would need to specify which affect variables, singly or in what combinations, and at what levels, serve to 'raise the filter'" (p. 247).* I can clearly explain that no explanation exists as to how this filter works.

The language is naturally acquired by a native language learner. The learner is given all facilities to acquire their language and not forced to learn it, The use of teaching materials and realia is required for a good comprehension, and emphasis is put on listening comprehension. In the beginners' classes, small questions like Yes/No questions are suggested for comprehension activities. The reproaches made to the natural approach are as follows:

1. The distinction between subconscious (acquisition) and conscious (learning) is fuzzy- what is conscious and subconscious?

2. There is no evidence to show that there is no overlap between acquisition and learning: Krashen's zero option (don't teach grammar by Ellis) is not supported: Varying degrees of learning and acquisition can both be beneficial, depending on the learner's styles and strategies;

3. Success in a foreign language cannot be attributed to input alone since the Input Hypothesis ascribes little credit to learners, and their own active engagement;

4. How input turns to intake is not clearly operationalized or consistently proposed;

5. The notion of i + 1 is nothing new but a reiteration of meaningfulness or subsumability.

6. Enough input does not guarantee speech/production.

### 2.1.9 The Communicative Language Teaching Approach

The communicative Approach to Language teaching is the modern way of language teaching. This approach aims at making the learner competent in the target language, thus the name 'Communicative Approach'. The primary function of language is for interaction and communication because language is a system for the expression of meaning. Thus, emphasis is put on communicative activities and communication must take place through various classroom activities such as language games, information sharing activities, social interaction, need for

impromptus response and use of teaching materials. Activities are better carried out in small groups in which interaction among students are maximized. The major characteristics are:

- meaning is primary; contextualization is basic;
- attempts to communicate in TL are encouraged in the beginning of instruction;
- material sequencing is determined by the content, meaning, and function;
- L1 is acceptable when feasible;
- activities and strategies for learning are varied;
- communicative competence is the goal of instruction. It relies on three main principles which are communication (activities that involve communication promote language learning); task (activities that involve the completion of real-world tasks and promote learning); meaningfulness (learners must be engaged in meaningful and authentic use for learning to take place). The Communicative Approach encourages the use of the target language right from the beginning of the interaction between learners and teachers. Sanvignon (1993) suggests designing the curriculum to include language arts, (or language analysis activities), language for a purpose (context-based and immersion activities), personalized language use, theatre arts (including simulative, role-plays and social interaction games) and the use of language beyond the classroom, (Zaineddin et al., 2012). According to Kagan (1995), one of the greatest proponents of cooperative learning in the classroom has described how this strategy is very effective in ESL classrooms particularly when employing the Communicative Approach.

Despite all the benefits of this approach that can help the learner to communicate in the target language in everyday life, its implementation has not been without difficulties (1996) advocates that apart from other factors such as political reasons, language policy, administrative and economic considerations, the implementation of Communicative Language Teaching may conflict with the local culture of learning. (Cortazzi and Jin, 1996) define culture of learning as a "*framework of expectations, attitudes, values, and beliefs about what constitute good learning, about how to teach or to learn, whether and how to ask questions, what textbooks are for and how*

*language teaching relates to broader issues of the nature and purpose of education" (p.36)* Being prejudiced in favor of native-speaker teachers by demanding a relatively uncontrolled range of language use and expecting the teacher to be able to respond to any and every language problem which may come up. The Communicative Language Teaching Approach is the basis of group and pair work and the teacher's intervention is less in education .It is a lack of the explicit teaching of grammar and consequently students lose in accuracy in the pursuit of fluency. To sum up, every method of the English language teaching/ learning has its strengths and weaknesses. Those different methods are also used in technical schools where English for Specific Purposes are taught.

## 2.2 English for Specific Purposes (ESP)

### 2.2.1 Background to English for Specific Purposes (ESP)

As with most developments in human activity, ESP was not a planned and coherent movement, but rather a phenomenon that grew out of a number of converging trends. These trends have operated in a variety of ways around the world, but I can identify three reasons common to the emergence of all ESP: the demands of a *Brave New World*, a revolution in linguistics and focus on the learners, (Hutchinson et al., 1987). They note that two key historical periods breathed life into ESP. First, the end of the Second World War brought with it an …*age of enormous and unprecedented expansion in scientific, technical and economic activity on an international scale, for various reasons, most notably the economic power of the United States in the post-war world, the role of international language fell to English* (p. 6).The problem here was to make everybody learn English, not for the pleasure or prestige of knowing the language but because English was the key to the international currencies of technology and commerce. Next, the oil crisis of the early 1970s resulted in western money and money flowing into the oil rich countries. The language became English. The general effect of all the development was to exert pressure on the language teaching profession to deliver the required goods. English language now became subject

to the wishes, needs and demands of people other than language teachers (Hutchinson et al., 1987, p.7).

The second key reason cited as having a tremendous impact on the emergence of ESP was a revolution in linguistics. Whereas traditional linguistics set out to describe the features of language, revolutionary pioneers in linguistics began to focus on the ways in which language is used in real communication. Hutchinson et al., (1987) point out that one significant discovery was the ways that spoken and written English vary. In other words, given the particular context in which English is used, the variant of English will change. This idea was taken one step farther. If language in different situations varies, then tailoring language instruction to meet the needs of learners in specific contexts is also possible. Hence, in the late 1960s and the early 1970s, there were many attempts to describe English for Science and Technology (EST). Hutchinson et al., (1987) identify Ewer and Latorre, Swales, Selinker and Trimble as a few of prominent descriptive EST pioneers.

### 2.2.2 Different Types of ESP

English for Specific Purpose has varieties of domains of investigation. As for Carter (1983) three categories of ESP are identified. Firstly, ESP is considered as a restricted language meaning a restricted repertoire of words and expressions selected from the whole language because that repertoire covers every requirement within a well-defined context, task or vocation. For instance, the language used by air traffic controllers or waiters is a restricted language. Mackay et al., (1978) clearly illustrate the difference between restricted language and language with this statement:

> *…the language of international air –traffic control could be regarded as 'special', in the sense that the repertoire required by the controller is strictly limited and can be accurately determined situationally, as might be the linguistic needs of a dining-room waiter or air hostess. Knowing a restricted 'language' would not allow the speaker to communicate effectively in novel situation, or in context outside the technical environment* (pp.4-5).

While speaking of 'special' Mackay et al., (1978) refer to the purpose for which learners learn a language not the nature of the language they learn. That is why they say that: *the only*

*practical way in which we can understand the notion of special language is as restricted repertoire of words and expressions selected from the whole language because that restricted repertoire covers every requirement within a well-defined context, task or vocation* (p.4).

Secondly, Carter (1983) identifies ESP as English for Academic and Occupational Purposes. In the tree of ELT (Hutchinson and Waters,1987), ESP is broken down into three branches: English for Science and Technology (EST), English for Business and Economics (EBE) and English for Social Studies (ESS). Each of these subject areas is further divided into two branches: English for Academic Purposes (EAP) and English for Occupational Purposes (EOP). To be clear enough, EOP for EST branch is for instance 'English for Technicians' and EAP for EST branch is 'English for Medical Studies'. Hutchinson and Waters (1987) do note that there is not a clear-cut distinction between EAP and EOP: *people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the student takes up, or returns to, a job* (p.16). Perhaps this explains Carter's rationale for categorizing EAP and EOP under the same type of ESP. It appears that Carter is implying that the end purpose of both EAP and EOP are one in the same: employment. However, despite the end purpose being identical, the means taken to achieve the end is very different indeed. I contend like Carter that EAP and EOP are different in terms of focus on Cummins' notions of cognitive academic proficiency versus basic interpersonal skills.

The third and final of ESP identified by Carter (1983) is English with specific topics. Carter notes that it is only here where emphasis shifts from purpose to topic. This type of ESP is uniquely concerned with anticipated future English needs of, for example, scientists requiring English for postgraduate reading studies, attending conferences or working in foreign institutions. However, I argue that this is not a separate language. This situational language has been determined based on the interpretation of the analysis of authentic language used in the target workplace setting.

### 2.2.3 ESP and Learning Theories Related to the Competency-Based Approach Assessment.

Language can only be properly understood as a reflection of human thought processes. Language learning is conditioned by the way in which the mind observes, organizes and stores information. In other words, the key to successful language learning and teaching lies not in the analysis of the nature of language but in understanding the structure and processes of the mind. Unfortunately, people still know too little about how a person learns. Developments in learning theory have followed a similar pattern to those in language descriptions, and each has had some effect on the other. But, if one is to see the importance of each for language teaching, it is best to consider the theories relating to language and learning separately. Until the twentieth century there was no coherent theory of learning available to the language teacher. Certainly there were empirical observations, such as Comenius' studies conducted in the sixteenth century and the precepts of the Direct Method at the end of the nineteenth century. But no coherent theory of learning emerged until psychology had been established as a respectable subject of scientific enquiry in the early twentieth century. Let us identify some learning theories which are all relevant to the modern language teachers. Before starting to expose the theories related to the CBA, I intended to give a brief look to behaviorism and Bloom's Taxonomy, because of the strong relation between theories from one side, and the important role of Bloom's Taxonomy in education till now.

#### 2.2.3.1 Behaviourism

The first coherent theory of learning was the behaviourist theory based mainly on the work of Pavlov in the Soviet Union and of Skinner in the United States. Thorndike (1978) was the first behaviorist to state that that learning is the establishment of associations between particular process of behaviour and the consequences of that behaviour. According to his theory, learning is a mechanical process of habit formation and proceeds by means of the frequent reinforcement of stimulus-response sequences. The simplicity and directness of this theory had an enormous impact

on learning psychology and on language teaching. It provides the theoretical underpinning of the widely used Audiolingual Method of the 1950s and 1960s. The underlying principle of Behaviorism is based on the theory that language learning consists of forming a set of habits through imitation and lots of practices and drills. Through the repetition of reinforcement, the habit will be formed (Mitchell & Myles, 2004). Learning is said to result when the response to a particular stimulus is reinforced by a sufficient number of times so that it becomes habitual. The behaviorist theory rests on the analyses of human behaviour in observable stimulus-response interaction and the association between them. This stimulus-response model of language learning did not succeed in representing the complexity of language learning at the stage of the function of a language, its use in real life and the natural evidence of creativity in each young language learner. The basic technique exercise of a behaviourist methodology is pattern practice, particularly in the form of language laboratory drills. Such drills are still widely used in ESP. Furthermore, modern ESP books have also looked for more interesting ways of handling pattern practice and a number of useful variations of the basic idea have been developed.

Pattern practice exercises still have a useful role to play in language teaching, but only as one part of the whole learning process. Under the Audiolingual Method they constituted almost the entire methodology. Subsequent developments have shown that learning is much more complex than just imitative habit formation. But this does not necessarily mean that there is no place for pattern practice in a modern methodology. The mistake is to see it as the only kind of activity required.

#### 2.2.3.2 Bloom's Taxonomy

Bloom's taxonomy refers to " *a classification of the different objectives that educators set for students"* (Chelli, 2010, p. 74). She added that this taxonomy tries to give a good classification of both levels and forms of learning. Bloom's taxonomy is *"based on behavioristic learning theories"* (McMillan, 2007, p. 50). As mentioned in the educational syllabus *At the Crossroads* (2005), Bloom stated that all the teacher's objectives can be divided into three main domains:

cognitive, affective and psychomotor (p. 12). According to Bloom's Taxonomy the learning is a kind of gradation from the lower level of learning to achieve the higher level. It aims to motivate teachers to focus on the three domains by creating a kind of harmony between them (Chelli, opicit, p. 74). McMillan (2007) pointed out that the cognitive domain encompasses six levels: **Knowledge:** the learner recalls previous knowledge. **Comprehension:** the ability to recognize and to understand the meaning. **Application:** the ability to exploit new knowledge in order to solve problems so the learner implements new knowledge in new situation. **Analysis:** the ability to divide information into parts and to examine them in order to achieve a good understanding. **Synthesis:** the ability to construct new knowledge from collecting several parts of information. **Evaluation:** the ability to judge new information. (p. 44). The CBA is related to this taxonomy since it supports the idea of mobilization of knowledge and skills in gradual integration from level 1 (knowledge) to level 6 (evaluation) (Chelli, opicit, pp. 75-76). Within the educational syllabus, *At the Crossroads* (2005), the affective domain is also important in the development of competencies'' (p. 12). This domain explains the people's emotional reaction to built awareness, attitudes, emotions and feelings. This domain is divided into five levels: **Receiving:** student's interests to attend in the class. **Responding:** students respond to the learning process. **Valuing:** students give value to what they are learning. **Organization:** student collects information, values, and ideas and accommodate them according to his schema. **Characterizing:** the student individualize his own behavior. (Chelli, opicit, p. 77). The third domain treated by Bloom's Taxonomy is psychomotor which describes the physical ability to manipulate things. According to Bloom's Taxonomy the three domains reflect the three components of the learner personality and the activities found in the course book intend to promote all the sides of the learner personality, thus the teacher, in his task of teaching , cannot neglect some activities because this can affect the learner's personality in negative way (Ohida, 2007, p. 11). In order to realize Bloom's Taxonomy in the educational scope Farrell (2002) describes the purpose from setting the objectives as follows: written objectives are effective step in the lesson plan, since it is fruitful to both the teacher and the student. The written objectives describe the aim we want to achieve. That

is, we identify what we want from our students to learn; this helps us to select the appropriate activities. Also the written objectives help teacher to state effective evaluation to the student at the end of the lesson. Finally, written objectives help students to focus on *what they must do* (p. 32). He suggested some action verbs that fit each level, and which can be used by the teacher in stating the objectives which represent the cognitive domain. For example, in the knowledge level the teacher can use these actions verb: tell, list, name define, identify, state, remember, and repeat. In the comprehension level the teacher can use these verbs: transform, change, restate, describe, explain review, paraphrase, relate, generalize, and infer. In the application level the verbs needed are: apply, practice, employ, use, demonstrate, illustrate, show, and report. At the analysis level the verbs are: analyze, dissect, distinguish, examine, compare, contrast, survey investigate, separate, categorize, classify, and organize. In the synthesis level the verbs are: create, invent, compose, construct, design, modify imagine, produce, and propose (p. 38). In the evaluation level the verbs are: judge, decide, select, justify, evaluate, critique, debate, verify, recommend and assess.

#### 2.2.3.3 Mentalism: Thinking as Rule–governed Activity

There was considerable empirical evidence among language teachers that the Audiolingual Method and its behaviourist principles did not deliver the result expected. For apparently perverse reasons, language learners would not conform to the behaviourist stereotype: they insisted on translating things, asked for rules of grammar, found repeating things to a boring tape recorder, and somehow failed to learn something no matter how it was repeated. Such evidence from the classrooms, however, did little to diminish the influence of the theory, a sad example of human mistrust of intuition and experience in favour of theory.

The first successful assault on the behaviourist theory came from Chomsky (1964). He challenged behaviourism on the issue of how the mind was able to transfer what was learnt in one stimulus-response sequence to other novel situations. There was a vague concept of ‘generalisation’ in behaviourist theory, but this was always skated over and never properly

explained. Chomsky dismissed the generalization idea as unworkable, because it simply could not explain how from a finite range of experiences, the human mind was able to cope with an infinite range of possible situations. His conclusion was that thinking must be rule, governed: a finite- and fairly- small set of rules enable the mind to deal with the potentially infinite range of experiences it may encounter.

Established thinking as a rule-governed behaviour, is one short step to the conclusion that learning consists not in forming habits but in acquiring rules-a process in which individual experiences are used by the mind to formulate hypotheses. The hypotheses are then tested and modified by subsequent experiences. The mind, in other words, does not just respond to a stimulus, it uses the individual stimuli in order to find the underlying pattern of system. It can then apply this knowledge of the system to a new situation to predict what is likely to happen, what is an appropriate response. The mentalist view of the mind as a rule-seeker led naturally to the next important stage-the cognitive theory of learning.

As a matter of fact, Chomsky has reconnected a mentalistic basis for language with an elaborated model of formal linguistics (Giddenset al., 1988). The approach that he develops is known as 'generative grammar', which is "*a system of rules that can iterate to generate an indefinitely large number of structures*" (Chomsky 1965, p. 15). From this, he thinks of syntax as a body of recursive rules. It is a rule which can be applied over and over in a single operation so that, though quite simple in itself, it may yield powerful results. According to Chomsky (1965), "*a record of natural speech will show numerous false starts, deviations from rules, changes of plan in midcourse, and so on*" (p. 4). Such mistakes are due to many factors such as poor memory, and being distracted while speaking; but for Chomsky, the important point is that people have the ability to recognize them for what they are and discount them. They do not take them into account when they are listening to what someone is saying. This suggests that people have learnt how to distinguish mistakes from correct utterances, for discriminating between sentences. Thus, it can be postulated that, first people have mastered a system of rules which enable them to sort out language in this way. In addition, the existence of this system of rules can also be postulated by an

argument from creativity in language use. Chomsky contends that the aim of generative grammar is to establish and produce descriptive models of the rules that compose the complete grammar. The rules must be finite yet be capable of generating an infinite number of innovative sentences. Chrystal (1972), arguing in favour of Chomsky (1965) says:

> *Language, it has been said, makes infinite use of finite means. And once again, this argues for the existence of a system of rules present in anyone who has learned a language which is the means whereby he interprets and produces new and old acceptable and inacceptable sentences, and much else besides.* (p.104)

#### 2.2.3.4 Cognitive Code: Learners as Thinking Beings

The behaviourist theory of learning portrayed the learner as a passive receiver of information whereas the cognitive view takes the learner as an active processor of information (Ausubel et al., 1978). Learning and using a rule require learners to think, that is, to apply their mental power in order to distil a workable generative rule from the mass of data presented, and then to analyse the situations where the application of the rule would be useful or appropriate. Learning, then, is a process in which the learner actively tries to make sense of data, and learning can be said to have taken place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. This may sound complex, but in simple terms what it means is that we learn by thinking about and trying to make sense of what we see, feel, and hear. The basic teaching technique associated with a cognitive theory of language learning is the problem solving task. In ESP such exercises have often been modeled on activities associated with the learners' subject specialism. More recently, the cognitive view of learning has had a significant impact on ESP through the development of courses to teach reading strategies. A number of ESP projects have concentrated on making students' aware of their reading strategies so that they can consciously apply them to understanding texts in a foreign language.

The cognitive code view of learning seems to answer many of the theoretical and practical problems raised by behaviourism. It treats the learners as thinking beings and puts them firmly at the centre of the learning process, by stressing that learning will only take place when the matter

to be learnt is meaningful to the learners. But in itself a cognitive view cannot stand alone. Affective view also comes to complete the picture.

**2.2.3.5 The Affective Factors:**

People think, but they also have feelings. Human nature advocates that, although we are all aware of our feelings and their effects on our actions, we invariably seek answers to our problems in rational terms. It is as if we believed that human beings always act in a logical and sensible manner. This attitude affects the way we see learners-more like machines to be programmed ('I have taught them the simple past tense. They must know it.') than people with likes and dislikes, fears, weaknesses and prejudices. But learners are people. Even ESP learners are people. They may be learning about machines and systems, but they still learn as human beings. Learning, particularly the learning of a language, is a mental experience, and the feelings that the learning process evokes will have a crucial bearing on the success or failure of the learning (Stevick, 1976).

The importance of the emotional factor is easily seen if we consider the relationship between the cognitive and affective aspects of the learning. The cognitive theory tells us that learners will learn when they actively think about what they are learning. But this cognitive factor presupposes the affective factor of motivation. Before learners can actively think positively about something, they must want to think about it. The emotional reaction to the learning experience is the essential foundation for the initiation of the cognitive process. How the learning is perceived by the learner will affect what learning, if any, will take place. The cognitive /affective interplay can be represented in the form of a learning cycle which can be negative or positive. A good and appropriate course will engender the kind of positive learning cycle represented here.

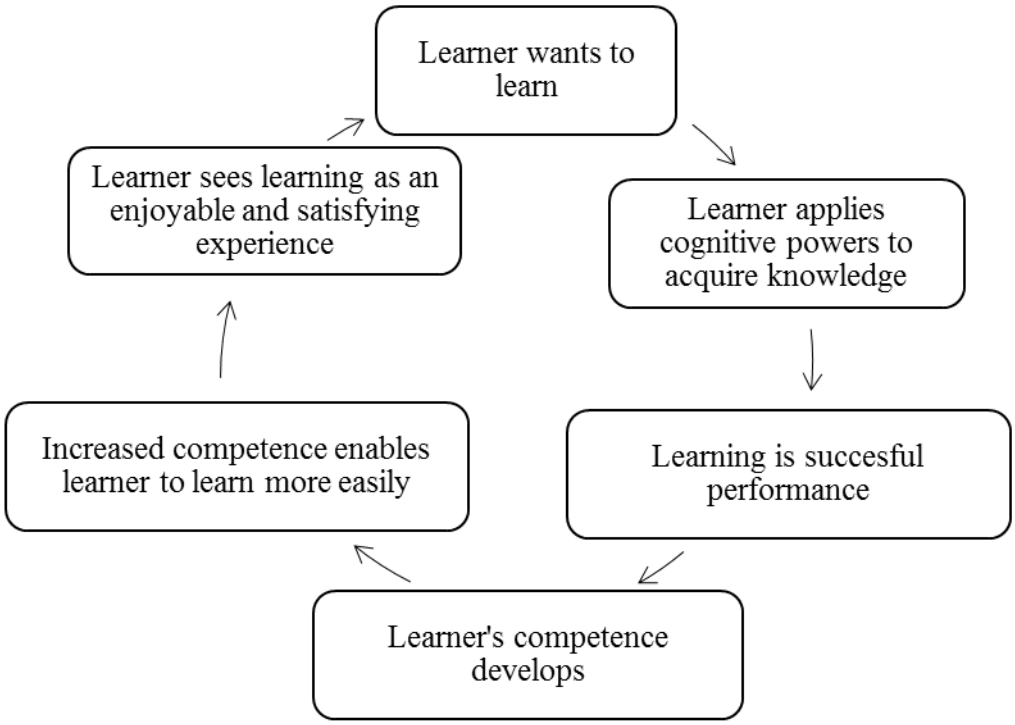



**Figure1**: A positive learning cycle (Source: English for Specific Purposes; A Learning -centred Approach Hutchinson et al., 1989 p.47)

The relationship between the cognitive and emotional aspects of learning is, therefore vital to the success or otherwise of a language learning experience. This brings us to a matter which has been one of the most important elements in the development of ESP-motivation. The study of motivation in language learning has been (Gardner et al., 1972) the bilingualism in French speaking Canada. They identified two forms of motivation: instrumental and integrative.

a- Instrumental motivation is the reflection of an external need. The learners are not learning a language because they want to (although this does not imply that they do not want to), but rather because they need to. The need may derive from varying sources/the need to sell things to the speakers of the language; the need to pass an examination in the language; the need to read texts in the language for work or for study purposes. The need may vary, but the important factor is that the motivation is an external one.

b-Integrative motivation, on the other hand, derives from a desire on the part of the learners to become full members of the speech community that uses a particular language. It is an internally generated *wan*t rather than an externally imposed *need.* Gardner (1983) and Lambert's conclusion

was that both forms of motivation are probably present in all learners but each exercises a varying influence, depending on age, experience and changing occupational or social needs. Motivation, as it appears, is a complex and highly individual matter. There can be no simple answers to the question. 'What motivates students?' Unfortunately the ESP world, while recognizing the need to ask this question, has apparently assumed that there is a simple answer: relevance to target needs. In practice, this has been interpreted as meaning, medical texts for the students of medicine, engineering English for the engineers and so on. But, it may appear when a teacher deals with need analysis, there is more to motivation than simple relevance to perceived needs. For the present, let's make it clear that your students may not be fired with burning enthusiasm by the obvious relevance of their ESP materials, because that they are people and not machines. The medicine of relevance may still need to be sweetened with the sugar of enjoyment, fun, creativity and a sense of achievement. ESP, as much as any good teaching, needs to be intrinsically motivating. It should satisfy students' needs as potentials target users of the language. In other words, they should get satisfaction from the actual experience of learning, not just from the prospect of eventually using what they learnt.

**2.2.3.6 Nativism and Environmentalism**

Apart from the behaviourism theory, Maduekwe (2007) identifies two other theories of language learning: the Nativist theory and the Environmental theory.

As far as nativists are concerned, they believe that each human being is born with an in-built device that predisposes him to acquire language (Chomsky, 1965; Linnerberg 1967). In his earliest theorizing about language and language acquisition, Chomsky asserts that there is a language function in the brain that made it possible for children to learn a language. He concluded that other animals do not have this function within their brains, and therefore cannot acquire language, although they can learn to communicate. The nativists are also of the view that young children can learn any language more easily than adults for whom the task of foreign language learning is rather difficult and complex. The learner here does not have to be made to consciously learn the rules of the language. He is exposed to the natural form of the language he is learning.

For environmentalists such as Piaget (1980) and Brunner (1960), experimental and biological factors essentially contribute to the development of language. Therefore, interaction is a fundamental condition for the learner to hear the language and watch other people speaking it. Children must have seen someone react to what they hear and say. From the theories above, we can infer that a foreign language teaching and learning is a serious matter that needs an effective methodology.

## 2.4 Competency – Based Approach

### 2.4.1 Definition

CBA is an approach to VET, in which skill, knowledge and attitudes are specified in order to define, steer and help to achieve competence standards, mostly within a kind of national qualifications framework. Competence (e.g. in the British context) or competency (e.g. in the Australian context) can be understood as

- ✓ "(…) the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance accepted in the workplace".

  Consequently, CBA may be described as

- ✓ (…) training which is performance – and standards – based and related to realistic workplace practices (…) it is focused on what learners can do rather than on the courses they have done".

This definition (Misko1998, p.3) places the focus of CBA on outcomes measured against industry standards rather than on courses based on institutional arrangements (classes in schools, e.g., or apprenticeships) where individual achievements are normally valued against others. Outcome orientation places emphasis on new forms of assessment "Recognition" or "Accreditation of Prior Learning" (RPL/APL), mainly through work experience, is another essential tool to ensure the relevance and transferability of skills and knowledge as well as to lead people back into learning. It is also a way of approaching (technical) training that places primary emphasis on what a person can do as a result of training (the outcome), and as such represents a

shift away from an emphasis on the process involved in training (the inputs). It is concerned with training to industry specific standards rather than an individual's achievement relative to others in the group. Competency-based curricula consist of workplace-oriented and performance-based modules of competence that can be accumulated to a technical qualification. Delivery of CBA can be designed individually by learners, teacher and trainers, which allows a self-placed mode independent from courses. However, a modular and self-placed approach to curricula and delivery is not necessary, although it is very compatible with CBA. The definition and clarification of the terms above fit well to my investigation for my field of survey is technical schools in Benin particularly the commercial, industrial and agricultural fields.

The focus of competency-based general education is what students know and are able to do, rather than how they acquired their knowledge and abilities. Distribution-based general education, by contrast, focuses on the completion of an array of courses linked together by some curricular pattern. Competency-based general education is designed around what competencies a student must have rather than what courses a student has taken; it emphasizes the demonstration of learning, rather than the documentation of experience.

- **Competency-Based Education :**

1. Is based on competency statements that describe the outcome(s) to be demonstrated, the criteria and standards for performance, and suggested methods for demonstrating competence. The focus of particular courses or learning experiences must match the fundamental intent of the competency statements.
2. Requires college-level learning. College-level learning is not limited to the original condition in which learning occurred. College-level learning requires students to understand and apply theories as well as specific knowledge in different contexts.
3. Is flexible. Competency-based education allows flexibility in satisfying requirements. Students may meet competency requirements through new or prior learning gained via:
   a) Courses taken from the primary institution;

b) Courses taken from another post-secondary institution;

c) Life and work experience;

d) Senior honors projects, independent studies, internships, practice, and the like;

Students may demonstrate competency achievement through**:**

a) Course assignments ;

b) Learning portfolios (like those used at UW-Green Bay in the Credit for Prior Learning process, which recognizes learning gained from life and work experiences);

c) Proficiency exams (e.g., Advanced Placement, Challenge, CLEP, International Baccalaureate, Regents College).

4. Students should be actively engaged in identifying the meaning and purpose of their general education, and should have formal opportunities to reflect on how their general education can provide the foundation for all their future learning – in the classroom, in their profession, and in the society in which they live. Students should be able to identify applications for their learning experiences or demonstrate the ability to use the learning in contexts that are personally meaningful whenever possible.

5. Ensures that students are appropriately challenged. Students enter the institution with variable knowledge and process skill levels. Competency-based education recognizes this variability and encourages students to take courses most appropriate to their individual knowledge and ability levels.

6. Requires student demonstration and faculty evaluation of learning. Students must demonstrate their competency in some tangible way that is evaluated by faculty (e.g., completing course assignments, exams). Faculty evaluation of students' demonstrated learning is driven by explicit, faculty-developed criteria; it goes beyond (or substitutes for) grading using the traditional A-F scale. Proponents of competency-based education typically reject traditional grading, primarily because faculty members may define and apply traditional letter grades differently. Over the past decade, many higher educational institutions have moved away from distribution-based general education and closer to

competency-based general education, often in response to accrediting agencies' changing requirements. Two elements of competency-based general education have taken center stage in these changing accreditation requirements: learning outcomes and their assessment. For example, when determining the continuing or initial accreditation of a higher educational institution, the Commission on Institutions of Higher Education of the North Central Association (NCA) of Colleges and Schools considers whether "institution-wide general education learning objectives are clearly articulated and publicized; [and whether] assessment of student academic achievement includes the general education component of the program and is linked with expected learning outcomes" (NCA Briefing, 1993, p. 6).

### 2.4.2 Historical Background of CBA

Competency-Based Approach (CBA) can be traced back to the education of primary and technical teachers in the USA in the 1970s. Poor learning in technical education programs was the reason for applying new principles to teacher education (Blythe 2004 ;). Teaching should be based on the requirements and standards of the behaviour of effective teachers. Despite skepticism from the very beginning, CBA gradually entered the context of VET in the UK, Australia and New Zealand. Several other countries are currently copying the concept of CBA by re-in-venting or reforming their VET systems. Many hopes lie on CBA respectively because it is an *"outcome-based approach*" and is seen as a "*major driver, incentive and motivator of learning"* where the role of individuals is rated higher than that of teachers, government or other stakeholders (Reuting 2002; p. 15). Therefore, CBA has both a didactical dimension (competences and qualifications) and a political and social dimension (pathways and opportunities for learning).

### 2.4.3 Characteristics of the Competency-Based Approach

The first apparent characteristic of the CBA is the focus on learning and pupils' activities (learners centered) rather than on the teacher's role. The CBA is socio constructivist approach based on training students to construct their own knowledge to be able to use it in the

daily life. According to Auerbach (1986, cited in Richards and Rodgers, 2002, p. 146) the essential features that included in implementing the CBA syllabus are:

- a focus on successful functioning in society. It aims to give students a chance of learning with themselves to encounter problems in the society.

- A focus on life skills. The CBA not only interest on teaching knowledge but also teaching a function of communication in real life.

- Task or performance-oriented instruction. The focuses on clear behaviours rather than on the ability talk about language.

- Outcomes that are made explicit a prior. Outcomes are recognized and decided by both learner and teacher.

- Continuous and ongoing assessment. Assessment is the important integrated part in implementing the CBA which considered not only in exams but also in an ongoing instruction.

- Individualized, student-centered instruction. According to the content, level, and space, objectives of the lessons are stated via individual requirements. In addition to these characteristics, there are additional ones that are relevent to this approach: regarding the Competency-Based Approach, all the types of syllabuses, the grammatical, the lexical, the functional, the situational, and the task based syllabi, are important in teaching foreign language because their aim is to enhance the learner's role. So, they are important in developing the program of the CBA. Richards (2006) identified the nature of objectives according to the Competency- Based Approach. He said that *Objectives are broken into narrowly focused sub objectives, so that both teachers and students can get a clear sense of progress* (p. 42). In the CBA the objectives must be realized in the learner production as competencies, another way the teacher cannot move to other items till the learner achieves proficiency in learning the items studied. Each approach needs specific teaching materials in order to realize the aim of its foundation. Therefore, the authentic materials fit the CBA

since as Phillips and Shettlesworth1978; Clarck 1989; Peack 1997 ( cited in Richards, 2001) claimed that this kind of materials motivate the learner because they provide him with information in interesting way, bring the real life situation and cultural information to the classroom, supply learner with real exposure to the target language, and meet the needs of the learner because they approach the real life to him (cited in Richards, 2001, p.152).

### 2.4.4 CBA Objectives

CBA aims at preparing learners more effectively for real workplaces, which means that the acquisition of competences takes into account the requirements of companies and industry. Furthermore, CBA should enable employees not only to increase their knowledge and skills at the workplace but also to gain nationally accredited certificates for workplace-based learning. The self-placed and flexible structure of CBA programs should encourage learners to become responsible for their individual learning process. The modular structure allows for individual combinations of competences limited only by certain "packaging rules" which refer to accredited national technical qualifications. The objectives of nationally endorsed competence standards as the core of CBA are on the one hand to transform the requirements of industry and enterprises into the world of learning. On the other hand, standards shall provide transparency of competences underlying technical qualifications.

### 2.5.5 Contrasts between Traditional and CBA Programs

As pointed out above CBA programs constitute a different approach to technical training as opposed to traditional course-based programs. Contrasts are apparent with regard to national standards, credentials, assessment, credit transfer, accreditation and recognition of competences and prior learning (Canning 2001 ;). Furthermore, the requirements for training providers are stated nationally in a CBA system, whereas in tradition programs there might be regional differences. These aspects are contrasted in more detail in table 2 and the perceived advantage for each aspect is indicated as well.

**Table 1**: Traditional versus CBA Programs

| | **Registered credentials** |
|---|---|
| Traditional approach | Series of credentials in each state/territory, often with little relationship to each Similar credentials often known under different names. |
| CBA approaches | Credentials are registered and recognized nationally |
| Perceived advantages | National consistency in the meaning of credentials. Credentials are fully portable across industries. |

| | **Proof of competency** |
|---|---|
| Traditional approaches | Credentials indicate holder has successfully completed a course, but do not indicate level of competence. |
| CBA approaches | Credentials indicate holder has achieved specific competences to specific standards. |
| Perceived advantages | Credentials certify holder's ability to do a range of jobs. Credentials give proof that specific knowledge has been acquired |
| | **Accreditation** |
| Traditional approaches | Accreditation process might differ according to regional structures |
| CBA approaches | Accreditations is by single authority, nationally recognized |
| Perceived advantages | Standards for assessment are provided for consistent national recognition of credentials |

| | **National standards** |
|---|---|
| Traditional approaches | Curriculum is based in the time spent on training and the expectation that knowledge would be gained |
| CBA approaches | Curriculum is based on competences derived from industry needs and based on endorsed national standards.<br>Confusion is minimized because all terms are used nationally |
| Perceived advantages | Assurance that :<br>✓ Learners gain competences of recognised national standard<br>✓ Competences reflect need<br>✓ There is consistency in awards<br>✓ Learners' rate of progress hinges on competence |

| | **Consistent outcomes** |
|---|---|
| Traditional approaches | Courses and outcomes are dependent on individual trainers so can be inconsistent. |
| CBA approaches | Courses centred on achievement of competence |
| Perceived advantages | More efficient training courses/programs. Outcomes directly benefit leaners, increasing their motivation |

| | **Registration of providers** |
|---|---|
| Traditional approaches | Recognised providers in public institutions. Private providers have minimum standing. Any registration differs regionally. |

| | |
|---|---|
| | In-company training has little or no format status; |
| CBA approaches | Training providers will be registered and their quality monitored. Registration will be valid nationally.<br>Training courses are to be submitted for accreditation |
| Perceived advantages | A wider range of providers.<br>Recognition of valid competences in registered credentials<br>Closer integration of public and private training efforts<br>Better use of expertise in the community |
| | **National standards** |
| Traditional approaches | No structured system of recognition; learners have to challenge authorities to gain credit<br>Credit for prior learning is open interpretation |
| CBA approaches | Current competences will be recognised through a format system of RPL and credits<br>Less duplication of learning activity |
| Perceived advantages | Reliable process of RP assigned, regardless of where or how competences were attained<br>Encouragement for people to complete further qualifications and extend competence |

| | **Transfer of credits** |
|---|---|
| Traditional approaches | Ad hoc transfer of credits from one course to another |
| CBA approaches | Credit transfer process is structured in the credentials system |
| Perceived advantages | Recognition for learning is built into the national system |

| | **Assessment** |
|---|---|
| Traditional approaches | Assessment of learning achievement varies regionally with different types of examination |
| CBA approaches | Assessment is directly related to the achievement of competences specified |
| Perceived advantages | Guarantee that a registered credential certifies competency of the older before training commences |

**Source** : Harris et al., 1995, pp. 27

Table1 seems to provide several advantages compared to traditional course. However, especially with regard to the realization of CBA programs certain problems can be identified. This includes for example a limited perspective on observable outcomes rather than processes, which disregards under pinning and conceptual knowledge. A summary of perceived strengths and weaknesses according to different studies (Misko, 1999, Mulcahy/James, 1999, Billet et al, 1999) is given in table 2.

### 2.4.6 Strengths and Weaknesses of CBA

**Table 2**: Strengths and Weaknesses of CBA programs

| Strengths | Weaknesses |
|---|---|
| Nationally agreed objectives are established by government agencies, employers and employees with one regulative statutory | Focus on observable outcome and performance and not on learning processes |
| National standards ensure transparency of qualifications and employability | Problem of accreditation of underpinning knowledge |
| Experts define competence standards and the required knowledge, skills and attitudes | Conceptual understand inning of a workplace is not achieved due to superficial learning |
| Relevance of industry and enterprise needs is reflected in the competence standards due to industry-led DACUM or functional analysis | Fragmentation of training and learning few connections between tasks |
| Complementary evidence of underpinning knowledge is required, i.e. knowing what, how and why certain actions are taken | Concern that only minimum standards of performance are to be met |
| Enables a learner-centred approach students decide when, where and how they learn | Competence standards reflect only the requirements of large enterprises, small businesses are underrepresented |
| Self-paced learning enables students to develop competences they would not develop in a traditional classroom | Working environments change often and unpredictably, which makes it difficult to identify competence standards that respond in a flexible and effective way to organizational changes and innovations |
| CBA increases students' competence and diversifies skills and knowledge | Modules are based on uniform strategies, which are not equally appropriate for all learners |
| CBA addresses individual needs | Concern about valid and reliable assessment: one test at the end of a module does not reveal the real competence |
| Modules increases flexibility in timetabling and updating courses | Lack of skilled personnel for providing workplace assessment |
| Assessment of modules enable learners to repeat a module when it is not achieved without having to repeat a whole course or unit | Deficits in training of vocation teachers little motivation to teach according to CBA imperatives |
| CBA functions as a mechanism for economic survival in times of technological change and increased competition due to globalization | Danger of misinterpreting standards due to different resources material for delivering the standards. |

Source : Harris et al., 1995, pp. 2

### 2.4.7 Requirements for the successful Implementation of CBA

According to Harris et al. (1995) a number of reflective questions referring to three categories (knowledge, skills and attitudes) need to be clarified before implementing CBA. (p.206)

**Table 3**: Implementing CBA

| **Knowledge** |
|---|
| 1. How well do we understand the context of the current VET system and the role of CBA in furthering the system?<br>2. How confidently can we explain CBA's key characteristics, advantages and limitations, components and potential alternatives? |
| **Skills** |
| 3. How well can we perform the following functions?<br>✓ Orient others to CBA<br>✓ Design a CBA program<br>✓ Obtain/deliver learning materials and resources<br>✓ Establish appropriate facilities<br>✓ Develop procedures for managing CBA<br>✓ Foster partnership between education and industry |
| **Attitudes** |
| 4. How enthusiastic are we about CBA, about applying the principles in practice and overcoming the barriers and solving the problems that are bound to emerge with a new program?<br>5. How comfortable are we with the philosophy of CBA?<br>6. How strongly do we believe in the potential of the CBA system?<br>7. How open-minded are we about pushing head into the relative unknown that lies ahead, |

Thus, for a successful implementation of CBA it is important to understand that CBA is a new approach and different to traditional course-based teaching and training. Furthermore it is important for teachers and trainers to be well informed about the concept and prepared for its realization. Assessment plays a major role in the new concept and the requirements for appropriate assessment procedures must be made clear to assessors as well as teachers and trainer.

