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**IMPACT OF CLASS OBSERVATIONS ON
TEACHERS AND LEARNERS' PERFORMANCES
IN BENIN SECONDARY SCHOOLS: The Case
Study of CEG d'Application and Lycée Béhanzin**

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DEDICATION

I dedicate this work to my father GAMBIA Nachirou and my mother AGONDJA
Henriette.

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May the Almighty God bless and reward you all.

ACRONYMS

CO: Class Observation

ENS: Ecole Normale Supérieure (Advanced Teachers Training College)

CFPEEN: Centre de Formation des Personnels d'Encadrement de l'Education Nationale

INFRE: Institut National pour la Formation et la Recherche en Education

CAIESG: Certificat d'Aptitude à l'Inspection de l'Enseignement Secondaire Général

CEG : Collège d'Enseignement Général

IGPM : Inspection Générale Pédagogique du Ministère

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INTRODUCTION

To show the importance and priority of education in a country, the late Vietnam economist Lê Thanh Khoi (1967) entitled his doctorate thesis '*priority to education*' and defined education as "*a set of processes that train people and prepare them for their role in society*". To him, the development of individuals and societies cannot be achieved without education. He defended this point of view in his book L'Industrie de l'Education where he compared formal school to an industry. In that industry, the raw materials are students who will be processed into semi-finished or finished goods i.e. taxi-drivers, businesspeople, lawyers, accountants, engineers, etc. And then, those finished goods will in turn be used in the development of their countries. Yet, who will process the raw materials into semi-finished or finished goods? Lê Thanh Khoi reserved this role to the industry workers i.e. teachers, educational authorities or anyone in charge of educating people.

Thus, regarding the sensitive raw materials students constitute, it is highly risky to let them into the hands of unqualified teachers.

Yet, it is a truism today to say that most of the teachers in our secondary schools are professionally unqualified even if something is being done with the training of teachers called 'reversés'¹.

Professional training is a serious problem that the Beninese government will have to solve if we want our learners to improve their level in this globalizing and

¹This is a category of teachers who were recruited without any initial training. At the beginning, they were part time teachers. But, with the serious lack of teachers and also for social reasons, the government of President Boni YAYI took the decision of considering them as under contract permanent teachers and gave them the calling 'Reversés'

technological world. For lack of qualified and experienced civil servant teachers, under-contract teachers and part-time teachers are being used as teachers in almost all the whole educational system of Benin, jeopardizing the future of the learners, the society and the whole nation.

So people in charge of education have to be trained so as to be qualified. But will the already engaged teachers, without any pre-service training, still wait for government to think about their training? When will that training take place while students in overcrowded classes are in a high need of teachers?

Of course, training is very important, nevertheless, it is not the only aspect of qualification. There is class observation, which is another aspect of training and is of a paramount importance in so far as it makes it possible for teachers to grow professionally. The fact is that the educational system has been engaged in using unqualified and untrained teachers. What could then be done in short term to help both teachers without any pre-service training and those – but the few – who received a pre-service training, to improve their teaching so as to process learners into good finished and competitive products on this hard and very difficult job market?

I think that teacher self-development and teacher training through class observations, either made by teacher advisors or inspectors could help solve this problem temporally even if we are aware that nothing can replace classical teacher training.

Teacher self-development and teacher training require a variety of approaches that teachers can use to enhance their teaching beliefs, attitudes and practices. Thus, a lot of theories and concepts have been developed, among which, *the awareness of teaching* of Jerry Gebhard, from his publication *Language Teaching Awareness: A Guide to Exploring Beliefs and Practices*.

According to Jerry G. Gebhard, there are many ways available to teachers to be aware of their own teaching. One way of doing so is to take continuous notes of the

observed events; short dialogues can be jotted down as well and sketches can be added. Nevertheless, this is not enough for an efficient observation.

In fact, in order to be more systematic, observers can make use of observation instruments such as checklist, tally sheet, audio recorder, video recorder and so on. Teachers can be observed at teaching, in other words, they are going to be evaluated by themselves or by others who may be teaching advisers, inspectors, elders, peers and learner.

My work will be mostly and essentially concerned with the observations of teachers' teachings, the observations of teachers' classroom lives which are part and parcel of the awareness of their own teaching, and will contribute hypothetically to their training and self-development. In the accomplishment of this endless task of self-development by class observation two phases are necessary.

On the one hand, there is the implementation phase, when the visit is done and the visited teacher is being observed by a teaching advisor or an inspector. Visiting a teacher's practices of class means that the visitor makes use of appropriate machines that can help in recording the teaching sessions that he/she will view and review to find out what have been right or wrong. So, there is a need for visitors to dispose of appropriate recording devices.

On the other hand, there is the phase of discussion between the visitor and the observed teacher. During this phase the observed teacher has to defend what he/she has done right or wrong. A discussion is therefore engaged between him/her and the visitor. The visitor discusses with the teacher on what has been done during the implementation phase and gives the teacher pieces of advice on what went wrong.

I believe that class observations have positive impact on both the observed teacher and his/her learners. This is the reason why I have chosen to investigate on ***“Impact of class observations on teachers and learners’ Performances in Benin Secondary Schools: The case study of CEG d’Application and Lycée Béhanzin.”***

This research work is divided into five chapters:

- ✓ the first chapter will be about the identification of the study, where I will talk about the statement of the problem, the purpose of the study, its significance and finally its scope,
- ✓ the second one will deal with the literature review, i.e. the analysis of some researchers 'point of view related to my topic,
- ✓ the third chapter consists of the methodology of the study, dealing with the target population, the sampling, the instruments of analysis and the procedure of data analysis,
- ✓ Presentation and analysis of the collected data will be dealt with in chapter four. Here, I will present the results of the questionnaires, class observations on the one hand and I will analyse the collected data on the other hand, and
- ✓ the fifth chapter will present the suggestions, recommendations to the different actors involved in the current research work which will end with a conclusion.

Chapter one:

THE IDENTIFICATION OF THE STUDY

In this chapter, I will talk about the statement of the problem, the purpose of the study, the significance and its scope.

I- The statement of the problem

The late Vietnam Lê Thanh Khoi (1967) reserved the processing role of students to the industry workers i.e. the teachers, educational authorities or anyone in charge of educating people. In that industry, the raw materials are students who will be processed into semi-finished or finished goods i.e. taxi-drivers, businesspeople, lawyers, accountants, engineers, etc. But can an unqualified teacher or educationalist process appropriately students into taxi-drivers, businesspeople, lawyers, accountants, engineers, etc.?

Will a teacher who does not prepare his lesson before coming to class perform well? What can therefore be done to solve this state of things, I mean this unpreparedness and the being late of teachers? I think that class observations can solve the problem to some extent. This are the reasons why I have chosen to investigate on the impact of class observations on teachers and learners' performances in the targeted secondary schools of "Application" and "Lycée Béhanzin".

