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Teacher Professional Development: The Needs of TESOL Teachers in the Republic of Niger

Ganda Nabi Mahamadou
Indiana University of Pennsylvania

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TEACHER PROFESSIONAL DEVELOPMENT: THE NEEDS OF TESOL

TEACHERS IN THE REPUBLIC OF NIGER

A Dissertation

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the Requirements for the Degree

Doctor of Philosophy

Ganda Nabi Mahamadou

Indiana University of Pennsylvania

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Indiana University of Pennsylvania

The School of Graduate Studies and Research

Department of English

We here by approve the dissertation of

Ganda Nabi Mahamadou

Candidate for the degree of Doctor of Philosophy

_____   _____

                              Dr. Gian S. Pagnucci
                               Professor of English, Advisor

_____   _____

                               Dr. Claude Mark Hurlbert
                              Professor of English

_____   _____

                              Dr. Gary J. Dean
                              Professor of Adult and Community Education

_____   _____
Dr. Timothy P. Mack
Dean
The School of Graduate Studies and Research

ABSTRACT

Title: Teacher Professional Development: The Needs of TESOL Teachers in the Republic of Niger

Author: Ganda Nabi Mahamadou

Dissertation Chair Dr. Gian S. Pagnucci

Dissertation Committee Members: Dr. Claude Mark Hurlbert

Dr. Gary Dean

In the last five decades or so, in many parts of the globe, TESOL teacher supervision and professional development have evolved from summative to more formative perspectives and practices. In Niger, past research has done little to examine the state of the current TESOL teacher supervision and professional development. This qualitative study examines the current supervisory practices and professional development of 9 TESOL teachers and 3 supervisors as expert sampling from Salma City. This study used constructivism theory, interviews, observations, group discussion interviews, and journal logs to enable the participants to describe their views of the current supervisory practices and voice their opinions of the professional development project presented to them, on the basis of their own perspectives. Although the sources of data collection above constitute an important part of the study, data were also collected from additional sources, which reflected participants' experiences to allow them to describe data from their own perceptions.

An analysis of the data revealed various themes which emerged from the following predominant categories: 1) observation stages in Salma City, 2)

conference approaches used with different teachers at the feedback, 3) supervision conducted for administrative monitoring, 4) teachers' opinions about the professional development project, 5) and teachers' perceived hindrances about promoting the professional development project.

In general, the results showed that the current supervision used in Salma City was broken, very delinquent, hierarchical and custodial in nature. Though, TESOL teacher supervision used to be a by-product of clinical supervision, in its current state it is only limited to the observation stage while the other important stages were simply glossed over for reasons that may pertain to the socio economic and political climate in the country.

Finally, the conclusion showed that teachers not only developed resistance and resentment toward the current supervisory practices, but were also very delighted about the professional development project presented to them. They were longing for freedom, democracy, dialogue, and collegiality in the supervisory process in Salma City.

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To

The Almighty

What He wills and decrees no one can prevent.

Mom and dad, it was a blessing to have parents like them.

To my mother, who taught me to care for my own and others because people are people.

To my father, who taught me that life is a struggle from birth to death and never give up or quit however difficult the situation.

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TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER I

INTRODUCTION

I come from Niger. According to the World Bank, the Republic of Niger is a vast but poor, landlocked country with an estimated population of 12.09 million people (2004) concentrated in a narrow band of arable land along its southern border. The economy is dominated by rural subsistence agriculture, livestock, the uranium-mining sector, and informal trading activities. Niger is rated by the UN as one of the world's poorest nations. In 2004, Niger was ranked 176 out of 177 countries on the UNDP's Human Development Index. Sixty-three percent of Niger's population lives on less than a dollar a day, the country's per capita gross domestic product (GDP) is estimated at US $260 in 2004 (World Bank, 2004). The Republic of Niger gained independence from France in August 1960. French has been the official language, as well as the medium of instruction in the educational system. English by contrast, receives little attention.

Teacher professional development is still new and suffers from neglect in Niger. Waranza and Da Costa (2000) state that a survey of the literature revealed many definitions of supervision - each one unique in its focus and purpose – ranging from custodial orientation to a humanistic orientation. Drake and Roe (1999) noted that in a custodial context, supervision can mean overseeing and controlling, managing and administering, evaluating, or any activity in which the principal is involved in the process of running the school. Most supervision in Niger is technocratic and custodial. TESOL teachers' supervision in Niger remains summative. It is mainly performed for

1

administrative, bureaucratic, and evaluation purposes. By contrast Drake and Roe noted that during the past several decades, in many counties around the globe, humanistic supervision, formative evaluation, professional development, and many other activities have been used as vehicles to enhance the performance of teachers. Unfortunately in Niger TESOL in-service teachers' training, supervision, and professional development are not keeping pace with the latest methodologies. This results in inadequate classroom teacher supervision, professional development and teaching methods. The Nigerien curriculum is awkward and has been slow to modernize in line with present day ideologies. This gives TESOL teachers in Niger little room to maneuver and think outside the box. Consequently, TESOL teachers work from outdated and non-contemporary models of instruction. As a result, the state of TESOL in Niger is well behind the rest of the world.

This leads to my central research question: If we make use of teacher professional development in Niger, can we enhance TESOL teachers' content and pedagogically based knowledge to help improve the performance of the TESOL students in the classroom, as well as foster TESOL teachers' personal and professional growth?

The rapid speed of change - the explosion of knowledge and its rapid dissemination around the globe, transportation systems, information and telecommunication technologies, the global economy, changes and shifts in the demographic make-up of the world's population, all these are significantly shaping and reshaping economic, political, and social realities worldwide (Dean

1991). This has important implications for the role of the school whose job is no longer that of providing a mere baggage of knowledge dish for life. Around the globe, the explosion of knowledge and its rapid dissemination commands policymakers, researchers, educators, and many other school allies to rethink and restructure school operations and how the various school-partners can relate to one another. Instructional supervision and teacher professional development are not immune from these changes. New ways of thinking about supervisory practices and professional development are critically needed to confront contemporary issues in the world's teaching and learning situation.

How can we best prepare Nigerien TESOL teachers to work in a world that is in constant flux? Many teaching methodologies abound, but these are often in conflict with one another. These conflicting methodologies range from autocratic and authoritarian to more democratic and egalitarian trends. Glanz (1999) agrees that traditional, bureaucratic, and control - oriented methods of supervisory practices are more and more being challenged and are slowly giving way to new concepts which emphasize democracy, civil dialogue, and collegial relationships between teachers and supervisors. As Benjamin Barber has put it in his book *An Aristocracy of Everyone:* The Politics of Education and the Future of America*.

> The challenge of our time is to reclaim the traditions of democracy as
> education. If all students are to be engaged in powerful, purposeful, and
> accumulative education, then learning needs to be democratic in nature
> and tied to the life of the individual's participation in present and future

communities. Likewise, the decisions of the school and the interactions among adults about teaching and learning need to be derived from a participatory , collegial process rooted in the beliefs " that all students are created equal" and deserving an education that "will afford them Life, Liberty, and the pursuit of Happiness." Equality, liberty, and happiness always have been the idealistic aspiration of our society. (Barber, 1992, 26)

Most supervisory and teaching methodologies can be categorized along two continuums: the modernist and post modernist paradigms of supervision and instruction. On the issue of paradigm shift in supervision, Glanz (2000) points out that the modernist paradigm "is bureaucratic, hierarchical, oppressive, and technicist from the view point of the postmodernist" (p.70).   In contrast, Glanz examining the work of Waite (1995) says "post-modern supervision would advocate that supervision would be, collegial, non-evaluative, and non-directive. (Qtd. in Glanz, 2000, p. 71). Faigley (1992) asserts that postmodernism assumes "that knowledge is socially constructed and rhetorical in nature - it is a set of shifting interpretations and agreement among members of a community (Faigley, 1992, p.15).   The purpose of this study is to identify the perceptions of secondary school TESOL teachers regarding supervisory practices in light of these paradigm shifts in supervision. In addition, this study investigates TESOL teachers' perceptions regarding ways to promote their personal and professional development in the Republic of Niger.