### 2.4.8 Curriculum Development and CBA

Creating a curriculum is one of the essential functions within an education or training system as it constitutes the guideline for planning, conducting and assessing learning processes. Curriculum development can be approached from three different perspectives (Smith / Keating, 2003):

- ✓ The first perspective is to regard it as "rational" or "linear", that is to say, it is a logical process which proceeds from objectives to the selection of learning experiences to the organization of learning material to evaluation

- ✓ The second one sees curriculum development as a "cyclical" model, where the whole learning process is a cycle which continually renews itself so that evaluation leads to the reformulation of objective.
- ✓ The third perspective implies an "interactive" model assuming that curriculum development can commence at any stage and that feedback leaders to constant change at any stage.

The two most commonly used methods for curriculum development – DACUM and functional analysis – can be rated and described as linear models.

DACUM (acronym for develop a curriculum) is a method to define systematically the tasks, jobs, competences and tools associated with a certain type of workplace. DACUM is an inductive approach, that is small units are defined and gradually extended to be applied in a broad context. These assumptions are underlying DACUM: First, persons who certain activities regularly can describe them in a realistic and precise manner. Second, an efficient way of work and job analysis is to describe the tasks of a specialist precisely and completely and third, every successfully completed task requires special knowledge, skills, equipment and behavior, which can be identified implicitly through work and job analysis.

The job analysis that is required by DUCAM includes several aspects such as the analysis of occupations, jobs, duties, tasks and single work steps. Additional issues such as workers behaviour, general knowledge and skills, tools, equipment, supplies and materials as well as future concerns should be considered. Gonczi/Hager/Oliver (1990, p. 38) defined steps to be undertaken in order to set up and conduct a DACUM procedure:

- ✓ First, it is necessary to choose an expert facilitator and select participants from various levels of the relevant occupation. Participants must have a profound knowledge of the occupation and it is important to know different interest (e.g. educators, practitioners, unionists) who are involved.

- ✓ Second, a pre-DACUM session must be organized in order to explain the process of curriculum development.

At the beginning of the session, the facilitator has to give a general introduction to and review of the occupational area. Then the main duties within the occupation must be outlined and associated tasks, sub tasks and required competences must be identified. Additionally, the importance of each task, sub task and competence must be rated according to its frequency of performance and its importance for a holistic work performance.

The results must be structured and recorded for a final report, which is disseminated to the relevant authorities. The steps of a typical DACUM session are outlined in figure 5.

### 2.4.9 Some Authors' Points of View on CBA and CLT

Many researchers or authors have raised some of the problems that can inhibit the learner-centered teaching approach regarding the first objective of any language learning which is communication. CLT and CBA are different approaches but they share some common features for their implementation and their final goal namely communication. Leng Hui (1997) reveals that: *the communicative Language teaching (CTL), which should be learner-centred is constrained by such factors as the economy, administration, culture, large learning population and the teachers' academic ability* (p.38). Although the author has basically focused her analysis on the situation prevailing in China, I perfectly share her point of view since in Benin and particularly in technical schools people experience, to a large extent, the same constraining factors. She goes beyond by warning that *if the current situation is not reoriented, or if the constraining factors are not overcome, traditional, non- communicative approaches are likely to return under other guises. (p.38)*

Moreover, with regard to large learning population, Hui (1997) observes that *the crowded classrooms leave hardly any room for free communicative activities such as information-gap or problem solving tasks, especially those which require moving around or passing messages to one another* (p.39) Since the learner-centered teaching approach requires a specific classroom

management, I personally think that the technical schools particularly commercial, industrial and agricultural sectors are really in need of spacious classrooms and workshops because the number of students has started increasing every year.

On the other hand, Li (1984), in defense of the communicative approach, asserts that *Language is communication, and learning a language is learning to communicate*. (p.2) But what unfortunately happens is that students generally lack the required linguistic ability to respond successfully. When they are given the floor, they are at a loss to know what to say. One cannot then communicate in a language without having a minimum of word corpus in that language. As a matter of fact, most of the students in Beninese technical schools lack technical terms related to their field to communicate easily. This is due to the fact that the communicative aspect of technical language is not emphasized in Beninese technical schools. Most of the activities are based on reading comprehension.

Other researchers found out that affective factors inhibit the student's full involvement. That is certainly why Oxford (1990), contends *the affective side of the learner is probably one of the most important influences on language learning success or failure*. (p.140). The affective factors that relate to second language or foreign language learning are emotions, self-esteem, empathy, anxiety, attitude and motivation. Second language or foreign language learning is a complex task that is susceptible to human anxiety (Brown, 1994), which is associated with feelings of uneasiness, frustration, self-doubt and apprehension. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure.

On the same ground, Norrish (1983) observes: *Many people will agree that one of the inhibiting factors in many formal learning situations is the fear of making mistakes and being thought ridiculous either by native speakers, one's classmates or the teacher*. (p.8). That is very true in the sense that most of our technical schools students are reluctant and remain mute throughout English classes.

The lack of exposure to the target language is, on the other hand, a source of problems for EFL learners. That is why Shumin (1997) argues: *due to minimal exposure to the target language and contact with native speakers, adult EFL learners in general are relatively poor at spoken English especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. (p.8)*

I agree with the author of the foregoing prononcement. However, I want to point out that any foreign language learner can encounter difficulties when he/she lacks exposure to the target language and contact with native speakers. He may be an adult learner or a young one. In fact, this lack of exposure or contact with the native speakers would impede any EFL learner's effective and appropriate use of the target language. Learners do not have the competence which involves knowing what is expected socially and culturally by the users of the target language. Many cultural characteristics of the language affect second language or foreign language learning. It is in the same vein that Blumfit (1985) asserts: *the purpose of learning foreign language is to make contact with the inhabitants, the culture, the literature and the science of another country. It suggests that learners will need to understand and interact with the foreign culture. (p.50)*

This assertion fits my point of view since there is a tremendous variation cross-culturally and cross-linguistically in the interpretations of gestures and body language, learners cannot do without a minimum of the foreign culture. Language and culture are then interrelated. One cannot study a language without noting cultural aspects of the people who use it natively; for cultural aspects can be a real hindrance because they may set up barriers to comprehension. So, EFL teachers and learners need to make contact with the native speakers in order to acquire the ability to use the target language appropriately in social interactions: what to say and not to say. It is undoubtedly what Berns (1990) uncovers when he writes: *to speak a language, one must know how the language is used in a social context. It is well known that each language has its own rules of usage as to how, when and to what degree a speaker may be imposed a given verbal behaviour by his/ her conversational partner. (p.9)*

Besides, regarding the lack of exposure to the English language, I want to add that the less frequently a student uses a language, the more he is likely to find it difficult and consequently develops a negative attitude towards the language. For other researchers, teachers do not effectively carry out their pedagogical tasks to make their students communicatively competent in English. Among those researchers, we have Byrne (1996,p.3) who states : *It is a pity that learning so often stops short at the practice stage (or at least does not regularly go beyond it.*

I partly agree with Byrne above. In fact, most teachers come on the teaching ground without any training in the field. Those teachers are not well equipped; they are then bound to perform poorly. Hutchinson et al., (1987) expose EFL learners' difficulties to faulty teaching materials as they say: *If a learner is taking in formal instruction, some errors will be a direct result of misunderstanding caused by faulty teaching materials*. (p.33). Other scholars such as Larsen-freeman (1999) relates those difficulties to the overemphasis on grammar in the process of the language learning and teaching. They are right, since learning a foreign language requires also the practical knowledge and effective use of the target language. However, one has to wonder if all the teachers have the required qualification to carry out their pedagogical tasks well. For instance, teaching has some major components such as knowledge, methods and human dimension. But, unfortunately, most classroom teachers do not know these fundamental aspects of teaching. As a result, they ignore that good teaching is achieved through means and principles including the consideration for the students' motivation and needs. This fact has brought Frymier (1975) to mention:

> *Most teachers are academically oriented. They like schools and learning: that is why they are where they are. All boys and girls, however, do not have the same feeling towards school. Any teacher who unconsciously projects his own motivations and values into his teaching methods to the point that he ignores his students' desires to learn, will find himself in serious difficulties and perhaps not know why…the best teachers are those who fully comprehend the great mass of personal and social factors operating within the classroom, then by sensitive observations and exacting methods, construct learning experiences which will be congruent with and moving in the same direction as their pupils' expectations.* (p.225)

The problem of teacher education and in-service training is thus raised. The author's words then shed light on the importance for the teacher to adapt his teaching methods to his classroom situations.

Contrary to some authors who relate the difficulties to the learner-centered teaching approach, to the students' affective side, faulty teaching materials, overemphasis on grammar, teaching deficiency, prosodic problems,…Wilkins (1972) believes: *if, therefore, we look at the speech and the writing of the foreign language learner, there is little reason to doubt that we will find many mistakes which can be traced back to the mother tongue.* (p.190) This just means that learners' mother tongue or their second language interferes with English language learning.

**2.5 Competency- Based Approach to English Teaching for Specific Purposes**

For ESP, the most important lesson to be drawn from Chomsky's work was the distinction he made between performance (the surface structures) and competence. Performance was concerned only with syntax. In ESP people need to take a much broader view, but the basic distinction itself is still valid. Put simply, describing what people do with the language (performance) is important, but of equal, if not greater importance is discovering the competence that enables them to do it (Hutchinson et al., 1981). A simple way of seeing the distinction between performance and competence is in our capacity to understand the meanings of words we had never met before. In the early age of its development, ESP put most emphasis on describing the performance required to be considered competent in the target situation and paid little attention to the competence underlying it.

Indeed, accustomed as I am to seeing language and language learning in terms of performance, it can be difficult to grasp the importance of the competence/performance distinction. Hutchinson et al., (1981) argued that: *We need to make a distinction between the performance repertoire of the target situation and the competence required to cope with it. The competence, providing as it does, the generative basis for further learning…is the proper concern of ESP. (p.28)*

In the developments I have described so far, I have considered language solely from the point of view of form. But, language does not exist for its own sake. It exists because people do things with it: they give information; they promise; they threaten; they make excuse; they seek information; they classify; they identify; they report. Language, in other words, can also be looked at from the point of view of *function* that is what people do with it. This is not a new idea. The British sociolinguist, J. R. First, investigated into this aspect in the 1930s. But it only became an important movement in Linguistics with the development of the concept of 'communicative competence'. Sociolinguists, such as Hymes (1972), proposed that competence consists not just of set of rules for formulating grammatically correct sentences, but a knowledge of 'when to speak, when not…what to talk about, with whom, when, where, in what manner'(Hymes, 1972).The study of language in use, therefore, should look not just a syntax but also at the other ingredients of communication, such as: non- verbal communication (gesture, posture, eye contact, etc.), the medium and channel of communication, the role relationships between the participants, the topic and purpose of communication.

Hutchinson et al., (1987) mention the emergences of ESP has less to do with linguistics and everything to do with psychology. Rather than simply focus on the method of language delivery, attention was given to the ways in which learners acquire language and the differences in the ways that language is acquired. Learners were seen to employ different learning strategies, use different skills, enter with different learning schemata, and be motivated by different needs and interests. Therefore, focus on the learners' needs became equally paramount as the methods employed to disseminate linguistic knowledge. Designing specific courses to better meet these individual needs was a natural extension of this thinking. To this day, the catchword in ESL circles is learner-centered. As a matter of fact, I cannot continue without defining ESP. Some theorists such as Dudley-Evans (1997) and St John (1998) modified Strevens' original definition of ESP by identifying its absolute and variable characteristics. According to them, ESP is defined to meet specific needs of the learners; make use of the underlying methodology and activities of the discipline it serves; it is centered on the language (grammar, lexis, and register), skills,

discourse and genre appropriate to activities. As for the variable characteristics, one can say that ESP may be related to or designed for specific disciplines; may use, in specific teaching situation, a different methodology from that of general English; is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could also be for learners of the secondary school level; is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language system, but it can be used with beginners. From these notions, Dudley –Evans and St John have removed the absolute characteristic that ESP is in contrast with General English and added more variable characteristics. They assert that ESP is not necessarily related to a specific discipline. Furthermore, ESP is likely to be used with adult learners although it could be used with young adult in a secondary school setting. When it comes to a broader definition of ESP, Hutchinson et al.,(1987) theorize , *ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning* (p.19). Anthony (1997) notes that it is not clear where ESP courses end and general English courses begin; numerous non- specialist ESL instructors use an ESP approach in that their syllabi are based on analysis of learner needs and their own personal specialist knowledge of using English for real communication.

As for Carter (1983), ESP is characterized by some important features which are: authentic materials, purpose-related orientation and self-direction. Dudley-Evans (1997) claim that ESP should be offered at an intermediate or advanced level, and the use of authentic learning materials is entirely feasible. For example, in evaluating learners they can be asked to investigate and present an area of interest. The students will be encouraged to conduct research using a variety of different resources, including the Internet.

Purpose-related orientation refers to the simulation of communicative tasks required of the target setting. Carter (1983) advocates student simulation of a conference, involving the preparation of papers, reading, note taking, and writing. English for business courses have involved students in the design and presentation of a unique business venture, including market research, pamphlets and logo creation. The students have presented all final products to invited

ESL classes during a poster presentation session. For health science program, students attended a seminar on improving their listening skills. They practised listening skills, such as listening with empathy, and then employed their newly acquired skills during a fieldtrip to a local community centre where they have partnered up with English-speaking residents. Finally, self-direction is characteristic of ESP courses in that the ... *point of including self- direction … is that ESP is concerned with turning learners into users* (Carter, 1983, p. 134). In order for self-direction to occur, the learners must have a certain degree of freedom to decide when, what, and how they will study.

As stated above, competence and performance development in learners is the proper concern of the ESP. In addition, ESP is need - based and learner - centred according to Hutchinson et al., (1981and 1987). So ESP takes into account the core principles of CBA. The question is to examine whether ESP implemented in Beninese technical schools is based on CBA principles or not.

### 2.6 Concluding Remarks

The preceding review of literature on Competency-Based Approach has provided with information concerning some factors inducing the educational reform in Benin, and some conceptual platforms to assess this educational reform. It traces the origin of CBA and how it is introduced in Beninese educational system. To understand the topic well, this research work unveils the different language teaching methods based on the different language theories. Next, come the definition, background, characteristics, implications, principles advantages and limitation, controversies and some authors' view points about the two concepts which are English for Specific Purposes (ESP) and Competency-Based Approach (CBA). From the development of these two concepts, I may conclude that Competency-Based Approach and English for Specific Purposes seem both to be approaches backed by different theories and they complete each other. The next chapter elaborates on the theoretical framework and the research methodology used to develop how far Competency-Based Approach is implemented in Beninese technical schools.

## 3.0 Introduction

This chapter is divided into two main subsections: the theoretical framework and the research methodology. The theoretical framework provides the theory on which the Competency-Based Approach is based and definition of the key concepts. Subsection one displays the theories related to the CBA and elaborates on the meaning of the important terminology such as Competency- Based Approach, English as a Foreign Language, technical schools, and English for Specific Purposes. Subsection two sets out to determine whether current policies and practices are aligned with what research indicates as effective Competency- Based Approach practices in teaching English for Specific Purposes. This section accounts for the different steps taken in the course of this investigation

## 3.1 Theoretical Framework

The theoretical foundation of my research work is strongly grounded in constuctivism.*The Competency- Based Approach to English Teaching in Beninese Technical Schools:an Assessment for Its Implementation* borrows its principle from pragmatic constructivism,cognitive constructivism and social constructivism which constitute the main strands of the constructivist learning theory.In other terms, it commonly includes the idea's of Dewey's philosophy, Piaget's cognitive theory and a Vigotsky's social constructivist theory. The presentation of the theoretical assumption of constructivism and its three a forementiomed strands will be considered.

### 3.1.1 Constructivism

Mahoney (2010) states that the term constructivism has emerged at the beginning of the second half of the twentieth century (cited in Pitchards & Woollard, 2010, p. 2). Constructivism is a learning theory that offers an explanation of the nature of knowledge and the way individuals learn. This theory focuses on both the way of teaching and learning a language. In the constructivist point of view, individuals construct their own understanding by actively taking knowledge, connecting it to previously assimilated knowledge and constructed their own

interpretation. Check (1992). Knowledge is actively constructed instead of being passively received or absorbed.

Within educational context, constructivism weighs on the idea that *knowledge cannot be taught but must be constructed by the learner* Caudy (1991: 252) quoted in Benson (2000:35). This view leads me to say in the context of technical schools that the constructivist learning theory provides strong support for the contention that learning begins with the learners'active participation in their learning process. Indeed, instead of receiving knowledge that is "out there", constructivist learners actively build knowledge *by integrating new information into what they have previously come to understand, revising and interpreting old knowledge in order to reconcile with the new*. (Billet,1996 quoted in Kerka,1997:1). In this sense, most constructivists support the need to foster interactions between learners'existing knowledge and new experiences. Constructivism challenges what Bonds and Bay (1994) characterize as the default mode in education; an approach to teaching and learning which Freire (1998) considers to be a "banking model wherein the teacher fills passive learners with deposits information (Ismat,1998). In this way, the constructist teacher does not dictate knowledge to learners. Rather, she acts as a facilitator who helps to coach them towards understanding. As for leraners, they participate in learning activites characterized by active engagement, inquiry, problem solving and collaboration. Fox (2001) summarises the claims which are held to define the constructivist views of learning as follows:

- Learning is an active process;
- Knowledge is constructed, rather than innate, or passively absorbed
- Learning is essentially a process of making sense of the world;
- Effective learning requires meaningful, challenging problems for the learner to solve.

Likewise, Kroll (2004) points out that *Constructivism, or constructivist theories, represent a multiplicity of ways to think about learning and development, and consequently about teaching* (p.200). According to Westwood (2008), the learning process considers more the learner who can construct and invent his own interpretation and understanding of the world around him. Also he

claims that *Since the 1990s, constructivism has spread as a strong influential force, shaping education reform across many areas of the school curriculum and spawning many new learner-centered approaches to teaching.*(ibid, 2008, p. 3). The CBA is based on the constructivist theory since it focuses on the learners and their own development of the learning process. At this level, Pitchards and Woollard (2010) stated that the constructivist is a theory which focuses more on the learner who creates his own understanding and chooses or transforms information into new knowledge. Indeed, constructivism as a new theory emerged in the last part of the twentieth century and it encompasses two main branches: the cognitive and the social ones, the former developed by Piaget and the latter by Vygotsky. It is connected to the logic of the learner's centred approach that the CBA is highly meaning**.**

### 3.1.2. The Deweyan Perspective

*No one who informed in the educational field can doubt for a moment the profound influence of John Dewey on both the theory and the practice of American education.* (Kilpatrick, 1938, quoted in Dewey,1938). Indeed, as Kilpatrick's quotation indicates, the educational ideas od Dewey have exercised a wide ranging influence on Western theory and practice during the 20$^{th}$ century. His philosophy, as Oxford (1997) points, rejects the idea that the objects of knowledge are passively absorbed by the individual. Put in other words, learning is always active and knowledge is gained when the individual participates in the learninhg process. According toOxford (1997), the American education, this American educator and philosopher develop a pragmatic approach to learning which neatly captured in *learning by doing*. In fact, for Dewey, learning and thereby knowing is an affair of doing. The teacher's role is then not to stand at the front of the classrooms giving out information to be absorded by passive learners, but to act as a resource or guide for their self-direc efforts (Benson 2001). In Dewey's word *since learning is something that the pupil has to do himself and for himself, the initiative lies with the learner. The teacher is a guide and director, he/she stears the boat, but the energy that propels it must come from those who are learning* (1933:36 quoted in Fishman and McCarthy, 1996:346). Moreover, Dewey argues that good teachers are those who *give the pupils something to do, not something to learn; and the*

*doing is of such a nature as to demand thinking; learning naturally results* (1916:154, quoted in Hansen,2002:277). Dewey regards learners' involvement as the immediate aim of teaching (Hansen: 2002). If teachers engage learners in various activities, learning will more likely to be the outcome. As he contends, *learning is a product and reward of occupation with subject matter* (Dewey, 1916:169 quoted in Hansen,2002:277).

### 3.1.2 Cognitive Constructivism

Cognitive constructivism is also called Piagetian cognitive theory. One of the key aspects of Piaget's development theory has been his influence upon *the constructive nature of the learning process* (Williams and Burden 1997:21). Individuals are actively involved right from birth in constructing personal meaning which is their personal understanding from their experience. According to Williams and Burden (1997), this theory *is based on learners passing through a series of stages"* (p. 16). For Elaoubida's book, *The Competency Based Approach Manual*, cognitive constructivism considers the learner during his learning process who may encounter some problems in his environment. This leads him to understand and acquire a new information (assimilation). Then, he develops this new information and his ways of thinking into another new information (accommodation) (p. 16). Before we move to the three main concepts in Piaget's theory (assimilation, accommodation, equilibration), we should know firstly the meaning of the concept. This term is defined as *a collection of organized and interrelated ideas, concepts and prior knowledge structures that are abstract representations of objects, events and relationships in the real world* (Richards & Schmidt, 2002, p. 468). It means that a schema is prior knowledge that used to interpret our everyday surrounding. Pitchards and woollard (2010) explain more the three concepts of the cognitive theory. For them the term assimilation means *collecting and classifying of new information* (p. 12). Likewise, it is the stage of adapting new knowledge. Accommodation is *the alteration of schema in order for new and contradictory information to be allowed* (p. 12). This means that the prior

information is adjusted to grasp the new one. Finally, equilibration is *the state of having no contradictions present in our mental representations of our environment. The linked process of assimilation and accommodation are the means by which a state of equilibration is sough*t (p. 13). Certainly, these three terms represent the basic stages which we move through when we acquire a new knowledge. In this situation, Williams and Burden (1997) indicate that for Piaget, *the young infant moves toward four stages named sensori-motor, pre-operational, concrete operation and finally formal operation stage* (p. 16). Indeed, the child or the learner for him is an active person who can construct his own understanding through the process of assimilation, accommodation and equilibration without the help of the others (the society). These stages are considered as very important for learners as knowledge is constructed progressively.

### 3.1.4 Social Constructivism

Social constructivism is the second trend of the constructivist theory which was developed by Vygotsky (1978). His theory complete the piagetian one that adds the effect of society or the external factors on the learning process. Therefore, this theory focuses on the importance of social interaction and peer learning to promote learners' competencies. In fact, the Competency-Based Approach is based on social constructivist theory since it gives the importance to the learner who can learn better through the process of social interaction with other people. Pitchards and Woollard state that *Vygotsky considers that social interaction is a fundamental aspect of successful cognitive and intellectual growth* (Pitchards & Woollard, 2010, p. 14). One of the most important concept in Vygotsky's theory is Zone of Proximal Development (ZPD). Zone of Proximal Development clarified in Pitchards and Woollard's book (2010, p. 15) as: the ZPD is the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers…what children can do with the assistance of others might be in some sense even more indicative of their mental development then what they can do alone. The term

ZPD means that learners can do a new activity just with the help of the environment such as the teacher's or peer's assistance. In other words, learners need the teacher who should facilitate their tasks which can then do it individually or in groups. In the context of the Competency-Based Approach, in technical schools in Benin, the constructivist theory is the basis of this research work since the learner is in the centre of the whole learning process so that he/she may be autonomous and set up his/her own business concern.

### 3.2 Needs Assessment in English for Specific Purposes (ESP)

English language teaching can be divided into two different parts: General English (GE) and English for Specific Purposes (ESP). General English aims at providing learners with common core academic language and skills. As for ESP, it is composed of English for Academic Purposes (EAP) where learners study the English language for professional matters, emphasizing the language of academic performance in specific discourse community, while English for Occupational Purposes focuses on the language job performance (Kevin knight, 1976).

Hutchinson et al., (1987) identify some core principles for ESP. Some of them are listed as follows:

- Learner-centered, second/foreign language training;
- Needs-based, involving all stakeholders;
- Characterized by collaboration with workplace/content experts;
- Characterized by the use of appropriate, authentic tasks & materials (specificity and relevance);
- *Not* synonymous with “CBI” (Content-Based Instruction) which is an approach to syllabus design, often employed in ESP courses.

In general, one can notice that linguistic factors have tended to dominate the development of ESP with emphasis placed on the analysis of the nature of specific varieties of language use. My purpose here is to show that there is a need for a wider view that focuses less on differences

and more on what various specialisms have in common. To understand this part well, I have to clarify what ESP is not. In fact, ESP is not a matter of teaching 'specialised varieties' of English. The fact that language is used for a specific purpose does not imply that it is a special form of the language, different in kind from other forms. Certainly, there are some features which can be identified as 'typical' of a particular context of use and of which, therefore, the learner is more likely to meet in the target situation. But, these differences should not be allowed to obscure the far larger areas of common ground that underlies all English use, and indeed, all language use.

ESP is not just a matter of science words and grammar for scientists, industry words and grammar for industry staff and so on. There is much more to communication than just the surface features that people read and hear. With regard to grammar, Chomsky (1957) can distinguish the difference between 'performance' and 'competence', that is between what people actually do with the language and the range of knowledge and abilities which enables them to do it .ESP is not different in kind from any other form of language teaching. ESP is just based on principles of effective and efficient learning. Though the content of learning may vary, there is no reason to suppose that the processes of learning should be any different for the ESP learner than for the General English learner. There is, in other words, no such thing as an ESP methodology, merely methodologies that have been applied in ESP classrooms, but could just as well have been used in the learning of any kind of English.

Having stressed the commonality of language and learning, how does ESP differ from the other forms of English language teaching? To provide an answer to this question, I can say that ESP must be seen as an approach not as a product. ESP is not a particular kind of language or methodology, nor does it consist of a particular type of teaching material. Understood properly, it is an approach to language learning, which is based on the learner's need. The foundation of all ESP is this simple question: Why does a learner need to learn a foreign language? From this question will flow a whole host of further questions, some of which will relate to the learners themselves, some to the given learning context. But, this whole analysis derives from an initial identified need on the part of the learner to learn a language. ESP, then, is an approach to language

teaching in which all decisions as to content and method are based on the learner's reason for learning.

There have been a number of attempts to draw up a classification for the different branches of ESP. However, in any classification, English for Specific Purposes is stated to have two main branches which are English for Academic Purposes and English for Occupational Purposes. One of such classifications has been developed by (Strevens, 1977) as shown in the next figure:

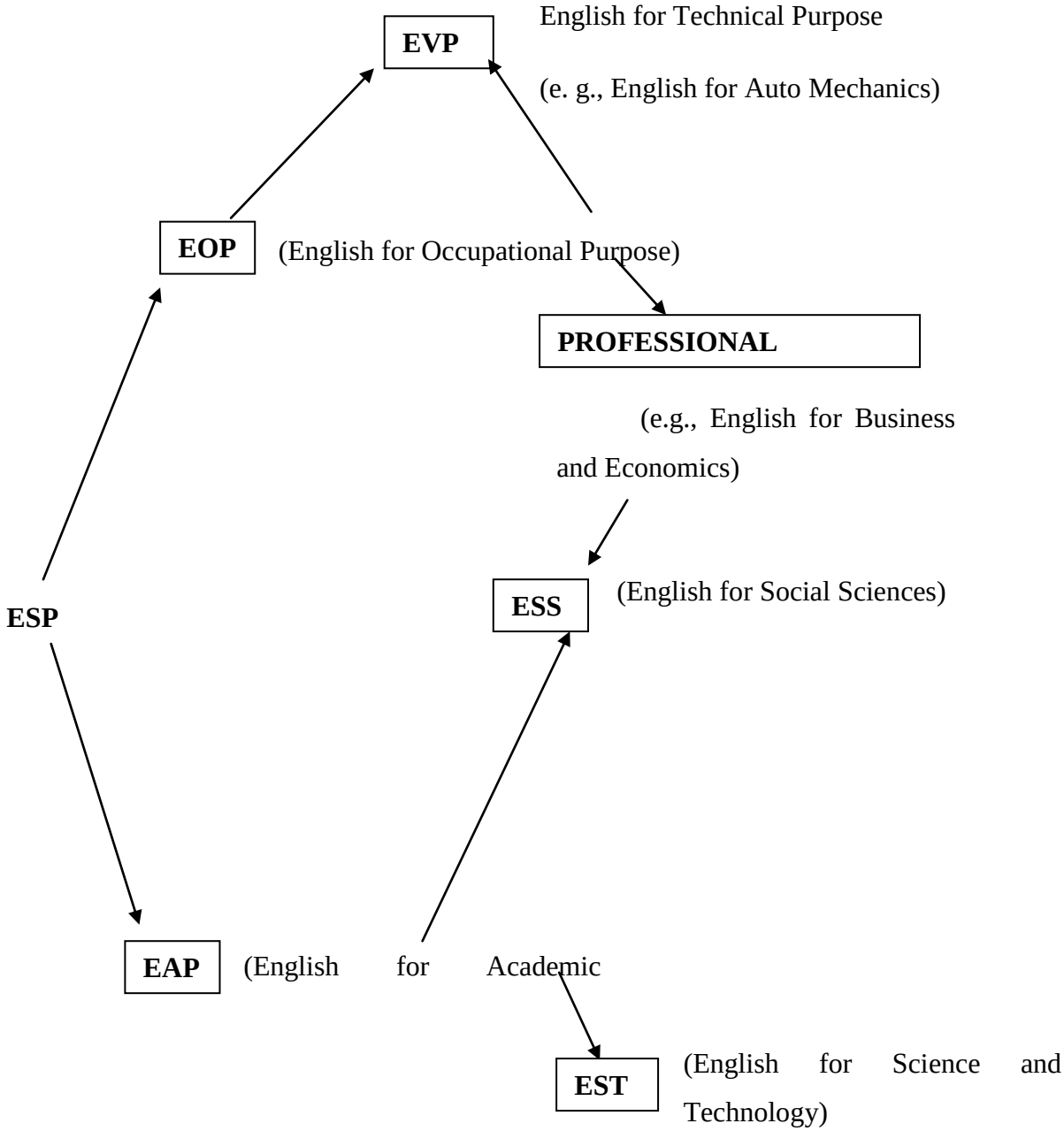



Figure 2: Different Branches of ESP by Strevens (1977 as cited in Johns, 1991, p.71)

### 3.2.1 ESP Curriculum Design

From a broaden view, many considerations come into play while developing a curriculum. According to Cummins (1979), there was a dichotomy between basic interpersonal communication skills and cognitive academic language proficiency. The former refers to the language skills used in every informal setting used with friends, family and co-workers.

The latter refers to a language proficiency required to make sense of and use academic language. Situations in which individuals use basic interpersonal communication skill are characterized by contexts that provide relatively easy meaning. Gatehouse (1999) distinguishes three abilities necessary for successful communication in a professional target setting and even added a third skill or ability to Cummins' theory in order to complete the ESP picture.

The first ability required in order to successfully communicate in an occupational setting is the ability to use the particular jargon characteristic of that specific occupational context. The second is the ability to use a more generalized set of academic skills, such as conducting research and responding to memoranda. The third is the ability to use the language of everyday informal talk to communicate effectively, regardless of occupational contexts. The task for the ESP teachers in technical schools is to ensure that all the three abilities are integrated into the curriculum. This is a difficult task due to the incredible amount of research required. Fortunately, there does exist a wealth of information on academic and general language skills. The trick involved in the interweaving process is to develop a model that best integrates the restricted repertoire with the academic and general for the learners in question. In my opinion, ESP requires a comprehensive needs analysis and because the learner-centred curriculum is not static, it is out of the question to expect that the teacher be in a position to identify the perfect balance of the abilities noted above for any particular group of learners. In reality, a large part of this responsibility is that of the instructors; it is the instructors who are in a better position of changing learners' needs and who are in a better position to ensure that all students receive a balanced diet of language. In addition, more time must be allotted to the content of academic language acquisition and general language acquisition in the case of ESP teaching and learning.

Materials and textbooks are important resources for teachers and students for any language learning. They are the foundation of school instruction and the primary source of information for students and teachers. Materials and textbooks serve as one of the main instruments for shaping knowledge, attitudes and principles of our learners. Textbooks generally speaking serve as the basis for much of the language input learners receive and language practice that take place in the classroom. In some situations, the textbook may function as a supplement to the teachers' instructions of EFL or ESP teaching or learning process. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught as well as the kinds of language practice the students engage in during class activities. For the ESP learners, the textbook become the major source of contact they have with the language apart from the input provided by the teacher.

The use of English to teach technical subjects in technical schools reflects the effectiveness of English textbooks in helping learners acquire the necessary language skills. The problem raised in this part is to know whether textbooks really exist or not. Johns (1990) also raises the issue when he states that *ESP teachers find themselves in a situation where they are expected to produce a course that exactly matches the needs of a group of learners ,but are expected to do so with no, or very limited preparation time* (p.91). In fact, many ESP developers or ESL instructors are not provided with ample time for needs analysis, material research and material development. Many texts claim to meet the needs of ESP courses. He thinks that no ESP text can live up to its name. So he suggests that the only real solution is that a resource bank of pooled materials be made available to all ESP instructors. He continues by saying that *the only difference between this resource bank and the one that is available in every educational setting- teachers' filing cabinets- is that this one is to include cross-indexed doable, workable content based (amongst other) resources*.(p72)

Gatehouse (1999) is against this assertion and affirms that "is not doable". He believes that there is a value in all texts but some more than others. He thinks that ESP is an approach and not a subject to be taught .So he realizes that resources must include authentic materials, ESL and ESP

materials and teacher-generated materials. Dealing with a curriculum the following points have to be taken into account:

### 3.2.2 Textbook Evaluation

In a general perspective, there are three main options to get textbooks: development, adoption and adaptation.For a textbook to be adopted or adapted, it should normally be submitted to a certain form of evaluation to determine its suitability for the course it is supposed to be used for. According to Noordin (2014), the evaluation of any textbook should take into account the following criteria: syllabus, progression, integration of skills, cohesion, length, the presentation of language, the practice, variety and clarity. In Beninese technical schools in particular, there is no standardized text books as it is in general secondary schools. So, the analysis undertaken will focus on the draft considered as syllabus in technical schools.

#### 3.2.2.1 Syllabus

Generally speaking, a syllabus reflects how English is used in everyday life. It is closely associated with notional/functional type of syllabus because it emphasizes communicative language teaching and learning. It leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar alone. Specification is on the notions, concepts and topics learned to enable them to communicate effectively. In order to allow students in Beninese technical schools to communicate around the whole world, it is important that students be able to listen to, read and present information orally and in writing on science and technical field related matters. English for Specific Purposes (ESP) curriculum focuses on language form which puts emphasis on the grammatical or structural aspects of language form that is practical. In fact, the ESP syllabus specifies the curriculum content be taught over a period of years. The ESP curriculum content is more specific where the areas covered are science and technical- based subjects are general subjects such as , environmental education, French, physics and technical ones like accountancy, masonry, agriculture, carpentry, electricity, clerical work, economics, law, applied mathematics with a great

emphasis on the four language skills which are reading, listening, writing and speaking. Analysing the syllabus in commercial, industrial and agricultural sectors in Benin technical schools, one can notice that it takes into account all the different aspects namely grammar, vocabulary and the different language skills for the language acquisition. Let's also mention that technical materials available in the market generally speaking, stress the preparation of students to essential skills needed to understand and solve problems which promote higher order thinking skills.

#### 3.2.2.2 Progression

The ESP syllabus in technical schools in Benin promotes course of content progression. The curriculum is prepared as a separate module for each year of teaching and learning. The modules serve as a guide to teachers with regard to the skills to be achieved, the topics, or themes to be dealt with, grammar and vocabulary items to be learnt. While comparing general English syllabus to ESP syllabus, one may notice in technical schools that the syllabus gives more details in terms of explaining and description concepts. The syllabus grants huge opportunities for students to develop their language competence through activities. Students are given greater freedom to try out the language learnt in different contexts. In technical schools, students are required to obtain ideas, information, science and technology by listening to talks, lectures, viewing multimedia resources, and reading a variety of technology materials. Students are also required in technical schools to write descriptions and reports in simple language as well as present information orally to their peers. For the teachers, the progression is dated and it allows them to work regularly and to follow the outline. The inspectors and teachers' advisers use this progression schedules for their class visits. So, teachers have to complete the syllabus according to the progression established at the beginning of every school year.

#### 3.2.2.3 Integration of Skills

The presentation of activities in technical schools in Benin aims at including the integration of language skills in realistic contexts. Students are encouraged to read topics related to science and technology, talk about them, make enquiries and share information with others.

However, this does not exclude listening, speaking and writing skills as they enable the students to understand well the topic. These different skills are all integrated in the process of achieving language outcomes. In ESP, mainly in technical schools, language skills are designed to teach the subject matter of science and technology. While the integration of skills in General English and English for Specific Purposes focuses on the application of inquiry skills to solve problems and issues, the teaching of language skills in ESP requires methods of scientific thought and inquiry in English common to all types of scientific and technical discourse.

#### 3.2.2.4 Cohesion

Apart from the integration of skills, cohesion comes as another important aspect in syllabus design. Dougill (1987) recognizes the importance of units being equally taught to portray the progressive nature of skills development as well as appropriate leverage being given to themes and topics. In ESP related material reviewed, summary, analyses of situations, processing subject specific texts, and vocabulary skills are the crux of the content presented in developing students reading and comprehension skills. In the same run, Garinger (2002) points out that language materials used to teach students should engage them in critical analyses of different types of texts. This allows to ensure ample information and activities provided in developing good reading skills. In ESP curriculum, students need to be familiar with the main scientific concepts and ideas in English as well as the register and related vocabulary. This means that they are expected to have comprehensive knowledge of the topics and themes. Mackay et al., (1978) added that it is evident where science is taught in English or science reference materials are in English, students need to acquire a considerably higher standard of language proficiency to enable them to comprehend and manipulate difficult intellectual material. In such situations, success or failure in science should be in large measure the consequence of success or failure in English.