II- The purpose of the study

My purpose in undertaking this research is firstly, to bring my little contribution to the educational system of my country by suggesting some attempts of solutions to its numerous problems. In fact, it is not a secret for anybody that a great number of secondary school teachers enter their classes without preparing their lessons beforehand. In addition, most of them are unqualified and are running from school to school in quest of money, the economic situation of the country and that of the world obliges them to do so. Therefore, I think that if regular class observations are organized by inspectors and teaching advisors for the benefit of secondary school teachers, it will improve the quality of teaching/learning of the different subjects in general and for English in particular.

III- The significance of the study

The quality and sustainability of any country's development is carried out by its educational system. So, a great emphasis must be laid on the quality and number of teachers in order to establish this goal. That is to say that there is no development without education and it is only with good and qualified teachers that one can hope to reach this objective.

During my stage period in "CEG d'Application" and "Lycée Béhanzin", a stage which has lasted three months, I notice that teachers were not regularly visited. The sole time my tutor has been visited; he did not prepare the lesson and even came late to class. But thereafter, I noticed that he has slightly changed his behaviour and started coming on time and there was also a change in his teaching. So, my research work is very important in such a way that its outcome will surely make teachers and learners do well in their classes. In other words, repetition of class observations has undoubtedly positive impact on both teachers and learners.

IV- The scope of the study

My study is not a panacea to the problems that teachers and learners are faced with in our secondary schools. Neither is it the absolute solution to the problem of teachers' training. It is nor the absolute solution to the problem of unpreparedness of teachers which undoubtedly has negative impact on learners' performances. Nevertheless it will contribute to some extent to a kind of awareness of teachers in their daily job.

The research has mainly used teachers in "CEG d'Application" and "Lycée Béhanzin" of "Porto-Novo" as target schools, but those State schools are not the only ones in Porto-Novo, neither in Ouémé-Plateau region nor in Benin. However, its findings can be somehow applied to teachers working in Benin, in general.

Chapter two:
LITERATURE REVIEW

This chapter is a collection of various authors' definitions of some concepts and points of view, selected and relevant quotations drawn from the literature including books and reports. It emphasises different theoretical aspects of the topic: THE IMPACT OF CLASS OBSERVATIONS ON TEACHERS AND LEARNERS' PERFORMANCES IN BENIN SECONDARY SCHOOLS.

Throughout this chapter, I will make a brief account of what some authors and experts said and wrote about **Class observation**, *Teaching Advisor*, *Inspection*, *Inspector and Performance*.

I- Clarification of some concepts

A- Class observation

1- Definition

A Class observation is a process through which a class made up with students and a teacher is visited and observed by a third person who may be a teaching adviser, an inspector, a colleague or the teacher himself/herself.

2- Aims

Class observations are used to support teachers and other classroom staff and to monitor the quality of teaching and learning. Observations contribute to the school's self-evaluation, to the School Development Plan and to the professional development of classroom staff. It enables us to recognise and reinforce good practice, to identify ways of improving teaching and learning and to highlight practice which ought to be shared more widely. In all these ways they contribute directly to the quality of students' learning and experience in school and as a result, their performances.

3- Organisation

Visits are organised by the IGPM (Inspection Générale pédagogique du Ministère). Every teacher is observed three times, for a maximum of three hours in total; during the academic year (unless they request or agree to further observations for a specific purpose or are the subject of capability procedures). Two observations are

structured and graded according IGPM criteria. The third scheduled observation is ungraded and may be a peer observation, an advisory observation by a line manager or other colleague with particular expertise or an opportunity for a less experienced colleague to develop professionally by observing practice. The nature of the third observation should reflect the teacher development needs. All observations link to a teacher's performance management and at least one of the two IGPM style observations should be carried out by the line manager responsible for that teacher's performance management. Some observations each term will be carried out by two observers as a way of moderating judgements and promoting a consistent approach.

4- Self-Observation

Bailey, Curtis, and Nunan (2001) point out that self-observation is the cornerstone for all professional development. It is through the process of observation that we can have something to say in journals, work through action research projects, and talk about our teaching with others. But, self-observation as a way to explore our teaching for the purpose of seeing our teaching differently has its own unique approach separate from other professional development activities.

B- Professionalism

Professionalism is a state or attitude developed by a person as part of a professional socialization process whereby he or she accepts the common standards shared by the professional group. Teachers are expected to show professionalism, i.e. to comply with the generally accepted procedures and standards of the profession (**Bourdoncle** 1991).

If they are to exhibit professionalism, new teachers must commit themselves in their actions—in other words, they must hold the conviction that the students under their authority can be educated (**Meirieu** 1989). Professional teachers are therefore expected to demonstrate professional awareness, i.e. a form of commitment, an

obligation of diligence that leads them, within the bounds of their professional supervisory duties, to take care of the students entrusted to them.

According to Lang (1999), when professional autonomy increases, the teacher's responsibility is engaged more strongly. Professional autonomy therefore refers to the individual's ethics of responsibility. In the context of the current reform, which gives teachers and the school team much more autonomy and independence of action, it will be vital for teachers to justify their actions and answer for what they do in the classroom or at school. As professional resource people mandated by society and enjoying substantial autonomy, teachers must therefore be able to argue their decisions publicly. They must be able to explain and justify the significance and relevance of their choices if necessary, with their colleagues, with the school management, with parents and with students. Between the obligation to submit to the demands of another person on the one hand, and a closed attitude to influence on the other, there is space for a discursive competency that must be developed by any professional providing a public service.

These authors have just given their own appreciations instead of putting emphasis on the different aspects of class observation.

C- Performance: According to Oxford Advanced Learner's Dictionary International Student's Edition page 1089 is how well or badly you done something; is how well or badly something worked.

D- *Teaching Adviser*

[The *TA* is very often an experienced and senior teacher who works under an inspector and in charge of advising other teachers in their teaching practices.

He/she has an educational order mission mainly. Essential partner in the training of the teachers the *TA* is actor of an efficient joint between the theoretical knowledge and the professional and capable practice of receding in relation to the diversity of the situations and steps of Teaching/Learning/assessment. The roles of the *TA* are:

- To encourage the educational successes and to contribute to their diffusion;
- To take part actively in-service teacher training (INSETT).

- To advise teachers in order to improve their pedagogical practices
- To give report of the observed teachers to the hierarchy
- To assist the teaching teams notably to help them to really manage their time and to optimize their organization and their working;
- To follow the teachers in their daily practices;

E- Inspector and inspection

1- Inspector:

According to Oxford Advanced Learner's Dictionary International Student's Edition page 777, a school inspector is a person whose job is to observe school, in order to check that rules are being obeyed and those standards are acceptable.

2- "Inspection"

Inspection can be defined in a general way like a "procedure of control of verification or of observation (of things, places or no one) done by an Inspector or a person having authority".

The term also designates an «administration or "an" organism in charge of a mission of controlling or observation».