Background and Significance of the Study

In light of the paradigm shifts in supervisory practices, many scholars (Glickman, 1990; McGill, 1991; Arredondo, 1996; Glanz, 1999, 2000; May, 1989; Waite, 1995, 2000; Sergiovanni, 2002) have voiced their concerns about the present system of teacher supervision, evaluation and professional development. These scholars argue that the present custodial system of supervisory practice needs revision, reform, and change. Danielson and Shores are among such scholars. Danielson (2000) observes that, "The traditional approach to teacher evaluation is no longer adequate" (p.7). And Shores (1967) asserts that "older concepts of supervision are as outmoded and impractical as the fish grabbing with the bare hands school in the *Benjamin Saber Tooth Curriculum*" (p.v). Furthermore Shores states that not only is it not done that way anymore, but it is not even thought about in the same terms. The goals are different, the forces are better recognized and understood and the procedures have changed with the new epistemology or knowledge" (p. v). In the same vein, Lucio (1969) notes that under the older supervisory methods teachers were closely directed and required to carry out practices determined by administrative personnel. Moreover, teachers were to be held to certain standards of performance and rated accordingly. Thus an important role of supervision in early models was to discover laws of teaching and learning and to require teachers to apply these laws under direction. In this vein, supervision was viewed as a kind of "pipeline" whereby ideas of supervisors' minds trickled down to teachers who were to act as implementers or "huskers" (p. 4).

Directive approaches to supervision assured compliance, obedience, and order. As Glanz (1999) has put it, "traditionally, supervision was defined as general management, direction, control, and oversight" (p. 71). Supervision seen from this perspective was clearly hierarchical, and the supervisor was viewed as an expert whose observations, remarks, and recommendations would drastically improve instruction. As in Freire's banking model of education, where teachers consider their students as vessels to be filled with knowledge, the directive supervisor uses the same model with his teachers.

Many scholars have called into question these traditional and control-oriented supervisory methods. (Dewey, 1929; Glanz, 1999; Waite, 2000; and Glickman, 1990 have argued for the incorporation of hierarchy-free methods, democratic creeds, and problem solving methods in supervisory practices for the sake of improving instruction as well as nurturing teachers' personal and professional development. Zepeda (2000) argues that "Instructional supervision aims to promote growth, development, interaction, fault-free problem solving, and a commitment to build capacity in teachers" (p.19). Furthermore, Cogan (1973) and Goldhammer (1969), the early framers of clinical supervision, envisioned practices that would position the teacher as an active learner. Moreover, Cogan asserts that teachers are not only capable of professional responsibility, but also more than able to be "analytical of their own performance, more open to help from others, and self directing" (p. 12). In the same vein, Unruh and Tuner (1970) saw supervision as "a social process of stimulating, nurturing, and appraising the professional growth of teachers" (p. 17) and the supervisor as "the

prime mover in the development of optimum conditions for learning" among

adults (p. 135). From this perspective supervision and professional development

are not events but rather processes. Moreover, Zepeda (2000) concluded that

"when teachers learn from examining their own practices with the assistance of

others, whether peers or supervisors, their learning is more personalized and

more powerful" (p.19).

In Niger TESOL in-service teachers' training, supervision, and

professional development are not keeping pace with the latest trends worldwide.

Many graduates become TESOL teachers without adequate preparation in

TESOL methodologies. In addition, the heavy workloads of many TESOL

teachers give them little room to share experience or be innovative in their

teaching. Moreover, Niger has a national curriculum that is awkward,

unbalanced, and slow to modernize in line with the communities' needs and

present day worldwide ideologies. There is shortage of TESOL supervisory

teachers in Niger, and TESOL supervisory methodologies have been slow to

catch up with present day approaches. Consequently, TESOL teachers in Niger

work from outdated and non-contemporary models of instruction. As a result, the

Nigerien educational system has been unable to adjust to the rapidly changing

supervising practices. In short the state of ESOL teacher supervision in Niger is

critical and desperate.

The critical issue to focus on for improving teacher education is

empowering classroom teachers in their in-service teacher experience. Hence,

classroom teachers must be taught to engage in lifelong learning which entails a

continuous process of self-inquiry, reflection, questioning, planning, trying out new methods, taking risks and evaluating their own teaching and their students' learning. In addition, teachers must learn to believe in the importance of continuously improving both their content and pedagogical knowledge to make a difference for students in the classroom. In other words, a much greater emphasis should be placed on the professional development of teachers in Niger. If we are to keep pace with such rapid changes as well as preparing responsible, competitive, knowledgeable and aware Nigerien citizens for the new millennium, we need to build up effective teacher professional development in the classroom, or we will simply be managed by outside changes.   As Dean (1991) observes:

> If we are to manage change rather than be managed by it, we need to
> see that as far as possible the staffs of schools are able to cope with what
> is happening. This is something which must come from within the
> schools, although those outside can do much to support head teachers
> and teachers in dealing with the change affecting them (p. 3).

Statement of the Problem

To open a window of inquiry into the practices of TESOL teacher supervision and professional development, the purpose of this study is to identify the perceptions of TESOL teachers regarding methods of supervisory practices in secondary schools in Niger and ways to promote secondary TESOL teachers' personal and professional development in light of the postmodernist paradigm. While teacher professional development has been a recognized concept in the

TESOL profession for the last three decades around some parts of the globe, it is

somewhat new and has received little attention in Niger. In fact, the

phenomenon seems to be disregarded with little or no research undertaken to

understand the predicaments of Niger's TESOL teachers. Developing a

research-based understanding of the experience of TESOL teachers in Niger will

strengthen TESOL teachers' research abilities, self-inquiring skills, student and

human knowledge and development, knowledge of subject matter, content and

pedagogical knowledge as well as foster TESOL teachers' empowerment and

effective teaching and instruction in the classroom. Moreover, Friedman (2006)

claims that this approach can build TESOL teacher communities, getting together

in a common effort to help each other "to learn how to learn in a world that is

extremely dynamic and global more than ever before".

<div align="center">Research Questions</div>

The key questions to be addressed in this research study are:

1. How is supervision viewed by TESOL teachers in the Republic of Niger?

2. How does a professional development project benefit a group of Niger TESOL

Teachers?

Sub-questions related to the main are:

1. What are the procedures used to conduct classroom supervision in Niger?

2. What do The TESOL teachers think of professional development
   opportunities?

3. How will the development project impact their teaching of TESOL?

4. How will the development project impact their view of themselves as TESOL teachers?

5. How does this model of professional development compare with TESOL teachers' previous experiences of supervision or professional development?

6. In what ways will teachers use the professional development project to share ideas and experiences?

Rationale

My desire to investigate issues of teacher professional development in Niger is driven by two main objectives. Maxwell (1996) discusses the importance of purpose in a study and how essential and crucial it is to the study's research design. The objectives help to guide a researcher's design decisions to ensure that his/her study is worth doing as well as providing rationales for it. Furthermore, Maxwell argues that it is useful to distinguish three different kinds of objectives for undertaking a study: personal, practical, and research purposes. Personal purposes are those that motivate a researcher to do a given study; they can include such things as political passion to change some existing situation, a curiosity about a specific phenomenon or event, a desire to engage in a particular type of research, or simply the need for a researcher to advance in his or her career. In most instances, however, these personal purposes for undertaking a given research project often overlap with your practical and research purposes but they may also include deeply rooted individual desires and needs that bear little relationship to the "official" reasons for doing the study.