In general English the series of textbooks named “Documment d’Accompagnement”, each units starts with a pre-listening or pre- reading activity which could also be a discussion session based on some lead-in questions. This is to encourage students to give their responses and

set their schemata for learning the topics. Subsequently, the unit continues with grammar exercises, reading comprehension activities, writing and literary exercises as well as revision exercises on the skills taught in each unit.

Unlike the syllabus in technical schools in Benin, the general English syllabus does not require the students to have a wide –range of academic knowledge on the topic taught. The topics in technical schools serve as the subject matter through which the interpersonal, informational and aesthetic language skills are taught and meaningful tasks and activities are set. The presentations of lessons are balanced, controlled and free practice lessons are set to assess students' mastery of pertinent language skills.

### 3.2.2.5 Length of Unit

In ESP related materials such as the EST curriculum, there is no specific textbook that contains a standardized form of content. The curriculum specifies that EST topics incorporate basic concepts and ideas that refer to everyday life and specific environments. In Beninese technical schools, the themes include:

- **In commercial field of study:** Production, business organization, banking and cheques, Stock Exchange, International trade, Business correspondence, commercial agents, communication and transport.
- **In industrial field of study:** Shapes and conditions, tools, Industrial revolution, transportation and communication, different parts of a machine and their use, working conditions of workers, manufacturing, trade unionism, jobs and occupations.
- **In agricultural field of study:** Environmental factors affecting agricultural production, Ecology and ecosystem, agricultural equipment, different cultures, cycles of nutrients, components of food, breeding of animals.

There are no standardized EST textbooks in the market yet. The consistency in the presentation of skills is required. It will be difficult to homogenize reasonable progression of text difficulty as the use of authentic materials is encouraged. Students are familiar with the register

according to the specificity of their field and interest. The use of authentic materials can motivate teachers to vary the design, teaching content and approach across all levels. It could potentially cause an increase in learners' positive attitudes towards the EST subject.

### 3.2.2.6 Presentation

The presentation of language is an important aspect of English language teaching materials' evaluation. In ESP, language presentation is relevant and appropriate in dealing with special area of grammar concerning technology texts. Since there are no specific textbooks for the EST subject, ambiguity concerning the way the language content is presented is unavoidable. Contrary to general English, the presentation of language content in ESP is still lacking in terms of warm-up activities, pre-listening and pre - reading sections which sometimes indicate the inadequacies in the organization and the management of the materials .It is up to each ESP practitioner to elaborate those steps while preparing his lessons for there is no specific textbook in technical schools.

### 3.2.2.7 Practice

According to Dougill (1987) and Garinger (2002), if one has to evaluate textbooks the amount of practices provided ought to be sufficient, balanced in their format, containing both controlled and free practices. Students' involvement in doing the exercises must be more than just a mechanical one. It should be ensured that students will be able to generate language on their own outside the classroom as well.in the context of ESP. Most of the exercises provided are dependent on the topics covered in the curriculum specifications. The development of language skills is focused on understanding the meanings of words, identification of main ideas, classifying information, interpreting information in non-linear texts such as tables, charts, graphs. ESP in general, gives free production practices where students are asked to present information using simple English in report writing activities on various science and technology texts. In EST, related materials are developed in consideration of the weaker students. Three levels of difficulty in presenting the information and completing tasks are designed to enable the weaker students to

follow the lessons progressively. The different activities created can be expanded to various fields in which students can engage in carrying out experiments as well as carrying out reference work to explore the topic under study.

#### 3.2.2.8 Variety and clarity

In technical schools in Benin, text and language lab sections contain activities such as word explorer, language in action and springboard as well as grammar works. However, these activities only focus on the text-processing skills which are too limited for the learner to understand scientific and technical terms.

As for clarity and purpose, the ESP related materials are similar to what is found in general English textbook. For the various language skills taught, the purpose of the activity and the suggested instructional sequences are provided to enable students to complete the tasks effectively. However, students might find the activities difficult to complete as they need to have a good vocabulary command when interpreting and analyzing data.

### 3.3.1 English for Specific Purposes (ESP): A Matter of Controversy

From the past till now, the teaching of English for Specific Purposes is a hot debate. Some researchers think that the specialist be better qualified to teach ESP while others share a contrary view. Maleki (2005) after conducting a research in one of his article entitled 'ESP teaching a matter of controversy', came up with the following conclusion: *we strongly recommend that ESP courses be taught by EFL teachers rather than specialist in the field*. (p.22)

In fact, the questions 'who should teach ESP?', 'who is better qualified to teach ESP?', 'with whose teaching do students get greater satisfaction' and 'does the specialist in the field have the right to teach or design the ESP courses' are difficult enquiries for which necessary solutions must be found in our technical schools. Hamp-Lyons (2001), EAP is not only a teaching approach, but it is also a branch of applied linguistics which consists of a great deal of research into effective teaching and testing methods, analyzing language needs of students, the linguistic and discoursal structures of academic texts and analysis of the textual practices of academics. According to

Dudley-Evans (2001), ESP is characterized by a complex teaching and the materials development is based on the results of the need analysis. To support this idea, Mc Donough et al., (1993), argue that material development is very complex, though rich …*a merging of two broad approaches .One of these is concerned with the view of language in use, and includes categories of function, context, and language skills. The other is a version of a more formal linguistic syllabus, and is comprised of elements of grammar, pronunciation and vocabulary.(p.225).* If it is so, does a specialist have also the background to teach ESP?

Furthermore, one of the major goals of ESP course is developing reading skills for specialist texts. And the problems learners today are faced with, is not a technical terminology. They require the English language to convey message according to their needs analysis in technical schools. For a language teaching two elements are essential according to some languages psychology studies: syntax and semantics. In the syntactic approach, the reader will split the sequence of letters into words and their constituents and by using their linguistic knowledge and formal schemata through which he constructs meaning. In semantics, the reader uses content words, content schemata, and world knowledge and life experience to give a meaning to a text. To Clark et al., (1997) and Field (2003), the reader mixes syntax and semantics to understand the text. To reach the goals of the meaning and function of the key words in the text, the key grammatical structures in the text and the cohesive devices and coherence in the text, Zoumana (1990) thinks that only professional EFL teachers can do. He is backed up by Sadegui (2005), citing Hutchinson et al., (1987), that ESP teachers should have the same qualities of the general English teacher. Sadegui continues by saying that the ESP teacher should possess English language knowledge, thorough command of the course design, and expected knowledge of the related field of science. What seems true is that, specialists do not have English language knowledge and command of the course design. Taking into account what has been said so far, flexibility is one of the important key quality for ESP practitioners, Robinson (1991). ESP teacher has to play various roles in the process of language teaching in our technical and professional schools. He has to be a teacher, a

course designer, a collaborator, a researcher, a facilitator, and an evaluator provided that he goes through a good ESP professional training . I also think that a specialist can intervene if he possesses the required qualifications mentioned above.

### 3.4.2 Needs Analysis in English for Specific Purposes

In any educational institution where training is taking place, one has to identify the needs of the learners. ESP is a learner- centred approach and one of its key principles is the needs analysis. As for Hutchinson et al., (1987) *...a need does not exist independent of a person. It is people who build their images of their needs on the basis of data relating to themselves and their environment* (p.56). As for Benesch (1996), needs analysis enables to identify the *elements of students' target English situations and using them as the basis for EAP/ESP instruction (p.82)*

My concern here is why do the learners in technical schools need to learn English language in the context of the Competency-Based Approach? *In theory nothing but in practice a great deal,* answered Hutchinson et al., (1987, p.53). Language can be learnt for general or specific purposes. The difference between English for Specific Purposes and General English is not the existence of a need as such but rather an awareness of the need. In any course design, the analysis of the learner's needs is vital. So, the awareness of target situation and the definable need to communicate make the difference between ESP and GE. In his book titled *Communicative Syllabus Design,* John Munby (1978) gives a more details about the target situation needs by creating a set of procedures named Communication Needs Processor (CNP). Communication Needs Processor is a range of questions about key communication variables such as medium, topic and participants. It enables to *take account of the variables that affect communication needs by organizing them as parameters in a dynamic relationship* (p.32). In ESP, what is the process to the needs assessment? The needs analysis generally speaking is the collection of information from the learners and the stakeholders. In technical or professional schools, the stakeholders are: students, teachers, inspectors, schools authorities and sponsors. The aim of the ESP practitioner is to gather information from the sponsoring organization, the needs or wants of the students and find out the

context in which the learning process will take place. According to Westerfield (1981), there are three important ways which lead to a good needs analysis. The first one is the Target Situation Analysis (TSA) which has to do with what the learners need to be able to do in the target language at the end of the course. To conduct an effective TSA, the ESP teacher must aim at reaching three goals:

What tasks do the learners need to be able to do by the end of the course?

Why is it important for them to perform these tasks in English?

Why do learners want or need to learn these skills?

In the same run, Friedenberg (2014):

> *…take time to consult with as many stakeholders as possible, including potential program participants, their supervisors, and upper level management and executives. These providers recognize that inviting stakeholders' involvement in the planning stages creates a level of commitment on the part of all stakeholders that is crucial to the later success of the training program*. (P.35)

The second step is the Present Situation Analysis (PSA) concerned with knowing what follows: what can the learners do now in the target language? Here, the ESP practitioners must identify the strengths and the weaknesses in the language and skills. So, they have to provide answers to the following questions:

What is the student' current level in English? What strengths and weaknesses do they have in speaking, listening, reading and writing?

What do the learners who will be trained already know about the content area or about the job? What is their background in this area? Which key job skills do they have or lack? What are their past language learning experiences and expectations? Why are they attending the course and what are their personal goals? To gather information in ESP, teachers should go to various sources to build a complete view of the learners' current skills and training needs.

Finally, the Context Analysis also is very important since it refers to the learning situation. The context analysis aims at examining the environment in which the learning will take place and the finding of adequate resources in order to reach the desired goals. The needs analysis plays an

important role in the language teaching and learning process in technical schools. The curriculum and course design cannot exist if there is no serious care of the needs analysis. So, needs analysis is the paramount of all curriculum design.

### 3.4 Technical Schools in Benin Republic

Known as technical schools, technical schools are places where practical and experimental knowledge is acquired. Students are adults and are really trained for life. Indeed, many people agreed that the learner of technical schools is an adult or nearly adult. This seems obvious when we consider English for occupational Purposes (EOP) mainly for people who are on jobs or about to take up employment. A reason why the typical ESP learner is likely to be adult is the professional orientation of the course. The typical general English course given at general secondary schools, takes them from beginners to reasonable competence in all areas of the language, as post-beginners. The student has done a general English course at school and now, he wishes to extend or adapt this competence to his or her particular field of work or study.

To get a better understanding of this topic, I have to cast a glance at the structure, the courses, their components and the way they are supposed to be organized. There are three types of technical schools in Benin: agricultural technical schools, industrial technical schools and commercial technical schools.

In Benin Republic, there are eight (8) agricultural technical schools. These are Agricultural schools of Adjahonme (Couffo Department), Akodeha (Mono Department), Adja-ouèrè (Plateau Department), Banikoara (Alibori Department), Ina and Kika (Borgou Department), Natitingou (Atacora Department), Sekou (Atlantique Department). The aim of these schools is to train students for agriculture. Students are trained in stock breeding, food processing, fishing, forestry and farming. Apart from this, many other subjects are taught, such as Chemistry, Physics, Biology, French, Sport and the English language. The teachers here are supposed to be well trained since they have to use English for Specific Agricultural Purposes to teach students and to

make the students acquire the English language for communication. The training in this field involves two levels of study: Level I and level II. In level I, the students are trained to be:

-Assistant of Agricultural Technicians in stock breeding, food processing, fishing, foresting and farming.

The length of the training in level I is three years, and it leads to the acquisition of adequate knowledge for the profession mentioned above. The courses include field -related and general subjects like English. BEAT (Brevet d'Etudes Agricoles Tropicales) known in English as the Junior Secondary School Level (JSSL) is the certificate obtained by the students at the end of their training. The students can go to level II without getting their BEAT but the average grade should be 10 out of 20.

In level II, students are admitted from 'Seconde' to 'Terminale' according to their ability and skills. The courses include agriculture studies and the general subjects like English. Students take their final exam in order to obtain their certificate known as DEAT (Diplome d'Etudes Agricoles Tropicales) known in English as Senior Secondary School Level (SSSL)). In fact, English is taught in this sub-field of technical schools but has never been evaluated officially in national examinations. Consequently, some students regularly show a total disinterest in this subject.

Commercial professional schools' main function is to train students in commerce, office management and accountancy. The training in this field involves two levels of study: Level I and level II. In level I, the students are trained to be:

-Assistant accountants or book-keepers;

-Clerks or clerical workers.

It can be noticed that the length of training in level I is three years and leads to the acquisition of adequate knowledge for the functions listed above. The courses include field related and general subjects like English. Students take their final examination in order to obtain their certificate known as CAP (Certificat d'Aptitude Professionnel) in accountancy or clerical work.

The students can go to level II without getting their CAP but the average grade should be 10 out of 20.

In level II, students are admitted to 'Seconde' G1, G2 or G3 according to their ability and skills. For example: 'Seconde' G1, corresponds to secretariat option, G2 to accountancy and the business administration for G3.The courses include field related and the general subjects like English. The final exam of these different courses is Baccalaureat G1, G2 or G3.

Industrial technical schools have a great number of sub-fields. They involve two levels of study: Level I and level II. The main goal of level I is the training of technicians. The students' holders of CEP (Primary Certificate) are admitted after a test. Then, they can make their choice among the following majors:

- General Mechanics
- Electricity
- Automobile Mechanics
- Canvassing operator
- Carpentry
- Masonry
- Restaurant and hotel trade
- Tourism

In these different sub- fields, students receive adequate technical and practical training and general courses like English. Particular stress is put on practice here. Students are put together for English lessons whatever may be their field of training .After a three- year course, students are submitted to a final exam called CAP. The average grade of 10 out of 20 is required for level II even if they do not succeed in their exam.

In level II, students in general mechanics sub-fields are specialized in forging. Those who learn electricity go to Electro-electricity sub-field. The canvassing operators and automobile mechanics improve their knowledge in the same field. Students in carpentry specialize in woodwork. The masons go to the field of engineering. 'E' field seems to be abandoned now

because of lack of students. Instead of getting Baccalaureat series ‘G’ the equivalent of GCE ‘A’ level like in commercial field after their three years of training, they get their degree of industrial technician (DIT). After the clarification of some key concepts and the presentation of the structure of technical schools, the next section presents the methodology used during the whole process of my investigation.

### 3.5 Research Methodology

The methods used in this investigation are mixed because there are more adapted to complex phenomena such as technical schools, an approach and its implementation assessment.The mixed methods provide tools that are likely to enable me to look at reality from different angles and come up with a more comprehensive view of the phenomenon being explored. Both qualitative and quantitative research methods have helped the study to reach its objectives. Qualitative research method generally focuses on the discovering and understanding the experiences, perspectives, and thoughts of participants. Qualitative research explores meaning, purpose or reality (Hiatt, 1986). In other words, (Denzin et al., 2005) consider qualitative research as:

> *a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach of the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them* ( p.3.)

When it comes to quantitative research method, it attempts to maximize objectivity, replicability, and generalizability of findings, and is typically interested in prediction. The researcher will set aside his or her experiences, perceptions, and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn. Trochim et al., (1982) considered quantitative research design as the *glue that holds the research project together. A design is used to structure the research, to show how all the major parts of the research project-the samples or groups, measures, treatments or programs, and methods of assignment-work together to try to*

*address the central research questions*( p.1). Johnson et al., (2004), define mixed methods research as:

> *The class of research where researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. Mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices (i.e. It rejects dogmatism). It is an expansive and creative form of research, not a limiting form of research. It is inclusive, pluralistic, and complementary, and it suggests that researchers take an eclectic approach to method selection and the thinking about and conduct of research. (pp.17-18)*

From this definition, it can be clearly noticed that mixed methods combine qualitative and quantitative methods in ways that draw on the strengths of both traditions of inquiry, it is a clear step away from the boundaries and practices of those traditions, especially those linked to quantitative methods.

Indeed, research methods to be used to explore the realities of the world are subject to controversy among researchers in general and educational researchers in particular. This controversy gave birth to the incompatibility thesis (Howe, 1988; p.39) which, according to Johnson et al., (2004), affirm that *qualitative and quantitative research paradigms, including their associated methods, cannot and should not be mixed* (p.14). Unlike the advocates of the incompatibility thesis, Buta (2005) shows that both methods (quantitative and qualitative) do have some common points. Sechrest et al., (1995) shed light on the compatibility of both methods by stating that they *describe their data, construct explanatory arguments from their data, and speculate about why the outcomes they observed happened as they did* (p.78, as cited in Johnson et al., 2004). Therefore, both methods are relevant in collecting and analysing data as well as interpreting the findings revealed by the collected data.

Although the mixed method (quantitave and qualitative) have some weaknesses, it has many advantages. First, it provides tools to answer questions that cannot be addressed by quantitative or qualitative methods alone (Creswell and Clark, 2006; Dörnyei, 2007). So, they are

complementary when combined. According to Johnson et al., (2004), *words, pictures, and narrative (quantitative data*) and *Numbers can be used to add more precision to words, pictures, and narratives* (p.21). When both methods are mixed, qualitative method can help to better understand and validate findings from quantitative methods and vice –versa. Second, the mixed method makes it possible to use different worldviews and paradigms to generate more comprehensive knowledge useful both for theory and practice (Creswell and Clark, 2005; Johnson et al., 2004; p.23). Furthermore, in mixed methods, findings from quantitative methods may be handy and make it possible to have quick and broad view of a situation while the findings from the qualitative methods can help to have a deeper understanding of the broad picture presented by quantitative data. Moreover, in arguing for the value of quantitative and qualitative methods, Creswell and Plano Clark (2007) wonder, what would happen if *quantitative researchers paid more attention to the incredible range of hypotheses that qualitative researchers have generated for them? And what if quantitative researchers spent more time exploring the range of phenomena that qualitative researchers have sought to define and test?* (p.59). Considering some characteristic aspects which related to complementarity, flexibility and integration in English for Specific Purposes (ESP) and Competency- Based Approach (CBA), quantitative and qualitative methods are used in this research work, not only to collect figures but also to display the reality behind the figures. Both quantitative and qualitative methods are used in this research work because of their distinctive features and their contrasting fields. I have used the two research methods because a researcher points out that a single approach to analyzing research issues in any context only yields limited data (Bryman, 2008).The use of the mixed methods will allow then for comparison with and contrast of the findings.

### 3.5.1 Population

Given the mixte methods approach used in this study and the fact that the study is mostly evaluative, I have used a diversity of data collection intruments including questionnaires, interview and classroom observation. Elements of development in any pedagogical system are teachers and students. In this section, I have focused my attention on teachers of English who are working in technical schools selected. They are divided into four categories: teachers, teaching advisers, inspectors and some school authorities. Some technical schools of the six regions of Benin Republic namely (Atlantique/Littoral, Borgou/Alibori, Ouémé/Plateau, Zou/Colline) are covered during my investigations. The schools sampled here are public schools, established at least ten years ago and have commercial, industrial and agricultural facilities and equipment. So,

there are ten in number: Lycée technique commercial an industriel Coulibaly of Cotonou, Kpondehou, Ouidah, Porto-novo, Pobé and Lycée technique agricole of Sekou, Adja-Ouèrè and Ina. I have issued four hundred and fifty-five (455) questionnaire both for teachers and students. Four hundred and five (405) questionnaires are distributed to students depending on the size of the classrooms and the variety of their fields. Fifty (50) questionnaire were issued to teachers to cover the technical schools of the six regions because those teachers are few in number. Table one provides more details of the population selected.

**Table 4**: **Public Technical schools in Bénin**

| REGIONS | SCHOOLS |
|---|---|
| Atlantique/Litoral | -Lycée Technique Coulibaly de Cotonou<br>-Lycée Industriel de Kpondehou<br>-Lycée Technique de Ouidah<br>-Lycée Technique Agricole de Sekou |
| Atacora/Donga | -Lycée Technique de Djougou<br>-Lycée Technique de Natitingou |
| Borgou/Alibori | -Lycée Technique Agricole de Ina |
| Mono/Couffo | -Lycée Technique de Lokossa<br>-Lycée Technique d'Adja-Honmè |
| Oueme/Plateau | -Lycée Technique Commercial de Porto-novo<br>-Lycée Technique Industriel de Porto-novo<br>-Lycée Technique de Pobè<br>-Lycée Technique Agricole d'Adja –Ouèrè |
| Zou/Colline | -Lycée Technique de Bohicon |

**Source:** Répertoire des Etablissements Publiques d'Enseignements techniques et professionnels du Benin (DET)

### 3.5.2 Sampling

Concerning the sampling, I used a combination of the convenience and the purposive sampling techniques (Frankel and Wallen, 2006; Newcomer and triplett,2004) because I knew that not all the technical schools' stakeholders will be considered. It should also be noted that the data collected using semi-structure interviews with inspectors and school authorities had enable me to address the first research question of this dissertation: *Is the Competency –Based Approach efficiently implemented in Beninese technical schools*?

### 3.5.2.1 EFL/ ESP Teachers

For reliability sake, EFL teachers are considered to be important in this study in the sense that they are prominent in any educational success. They are one of the major actors involved in the teaching of English for Specific Purposes in technical schools. It goes without saying that teachers are part and parcel of my sampling. In the field of ESP, they are considered as practitioners for they play an important role in the teaching process. The outcome is always and firstly attributed to the performance of the teacher who is supposed to train the students properly.It is during my classroom observation that teachers are given questionnaires. I have addressed fifty questionnaires to EFL teachers in the technical schools selected and all of them answered my questionnaire. They are not numerous in the whole territory because of the small number of technical schools mentioned above. Among these fifty teachers, thirty are part time teachers and twenty are full time teachers. Those teachers are often the same intervening in public technical schools of different regions and in the private ones.

### 3.5.2.2 EFL/ ESP Students

Students constitute one of the important actors in this research work. Without them, it will be impossible to speak of technical schools. They are also part and parcel of the whole Benin educational system. They have different needs and interests, which have an important influence on their motivation to learn and therefore on the effectiveness of their learning

In schools, where my investigations took place, the age of the students of the 1st level is about thirteen to fifteen and sixteen to eighteen in the 2nd level. The target population is the students of the second level that is to say ‘Seconde’, ‘Première’ and ‘Terminale’. Firstly, those students are grown up students and are likely to start working after the completion of their studies in those technical schools. Secondly, these students are not beginners, they can easily answer my questions for they got experiences by spending some years in learning the English language in technical schools. I have issued four hundred and five questionnaires to

get real information from the selected public technical schools throughout the whole country. In the commercial school, the average number of students is forty (40) per region that is why their number is two hundred and forty (240). In the industrial sector, the average number of students selected is twenty; that is why their number here is one hundred and twenty (120). The total number of students in agricultural session is forty-five (45). Fifteen is the average number of students in this sector (both male and female).

### 3.5.3 Instruments

There are a number of ways in which information can be gathered to check and crossed check the validity of a topic. The most frequently used are: questionnaires, interviews, observation, informal consultations of learners and others. In order to provide answers for the three different research questions related to the effective and efficient implementation of the Competency-Based Approach in technical schools, I have used questionnaire, interviews and classroom observation for data collection. During my investigations, I have used questionnaires for both students and teachers because they can be administrated to a large number of people at the same time. Brown (2001) states that questionnaires "*present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from existing answers*" (p.6). For this research work, the questionnaires addressed to teachers and students contain close-ended items, which have to do with "yes" or "no" questions. They also are submitted to open-ended questions, some of which require them to produce some free writing. These open-ended questions allow me to get their real feelings and appreciation about the implementation of the Competency-Based Approach. Interviews to inspectors and school authorities are also used in this dissertation. The structured interview is designed for the school authorities because it allows them to have almost the same context of questioning to ensure that their responses can be aggregated and can be achieved only if those replies are in response to identical cues. The two closely related virtues from the perspective of quantitative research are: reducing error due to variation in the asking of questions, and greater accuracy in and ease of processing respondents' answers (Bryman, 2008). The structured interview details sheet is attached to the page 208 and is about the following points:

- The technical school collaborating environment;
- Recognition of the real needs of students regarding the Competency- Based Approach;
- Competency- Based Approach implementation in technical schools;

- Comments and any suggestions to improve the CBA in technical schools.

The semi –structured interview is used here for EFL inspectors for flexibility sake. Both open and closed questions have been used. With the permission of those inspectors, the interview was recorded in a digital Apple Ipad. I tried to be neutral while interviewing them and I was taking notes so during the data analysis I can compare my notes to what was recorded. The last step was the classroom visit because it allows to see how teachers go about teaching within the framework of the innovation. For Dörnyei (2007), "*observation provides direct information rather than self-reported accounts*" obtained through questionnaires for example (p.178). Appointments have been made with teachers in different areas of the country; so, some class observations have been conducted. Below are the descriptions of the questionnaires.

### 3.5.3.1 Questionnaire to Teachers

The use of questionnaire as an instrument is good for this kind of research because it gives enough rooms for the respondent to think deeply before giving the appropriate and expected rationale answer. It also gives the teachers the opportunity to freely express their opinion with assurance. The questionnaire designed for teachers is composed of eighteen questions, which allows me to know how far the Competency-Based Approach is implemented in technical schools (see appendix A on page 186). The first and second questions deal with the length of service in the civil service and the length of service in ESP teaching. In the third and fourth question, I was much more interesting in knowing whether teachers are trained for ESP, CBA or not.

The fifth question comes to know the efficient implementation of CBA today in technical schools.Question sixth and seven have to do with the ways the teachers underwent the CBA training.Question eight stresses on the methods used by teachers during the implementation of the CBA in technical schools.Question nine deals with the impact of the implementation of the CBA in technical schools.Questions ten, eleven, twelve and thirteen state out whether the CBA objectives are reached or not and its evidence.Questions fourteen and fifteen are about the mechanism of the CBA evaluation by teachers during the implementation of the new approach in

their classrooms. Question sixteen deals with the teachers'view point about the syllabus used in technical schools in the context of the CBA. Question seventeen advocates the challenges and difficulties related to the implementation of CBA in technical schools.The last question asks teachers some solutions to improve effectively and efficiently the CBA

### 3.5.3.2 Questionnaire to Students

Students' questionnaire is composed of seven questions which helped me to know the appreciations and the difficulties of students during the implementation of Competency-Based Approach in technical schools in Benin (see appendix B on page 188) In question number 1, I have tried to pinpoint the importance of English in the syllabus used in the different classes. Question number 2 deals with the understanding of English lessons by the students in the context of Competency- Based Approach. Question number 3 deals with the reason why and how students learn their lessons. Question number 4 deals with students' difficulties in the process of the English language teaching/learning in technical schools and in the context of Competency-Based Approach actively recommended by schools authorities. Question number 5 and 6 enquire about the usefulness of English in their future career and their suggestions for ESP and CBA in technical schools.

### 3.5.3.3 Interviews to Schools Inspectors and Authorities

Through the use of interview, I would like to determine whether I misunderstood what I found in the feedback of questionnaire and classroom observation. Moreover, the mixed method represents one way in which there is an integration of the two research strategies (both quantitative and qualitative). The first step in this interview process is the difficulty in gathering inspectors in Cotonou. Those inspectors are so busy that it has really been difficult for me to meet the team in their office named "Direction de l' Inspection Pedagogique (DIP)". An appointment was given to me by one of the head inspectors who has already informed the other members of the team. Every head inspector is assisted by one more inspector. I have to mention that all those inspectors and assistants are specialists in the three branches (agriculture, commerce and industry) under

consideration. In this direction, only one inspector represents general subjects such as mathematics, French, English, and Geography in technical schools for the whole Benin Republic. This inspector is a mathematician; so whenever there is a class visit in English, French, physics classes etc, he must be part of the inspection team. An interview was granted to me for an hour and half by the team of inspectors (See the appendix C on page189). The second step has to do with interviews granted to me by technical school authorities. The authorities concerned here are mainly the vice-principals, in charge of pedagogical issues. I have been granted thirty minutes of interview of five questions. (See the appendix D on page 191). All the interviews have been recorded on my ipad and were transcribed by an assistant researcher in geography department who tried his best to cling to the original text. I checked the accuracy of the information once the research assistant finished his transcription by listening to the whole recordings.

#### 3.5.3.4 Class Observation

In order to check how well the research instruments address the original aims and the purposes of the effective and efficient implementation of the CBA in Benin technical schools, and how clear are the research questions, I have carried out some classroom observations. Through the help of the inspectors and the teachers' advisers, I have tried to get the phone contacts of my colleagues in different regions of the country. I have to witness the availability of one of the three teachers' adviser in ALOP (Atlantique-Littoral-Ouemé-Plateau) regions who accepted that I follow him during his class visits. The teachers are already aware of the purpose of my visits. We agreed in advance on the date and time of the visits. For the classroom observation, I usually ask my colleagues three (3) hours. The first hour is devoted to the distribution of the questionnaire to the students with clear explanation if need be. The second hour is used for teaching where I should be a mere observer. The third hour is devoted to the teacher's questionnaire that the teacher had to fill in. After my being introduced to the class by the teacher, the latter distributes the questionnaire to the students and they are almost given fifteen (15) to twenty (20) minutes to fill in and answer questions. Then, all the questionnaire is collected back. This strategy has allowed me to collect

back all the questionnaire addressed to students. The next step is to move to another class where the teacher has class. After being introduced to students, the teachers ensure their students that I am neither an inspector nor a teachers' adviser. The purpose here is to ensure that students work as usual. As stated by Labov, (1972, and cited in Bailey, 2001), the objective of that preliminary explanation is to limit the 'observer paradox' which means *"by observing people's behaviour, we often alter the very behavioural patterns we wish to observe*" (p.116). The idea here is that when people know that they are watched, they change the way they behave.

To limit the observer paradox, I played the role of non-participant observer following attentively the interactions between the teacher and the students, the students among themselves. I went to the class without any particular expectations so as to collect data as objectively as possible to avoid bias. Generally speaking, the teacher's adviser and I sit at the bottom of the class, taking notes. We jot down the number of students called upon by the teacher during the class activities, the distribution of questions in the classroom, the involvement of shy students and the teacher's pronunciation of words as well as the way he introduced and concluded the lessons. Some of the teachers asked about my appreciations and piece of advice in order to improve their task although I am neither an inspector nor a teacher's adviser. It is the teacher's adviser who really provides the teachers with some advice. We conducted the classroom observations in the technical schools of Ouidah, Bohicon, Pobè, Cotonou, Sekou, Ina, Adja-Ouèrè and Porto-novo. At Adja-Ouèrè for instance, I got an experiment of how to cook yoghourt. The objective of this section is clearly stated out on the board. The students are given a reading English text in the laboratory of this school. The teacher proceeds to the pronunciation, vocabulary activity through matching, true or false and a paragraph writing exercises. After the acquisition of the technical words related to yoghourt cooking, a student was chosen to cook yoghourt according to instructions given by one of his classmate. It was amazed that students succeeded in cooking yoghourt using the English language correctly (the lesson preparation sheet on the annex pages). The rest of the classroom

visit in the Northern part has been done by myself and some rare teacher advisers who offered me their availability.

### 3.5.4 Validity of Instruments

The main instruments used for data collection are questionnaires, interview and a direct classroom observation. More than one method or source of data is used in the development of measures on: *The Competency-Based Approach to English Teaching in Beninese technical schools: An Assessment of Its Implementation*. In formultating the eighteen items of teachers'questionnaire, seven items of students'questionnaire, fourteen questions of interview granted to inspectors and five questions to the vice-principals, a senior lecturer in didactic option was asked to validate the instruments.For this reason, some questions were reformulated and others were cancelled and withdrawn from the list.Through the use of interview, I tried to determine whether I misunderstood what I found in the feedback of the questionnaire and the classroom observation.Moreover, the mixed methods represents one way in which there is an integration of two research strategies (both quantitative and qualitative). In order to check how well the instruments, address the original aims and purpose of the research, how clear are the questions asked, I carried out direct classroom observation. For the classroom observation, the lesson plan sheets. I used, have already been tested and used by two doctoral researchers whose results were satisfactory. So, I have also used almost the same questionnaire because they have already been administred in general secondary schools in Benin. By using the same quesionnaire, it allowed me to make a good comparision on how far the Competency-Based Approach is implemented in both technical schools and general secondary schools. This mock practice allowed me to test the accuracy of the questions asked, the data collected and the explanations given by students.

### 3.5.5 Reliability of the Instruments

Reliability relates to methods and the fact that instruments should be consistent and not distort in the findings. So, in using the semi- structure interview, questionnaire and a guided

observation, I intended to have a standardized answer so those differences between research instruments are minimized. This gave all respondents exactly the same context of questioning to ensure that their responses can be aggregated and can be achieved only if those replies are in response to identical cues. The two closely related virtues from the perspective of quantitative research are:

- Reducing error due to variation in asking questions, and

- Greater accuracy in and ease of processing respondents'answers (Bryman, 2008).

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

### 3.5.6 Contact Procedure

Letters are sent to the ten selected technical schools requestioning their participation in the study, as well as to institutions such as 'Direction Pedagogiques de l'Inspection' (DIP) which could help in providing me with some answers and data in this research work.When I reached those technical schools or institution, a formal introduction with student card and letters are done and information are given to schools and institution authorities.No name was mentioned nor recorded and the results of the discussion will have absolutely no negative consequences for the technical schools or institution.I explained to the schools' authorities that their schools have been selected for participation because they fulfill the criteria of at least ten years of existence and possessing the three sectors of my research work. I finally, pointed out how the school could help me achieve my goal.

### 3.5.7 Data Collection Procedure

In the framework of this research work, although I was recommended by inspectors and teachers' advisers, some letters are also sent to the school authorities who welcomed me warmly. The vice –principals who are in charge of pedagogical affairs provide me with the time table of the colleagues to whom I should pay visit. In general, technical schools are not numerous in the country compared to general secondary schools. My focus in this research work is the public

technical schools of five regions of Benin: Atlantique/Littoral, Atacora/Donga, Borgou/Alibori, Oueme/plateau and Zou/Colline. Mono/Couffo's technical schools were just created last year. Apart from the commercial field where the average number of the students is forty (40) per class, the average number of students in industrial field is twenty (20) whereas the agricultural field is fifteen (15) students per class. As stated earlier, it is during the classroom observations that students and teachers received their questionnaire and before I left the school, the questionnaire was collected back from students and teachers.

### 3.5.8 Data Analysis

Data were edited for consistency of responses. The data collected are to be analysed and compiled considering the different fields of Beninese technical schools. This will allow me to group similar data from different fields in technical schools and to characterize different factors that appear to be important across the selected schools' diverse settings and circumstances. A coding scheme was prepared (see p 201). Presentation of the data deriving from questionnaire and structured observations was done through a number of statistical computations. Frequencies were worked out and percentages obtained were tabulated. Graphs, pie charts and tables were used to illustrate the data where appropriate. All these were made possible with the aid of a computer.

After exploring the relevant literature to the topic of my research work, the theoretical framework, and the methodological approaches that guided the data collection, analysis and interpretation procedures, the way is paved now for the findings of my study.

## 4.0 Introduction

This chapter accounts for what my investigation has revealed about the examination of the Competency- Based Approach in technical schools in Benin. It is divided into three parts. The first part provides a comprehensive picture of what the different instruments have revealed; questionnaire addressed to teachers of English and students, then the interviews to inspectors and school authorities). Subsection two deals with classroom observation that is the teaching in classroom situation in Beninese technical schools throughout the whole country. The last part pinpoints the analysis of the syllabus in technical schools. All these findings are followed by a discussion.

## 4.1 Questionnaire Addressed to Teachers of English

This section provides a concise overview of the questionnaire addressed to ESP teachers during the classroom observation in Beninese technical schools in 2014.Table 2 below highlights general information about EFL teachers and the rest of the tables displays the answers to the questionnaire. This is followed by the analysis of answers provided by these EFL teachers. .

**Table 5: Background Characteristics about English Teachers Questioned in Technical Schools**

Table 5 shows the background characteristics of the teachers

| Length of Experience | From 0 to 3 years | From 4 to 6 years | From 7 to 18 years | From 19 to 30 years | From 31 to 40 years | Total |
|---|---|---|---|---|---|---|
| Total number | 07 | 35 | 05 | 03 | 00 | 50 |
| Percentage (%) | 14 | 70 | 10 | 06 | 00 | 100 |

These data show that the majority (70%) of EFL respondent teachers, have had at most six years of teaching experience; so they are young in the profession. 06% also have teaching experience ranging from nineteen to thirty years, but they are almost retired. 14% of teachers have at least three years of experience. 10% have at most eleven years of experience. As most of them are fresh teachers, they seem to need more experience for efficiency.

**Figure 3: Teachers' professional training**

An attempt is made in pie chart 1 to show the respondents'professional training

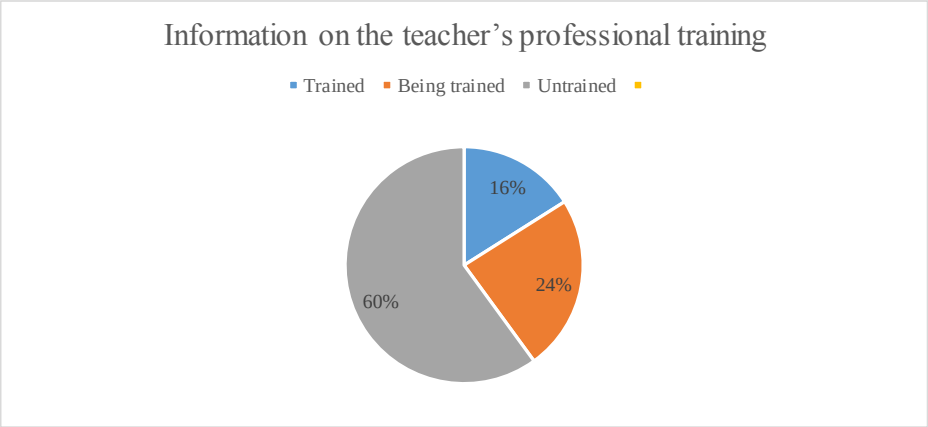



Figure 3 shows that 60% of the teachers are untrained while 24% are being trained and 16% trained.