It also designates the «function or "a" person's station having authority to control, to verify or to supervise (things, places or people). »

So the definition of the term inspection, in its general meaning puts the stress on the role of controller played by the inspector and reduced practically the action of this last to the control and to verification. One thinks, for example, of the inspection of the finances, the inspection of work, the inspection of the customs, etc...

But the sense of the inspection becomes richer and enlarged when one approaches the domain of the education; of the pedagogy. The inspection defines itself then, according to the encyclopaedia Inserted, like an «official service of education in charge of a mission of aid, control ». Besides the control that he/she exercises on the staffs of direction and teaching, she/he has for mission to train and monitor these staffs, to value the types of training, the contents and the methods of teaching, the procedures and the means put in work.

There is inspection when one, or a commission chaired by an inspector observes a teacher conducting a given class. It can be an opportunity of exchange, where the inspector helps the teacher, through advice or directives; to improve his or her pedagogical practice. But it is especially a means of control; since it is always sanctioned by a report/ratio including a mark encoded. This report/ratio is normally experienced with the file of the inspected teacher.

The question of a class observation doesn't date of today; a certain number of mémoires of end of training have been dedicated there before my mémoire.

In 2009, Mr. HOUNLEBA A. Emile has chosen and developed like topic of mémoire of end of training: "Inspection Pédagogique et Performances des Professeurs de Français de l'Enseignement Secondaire Général au Bénin". In this setting he showed the difference that exists between class visit and inspection rightly.

Two years later, in 2011, Mr OUSSOU Joseph Nours, dedicated his mémoire for the obtaining of (CAPES) to a similar topic: "CLASS OBSERVATIONS IN BENIN SECONDARY SCHOOLS AND LAURENT CANTET'S FILM 'ENTRE LES MURS': AN INSTRUMENT FOR TEACHERS' TRAINING AND TEACHERS' SELF-DEVELOPMENT. THE CASE STUDY OF LYCÉE TECHNIQUE AND LYCÉE TOFFA 1ER OF PORTO-NOVO "To this end one could ask whether this film could be adapted to all the situations of class observation.

I notice that these two mémoires landed, to their manner class observation without entering in the details. Within sight of these reports I would like to work all over again on the same topic in order to put emphasis on the different aspects of class observation.

Chapter three:

THE METHODOLOGY OF THE STUDY

In the field of research, there are several methods. But their choice is generally dictated by the requirements, i.e. the circumstances related to the goal of research. That is why it appears relevant to me to briefly describe the step which I adopted to conclude my investigations.

I- Description of the target population and sampling.

A- The Target Population

My investigations were essentially carried out in direction of three categories of actors of the educational system: Inspectors and teaching advisers on the one hand, and teachers and learners on the other hand.

Schools Informants	CEG d'Application	Lycée Béhanzin	Total
Teachers	30	20	50
Learners	100	20	120
Inspectors and teaching advisers	20		20

Table 1: Number of scheduled informants to the questionnaire

1- The Learners

They are one hundred and twenty (120), one hundred (100) from CEG d'Application and twenty (20) from Lycée Béhanzin.

2- The teachers

The informant teachers involved in this research work are fifty (50): thirty (30) from CEG d' Application and twenty (20) from Lycée Béhanzin.

3- The Inspectors and Teaching advisers

The scheduled teaching advisers and inspectors involved in this work are twenty (20).

B- The sampling

1- The teachers.

In the frame of data collection from teachers, I have designed questions that I have addressed them. They must know what is expected from them as teachers. They have to prepare their lessons regularly; come to school on time and above all know that they can be observed by teaching advisers or inspectors, everything that can contribute to their development and therefore impact positively on learners' performances.

2- The learners.

Even though learners are not the most concerned with my dissertation, I seek information from them for confirmation purposes of the data collected from teachers.

3- The teaching advisers and inspectors.

As for teaching advisors and inspectors, they are the ones who really know what is expected from teachers, what they actually do in the classroom setting, how they behave when they are faced with discipline problems ... etc.

C- The research design

This research has been implemented with regard to a descriptive and evaluative methodology. A survey design has been used to select and study samples from the research population. This methodology has the advantage to facilitate the discovery of the relative incidence of distribution and interrelations of variables of the study.

II- The instruments of the analysis

The gathering of information from learners, teachers, teaching advisers and inspectors has been done through different instruments. For my study, I have designed questionnaires for teachers, learners and teaching advisers and inspectors. Here is the description of the instruments involved.

A- Questionnaires

1- Questionnaire addressed to learners

Composed of eight (08) questions, this questionnaire aims at collecting information about their teachers' behavior during class observation (CO), the way they teacher teach during class observations, the reasons why they would like their teacher to be regularly observed and their feelings.

2- Questionnaire addressed to teachers

This questionnaire is composed of twelve (12) questions aiming at gathering information about teachers' academic and professional qualifications, their teaching experience, what a class observation is, their frequency of preparing the lesson before going to class, the manner of teaching lesson during class observation and their exchange with the visitor after class observation.

3- Questionnaire addressed to teaching advisers and the inspectors

This questionnaire is composed of eight (08) questions aiming at gathering information about teaching advisers' and inspectors' knowledge about a class visit, the objectives of a class observation, the difference between class observation and inspection and the roles played by each of them.

A- Class Observation

Apart from the questionnaires, I also conducted some observations of class during my stage period.

During these class observations, I sat down at the bottom of the class noting all that was going on in the class. I have also decided to refer to the form used by teaching advisers and inspectors for the different criteria on which they observe teachers.

Apart from the general information related to the name and qualifications of the teacher, when teaching advisers and inspectors come to observe teachers, they usually check:

1- Teacher's roles checklist

THE ROLE OF THE TEACHER		
Observation checklist		
Questions on the observation checklist	Options	
a. Was the lesson mostly testing or mostly teaching?	Testing	Teaching
b. Did comprehensive questions check comprehension?	Yes	No
3. Did the teacher give reasonably accurate answers to students' questions?	Yes	No
4. Was the teacher's reaction to student errors encouraging or discouraging?	Encouraging	Discouraging
5. Was the teacher sarcastic?	Yes	No
6. Did the teacher shout for no good reason?	Yes	No
7. Was the teacher friendly?	Yes	No
8. Was there any humour in the lesson?	Yes	No
9. Were the students relaxed?	Yes	No
10. Did the teacher use the students' names enough?	Yes	No
11. Did the teacher look at students as he/she was speaking?	Yes	No
12. Did the teacher vary his/her position in the room according to the activity?	Yes	No
13. Did the teacher indicate how much time students had to do an activity?	Yes	No
14. Did the teacher use the board to record useful information?	Yes	No
15. Did the teacher use checking techniques to focus on students' attention? (like questioning, elicitation)	Yes	No
16. Did the teacher give students individual attention?	Yes	No
17. Did the students get the opportunity to use English to	Yes	No

talk about topics that interest them?		
18. Did the teacher speak differently to “weak” and “good” students?	Yes	No
19. Did the teacher’s voice vary sufficiently to make his/her meaning clear and command students’ attention?	Yes	No
20. How many different roles did the teacher adopt during the lesson?		