That justifies the continual vision throughout the study that the success of the TESOL teacher improvement, empowerment, and professional development lies in his/her own hands, in his/her commitment to improving teaching, learning, and self.   That is, the teacher alone, not the supervisor, is responsible for his/her own growth, improvement, and development. Any other activity, such as school support, collaboration, collegiality and the rest, are only pieces of the puzzle for the betterment of school and society. A supervisor can neither dictate nor impose change on the teacher. As Stone (1999) in a *Conversation* with John Goodlad points out, that change cannot be imposed from outside.

The Researcher

As far as I am concerned, my first purpose for doing this study has been prompted by my personal experience in the field of TESOL teacher training and supervision. More specifically, my personal motive for examining the issues of teacher professional development is informed by a life-long teaching, training, and supervision experience in Teaching English as a Foreign Language (TEFL) in Niger my home country. For about 16 years, from 1983 –1999, I taught English in Nigerien junior and senior high schools. In that period, I was also a TEFL trainer and a supervisor with the American Peace Corps in Niger. In the American Peace Corps' education division, I had the opportunity to be a trainee in both pre-service and in-service teacher training in 1983 and 1984. I was then promoted to the position of Teaching English as a Foreign Language Trainer in the Audio Lingual Method in the Peace Corps, Niger TEFL Training staff, from

1985 to 1990[1]. As a TEFL trainer, my job required me to supervise all assigned trainees which entailed:

- ❖ providing as many model lessons as necessary;
- ❖ observing classes taught by trainees;
- ❖ offering feedback (holding critique sessions with trainees);
- ❖ assisting trainees with lessons plans;
- ❖ writing weekly observations to be discussed with trainees and other supervisory teachers;
- ❖ attending Model School staff meetings;
- ❖ and finally being available to present and participate in workshops on TEFL methodologies

As a Teaching English as a Foreign Language (TEFL), teacher in Nigerien high schools across the country, I used to be the head of what is called "L' Unite/Cellule Pedagogique" or "Cellule Pedagogique" (UP/CP) in almost all the schools where, I taught from 1983 to 1999. The (UP/CP) was the English Pedagogical Unit or Cell in our secondary schools. A Pedagogical Unit or Cell (UP/CP) is a community of practice. For instance, English teachers in a cell come together in a common effort to help each other teach and learn, to care for each other, and to work together in advancing student academic achievement.[1]

In sum, my professional background and experiences with supervision, and to some extent professional development, may be seen as influential in my decision to conduct this research in the area teacher supervision and

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[1.] Summer Model School (Cours de Vacances) in French is a practice school in which newly –arrived Peace Corps volunteers are trained to teach in the Nigerien education system.

professional development. On the one hand, my pre-service and in-service experience supervisory practices in the Peace Corps justify my relationship to the study and my desire to investigate the issue of Teacher professional development in Niger.

On the other hand, my professional career includes teaching experience in Nigerien public secondary schools. From 1983 to 1999, I was exposed to supervisory issues. As a novice teacher, I developed a certain resistance to some of the supervisory approaches and practices I had to deal with. Afterward, as an experienced teacher, I had the opportunity to be a supervisor.   As the head of the Pedagogical Unit/Pedagogical Cell (UP/CP), I had the opportunity to correct some of the inadequacies of the supervisory practices.   I sincerely believe in collaboration, collegiality, sharing experience, exchanging ideas, in TESOL teacher supervision and professional development. In other words, what I am advocating is a formative supervision and professional development that makes a difference in the lives of TESOL teachers, students, and schools. I see both supervision and professional development as fundamental ingredients, tools and vehicles to improve instruction.

My second motive, and indeed the key one, for undertaking this study has to do with the alarming state of the educational system in present day Niger. The fall of The Soviet Union in the 1980's caused ripple effects across the globe. As a result of the changes initiated in Moscow, by the late 1980s, long-established communist regimes first in the Soviet Union, and then in East-Central Europe, came under increasing attack for their perceived economic inefficiency and

political repression. As a result of these mounting pressures, and despite last-minute attempts at internal reforms, the systems proved unequal to the challenge before them, thus leading to their eventual demise.

The events unfolding in Europe had ripple effects elsewhere on the globe including Africa. More specifically, emboldened by the events occurring in Europe, most people in Africa, as elsewhere on the globe, rose up against long-entrenched dictatorial systems. As a result of these uprisings, by the early 1990s the African continent was awakened by calls for democracy.

Unfortunately, however, this democratic resurgence on the continent had its own short-comings. For instance, some of the movements agitating for democracy have at times paralyzed various economies on the continent, largely as a result of hard-line positions pursued in the face of intransigent, incumbent governments. Often this ignited political and civil unrest. Largely as a result of these revolutionary activities, Niger's economy has suffered many sets backs sometimes leading to a recession if not to the virtual collapse of an already fragile economy. The International monetary Fund (IMF) (2002) in its Public Information Notices (PIN) reported that "Niger has suffered social and political upheavals over the last decades that hindered the implementation of reforms and measures of economic recovery. Since their election at the end of 1999, the authorities have been able to reestablish economic, social, and political stability (PIN N0 02/9, March 1, 2002, p.1).

From 1987 to 2000, Niger did not receive any foreign investment. The country had to rely solely on its meager and menial internal resources.

Consequently, many sectors of the economy suffered. The educational sector was tremendously affected. The news paper, "L' Ecuyer" (2003) reported in its article *"Education Conflict Reaches New Depths in Niger"* that

   Two months long general strikes continue to paralyze schools, colleges, and universities in Niger. The government has made serious reforms to the educational system in response to the demands of the World Bank and international capital teachers and students continue to protest against the cuts that have come along restructuring, which has led to numerous violent confrontations and arrests leading to an educational crisis (Education Conflict Reaches New Depths" vol. 8, N0. 3, 2003, p.1).

For instance, various seminars of in-service teacher training organized by the National Ministry of Education in collaboration with foreign-aid agencies such as the United State Agency for International Development (USAID), the American Peace Corps Niger (APCN), and the British Council (BC) for TESOL teachers were interrupted. Classroom observations[2] came to a standstill. Equally important, normal observation or supervision of TESOL working teachers in their classrooms became very rare, if not totally nonexistent. Due to lack of funds, civil unrest, and wage freezes, advisors or instructional supervisors located at the various area school districts across the country could not make the trips to visit or observe teachers in their different schools and classes. "L'Ecuyer" (2003) declares that, budget cuts resulting in drastic service reduction in education has not been limited to universities. Instead, the structural adjustment plan in Niger,

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   [2] This author is a living testimony to the aforementioned problem concerning lack of teacher observation, occasioned by lack of funds and political instability. While teaching in senior high school in Niger during the period, 1996-1999, he received only three such visits.

as set out by the World Bank, is in phase four, which is known as the Decennial

Education Developmental Program (PDDE). In the name of debt reduction, this

neo-liberal program has been implemented in Niger and forced reductions in

government spending on social services" ("Education Conflict Reaches New

Depths" vol. 8, N0. 3, 2003, p. 2).

For example, between 1990 and 2000 only teachers living in the same city

or towns as the TESOL advisors might have been visited in their classrooms

once in a year, and sometimes not at all. There is no doubt that many TESOL

teachers have never had a classroom visit or an observation during this period of

time. In addition to budget and fund issues that area school districts are facing

all over the country, the TESOL advisors/English teacher ratio is extremely high**.**

That is to say, even in a normal situation not all TESOL teachers get the chance

to have a classroom visit even once in a year. UNESCO (1999) reported that, for

the training of in-service teachers, 82 inspectors, 105 advisors or supervisors

were trained. That is a total of 187 supervisors. It should be understood that this

figure embraces all subjects and disciplines taught in both junior and senior high.

The teacher/supervisor ratio is disparate: the minimum is 1/23 in Agadez;

maximum is 1/326 in Tillaberi for inspectors (United Nation Educational, Scientific

and Cultural Organization [UNESCO], 1999).