**Table 6: Teachers' training in CBA**

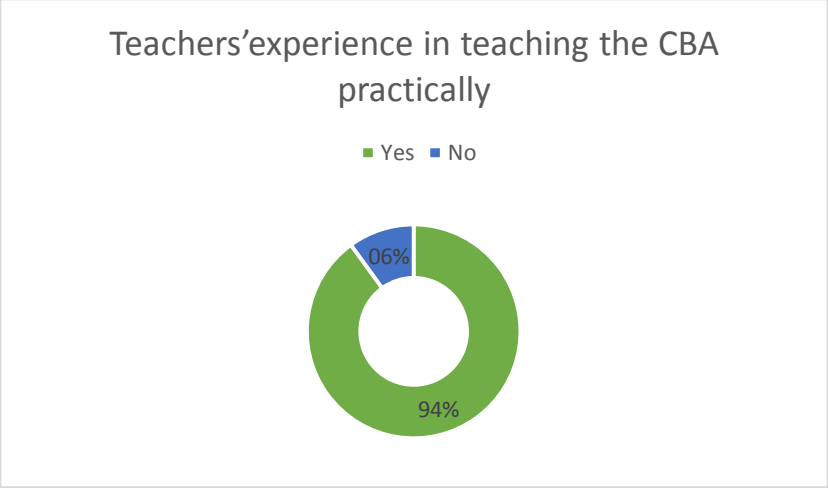
Table 6 presents the frequency of the respondents training in the Competency-Based Approach

| Information about teachers training in CBA | Frequency | Percentage (%) |
|---|---|---|
| Yes | 40 | 80 |
| No | 10 | 20 |
| Total | 50 | 100 |

80% of the respondents affirmed that they have been trained in CBA while 20% say no

**Figure 4:** Teachers' experience in teaching CBA practically

An attempt to know teachers experience in teaching practically the CBA




In the CBA practical teaching 94% of the respondents gave positive answers while 06% gave negative answers.

**Table 7**: Efficient implementation of the CBA

Table 7 is an account for the efficient implementation of the CBA

| Efficient implementation of CBA | Frequency | Percentage (%) |
|---|---|---|
| Yes | 38 | 76 |
| No | 12 | 24 |
| Total | 50 | 100 |

The result shows that 76% of the respondents have used efficiently the CBA in their classroom whereas 24% of the respondents have opposed a negative answer.

**Figure 5: If yes, how**

Figure 5 shows how the CBA is implemented

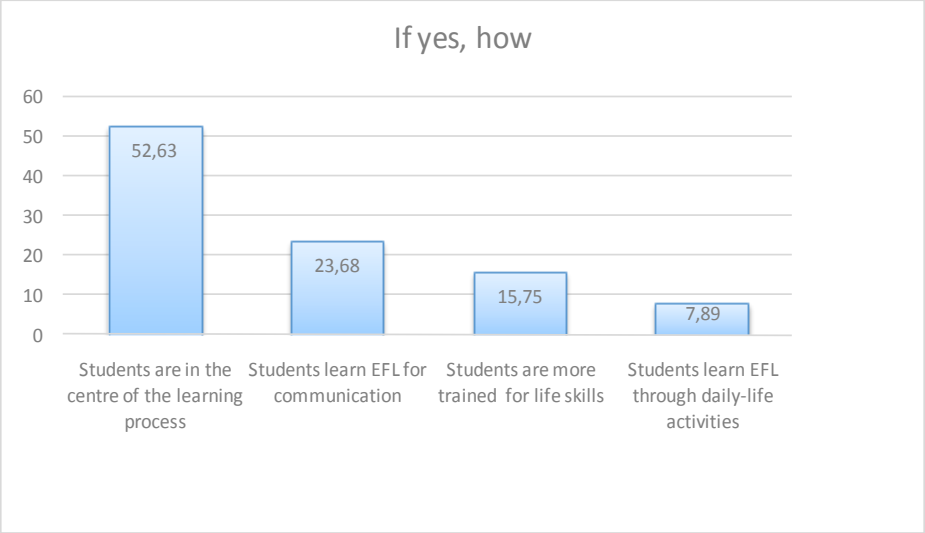
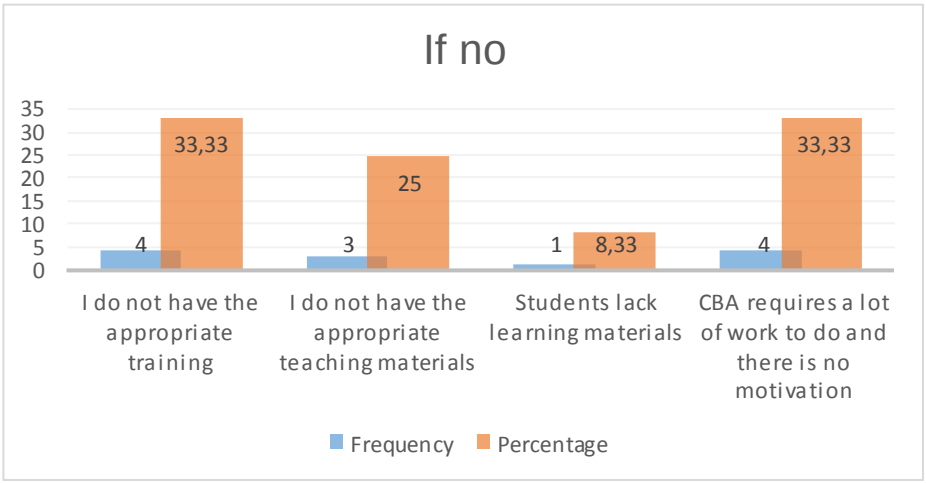



Figure 5, 52.62% of teachers put the learners in the centre of their learning process while 23.68% respondents affirmed that students learn English for communication purposes.15.75% of the respondents declared that students are more trained for life skills whereas 07.89% said that the students learn English language through daily-life activities.

**Figure 6: If no**

Figure 6 shows why the CBA is not efficiently implemented




In figure 6, 33.33% of the respondents declared that they do not have the appropriate training when 25% replied that they do not have the appropriate teaching materials. 08.33 confessed that their students lack the learning materials and 33.33% affirmed that the CBA requires a lot of work to do and there is no motivation.

**Table 8: Impact of the CBA efficiency on the students**

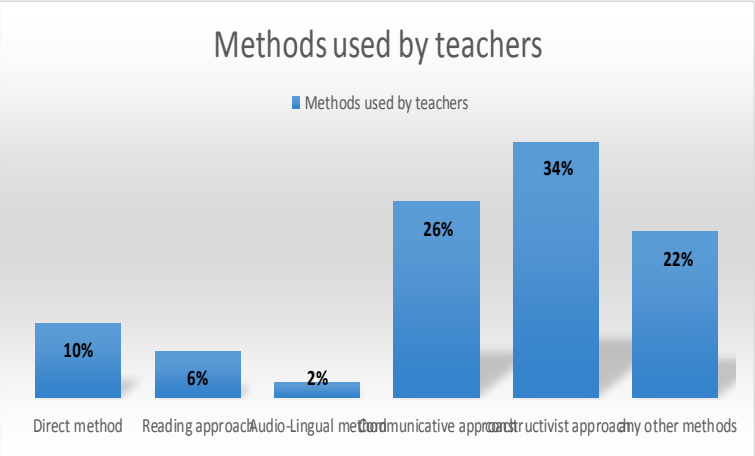
Table 8 presents the impact of the efficient implementation of the CBA

| Impact of the CBA efficiency on the students | Frequency | Percentage (%) |
|---|---|---|
| Students are more autonomous learners in the field | 30 | 60 |
| The sub-regional educational system integration is assured | 10 | 20 |
| The professional job mobility has become a reality | 10 | 20 |
| Total | 50 | 100 |

In table 8, 60% of the respondents have declared that students are more autonomous in the field and 20% respectively have confessed that the sub-regional educational system integration is assured and the professional job mobility has become a reality.

**Figure 7 Methods used by Teachers**

Figure 7 presents the different methods used by teachers to implement the CBA




Here, thirty-four teachers used the constructivist appoach in their classrooms; twenty-six percent of them used the communicative approach; ten percent of them used direct method of teaching and six percent of them considered reading approach as the good one. The audio-lingual method and any other methods are respectively used by one and eleven teachers out of fifty. The approaches highly used by teachers are communicative and constructivist approaches which are components of the CBA.

**Table 9: CBA objectives reached**

Table 9 makes an account for the reachness of the CBA objectives

| CBA objectives reached | Frequency | Percentage (%) |
|---|---|---|
| Yes | 39 | 78 |
| No | 11 | 22 |
| Total | 50 | 100 |

As for the objectives of the CBA implementation reached or not, the majority of the respondents (78%) gave a positive answer while the 22% of the respondents provided a negative reply.

**Table 10: Positive evidence**

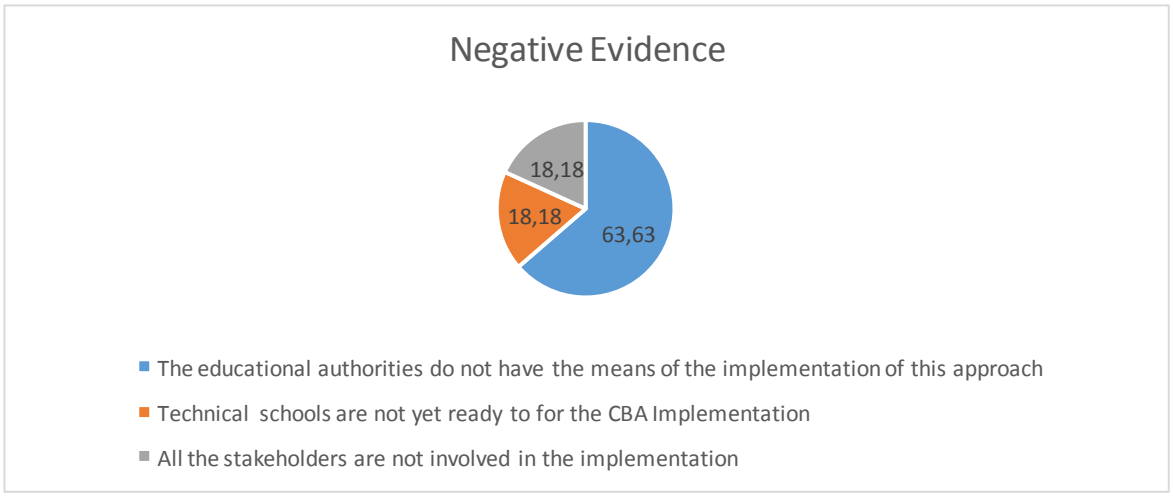
Table 10 shows the positive evidence of the implementation of the CBA

| Yes Evidence | Frequency | Percentage (%) |
|---|---|---|
| Students are in the centre of their learning process | 19 | 48.71 |
| Interdisciplinary is assured | 10 | 25.64 |
| Students are competent in job market and can easily set up their own business | 10 | 25.64 |
| Total | 39 | 100 |

In table 10, 48.71% of the teachers declared that their learners are in their learning centre process while 25.64% respectively confessed that the interdisciplinary is a reality and their students are competent in a job.

**Figure 8: Negative evidence**

Figure 8 presents the negative evidence of the CBA implementation




The result in table 16 shows that 63.63% of the teachers recognized that the school authorities do not have the means to implement the CBA and 18.18% respectively noted that the technical schools in Benin are not ready for the CBA implementation and all the stakeholders are not involved in the new programme.

**Table 11: Extent to the CBA implementation objectives reached in classrooms**

Table 11 shows how far the CBA implementation objectives reached in classrooms

| How far CBA objective reached | Frequency | Percentage (%) |
|---|---|---|
| Fully | 15 | 30 |
| Partialy | 30 | 60 |
| Not at all | 05 | 10 |
| Total | 50 | 100 |

In this table, 60% of the respondents declared that the objective of the CBA in their classrooms is partially reached while 30% of them affirmed that it is fully reached. The remained 10% of the repondents said that the CBA objective is not reached at all.

**Table 12: Mechanism of evaluation setting up**

Table 12 presents the setting up of the CBA evaluation mechanism

| Mechanism of evaluation | Frequency | Percentage (%) |
|---|---|---|
| Yes | 50 | 100 |
| No | 00 | 00 |
| Total | 50 | 100 |

Table 12 reveals that all of the respondents know about the mechanism of the CBA evaluation

**Table: 13 Mechanism of evaluation for the CBA implementation improvement**

Table 13 shows the mechanism of evaluation for the CBA implementation improvement

| Mechanism of evaluation for the CBA implementation improvement | Frequency | Percentage (%) |
|---|---|---|
| Yes | 43 | 86 |
| No | 07 | 14 |
| Total | 50 | 100 |

The result of this table shows that 86% of the respondents declared to know a mechanism of the evaluation of CBA improvement while 14% of the respondents gave negative answers.

**Table 14 EFL Teachers' perception on the syllabus**

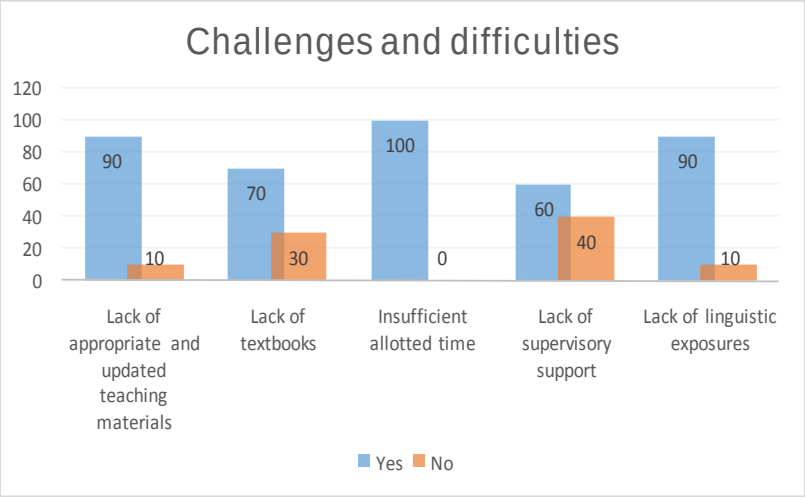
Table14 presents the respondents teachers' view point about the syllabus

| Syllabus | Excellent | Very good | Fairly good | Bad | No vote | Total |
|---|---|---|---|---|---|---|
| Frequency | 00 | 12 | 32 | 06 | 00 | 50 |
| Percentage (%) | 00 | 24 | 64 | 12 | 00 | 100 |

Twelve teachers out of fifty think that CBA syllabus is very good. Thirty-two teachers out of fifty think that Competency-Based Approach syllabus in technical schools is not bad. Six EFL teachers among the fifty affirmed that the syllabus is bad. So, most of them (eighty-eight percent) have a positive opinion about the CBA syllabus in technical schools.

**Figure 9: Challenges and difficulties**

Figure 9 shows the challenges and difficulties related to the implementation of the CBA




From figure 9 above, all the fifty teachers thought the allotted time for English class is not sufficient. Forty-five teachers out of fifty complained respectively about the lack of appropriate and updated teaching materials and linguistic exposure when five teachers provided negative answers .Thirty-five teachers repectively thought that they lack students' textbooks, teachers'guides and supervisory support while fifteen have given negative answers.Thirty respondents said that they lack supervisory support. From this table, the implementation of the Competency-Based Approach in technical schools bears some difficulties.

**Table: 15 CBA Improvement**

Table 15 proposes solutions for the CBA improvement

| CBA Improvement | Frequency | | Percentage | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| Teachers' recruitment and training | 50 | 00 | 100 | 00 |
| Financial means for students' books and teachers' guide publication | 45 | 05 | 90 | 10 |
| Language laboratories and teaching materials provision | 45 | 05 | 90 | 10 |
| Hour increasing for English activities | 50 | 00 | 100 | 00 |
| Necessity for language immersion | 25 | 25 | 50 | 50 |

As for teachers' suggestions, all of them suggested respectively that emphasis should be laid on inspectors and teachers' recruitment and training; the government should provide them with language laboratories and teaching materials and be committed to publishing students' books and teachers' guides as it is in general secondary schools. More than the half average of the teachers suggested that the syllabus should be related to the students' needs and the job market's requirement; the hours allotted to CBA implementation be increased; their salary be increased to motivate them and that linguistic exposure be initiated.

### 4.2. Feedback on Questionnaire Addressed to Students

In this part, students in each section are taken into account according to the small size of the class and the working materials are different from one section to the other. In the commercial sector, the average of students is forty per region in the schools visited . Thus, the number to be considered in commercial sector is two hundred and forty (240). In industrial sector, the average number of students sampled in this research work is twenty sampled in each of the following technical schools: Pobe, Porto-novo, Cotonou (Kpondehou and Koulibaly), Ouidah and Bohicon. Their total number is one hundred and twenty (120). In agricultural sector, the average number of students sampled is fifteen per school. The technical schools sampled are Adja-Ouèrè, Sekou and Ina (Natitingou). The total number of students is forty-five (45).

### 4.2.1 Commercial Sector

In this sector, the average number of students selected is forty students per region. There are six regions through the whole country. The total number of students sampled in agricultural field is two hundred and forty (240).

**Table 16: Importance of English language in the Syllabus**

Table 16 shows the importance of English language in the syllabus

| Importance | Very important | Fairly important | Not important | No vote | Total |
|---|---|---|---|---|---|
| Frequency | 180 | 40 | 20 | 00 | 240 |
| Percentage (%) | 75 | 16.66 | 8.34 | 00 | 100 |

The majority of students (75%) confessed that English is very important in their syllabus while 16.66 percent affirmed that English is fairly important and 8.34 percent thought that it is not important. So most of the learners are conscious of the crucial importance of English language in their training. Many of them are aware of the usefulness of the English Language.

**Table 17: English lessons comprehension in the CBA context.**

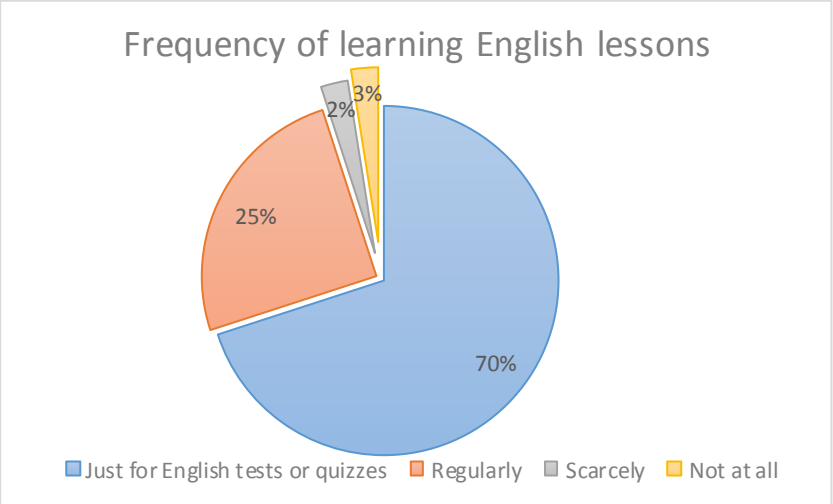
Table 17 shows the students' comprehension of English lessons in the CBA context in technical schools

| Comprehension of English language | Very well | Fairly well | Not at all | No vote | Total |
|---|---|---|---|---|---|
| Frequency | 170 | 40 | 30 | 00 | 240 |
| Percentage (%) | 70.83 | 16.66 | 12.5 | 00 | 100 |

The results reveal how far students understand English lessons in the context of the CBA. The majority of the students, (70.83%) responded that they understand English lessons very well because they work individually, in pair, in groups and collectively. 16.66% of the students claimed that they understand it fairly well while 12.5% have affirmed that they do not understand it at all because they dislike it naturally. The results show that it is not difficult for most of the learners to comprehend English lessons taught through the CBA.

**Figure 10 Frequency of the English lesson learning.**

Figure 10 shows how often the English lesson learnt by students




This result is an attempt to know how often students learn their English lessons. The majority of the students fifty-five percent (75%) responded that they learn English lessons regularly, sixteen point sixty-six (16.66) learn English lesson scarcely and eight point thirty-three ( 8.33%) does not learn it at all.

**Table: 18 Purpose of Learning English Language**

Table 18 presents the purpose for English lessons learning

| Reasons for learning English Language | Just for English tests or quizzes | For job opportunity | Curriculum requirement | Total |
|---|---|---|---|---|
| Frequency | 130 | 95 | 15 | 240 |
| Percentage (%) | 54.16 | 39.58 | 06.25 | 100 |

This result is an attempt to know the reasons why students learn the English lessons. The majority of the students (54.16%) learned English just for tests or quizzes because official examinations are their immediate interest; 39.58% learnt it for job's opportunity while 06.25%

learnt it for curriculum requirement. So, intrinsic motivation is what drives most of the learners to get interested in English language.

**Table 19: Difficulties in learning English in commercial sector**

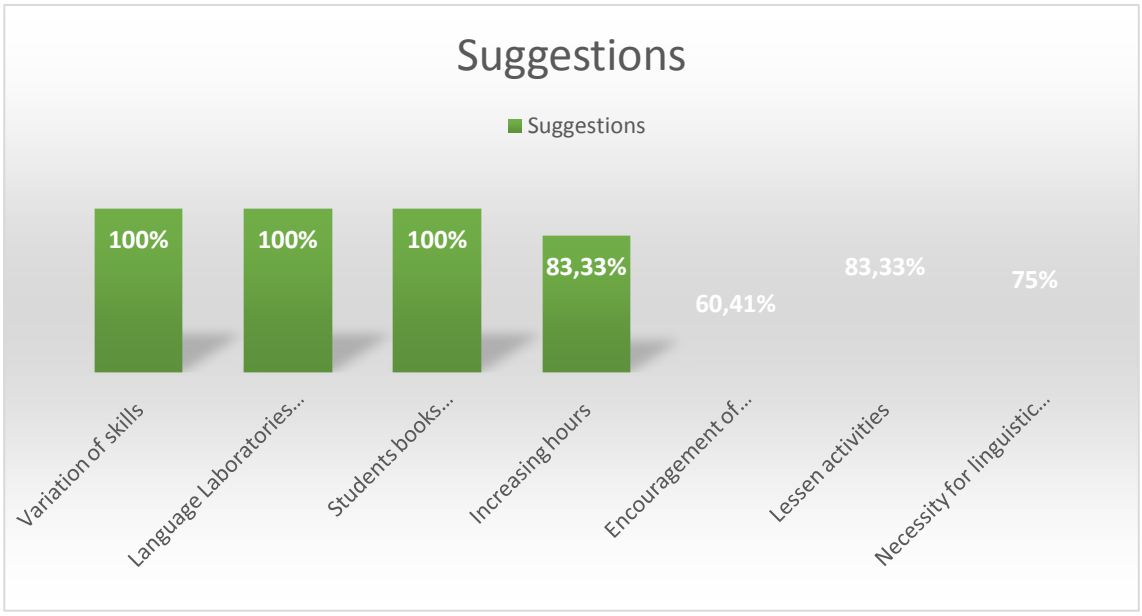
Table 19 displays the difficulties encountered by students in commercial sector

| Difficulties | Methods | School equipment and teaching materials | Lack of books | Hour insufficiency | Lack of motivation | Work load | Class trip to English speaking countries |
|---|---|---|---|---|---|---|---|
| Frequency | 11 | 240 | 240 | 240 | 90 | 240 | 180 |
| Percentage (%) | 04.58 | 100 | 100 | 100 | 37.5 | 100 | 75 |

All of the students affirmed that the shortage of school equipment and teaching materials, the lack of books, the insufficiency of hours allotted to English and the work load constitute their main difficulties as far as Competency- Based Approach is concerned. Thirty-seven point five percent and seventy-five percent of the students raised respectively the problems of motivation and class trips to English speaking countries. Only four point fifty-eight percent of them consider the teacher's methods as their difficulty. These difficulties may hinder the proper implementation of the CBA in technical schools, especially in commercial sector.

**Figure 11: Suggestions from the Students**

Figure 11 provides some solutions to difficulties encountered by students




To all those difficulties, students in commercial sector have suggested some solutions to improve Competency- Based Approach teaching/learning in their field. Among those suggestions I can name the variation of skills, the laboratory building and provision of teaching materials, financial supports to publish their books locally, increase of the hours allotted to English classes, encouragement of weak students for a great motivation, lessening of some activities and finally the necessity for linguistic exposure.

### 4.2.2 Industrial Sector

In this section, the number of students sampled per region is twenty depending on the size of the class and the area. The total number of students is one hundred and twenty.

**Table 20: Importance of English in students' syllabus**

Table 20 stresses on the importance of English language in the students'syllabus in industrial field

| Importance | Very important | Fairly important | Not important | No vote | Total |
|---|---|---|---|---|---|
| Frequency | 60 | 40 | 20 | 00 | 120 |
| Percentage (%) | 50 | 33.33 | 16.66 | 00 | 100 |

50% of the students confessed that the English language in their syllabus is very important; 33.33% said that English is fairly important while 16.66% thought that it is not important. The results show that English language is not overlooked by learners in industrial sector. The students positively recognized the usefulness of the English language and they confessed that English is vital in industry. It helps them communicate since the new technology of communication and information requires it. They also need the English language to represent their companies in international meetings and conferences organised in English speaking countries, and to master computer science.

**Table 21: Comprehension of English Lessons in the CBA context.**

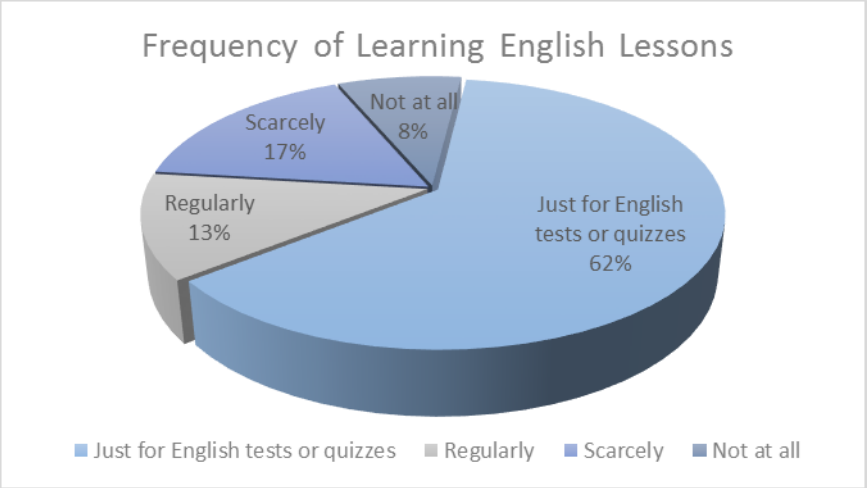
Table 21 presents the comprehension of the English language in the context of the CBA

| Comprehension of English language | Very well | Fairly well | Not at all | No vote | Total |
|---|---|---|---|---|---|
| Frequency | 80 | 25 | 15 | 00 | 120 |
| Percentage (%) | 66.66 | 20.83 | 12.5 | 00 | 100 |

The result shows how far students understand English lessons according to CBA. The majority of the students (67%) responded that they understand English lessons very well because they work individually, in pairs, in groups and collectively. 20.83% claimed that they understand it fairly well while 12.5% affirmed that they do not understand it at all because they dislike it naturally. It can be inferred from these results that the teaching strategies used in the CBA favour the quick understanding of the English lessons by most of the learners in technical schools, especially in the industrial field.

**Figure 12: Frequency of Learning English Lessons.**

Figure 12 shows how often the students learn their English lessons




This result is an attempt to know how often students in the industrial field learn their English lessons. 53.16% of the students claimed that they learn English lessons regularly since it is part of their curriculum, while 33.33% affirmed that they learn it rarely and others (12.50%) do not learn them at all.

**Table: 22 Purpose of Learning English Language**

Table 22 shows the purpose of which students of industrial field learn the Engligh language

| Reasons for learning English Language | Just for English tests or quizzes | For job opportunity | Curriculum requirement | Total |
|---|---|---|---|---|
| Frequency | 70 | 45 | 05 | 120 |
| Percentage (%) | 58.33 | 37.5 | 04.16 | 100 |

This result is an attempt to know the reasons why students learn the English lessons The majority of the students (58.33%) responded that they learn English lessons just for English tests, quizzes or examinations.37.5% learn English lessons for job opportunity and 04.16% for curriculum requirement. So, intrinsic motivation drives most of the learners to get interested in English language.

**Table 23 Difficulties in learning English in the industrial sector**

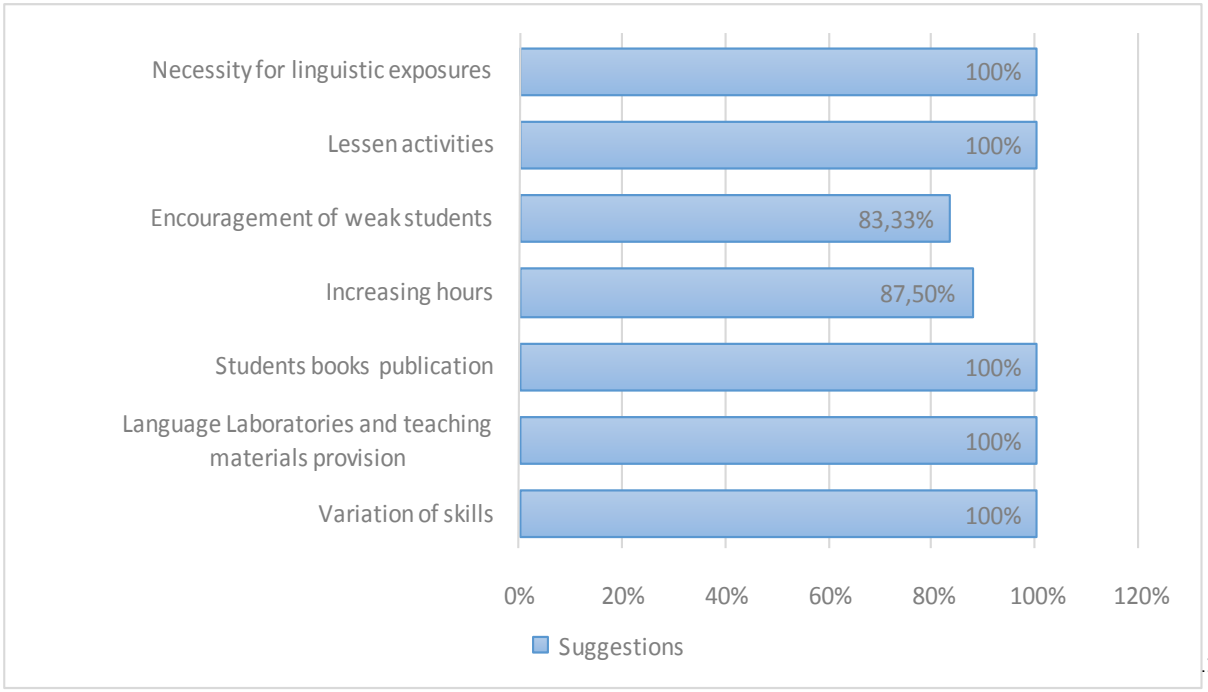
Table 23 displays the difficulties encountered by students in industrial sector

| Difficulties | Methods | Lack of school equipment and teaching materials | Lack of books | Insufficient of English teaching hours | Lack of motivation | Work load | Class trips to English speaking countries |
|---|---|---|---|---|---|---|---|
| Frequency | 10 | 120 | 120 | 105 | 20 | 120 | 120 |
| Percentage (%) | 8.33 | 100 | 100 | 87.50 | 16.66 | 100 | 100 |

All the students in this field affirmed that the shortage of school equipment and teaching materials, the lack of books, the work load and the absence of trips to English speaking countries constitute their difficulties as far as the English language learning is concerned. 87.5% and 16.66% of the students raised respectively the problem of insufficient class hours and lack of motivation. Only 8.33% of them thought that the teacher's methods is their problem. These difficulties are but considerable challenges to the proper implementation of the CBA in technical schools, especially in the industrial field.

**Figure 13: Suggestions**

Figure 13 presents some solutions to students'difficulties



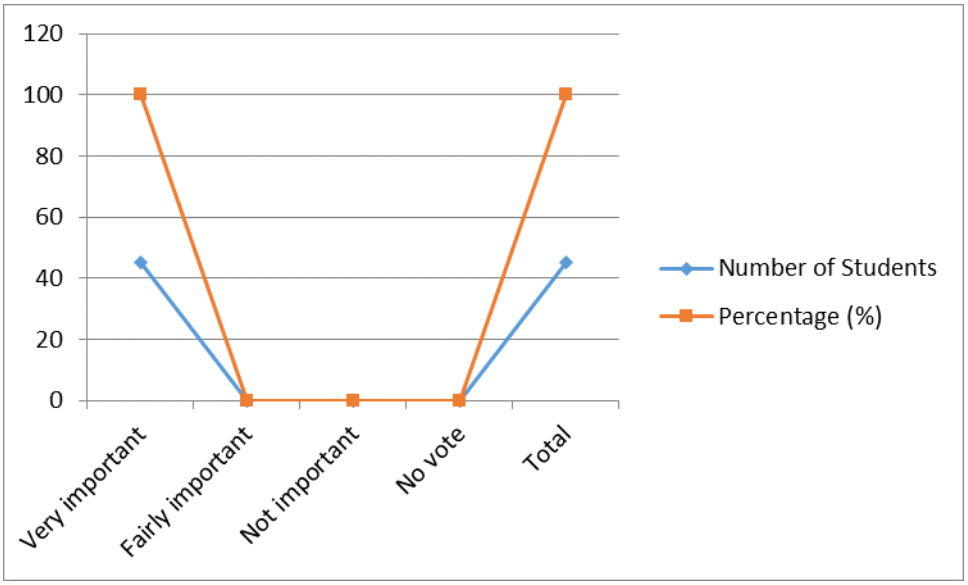
To all those constraints, students suggested some solutions to improve the teaching/learning of the Competency- Based Approach in their field. Among those solutions I can name the variation of skills by teachers, language laboratory building and provision for teaching materials, financial supports to publish students' text books, increase of the allotted hours, encouragement of weak students for a great English language motivation, reduction of some activities and finally the necessity for linguistic exposure.

### 4.2.3 Agricultural sector

In this sector, there are few students in the classrooms. The number of students depends on the sub-section. During my classroom observation I questioned all of them. The total number of students sampled in agricultural sector is forty-five. The students sampled here are in 'Seconde' (fifth form) and 'Première' (lower sixth year). English test is not included in their examination which is baccalaureat DEAT.

**Figure 14: Importance of English in Students' Syllabus**

Figure14 shows the importance of the English language in the students'syllabus




All the students confessed that the English language is very important in their syllabus. They are aware of the worth of the English language in the agricultural sector. Students in this sector confessed that the English language is vital in the agricultural sector. They said that English must be used for marketing, advertising purposes in agriculture. It helps them communicate since the new technology of communication and information requires it. They also need the English

language to represent their companies in international meetings and conferences organized in English speaking countries, and to master computer science.

**Table 24: Comprehension of English lessons in the CBA context.**

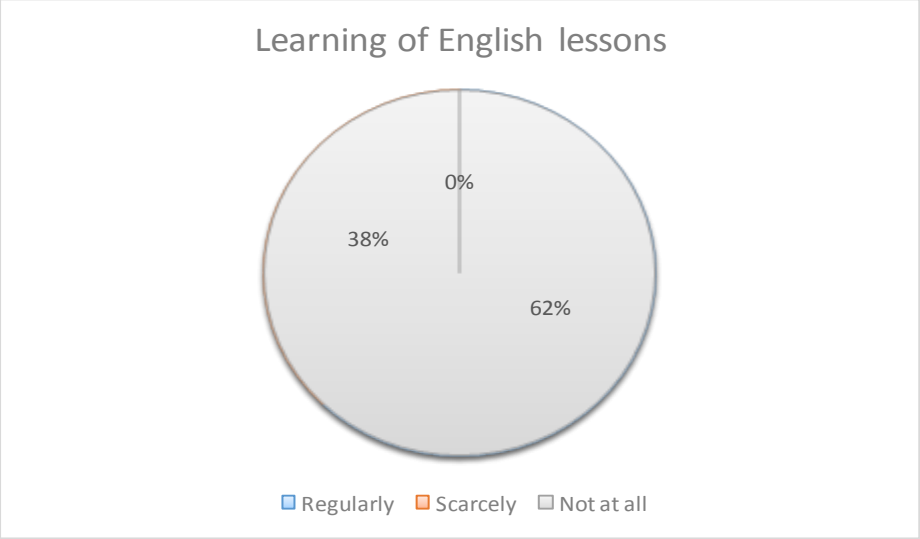
An attempt is made in table 36 to show the comprehension of the English lessons by the students

| Comprehension of English language | Very well | Fairly well | Not at all | No vote | Total |
|---|---|---|---|---|---|
| Frequency | 35 | 08 | 02 | 00 | 45 |
| Percentage (%) | 77.77 | 17.77 | 04.44 | 00 | 100 |

The results reveal how far students understand English lessons according to the CBA. The majority of the students, (77.77%) responded that they understand English lessons very well because they work individually, in pairs and in groups. 17.77% claimed that they understand it fairly well and the remaining, 04.44% affirmed that they do not understand it at all because they dislike it. So the teaching/ learning strategies in vogue in CBA make it easier for learners to understand English classes.

**Figure 15: Frequency of Learning English Lessons.**

Figure 15 shows how often the English lesson is learnt by the students



This result is an attempt to know how often students learn their English lessons. 62.22% of the students claimed that they learn English lessons regularly since it is part of their curriculum, and 37.77% affirmed that they learn it rarely.

**Table: 25 Purpose of Learning English Language**

Table 25 shows the purpose of which the English language is learnt by students in agriculture sector

| Reasons for learning English Language | Just for English tests or quizzes | For job opportunity | Curriculum requirement | Total |
|---|---|---|---|---|
| Frequency | 26 | 10 | 09 | 45 |
| Percentage (%) | 57.77 | 22.22 | 20 | 100 |

This result is an attempt to know the reasons why students learn the English lessons. The majority of the students (57.77%) responded that they learn English lessons just for English tests or quizzes.22.22% learn English lessons for job opportunity and 20% for curriculum requirement. So, most of the students in the agricultural sector are also driven by intrinsic motivation towards English language.