1- Observation form

a. General aspect:

- ✓ Is the teacher well-dressed?
- ✓ Has he/she got a good attitude?
- ✓ Has he/she verified the learners’ dressing?
- ✓ Has he/she controlled their attitude?
- ✓ Has he/she checked the cleanliness of the room and its surroundings?

b. About the subject matter:

- ✓ Has the teacher presented a learning objective?
- ✓ Has he displayed the lesson plan?
- ✓ Has he/she awoken cognitive acquirements in learners?

c. Transmission of the message:

- ✓ Has he/she taken into account learners’ prerequisites?
- ✓ Has he/she illustrated explanations with examples?
- ✓ Has he/she pointed out key-words related to the course matter?
- ✓ Has he/she made learners actors of their knowledge?
- ✓ Has he/she clearly presented the content of the course?
- ✓ Has he/she respected teaching/learning process?
- ✓ Has he/she dealt with the planned activities?

d. Methodology

- ✓ Has the teacher varied his/her teaching methods?
- ✓ Have the chosen methods helped learners build their own knowledge?

- ✓ Has he/she varied teaching strategies?

e. During the implementation

- ✓ Has the teacher given clear assignments?
- ✓ Has he/she gone through groups helping learners implement learning strategies?

III- The procedure of data analysis.

All the data collected are edited for the consistency of the responses. A coding scheme is prepared and the presentation of data is done through a number of statistical computations. Frequencies are worked out and percentages are cross-tabulated. From the beginning till the end of the study, tables are used to illustrate the data where necessary. Computer has been a useful instrument in processing the data. The following chapter will show the results of the study.

Chapter four:
PRESENTATION AND ANALYSIS OF THE COLLECTED DATA

In this chapter, I am going to present the results from the different investigation instruments and proceed on with their analysis.

I- Presentation of the results.

This presentation will take into account the responses from all the questionnaires on the one hand and data from the observations of class on the other hand.

The following table shows the number of the informants to the questionnaires scheduled in the former chapter.

Schools Informants	CEG d'Application	Lycée Béhanzin	Total
Teachers	19	11	30
Learners	50	35	85
Teaching advisers and inspectors	13		13

Table 2: Feedback of the administered questionnaires

The table shows that out of the fifty (50) scheduled informant teachers, only thirty gave feedback. As for learners, I have recovered eighty-five instead of the one hundred and twenty that were scheduled. As for teaching advisers and inspectors, I have recovery thirteen (13) instead of the twenty (20).

A- Results from questionnaires

1- Learners' responses to questionnaire.

Question 1: Is your teacher often observed by teaching advisers or inspectors?

Schools Informants	Frequency		Percentage (%)	
	Yes	No	Yes	No
Learners from CEG d'Application	10	40	20	80
Learners from Lycée Béhanzin	12	23	34.28	65.71

Total	22	63	25.88	74.11
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Table 3:

Almost three quarters (63 out of 85) of learners' say that their teacher is not often observed by teaching advisers or inspectors.

Question 2: How often is he or she observed?

Schools Informants	Frequency				Percentage (%)			
	Once	Always	Sometimes	Never	Once	Always	Sometimes	Never
Learners from CEG d'Application	12	0	02	36	24	00	04	72
Learners from Lycée Béhanzin	10	0	06	19	28.57	00	17.14	54.28
Total	22	00	08	55	25.88	00	9.41	64.70

Table 4:

More than half of the questioned learners affirm that their teacher is never observed contrary to only twenty five point eighty-eight per cent (25.88%) that declare their teacher are once observed by teaching advisers and inspectors.

Question 3: How does your teacher behave during class observation?

For this question, half of the questioned learners that said their teacher is often observed confirm that he/she works very well with them during a class observation. For some learners, their teacher sends them to the board regularly. Others say that their teacher is very happy and motivated this day and the rest of them say that their teacher comes to school on time. As a whole, all of the learners have a good opinion of their teacher.

Question 4: During class observation, does your teacher teach you lessons as he/she used to do?

Schools Informants	Frequency		Percentage (%)	
	Yes	No	Yes	No
Learners from CEG d'Application	03	07	30	70
Learners from Lycée Béhanzin	04	08	33.33	66.66
Total	07	15	31.81	68.18

Table 5:

A glance at table 5 shows that sixty-eight point eighteen per cent (68.18) of the questioned learners say that their teacher doesn't teach them lesson as he or she used to do. Contrary to only thirty-one point eighty-one (31.81) of them declare that their teacher teaches them as he or she used to do, which means that teachers change their attitude while being observed

Question 5: How does he/she teach you during a class observation?

For this question, more than half of these learners say that their teacher makes them work individually, in pairs and in groups. In addition, a quarter of them declare that their teacher explains the lesson very well as the remaining ones say that their teacher helps them discovering knowledge.

Question 6: Would you like your teacher to be observed regularly by teaching advisers and inspectors?

Schools Informants	Frequency		Percentage (%)	
	Yes	No	Yes	No
Learners from CEG d'Application	50	00	100	00
Learners from Lycée Béhanzin	35	00	100	00
Total	85	00	100	00

Table 6:

The entire surveyed learners want that their teacher to be observed regularly by teaching advisers and inspectors. The contrary would be surprising the more so since learners have already said that it is when teachers are being observed that they do their best with learners.

Question 7: Why?

The entire learners questioned want that their teacher be observed regularly by teaching advisers and inspectors because for the learners, it will make teachers give the best of themselves, make them progress in the syllabi and oblige them to prepare the lessons before coming to school.

Question 8: How do you feel during a class observation?

Schools Informants	Frequency			Percentage (%)		
	Happy	Motivated	Angry	Happy	Motivated	Angry
Learners from CEG d'Application	07	03	00	70	30	00
Learners from Lycée Béhanzin	08	04	00	66.66	33.33	00
Total	15	07	00	68.18	31.81	00

Table 7:

For this question, all of the questioned learners say that they are Happy and motivated.

2- Teachers' response to questionnaire

Question 1: Academic and professional qualification

Qualifications	Frequency							Percentage (%)						
	BAC	DUJEL	LICENCE	MAITRISE	BAPES	CAPES	Others	BAC	DUJEL	LICENCE	MAITRISE	BAPES	CAPES	Others
Teachers from CEG d'Application	00	00	04	11	01	03	00	00	00	21.05	57.89	5.26	15.78	00
Teachers from Lycée Béhanzin	00	00	04	05	00	02	00	00	00	36.36	45.45	00	18.18	00
Total	00	00	08	16	01	05	00	00	00	26.66	53.33	3.33	16.66	00

Table 8:

From the reading of this table, I notice that only 16.66% of the teachers have professional qualifications. The majority of them hold academic qualifications. This means that most of the learners are taught by unqualified teachers. It is then necessary for these teachers to be regularly observed so as to learn from discussions aroused from the observations.