The IMF is unfortunately an inconsistent money lender to a great many

countries.   There are nevertheless positive things that borrowing countries could

gain from this giant financial institution. The IMF like any other lender sees its

dollars as investments that should yield big profits, in returns for long or short

terms.   With this giant lender, it is more about what you negotiate than what you deserve.   Therefore, the IMF as a financial institution has no compassion for its debtors. Almost all countries around the globe borrow from the IMF as a financial institution. Developed countries with good governance and effective management not only negotiate good deals with the Institution, but also pay their debts on time as stipulated in their mutual agreement.

Unlike developed countries which are good costumers, the so called third world countries like my country Niger, are usually unable to pay their debts because of bad governance and limited resources. Because developing countries are not good customers, in most cases, for a short period of time, harsh structural adjustment programs are imposed on developing countries at the negotiating table with the IMF. Structural adjustment programs are poisoned gifts or ready made packages from the IMF.   They usually come with cutting off and laying off of public civil servants stipulations before any monies or loans are credited to the accounts of these developing countries. As "L'Ecuyer" (2003) put it while talking about another twin financial institution, the World Bank and its structural adjustment plans and their devastating impacts on the educational system   "In the name of debt reduction, this neo-liberal program has been implemented in Niger and forced reductions in government spending on social services"   In many cases, because of its drastic, anti-social, and uncompassionate measures, structural adjustment programs are met with the fierce opposition of powerful and radical workers' unions and students' protests in many developing countries.

General Overview: Niger

Niger or the Republic of Niger is a sub-Saharan country in Western Africa, named after the river Niger. Niger is the fifth biggest country in Africa with an area of 1,267, 000 square kilometers and a population of over 12.09 million people. Historically, Niger is a gateway between north and sub-Saharan Africa. Niger borders seven countries on all sides and has a total of 5,697 kilometers of borders. The Republic of Niger borders on Mali and Burkina–Faso to the west, Chad to the east, Algeria and Libya to the north, and Benin and Nigeria to the south. The country's political capital is Niamey; its economic capital is Maradi. Niger's proper pronunciation (in IPA) is /ni ʒɛər/. Although /naˈɪdʒər/ is also

accepted. Its adjective is *Nigerien* / niːʒ ɛr iən /, which should not be confused

with *Nigerian* / naˈɪdʒəriən/ *for* Nigeria (Wikipedia, 2005). The republic of Niger

is not to be confused with that of Nigeria. Niger and Nigeria are two neighboring countries and are both located in West Africa. Niger is a former French colony, while Nigeria remains a former British colony. English in Nigeria still remains the official language as well as the medium of instruction in schools. In Niger, French has been playing the same role since the country's independence from France on August 3rd, 1960. In Niger French, Hausa, and Zarma are the official and national languages along with 6 others. A democratic government has ruled Niger since January 2000. From the colonial era to the present day, Niger has maintained French as its official language in its administrative, judicial, and

educational systems. The Nigerien educational system was almost a carbon copy of its French counterpart until the last two decades or so.

Encarta (2002) reported that in Niger schooling is free and attendance remains compulsory for all children between ages 7 to 15.   However, due to the lack of primary school teachers, disparity among the districts,   population dispersal, and nomadic population, not all children have the chance to attend a school. Only 40% of children who must attend school could enroll in a school ("Encarta", 2002, p.2).   During the last thirty years or so, educational reforms have dominated the agenda of the Nigerien government and the policy makers at the National Ministry of Education. Many of these reforms have stressed the need to improve schooling by improving the status, power, and working conditions of the teacher in general. However, and in spite of the various reforms recommended by policy makers, Nigeriens still remain discontented and unsatisfied with their educational system.

Structure of Education in Niger

There is one fundamental principle underlying the structure of education in Niger that is crucial for understanding this study. In Niger, unlike in America, there is strong national central authority involvement in the education process. The National Ministry of Education and that of Higher Education through the Nigerien government are highly involved in educational governance. However, the last fifteen years or so, a decentralized approach to administrative governance has dominated the Nigerien government's agenda. More and more decentralized functions in various administrative areas have been delegated to

the districts and local communities. However, the country still has a long way to go. Wikipedia the free Encyclopedia (2005) notes that in June 2002 the National Assembly passed a series of decentralization bills. In July 2004, Niger held municipal elections nationwide as part of its decentralization process. Some 3,700 people were elected to new local governments in 265 new communes.   As a first step, administrative powers will be distributed among 265 communes (local councils): in later stages, regions and departments will be established as decentralized entities. The country is currently divided into 8 departments, which are subdivided into 36 districts (arrondissements) (Wikipedia, 2005, p.3, "History of Niger").

Organization, and Duration of the Educational System in Niger

There are three levels to the structure of education in Niger: elementary, secondary, and tertiary or higher education. Schooling organization and duration have almost remained the same or been untouched in some areas since Niger gained independence in 1960. The only major changes to the system in the last two decades are the appearance of nursery schools, Kindergartens, and some technical/vocational private schools. Kindergarten schools, according to UNESCO's Statistical Directory, were officially institutionalized in the country in 1977. The duration of studies ranges respectively t o 6 years on the primary level, 4 years on the junior secondary level, 3 years on the senior secondary level, and 2 to seven years on the tertiary level. Primary education lasts six years and caters to children 7-12. Junior high lasts 4 years and is concerned with children 13-16. That is a total of ten-year compulsory primary and junior

secondary school combined. Afterward, senior secondary lasts three years. It caters to teenagers 16 to 19. This is the gateway to higher education or the tertiary level, which includes colleges, universities, colleges of education and some technical vocational schools. The duration of studies ranges from two to seven years, depending on the nature of the program (UNESCO, 1999**).**

The following chart (Figure 1) adapted from UNESCO's report (1999) illustrates the structure of education in Niger.

THE Structure of Education in Niger, UNESCO

The Educational System in Niger

THE STRUCTURE OF EDUCATION IN NIGER, UNESCO (1999)

UNIVERSITY / UNIVERSITE	

BACCALAUREATE

(Literary Study / Litteraire;

Sciences / Scientifique;
Technical Study /
Technique)

1st Year College / Tle	
12th Grade / 1ere	**SENIOR HIGH SCHOOL / SECONDAIRE**
11th Grade / 2nde	**2ND CYCLE – LYCEE**

BEPC

10th Grade / 3eme	
9th Grade / 4eme	**JUNIOR HIGH SCHOOL / SECONDAIRE**
8th Grade / 5eme	**1ER CYCLE – COLLEGES**
7th grade / 6eme	

CFEDP
Entrée en
Sixieme

6th Grade / Cours Moyen 2	
5th Grade / Cours Moyen 1	
4th Grade / Cours Elementaire 2	**ELEMENTARY SCHOOL / ECOLE PRIMAIRE**
3th Grade / Cours Elementaire 1	**PREMIER DEGREE**
2nd Grade / Cours Preparatoire 2	
1sr Grade / Cours d' Initiation (7 Years / 7 ans)	

Kindergarten / Grande Section (6 years / 6 ans)	**KINDERGARTEN /JARDIN D'ENFANTS**
Kindergarten / Doyenne Section (5 years / 5 ans)	
Head Start / Petite Section (4 years / 4 ans)	

Nursing Schools / Garderie d'Enfants	**NURSING SCHOOLS**

Translation from French version: The Structure of Education in Niger UNESCO, (1999)

Figure 1. The structure of education in Niger.