**Table 26: Problems related to the Learning of English in the Agricultural Sector**

Table 26 displays the difficulties related to the learning of English in agricultural field

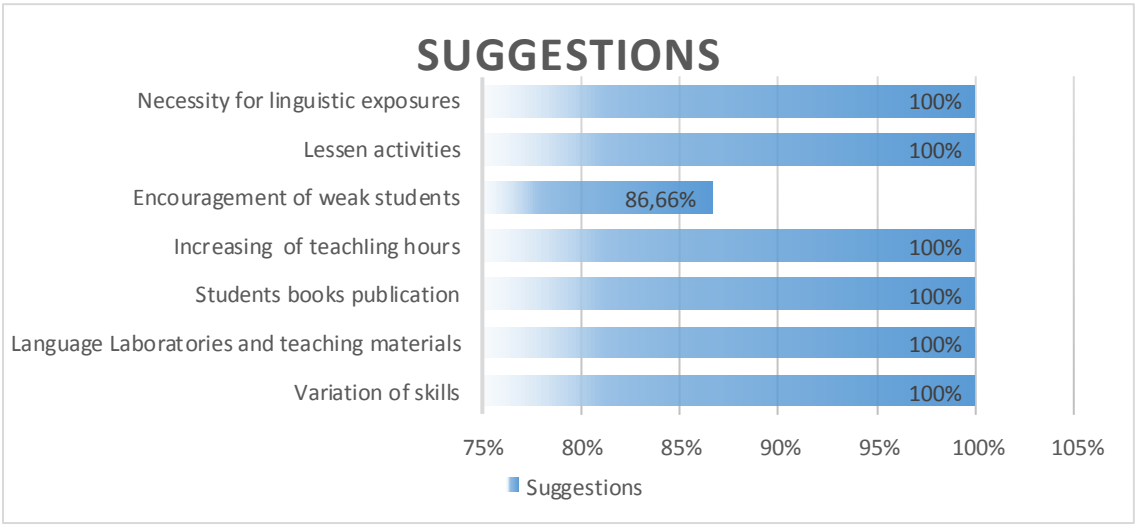
| Difficulties | Methods | School equipment and teaching materials | Lack of books | Hour increasing | Lack of motivation | Work load | Class trip to English speaking countries |
|---|---|---|---|---|---|---|---|
| Frequency | 05 | 45 | 45 | 45 | 06 | 45 | 45 |
| Percentage (%) | 11.11 | 100 | 100 | 100 | 13.33 | 100 | 100 |

All of the students affirmed that the shortage of school equipments, lack of books, insufficiency of hours, work load and absence of trips to English speaking countries constitute their major difficulties as far as Competency- Based Approach teaching/learning is concerned.

16.66% of the students lack motivation and only 11.11% of them complained about the teachers' teaching methods. The government and school authorities should take urgent measures to solve these problems so as to favour a proper implementation of the CBA in technical schools.

**Figure 16: Suggestions**

Some solutions are provided by students in table 40 to overcome difficulties




To all those difficulties, students suggested some solutions to improve Competency- Based Approach in their field which is the agricultural sector. Among those solutions I can mention the variation of skills by teachers, the English laboratory building, financial supports to publish students' text books, increasing of hours allotted to English class, encouragement of the weak students for a real motivation, lessening of some activities and finally the necessity for linguistic exposure.

### 4.2.4 Interpretation and Discussion of the Results

The interpretation and discussion are made according to the objectives, the different research questions and the hypotheses of my research work. It has to take into account the different charts and graphs.

#### 4.2.4.1 Teachers' questionnaire

Tables 5 and picture 3 on the general information about English teachers, reveal that the majority of the teachers' questionned are young and lack professional experience. Thirty-five teachers out of fifty have six years of English teaching experience in technical schools. Many of them are still in need of initial training and professional development. Some confessed that they were just freshly graduat students from the English department of Abomey-Calavi with a background in British, American, African and educational studies. None of them either hold BAPES or CAPES which are the required professional certificates for the teaching in Benin secondary schools. Does this mean that some teachers are not aware of the dimensions of language teaching? These dimensions are: lesson planning, classroom management, teaching of language skills (listening, writing, speaking and reading), techniques for presenting and practising new teaching items, correcting errors, etc. Other said that they were teaching through imitation since they had no initial training and they had no financial means to get registered for a professional course at the Teacher Training College (TTC). Whatever the case may be, if those teachers miss the initial training, they will have difficulties to progress in the teaching profession. This situation will definitely have a negative impact on the results and the performance of the students who are striving for knowledge in the process of the English Language learning. The negative consequence of this situation is the disinterest or demotivation of the students that I have noticed during classrooms observations. These data raise the challenge of teachers' professional training; which is vital for learners' development and the success of any educational system. In fact, one of the basic truths in education is that the quality of education depends, to a large extent, on the quality of the teachers. With good training, both pre-service and in-service training, good management of the class and appropriate teaching materials, the teacher's effectiveness is enhanced and the learners' performance can consequently be expected.

According to Kochhar (1985), teaching is not a soft option; it is an intricate, exacting and challenging job. He sees teaching as an art and the teacher as an artist so far as he/she:

- creates relevant learning situations;
- motivates the students to learn;
- utilizes various strategies to facilitate the learning;
- turns the learners into creative beings;
- inspires them with noble thoughts, feelings and actions;
- and makes them self-reliant and resourceful.

All these qualities are required from teachers in the CBA and are developed in them through training and day to day professional development. Apart from professional training for general English, teachers in technical schools should also be trained for the ESP teaching so as to be well equipped to implement the CBA in the field of English for Specific Purposes and help learners enhance their performance and master technical terms related to their fields.

Table 6 and picture 4 show the teachers' training in the CBA and their practical experience in the classrooms activities. Eighty percent (80%) of the surveyed teachers have been trained in the CBA while twenty percent (20%) gave a negative answer. Ninety-four percent (94%) declared to have experienced the Competency-Based Approach in their classroom activities while six percent (6%) responded negatively. From the statement above,it may appear that the respondent teachers are not ignorant of the CBA.They seem to be familiar with the new approach; which confirms the assumption made by some technical school authorities that the CBA has been in use in technical schools before its official introduction into Benin educational system. It is crystally clear that people do appreciate the Competency-Based Approach because of its relevance to Beninese educational system. The main problem is to know if these teachers are really trained for, and if they know all the implications of this new approach. Some teachers responded that they made their self-appropriation of the new approach because they bought documents for self-development. Others answered that they are trained during their weekly pedagogical training sessions. Technical schools are more complex than general secondary schools. In fact, a general English teacher is different from an ESP teacher. Two main characteristics make the difference.

Firstly, ESP teachers have to perform a certain number of tasks: deal with the need analysis, syllabus design, materials writing or adaptation and evaluation. In Beninese educational system, inspectors play this role because after all they remain teachers of English before becoming inspectors. That's why Swales (1985) prefers with some justification to use the term 'ESP practitioner' rather than 'ESP teacher' in order to reflect this scope. Secondly, ESP teaching differs from General English teaching because technical schools require specialists and technicians and the majority of ESP teachers have not been trained as specialists. They need therefore to orientate themselves to a new environment for which they have generally been ill-prepared. As Winston Churchill (1985) states "*Give us the tools and we will finish the job*" (p.145). In general, ESP teachers in Benin are likened to new settlers in a difficult land where they have to find their bearings with no agreed maps to guide them.

Three reasons account for these difficulties: firstly, the lack of an ESP orthodoxy to provide a ready-made guiding documents as claimed by teachers and students during my investigations. The ready-made teaching book referred to, here, includes the students' text books and teachers' book. ESP teachers cannot turn to linguistics and psychology in the hope of finding ready-made, straightforward answers to the problems that they meet. Rather, they need to examine and select from the range of opinions available; those which best suit the particular circumstances. ESP teachers need to equip themselves with audio visual materials of both theoretical and practical developments in ELT, in order to be able to make a range of decisions they are compelled to. Secondly, the new scientific approach the ESP teacher has to cope with is another challenge. ESP teachers also have to endeavour to master language and the subject matter beyond the bounds of their previous experiences. An ESP teacher should not become a teacher of the subject matter only, but rather an interested learner of the subject matter. To sum this part up, and to have a meaningful communicative classroom, it is essential that there be a common fund of knowledge between teachers and learners. This implies inevitably that the ESP teacher must know something about the subject matter of the ESP materials. However, in the learner- centered

approach, this is not seen as a one-way movement, with the teacher having to learn highly specialized subject matter.

Instead, it should involve negotiation, where text subject takes into account the teacher's background and at the same time, efforts are made to help the teacher to acquire some basic knowledge about the subject. Thirdly, there should be a change in the status of English teaching. One of the most important features of ESP in relation to General English is that the status of English changes from being a subject on its own to a service industry for other specialists. ESP teachers might, for example, find themselves having to work in close cooperation with sponsors or subject specialists who are responsible for the learners' work or study experience outside the ESP classroom. This cooperation should be a two- way process. The subject specialist can help the ESP teacher to learn more about the learners' target situation. At the same time, the ESP teacher can make the subject specialist more aware of the language problems learners and ESP teachers are facing. The role ESP teachers are called on to play is obviously one of adaptability and flexibility. Any teacher in this complicated field which is technical school should require a positive attitude towards ESP, a good knowledge of the fundamental principles of the subject area and the awareness of how much they probably know. This may happen, unless the teacher goes for a further training in ESP and CBA.

Table 7, pictures 5 & 6 and table 8 show how efficient the implementation of the CBA is in Beninese technical school and its impact on students. Seventy-six percent (76%) of the respondents stated that the implementation of the CBA is efficient and has an important impact on the students while twenty-four percent (24%) provided negative answers. The different reasons which sustained this statement are summed in the fact that students are at the centre of their learning process, students learn English for communication purpose and they are trained for life skills or daily-life activities. If it is so, it may occur that the first research question of my investigation comes to half way true. For the negative respondents, the following reasons sustained their assumption: lack of appropriate training, lack of teaching and learning materials,

and there is a lot of work to do during the implementation of the CBA. The impact that the implementation of the CBA has on the students is that the students become autonomous learners, the sub regional educational system is assured and the professional job mobility seem to be a reality.

Figure 7 presents the different methods used in the process of the implementation of the CBA. It reveals that thirty-four percent (34%) of the teachers used the constructivist and socio-constructivist methods. Twenty-six teachers used communicative method. Eleven teachers used other methods while ten percent of them used the direct method. Six percent used reading method and two teachers out of fifty dealt with audio-lingual one. Although the constructive and socio constructive methods are required by CBA, other methods are still being used. It means that there is no perfect method in the process of the English language teaching/learning. Each method has to be used in a context depending on the realities of the environment and the learning situation. Teachers have to get familiar with the varieties of teaching methods which should be adapted to any situation when need be. As stated by Ewer (1976): *Contrary to a surprisingly common misapprehension ESP does not rely for its successful implementation on some new and magic system of classroom methodology but on all the methods evolved over the decades by 'conventional' ELT: methods, in fact, are far less important than appropriateness of linguistic content (p.38).* This means that eclectic methods are relevant provided that the teacher uses them in an appropriate way to meet the learners' needs. Dealing with methods, they go hand in hand with students' needs and the materials analysis. In technical schools, the Competency–Based Approach and Communicative Language Teaching Approach are used by teachers in order to meet their learners' needs.

Tables 9, 10 and figure 8 show whether the objectives of the CBA implementation were reached or not. The majority of the respondents (84%) sustained that the CBA implementation objectives are reached while sixteen percent (16%) gave negative answers. The reasons for their statement are gathered in the fact that the CBA demands that the students be at the centre of the

learning process and that the teachers become mere facilitator. The interdisciplinary and trans disciplinary criteria are then assured, and the students become competent in job markets and they can easily set up their own business. So, the teachers who implement the CBA in their classes seem to have reached their goal. As for the respondents who gave negative answers, their justification is that the school authorities do not have appropriate means for the implementation of CBA in technical schools, and that they are not yet ready for the CBA successful implementation, and that the stakeholders are not involved in the the implementation of this new approach .With the negative aspects raised by the respondents, the objectives of the implementation of the CBA seem not to be totally reached.

Table 9,10, 11 and figure 8 are designed to check out how far the CBA implementation objectives are reached in the classes. From the results of these tables, sixty percent (60%) of the teachers questioned said that the objective of the CBA implementation is partly reached and thirty percent (30%) stated that it is fully reached. Five percent (5%) of the respondents rejected that the CBA implementation objectives are reached. Forty-eight point seventy-one percent (48.71%) of the teachers showed a positive evidence by saying that the students are in the centre of their learning process and they are autonomous while twenty-five point sixty-four percent (25.64) % said that the students are competent in job market and can easily set up their own business concerns. As for negative evidence, sixty-three point sixty-three percent (63.63) replied that the educational authorities do not have the means of the implementation of this approach. while eighteen point eighteen percent (18.18) said that all the stakeholders are not involved in the implementation of the CBA. Tables 12 and 13 deal with the mechanism of the setting up of the CBA implementation evaluation and its improvement. All the respondents recognized that the mechanism of the CBA implementation evaluation is established and eighty-six percent (86%) claimed that it is improved while fourteen percent (14%) gave a negative answer.

Table 14, accounts for the appreciation of the syllabus. If I consider the two main percentages respectively, 24 and 64, I can conclude that the majority of the teachers do appreciate

the syllabus. In technical schools, the syllabus is described as a document which explains what will or should be learnt. It states what the successful learner will know by the end of the course. A syllabus includes the following elements: evaluation, organization of the knowledge, teaching materials, teachers, classrooms, and learners. There is not just one syllabus but several, and the teaching/learning process involves the interaction of all of them. Indeed, a language is a complex entity. The syllabus, in defining the constituent parts of language, provides a practical basis for the division of assessment, for textbooks and learning time. It gives moral support to the teacher and learner in that it makes the language learning manageable. In ESP, syllabus is obviously important for sponsors and students, for they need to be assured for their investment in terms of money or time. It also states a projected route, so that the teacher and the learner, not only have an idea of where they are going, but how they might get there. In technical schools, considering the basis of the different skills, the syllabus indicates that teachers and students can learn and why they are learning. The role of the syllabus is complex but it clearly meets a lot of needs. In the framework of technical schools, the syllabus is accepted as a fact of life due to its multiple functions. Therefore, a syllabus in technical schools takes into account the main aim of CBA which is to train learners to develop their competencies for real life situations. But, if a syllabus is used sensibly and sensitively, it can provide the support and guidance that creativity thrives on. A syllabus is a working document that should be used flexibly and appropriately to maximize the aims and the processes of learning.

Figure 9, shows the challenges and difficulties teachers encountered while implementing the CBA. They include the lack of appropriate and updated teaching materials and linguistic exposure, the lack of the publication of students' and teachers' documents, insufficient time was allotted to activities. Teachers' poor living conditions and lack of supervisory support. All those difficulties may hinder the good results expected from teachers in spite of their good will to implement the CBA adequately. Thus, students will negatively be impacted and, as a consequence, the students' performance will be poor. These difficulties should be urgently

addressed by the government and educational authorities for a successful implementation of CBA in Beninese technical schools.

Table 15 displays some solutions proposed by teachers in the framework of the implementation of the Competency-Based Approach in Beninese technical schools. Their suggestions are: emphasis should be put on the supervisory works, teachers' advisors and teachers' recruitment and training; equipping technical schools with language laboratories, teaching materials, published students' and teachers' books; increasing the hours allotted to the English language teaching/learning; creating good living conditions to teachers by increasing their salaries; and finding out the necessity for the linguistic exposure or immersion. Relevant materials, quality labour and sufficient hours are necessary for good results in the field. To improve the implementation of Competency –Based Approach in Beninese technical schools, the government has a huge responsibility by providing required need for schools.

**4.2.4.2 Students' questionnaire**

My interpretation, here, will take into account the answers provided by students in the three different sectors, not in a separate way but together; for, the learners are granted the same questionnaire. Respectively in tables 16, 20 and figure 14, almost the majority of the students recognize the importance of English in their curriculum. It means that students are aware of the usefulness of English in technical schools today. English is so vital in the current life that the illiterates of this millennium period are people who do not know the English language.

Taking into account tables 17, 24 and 21 which show how far students understand the English lesson in the context of the Competency-Based Approach, 70.83 percent of students in commercial field, 66.66 percent of learners in industrial sector and 77.77 percent of students in the agricultural field, have had a very good understanding of the English lessons in the context of the CBA. They said that this comprehension is due to the strategies (individual, pair, group, and collective work) used by the teachers while delivering their lessons. In fact, the learner- centered approach is based on the principle that the learner plays an active part in the teaching/learning

process. Teacher can influence what he teaches, but what learners learn, depends for a large scale on themselves. Learning in this context of the Competency-Based Approach is seen as a process in which learners use the knowledge or skills they have already acquired in order to favour the flow of new information. Therefore, learning is an internal process, which is dependent upon the knowledge the learners already have and their ability and motivation to use it. It is difficult to consider this view of learning as a mistake, if one simply takes learning in terms of the final products in the learners' mind. But, learning can, and should, be seen in the context in which it takes place. Learning is not just a mental process, it is a process of negotiation between individual and the society. Society sets the target (in the case of ESP, performance in the target situation) and the individuals must do their best to get as close as possible to that target or reject it. As the majority of the respondents understand very well the English lessons, I can share that the teachers' goal is reached and the students' needs are met.

Figures 10, 12 and 15 show the frequency of the English language learning. The majority of the respondent, respectively 75%, 62.25% and 66.66 % in commercial, industrial and agricultural sectors declared that they learn the English lessons regularly. This means that the students show interest in the English language learning. Tables 8, 22 and 25 show the purposes for which the students learn the English lessons. The majority of the students in the different field learn the English language just for tests and quizzes. It means that students are driven by intrinsic motivation in learning English that is the immediate purpose of any examination. This shows the importance of the English language in Benin educational system. As a matter of fact, learning and teaching of language is for a communication purpose. To achieve this purpose, stress should be put on the four language skills which are listening, speaking, reading and writing; the functions of the language and language elements which are grammar and vocabulary taught in context. Some years ago, stress was mainly put only on grammar and vocabulary for the examination purposes. Up to now in Beninese technical schools, there is no oral examination and in 'Terminale' in

agriculture sector, students never sit for English examination. The difficulties are all the same in every sector.

### 4.3 Interviews with the School Authorities and Inspectors (Stakeholders)

The stakeholders are composed of school authorities, inspectors who are in some extent, in charge of educational policy making, as well as the students, teachers and parents. In technical schools, the inspectors, school authorities, teachers and parents are educational decision makers. During my investigations, only inspectors and the school authorities are granted interviews. The aim of the interviews addressed to those people is to have their views on the implementation of the Competency –Based Approach in Beninese technical schools.

#### 4.3.1 Interview with the Inspectors Team at DIP

The team of inspectors gathered for my investigation was composed of three head inspectors and three assistants. All those six inspectors are respectively specialists of commercial, agricultural and industrial fields. An inspector, a mathematician, is in charge of general subjects such as Mathematics, Physics, Sport, French and English in technical schools. As mentioned above, an hour and a half were allotted to my interview because the inspectors were really busy. My interview was composed of fourteen questions in French that I have tried to translate into English and the answers provided by inspectors are in a random way. The procedure adopted for the interview is that, the three assistant inspectors and the representative of general subjects should provide answers to questions which can be completed by the head inspectors if need be. (See the appendix on page199)

From the interview to the team of inspectors, it emerges that:

- The inspectors knew well about the Competency-Based Approach before its implementation in 2001.They also have a document known as *Document d'orientation des Reformes dans l'Enseignement Technique et de la Formation Professionnelle 2001* which serve as a guide to the teaching of the Competency-Based Approach.

- The Objective- Based Approach was replaced by the Competency-Based Approach, for, the former only focused on the objectives to reach during the training. After the completion of the studies, students become jobless.
- Some schools served as experimental schools where Competency-Based Approach has been implemented before its generalisation. The inspectors stated that the Competency-Based Approach is not a new approach to them as such before its introduction into technical schools. The students required some competencies before the complexion of their studies.
- The inspectors' responsibilities are to elaborate the different curricula, to train teachers' advisers and teachers, to organize a regular follow-up and class observations, to assess the approach and produce regular reports to the government and school authorities.
- The inspectors do not publish any pedagogical materials for teachers and students. They just ask teachers to rely on authentic texts which can be collected from books, magazine, newspapers and the Internet.
- On the whole, three teacher advisers are trained for the whole country, and there is no English inspector in technical schools. Those teacher advisers went through training organised by specialists in technical schools and by some inspectors of general secondary schools. An example of such a training is what the teachers' advisers received at Lycée Technique of Bohicon in 2014 (the appendix on page 239.)
- In the team of inspectors of technical schools, only an inspector of mathematics is in charge of the general subjects matter. He uses his general pedagogical knowledge to evaluate teachers of ESP during his class observations and now he is helped by the teacher' advisers or inspectors of English in general secondary schools.
- Using the inter-disciplinary criterion of the CBA, the inspectors establish a good relationship between general subjects and specific subjects.
- Inspectors, in technical schools, are financially supported by the government and other partners. They all appreciate the Competency-Based Approach and provide some

suggestions for its better implementation in Technical schools. Analysing the information above, I can explain that the CBA is not a new approach as such in technical schools. The stakeholders in technical schools have been familiar with the approach for a longtime. The approach is now formalized and implemented. This implementation raises some problems such as shortage of teachers, the training of inspectors, lack of teacher' advisers. Those problems can be obstacles for the efficient implementation of the CBA in Beninese technical schools.

### 4.3.2 Interviews with the School Administrators

My interview was held with school authority board. The Vice-Principals are the main targets population of my investigation, because they are the pedagogical authorities in schools. They are twelve (12) representing the different schools I visited. Five questions were addressed to each of them. I have to mention that two remaining principals could not answer my questions because they were busy preparing the semester school examination. I left them a questionnaire but they did not return it to me. **Administrative Board**

From the answers provided by the school administrators, the following interpretations and analysis can be set up.

1- The vice-principals receive training when they are appointed. Having training when appointed is not sufficient. I suggest that they undergo periodical recycling. This will help them to have a control on the teachers for the improvement of the implementation of the Competency-Based Approach.
2- Almost the majority of the Vice-Principals admits that the CBA is good, for, it is a learner-centered approach. For them, it is not the first time they are dealing with the Competency Based Approach. They confessed that they have been dealing with this approach since then. They argued that they require some competencies from the students during their practical examinations. If it is so, I may explain that the school authorities in technical

schools are aware of the importance of introducing the CBA in Benin educational system, particularly in technical schools.

3- Difficulties should rise from the introduction of an approach known as new in the educational system. There is lack of trained teachers, teaching materials, and adequate infrastructures, contextualization of the curriculum, lack of office and laboratory equipment. A lot of work should be done by teachers. Insufficient time, indiscipline situations are other difficulties connected to the implementation of this approach. Those difficulties are not related only to the CBA. The suggestions are: increasing schools subsidies to enlarge the workshops and adapting them to new realities, the provision of internet network, and more computers for students. Emphasis should be put on training, and laboratory equipment. So, the government should try to help the administrative boards by providing the technical schools with adequate means to improve the implementation of the CBA.

4- Technical schools require more partners for the complexity of this educational department. Government cannot solve problems related to those technical schools alone. The school administrative board, most of the time, do not know the importance of partnership and all its implications. So, I suggest that administrative board be trained about it.

### 4.3.3 Some Problems related to Class Observations

In technical schools, the planning of English lessons is not a problem as such. In the classes I have observed, all the teachers have their lesson written on papers. The teaching/learning process, the activities to perform, the timing are all written down on the lesson plans. It is during the process of the lessons delivery that some problems occurred namely timing and pronunciation. The objectives of the lessons are clearly stated orally or written down on the board and on the lesson plans. The students are provided with some handouts (texts photocopies) in commercial fields. In industrial and agricultural sectors, the lessons are more practical than theoretical. Students are led to the field of experimentation, in workshops or in laboratories. In the commercial

field for instance, a teacher has formulated the objective of a lesson this way: “At the end of the lesson, the students will be able to know the meaning of production, how to write a letter of application in English”. Indeed, lesson objective in any academic planning is as vital as the blood in a vein of human beings. The objectives of one-hour lesson must be short, measurable, precise, and concise and it should reflect the content of the lesson whatever the skills developed may be. It takes into account students’ needs analysis. In industry and agricultural sectors, a lesson objective is stated in this way: “At the end of this lesson, students should be able to identify or recognize the names of the different parts of a machine or a plant”. Generally, *the objectives of a lesson should always be stated in terms of behaviours’ students will be able to display after the lesson and as a consequence, they should be framed from the students rather from the teacher’ s perspective* (Iwikotan 2013, p.155).

The main problem raised in technical schools, in the process of the implementation of the Competency-Based Approach, is the timing teachers and students regularly complain about. To reach the lesson objectives, teachers should use time in a wise manner in their different classrooms. During the classroom observations, teachers respect the time allotted to each activity on their lesson plans. The different activities are conducted according to the time and the skills to develop. They used to rush on the content of the programme, squandering time because of the curriculum which is dense and the constraint of the periodical classrooms evaluations and national examinations. For them, two hours of teaching/learning per week are not sufficient at all. They suggest that the school authorities increase the number of hours.

Concerning gender sensitivity in the classrooms, which is, in fact an aspect of teacher-student interaction, the table below summarizes the total number of boys and girls called upon in each of the classroom observed with the respective percentages and the duration of each class.

**Table: 27: Class Observation**

| Classrooms | Total number of students | Total number of boys | Total number of girls | Percentage (%)of boys | Percentage (%) of girls | Total number of students called | Total number of boys called | Total number of girls called | Percentage of boys (%) called upon | Percentage of girls(%) called upon | Duration of lesson | Sectors |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C1 | 50 | 35 | 15 | 70 | 30 | 25 | 15 | 10 | 60 | 40 | 55min | Commercial |
| C2 | 35 | 03 | 32 | 8.57 | 85.57 | 20 | 03 | 17 | 15 | 85 | 50min | |
| C3 | 46 | 23 | 23 | 50 | 50 | 20 | 14 | 06 | 70 | 30 | 60min | |
| C4 | 39 | 02 | 37 | 0.5 | 94 | 22 | 02 | 20 | 0.9 | 90 | 57min | |
| C5 | 48 | 30 | 18 | 62.5 | 37.5 | 28 | 13 | 15 | 46.42 | 53.57 | 58min | |
| C6 | 22 | 01 | 21 | 0.05 | 95 | 15 | 01 | 14 | 07 | 93 | 56min | |
| C7 | 22 | 16 | 06 | 72.72 | 27.27 | 20 | 15 | 05 | 75 | 25 | 60min | Industrial |
| C8 | 20 | 17 | 03 | 85 | 15 | 18 | 16 | 02 | 88 | 12 | 55min | |
| C9 | 22 | 17 | 05 | 77 | 22 | 18 | 13 | 05 | 72 | 28 | 54min | |
| C10 | 25 | 18 | 07 | 72 | 28 | 14 | 07 | 07 | 50 | 50 | 58min | |
| C11 | 19 | 10 | 09 | 52.63 | 47.36 | 15 | 08 | 07 | 53 | 46 | 62min | |
| C12 | 12 | 08 | 04 | 66.66 | 33.33 | 10 | 07 | 03 | 70 | 30 | 55min | |
| C13 | 08 | 05 | 03 | 62.5 | 37.5 | 08 | 05 | 03 | 62.5 | 37.5 | 60min | Agricultural |
| C14 | 08 | 04 | 04 | 50 | 50 | 08 | 04 | 04 | 50 | 50 | 57min | |
| C15 | 09 | 05 | 04 | 55.55 | 44.44 | 09 | 05 | 04 | 55.55 | 44.44 | 56min | |
| C16 | 07 | 04 | 03 | 57.14 | 42.85 | 07 | 04 | 03 | 57.14 | 42.85 | 65min | |
| C17 | 07 | 07 | 00 | 100 | 00 | 07 | 07 | 00 | 100 | 00 | 55min | |
| C18 | 06 | 05 | 01 | 83.33 | 16.66 | 06 | 05 | 01 | 83.33 | 16.66 | 58min | |

**NB**: C1, C3, C5 are the classrooms of students in G2 (accounting field) and C2, C4, C6 are the classrooms of students in G1 (Clerical field).

The results in the table show that the percentage of boys called upon C1 and C3 is higher than that of girls. Teacher 3 is gender-biased towards boys, for, though the number of girls and boys in the class is the same, the number of boys called on was more than twice that of girls. Teacher 1 can rather be said to be gender-biased toward girls, because she called thirteen girls out of fifteen (86.66 percent); and fifteen boys out of thirty-five (42.85%). But in C5 the percentage of girls and boys is almost the same, though the number of boys passes that of girls. So, he can be

said to be gender-biased towards girls. I can infer that in the field G2, there seems to be than a tendency of gender bias towards girls and boys. In clerical field, that is C2, C4, C6, the percentage of girls called on is largely higher than that of boys. I may be tempted to support that the teachers in these classrooms are gender-biased towards girls, but the truth is that the number of boys in these classes is negligible (respectively 3, 2, 1). In fact, in Benin, people even learners' parents, generally believe that clerical studies suit girls, which are debatable; for, both girls and boys can develop the required competence in this field. So, I suggest the school authorities encourage boys to enroll in clerical field.

In industrial and agricultural sectors, the percentage of boys in most of the classrooms is higher than that of girls. This is not a problem of gender bias, but more boys are called by the teachers because their number passes considerably that of girls in these fields. So, few girls choose to study in industrial and agricultural sectors in Beninese technical schools. Taking into account the results of this table, I can conclude that the problem of gender sensitivity is not noticeable as such in technical classes. The teachers can call more boys than girls and vice-versa depending on the fields and not because of gender disparity.

As for the duration of the lessons, the teachers more or less conduct the class within the time devoted to lesson teaching. Only five teachers exceed the required time because the remaining time is for students note taking. It should be good that the teacher respect the fifty (55) minutes for classroom observation. As a matter of fact, some teachers have the constraint not to waste time with students who did not raise their hands and they relied upon a limited number of students to conduct their lessons. A great care should be given to the learners sitting at the bottom during the teaching/learning session.

Furthermore, the different steps of the lessons delivery are followed by most of the teachers. I can notice that teachers dealt with the warming up session, previous revision session, a clear statement of the objectives of the lessons, the students in individual, pair, group and collective work; the timing for different activities and some additional materials for the lessons

understanding. What is really interesting is that students of industrial and agricultural sectors always use workshops and farms as practice. In addition, the amazing thing is that students are familiar with French vocabulary for their practical work; so, during the classroom observations, they used to translate words in French to their neighbours who did not understand during the pair or group work sessions. Their difficulties lie in pronunciation and grammatical structures. Normally, students of technical schools are really exposed to the Competency-Based Approach regarding the regular practice done during their lessons. Unfortunately, the students in agriculture sector complain not to be officially evaluated with all the effort made for the English language learning like their neighbours of general secondary schools who sit for `O` level (BEPC) and `A` level (Baccaleaureat) examinations. The lack or absence of official evaluation in English in the agricultural sector can be the source of many students' demotivation.

To sum up, I have appreciated the positive behaviours of the teachers and the students during my classroom observations. From time to time, the teachers shed light on some notions. The involvement of the students in the process of learning and teaching is positive. Workshops, classrooms and farms are really used for the English language learning in the context of Competency-Based approach.

### 4.3.4 Curriculum Issues in Technical Schools

In any education, programmes constitute the heart of the whole system. Generally speaking, syllabus receives the most important attention in educational design and implementation. A lot of people make confusion about curriculum and syllabus. Curriculum is assimilated to syllabus. As stated by Rodgers (1976), syllabi prescribe the content to be covered by a given course, it forms only a small part of the total school programme. Curriculum is a far broader concept. It refers to all those activities in which learners engage under the auspices of the school. This includes not only what learners learn, but how they learn it, and how teachers help them learn, using relevant supporting materials, styles and methods of assessment and what kind of facilities. According to White (1988, p:4), the main difference between curriculum and syllabus

is that the former specifies the totality of content for all the school subjects taught in a particular type of school, and the latter indicates the content of the specific school subject. Stern (1983) advocates that curriculum has at least four objectives which are: proficiency, knowledge, affection and transfer. The content categories are broadly conceived as language, culture, communication and general language education.

In Benin, there are curriculum designers in education depending on general secondary schools or technical ones. In technical schools, experts, and some schools' authorities are in charge of it. During my investigation, I could notice that inspectors and some teachers' advisers are in charge of the elaboration of syllabi. Here is an example of syllabus in the industrial sector 'Terminale' (upper sixth year). See appendix on page 222.

### 4.3.5 Concluding remarks

The general trend from my investigation with the different instruments used (questionnaire to teachers and students, interviews for inspectors and school authorities and classroom observations) and regarding the research questions, the hypotheses and the objectives of my research work, it occurs that the implementation of the Competency- Based Approach is in process in Beninese technical schools. Most of the teachers appreciate the CBA in Benin particularly in technical schools. Some are trained for it and others are not. So, they need more training.This training has to go through personal, peer teaching for a real and daily personal and professional training.The students know and recognise the importance of the English language in their curriculum and the role played by English in their job requirement for the inspectors, they explain that the CBA is 'a must' in Benin educational system particularly in technical schools. The educational system integration and the job mobility in ECOWAS countries require the effective implementation of the CBA. During my interview, some of them and school authorities recognized that the CBA has been used before its official introduction in the Beninese educational system. The different classrooms observed, seemed to follow the different steps for the real and efficient implementation of the new approach. To improve the CBA implementation in Beninese

technical schools, solutions should be found to the different problems which hinder the effective and efficient application of the new approach. The next chapter should provide some suggestions to teachers, inspectors, school authorities, school partners briefly said the stakeholders and the government, which may be considered during the national evaluation of the Competency-Based Approach.

### 4.3.6 List of Findings

The findings of the study included the following:

**A- Teachers**

1- Although teachers are young in the profession and professionally untrained, they participle in the weekly periodical pedagogical trainings in CBA organised by Heads of teachers and inspectors. But, because of their lack of initial training, they cannot be expected to engage in a creative and flexible teaching that the CBA requires.

2- The CBA is efficiently implemented in technical schools according to its components (student centeredness, interdisciplinarity, evaluation and strategies) and it has efficient impact on students according to most teachers.

3- Many English teachers have been trying to use the eclectic method which stands the chance to reach the expected goal.

4-Some difficulties stand on the way of the appropriate and correct implementation of the CBA in technical schools. (Lack of teaching handbooks, lack of didactic materials, lack of language laboratories and chemical product, lack of sustainable training) that can lead to teachers ‘self-development.

**B- Students**

1- Students of the three sectors have recognized the importance and the usefulness of the English language in their curriculum

2- Most of them do understand and appreciate English lessons in the context of CBA because they are in the centre of their learning process, the interdisciplinary is assured, and they are also competent in job market and can easily set up their own business concerns.

3- Most of the students have clear purpose in learning the English language. Some just for quizzes and examinations, while others for job opportunity

4- Students are aware of the current difficulties: lack of students' handbooks, insufficient English learning hours, lack of learning materials)

**C- Inspectors and Teachers' Advisers**

1-Total absence of ESP inspectors is a problem to the sustainable evaluation of teachers in technical schools

2- Insufficiency of teachers' advisers in technical schools in Benin (only three teachers' advisers for more than twenty technical schools in Benin). This hinders the supervisory and advisory works the CBA in technical schools needs to be effective.

**D- Schools' authorities**

1-Good appreciation of the Competency –Based Approach

2- Lack of in service training for school officials and principals towards the process of ESP teaching and evaluation in the CBA implementation

3-Insufficiency of government subsidies to update facilities and school equipments and teaching/learning materials.

## 5.0 Introduction

Having examined the implementation of the Competency- Based Approach in Beninese technical schools, it is worth providing some suggestions. This chapter then draws the attention of Benin educational stakeholders to some solutions that can make the teaching of English for Specific Purposes easy within the framework of the implementation of Competency- Based Approach in technical schools in Benin Republic.

## 5.1 Difficulties

This table shows the summary of the difficulties encountered by stakeholders in technical schools. The difficulties are classified according to the different sectors and de-*pending on the human resources, materials, infrastructures and financial means.

**Table: 28 Summary of the Difficulties in Technical Schools**

| | Commercial sector | Industrial sector | Agricultural sector |
|---|---|---|---|
| Human resources | -Lack of qualified teachers<br>-Great number of under contract and part time teachers<br>- the qualified teachers are in administration<br>-Absence of school advisers<br>-Very few number of inspectors<br>-Lack of advisers per subject<br>-Bad will of schools principals<br>-Lack of training for the administrative board. | -Lack of qualified teachers<br>-Great number of under contract and part time teachers<br>- the qualified teachers are in administration<br>-Absence of school advisers<br>-Very few number of inspectors<br>-Lack of advisers per subject<br>-Bad will of schools principals<br>-Lack of training for the administrative board. | -Lack of qualified teachers<br>-Great number of under contract and part time teachers<br>- the qualified teachers are in administration<br>-Absence of school advisers<br>-Very few number of inspectors<br>-Lack of advisers per subject<br>-Bad will of schools principals<br>-Lack of good will to train the administrative board. |
| Materials | -Lack of computers<br>-Lack of the teaching materials (teachers and students' books) | -Machines are out- dated<br>-Difficulties in repairing broken engines<br>-Regular electricity power cut<br>-No generating sets | -Defective/faulty tractors<br>-Very few tractors comparing to the number of students<br>-Lack of raw materials<br>-Lack of laboratory and medical equipment |
| Infrastructures | -Lack of spacious classrooms<br>-Lack of workshops<br>-Lack of language laboratory | -Lack of workshops<br>-Narrow workshops<br>-Lack of adequate and well equipped workshops in new technology gadgets<br>-Lack of raw materials for spare parts<br>-Lack of inputs | -Lack of laboratory for each field<br>-Lack of chemical and physical laboratory<br>-Lack of lands for practical activities<br>-Lack of shops for goods selling |
| Financial problems | -Insufficient subsidies from the government | -Insufficient subsidies from the government | -Insufficient subsidies from the government |

## 5.2 Suggestions related to the Findings

To these difficulties, some suggestions are made in order to improve the implementation of the Competency-Based Approach in technical schools.

### 5.2.1 Suggestions to Government and School Authorities

A change is necessary in Beninese technical schools. This reform has to take place considering the importance of technical and professional schools needed for a real development of the country. Having assessed and ascertained the problems revolving around the topic, I suggest ten substantive actions that the government and authorities in charge of professional education could take into consideration to improve the implementation of the Competency- Based Approach in technical schools.

- Create an ESP Department in Benin universities for the training of ESP professionals
- Provide ESP practitioners with adequate training
- Hold periodic seminars to train ESP professionals on new changes, trends and terms related to their fields
- Increase and train the number of professional development leaders and Academic advisors per subject for regular class visits and follow-up
- Provide for more adequate teaching materials and modern language laboratories
- Build well equipped workshops and updated laboratories
- Provide school farms in agricultural sector for experiments to be conducted in English
- Increase subsidies to technical schools for the purchasing of teaching materials
- Design English textbooks for teachers and students
- Collaborate with parents, community, Non-Governmental Organisations and universities for professional development programs.

#### 5.2.1.1 Providing ESP Practitioners with adequate Training

The results of my investigation indicate that slightly more than three quarters of teachers in technical schools visited are not professionally qualified, laying therefore a doubt on the quality of the training given to learners. Good teaching means good learning,therefore one needs good teachers. So, the need for good teachers is a must. But, are good teachers born or made? Most of the time, teachers are blamed for the failure of their students because they lack adequate training. It is often noticed in technical schools in Benin that teachers under contract and part- time teachers are more numerous than full time teachers who had the opportunity to be trained. All these full-time teachers are no more teaching because they are appointed to administrative positions in those technical schools. The under- contract and part- time teachers lack experience. Unfortunately, they teach in beginner classes and examination classes without any initial training. This situation consequently influences learners' results at the end of the year. In addition, this constitutes a hindrance to the improvement of the quality of the education in technical schools. Even if teachers claim that the onus lies in learners' hands, they must recognise that they too bear some responsibility in learners' failure and disruptive behaviours. The source of all the problems encountered by teachers is the lack of training noticed in technical schools where ESP is taught. This issue of teacher qualification should not last; thus, a quick action must be taken by the government to invest on the training of part- time and under- contract teachers. Frymier (1977) put emphasis on the complex task of teachers via this statement: *....the best teachers are those who comprehend the great mass of personal and social factors operating within the classroom, then by sensitive observations and exacting methods, construct learning experiences which will be congruent with and moving in the same direction as their pupils' expectations. (p.225)*

This shows that teaching is an exacting and intricate job, and no teacher can claim to be at the height of this job without adequate training. Apart from general professional training, special training is necessary for teachers who want to teach English for Specific Purposes. Training

teachers for ESP courses is crucial, because this will make them more specialised so as to meet learners' needs.