Question 2: Teaching experience

Teaching experience (in years)	Frequency				Percentage (%)			
	Y ≤ 2 years	Y ≤ 5 years	Y ≤ 10 years	Y > 10 years	Y ≤ 2 years	Y ≤ 5 years	Y ≤ 10 years	Y > 10 years
Teachers from CEG d'Application	02	09	04	04	10.52	47.36	21.05	21.05
Teachers from Lycée Béhanzin	03	03	02	03	27.27	27.27	18.18	27.27

Total	05	12	06	07	16.66	40	20	23.33
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Table 9:

Table N° 9 shows that most of the teachers in our schools today have less than ten (10) years' experience behind them. So, not only do they lack professional qualifications, but they also lack experience. Regular class observation can make them develop professionally for the good of learners and for themselves.

Question 3: What is a class observation?

On this question, answers vary according to teachers. For some, a class observation is an educational operation consisting in giving account of work or the educational activities that a teacher leads. It is a meeting of exchanges between the teaching adviser and the inspector. For others, it means the observation of a teacher's course followed of exchanges on the positive points and the points to be improved and of some advice. Others think it is an educational activity that gives account of a teacher's performance in his/her class.

And for other again a class observation is the observation of a course in a classroom with the objective of raising the strengths and weaknesses of the performances of the observed teacher and to help him or her improves his/her educational practice.

Question 4: How often have you been observed this year?

How often have you been observed this year?	Frequency			Percentage (%)		
	Once	Twice	Never	Once	Twice	Never
Teachers from CEG d'Application	04	00	15	21.05	00	78.94
Teachers from Lycée Béhanzin	03	00	08	27.27	00	72.72
Total	07	00	23	23.33	00	76.66

Table 10:

For this question, seventy-six point sixty-six (76.66%) of the questioned teachers say that they have never been observed this year. The minority (23.33 %) only have been observed once. This confirms learners' viewpoints that their teachers are not often observed and explains why they would like them to be observed regularly.

Question 5: How often do you prepare your course before going to class?

How often do you prepare your course before going to class?	Frequency			Percentage (%)		
	Always	Often	Never	Always	Often	Never
Teachers from CEG d'Application	05	12	02	26.31	63.15	10.52
Teachers from Lycée Béhanzin	03	07	01	27.27	63.63	9.09
Total	08	19	03	26.66	63.33	10

Table 11:

Here, the majority (63.63%) of the questioned teachers often prepare their lessons before going to class and 26.66% say that they always prepare their lessons before going to class. Undoubtedly, they will never all say that they don't prepare the lesson until a visitor discovers the opposite.

Question 6: During class observation, do you teach your lessons as you used to do?

During class observation, do you teach your lesson as you used to do?	Frequency		Percentage (%)	
	Yes	No	Yes	No
Teachers from CEG d'Application	01	03	25	75
Teachers from Lycée Béhanzin	01	02	33.33	66.66
Total	02	05	28.57	71.42

Table 12:

Table N°12 shows that most of the questioned teachers (71.42%) don't teach their lessons as they used to unlike the twenty-eight point fifty-seven percent (28.57%) of the questioned teachers who say they teach as they used to. These results confirm learners' point of view on the question.

Question 7: How do you teach during a class observation?

How do you teach during a class observation?	Frequency				Percentage (%)			
	A	B	C	D	A	B	C	D
Teachers from CEG d'Application	04	00	04	03	100	00	100	75
Teachers from Lycée Béhanzin	03	00	03	03	100	00	100	100

Notes:

A = Help student to discover knowledge

B = Make them copy the lesson without any explanation

C = Make them work individually, in pair and in group

D = Explain the lesson very well

Table 13:

From the discussion almost all the observed teachers assert that the discussions go round the teaching/learning methodologies like the ones we listed in the questionnaire i.e. they help students discover knowledge, make them work individually, in pairs and in groups as well as explain the lesson very well/ none of them declares they make learners copy the lesson without explaining.

Question 8: Have you had a discussion with the visitor after a class observation?

Have you had a discussion with the visitor after a class observation?	Frequency		Percentage (%)	
	Yes	No	Yes	No
Teachers from CEG d'Application	04	00	100	00
Teachers from Lycée Béhanzin	03	00	100	00

Total	07	00	100	00
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Table 14:

With table N°14, I notice that the entire of the teachers had a discussion with the visitor after a class observation. A situation which will definitely help them grow professionally and perform well in class.

Question 9: Have you discussed about the strengths and weaknesses of the lesson with the visitor?

Have you discussed about the strengths and weaknesses of the lesson with the visitor?	Frequency		Percentage (%)	
	Yes	No	Yes	No
Teachers from CEG d'Application	04	00	100	00
Teachers from Lycée Béhanzin	03	00	100	00
Total	07	00	100	00

Table 15:

For this question, all of the questioned teachers discussed about the success and weaknesses of the lesson with the visitor, which is a very good thing

Question 10: What are the strengths?

What are the strengths?	Frequency				Percentage (%)			
	A	B	C	D	A	B	C	D
Teachers from CEG d'Application	04	02	04	04	100	50	100	100
Teachers from Lycée Béhanzin	03	02	03	03	100	50	100	100

Table 16: Notes: A = Good management of the class B = Good planning of the lesson C = Respect of the timing of activities D = STT > TTT

So, when teachers are being observed they do their best to manage their class very well, respect the timing of activities as well as let learners talk more than they do.

Question 11: What are the weaknesses?

What are the weaknesses	Frequency					Percentage (%)				
	A	B	C	D	E	A	B	C	D	E
Teachers from CEG Application	02	04	04	00	03	50	100	100	00	75
Teachers from Lycée Béhanzin	02	03	03	01	02	66.66	100	100	33.33	66.66

Notes

A = Bad lesson planning

B = Forgot to time some activities

C = Did not follow the different phases of the lesson teaching

D = TTT > STT

E = Did not use appropriate teaching/learning strategies

Table 17:

For this question, 66.66% of the questioned teachers have a bad lesson plan whereas thirty-three point thirty-three percent (33.33%) recognise that they talk more than learners. The entire informant teachers recognise to have forgotten to time some of the activities. A situation which usually occurs when we are in the presence of strangers in our classroom. Nevertheless, teachers must try to respect the timing of activities.

Question 12: How do your students often react during a class observation?

How do your students often react during a class observation?	Frequency			Percentage (%)		
	Very well	As usual	Very bad	Very well	As usual	Very bad
Teachers from CEG d'Application	03	01	00	75	25	00

Teachers from Lycée Béhanzin	02	00	01	66.66	00	33.33
Total	05	01	01	71.42	14.28	14.28

Table 18:

Here, the majority (71.42%) of the questioned teachers assert that their learners react very well during class observation. Conversely to 14.28% of their learners react very bad and 14.28% react as usual.