Administration and Management of the Educational System in Niger

The main policies with regard to management, structure, administration, curriculum, school year and duration is centrally determined by the Nigerien government through the central authority of the Ministry of National Education and the Ministry of Higher Education. These two ministries are in charge of managing and harmonizing educational issues and policies in all the districts or departments through the Regional Directorate (DR). However, with the current new educational policies enacted since 1999 the responsibility for the management and educational policies will be conferred to a new organ, the National Council of Education (NCE). The NCE will outline and implement any new measures dealing with the future of education. NCE is the highest policy making body with regard to educational matters. The Regional Council of Education (RCE) will be in charge of the follow up of educational policies at the regional level enacted by the NCE at the national level. Finally, at the local level, the Sub-Regional Council of Education (SRCE) will play the same role at the sub-regional level (UNESCO, 1999).

The Ministry of National Education and that of Higher Education control formal education in Niger. Other Ministries involved in the education process are the Ministries of Youth, Sports, and Culture; Public Health; Information; and Public Labor. These ministries direct certain components of the education and training of Nigerien youth in their respective domain. The Ministry of National Education is subdivided into thirteen central directorates placed under the auspices of the General Secretariat of the National Ministry of Education. These

directorates represent the central authority involved in the governance of education in Niger. The responsibility of the central directorates is delegated to the Regional Directorates (DR) in each administrative region or province. The DR represents the Ministry of National Education. A DR may have under its tutelage one or several local school districts. Coordination among the local districts is the responsibility of the DR. The DR is located at the district headquarters of the administrative region, called department. Regional directorates represent the Ministry of National Education.

It deserves mention here that DRs play an important role in the training and supervision of public teachers in general and that of TESOL teacher in particular. There are eight regional directorates in the country. A director manages each Regional Directorate of Education and Research (DRER). The regional director is either a primary or a secondary inspector of education. The DRERs are represented at the local level by elementary and secondary Inspections, respectively called Local Elementary Area School District (IEPD) and Local Secondary Area School District (IES). The DRERs mandate the local area school districts to oversee the administrative management of elementary and secondary schools, as well as the training, supervision, and professional development of teachers in schools. An elementary or secondary inspector supervises both the IEPD and IES**.** Supervisors or pedagogical advisors, in turn, assist the Inspectors in their duties. More specifically the responsibility of providing adequate supervision, evaluation, professional growth and development lies in the hands of the regional directors, area schools' inspectors,

principals or schools' headmasters, head teachers, and mainly the TESOL advisors in the area school district and the Pedagogical Unit/Cell (UP/CP).

The context for professional development in Niger sprang from the country's inability to cope with the teaching and learning situation in general. As a result, TESOL teacher training and in-service suffer from neglect on the part of the Nigerien authorities. In Niger there are no TESOL teacher organizations, workshops, teacher in-service training, and no conferences and there are few publications. The only teacher training or professional development opportunity presented to the majority of TESOL teachers in their career is classroom observation. That is why I focus on observation to introduce the notion of teacher professional development in Salma City. However, in the last seven years or so, the American Cultural Center in Salma City frequently organizes a series of workshops on Wednesdays and Saturdays over a six month period for TESOL teachers in Salma City, who can afford to commute to the Center on those days. While I was in Niger, collecting data, I had the opportunity to present a workshop on teacher professional development upon the request of the director of the American Cultural Center. I also helped set up the Fulbright Niger Alumni Organization.

In many instances, observation also involves evaluation. Observation unlike peer observation is not hierarchy free unless its process is mutually negociated between teachers and supervisors. Here is the problem, the literature on teacher supervision emphasizes that teachers do not trust classroom observation or being visited and develop resentment and resistance

towards the practice. That is why, I focus on classroom observation.   Not only is

classroom observation in Salma City quickly and easily done, it also makes the

supervisors' job easier and that of the teachers' more difficult.   In Salma City,

classroom observation is a quick fix or a band aid solution, because it is not

mutually negotiated between teachers and advisors. And that was not the case

in most instances, in Salma City. The teacher who is being visited neither sets

the agenda, nor the visit, nor the feedback. The visitor does. Whereas, it should

be the other way round.   As Elbow (1986), *Embracing Contraries* Explorations in

learning and teaching, puts it:

> "I think, the trickiest issue of the whole design: the person being
>
> visited ought to be in charge of setting the agenda, but the visitor should
>
> also be able to use perceptions that are not already on the agenda.
>
> Theoretically this is an intractable problem. In practice, however, we
>
> seemed to achieve sufficient trust and to exercise sufficient tact and
>
> intuition to negotiate the shoals" (p. 180).

Supervision on the contrary takes time, effort, and demands human and

financial resources as well. While the human resource issue is not a critical

issue, the financial one is indeed the main obstacle facing developing countries

like Niger.   Moreover, supervision is time consuming because it involves building

a strong rapport between teachers and supervisors before the next steps in the

supervisory process, namely teacher and supervisor planning the lesson followed

by the observation stage and what supervisors shall look for when they observe

a lesson. In this latter stage, the observation has to be mutually negotiated and

agreed upon by supervisors and advisors for effective supervision to take place.

As Doll (1986) put it while talking about the phases Cogan's clinical supervision,

"phase 1 consists of establishing an appropriate relationship between teachers

and supervisors" (p. 109).

Chart of the Administration and Management of the Educational System in Niger

MEN
MINISTRY OF NATIONAL EDUCATION

CNE
NATIONAL COUNSIL OF EDUCATION

GSE
GENERAL SECRETARIAT OF EDUCATION

INDRAP
NATIONAL INSTITUTE FOR DOCUMENTATION RESEARCH AND IMPLEMENTATION

FAA
FOREIGN AID AGENCIES

DEA	DES
DIRECTORATE OF ARABIC EDUCATION	DIRECTORATE OF SECONDARY EDUCATION

CRE
REGIONAL COUNCIL OF EDUCATION

DRER
REGIONAL DIRECTORATE OF EDUCATION AND RESEARCH

CSRE
SUB-REGIONAL COUNCIL OF EDUCATION

IES	IEPD
SECONDARY SCHOOLS INSPECTION	ELEMENTARY SCHOOLS INSPECTION

1. INSPECTORS
2. PRINCIPALS
3. ADVISORS
4. HEADTEACHERS
5. UP/CP

CEG	LYCEE	PRIMARY SCHOOLS (KINDERGARTEN)

Translated from French version: The Structure of Education in Niger UNESCO, (1999)

Figure 2. Administration and management of the education system in Niger

Profile of Learning English as a Foreign Language in Niger

In the structure of education in Niger, English is considered a foreign language. It is introduced in the educational system at the secondary first[3] cycle junior level.   Both French and English are foreign languages in Niger. French is the official language, the medium of instruction as well as a discipline at school. French is also the lingua-franca, that is, a language used to cut across Inter- ethnic communications.   However, English is taught as a foreign language and remains a discipline like history or geography to mention but a few, in the form of Teaching English as Foreign Language (TEFL) or, Teaching English to Speakers of Other Languages (TESOL). Junior secondary lasts four years in Niger. The grade Levels are called 6e, 5e, 4e, and 3e. These grade levels Correspond roughly to 7th, 8th, and 9th of the US junior high and 10th grade of US Senior high.

On the other hand, senior secondary schools called Lycee last three years. The grade levels in senior high are 2nd, 1ere, and Tle. They roughly correspond to US 11th, 12th at senior high and a third year that corresponds to first year college. At Both junior and senior secondary, the English examination, like most of the subjects taken during the BEPC and BAC examinations are both written and oral examinations. Students who failed the written exam and possess a certain grade point average are given a second chance to take the

---

[3] Again, it needs to be emphasized that this is the second main level of education after Primary school. What is more, as already stated, to get to secondary 1st cycle, students must have passed the primary certificate examination administered during the final year of primary school. In other words, the primary certificate examination serves as the passport that permits students to be admitted to secondary school 1st cycle.

oral exam. Because the curriculum is a national one, students use the same textbooks nationwide and take the same exams. The contents of the books revolve around themes, topics, and issues that are listed in the curriculum and are also adapted to the needs and interests of the student population's age.   Be that as it may, however, the curriculum gives little room for teachers to maneuver or be creative by selecting articles or materials with themes outside the textbooks or curriculum.