Furthermore, Benin educational authorities should organise refresher courses, professional seminars, conferences and workshops by native speakers who invented or have been implementing the new approach in their different countries. ESP practitioners must be trained with new teaching materials and methods that should be regularly re-examined and updated. Benin educational authorities should care enough about ESP teachers' working conditions. They should be granted scholarships to travel to countries where Competency- Based Approach is well developed for more professional improvement.

Nevertheless, ESP practitioners in technical schools must not waste their time expecting everything from the government for their professional development. Visiting other teachers, cooperating with other teachers and being a little bit independent from out- dated sources such as textbooks and supervisors can greatly help ESP teachers to develop professionally. As such, the rate of students' failure on different examinations will decrease and thus, parents and learners' expectations can be met.

#### 5.2.1.2 Increasing and Training Professional Development Leaders and Academic Advisors per Subject for regular Class Visits and Follow-up

In Benin educational system, the government has an important role to play. It has to bolster up the skills and knowledge of the teachers of English. The government has to ensure that every teacher is able to teach increasingly diverse learners, to get good knowledge about student learning styles, to show competence in complex core academic content, and skill teaching. To reach such a goal, schools need to make sure that professional learning is planned and organised to engage all teachers regularly for the benefit of all students. This requires high-quality, sustained professional learning throughout the school year, at every level of each subject. People in charge of this professional training are inspectors and school pedagogical advisers. In technical schools, those

school and academic leaders are very few in number. Considering the sub sectors of each sector, technical schools must be provided with inspectors and teacher advisers per subject. As stated by Lanmantchion (2012): *For an effective professional learning system, school leaders should learn from experts, mentors, and their peers about how to become true instructional leaders (*p.167). Technical school stakeholders (inspectors and teachers' advisers), have to undergo a serious training for their profession's sake. They should work with the staff members to create the culture, structures, and dispositions for continuous professional learning and offer support to help teachers continuously improve by better understanding needs, making data-driven decision regarding content and pedagogy, and assessing students' learning within a framework of high expectations.

In technical schools, ESP teachers under the supervision of their teaching advisers in the context of Competency- Based Approach should meet on a regular schedule in learning teams organised by content-area assignments and share responsibility for the students' success. These learning teams should follow a cycle of continuous improvement that begins with examining students' data to determine the area of greatest student need, pinpointing areas where additional educator learning is necessary. Besides, identifying and creating learning is necessary, identifying and creating learning experiences to address these adults' needs, developing powerful lessons and assessments, applying new strategies in the classroom, refining new learning into more powerful lessons and assessment, reflecting on the impact of student learning, and repeating the cycle with new goals. The onus is on the government to support and encourage such an initiative for teachers' collaboration and professional learning which consequently will improve the students' results in technical schools.

#### 5.2.1.3 Provision of more adequate Teaching Materials

Throughout this research work, it is generally noticed that ESP practitioners are confronted with shortage of teaching and learning materials in their daily teaching practice. This shortage is

observed in all the technical schools in Benin. Nobody, today can deny the importance and the usefulness of computers in our daily life. During my investigation, throughout the whole country, there is a crucial lack of computers in the commercial sector in technical schools. Some industrial and agricultural schools got one or two computers for a great number of students. As for teaching materials such as teachers' books as well as students' books, they do not exist in the market. Most of them are on the process of printing and publication. The inspectors confessed that the publication of teaching materials requires a huge financial investment. In the industrial field, some machines are out- dated; there are no financial supports to repair , broken down or out of service engines. Such a situation is combined with regular power cuts and lack of generator sets. In the agricultural sector, the number of tractors is not sufficient for the great number of students, the lack of raw materials, chemicals and laboratory equipment are other difficulties .This impedes students' achievement and gives an unattractive image of ESP teachers' performance. Something must be done about these constraints so as to correct teacher's image and boost students' achievement. Good materials should be provided for a successful ESP teaching and the development of learners' competencies in their fields. Textbooks must be based on various interesting topical issues and activities providing a wide range of skills related to learners' specific fields. According to Hutchinson and Waters (1992), materials are also a kind of teacher reflection: "*they should truly reflect what you think and feel about the learning process.*"(p.106)

School authorities have the responsibility to provide learners with a good training and this through competent teachers. Therefore, they have to plan in their budget the buying of appropriate recording and reading materials and technology facilities so as to enable teachers to self-evaluate their own teaching. For the proper implementation of Competency- Based Approach, the government should try to invest more money in providing technical schools with appropriate and adequate teaching materials.

#### 5.2.1.4 Necessity of Building well- equipped Workshops, and Classrooms

Workshops and classrooms represent important learning and teaching facilities. In technical schools, theories are associated with practice whatever the sectors may be. After their training in technical schools, students should enter directly into professional life. People expect them to create their own entreprises or some are directly recruited by private companies or government. The general remark is that they are not performant in the field of work. Glancing at the conditions in which those learners are trained, I realise that their training is inadequate with the job requirements. The learners work in small classrooms in spite of their great number. The size of the classroom is so small that in some schools, mainly commercial sector, three students are used to sitting at the same table. With the new approach students have to work individually, in pair, in group, and collectively in a good learning environment. The size of the classrooms makes it difficult for ESP practitioners to reach one of the main objectives of Competency- Based Approach which is to link the learner's socio- cultural environment with the classroom experience so as to motivate students to become true agents of change and development in their respective communities.

Workshops are places where students practise what they have learnt. They are places where theories are linked to practice. The remark is that those workshops are also too narrow for the large number of students who attend technical schools. In some schools, there are no workshops and the ones which possess infrastructures are out-dated and they lack adequate teaching and learning materials, or are not well equipped. In the industrial sector for example, there are no raw materials to make spare parts for engines. The raw materials of spare parts of vehicles are imported and there is regular shortage of it. Owing to the importance of infrastructures in the process of a nation's development, the government of Benin Republic must build large classrooms, spacious and well-equipped workshops according to the requirements of the new technology of communication and information. Those infrastructures are so important that

I suggest they should be accessible and enough to contain both ESP teachers and learners during their practical activities, conferences and seminars.

#### 5.2.1.5 Necessity of Building updated Laboratories

In technical schools, laboratories are so important that if a private school promoter wants to open a technical school, s/he is required to provide them for learners. Laboratories are of two kinds: a chemical laboratory and language one. Our technical schools lack those two types of facilities. In agricultural sectors for instance, chemical laboratories are very poor. For some agricultural products analysis, students lack inputs which will enable them to analyse the quality of the goods produced. In animal production, from time to time, animals get sick and it is difficult to find drugs to heal them. In most of the technical schools visited, the laboratories are outdated. For some experiments, ESP teachers have to negotiate with private promoters to use their laboratories and the students pay for transportation fees and chemical inputs. Another situation learner go through in technical schools is the total absence of language laboratories. In fact, the learning of a foreign language requires the use of well-equipped laboratory. Here, students cannot practise listening and speaking without the use of audio-visual aids like tape recorders, televisions, radios with visual aids.

Libraries also are useful and very important for language acquisition because students need books to acquire the reading and writing skills. As those infrastructures are also important for technical schools, the government has to build new chemical laboratories and equip them with adequate products considering the increasing number of learners in those schools. I also suggest that those chemical laboratories be a great reference in Africa's sub region. As for language laboratories, no one can deny the importance of English language in our educational system. The notice of some machines and drugs are in English language. So the ESP practitioners and the students need to understand the English language clearly so as to use those products appropriately.

#### 5.2.1.6 Provision of School Farms in the Agricultural Field

One of the governmental policy for the nation development is to explore and invest in agricultural sector. In the national budget a huge amount of fund is invested in agriculture. Nobody can deny the role of agriculture in daily food production. At the same time, many technical schools, especially the agricultural field lacks lands for experimentation and production. Very few schools possess lands. It is the case of Adja-Ouèrè technical school with 89 hectares of farm land. This means that the students do not have large surface to cultivate. Another difficulty in this field is that when students produce, they lack barns or warehouses to store the goods produced for selling. In the agricultural sector, the government should provide technical schools with large plots of land and all the chemical and agricultural equipment for the development of agriculture. Warehouses and modern barns must be built by the government so that the goods produced by students could be stored and made available when needed. Instead of praising the merit of Songhai project and make African presidents who visit Benin Republic value the experience of Benin in agriculture, I personally think that the government must grant large plots of land to technical schools and equip them with adequate production equipment for a real development. If Benin government transforms technical schools into powerful fields of production, I think that the neighbouring countries like Nigeria and Togo will benefit from it. So, instead of producing for our subsistence, Benin government can also produce for export. The high rate of production will be explained by the qualification of the students of agriculture sector who showed their performance by diversifying and increasing the country production owing to the use of the Competency-Based Approach.

#### 5.2.1.7 Increasing Subsidies to Technical Schools

At the beginning of every school year, the government provides schools with subsidies. There were a lot of complaints from the school authorities during my investigation. For them, the fund given by the government is not sufficient for the school expenditures. They never perform all

the activities on their budget. It is at the early beginning of the school year that they buy all their learning and teaching materials. They complained that their budget can't build infrastructures. In some schools, they started building classrooms and laboratories but those infrastructures were stopped because of lack of funds. Some school authorities recognised that the school fees paid by students are not sufficient. If the government can accept to increase the school fees, it can help them build or equip the classrooms and laboratories. Accepting to create technical schools is a matter of responsibility. So, the government has to try all their best to supply technical schools with sufficient subsidies so that they may be at the centre of a real economic development of our nation. The government should accompany the students who complete their studies by providing them with small loans which will allow them to start their first job.

#### 5.2.1.8 Necessity to have English Textbooks for Students and Guides for Teachers

The Competency- Based Approach requires the use of teaching and learning materials for both teachers and students. Contrary to general secondary schools where there are "Documents d'Accompagnement" (students' handbooks in general secondary schools), in technical schools there is no 'document d'accompagnement". Apart from the prescribed books 'Open for Business' and 'Top in English' in the commercial field, which are still being used by few colleagues, most texts studied today in technical schools are authentic ones and are drawn from the internet. Based on these texts, emphasis is put on the communicative approach of English language which takes into account the four language skills (listening, speaking, reading, and writing) and the use of grammar and vocabulary. Stress in put on the communicative function of ESP in our technical schools with the principle of the new approach which is Competency Based Approach. With the inspectors, some modules are on process and will be coming out soon. In addition, schools' authorities play the role of middlemen between the government and the teachers. As such, they should also encourage efforts from the government to motivate teachers and provide them with the needed teaching materials. They have to make regular account for the dire shortage of the teaching

materials that the ESP practitioners are confronted with. With the introduction of the Competency-Based Approach in technical schools, the government should encourage and motivate the ESP teachers by granting them some special allowances for internet research and professional risks they take while teaching in industrial field. Asking the government to print and publish textbooks in technical schools will be a huge investment. It will be really difficult for the government because of the variety of sectors and subsectors that we have in technical schools. Individual or groups of teachers and inspectors can work in partnership under the supervision of the government, the specialists and experts of education so that the project of textbooks can become a reality. External partners like the USAID or the American Peace Corps can also bring their contribution to textbooks publication as they did with the American Peace Corps volunteer named Sweeten Gary' who provided technical schools, mainly the commercial sector with the textbook entitled *Open for Business.*

#### 5.2.1.9 Partnership with Parents, Community and Universities in Professional Development Programs

An African proverb states: *If you want to go fast, go alone; if you want to go far, go together*. One cannot go far by doing things alone. Partnership is a key principle for outstanding achievements. The government alone today cannot shoulder the running of technical schools. Education nowadays needs the contribution of everyone. It involves parents, business leaders, scientists, political leaders and labour managers and many other members of the community. They can play more effective and innovative role as motivators, models, sources of information, critics, evaluators, guides, and mentors in professional development programs. The involvement of those people will not be possible unless the government and school authorities have a clear vision of an effective partnership. In technical schools today, with the implementation of the Competency-Based Approach, one can notice a partnership between technical schools and professionals. The curricula and the syllabi used in technical schools are elaborated according to the market survey

and the need analysis of the students. No one can be a professional teacher in technical schools today unless he passes through the training course for at least six months in entreprises. The government is developing in technical schools today a kind of private and public partnership. So, in Beninese technical schools some members of craftsmen association used to intervene in some courses just to make students aware of the reality of jobs. Since the world is a network, technical schools get a great opportunity to have a lot of partners through the regular use of the new technology of information and communication via internet. One more possibility of partnership is the one between university institutions and technical schools for a professional development in schools where most pre-service will take place. Technical schools in collaboration with universities can find specialists who can bring external perspective to their different programmes of development, assist in programme design and evaluation and share the current research related to the programme.

To reinforce an effective partnership at national or international level, the following points must be taken into account:

- Have common vision and clear purpose;
- Identify needs before shaping structures;
- Have clear, well defined objectives;
- Build on relationship of trust, openness and mutual concern;
- Focus on what partners have in common rather than on what makes them different;
- Maintain a high level of participation and ownership by the partners;
- Continuously impact the vision and skills for partnership development to all the partners;
- Be not free of charge;
- Recognise that partnering is an on-going process, not an event;
- Recognise that they have various constituencies whose needs must be acknowledged and whose contributions must be valued;

- Keep their eyes on the ultimate vision;
- Have an ‘advocate’ for partnership in their own organisation;
- Have clear identities and vision

(From international Sport Coalition handout on Partnership 2010 page 5)

### 5.3 Suggestions to Teachers

During my classroom observations and from the results of the questionnaire I have administrated to the teachers of ESP in technical schools, I noticed that the teachers are young, some are under contract, and others are part time teachers. Instead of expecting the government to provide for their training in technical schools, there are many things they can do for self-professional development.

In fact, observations of classroom activities either self-observations or peer observations help teachers a lot to self-develop and become more competitive, more qualified for the teaching job. While observing classes, there are instruments that teachers can use such as career profiles, self-evaluation checklists, reflective practices, professional development plans and action research plans for self-development.

#### 5.3.1 A Career Profile

Teachers can use the following template to help themselves record information about their teaching career: the qualifications they have gained; the courses they have attended, their experience and skills, their achievements and aspirations. They may use the template as it is, or adapt it in a way which best suits them for their self-development. Some examples of what they might want to include under each section are given.

**Table: 29: A career profile**

| | |
|---|---|
| Name<br><br>School/Current job | <br><br>Years of experience |
| Training and development | Trainer experience |
| Memberships | Skills and strengths |
| Achievements | Teaching approach and philosophy |
| Aspirations | Interests |
| Line manager/supervisor/mentor | Buddy |

**This table shows the template that teachers need to improve his/her teaching career.** Source: Selected Articles from the English Teaching Forum Anthology Volume IV 2004-2008 (p. 266).

### 5.3.2 A Self-Evaluation Checklist

Teachers can use a checklist to find out what they know, what they can do, what they need to find out and what they would like to explore. They can do it themselves or with a colleague. They put a tick in the boxes next to the things they feel most confident about, a cross for things they feel they don't know enough about and a question mark next to the ones they aren't sure about, or know a little bit about.

## Table 30: A Self-evaluation checklist

| **Classroom management: I know how to create and maintain a positive learning environment.** | √ | **X** | **?** |
|---|---|---|---|
| *I monitor and modify my approach in response to learner feedback, reaction and progress.* | | | |
| *I use a range of techniques for dealing with disruptive learners.* | | | |
| *I know how to arrange classroom furniture to facilitate different types of tasks.* | | | |
| *I know how to set up activities effectively and make smooth transitions between lesson stages.* | | | |
| *I understand and use classroom dynamics effectively to motivate learners.* | | | |
| *I give clear instructions and explanations.* | | | |
| **Learners: I understand the concepts involved in motivation and apply my knowledge in teaching** | √ | **X** | **?** |
| *I find out about my learners needs and interests and I build this into my planning.* | | | |
| *I am knowledgeable about learning styles and individual learner differences and how to plan for these.* | | | |
| *I plan my lessons to reflect the different cognitive processes involved in learning.* | | | |
| *I encourage my learners to reflect on their learning.* | | | |
| *I encourage learners to become independent and build learner training and strategies into lessons.* | | | |
| **Methodology: I am familiar with different teaching approaches and am**<br>**able to select the most appropriate approach for achieving learning outcomes** | √ | **X** | **?** |
| *I have a range of techniques to encourage participation and stimulate discussion.* | | | |
| *I know how to use a range of resources, materials, technology to create positive learning experiences* | | | |
| *I use different assessment tools to assess learners and provide them with constructive feedback.* | | | |
| *I have an effective system for recording learners' work and performance.* | | | |
| *I use a range of correction techniques for different types of classroom activities* | | | |
| *I use English throughout the lesson.* | | | |
| **Syllabus and lesson planning: I am able to plan lessons and develop courses effectively**. | √ | **X** | **?** |
| *I know how to select and discard items from the textbook based on relevance to my learners.* | | | |
| *I know how to vary lesson plan components for different types of lesson objectives.* | | | |
| *I can design materials and activities which meet my learners' needs and interests.* | | | |
| *I know how and where to locate teaching resources.* | | | |
| *My planning takes into consideration potential learning problems and ways of dealing with these.* | | | |

| | | | |
|---|---|---|---|
| *I plan my lessons to ensure balance and variety.* | | | |
| **My own development: I select the continuing professional development tools relevant for me.** | √ | **X** | **?** |
| *I use a range of tools to help me to assess and reflect on my teaching.* | | | |
| *I know how and where to find out about research on teaching and learning.* | | | |
| *I regularly consult publications, colleagues and research to support my development as a teacher.* | | | |
| *I know where to find out about workshops, seminars and conferences relevant to my context.* | | | |
| *I am familiar with the different ways in which I can continue to develop professionally.* | | | |

Source: Selected Articles from the English Teaching Forum Anthology Volume IV 2004-2008 pp 266-280.

### 5.3.3 A Professional Development Plan

Teachers can make their own development following examples 1 & 2.

**Example 1**

**Table 31: A Professional Development Plan**

| Development area | Motivation |
|---|---|
| Focus | Differences between intrinsic and extrinsic motivation |
| Goals | To improve my learners' motivation |
| Rationale – why I want to develop this | My learners often seem uninterested in learning and only seem interested in getting through tests. They have poor learning skills. I want to try to promote more active involvement and enjoyment of learning. |
| Action/Tools | Research subject through reading, discussing with colleagues, seeking feedback from learners, classroom action research. Try out ideas from research. Get involved in peer observation. |
| Estimated time needed | On-going throughout one term |

Source: Selected Articles from the English Teaching Forum Anthology Volume IV 2004-2008 p. 267

**Example 2**

**Table 32: Professional Development Plan**

| | |
|---|---|
| Development area | Classroom management |
| Focus | Lesson stages |
| Goals | Link stages more effectively and make smoother transitions |
| Rationale – why I want to develop this | I feel my lessons can seem disjointed and my learners confused about what I am asking them to do. |
| Action/Tools | Research publications. Conduct classroom action research. Record practice in learning diary and reflect on what, when right/wrong. Ask colleagues to observe this point and provide feedback. Ask learners to say how they feel at different stages |
| Estimated time needed | One month |

Source: Selected Articles from the English Teaching Forum Anthology Volume IV 2004-2008 (p. 268)

**Your plan**

**Table: 33: Teacher's Plan**

| | |
|---|---|
| Development area | |
| Focus | |
| Goals | |
| Rationale – why I want to develop this | |
| Action/Tools | |
| Estimated time needed | |

Source: Selected Articles from the English Teaching Forum Anthology Volume IV 2004-2008 (p.210).

### 5.3.4 Peer Observation Form

The aim of this is to record what an observer sees, not to assess the teacher's teaching. As the observer is observing, he must write down what the teacher says and does and what the learners say and do. He reflects on his notes as soon as possible after the observation. He identifies an item or items for praise and notes areas for discussion. He reflects also on what he has learnt from observing this lesson.

**Table: 34 Peer Observation Form**

| | |
|---|---|
| Teacher | Observer |
| Class | Date & time |
| Observation focus (for example: lesson stage, techniques, activities, learner response, etc.) | |
| Description (write notes on what you see , without giving opinions or comments) | Learners (responses, reactions, participation, etc.) |
| Discussion points (look over your notes, pick out things you feel would be useful to talk to the teacher about). | |
| Learning points: What have you learnt from observing this lesson? | |

### 5.3.5 Professional Development Tools

These are methods and techniques one can use to achieve one's goals. The tools one selected will depend on one's own preferred way of learning as well as the developmental area one wants to explore.

**Table: 35: Professional Development Tool**

| Tools | What is it? |
|---|---|
| **Classroom action research** | A discovery process where teachers explore aspects of classroom teaching or learning, solve problems or ask questions about everyday work. It can be done alone or with a colleague or group of colleagues. The aim is to improve or enhance your teaching and/or your students' learning.<br>1 Gather information<br>2 Discuss, analyse, reflect<br>3 Implement changes |
| **Learning diary** | A place where you write down, reflect on and review what happens during your classroom practice. It can help you to explore your experiences, identify problems/issues, set goals and plan. |
| **Peer observation** | Watch colleagues teach. The focus can be on a selected aspect of teaching or on a particular type of lesson, a problem, an approach etc. Invite a colleague to your class and ask them to observe and give feedback on an area you are interested in developing or experimenting with. |
| **Team teaching** | Arrange to teach classes with a colleague so that you can reflect on and explore issues together and decide what changes to implement. |
| **Learner feedback** | Engage learners - discuss teaching and learning with them. Design questionnaires asking for feedback on your lessons. Ask for their suggestions on what could be included/improved/changed. |
| **Reading and research** | TEFL publications, periodicals, websites. See resources. |
| **Buddy** | Participate in co-operative development. Share experiences, problems, development with a colleague. |
| **Development plan** | A document which sets out your goals, how you will achieve them, how you will review them, and how much time it will take. |
| **Mentor** | Seek advice and guidance from a more experienced colleague. Invite them to observe your lessons and give you feedback.<br>Become a mentor yourself and keep a diary reflecting on your experiences. |

| | |
|---|---|
| **Case study** | Do some research with one of your learners, or a group of your learners? Investigate their learning experiences to find out how to help them to learn better. |

**Source: Selected Articles from the English Teaching Forum Anthology Volume IV 1984-1988 pp 266-280.**

## 5.4 Teachers' Advisers

To teachers' advisers, I would like to address particularly the following:

- They should regularly be trained in ESP, particularly in the new approach context
- They should be a model in teaching/learning process in CBA
- They should try all their best to visit regularly teachers in technical schools
- They should tell teachers the rationale of self-observations
- They should suggest to visit teachers and use of the different checklists of classroom observation contained in this research work.

## GENERAL CONCLUSION

The present study is an attempt to examine the implementation of the Competency-Based Approach in Beninese Technical Schools, more specifically in EFL classes. The inspectors and teachers who participated in this study provided valuable insights into the implementation of the curriculum. In fact, the Competency-Based Approach is not a new approach. Most of the theoretical works of Anglo-Saxon researchers related to the "Competency-Based Education" were carried out in the early 1970s (Houston et al., 1972, Schmiedler 1973, Burns et al., 1973).

However, these research works were mainly about professional training. The Competency -Based Approach originated from industry and entreprises. So, the implementation of the Competency –Based Approach in technical schools is not new. Hirtt (2009) advocates that the main goal of the Competency-Based Approach is to "*develop enough competencies in learners for them to progress acceptably in a society subject to rapid changes and in professional life*" (p.2). It means that industries and companies need competencies for their development. This assertion confirms opinions of inspectors, teachers' advisers and some administrative board when they say that: *they have been using Competency-Based Approach since the birth of industry and entreprise mainly in their technical schools so, it is not a new approach as such*. While questioning teachers of technical schools, most of them recognise that the Competency- Based Approach is good but it has not been formalized and well-structured in the Beninese educational system since the conference on education held in 1999 which set up the so called new approach.

The findings of my research show clearly that the Competency-Based Approach has been used in ESP teaching in Beninese technical schools for a long time but it was neither official nor structured as it is today. Topics developed in the syllabus are directly related to the learners' fields of study, be it commercial, industrial or agricultural. So, EFL teaching in technical schools takes into account the learners' needs, which motivate and help them take an active part in the learning process. I have also discovered that ESP teachers make good use of the CBA in the teaching

/learning process. The teaching in most of the classes I visited was learner-centered, the teaching strategies in vogue in CBA (individual, pair, group, and collective work) were applied depending on the activities. Learners were granted opportunities to use the language in various communicative activities, mainly through student-student interactions, and sometimes student-teacher interactions. Practical activities in laboratories, machine rooms and on farms were conducted to allow learners to apply what they learnt, which they did successfully. So, they really developed competencies needed in real life situations. But, the implementation of CBA in ESP teaching in Beninese technical schools is not without difficulties. The lack of qualified ESP teachers, the very small number of teaching advisors and inspectors, the lack of adequate teaching materials, and facilities for practice, the unavailability of lands in agriculture for practice, the repeated down time of devices /gadgets are the main difficulties encountered in the implementation of CBA in ESP teaching in Beninese technical schools.

Though EFL teachers in Beninese technical schools apply consciously the CBA in ESP teaching, they have not entirely excluded structural and grammar translation methods. During my class observations, some teachers taught some grammar points by giving learners rules without showing their use in a given context.

As for communicative activities, they are more frequent in industrial and agricultural classes than commercial ones. According to the teachers' reports, the limited number of students in industrial and agricultural classes makes it easier for them to carry out communicative activities involving all the learners into oral conversation for the development of their speaking skills. But teaching in commercial classes involves learners in non - communicative activities because of the large number of students in those classes. For a proper implementation of the CBA, the size of the class should be reduced to make it easier for the teacher to conduct more interactive activities.

Comparing CBA implementation in general secondary schools with that of technical schools in Benin, a great gap has been found. Iwikotan, (2013) contends that:

> *As for the curriculum development process itself, no situation analysis was conducted at the beginning to seriously consider the feasibility of the reform both from financial and technical perspectives. No needs analysis was carried out either. Objectives were neither defined in the systematic way. the syllabi developed later in the process did not include critical component such as general as well as learning situation-specific objectives, the comparison with other syllabi and assessment criteria. Worse of all the content of the syllabi are not always consistent with the contents of the learning situation in the textbooks. The language used in grammatical structures and functions does not always fall within the lexical sets of the learning situation* (p.200).

From this contention, I can deduce that there was a kind of unpreparedness on the part of the government and particularly the schools' authorities. Contrary to the general secondary schools, the curriculum is clear. The learning situations are clearly defined as far as the different sectors and their sub-sectors are concerned. The need analysis seems to be well carried out according to regular markets survey. And as for the English language in technical schools, Hutchinson and Waters (1987: p.53) state that: "*What distinguishes ESP from General English is not the existence of a need as such but rather awareness of the need*". When the stakeholders (teachers, students, sponsors) know why learners need English, that awareness will have an influence on what will be acceptable as reasonable content in the language curriculum. Therefore, it can be argued that any course in technical schools and particularly English teaching/learning should be based on the analysis of the learners' needs.

With regard to course materials, no textbook like 'Document d'Accompagnement' published and printed in general secondary schools to support teaching activities has been devised so far. Instead of using textbooks, students use authentic texts for different language activities and the development of language skills such as listening, speaking, reading, writing and critical thinking. The great challenge in technical schools is the issue of teacher training and didactic materials, which requires a huge amount of financial means. To restore professionalism among teachers of English in the technical schools in Benin, I personally think that inspectors, teachers' advisers, the administrative board and the representatives of parents' association should undergo effective training organised by experts of the countries where the Competency-Based Approach

has been well implemented. I also suggest that inspectors and teacher advisers should be well-equipped so that they will be on the field to make some pressure on teachers who seem to be inclined to laziness in the schools. Technical schools need more training of English inspectors and teachers in relation to the various subsections if we really want an effective implementation of the Competency-Based Approach. The reason is that, during my investigation, the majority of teachers have three to six years of teaching experience and they are part- time teachers. In addition, the role of Head teachers in technical schools should be increased so that they carry out classroom observations more regularly to improve the implementation of the Competency –Based Approach.

For a better monitoring supervision, teacher advisers should undergo a test of qualification for their recruitment instead of being appointed by inspectors under no condition. What seems to be really a pity is that, when the teachers are appointed to be educational advisers, some of them neglect their classes because they are required to fulfill 162 class visit hours per year (see annex pages) so as to get paid their allowances.

With the implementation of the Competency -Based Approach, I think that educational research should be promoted. So, top-level educational research should be encouraged. Doctoral research grants could even be awarded to promising researchers who are willing to conduct empirical research on key issues related to technical schools.

Based on the responses obtained from teachers, teachers' advisers and inspectors, I can conclude that EFL teachers in technical schools are aware of the implementation of the Competency-Based Approach. Most of them do like and enjoy this approach. Some teachers confessed that it allows them to discover the different competencies embodied in their learners. The identification of those competencies leads the learners to a good performance in the field of job because the main aim of technical schools is to train students for real life situations. The way classroom activities are conducted during my classroom observations showed that teachers are

doing their best for the implementation of the CBA in their various classes. The implementation has a great motivational impact on the learners and some students can use the English language fluently for communication purposes. All the findings above have provided positive answers to my first and second research questions.

The third research question, which has to do with the different approaches, methods and techniques used during classrooms activities, seems to have favorable echoes in the implementation of the Competency-Based Approach. As a matter of fact, teachers have affirmed that the Competency-Based Approach is not really new to them. They were accustomed to it. They used the CBA to reach the different objectives related to their learning situations. During my classroom observations, I have noticed that the objectives of the lessons are clearly stated on the plan sheet and on the board. The teachers used the different strategies to reach the fixed goal. They also noticed that the Competency-Based Approach in technical schools requires learner centeredness, interdisciplinary, trans- disciplinary among the different subjects taught and the results evaluation. As confessed by the investigated teachers, they also use the grammar translation, the audio lingual, the direct method, content based, and the objective - based approach methods to reach the learning/teaching objectives. It can be said that to prepare students for real life situations, the eclectic method is used. The fact that teachers used varieties of methods and strategies to reach the lessons objectives leads me to the conclusion that the CBA implementation objective in technical schools in Benin is reached regarding the fourth question of my research work. As for the last research question, there is a mechanism of evaluation which is related to the CBA concept. The teachers affirmed that they use the mechanism of the evaluation during their formative and summative tests. Gradually, the mechanism of the evaluation is being introduced in national examinations for the different specialities in technical schools.

Generally speaking, EFL teachers in technical schools have to take up challenges during the implementation of the Competency-Based Approach. Those difficulties are as follows: lack of

professional qualification, outdated teaching materials, small size of classrooms and workshops, lack of language laboratories, farms, chemical products and insufficient allowances from the government. Those difficulties can hinder the efficient implementation of the Competency-Based Approach in technical schools in Benin. Some solutions have been suggested to government, school authorities, teachers and inspectors so that the Competency-Based Approach can be well implemented.

By and large, the motives of introducing the Competency-Based Approach in technical schools in Benin are clear enough. Firstly, during my investigations and mainly in the classroom observations, I noticed the effective use of the English language for communication, which is the main purpose of any language learning/teaching. Students in technical schools are aware of the importance and necessity of the English language in their daily life. Secondly, through the report of the teachers' advisers training held every year with inspectors and some foreign experts during holidays, I may say that the introduction of the Competency-Based Approach is "a must" in the Economic Community of West African States (ECOWAS) environment. Introducing such an approach in the ECOWAS environment leads to the educational system integration and the professional mobility of the technical schools'graduates.

All in all, the implementation of the Competency-Based Approach is in process and progress in Beninese technical schools despite some difficulties learners and teachers are confronted with. The government has to play their part by providing technical schools with financial supports. While this study focuses on the implementation of the CBA in Beninese Technical Schools, the outcomes have implications that reach beyond this work. The findings suggest that more studies, whether on a large or small scale, are needed to explore the nature and range of communicative demands placed on students in technical schools. To plan and design effective, relevant ESP courses, it is essential to consider cross-disciplinary variation in the target

context. Simpler and more traditional language support course may no longer be adequate in today's complex world.

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**Appendix A: Questionnaire for Teachers, Teaching Advisors in Technical Schools**

Dear Teachers of English,

This questionnaire is specifically designed to obtain valid information on *the implementation of the Competency-Based Approach in Beninese technical schools.* Your responses will be helpful to researchers, schools principals, including policy and decision- makers in the field of English as a Foreign Language in Benin. I would be very grateful if the questionnaire is completed accurately and honestly. Thanks for your cooperation.

**1- Teaching experience**

| From 0 to 3 years | From 3 to 6 years | From 7 to 18 years | From 19 to 30 years |
|---|---|---|---|
| | | | |

2-Training

a- trained □ b-being trained □ c-untrained □

3-Have you been trained in the Competency- Based Approach (CBA)?

a- Yes □ b-No □

4- If yes, have you experienced CBA in your teaching practice?

a- Yes □ b-No □

5- Do you think that this approach is efficiently implemented in our classes?

a- Yes □ b-No □

6- If yes, how?

- Students are at the centre of the learning process □
- Students learn EFL for communication □
- Students are more trained for life skills □
- Students learn EFL through daily- life activities □

7- If no, how?

- I do not have the appropriate training □
- I do not have the appropriate teaching materials available □
- Students lack learning materials □
- CBA requires a lot of work to do and there is no motivation □

8-What methods have you been using so far?

| Direct method | Reading approach | Audio-lingual method | Communicative approach | Constructivist approach | Any other method |
|---|---|---|---|---|---|
| | | | | | |

9- What is the impact of the efficiency of CBA on students?

- Students are more autonomous learners in their field □
- The sub-regional educational system integration is assured □
- The professional job mobility has become a reality □

10 – Do you think that the objective assigned to the CBA have been achieved?

a- Yes □ b- No □

11- If yes, show the evidence

a- students are in the centre of their learning process □

b- Interdisciplinarity is assured □

c- Students are competent in job market and can easily set up their own business □

12- If no, show the evidence

a- The educational authorities do not have the means of the implementation of this approach □

b- Technical schools are not yet ready for the CBA implementation □

c- All the school stakeholders are not involved in this implementation □

13-How far are the objectives related to the CBA reached in your classrooms □

a- fully □ b-partialy □ c- not at all □

14- Are the mechanisms of evaluation built into the new approach?

a- Yes □ b- No □

15- If yes, have they helped in the implementation of the new approach?

a- Yes □ b-No □

16- What is your view point about the syllabus used in technical schools?

a- Excellent □ b- very good □ c- fairly good □ d- bad □ no vote □

17- What challenges and difficulties have you been battling with in your classes in the context of the CBA?

a- lack of appropriate teaching materials □

b- Lack of appropriate textbooks for students □

c- Unsufficient allotted time is □

d- Lack of supervisory support □

e- Lack of linguistic exposure □

18-What do you think could be done to improve English teaching and learning in Beninese technical schools in the context of CBA being implemented?

……

……

……

**Thanks for your valuable collaboration**

**Appendix B**: **Questionnaire to students in Technical Schools**

Complete the following questions by putting a tick in the space provided

1-What does English represent among your subjects?

A subject which is:

a- Very important □ b- fairly important □ c- Not important □

2-Do you understand English lessons?

a- Very well □ b- fairly well □ c-not at all □

3-How often do you learn your English Lessons?

a- Regularly □ b-Scarcely □ c- Not at all □

4- Why do you learn English language?

a- Just for English test or quiz □

b- Because school regulations require it □

c- For my future careers □

5-What are your difficulties in learning English in a technical schools?

a-The method used by the teacher□

b- Lack of books □

c- Lack of motivation □

d- Workload □

6- Do you think that English can be useful for your future profession? Yes □ No □

Why?

……

……

7-Do you have any suggestions for the teaching of English?

……

……

**Appendix C: Interview guide to Inspectors in Technical Schools at DIP**

**Interview questions**

1. How long have teachers been using Competency Based Approach in technical schools?

2. Which teaching approach were you using before the CBA?

3. Why have you abandoned the OBA for the CBA and what were the reasons for this change?

4. At the early beginning, have you got some pilot schools?

5. How many schools were involved in the experimentation and what were the criteria for their selection?

6. What is your responsibility in the implementation of CBA in technical schools?

7. Is there any syllabus (Document d'Accompagnement) for each class as in general secondary schools?

8. How many inspectors and teachers' advisers in English do you have in technical schools?

9. How are English teachers' advisers trained for CBA?

10. You are in charge of general subjects matter. How do you manage to visit an English teacher since you cannot speak and understand English language?

11. How do you establish the link between subjects taught in general secondary schools and the ones of technical schools?

12. Have you got financial supports from any particular donors or any other partners for the implementation of the CBA in technical schools?

13. In general what is your opinion about the Competency-Based Approach?

14. What are your suggestions to improve the implementation of Competency–Based Approach in technical schools?

**Guide de Questionnaire d'interview adressé aux inspecteurs à la DIP (French version)**

1-Depuis quand utilisez- vous l'approche par compétences dans l'enseignement technique ?

2-Quelle approche utilisiez-vous avant l'avènement de l'APC ?

3-Pourquoi avez-vous abandonné cette approche au profit de l'APC ?

4-Y-avait-il une phase d'expérimentation ?

5- Quels sont les établissements choisis pour cette phase ? Quels étaient les critères de sélection des établissements ?

6- Quelle est votre responsabilité dans la mise en œuvre de l'approche par compétence ?

7- Avez-vous des documents d'accompagnement comme dans l'enseignement général ?

8- Combien d'inspecteurs et de conseillers pédagogiques d'anglais avez –vous dans l'enseignement technique ?

9- Comment vos conseillers pédagogiques en anglais sont-ils formés ?

10- Vous êtes l'unique inspecteur des matières générales dans l'enseignement technique. Comment organisez-vous les visites de classes de l'enseignement de l'anglais ?

11-Comment s'effectue la liaison entre les matières d'enseignement général et celle de l'enseignement technique ?

12- Avez –vous des partenaires financiers et autres pour la mise en œuvre de l'APC dans l'enseignement technique ?

13- Quelle est en général votre opinion sur l'APC ?

14-Quelles sont vos suggestions pour l'amélioration de la mise en oeuvre de l'APC dans l'enseignement technique au Benin ?

**Answers to Interview**

Interview answers are displayed as follows:

1- Since 2001 I was shown a document entitled « Document d'orientation des Reformes dans l'Enseignement Technique et de la Formation professionnelle 2001 »

2- The Objective–Based Approach was mainly and officially used, but some aspects of CBA were included especially during practical activities.