3- Teaching advisers' and Inspectors' responses

Answers for open-ended questions are so various that I am obliged to summarise them into two categories of answers as it is the case with questions N° 1, 2, 3, 6, 7 whereas those for close-ended questions are computed in tables where frequencies and percentages are calculated for analysis purposes

Question1: What is a class observation?

A class observation is an operation which consists in attending a teacher's daily teaching practice in order to point out the weakness and strengths so as to help him/her improve his/her pedagogical practices. During this, the teaching adviser or inspector appreciates the degree of knowledge mastery, judges the pedagogical act through the implementation of the main teaching/learning methodologies, checks if the objectives are reached or not and sees how the teacher has managed time, the board, the material and the whole class.

According to others, it is a meeting of a teacher and a teaching advisor or an inspector in a classroom setting permitting to point out the positive aspects of the teaching/learning process and encourage both learners and their teacher on the one hand but also permitting the visitor to point negative aspect of the teaching/learning process that must be improved. Everything that can help organise a fruitful debate/discussion between the observed teacher and the visitor for good teaching/learning sake.

Question 2: What are the objectives of a class observation?

On this question, answers also vary according to teaching advisers and inspectors. For some, the objective is to correct teacher's weakness and strengths in his or her pedagogical practices. For others, is to verify whether this teacher plans his/her lesson and comes to school on time. Some of them think that the objective is to improve the class practice in order to facilitate the training to the learners.

Question 3: What is the difference between inspection and class observation?

For this question, answers also vary according to teaching advisers and inspectors. For some, an inspection, being a dispositive of control, is sanctioned by a report including an encoded mark while the report of the class observation doesn't match with encoded mark. Another says that a class observation is a routine visit to allow the teacher to be up to date and to help them solve some of their educational problems; other says that inspection permits to value the teacher's performances.

Question 4: How often do you observe a teacher a year?

How often do you observe a teacher a year?	Frequency			Percentage (%)		
	Once a year	Twice a year	Three times a year	Once a year	Twice a year	Three times a year
Teaching advisers and inspectors	10	02	01	76.92	15.38	7.69
Total	10	02	01	76.92	15.38	7.69

Table 19:

For this question, the majority of the teaching advisers and the inspectors say that they observe a teacher once a year. Less than a quarter of the questioned teaching advisers and inspectors assert that they observe a teacher twice a year.

Question 5: How long does the observation last?

How long does the observation last?	Frequency		Percentage (%)	
	One hour	Two hours	One hour	Two hours
Teaching advisers and Inspectors	10	03	76.92	23.07
Total	10	03	76.92	23.07

Table 20:

Here, 76.92 % of the questioned teaching advisers and inspectors say that the observation lasts one hour. But 23.07% of them say that the observation lasts two hours.

Question 6: What are the roles of a teaching adviser?

For this question, I have several answers according to teaching advisers and inspectors. For some, the teaching adviser is as the name indicates it, in charge of following the teachers in their classes, while watching over the execution of the program in power and the preparation of the educational cards by the teachers. Others says that their orient and help as well as possible to elaborate the educational cards and participate to the formation of the teachers. Others again, their role is to encourage the teachers who endeavour to fulfil their mission.

Question 7: What are the roles of an inspector?

Here, I have three categories of answers according to teaching advisers and inspectors. For some, an inspector plays the same roles, with the difference that the inspector is the hierarchical chief of the teaching adviser; practically another one says that an inspector's role is to help the teacher progress in his or her teaching. For another one, they are also assigned to make some observations to control the evolution in the execution of the program by the teachers and to give some advice for the improvement of the educational act by the teachers.

Question 8: What are the difficulties bound to a class observation?

The answers to this question are: the school authorities' reactions before and after the observation, some teachers don't want to be observed

B- Class Observation

Results from the different class observations that I have conducted on the teachers roles in their classrooms are computed in the following table

Number of the different roles played by the teacher during the observed lessons out 19 good or bad roles					
Teacher from CEG d'Application		Teacher from CEG les Cocotiers		Teacher from Lycée Béhanzin	
Good Roles	Bad Roles	Good Roles	Bad Roles	Good Roles	Bad Roles
7	12	10	9	5	14

From the observations of the three teachers based on the checklist (see the role of the teacher observation checklist in chapter three), it comes out that two teachers out of the three, get less than the average of the good roles in the checklist. In fact a teacher from CEG d'Application gets seven good roles out of the nineteen; the one from Lycée Béhanzin gets five out of the nineteen while a teacher from CEG les "Cocotiers" gets ten out of nineteen. This means that they play more bad roles than goods roles in our secondary schools.

Apart from the different roles played by teachers, problems noticed during the observations of the classes I have observed run from the use of the board to the distribution of teachers' glances towards their learners. It comes out that teachers badly use the board; some of them are ill-dressed; they badly use the space of the room; they don't distribute equitably their glances to learners when they are conducting lessons.

II- Analysis of the collected data

The question of a class observation is a crucial problem for teachers in our secondary school. Instead of fleeing class observation, teachers should welcome them because going through class observation can undoubtedly bring something new to their everyday teaching practices. Unfortunately most of the teachers involved in this research work are not used to being observed (Table N°10) despite their lack of professional qualification and teaching experience. Indeed, most of the teachers hold only academic degrees but are teaching innocent children as shown by table N°8.

An unqualified teacher with no teaching experience can but teach badly lessons to learners, which definitely will negatively impact learners' performances. However, if an unqualified teacher regularly goes through class observations, he or she will gain additional knowledge to what he or she knew. In fact, regular class observation will make him or her use the appropriate teaching methods and learning strategies as shown by findings from table N°13. In addition a regular class observation will help the teacher to get used to preparing his or her lessons before coming to class as the informant learners said it in their answers to question N°7, managing his or her classroom very correctly as well as managing discipline problems.

From the definition of a class observation given by teaching advisors and inspectors, I notice that a class observation is unpredictable and as such it will oblige teachers to know that they can be observed whenever they step in a school. Therefore, they can develop professionally even though they did not have any pre-service or in-service training, some aspects of a teacher's professional qualifications which are of paramount importance.

Even the presence of teaching advisor or inspector in a school makes teachers change their attitude in the class at least for that day. So, when they know that they can be observed, they organise their teaching practices better.

The lack of regular observation of teaching advisors and inspectors in a school sometimes gives rise to a lot of school bad practices from teachers. For example, a student's parent came to a vice principal, the one in charge of academic problems in a school, and complained that an English teacher always makes his learners copy lesson from an old student copy-book, without giving them any explanation. It is an aberration. How dare he/she? A teacher without any teaching file is like a surgeon without bistouries. Rather than a teacher he is a killer. It is sure that this teacher is not used to being observed regularly because the report of the investigations by the vice principal proved that the student and his parents were right. This teacher is certainly part of those who asserted never to have been observation during the year in table N° 10 and it urges that the authorities of this school appeal on the teaching advisors and inspectors to observe him/her. Besides, it is what learners wish from table N°6 because they assert that when being observed, their teachers work better than ever (Question N°7).