According to UNESCO (2002) the current curricula in use in secondary school date back to 1987, the same year that Niger decided to design EFL scholastic manuals adapted to the socio-cultural context of Nigerien children. English For The Sahel (EFTS) is a series of books for Nigerien junior secondary students. The series was designed by a group of experts from the National Institute for Documentation Research and Practical Applications (INDRAP), American Peace Corps, Niger (APCN), and the British Council (BC) in 1986 this author contributed texts to the writing of EFTS. Two of my texts were published in the EFTS' piloting book (Nabi, 1986).

The average age of the students attending junior and senior secondary school in Niger varies between 12 and 19. The discrepancies prevailing amid the regions have significant impact on the age of school children. Depending on where they come from, city, urban, suburban, and countryside, their ages vary considerably. UNESCO (1999) reported that the Nigerien educational scene reveals a series of disparities. There is disparity between urban and rural schools, and between public and private schools, between male and female

enrolments (32.2% for girls and 68.8% for boys) and internal and external

inefficiency that result in a high dropout rate. Gaps are also observed in the basic

formal education. It is general and common with a high school attendance in

urban centers (2002, p. 3). In any case, the ages of the students' population

attending junior secondary in Niger are sometimes around or slightly above the

critical period (CP). Krashen defines "critical period hypothesis" as the biological

changes occurring in the brain around puberty that result in the two hemispheres

of the brain functioning independently. After this neurological change takes place

acquiring native-like competence in second language becomes difficult, if not

impossible (Krashen, 1985).

Many scholars have professed the significance of this critical period in

learning a second language. In the Nigerien context, this issue is noteworthy

since at this age students are already bilingual or multilingual. They already

speak their mother tongue, and at least one or two additional local languages,

and French[4] which is the medium of instruction.

In the last two decades or so, however, in most of the 8 departments

of which the country is comprised, the native languages have been used during

the first three years from kindergarten to primary school. French then takes over

at 2nd grade in elementary schools. The learners come from the eight ethnic

groups that inhabit the country and speak eight to ten different languages. The

languages they speak are: Arabic, Fulfulde, Gourmanchema, Hausa, Kanuri,

Tamajaq, Tubu, and Zarma. The population is divided into eight administrative

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[4] As already mentioned elsewhere in this study, traditionally, French is the main medium
of instruction in Niger.

31

regions or provinces called provinces or "Departements" in French. They are the

following: Agadez, Diffa, Dosso, Maradi, Tahoua, Tillaberi, Zinder, and the urban

community of Niamey (U.S. Department of State, 2000).

Some of the aforementioned languages are also spoken in the

neighboring countries. For example, Hausa the majority language is spoken by

56% of the population. It is also spoken in Nigeria that shares with Niger the

longest land boundary 1,497 kilometers. The populations of Niger along

Nigeria's borders speak English with their Nigerian neighbors on a daily basis.

As a result, English words and phrases are used daily by Nigeriens. Code

switching from Hausa to English is a daily phenomenon in Niger due to the

country's proximity to Nigeria. Besides, code switching is not only practiced

along the Nigerian border; indeed, it is almost the rule, rather than the exception,

in almost every part of the country. The fact that code switching, from Nigerien

local languages to Nigerian English is a prevalent phenomenon in Niger stems

also from the fact that in the past, Ghana was, a crossroad. That is, many

people from Niger traveled or migrated to Ghana, the former Gold Coast. Many

students also do travel to Ghana to visit relatives who have established

residence there. As we can see, even though English is termed a foreign

language within the Nigerien context, it is not completely foreign to the majority[5]

of the Nigerien population in general. Teaching English as a Foreign Language

(TEFL) is a question of terminology to define English taught for example in Niger,

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[5] At a more practical level, though, the notion that English is a foreign language may have its own utility. Aware, perhaps, that in the Nigerien situation, it is considered a foreign language; most students come to high school highly motivated to learn English.

Mali, and Senegal as French speaking countries and say for example Teaching English as Second Language (TESL) to define English taught in Nigeria, Ghana, and Saudi Arabia as English speaking countries. In the US, Teaching English to Speakers of Other Language (TESOL) is used to cut across the old debate between TESL and TEFL. In fact, to many Nigerien TEFL teachers the term TESOL will be a relatively new concept.

Profile of Teaching English as a Foreign Language in Niger

After independence in the 1960s to the last part of the 1990s, English teachers in Nigerien junior and senior secondary schools were mainly expatriates, mostly British from the UK, Americans, largely as Peace Corps volunteers, Ghanaians, and Nigerians. English teachers from the latter two countries, Nigeria and Ghana worked in the country on a contract basis. However, the situation whereby the country's English language needs had been met by foreign teachers began to change starting in the early 1990s when the Nigerien National Ministry of Education decided that it could do without such foreign experts. Indeed, and perhaps in anticipation of this move, beginning as early as 1974, the government had already embarked on a process intended to bridge this gap, that is, the short-fall in English teachers. To that end, many teacher training schools were opened, aimed at training Nigerien teachers in different disciplines for the country's schools. As part of that process, the country established two teacher training schools at the secondary school level in addition to the Teacher's College: Faculty of Pedagogy and that of Humanities and Social sciences: 1) teachers' school in Zinder and Tillaberi. In these two schools,

student teachers enter with the BEPC or O' Level. Then after three years, they take the BAC and one additional year of training and teaching practicum, and they may be allowed to teach in Junior High school. 2) Faculty of Pedagogy, which students enter with the Bac. and after two years of training they are ready to teach in our secondary first cycle high schools or junior high schools. 3) Faculty of Social Sciences and Humanities, which students enter with the baccalaureate and after 3 years they take the BA and in their fourth year the "Maitrise". They are then allowed to teach in secondary schools, junior and sometimes senior high schools.

<div align="center">Assumptions, Limitations, and Delimitations</div>

Assumptions, limitations, and delimitations are an intrinsic part of any research study. In order to avoid any distortion and misunderstanding of the data and the results this study will engender, it is essential to admit some constraints which will be generated in the course of this research study. In any field of inquiry, the researcher is required to delimit the scope and exploration in order to facilitate the progress of the specific focus for the study. Inherent within such investigations are assumptions about the process under study. As many other studies, this study has possible limitations that reduce the generalizability of its results. The assumptions, limitations, and delimitations of this study are delineated as follows:

<div align="center">*Assumptions*</div>

1. Teacher participants have participated in supervisory practices and professional development in their respective schools;

<div align="center">34</div>

2. Teacher participants have had choices among the variety of professional development activities presented to them;

4. Teacher participants answered the questions honestly;

5. Teacher participants would believe that professional development is a great asset for their career.

Limitations

1. This study involved only junior and senior secondary school TESOL teachers;

2. The study has the limitations of all interviews and observations.

3. Generalizability of this study was limited by the fact that the research was conducted with only nine TESOL teachers from Salma City, in one of the biggest departments out of nine that make up the country.

Like many other studies, this study has potential limitations that could reduce its generalizability. First, the sample size of nine TESOL teachers and three supervisors was a relatively small number of participants. Secondly, all teacher-informants were from the urban community of Salma City, which comprises a narrow geographic and economic part of the Republic of Niger. Additionally, all teacher-informants were from secondary school levels and inspectorates. The researcher had chosen to interview teachers having at least one year of teaching experience and above and supervisors who have at least two years experience and above. The postmodern paradigm and constructivist theory in which the study was situated were very broad and could be easily misunderstood. The use of purposeful sampling, maximum variability, and special criterion sampling techniques were additional limitations, since the

participants were selected because they met certain criteria, which were: being a

good source of information and being also information rich. In addition, the

research questions geared toward the teachers focused on current supervisory

practices and professional development, yet most teacher-informants chose to

discuss classroom observation from a broader perspective. Additionally, as a

researcher, I may also be biased because of my inclination and tendency to

valorize postmodernist approaches to supervision and professional development

in particular.