3- OBA has some shortcomings that the reform decides to correct. "For instance with OBA students were not at the centre of their learning. With OBA we just focused on objectives to reach and we trained many students who are jobless today".

4- Yes, there were three in number: Lycée technique de Ouidah, Lycée Technique de Bohicon, and Lycée agricole de Sekou. They are schools with adequate materials to experiment the new approach which was not new as such in technical schools. Competency- Based Approach existed in technical schools since some competencies are required from learners before completing their studies in our technical schools. The problem is that Competency-Based Approach was not formalized and well- structured as it is today.

5- We have to elaborate the curricula taking into account the market survey and our students' needs. We have already got the curriculum of tourism, restauration, industry and agriculture. We are still working on the commercial one for which we have part of it. Very soon, we will complete it .We are also in charge of training the teachers advisers and teachers and having regular follow up, in - service training and class visits are our focus. Our concern is also to have periodical assessment of the new approach which needs a huge financial means. We have to make an account to schools' authorities and government.

6- No, there is neither a specific document for students nor for teachers. The teacher has to work hard today in order to fill this gap by providing learners with authentic texts. The authentic texts are collected from books, magazines, newspapers and mainly the internet. The texts are always related to the various sectors and sub-sectors of technical schools, the market survey and the students' needs.

7- No English inspectors but three English teachers' advisers covering four sub-regions which are Oueme-Plateau and Atlantique-Littoral. No teachers'advisers for Mono-Couffo, Zou-Collines, Borgou-Alibori, and Attacora-Donga.

8- They undergo two types of training: They regularly attend training organized by general secondary schools inspectors and they also participate in the training we organize in technical schools. This allows them to know how to implement CBA in the context of technical schools where ESP is taught.

9- At the beginning, I use general pedagogical aspects to evaluate English teachers during my class visits. But now, I am always followed by one of the teachers' advisers of the region or inspectors of general English to use their language skill services.

10- One of the criteria of CBA is the interdisciplinarity of the subjects. The reform of 2001 is more professional. A student trained in technical schools needs general competences beside the specific ones. So we respect it well in technical schools. For instance, a student who is trained in agriculture needs to know law, that is to say his right and duty, the accountancy on the economic environment and English language to use them at appropriate time during his profession.

11- Yes, we have some partners. Let me tell you that technical schools are divided in two main parts. The first one is the purely technical school where students are trained for nine months. At the end of the period they sit for the different examinations known as Baccalaureat, DEAT, DTI. We have just subsidies from the government which are not sufficient. During holidays, experts from the World Bank, Belgium and Canada used to come and exchange their experiences with us. This exchange of experience allows us to find out the strengths and weaknesses of the implementation of the CBA in our technical schools. The second partnership that we get is the Danish and handcraft association. The training here is named dual and lasts three weeks. Apprentices are trained during holidays and are really provided with their certificate (Certificat de Qualification Professionnelle) by the government. The financial investment is ensured by those partners.

12- Competency-Based Approach is the best way to have our students trained in technical schools. Our students are in the centre of the learning where they acquire general competencies and specific ones. There is interdisciplinarity link between the different subjects and students are regularly evaluated. At the end of their training in technical schools, our students can write their own projects and set up their business concerns.

13- We need a regular review of the curriculum to adapt it to the market survey and to our students' needs.

- We have to complete the remained part of the curriculum in commercial sector;
- We want the government to invest more in the training of more inspectors, teachers' advisers, teachers and administrative board;
- Competency-Based Approach requires more financial means, so we suggest that the government provide us with adequate financial supports for didactic equipment, and school facilities.

**Appendix D: Interview Questions granted to Schools Authorities (English version)**

1- Have you ever been trained administratively for the CBA?

2- What is your opinion about the CBA?

3- What are the difficulties encountered by teachers while implementing the CBA?

4- What are your suggestions to improve the CBA?

5- Do you have any social school partners?

**Questionnaire adressé aux chefs d'établissements d'enseignement technique (French version)**

1- Avez –vous été formé administrativement par rapport à l'approche par compétence ?

2- Quelle est votre opinion sur l'approche par compétence ?

3- Quelles sont les difficultés rencontrées par vos enseignants dans la mise en œuvre de l'approche par compétence ?

4- Quelles sont vos suggestions pour l'amélioration de la mise en œuvre de l'approche par compétence ?

5- Avez –vous des partenaires sociaux ?

## Interviews and Responses of the School Administrator

| Vice-principals | Questions | | Answers | Observations |
|---|---|---|---|---|
| VP1 | Q1 | Have you ever been trained administratively for CBA? | Only once, just when I was appointed as a vice principal. | |
| | Q2 | What is your opinion about CBA? | It is a good approach provided that all the stakeholders reach the defined objectives | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | There are many:<br>- lack of teachers' training<br>- Lack of equipment | |
| | Q4 | What are your suggestions to improve CBA? | Increase financial subsidies to technical schools | |
| | Q5 | Do you have any school partners? | Government and parents' association | |
| VP2 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | I have no opinion on CBA.I am no more teaching in classes | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | The teachers complained about training and lack of didactic materials | |
| | Q4 | What are your suggestions to improve CBA? | No suggestions | |
| | Q5 | Do you have any school partners? | Government and parents' association | |
| VP3 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | CBA is not a new approach in this school | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | They are numerous. I cannot enumerate all of them but we need more infrastructures | |
| | Q4 | What are your suggestions to improve CBA? | More money to enlarge our workshops | |
| | Q5 | Do you have any school partners? | Parents' association and teachers' trade union | |
| VP4 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | We have been implementing CBA for a long time even before its formal insertion in the educational system | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | Contextualizing the curriculum | |
| | Q4 | What are your suggestions to improve CBA? | Provision of internet network, more computers for students and teachers | |
| | Q5 | Do you have any school partners? | Government, parents' association, st Camille de France | |
| VP5 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | CBA or any approach is good provided that it is well implemented | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | The part-time teachers are untrained | |
| | Q4 | What are your suggestions to improve CBA? | Emphasize training in general | |
| | Q5 | Do you have any school partners? | parents' association | |
| P6 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | CBA helps students to be free and the learner can overcome difficult life situations | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | Since it is a new approach, it has some difficulties such as the contextualization of | |

| | | | | |
|---|---|---|---|---|
| | | | curricula, teachers' training and lack of office and laboratory equipment | |
| | Q4 | What are your suggestions to improve CBA? | Reshaping workshops and adapting them to the current realities | |
| | Q5 | Do you have any school partners? | Parents' association are looking for external partners | |
| VP7 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion on CBA? | CBA seems to be good | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | The former teachers complained about CBA saying that there is much work to do. They adapt themselves to it | |
| | Q4 | What are your suggestions to improve CBA? | No suggestion | |
| | Q5 | Do you have any school partners? | Parents' association and government | |
| VP8 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | I have good opinion about CBA | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | The time allotted to CBA implementation is insufficient and it requires the New Technology of Communication and information for its implementation | |
| | Q4 | What are your suggestions to improve CBA? | Increase in government subsidies | |
| | Q5 | Do you have any school partners? | Parents' association and government | |
| VP9 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | It is the learner-centered approach which I think is good | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | Discipline problems and lack of teaching materials | |
| | Q4 | What are your suggestions to improve CBA? | laboratory equipment | |
| | Q5 | Do you have any school partners? | Parents' association and government | |
| VP10 | Q1 | Have you ever been trained administratively for CBA? | I got a training once after my appointment | |
| | Q2 | What is your opinion about CBA? | Good | |
| | Q3 | What are the difficulties encountered by teachers while implementing CBA? | Classrooms too small for the increasing number of the students | |
| | Q4 | What are your suggestions to improve CBA? | Building large classrooms, equipping laboratories with new and adequate materials | |
| | Q5 | Do you have any school partners? | Parents' association, government and « Ecole de la Paix de Toulouse » | |

The answers in the table are summed up as follows:

1- I got a training when I was appointed as a vice- principal

2- CBA is good provided that all the actors reach its objectives. CBA is not a new program in technical schools.

We have been implementing it since then. CBA or any approach is good provided that it is well

implemented. CBA helps students to be free and the learner can overcome difficult life situation. CBA seems to be good to me. CBA is the learner- centered approach which I think is good.

3- The difficulties are numerous: lack of teacher training, didactic equipment, and more infrastructure needed, contextualization of the curriculum, lack of office and laboratory equipment, insufficient time allotted to CBA implementation, lack of New Technology of Communication and Information, indiscipline, small classrooms for the increasing number of students.

4- The suggestions are as followed: Increase schools subsidies to enlarge the workshops and adapt them to new realities, provision for internet network, more computers for students, emphasis on training, and equipment of laboratories.

5- The partners are government, parents' association and foreign donors

**Appendix E:** Classroom Observations sheet

Classroom Observation

Region School

Class Subject

Teacher: Status Teaching experience Grade

Observation duration

Researcher's Name Date

I- Pre Observation Meeting

1- Purpose of the Observation

2-Lesson Title

3-Lesson Objectives

4- Course documents/ materials used

- Teachers' documents/materials
- Students' documents/materials

II- Class Observation

Rating scale

A- Excellent B- Good C- Average D- Poor/Weak NA- Not Applicable

1-Class Size M F

2- Number of tables available for learners

3- Students' grouping

4- Classroom physical condition: A B C D NA

-Description

5 – Instructional materials:

- Good quality and sufficient
- Good quality and insufficient
- Poor quality and sufficient
- Poor quality and insufficient

6-

a- Are technological devices/gadgets/machines used? Yes No

b-If yes which one

7-

a- Has the teacher moved the learners to the field/laboratory/practice room for frequent experiments and practice? Yes No

b- If yes Field Laboratory Practice Room

8- How often is English used as the language of instruction?

- All the time
- ¾ of the time
- ½ of the time
- ¼ of the time

9 – Learners' understanding of the instructions: A B C D NA

10- Specific topics and skills covered in the lessons

11- Teacher's mastery of the content: A B C D NA

12- Does the teacher turn the content into practice? Yes No

13- Instruction methods the teacher uses:

- Lecture
- Individual, pair, group and collective work
- Demonstrating experiments
- Having learners practise using machines/devices
- Questions and answers

14-Teaching approach used

15- Emphasis on student-student interaction? A B C D NA

16-The teacher guided learners for competence development: A B C D NA

17- The teacher motivated the students even the shy ones: A B C D NA

18- Learners communicated easily using English related to their field: A B C D NA

19-

a- Learners' competency development at the end of the lesson: A B C D NA

b- In case their competence was developed, what were they able to do?

20- Learners' enthusiasm and self- confidence: A B C D NA

**III- Post Observation**

1- Have you reached your lesson objectives? Yes No Not fully

2-Have you found it easy to use technical terms? Yes No

3- Do you feel the class was typical? Yes No Not fully

4- What difficulties do you think you encountered while conducting the class?

5- How can you solve them?

IV- Observer's Comments ……

……

……

Observer Signature

**Appendix F: Implementation sheet for G2**

School: Form:

Date: Size :

Duration: Teacher:

Implementation Sheet

**Learning Situation: Production**

**Sequence 1**: Meaning of Production

**Learning Objectives**: By the end of this lesson, learners should be able to:

- tell what production means
- know about things people produce
- master words and expressions related to production

**Materials:** handout

**Competences: CD1**, CD2, CD3 and others CT, CTD

| Teacher/Instructions | Learners/Activities/Suggested Answers | Strategies/Competencies |
|---|---|---|
| -Teacher asks learners to stand up<br>-Are you happy to attend English Classes?<br>-If you are happy let's sing this song (the teacher starts up the song):"we all are happy to learn English"<br>-At the end of the song, the teacher asks the students to sit down<br>-What date is it today? (the teacher calls on a student to answer)<br>-Very good, write the date on the board | -Warming up<br>-Yes, we are<br>-Learners sing along with the teacher, clapping their hands<br>-They sit down<br>-Asking the date<br>-Today is…….<br>The learner writes the date on the board | Timing: 2minutes (min)<br>2 min |
| The teacher asks the learners these questions<br>-What did you eat yesterday?<br>-Who grows yam, maize, rice<br>-Who catches fish?<br>-Who makes tables? | Introduction<br>Yam ,rice, bread<br>-a farmer<br>-a fisherman<br>-a carpenter | CD1<br>3min |

| | | |
|---|---|---|
| -Who makes cars, computers, machines?<br><br>-Who teaches students?<br><br>-What are farmers, fishermen, carpenters, technologists and teachers involved in?<br><br>-The teacher congratulates the students who give the right answer<br><br>-The first learning situation is entitled: production<br><br>-Then, the teacher writes the title on the board | -a technologist<br><br>-a teacher<br><br>They are involved in production | |
| Teacher<br><br>-What do people grow, make or produce in your village/area?<br><br>-Why are these things cultivated, made, or produced?<br><br>-From what has been said so far, who can propose a definition of production? Or what does production mean?<br><br>Teacher congratulates the students who give good or acceptable answers and says;: the title of the sequence is "Meaning of Production" then, he writes it on the board | -Brainstorming<br><br>Student 1: people cultivate Yam, rice, Potatoes<br><br>Students2:people breed animals, make chairs, sell food<br><br>Student 3: People produce beer, make shoes etc<br><br>Students:<br><br>-To satisfy people's needs<br><br>-To meet people's needs<br><br>Student1: Production is anything people grow, make, or do to meet other people's needs<br><br>Students2:production is every activity people do to satisfy other people's needs | CD1<br><br>IW<br><br>3min |
| -The teacher writes the task and instructions on the board and ask a learner to read<br><br>-Then he/she asks learners to study the pictures and think about the questions.<br><br>-After pictures study, the teacher asks each question and other important questions and calls on the learners to answer.<br><br>The teacher congratulates the learners and helps improve their answers if need be<br><br>-He/She helps with words they do not know | Sequence 1 : Meaning of Production<br><br>Starter situation<br><br>Task: Picture description and interpretation<br><br>Instructions: Observe the picture and answer these questions<br><br>-What can you see in the picture?<br><br>-What type of production do they refer to?<br><br>-Give other examples for each type of production<br><br>-Each learner provide answers based on his/her level of language and understanding | CD1<br><br>IW: 5min<br><br>GW:7min |
| -The teacher calls on a learner to read the instructions and then explains them to the students<br><br>-He/she asks them to study the verbs and find nouns and their French meaning | <u>Vocabulary</u><br><br><u>Activity1:</u>Finding nouns derived from verbs<br><br>Instructions: fill in the table with noun derived from the verbs and find out their French meaning | CD3<br><br>IW: 5min |

<table>
<tr>
<td>NB: A dictionary may be used<br><br>-At the end of group work two reporters are sent to the board to put their answers<br><br>-Then, the collective work is done</td>
<td>Suggested Answers:<br><br>
<table>
<tr><th>N°</th><th>Verbs</th><th>Nouns</th><th>French meaning</th></tr>
<tr><td>1</td><td>To grow</td><td>Growing/growth</td><td>Culture</td></tr>
<tr><td>2</td><td>To extract</td><td>extraction</td><td>Extraction</td></tr>
<tr><td>3</td><td>To manufacture</td><td>Manufacturing</td><td>fabrication</td></tr>
<tr><td>4</td><td>To make</td><td>Making</td><td>Fabrication</td></tr>
<tr><td>5</td><td>To satisfy</td><td>Satisfaction</td><td>Satisfaction</td></tr>
<tr><td>6</td><td>To need</td><td>Need</td><td>Besoin</td></tr>
<tr><td>7</td><td>To consume</td><td>Consumption</td><td>Consommation</td></tr>
<tr><td>8</td><td>To cultivate</td><td>Cultivation</td><td>Culture</td></tr>
<tr><td>9</td><td>To teach</td><td>Teaching</td><td>Enseignement</td></tr>
<tr><td>10</td><td>To create</td><td>Creation</td><td>Creation</td></tr>
<tr><td>11</td><td>To drive</td><td>Driving</td><td>Conduite</td></tr>
<tr><td>12</td><td>To care for</td><td>care</td><td>Soin</td></tr>
</table>
</td>
<td>GW: 5min<br><br>CW: 5min</td>
</tr>
<tr>
<td>-The teacher calls on a learner to read the instruction<br><br>-He/she then explains the instructions<br><br>-He/she asks the students to read the words and definition carefully<br><br>And to match them<br><br>-At the end of the group work, the teacher sends the reporters of two groups to the board to put their answers<br><br>-Thus, the collective work is done</td>
<td>Activity 2: Matching<br><br>Instruction: Match the words in the list with the definitions below<br><br>Suggested answers<br><br>1-goods 7-manufacturer<br><br>2-production 8-consumer goods<br><br>3-farmer 9-producer/capital goods<br><br>4-raw materials 10- to extract<br><br>5-producer 11-consumer durable goods<br><br>6-miner</td>
<td>CD2,CD3<br><br>IW: 5min<br><br>GW: 5min<br><br>CW: 5min</td>
</tr>
<tr>
<td>-the teacher asks learners some questions to check their mastery of the lesson, the competences they have developed and the attainment of the set objectives</td>
<td>Assessment (orally)<br><br>-Students: Production/meaning of production<br><br>-Students: growing maize, cassava, making cars, tables,</td>
<td>CD1<br><br>IW:3min</td>
</tr>
</table>

| | | |
|---|---|---|
| -What have you studied today?<br><br>-Can you give some examples of production?<br><br>Why do people produce things today?<br><br>What can you produce? | teaching etc.<br><br>-Students: to satisfy or to meet people's needs<br><br>-Students: each student called gives his/her answer<br><br>-Homework: Activity 4 page 201 (OB)<br><br>-Note taking | |

**Appendix G: Implementation sheet for G1**

School: Form:

Date: Size :

Duration: Teacher:

Implementation Sheet

**Learning Situation**: Business Correspondence

**Sequence 1**: Letter of Application

**Learning Objectives**: By the end of this lesson, learners should be able to:

- know the layout of a letter of application
- know how to write the letter of application in English

**Materials**: handout (Photocopies)

**Competences**: CD2, CD3 and others CT, CTD

| Teacher/Instructions | Learners/Activities/Suggested Answers | Strategies/Competences |
|---|---|---|
| -Teacher asks learners to stand up<br>-Teacher: Before we start the lesson, we are going to sing this song (the teacher starts it up)<br>-"swing low, sweet chariot"<br>-At the end of the song the teacher asks the students to sit down<br>-What date is it today? (the teacher calls a student to answer)<br>-The teacher congratulates the student who gives the right answer and ask him or her to write the date on the board | -Warming up<br>-Learners stand up<br>-They sing with the teacher<br>-Learners have their seat<br>-Telling the date<br>-student: Today is…….<br>The learner writes the date on the board | Timing: 2minutes (min)<br>3min |
| -Teacher :<br>-What do you call the letters people send and receive in a company?<br>-Teacher: very good. Now<br>-What do you call the letter a person writes to ask for a job?<br>-Today we are going to study "Business Correspondence especially a letter of | Introduction<br>-The called student(s): Business letters/Business Correspondence<br>-Student: Letter of application<br>-Brainstorming<br>-Student: yes or no<br>-Student: A letter of application contains the | IW: 3min<br>GW: 5min<br>CW: 5min |

| | | |
|---|---|---|
| application"<br><br>-the teacher writes the title of the Learning Situation and the sequence on the board<br><br>-Teacher: Have you ever written or seen a letter of application?<br><br>-Teacher: What do you know about its content?<br><br>-Teacher: good, now take your photocopy and study the letter of application on it. | writer's and the receiver's addresses, the post/job you are asking, your education and your experience<br><br>-Each learner takes his/her photocopy | |
| -Teacher: Study the letter carefully and present its layout ( the teacher explains the instructions and makes sure that learners understand them)<br><br>-After individual work and group work the teacher sends two reporters to the board to put the layouts | -Implementation sheet<br><br>-Sequence 1: letter of application<br><br>Reading and Writing<br><br>Activity 1:Studying the letter<br><br>Instructions: Study the letter and propose a layout of it.<br><br>Suggested layout<br><br>Heading<br><br>Writers/applications address<br><br>Inside address<br><br>Receives/employers address<br><br>Salutation (Dear Mr / Dear Sir…) Date<br><br>Subject line (underlined)<br><br>Paragraph 1-introduction: The post you apply for and the source of job ad.<br><br>……<br>……<br>……<br><br>Paragraph2: Education and qualifications……<br>……<br>……<br>…… Paragraph 3 : Professional experience<br><br>……<br>……<br>……<br><br>Paragraph 4: expressing your desire to meet the employer for interview.<br><br>……<br>…… | CD1<br><br>IW:5min<br><br>GW: 5min<br><br>CW:5min |

| | | |
|---|---|---|
| | Enc3 (number of credentials enclosed) closing phrase (sincerely yours, yours faithfully<br><br>Signature<br><br>Applicant's name | |
| - Teacher: study carefully the jumbled letters of application.<br><br>-Then, re-structure it to have a coherent and meaningful letter.<br><br>-After the individual and group work, two reporters are sent to the board to put their answers.<br><br>The teacher guides learners to make any necessary correction | Activity2 : Re-structuring a letter of application<br><br>Instruction: Study the jumbled letter of application and re-structure it.<br><br>The rightly structured letter will be copied by students. | IW: 5min<br><br>GW:7min<br><br>CW:5min |
| -The teacher asks the students the following questions to assess their understanding of the lesson and capacity to make use of it in real life.<br><br>-What have we studied today?<br><br>-If you are looking for a job, where can you see job advertisement?<br><br>-What can you do to get a job you are interested in? The teacher should congratulate learners who give right answers | <u>Assessment</u><br><br>Students: How to write a letter of application<br><br>Students: in newspapers, on TV, on radio, internet.<br><br>Students: I must write a letter of application to apply for it | CD3<br><br>IW: 5min |
| -The teacher writes the homework on the board | Homework<br><br>Activity: you have observed a good advertisement in "la Gazette du Golfe" about a post of a bilingual secretary in the Ministry of Secondary Education and desire to apply for it.<br><br>Write a letter to the minister of Education at this address: PO Box104, Cotonou, to apply for this post.<br><br>Note taking | CD2,CD3<br><br>IW: 5min |

**Appendix H: Implementation sheet for Industry**

School: Lycée Technique Industriel de Porto-novo Form: Tle F, BTP

Date: Size : 26

Duration: 55mn Teacher:

Learning Situation: Tools

**Sequence 1**: Naming tools

**Learning Objectives**: By the end of this lesson, students should be able to:

- Name tools
- Talk about their use

**Materials**: handout (Photocopies)/Pictures

**Strategies:** Brainstorming/Individual workgroup work, Collective work, Pair work

Implementation

**Warming up**: Make students stand up and sit down three times (1mn)

**Revision**: Draw a graph line on the board and ask what is it? (3mn)

**Brainstorming**: Ask what a column is made of?

**Answer**: Concrete. (Define a concrete)How do you get a concrete? Answer: with tools (4mn)

**Introduction**: So today, we are going to learn tools for brickwork and their use.

**Activity 1**: Vocabulary (See handout) 8mn

**Activity 2**: Naming tools (See handout) (12mn)

**Answers**

| | | |
|---|---|---|
| 1-k | 5-a | 9-j |
| 2-e | 6-c | 10-d |
| 3-h | 7-l | 11-b |
| 4-i | 8-g | 12-f |

**Activity 3**: Speaking Asking question (8mn)

Q: What is picture 1?

A: Picture one is a spirit Level

**Activity 4**: Matching (see handout) (14mn)

**Answers**

1-c 2-d 3-e 4-g 5-f 6-b 7-a

**Homework**: Search for the use of the following tools (2mn)

1-The brick mold 2-The iron bender 3-the plumb line 4- the wheel –barrow

Note taking (5mn)

**Appendix I: Implementation sheet for Agriculture (1)**

Date

Form: Second year level2 Hour: 1:00

Learning Situation N°2 Environmental factors affecting agricultural production and plants production

Objective: By the end of this lesson, the students should be able to identify the environmental factors affecting agricultural and plants production

Part one: The factors

Starter Situation (15mn)

Visit the garden with students, explain to them the different climatic factors affecting agricultural production "Choose one seedbed for the explanation".

Activity 1: Reading Comprehension (15 mn)

1- Naming the main climatic factors affecting production (See in the text)

2-See in the text.

3- Translating into French (10mn): Lumière solaire-radiation solaire-vent-temperature-humidité

4- Matching (5mn) a- earth, b- crop; c- yield; d- reopening (see the file)

Activity 2 Vocabulary: Biotic factors (10mn)

1- facteurs biotiques;2- bactéries; 3- champions; 4- ver de terre; 5- ruminants; 6- termites; 7- nodosité ; 8- insectes nuisibles ; 9- vecteurs ; 10- porteurs ; 11- parasites ; 12- tiques (acariens) ; 13- hépatite virale (virus hépatite) ;14- sangsue (ascaris) ; 15- fourrage ; 16-gui ; 17- pou ; 18- rendement ; 19- ectoparasites ; 20- maladies ; 21- protozoaire ; 23-virus ; 24-mauvaises herbes ; 25-prédateurs ; 26- mante religieuse ; 27- faucons ; 28- engrais, humus ; 29- fumier, terreau ; 30- se débarrasser de ; 31- feu de brousse ; 32- augmenter

Notes taking (10mn)

**Appendix I: Implementation sheet for Agriculture (2)**

Date

Form: First year level2 Hour: 1:00

Learning situation N°1 some farm animals, plants and garden vegetables

Objective: By the end of this lesson the students should be able to identify farm animals, plants and garden vegetables in English

Part one: Farm animals

Starter situation

Visit the hen house and enclosure with students and look at some farm animals and their different parts. (15mn)

Activity 1. Vocabulary: Look at the pictures such as cock, cow, rabbit, pig and goat (10mn)

Activity 2: Reading the words or phrases (15mn)

Answers:

1- Three common sanitary measures for farm pigs: - the house should be cleaned regularly – sick animals should be isolated and treated- rotational grazing should be practised to avoid the build up of parasites

2-For rabbit: - clean the floor daily – disinfect….free-remove……rabbitery

3-For cattle……

Activity 3: Structure (10mn)

Revision on tenses and forms (Exercise p5 Top in English)

Note taking (10mn)

Activity 4: Writing (Homework)

Write a paragraph of ten (10) lines to point out the importance of English in agricultural science school

**Experiment**

Date Hour: 1:00

Form: First year level2 Sub-Field: Nutrition and food

Learning situation N°1 Cooking of Yoghourt/Yoghort

General Objective: By the end of this lesson, the students should be able to identify and use both oral and written communication terminologies related to the cooking of yoghourt in the context of full transformation.

Specific Objective: make the students read a text about the process, equipment and techniques related to yoghourt cooking

Activity1: Reading comprehension and vocabulary (5mn)

- The teacher propose a reading text to students containing technical words or phrases related to the yoghourt cooking.
- Text Yoghourt cooking

Yoghourt cooking is a process by which a certain number of food products are mixed together and cooked at a certain temperature in order to obtain an edible substance called yoghourt.

To cook this food, we make fire with a stove and put the sauce pan on it. Then, we pour six litres of water into the sauce pan. We heat this water to 30°C degrees. Before putting it, it requires quantity of powder milk into the water. After this step, we pour the content of the model yoghourt into the mixture. In addition we mix the obtained substance with a spoon for Five minutes before adding a reasonable amount of powder sugar on it. Moreover, we let the sauce pan tightly closed and conditioned in a basin or pale for six hours. Finally, after this period of six hours , we open the mixture and check the quality of the yoghourt by tasting it. Source (Text adapted from the teacher)

Vocabulary:

a- Pronunciation: yoghourt, mix, sauce pan, edible substance, incubate, conditioned

b- Answer by true or false

1- Yoghourt is a fruit

2-Six litres of water are required to build the mixture of yoghourt

3-Cooking of yoghourt does not take much time

4- Yoghourt is an inedible food

5- We do not close the pan before getting yoghourt

Activity 2 Cooking yoghourt by a student

A student is choosing to give instruction to his followed. They succeed in cooking yoghourt

**Appendix J: Consent for administrative board**

M Corneille Sourou TEBA
03BP53 Porto-Novo
Tel: 95064673/96150115
souroucorneille@yahoo.fr
République du Benin
Objet : Demande d'autorisation d'investigations

Porto-Novo le 02 Janvier 2013

A
Monsieur le Proviseur du Lycée Coulibaly
(Cotonou)

Je suis doctorant à l'Ecole Doctorale Pluri-disciplaire de la FLASH à l'Université d'Abomey- Calavi. A la fin de notre formation, il nous est demandé de rédiger une thèse que nous devons soutenir devant un jury. C'est dans ce cadre que je suis en train de réaliser les travaux de recherche dont le thème est « L'évaluation de la mise en œuvre de l'Approche par Compétence dans les Etablissements d'Enseignements Techniques au Benin ».La population cible de mes travaux de recherche est constituée de certains acteurs du système éducatif béninois à savoir: les élèves ,les professeurs enseignant l'anglais, les conseillers pédagogiques, les inspecteurs et les autorités administratives des établissements techniques. Votre établissement est ciblé pour être le cadre de mes investigations. J'ose espérer que votre assistance ne me fera pas défaut dans le cadre de la confection des questionnaires, interviews, les visites de classes dans le seul but de l'amélioration de la mise en œuvre de l'Approche par Compétence dans nos établissements au Benin.

**Corneille Sourou TEBA**

**Appendix K: Consent for EFL teachers**

A researcher is conducting a doctoral research on the implementation of the Competency-Based Approach in Beninese technical schools. The findings of this investigation will be useful for the improvement of the implementation of the Competency-Based Approach in technical schools.

The participant teacher is requested to teach a lesson for a classroom observation to be conducted by the researcher .A copy of the lesson plan will be requested at the beginning of the observation. In any case, your identity will not be revealed to anybody, neither will your name or the name of your school appear in the investigation report. Furthermore, the classroom observation is intended only to inform the research. In no way will the data collected be used for administrative purposes to punish or promote the participating teacher. You are also free to withdraw from the study any time. Once the research project is completed and the dissertation defended, findings may be made available to participating teachers or their schools upon request; additional information about the research project can be obtained by contacting the researcher at the following address:

Corneille S .Teba

03BP53 porto-novo

Tel (00229) 96150115/95064673

E-mail: souroucorneille@yahoo.fr

I have read and understood the above research procedures and I understand that this research will not affect my administrative status as a teacher/civil servant. I also understand that participation is on voluntary basis and as a consequence, I may withdraw from the study at any time. I understand that I or my school may request a summary of the findings once the research project is completed.

Date……

Participant's name……

Participant's signature……...

**Appendix L:** Consent for the team of Inspectors

M Corneille sourou TEBA
03BP53 Porto-Novo
Tel: 95064673/96150115
souroucorneille@yahoo.fr
République du Benin

Porto-Novo le 02 Janvier 2013

A
Monsieur le Directeur de l'Inspection Pédagogique
(DIP-Porto-Novo)

Objet : Demande d'audience d'interview

Monsieur le Directeur,

Nous venons par la présente solliciter de votre haute bienveillance la faveur de nous autoriser à rencontrer l'équipe des inspecteurs de l'enseignement technique travaillant sous vos ordres pour la réalisation d'une interview d'une heure(1H) de temps dans le cadre de la rédaction de notre thèse unique.

En effet, nous sommes doctorant à l'Ecole Doctorale Pluridisciplinaire de la FLASH à l'Université d'Abomey –Calavi. Nous souhaiterons rencontrer l'équipe d'inspecteurs de l'enseignement technique dans le cadre des travaux de recherche devant conduire à la rédaction d'une Thèse Unique en Didactique sur le thème : ' l'évaluation de la mise en œuvre de l'Approche par Compétence dans les établissements d'enseignements techniques en République du Benin.' Les résultats de nos investigations seront utilisés pour l'amélioration de la mise en œuvre de l'Approche par Compétence dans nos établissements d'enseignement technique. La dite thèse de doctorat est supervisée par le professeur Léonard Koussouhon. Je voudrais vous rassurer que les informations reçues, seront gardées dans une discrétion totale. Après la soutenance de cette thèse, les résultats des travaux seront mis à la disposition de vos services compétents pour son utilisation judicieuse dans le cadre de l'amélioration de la mise en œuvre de l'Approche par Compétence au Benin.

Dans l'espoir qu'une suite favorable sera accordée à notre requête, recevez Monsieur le Directeur, l'expression de mes profonds sentiments de respect

Corneille Sourou Teba

**Appendix M :** F1 ; F2 ; F3 ;F4

Dans le but de revaloriser l'Enseignement Technique et Professionnel et d'offrir un plus grand nombre de débouchés aux élèves titulaires du BEPC, le Ministère de l'Education Nationale et de la Recherche Scientifique (MENRS) a décidé de créer les filières techniques F1 (Fabrication Mécanique), F2 (Electronique), F3 (Electrotechnique), F4 (Génie Civil).

Dans cette optique, la maîtrise de la langue anglaise par les élèves doit pouvoir les aider à lire et à comprendre les ouvrages de leur spécialité généralement édités dans cette langue devenue incontournable en cette fin du 21è millénaire.

Il est par conséquent nécessaire pour les apprenants de la Seconde en Terminale de :

- Maîtriser l'expression écrite et orale
- Acquérir les aptitudes et connaissances utiles à leurs professions

L'enseignement de l'anglais se situant dans une telle perspective, l'accent sera mis sur les besoins spécifiques et l'usage pratique de la langue.

En résumé, les apprenants doivent être capables de :

- Ecouter
- Parler
- Lire
- Ecrire
- Traduire

L'enseignement de la langue anglaise sera dispensé, de la Seconde en Terminale, à raison de deux (2) heures par semaine

Le coefficient proposé pour chacune de ces classes est deux (2)

**Classe de Terminale**

Comme nous l'avions précisé, les objectifs à atteindre en classe de terminale sont les mêmes que ceux de la première. Mais les contenus, c'est-à-dire les textes à étudier ne seront pas identiques.

A la fin de la classe terminale, l'apprenant doit être capable d'utiliser le vocabulaire nécessaire aux textes ci-dessous :

| Objectifs intermédiaires | Objectifs spécifiques/Pédagogiques | Contenus | Horaires |
|---|---|---|---|
| OI 1 –Apply more complex grammatical structures | Op1-Rephrasing<br>Op2-Substitution drills | Terminale E et F1<br>-Metal cutting and machine tools<br>-Estimating repairs<br>-Fastening devices<br>-Fire protection | 06H |
| OI 2- Give information about their work | Op1-Describing experiments<br>Op2-Desribing experiences<br>Op3-Describing of processes | Terminale F2 et F3<br>-Estimating repairs<br>-Fastening devices<br>-Electricity: A few general principles<br>-Electronics<br>-Television<br>-Fire Protection<br>-Automation or any text related to computer science | 08H |
| OI – 3 | Op1- Having things done<br>Op2- Fault finding in a machine<br>Op3- Instalment (electrical-electronical-civil engineering)<br>Op4-operating | Terminale F4<br>-Technical report and estimate<br>-Estimating repairs<br>-Civil engineering<br>-System building<br>-Cranes<br>-Fire Protection<br>-Drainage | 10H |
| O I4- Describe the principles of business transactions | Op1-Shopping(buying, and ordering)<br>Op2-Advertising<br>Op3-Letter writing (Formal | Terminale I<br>-Metal cutting and machine tools<br>-Estimating repairs | 08H |

| | | | |
|---|---|---|---|
| | letters) | Fastening devices<br>-Fire Protection<br>-Are welding | |
| OI 5- Make use of documents dealing with his profession (speciality) | Op1- Following notices<br>Op2-Translating notices<br>Op3-Reading technological and scientific reviews | | 08H |
| OI 5 – Perform job requirements | Op1- Sitting for an interview<br>Op2- Writing formal letters and daily reports, estimates…..<br>Op3- Participating in conferences and seminars<br>Op4- Applying safely rules in workshops | | 10H |

Revision: 04H

Total: 54Heures

**Recommendations**

Dans le souci de rendre les apprenants plus performants, il s'avère nécessaire que les autorités du Ministère de l'Education Nationale et de la Recherche Scientifique dotent les établissements de l'Enseignement Technique et Professionnel de matériels audio-visuels tels que les lecteurs de cassettes, les magnétoscopes, les rétroprojecteurs etc…..

**Modalités d'organisation du Baccalauréat pour les filières F1-F2-F3 et F4-**

Elle aura pour buts :

-d'évaluer la compétence linguistique de l'apprenant à travers des exercices portant sur les structures grammaticales et le vocabulaire (Linguistic Compétence).