Perhaps this teacher has already been observed at the beginning of the school year and knowing that his/her chances of being observed again are little, he/she no longer prepares his lesson, relying on old copy-books which may also be for someone else. Even if it is his/her, the context has changed, students have changed, time has changed and class setting has also changed. So many things have changed the teaching methods); therefore he/she has to prepare another file for his/her new class even though it is the same form.

The fact that teachers are not regularly observed can be explained by the following reasons. Mainly, because teaching advisers and inspectors are very few in number in the domain. Indeed, my investigation in the field let us know that teaching advisers are less than ten for each subject in a whole region whereas inspectors are also less than ten but for the whole country. Such a state of things cannot allow regular observations. Consequently, as teaching advisors and inspectors said, school authorities must appeal on them when they know a teacher lacks knowledge or

competences in a subject matter. Second, Teachers who flee class observation must know that it is for their own good.

Sometimes teachers go to school unprepared because they are teaching in many schools at the same time due to social and economic requirements. In fact, teachers are generally underpaid in Benin but have, most of the time very large families in charge. Being in the quest of additional wellbeing for their families teachers are obliged to undertake part time teaching hours in other schools. It prevents them to some extent from preparing the lessons since they are always out, always in the classroom, jeopardizing learners' future. So, regular class observations are necessary and sort time solutions to the problems of teachers' training and development.

As a matter of fact, the use of the board is a serious problem in schools (See results from the observations of classes). I think that teachers should also learn to use efficiently the board especially dealing with learners aged 12 to 14, whose spirits are in perpetual wandering. The board and chalk help to organise methodically the progression of learning, to organise its different steps into a hierarchy. Thus, I am generally advised to divide the board into stable zones and unstable zones. The former have to contain the classical steps of the lesson as it progresses and the latter will contain elements which punctually help in the explanation and understanding of the lesson and must be cleaned once the explanation is given. In most of the classes I have observed, teachers don't use their board efficiently. As far as dressing is concerned, it is an axiom to assert that dressing is a language. This means that consciously or unconsciously, a teacher in a teaching situation puts in learners' spirits ideas more or less confused on the social ranks and the notion of equity when he or she is ill-dressed.

A well trained teacher is the one that pays attention to his way of occupying the space of his classroom.

In Benin secondary schools in general large size classes, it is quite impossible to respect strictly this notion of 'territoriality' where a teacher appropriately occupies the space so that his/her physical presence and above all, that of his/her voice, can be

equitably felt by all his/her learners. He/she goes round the class through a unique trajectory. Some of his/her learners who sit far from his path have also the impression of being far from the learning at stake. It is obvious and easy to see some students doing something very different from the activity the teacher asks them to do. Another aspect of the observation of the classes I have observed is the lack of essential classroom objects for learners: no dictionaries, no visual aids available for learners in the classes. It is a very important problem since it may happen that learners and even teachers want to check the meaning of words. The class has to be interrupted so that the teacher sends for a dictionary. School authorities and principals have to think about supplying our classrooms, especially the language ones, with necessary and essential school materials.

To sum up, let's cite Professor Gabriel BOKO who says

[“Il faut ... qu'il (l'enseignant) et n'oublie point que son habillement, sa façon de considérer chaque élève, sa façon de distribuer le regard et la parole en classe, sa manière de gérer ses rapports avec chacun et avec tous peut être et est souvent déterminant pour l'épanouissement mental et intellectuel de chaque élève.”²]

i.e.

“It is important that a teacher know and no more forget that his/her dressing, his/her way of considering each learner, his/her way of distributing glances and floor in a class, his/her way of managing his/her interactions with each and all the learners maybe and is often determinant to the mental and intellectual blossoming of each learner.”³

On the disciplinary field, I have not met any impoliteness during my observations of classes and the contrary will be surprising because of the nature of

²Gabriel BOKO, *Psychologie et Guidance en Milieu Africain*, CAAREC Editions, 2009, P. 77

³My own translation

human beings. Human beings become suddenly more serious whenever they know that they are being observed at doing something, particularly by a stranger and this is natural. I am conscious that i cannot get the entire reactions, the whole undesirable behaviours from the learners all the more since the observations are not secretly done. So, for a bad behaviour on the part of students, I have neither observed any, nor have I observed any insult from teachers towards students, and the reasons are the same.

Chapter five:

RECOMMENDATIONS AND SUGGESTIONS TO SCHOOL ACTORS

This chapter includes my recommendations and my suggestions to the different workers involved in what Lê Thanh Khoï called “*L’Industrie de l’Education*”

The intention of this research work is to make all those involved in the educational system of Benin, especially teachers aware of the importance of **class observation** in their professional development and upgrading in order to give learners quality education.

It particularly intends to show the contribution of class observation to teacher training and teacher self-development and consequently to the improvement of the quality of teaching in our secondary schools.

Aiming at the purpose mentioned above which are the objectives of my research work, the following recommendations and suggestions are addressed to the Government, the “**State Ministry in Charge of Higher Education and Scientific Research**”, especially the Pedagogical Inspection Department, the school principals and teachers so that they can do their best to make class observation a tool for teacher training and teacher self-development.

I- Recommendations

The results of this study indicate that slightly less than three quarters of teachers in our secondary schools are not professionally qualified, laying therefore a doubt on the quality of the training given to learners. In addition, they are not well mould with experience and a quarter of them confess not to have been observed nor observed by their peers. This constitutes a difficulty to the improvement of the quality of the education in our schools. However, they are positioned in classes and more dangerously in beginners and learners who are in the fourth form and in the upper sixth form. This situation consequently influences the learners’ results at the end of the year.

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.

Considering all these problems and their impact on learners' performance, I find it necessary to recommend what follows to the different actors of the educational system in Benin.

A- To school authorities

Firstly, it is urgent for the Government to organise training for non-qualified teachers who are already in service, even though something is being done concerning their training now.

Secondly, the Government should think of recruiting and training inspectors because the latter are rare in our educational system.

Thirdly, the IGPM (Inspection Générale Pédagogique du Ministère) must do their best to plan inspections and class observation for teachers at least once a term. School principals say that their teachers are being observed once a term but the reality is that not all the teachers I questioned in the framework of this work responded positively. Of course, this region will say that they don't have enough staff who can visit all the schools in their region, but I think that in collaboration with the Human Resources Department, they can provide one or two schools with a teaching advisor and the schools in the same district with an inspector so that all the teaching advisors in his region will rely on him for any advice.

B- To teachers

Results from the questionnaires and class observations prove that teachers are not regularly observed at work, nor do they always observe their peers' teachings. This is shameful and very risky for them on the one hand, and for the innocent souls they are in charge of processing in this "industry of education" on the other hand. Therefore, I recommend them the following: (as Lê Thanh Khoï put it).

First, they must plan with their head teacher during weekly workshop on observing each other at teaching. This can be done once every two weeks so that the following week gathering will be for discussions. Here, I have to invite peer teachers

to be really objective during their constructive criticism and to the observed teacher to be receptive and accept criticism from his/her peers as it is always formative.