Delimitations

1. The study was limited to junior and senior secondary TESOL teachers;

2. The study was delimited to nine (9) TESOL teachers and three advisors as experts from Salma City's Inspectorates;

3. The study was conducted only within post-modernist paradigms of teacher professional development and supervision;

4. The study was delimited by the constructivist theory of data collection and analysis;

5. The study was delimitated to the developmental project and applied to the selected sample only;

6. The study was delimitated to the perceptions of teacher professional development shared by teacher participants during the period of the study;

CHAPTER II

LITERATURE REVIEW

Introduction

In order to identify the perceptions of Secondary First Cycle TESOL

Teachers in Niger regarding methods of teacher professional development and

ways to promote secondary first cycle TESOL teacher development, the following

general features need to be examined broadly: the rationale for supervision and

teacher development, the importance of supervision and professional

development, the principles and characteristics of teacher professional

development, the methodologies, paradigms, methods, and models underlying

TPD and supervision, and finally the connections between supervision and

teacher professional development, and different aspects of this integration. Such

information that includes the definitions, the importance, and philosophies

underlying supervision TPD needs to be addressed thoroughly in order to reach

the goals that this research aims to accomplish.

Organization of the Literature Review

This literature review is organized into five parts. Section one provides us

with the evolution, definitions and redefinitions of the terms professional

development and supervision. Section two deals with the rationales or purposes

of teacher professional development and supervision, i. e. why are they

necessary?   Section three explores the principles and characteristics of high

quality teacher professional development and supervision. Section four provides

us with methodologies, paradigms, methods, and models underlying teacher

professional development and supervision used in TESOL to improve instruction.

And finally, section five deals with connections between supervision and

professional development, and different aspects of this integration.

Section I

Evolution, Definitions, and Redefinitions of Supervision and Professional

Development

Evolution of Teacher Professional Development

Although the notion teacher professional development (TPD) appears to

be a phenomenon of the last half of the twentieth century in TESOL, TPD under

the concept of in-service training traces its origins as far back as the mid-1800s.

Orlich (1989) observes that with the advent of public education in the US,

administrators have seen the need to provide additional training for their staff. In

the mid -1800s, a greater number of children entered the schools. Many

teachers who were not prepared to teach were recruited for classroom service, at

this time.

Early teacher in-service education of the mid-1800s consisted of short

two-three days institutes, evening workshop sessions, and various courses to

remedy teacher deficiencies (Orlich, 1989).   'In-service' was top-down,

prescriptive, remedial, content-focused and organized and implemented by

persons in authority (Holly & Mcloughlin, 1989). However, the term in-service

training according to Holly would be gradually replaced by professional

development as teacher preparation developed into professional programs.

Training was based on eradicating the "deficiencies" of inadequately prepared

teachers and development signified the continuing nature of career and lifelong learning for teachers. Moreover, Tyler (1971) observes that institutes were largely remedial and attempted to help teachers learn more practical ideas for classroom applications. Orlich (1989) goes on to talk about two additional eras in the evolution of in-service education. Orlich's second era dates from early 1900s to World War II. His third era is from World War II (1945 to 1960).

From the end of the 1900s to World War II, Orlich maintains that teacher in-service education in this era remained remedial in nature. In-service programs were still geared at correcting the serious deficiencies in teachers. Moreover, many of the in-service programs consisted of summer sessions at normal schools. Similarly, Robb (2000) referred to the same era, that is, the period between early 1900s and World War II as the Traditional era of Staff Development Model. Robb maintains that the traditional model comprises the following components and characteristics:

A day or days of teacher training. According to Robb no matter how many sessions a school holds per year, these trainings are usually ineffective because sessions do not account for differing levels of expertise and knowledge among staff members. 2. It is usually a one-size-fits-all presentation. Administrators spend huge amounts of money on outside "experts" who usually know little to nothing about a school's teachers, students and culture. 3. Moreover, there is usually minimal administration participation in such workshops. Thus, principals who attend sessions intermittently or who do not attend sessions at all send the message that the session is unimportant. 4. Finally there is a lack of follow up

on the part of the so called experts; very often there is not enough money to invite the "experts" back to assist teachers who risk implementing new ideas. Traditional teacher in- service training does not describe lifelong or self-directed learning. Instead of actively constructing knowledge from many sources with the traditional model, teachers passively receive knowledge from one source, usually an authority, through delivery methods. Just as teachers traditionally consider their students as vessels to be filled with knowledge, traditional in-service education deals with teachers in the same manner.

Orlich's third era dates from World War II to 1960, (1945-1960). After World War II, in-service education experienced subtle changes. The 1930s witnessed the beginning of major change with the Eight-Years Study that was launched as a reaction to in-service education that was still prescriptive and remedial in nature. Teachers in selected groups of thirty (30) schools began to make a transition from remedial to creative in-service education. However, the excitement brought by the Eight-Years Study would not last long. Its results were published in 1942 in the midst of World War II. The war brought a severe shortage of teachers and in-service teacher education would plummet and would remain remedial once again after the war.

Definitions and Redefinitions of Teacher Professional Development

The term professional development is a dynamic concept. From the mid-1800s when professional development had its roots, to the publication of *A Nation at Risk* (1983), a report that raised public concern about American education, but "left out a critical element of the educational equation, the

classroom teacher" (NBPTS, 1987), to *A Nation Prepared: Teachers for the 21st Century* (1986), a reaction to the 1983 report, which in turn would lead to the recommendation and establishment of the National Board for Professional Teaching Standards (NBPTS, 1987), the notion of teacher professional development has evolved tremendously. According to Orlich (1989) the term professional development is in need of definition. The literature on professional development is filled with a variety of terms that describe and illustrate the role, function, processes and definitions of the concept. To many educators, the term professional development is synonymous with in-service training, in-education, workshops, professional growth, professional development, and staff development.

Dean (1991) highlights the fact that the terms staff development, in-service education, and professional growth tend to be used interchangeably for both individual development and organizational growth
 (p. 4-5). Likewise, Diaz - Maggioli (2003) points out that "professional development is a very elusive term in education. To many, the term conjures up images of in-service education, in-service training, workshops, and staff development. To others, it refers to a process in which teachers work under supervision to gain tenure or to enhance the professional practice (2003, p. 1). Though various terms have been used to come up with definitions, roles, processes and intents of the concept professional development, definitions and terminologies from the recent studies (Guskey, 2003; Rhoton & Stile 2002; Dean, 1991; King & New, 2000; Robb 2000) tend to agree on many characteristics and

principles of what an effective TPD is or could be. On the other hand, most of

these studies (Orlich, 1989; Holly, 1989; Guskey, 2003, 1995; Robb, 2000) are of

the same opinion of what is not effective professional development. Effective

professional development is not a one-shot, 'one-size-fits-all, 'sit-and-get'

workshop on general topics organized and delivered by a person in authority,

tacitly and passively received by teachers. It is not an event, rather, it ideally is a

process.

Simply defined, the term teacher professional development, I would say "is

being the best teacher one can be for his/her students." (Nabi, 2006)   In other

words, how can I develop and grow personally and professionally as a teacher

while trying to meet the needs of my students in a dynamic world. In addition,

(Cawood & Gibbon) describe professional development as "an experiential

involvement by a teacher in the process of growing. This process is not short-

term. It is a continuous, never ending developmental activity (Qtd in Dean, 1991,

p. 5).