-de s'assurer de la compréhension du texte par l'apprenant à l'aide d'exercices appropriés. (Reading compréhension)

-de jauger d'aptitude de l'apprenant à rédiger en Anglais (Composition)

-l'épreuve durera deux(2) heures et sera affectée du coefficient deux (2)

**Epreuve Orale**

- Il sera proposé à l'apprenant un texte de sa spécialité dont il n'avait pas connaissance et qu'il préparera durant une quinzaine de minutes
- L'épreuve a pour objectif de vérifier la compréhension auditive de l'apprenant et sa capacité à s'exprimer aisément en anglais
- L'épreuve orale sera affectée du coefficient un (1)

**Appendix N : Planning des activités pédagogiques 2013-2014**

**Matière**: Anglais Secteur Commercial

| Ordre | Periode | Thèmes | Structures |
|---|---|---|---|
| 01 | Du 03/10/13<br>au 08/11/13 | I-Production<br>-Industry<br>-Commerce<br>-Commercial agents | -Tenses and forms<br>-Use of gerunds with : after, spend, before, like remember, stop, allow, to go on, to be used to, to look forward to<br>-Patterns with used to; to be used to; how about; what about; why don' t you?<br>-Temporals<br>-Rephrasing sentences<br>Essay introduction |
| 02 | Du 11/11/13<br>au 29/11/13 | II-Business Organization<br>-Definition, parts of business organization, forms of business organization<br>-Staff organization | -Conditional statements (OB p43)<br>-Wish (OB p45)<br>-Had better….would rather….should….ought to. (OB P89,90)<br>-Rephrasing sentences<br>-Essay introduction (continued) |
| 03 | Du 02/12/13<br>au 29/11/13 | Première série de devoirs surveillés du Premier semestre | |
| 04 | Du 09/12/13<br>au 20/12/13 | III- International trade | -Question words (OB p65-68)<br>-Rephrasing sentences |
| 05 | Du 20/12/13 | Congé de fin du premier trimestre | |

| | | | |
|---|---|---|---|
| | au 05/01/14 | | |
| 06 | Du 06/01/14<br>au 31/01/14 | IV-Contract of the sale of goods | -Passive voice (OB p35,174 and irregular forms<br>-Rephrasing ( passive/active)<br>-Essay: the topic sentence (introduction) |
| 07 | Du 03/02/14<br>au 07/02/14 | Deuxième série de devoirs surveillés du premier semestre | |
| 08 | Du 10/02/14<br>au 07/03/14 | V-Documents used in connectio with the sale and purchase of goods.(World of commerce p87,OB p163-164,177-178) | -The use of conjunctions<br>-Rephrasing sentences<br>-Question Tags (OB p71) and different forms with :never, almost, hardly, everybody, anyone, someone, let us, let's…etc. |
| 09 | Du 10/03/14<br>au 11/04/14 | VI-Banking and cheques<br>-Definition and roles of banks<br>-Types of banks<br>-cheques: definition and kind of cheques<br>-International financial institutions | -Reported speech (general case of introducing verbs in the simple present, the simple future and the present perfect tense; case of universal truth, conditional sentences, questions, suggestions |
| 10 | Du 31/03/14<br>au 04/04/14 | Première série de devoirs surveillés du second semestre | |
| 11 | Du 11/04/14<br>au 23/04/14 | Congés de paques | |

| | | | |
|---|---|---|---|
| 12 | Du 24/04/14<br>au 09/05/14 | VII- Commercial Correspondence (OB p49, 55)<br>-Parts of business letter<br>-Lay-out of letters (block format/indented format)<br>-Letters of application | -Exclamatory sentences<br>-Essay: the body and the conclusion<br>-Use of prepositions and postpositions (Business through exercises p199<br>-Some adjectives and participles with prepositions: to be annoyed with, to be angry at, to rely on….. |
| 13 | Du 12/05/14<br>au 16/05/14 | Examens blancs | |
| 14 | Du 19/05/14<br>&u23/05/14 | Deuxième série de devoirs surveilles du second semestre | |
| 15 | | | |

Example of pedagogical planning in Commercial sector

**Appendix O : Planning des activités pédagogiques 2013-2014**

**Matière**: Anglais Secteur Industriel

| N° d'ordre | Périodes | Thèmes | Structures |
|---|---|---|---|
| | | I- Shapes and conditions<br><br>Lesson1 : Everyday objects<br><br>Eg :a graph, an engine block, a beaker<br><br>Lesson 2: Everyday objects (Continued) | -Revision of tenses<br><br>-Ordinary number: the first, the second, the third etc…….<br><br>eg: the first picture shows a graph .the graph line is curved<br><br>Gap filling |
| | | II- Tools<br><br>Lesson 1: Naming tools<br><br>Concrete temper, mould, concrete vibrator, hand shears, adjustable service girder, binding iron, concreter's tongs | -What…..is/are, this is called, these are called, this is a…/these are….<br><br>-Substitution or completion drills |
| | | -Lesson 2: Maintenance of tools<br><br>Needed objects: sponge, liquid detergents, soap, water, petrol, duster, glues, brushes, oils | -Imperative (affirmative and negative)<br><br>-Dialogue<br><br>- eg: Press button; affirmative<br><br>Don't press button; negative |
| | | Lesson3: Reading instructions<br><br>CF: Apparatus leaflet (to be photocopied and distributed) | -Sentence building |
| | | III – Industrial Revolution<br><br>Lesson1/ The technological society | -WH-questions and others<br><br>-Asking questions of all types<br><br>- Vocabulary chosen from the text |

| | | | |
|---|---|---|---|
| | | Lesson 2: Automation | -Comparatives and superlatives<br><br>-Gap filling |
| | | Lesson 3:Drawbacks of industrial revolution; Cf Go for English 3è (page 58) | -Vocabulary chosen from the text<br><br>-If clauses<br><br>-NB: If not= unless; I wish…/if only |
| | | IV- New technologies<br><br>Lesson1: Computers and data processing systems | -Vocabulary: Components of a computer<br><br>-Purposes for which computer is used in industries<br><br>-Passive voice<br><br>-Substitution drills |
| | | Lesson 2: Radio and Hi-Fi systems | -Reported speech (direct and indirect)<br><br>-Vocabulary related to Radio and Hi-Fi systems used at home<br><br>-Substitution drills |
| | | V- Transportation and Communication<br><br>Lesson 1:Modes and means of transportation<br><br>Text: Mode de transportation | -Vocabulary:<br><br>-Modes of transportation(by road, by air, by rail)<br><br>-Means of transportation (bicycles, cars, feet, planes, boats….)<br><br>-Reported speech (continued) |
| | | Lesson 2: Advantages and disadvantages of modes and means of transportation<br><br>Text: Road and traffic in 1984 | -Vocabulary :Comparison(words adjectives-phrases)<br><br>-Synonyms/antonyms (fast = slow; dangerous=safe; interesting= boring |

| | | | |
|---|---|---|---|
| | | | -Use of gerund; travelling by plane is……<br><br>Making contrast: while, whereas, as though, nevertheless….etc.… |
| | | Lesson 3: Communication<br><br>Text: the season for portables | -Vocabulary: Means of communication (telephone, telefax, telex, radio, television, internet…etc…) |
| | | Lesson 4: Expressing and executing instruction using the word: first, then, finally | Structure: Use of preposition of direction such as: forwards etc…<br><br>E.g: Move the car forwards.<br><br>How does a mechanic insert new batteries? |

Example of Planning Activities in Industrial Sector

**Appendix P : Planning des activités pédagogiques 2013-2014**

**Matière**: Anglais Secteur agricole Classe 2è année N°2 Bloc I

| N°d'ordre | Périodes | Thèmes | Structures |
|---|---|---|---|
| | Mars à mi-Avril | LS N°1.Environmental factors affecting agricultural production and plants productions | Use of ' I wish' ; modal verbs, revision on tenses and forms |
| | Mi-Avril à fin Mai | LS N°2 : Type of plants, disease of crops, problems of mechanisation | If Clauses- question tags-gerund (Commerce by easy stages) |

Example of Planning Activities in Agriculture Sector

**Appendix P' : Planning des activités pédagogiques 2013-2014**

**Matière**: Anglais Secteur agricole Classe 1è année N°2 Bloc 2

| N°d'ordre | Périodes | Thèmes | Structures |
|---|---|---|---|
| | Mi-Juillet à Aout | LS N°1. Some farm animals, plants and garden vegetables | Revision on tenses and forms-Quantifiers (some, any, no and their compounds) (Top in English) |
| | Mi-Septembre à fin Octobre | LS N°2.Environmental factors affecting agricultural production and plants productions | If Clauses- question tags-gerund (Commerce by easy Stages & Top in English) |

Example of Planning Activities in Agriculture Sector

**Appendix Q : Modalité de Gestion des Activités des Conseillers pédagogiques et Décompte des Heures par Activité et par trimestre : 2013-2014**

| Activité | Contenu | Cote | Modalité de mise en œuvre | Périodicité | | | Total | |
|---|---|---|---|---|---|---|---|---|
| | | | | 1er trimestre | 2éme trimestre | 3éme trimestre | Rapports | Heures |
| Visites de classes | Suivi d'enseignants en situation de classe + appui conseil | 1 visite de classe = 2H | -Initiative du CP<br>-Inopinée<br>-Remarques adressées au chef d'établissement pour prise de décision<br>-Contrôle obligatoire des registres de classe | 10 V.C 20H | 15 V.C 30H | 5 V.C 10H | 30 Rapports | 60H |
| Visites groupés | Visite de classe par CP + animation mixte<br>-AP initié par CP dans un bassin<br>-Visite faite par un groupe de CP | 1 visite groupée = 4H | -Programmer l'activité en collaboration avec la DDESFTP-RIJ ou l'IPD<br>-Informer les enseignants | 2 VG 4H | 2 VG 4H | 2 VG 4H | 6 Rapports | 24H |
| Animations pédagogiques ou Conférences | Animation libre soutenue par un thème programmé. Regroupement des | 1APZ =8H | Programmer l'activité en collaboration avec la DDESFTP-RIJ ou l'IPD.<br>Informer les enseignants | 1 APZ 8H | 1 APZ 8H | 1 APZ 8H | 3 rapports | 24H |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| pédagogiques de zone | enseignants de la discipline concernée | | | | | | | |
| Forfait | | | | 18H | 18H | 18H | Bonus/Trimestre<br>18H x3 | 54H |
| Total | | | | 13R18H | 18R+18H | 8R+18H | 39R+54H | 108H+54H=152H |

**Appendix R: FORMATION DES CONSEILLERS PEDAGOGIQUES DE L'ETFP du 15 au 20 Septembre 2014 au Lycée Technique de Bohicon**

**RAPPORT GENERAL**

L'an deux mille quatorze et du lundi 15 au samedi 20 septembre, s'est tenu au Lycée Technique de Bohicon, un atelier de formation des nouveaux Conseillers Pédagogiques de l'ETFP sur le thème : « **ELABORATION DES PROGRAMMES D'ETUDES BASES SUR LE DEVELOPPEMENT DES COMPETENCES SUIVANT LE CARNEVAS CEDEAO** ».

Le lancement de l'atelier s'est fait à 08 heures 02 minutes conjointement par

- M. Idohou Martin AGNIDE, Inspecteur en STI, DDESFTPRIJ/ZOU-COLLINES ;
- M. Issiakou Bienvenu YESSOUF, Inspecteur en STI, Personne Ressource ;
- M. Salomon HOUSSOU-GOE, Inspecteur en STI ;
- M. Désiré ATACOLODJOU, Inspecteur en STA ;
- M. Jean Pierre BIO YARA, Inspecteur en STA ;
- M. Martin OUINSOU ; Inspecteur en STT.

Cet atelier a été animé par les Inspecteurs ci-dessus cités avec la participation effective de trente-sept Conseillers Pédagogiques dont la liste de présence est annexée au présent rapport.

Après les formalités d'usage, les animateurs ont présenté les objectifs de la formation puis ont recueilli les attentes des participants. A la suite de cela, l'agenda de l'atelier a été amendé et adopté ainsi qu'il suit :

Matinée : 8H à 12H avec une pause santé de 15mn à partir de 10H

Après-midi :13H à 17H

L'objectif de la formation est de former les nouveaux Conseillers Pédagogiques de l'ETFP à l'élaboration de programmes d'études basés sur le développement des compétences conformément au canevas CEDEAO.

Les objectifs spécifiques sont :

- ✓ Mettre en œuvre les implications pédagogiques liées aux développements des compétences lors des apprentissages ;
- ✓ Appliquer le processus enseignement apprentissage et les stratégies pédagogiques dans un contexte de mise en œuvre de programmes basés sur le développement des compétences ;
- ✓ Formuler les objectifs d'apprentissages théoriques et pratiques à partir des compétences du référentiel de formation ;
- ✓ Elaborer des programmes selon l'APC relativement au canevas CEDEAO.

La formation s'est articulée autour des thèmes spécifiques ci-après :

- Les implications pédagogiques de l'APC qui comprend une seule activité (activité 1)
- La démarche d'élaboration de programme d'études selon l'APC qui comprend les activités 2 et 3
- Le processus d'élaboration des programmes d'études selon l'APC qui comprend les activités 4 ; 5 et 6
- Le développement de curricula qui comprend une seule activité (activité 7)

Après l'organisation de la plénière, la formation proprement dite a commencé, et les activités ont été menées par les CP en fonction de l'agenda des activités.

La méthodologie adoptée est l'approche participative car pour chaque activité, il y a eu un travail individuel, un travail de groupe et une plénière.

Au cours de la première journée, les tâches de l'activité 1 ont été exécutées, quant à la deuxième journée elle a été consacrée à l'exécution des tâches des activités 2 et 3. Au cours de la troisième journée, nous avons exécuté l'activité 4 .Les activités 5 et 6 ont été déroulées lors de la quatrième journée puis l'activité 7 au cours de la cinquième journée. La dernière journée a permis de :

- mettre en application les acquis de formation sur deux programmes d'étude en vigueur
- évaluer la formation
- lire et adopter le rapport général

Les résultats de ces différentes activités sont annexés au présent rapport.

Il est à noter qu'au cours de la dernière journée, les participants ont reçu la visite de l'Inspecteur Général Pédagogique Général Monsieur DJENONTIN Wilfried, qui a exprimé tout son encouragement et son attachement à ladite formation.

La formation a pris fin le samedi 20 septembre 2014, à 16 heures à la satisfaction de tous les participants.

Les rapporteurs généraux

DEMAVO D. Romuald ZOCLANCLOUNOU Emmanuel

**Annexe1 : Présentation des travaux**

**Premier jour**

Après les formalités d'usage, les animateurs ont présenté les objectifs de la formation puis ont recueilli les attentes des participants. A la suite de cela, l'agenda de l'atelier a été discuté, amandé et adopté. C'est alors que la première activité a démarré.

**Points de la première activité**

La première journée a été consacrée à l'activité 1 dont les résultats se présentent comme suit :

**Thème identifié : les implications pédagogiques de l'APC**

1. **Définition du concept « approche par compétence » :**

C'est une démarche d'élaboration de programme d'études qui met l'apprenant au centre de la construction du savoir à partir des situations professionnelles. L'enseignant en devient un guide au moment de la mise en œuvre.

2. **Les implications pédagogiques de l'APC pour les enseignants/Formateurs sont :**

- Contextualisation des apprentissages,
- Planification de l'apprentissage,
- Elaboration et exécution des activités,
- Evaluations,
- Remédiation,
- Transfert des compétences.

3. **Quelques méthodes pédagogiques recommandées pour l'APC :**

- Jeux de rôle,
- Brainstorming,
- Pédagogie par projet,
- Enseignement par les pairs,
- Questions réponses.

La journée a pris fin à 18 h et s'est déroulée dans une très bonne ambiance.

*Les Rapporteurs*

Y. **Rahmat do-REGO** **Charlie BONOU**

## Deuxième jour

Les activités de la seconde journée ont commencé par la présentation, l'amendement et l'adoption du rapport d'activité de la 1ère journée.

Le premier thème du jour porte sur la démarche d'élaboration des programmes d'études selon l'APC. Il regroupe les activités 2 et 3.

**Activité 2** : Elle consiste à décrire les différentes étapes de la démarche d'élaboration des programmes d'études et à préciser les divers documents qui en découlent.

**La 1ère étape** : Analyse de la situation de travail (AST). C'est l'étape au cours de laquelle les professionnels sont invités à citer et à décrire les activités, les tâches et les opérations professionnelles puis à préciser les compétences à développer pour l'exercice convenable de la profession.

Le document qui en ressort est le référentiel des activités professionnelles (RAP) ou le rapport d'Analyse de la Situation du Travail.

**La 2ème étape** : C'est la description du métier et la formation des compétences. C'est une étape qui exploite le rapport de l'analyse de la situation du travail pour dégager des compétences correctement formulées et réparties en compétences particulières et générales. Le document qui en ressort est le référentiel de métier et des compétences.

**La 3ème étape** : Conception du référentiel de formation : Cette étape s'occupe de la description des compétences en précisant les éléments de compétences, les compétences préalables, les objectifs opérationnels du 1er et du 2nd niveau, les crédits horaires, les critères particuliers et généraux de performance. Le document qui en ressort est le référentiel de formation.

**La 4ème étape** : Elaboration des guides. Elle consiste à l'élaboration des documents d'accompagnement de la formation à savoir : le guide pédagogique, le guide d'organisation pédagogique et matérielle et le guide d'évaluation.

**La 5ème conception de référentiel d'évaluation** : Elle consiste à indiquer par compétence les éléments de compétences à évaluer, les conditions d'évaluation, les critères particuliers et généraux de performance, la pondération et le seuil de réussite. Le document qui en ressort est le référentiel d'évaluation.

**Activité 3** : Elle consiste à associer les différents acteurs aux activités planifiées du développement des programmes d'études.

| N° | Activités planifiées | Acteurs |
|---|---|---|
| 01 | Etude d'opportunité : secteur porteur +état des lieux des emplois et autres. | Décideurs, Professionnels. On pourrait y ajouter les méthodologues et les enseignants |
| 02 | Analyse de la situation de travail (AST ou RAP) | Professionnels et Méthodologues |
| 03 | Elaboration du référentiel de compétences | Méthodologues, Professionnels et enseignants |
| 04 | Identification des modules | Méthodologues et enseignants |
| 05 | Classement des modules par ordre de difficulté (simple au complexe) | Méthodologues et enseignants |
| 06 | Identification des matières | Méthodologues et enseignants |
| 07 | Regroupement des modules de même matière : contenu de matière | Méthodologues et enseignants |
| 08 | Evaluation du volume horaire par module/matière en tenant compte du volume horaire global | Méthodologues et enseignants |
| 09 | Mise en forme | Méthodologues et enseignants |
| 10 | Validation | Décideurs, professionnels, méthodologues, enseignants, consultants |

Le second thème du jour porte sur le processus d'élaboration des programmes d'études selon l'APC (Canevas CEDEAO) qui regroupe les activités 4,5 et 6.

**Activité 4** : Elle porte sur la codification du module. Des groupes ont été formés par regroupement pour créer des spécialités pour d'une part dresser les matières d'enseignement pour créer des modules de formations qui auront chacun un titre et une dénomination.

***Les rapporteurs***

1. **RAMANOU Soulemane** **2. Noël ZANKLAN**

**Troisième jour**

La 3ème journée de la formation des Conseillers Pédagogiques de l'ETFP (à l'élaboration de programme d'études basés sur le déroulement des compétences suivant le canevas CEDEAO) a demarré avec la lecture du rapport d'activités du mardi 17/09/2014.

Après l'amendement et l'adoption de ce rapport, les Inspecteurs ont lancé les activités du jour portant sur le thème 3 « PROCESSUS D'ELABORATION DES PROGRAMMES D'ETUDES SELON L'APC (Canevas CEDEAO) ». La première activité de ce thème est intitulée : La codification du module et présente les tâches ci-après :

1. Dressez une liste de toutes les matières d'enseignement constituant le programme de formation au métier de votre domaine en vous appuyant sur vos connaissances professionnelles ;
2. Créez des modules de formation professionnelles en regroupant ou non les matières d'enseignement et en vous appuyant sur vos expériences ;
3. Donnez un titre au module en vous appuyant sur le texte ;
4. Donnez une dénomination au module sur la base de l'emploi du temps d'une classe et de la période de votre choix en l'expliquant à l'apprenante Léontine.

Pour exécuter les différentes tâches de cette activité, les Inspecteurs ont réparti les Conseillers pédagogiques en cinq (05) groupes selon les spécialités ci-après :

- ✓ $STT_1$ : Comptable ($G_2$)
- ✓ $STT_2$ : Aide-Soignant
- ✓ $STI_1$ : Electrotechnicien ($F_3$)
- ✓ $STI_2$ : Technicien Dessinateur Projecteur Bâtiment (DPB)
- ✓ STA : Conseiller en Santé et Production Animale.

Avant la présentation des résultats de cette activité, les Inspecteurs ont expliqué aux Conseillers Pédagogiques la notion de : MATRICE DES OBJETS DE FORMATION ET CELLE DE LOGIGRAMME DE LA SEQUENCE DE DEVELOPPEMENT DES COMPETENCES.

La première notion renseigne sur les compétences particulières (qui sont directement liées au métier), les compétences générales (qui sont retrouvées dans plusieurs métiers), le processus d'exécution des tâches et le nombre de compétences qu'il y a pour le métier et la durée de réalisation des compétences.

Quant à la 2ème notion, elle permet de ranger les compétences de formation dans l'ordre de passage (de la plus simple à la plus complexe) et dont la dernière étape est l'intégration au marché du travail.

Dans le souci de réussir cette activité, les Inspecteurs ont fait une projection sur la codification et le titre des modules selon le canevas CEDEAO qui se présente comme suite :

- ✓ **Codification** : 3 lettres + 4 chiffres
  - Lettres = 1ère lettres du titre du module
  - Chiffres = numéro de l'année d'étude + numéro du semestre + numéro chronologique du module (2 chiffres).
- ✓ **Titre du module** : Traduit une finalité pour les modules professionnels.

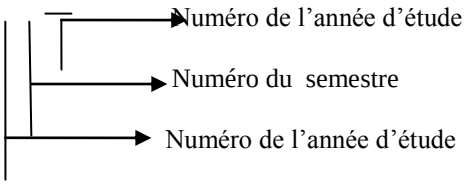
C'est ce qui a aidé les différents groupes constitués à exécuter les différentes tâches de cette activité dont les résultats sont les suivants :

**$STT_1$ : Comptable (G2)**

| Liste des matières | Modules | Titres des modules | Dénomination |
|---|---|---|---|
| Comptabilité<br><br>Economie, Anglais<br><br>Maths appliquées, Droits, Français, philo, Géo-Eco, Correspondance commerciale, Informatique, EPS | • <u>De spécialité</u><br>Comptabilité et Informatique ($M_1$)<br><br>Economie et Géo-Eco ($M_2$)<br><br>Droits ($M_3$)<br><br>Maths Appliquées ($M_4$)<br><br>Stage en Entreprise ($M_5$)<br><br>• <u>De formation générale</u><br>Français, Anglais, Correspondance commerciale et Philo ($M_6$)<br><br>EPS ($M_7$) | Comptabilité →<br><br>Economie →<br><br>Droits →<br><br>Maths Appliquées →<br><br>Stage en Entreprise →<br><br>Communication →<br><br>EPS → | CPT<br><br>ECO<br><br>DRO<br><br>MAP<br><br>STE<br><br>COM<br><br>EPS |

**<u>Codifications</u> :**

**<u>Exemple</u> 1 :** Programmation du module de comptabilité 1er semestre en 2nde G2 : CPT1101




**<u>Exemple</u> 2 :** Programmation du module économique au 2è semestre en 1ère G2 : ECO2402.

**<u>Exemple</u> 3 :** Programmation du module Mathématiques Appliquées au 2ème semestre en Tle G2 : MAP3604

**<u>STT2 : Aide –Soignant</u>**

| Liste des matières | Modules | Titres des modules | Dénomination |
|---|---|---|---|
| Stage de découverte,<br><br>communication en Français, | M1 : Stage (stage de découverte,<br><br>stage en milieu hospitalier et | M1 : Stage | STA |

| | | | |
|---|---|---|---|
| Ethique et Déontologie de la profession, Anglais, EPS, Soins infirmiers, soins obstétricaux, constantes vitales, Nursing, alimentation du malade, prévention des infections nosocomiales, notion de médicaments, hygiène du centre de santé, sensibilisation du client, prélèvement en analyse biomédicale, initiation à l'informatique, stage hospitalier, stage en milieu rural, participation à la gestion d'un centre de santé, prise en charge d'un enfant malnutri, accueil du client, vaccination des personnes, premiers soins aux nouveaux nés sains. | stage en zone rurale)<br><br>M2 : Communication (Français, Anglais et sensibilisation du client)<br><br>M3 : Ethique et Déontologie de la profession<br><br>M4 : (Soins infirmier, soins obstétricaux, vaccination, premiers soins aux nouveaux nés sains, Nursing, constante vitale, alimentation du malade et accueil du client)<br><br>M5 : Hygiène du centre de santé et prévention des infections nosocomiales<br><br>M6 : Analyse biomédicale<br><br>M7 : EPS<br><br>M8 : Initiation à l'informatique<br><br>M9 : Notion de médicaments<br><br>M10 : Participation à la gestion d'un centre de santé.<br><br>M11 : Prise en charge d'un enfant malnutri | M2 : Communication<br><br>M3 : Ethique et Déontologie de la profession<br><br>M4 : Soins infirmiers et obstétricaux<br><br>M5 : Hygiène et prévention<br><br>M6 : Analyse Biomédicale<br><br>M7 : EPS<br><br>M8 : Initiation en informatique<br><br>M9 : Notion de médicaments<br><br>M10 : Participation à la gestion d'un centre de santé<br><br>M11 : Prise en charge d'un enfant malnutri | COM<br><br>EDP<br><br>SIO<br><br>HPR<br><br>ABM<br><br>EPS<br><br>INF<br><br>NME<br><br>GCS<br><br>PCM |

**Codification :**

**Exemple 1** : Programmation du module stage au 1er semestre en 1ère année : STA1101

**Exemple 2** : Programmation du module Communication au 3ème semestre en 2ème année : COM2302

**Exemple 3** : Programmation du module Analyse Biomédicale au 4ème semestre en 2ème année : ABM2406

**STT 1 : Electrotechnicien (F3)**

| Liste des matières | Modules | Titres des modules | Dénomination |
|---|---|---|---|
| Français, Anglais, Législation, Philo et Histoire-Géographie, Mathématiques, Sciences physiques, Informatique et dessin Technique ; Electricité, Electronique, analogique, électrotechniques, technologie, mesures et essais, Schéma électrique, électronique numérique, automatisme et travaux pratiques, Hygiène, EPS, Stage en entreprise, Création et gestion d'entreprise | M1 : Français, Anglais, Législation, Philo et Histoire-Géographie.<br>M2 : Mathématiques, Sciences physiques, Informatique et dessin Technique.<br>M3 : Electricité, Electronique, analogique, électrotechniques, technologie, mesures et essais.<br>M4 : Schéma électrique, électronique numérique, automatisme et travaux pratiques.<br>M5 : Hygiène, EPS<br>M6 : Stage en entreprise<br>M7 : Création et gestion d'entreprise | Communication<br>Modélisation<br>Physiques appliquées<br>Etudes des systèmes Techniques<br>Santé<br>Stage en Entreprise<br>Création et gestion d'entreprise | COM<br>MOD<br>PHA<br>EST<br>SAN<br>SEN<br>CGE |

**Codification:**

**Exemple 1**:Programmation du module Modélisation au 2ème semestre en 1ère année: MOD1202

**Exemple 2** : Programmation du module Santé au 5ème semestre en 3ème année : SAN3505

**Exemple 3** : Programmation du module Communication au 3ème semestre en 2ème année : COM2301

**STT2 : Technicien Dessinateur Projecteur Bâtiment (DPB)**

| Liste des matières | Modules | Titres des modules | Dénomination |
|---|---|---|---|
| Français, Anglais | M1 : Français, Anglais | Communication → | COM |
| Mathématiques, Sciences Physiques, Informatique, Hygiène, Législation et EPS | M2 : Mathématiques, Sciences Physiques, Informatique. | Modélisation → | MOD |
| | | Prévention → | PRE |

| | | | |
|---|---|---|---|
| Dessin Technique, Technologie Etude de Prix/OST/Métré, RDM et Atelier, TP, Stage en entreprise, Création et gestion d'entreprise. | M3 : Hygiène, Législation et EPS<br>M4 : Dessin Technique, Technologie Etude de Prix/OST/Métré, RDM et Atelier, TP<br>M5 : Stage en entreprise<br>M6 : Création et gestion d'entreprise. | Spécialité<br>Stage en Entreprise<br>Création et Gestion d'Entreprise | SPE<br>STE<br>CGE |

**Codification:**

**Exemple 1**:Programmation du module Prévention au 6ème semestre en 3ème année : PRE3603

**Exemple 2** : Programmation du module Spécialité au 4ème semestre en 2ème année : SPE2404

**STA : Conseiller en Santé et Production Animale**

| Liste des matières | Modules | Titres des modules | Dénomination |
|---|---|---|---|
| Coopération, commerce, Anglais, Français, Maths, SPCT, EPS, Genre et VIH/SIDA, Anatomie, Zoo-Géné, Zoo-Spé, Pathologie médicale, Parasitologie, HIDAOA, Agrostologie, Biostatistique, Aquaculture Générale, Agri-Spé, Agri-Géné, Horticulture, Biologie Végétale, Expérimentation Agricole, Protection des Végétaux, Ecologie Générale, Sylviculture Générale, Faune, PFNL, Dendrologie, Ecologie Forestière, Agroforesterie, Machinisme Agricole, Hydraulique Agricole, Construction Rurale, Topométrie, Microbiologie Alimentaire, Nutrition Humaine, Conduite de Spéculation. | M1 : Coopération, commerce, Anglais, Français, Maths, SPCT, EPS, Genre et VIH/SIDA.<br>M2 : Anatomie, Zoo-Géné, Zoo-Spé, Pathologie médicale, Parasitologie, HIDAOA, Agrostologie, Biostatistique<br>M3 : Aquaculture Générale<br>M4 : Agri-Spé, Agri-Géné, Horticulture, Biologie Végétale, Expérimentation Agricole, Protection des Végétaux.<br>M5 : Ecologie Générale, Sylviculture Générale, Faune, PFNL, Dendrologie, Ecologie Forestière, Agroforesterie<br>M6 : Machinisme Agricole, Hydraulique Agricole, Construction Rurale, Topométrie<br>M7 : Microbiologie Alimentaire, Nutrition Humaine<br>M8 : Conduite de Spéculation. | Générale<br>Production Animale<br>Pêche<br>Production Végétale<br>Production Forestière<br>Aménagement et Equipement Rural<br>Nutrition et Technologie Alimentaire<br>Conduite de Spéculation | GEN<br>PA<br>PEC<br>PVE<br>PFO<br>AER<br>NTA<br>CS |

**Codification :**

**Exemple 1** : Programmation du module Production Animale au 5ème semestre en 3ème année : PA3502

**Exemple 2** : Programmation du module Production Forestière au 4ème semestre en 2ème année : PFO2405

**Exemple 3** : Programmation du module Conduite de Spéculation au 8ème semestre en 4ème année : CS4808.

***Les Rapporteurs***

1. **ASSANI Moubinou** **2- HONKPEHEDJI V. Hyacinthe**

**Quatrième jour**

Après amendement et adoption du rapport du mercredi 17 septembre, les participants ont exprimés des préoccupations et les éclaircissements ont été apportés par les encadreurs. Pour exécuter les différentes tâches du jour, les inspecteurs ont échangé d'abord avec les participants sur la notion du semestre. Ainsi, pour ceux des filières STI, STT, le premier semestre s'étend d'octobre à Janvier et le second semestre de Février à mai, et pour ceux des filières STA, le premier semestre s'étend du mi-février à juin et le second du Juillet à Novembre.

Ensuite, l'activité n°5 intitulé « le temps scolaire » a fait l'objet d'échange au sein des différents groupes. Les résultats issus de cette plénière se focalisent sur les aspects suivants :

1- Les modules ne sont pas programmés au même moment car certains constituent de soubassement pour d'autres.
2- Les différents modules qui constituent le cœur du métier par filière (voir tableau)

| **Filières** | **Modules constituants les cœurs du métier** | **Module choisi** | **Volume horaire soubassement** | **Volume horaire constituant le module choisi** |
|---|---|---|---|---|
| STA | -Conduite des spéculations<br>-Hygiène et inspection des denrées alimentaires<br>-Santé animale<br>-Alimentation | Santé Animale | 250 heures | 450 Heures |
| STT1 | -Le stage<br>-Ethique et déontologie<br>-SIO<br>-Hygiène et prévention | EDP (Ethique et déontologie) | 140H | 60H |
| STT2 | -Comptabilité<br>-Maths appliqué<br>-Economie<br>-Droit<br>-Stage en entreprise | Comptabilité | 624 Heures | 728 heures |
| STT 1 | -Physiques appliquées<br>-Etude des sytèmes techniques (EST) | Etudes des systèmes techniques | 156 heures | 242 heures |

| | | | | |
|---|---|---|---|---|
| | | (EST) | | |
| STI2 | -Construction<br>-Production<br>-Stage | Construction | 405 H | 678heures |

Quant à la répartition des modules par semestre et l'indication du volume horaire hebdomadaire en théorie et pratique, on peut retenir :

- **Filière STI 1**

Module EST : semestre 5 et 6

Module Com : semestre 1

EST : Pratique : 8H et théorie 3h

Com : Pratique 2h et théorie 5h

- **Filière STI2**

Module 1 : semestre (1, 3, 6) : 405H, 10h/sem pour 35 semaines

Module 2 : semestre (1, 3, 6) : 678 H, 18h/sem pour 35 semaines

Module 3 : semestre (1, 3, 6) : 271 h, 6h/sem pour 35 semaines

Module 4 : semestre (2, 4, 5, 6) : 678 h, 18h /sem pour 33 semaines

Module 5 : semestre (2, 4, 5, 6) : 610 h, 16h/sem pour 33 semaines

Module 6 : semestre (2, 4, 6) : 720h, 240 h/sem pour 18 semaines

- Filière STT1

Module 1 : Stage : semestre (1, 2, 4)

Module 2 : Com : semestre (1, 3)

Module 3 : EDP : semestre (1, 3)

Module 4 : SIO : semestre (1, 4)

- **Filière STA**

Module 1 : com (Français, Anglais, Genre et VIH/SIDA): semestre (1à 4)

Module 2 : MPS (Maths Physique Statistique) : semestre (1 à 4)

Module 3 : Coop (Coopérative) : semestre (1 à 4)

Module 4 : PA : semestre (1 à 4)

Module 5 : FOR : semestre (1 à 4)

Module 6 : AER : semestre (1 à 4)

Module 7 : NTA semestre (1 à 4)

Module 8 : PV : semestre (1 à 4)

Module 9 : AP (Activité de Production) : semestre (1 à 4)

Module 10 : COS : semestre (5 à 7)

Module 11 : HYG : semestre (5 à 7)

Module 12 : San : semestre (5 à 7)

Module 13 : Alm : semestre (5 à 7)

Module 14 : Stg : semestre 8

Volume horaire

- Travaux Pratiques : 568h (62%)
- Cours théorique (950 -568)= 382 heures soit 38%

- **Filière STT1**

Module 1 : stage : semestre (1, 2, 4)

Module 2 : Com : semestre (1, 3)

Module 3 : EDP : semestre (1, 3)

Module 4 SIO : semestre (1 au 4)

- **Filière STT2**

Module 1 : M1 (CPT) : semestre (1 à 6) : 728H

Module 2 : M2 : semestre (2, 5, 6) : (364H)

Module 3 : M3 droit : semestre (1, 2, 3, 4) : (312H)

Module 4 : M4 (Maths appliquée) : semestre (3, 4, 5) : (390H)

Module 5 : M5 (Stage) : semestre (2, 4, 6) : (216H)

Module 6 : M6 (Communication) : semestre (3, 4, 5, 6) : (626H)

Module 7 : M7 (EPS) : semestre (3, 4, 5, 6) : (144H)

Abordant l'activité n°6 intitulé planification de l'enseignement a été retenu que la répartition inégale des heures d'apprentissage de certaines matières se justifie par la densité du contenu et la complexité des tâches à exécuter pour développer les compétences.

En outre, les différentes filières ont présenté le chronogramme du déroulement de la formation du programme d'études choisies à l'activité n°4. Cette présentation et les commentaires y afférents nous ont permis d'avoir une vue d'ensemble sur les éléments essentiels à prendre en compte pour élaborer un chronogramme. Il s'agit entre autres du volume horaire total, le calendrier scolaire en vue de dégager les semaines de travail, les périodes de congés, les jours fériés, la place qu'occupe le module en rapport au logigramme de développement des compétences.

Le chronogramme pour la formation au métier d'aide –soignante se présente comme suit :

| Semestre | Mois | Semaines | Modules |
|---|---|---|---|
| 1er semestre | Octobre | 1ère | STA (stage de Découverte) : 40H |
| | Nove | 2ème -5ème | COM (Anglais-Français) : 48h |
| | Déc-Févri | 6ème -14ème | SIO, HPR, NME |
| 2 | Mars-Avril | 15ème -20ème | SIO, HPR, INF, ABM, EPS |
| | Mai-Juin | 21ème -26ème | STA, |
| 3 | Octo | 27ème -30ème | COM, SIO, HPR |

| | | | |
|---|---|---|---|
| | Nov-Déc-Janv | 31ème -36ème | SIO, EPS, NME, STA |
| 4 | Févr-Mars | 37ème -42ème | SIO, ABM, PCM, GCS, INF |
| | Mars-Avril | 42ème -47ème | STA |
| | Mai | 48ème -52ème | SIO |

Le chronogramme pour la formation au métier de conseiller en Santé et Production Animale se présente comme suit :

| Semestre | Mois | Semaines | Modules |
|---|---|---|---|
| 1er semestre | Fév-Juin | 1er -14ème | Com, MPS, Coop, PSA, PV, FOR, STG |
| 2 | Juillet-Nov | 15ème -30ème | Com, MPS, Coop, PSA, PV, FOR, STG |
| 3 | Févr-Juin | 31ème -44ème | MPS, PSA, PV, NTA, AER, FOR |
| 4 | Juillet-Nov | 45ème -60ème | PV, NTA, AER, FOR, PSA, MPS |
| 5 | Fév-Juin | 61ème -74ème | PSA, COS,PV, San, Alm, Stg |
| 6 | Juillet-nov | 75ème -90ème | PSA, COS,PV, San, Alm, Stg |
| 7 | Fév-Juin | 91ème -105ème | PSA, COS,PV, San, Alm, Stg |
| 8 | Juin-Septembre | 106- 121ème | Stg |

*Les Rapporteurs*

**HOUNHOUEGNON R. François** **DAKEYE Florenti**

**Cinquième jour**

La 5ème journée de formation des conseillers pédagogiques de l'ETFP a démarré par la lecture du rapport d'activités de la veille.

Après amendement et approbation les inspecteurs formateurs ont lancé l'activité n°7 prévue pour la journée dont le thème est : « le développement des curricula ». Avant de déboucher sur l'activité proprement dite, une projection a été faite sur le guide pédagogique et la notion d'objectif établi par Bloom qui comprend six niveaux ainsi composés comme suit :

- Connaissance
- Compréhension
- Application
- Analyse
- Synthèse
- Evaluation

Le contenu de chacun de ces niveaux conduit à voir l'apprenant en application (le voir faire). Ensuite les différents résultats obtenus à la suite de la gestion de l'activité du jour peuvent se résumer ainsi qu'il suit :

1) Les différents types d'objectif d'apprentissage préconisés par le format de la CEDEAO sont les objectifs théoriques et les objectifs pratiques qui découlent des objectifs généraux, eux-mêmes dérivés des compétences.
2) Les règles simples permettant de définir un objectif sont :
    - L'intention
    - Le verbe d'action
    - Réalisable dans le temps
    - Evitement l'utilisation de deux verbes d'action

Les règles simples permettant de définir un objectif pédagogique sont :

En plus des règles ci-dessus citées nous avons :

- Les critères de performance
- Les conditions d'exécution
- Les critères matériels d'évaluation

- Et prendre connaissance de la progression.

3) Les raisons qui ont poussé les responsables de la CEDEAO à adopter un tel format d'écriture des programmes de formation sont :
   - L'intégration du système éducatif dans la sous-région
   - La mobilité professionnelle au sein de la CEDEAO

4) 5) Objectifs théoriques et objectifs pratiques et durée allouée à chaque type d'objectif

| Modules | Objectifs théoriques | Objectifs pratiques |
|---|---|---|
| Communication<br>(390 heures) | Citer les différentes parties d'un rapport<br>(280 heures) | Rédiger les rapports<br>(110 heures) |
| Modelisation<br>(750 heures) | Etudier le sens de variation d'une fonction<br>(500 heures) | Tracer une courbe sur ordinateur<br>(250 heures) |
| Etude des systèmes techniques<br>(630 heures) | Résoudre un problème de logique combinatoire<br>(230 heures) | Réaliser un feu tricolore<br>(400 heures) |

5) Il s'agit ici de classer les matières dans un contexte de planification pour l'enseignement (logigramme).

La journée a pris fin à 18 h et s'est déroulée dans une très bonne ambiance.

*Les Rapporteurs*

**AKODJINOU Augustin** **HOUEGBELO Théodore**

## Annexe 2 : liste de présence des participants

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