Secondly, I recommend them to prioritise their training(I recommend teachers to go to Advanced Teacher -Training College (ENS/P-N) this will sharply reduce the high rate of non-qualified teachers in our schools)and self-development, the only assurance for their professional development to become a truly certified and accomplished teacher.

Thirdly, they have to call teaching advisers or inspectors to rescue them when they are having problems in their classes instead of fleeing them.

C- To learners

Learners are not really concerned with my dissertation. Yet, I cannot close this chapter of recommendations without saying a word towards this category of the educational system.

Learners have to know what brings them to school. There are learners who are very determined and elusive in class. They do not always follow what is going on in the classroom. Many reasons, among which, the following, explain this state of things:

- *Physiologic needs* such as hunger, thirst, sleep are dominant and they constitute the basis of motivation. When they are not satisfied, nothing is worth for learners. For example, learners who are often without breakfast or suffer malnutrition become generally tired, indifferent and inactive. Their learning capacity seriously reduces.
- *Security needs*: learners have to be secured in their learning environment. School authorities and teachers must take into consideration security difficulty to students. The latter will not feel secured if there is not light for example in the room, if the teachers for instance are alcoholic. The family environment also plays a role in this security. Parents need to provide their children with appropriate learning conditions.

II- Suggestions

My suggestions will mostly be addressed to teachers and teaching advisers.

A- To School authorities

School authorities have the responsibility to assure learners a good training, everything that passes by competent teachers. Therefore, they have to plan in their budget the buying of appropriate school equipment for the good of teaching and learning to involve a better development of our country.

B- To Teachers

Class observation activities either by teaching adviser or inspectors 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 self-evaluation checklists, reflective practices, professional development plans and action research plans.

Teaching advisers and Inspectors

To teaching advisers and inspectors I want to say particularly the following:

- they should do all their best to observe teachers
- they should tell teachers the rationales of self-observation
- They should suggest observed teachers the use of the different instruments of observing classes contained in this work.

CONCLUSION

Learning can take place in formal and informal contexts - through education and training, work and life experience. A teacher can learn from peers, mentors, supervisors, even his own students; as well as books, research and focused on teacher development sessions. But it is very important that he/she learns from his/her own deeds, his/her own teaching session. Class observation is one of the ways a teacher can plan and organize his/her teaching at this stage in his/her professional life. In our educational system, where the majority of the teachers are unqualified, added to the lack or the insufficient number of inspectors and teaching advisers, teachers have to prioritize class observation.

Reflecting on what they have done in their classes during discussions with visitors, why and how they have done things and what the effects on their learners are, helps them to improve their understanding of the learning and teaching process. As a whole, as teachers themselves say it, class observations by teaching advisors and inspectors bring a lot of benefits to teachers.

Firstly, they can gain professional development recognizing what can be identified as successes and failures in a teaching sequence, which will permit them to bridge the gap between their imaginative view of teaching and reality.

Secondly, through class observation, teachers can readapt their teaching methodology as they will be able to check the three dimensions of teaching i.e. methodological, academic and human dimensions of teaching.

Everything that can help them to self-develop and contribute positively to the processing of learners into well-finished or semi-finished goods competitive in the job market.

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C-Website

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ANNEXES

Questionnaire to Students

I'm a student teacher at the end of my training at the Advanced Teacher Training College of Porto-Novo. I'm undertaking a research work on the topic: « Impact of Class observations on Teachers and Learners' in Benin Secondary Schools: The case study of CEG d'Application and Lycée Béhanzin » To help me to carry out this successfully, I would like you to answers these questions and to tick (✓) the box which expresses your mind.

1- Is your teacher often observed by teaching advisers or inspectors?

Yes

No

2- How often is he/she observed?

Once

always

sometimes

never

3- How does your teacher behave during class observation?

As usual

Works very well with us

He comes to school on time

He sends us to the board regularly

He is very happy and motivated this day

4- During class observation, does your teacher teach you lessons as he/she used to do?

Yes

No

5- How does he/she teach you during a class observation?

Helps us to discover knowledge makes us copy without any explanation

Makes us work individually, in pairs and in groups explains the lesson very well.

6- Would you like your teacher to be observed regularly by teaching advisers and inspectors?

Yes

No

7- Why?

a-To make them give the best of themselves

b-To make them better progress in the syllabi

c- To oblige them to prepare the lessons before going to school.

8-How do you feel during a class observation?

Happy

Motivated

c-Angry

Questionnaire to Teachers

I'm a student teacher at the end of my training at the Advanced Teacher Training College of Porto-Novo. I'm undertaking a research work on the topic: « Impacts of Class observations on Teachers and Learners' in Bénin Secondary Schools: the case study of CEG d'Application and Lycée Béhanzin » To help me to carry out this successfully, I would like you to answer these questions and to tick (✓) the box which expresses your mind.

1- Academic and professional qualifications:

BAC DUEL LICENCE MAITRISE

BAPES CAPES Others

2- Teaching experience:

Y ≤ 2 years Y ≤ 5 years Y ≤ 10 years Y > 10 years

3- What is a class observation?

4- How often have you been observed this year?

Once Twice Never

5- How often do you prepare your course before going to class?

Always Often Never

6- During class observation, do you teach your lessons as you used to do?

Yes No

7- How do you teach during a class observation?

Help student to discover knowledge

Make them copy without any explanation

Make them work individually, in pairs and in groups

Explain the lesson very well.

8- Have you had a discussion with the visitor after the class observation?

Yes No

9- Have you discussed about the strengths and weaknesses of the lesson with the visitor?

Yes No

10-What are the strengths?

Good management of the class good planning of the lesson
Respect of timing of activities Helped learners in finding answers
Went round group STT > TTT

11-What are the weaknesses?

Bad lesson planning forgot to time some activities
Did not follow the different phases of a lesson teaching
TTT > STT did not use appropriate teaching/learning strategies

12-How do your students often react during the observation?

a- Very well b-As usual c- very bad

Questionnaire to Inspectors and Teaching Advisers

I'm a student teacher at the end of my training at the Advanced Teacher Training College of Porto-Novo. I'm undertaking a research work on the topic: « Impact of Class observations on Teachers and Learners' in Bénin Secondary Schools: The case study of CEG d'Application and Lycée Béhanzin To help me to carry out this successfully, I would like you to answer these questions and to tick (√) the box which expresses your mind.

1-What is a class observation?

2-What are the objectives of a class observation?

3-What is the difference between Inspection and class visit?

4-How many times do you visit a teacher per year?

a- Once a year b- Twice a year c-Three times a year

5-How long does the observation last?

a- Two hours b- One hour

6-What are the roles of a Teaching Adviser?

7- What are the roles of an Inspector?

8-What are the difficulties bound to the class observation?

a- The school authorities reactions before and after the observation

b- Some teachers don't want to be observed