Besides, (Brown, 1994; Crandall, 1991; Diaz-Rico, 1998) agree that

teacher professional development is the process of lifelong learning in the

teaching profession; it involves any activity aiming to achieve personal and

professional growth for teachers. Furthermore, the scholars observed that

developmental activities can range from observing colleagues' classes, reading

academic journals and books, and attending conferences, to collaborating with

other teachers on classroom research or other professional projects.

In the same vein, Dean (1991) points out that "professional development is career long, starting with initial training and continuing until retirement. It is an active process. The teacher must actually work to develop him/herself. Development does not happen as a result of years, it is a day-to-day activity   for staff and a regular responsibility of management to encourage" (p.7). In individual terms Edge sees development as "how can I become the best teacher I can be for my students?" Edge furthermore defines the process or the goal of working out our own way forward, based on our own understanding, as an empowerment of the teacher. She then proposes the term cooperative development as a framework for empowerment. Cooperative development, Edge writes, is at the heart of teacher development.   Edge sees this as the idea of self-development.

Edge (1992) observes that cooperative development works at two levels. First, as an individual, my development is in my hands. To Edge with or without official training and education as a teacher, only I can really understand what I am trying to do in class, how it works for me and what I learn from it. If I follow up this pattern, I can find a sense of personal satisfaction in my work, which goes beyond that great feeling of "having really a good lesson" (p. 3). Second, as members of different schools, societies, or cultures, only we as teachers have the insights of insiders into what is happening with our learners in our classrooms. Therefore, if we follow up this pattern, it can take us away from the latest method, the latest Guru, or the latest course books.

However, Edge cautions us against the misinterpretation or misuses of her emphasis on the word "*self*". She maintains "when I use the word development I always mean Self-development." Self does not mean that we should work in isolation. Edge asserts that the isolation of the teacher is exactly what holds us back. Furthermore, she emphasizes that teaching should not be limited to an individual, subjective experience shared with no one. Edge states that isolation can only restrict our ability to develop and grow personally and professionally as teachers. As such self-development requires other people: colleagues and students and much more. By cooperating with others, we can come to understand better our own experiences and opinions.   As social constructivist Vygotsky (1978) while talking about cooperative learning strategies in his concept of Zone of Proximal Development (ZPD) has put it, "Students can always reach a higher level of development when they collaborate with others that already are at a higher level of development" (p. 86).

To ensure greater competence both in the knowledge of subject matter and techniques of teaching, teacher education could take place at all levels in teachers' careers. Teacher education aims at helping teachers to reflect and analyze their performance, to learn experimentally and link experimental and intellectual learning. There are two types of learning or knowledge, which according to Edge (1992) are incompatible with both novices and experienced teachers. Edge argues that, it is very difficult to bring together the two forms of learning and knowledge, that is, the learning that we gain from books or instructional supervisors and what we know to be true from our own experience

44

(p. 6). The latter form of learning or knowledge is dear to personal or cognitive

constructivists who think knowledge is constructed in the head of the learner

while she is re-cognizing her experiences and cognitive structures (Piaget 1970

& Von Glasersfeld, 1989). From Edge's perspective, teacher education could

first intervene at a very early stage of teachers' training, at the pre-service level

during teacher preparation programs when student teachers are at school and

being trained to become prospective teachers. The second stage is when

teachers are already in the field teaching by themselves, the in- service level of

teacher education.

Evolution, Definitions, and Redefinitions of Supervision

Evolution of Supervision

Pre-modern Era of Supervision

If teacher professional development as a vehicle to enhance instruction

and teacher performance has gained prominence in education in the last quarter

of the 21st century, supervision as such has been in existence for the last two

centuries. Along with its evolution, supervision has been divided into various

eras starting as early as 1895. Moreover, diverse terms have been used to

describe and illustrate what supervision is.

Pajak (1993) discussed a brief history of supervision in education in his

book entitled *Approaches to Clinical Supervision: Alternatives for Improving*

Supervision. Pajak observes that the earliest recorded instances of the word

"supervision" appeared in the works of William Payne (1895) a Michigan school

superintendent. Payne was the author of the first published book on supervision, a book entitled *Chapters on School Supervision* (1895)*.*

Pajak (1993) highlighted three eras in the evolution of supervision. He also termed them as 1) supervision as inspection or control, 2) democratic supervision and scientific thinking, 3) and collegial and collaborative supervision. Similarly, Glanz (2000) called them the pre-modern, the modern and the postmodern eras of supervision. Glanz's description of the evolution of supervision encompasses all approaches of supervisory practices from Pajak (1993) to May (1989) and Sergiovanni & Starratt (2002).

Pajak's first era dates from 1895 to the 1920s. An examination of the early records of this era indicated that the term supervision was synonymous with "inspection". The late 19th century was dominated by the notion of supervision as inspection. This notion appeared in the works of William Payne, a prominent superintendent in 1895. Payne's works mainly described the supervisor as an expert who monitors and oversees curriculum and instruction and evaluates teacher performance. Supervision, therefore, was a function performed by superintendents to more efficiently administer schools. Payne as a prominent superintendent emphatically stated that "teachers must be held responsible for work performed in the classroom and the supervisor as an expert inspector would 'oversee' and ensure 'harmony' (Glanz, 2000). Pajak says Payne's work and notion of supervision were later followed by Frederick Taylor's principles of scientific management in the early 20th century. Around the same period, supervision in the US began to develop an identity separate from administration.

Pajak here mentions the scholarship of Edward C. Elliot who described

supervision as closely related to "the democratic motive of American education"

(1914, p. 2). In addition, Elliot distinguished "administrative efficiency" which

demanded "centralization of administrative power" from "supervisory efficiency"

which required "decentralized, cooperative, expert, supervision" (1914, p.78).

Glanz (2000) referred to this period as the pre-modern era. He affirmed

that earliest instances of the word 'supervision', that is, pre-modern supervision

entailed "general management, control, direction and oversight" (p.71).   An

examination of early records from the colonial era indicates that supervision was

synonymous with "inspection".   As such, early supervisory practice was a far cry

from democratic. Therefore, pre-modern supervision was a function performed by

the superintendent to more effectively administer school. According to Glanz

"the raison d 'etre" of the supervisor in this era was to achieve quality of

schooling by eradicating inefficiency and incompetence among the teaching force

(p. 72). James M. Greenwood (1888, 1891); & Balliet (1984) both prominent

superintendents, were experts in weeding out inefficient teachers. Pre-modern

supervision gained its legitimacy in the application of the principles of scientific

management as advanced first by Frederick Taylor (1911). Scientific

management was later translated into education by Franklin Bobbitt (1913).

Bobbitt established the "social efficiency movement" which approached

supervision from a technocratic, autocratic, and bureaucratic point of view.

Supervision was clearly hierarchical; and the supervisor was viewed as an expert

whose recommendations would directly improve supervision in the pre-modern era.

Modern Era of Supervision

Pajak's second era, dating from 1920s–1980s, was dominated by the notion and importance of democracy and scientific thinking as a guiding principle in education. Glanz (2000) would term this second era as the modernist era of supervisory practice. The emergence of democracy was highlighted by many authors (e.g., Hosic, 1920; Newlon, 1923; Stone, 1929; Dewey, 1929). This era was largely influenced by John Dewey, "whose combination of democracy and scientific management was a greater influence on the evolution of supervision in education than generally acknowledged" (Glanz, 1992). When Dewey called for the application of scientific methods to educational problems, he was referring to reflective inquiry as a guide to practice. However, Dewey's notion of scientific problem solving should not be confused with Taylor's scientific management (Dewey, 1910; 1929). During this era the old concept of supervisor as inspector was replaced with the notion of responsible leadership that would rely on scientific reason and experimentation for enlightenment and direction. This view recognized the worth of the individual, namely the teacher, and emphasized flexibility in organization and free participation by all.

As a result of growing opposition, the autocratic supervisory methods gave way to a more democratic integration into the traditionalist supervisory practices in the 1920s. This post-1920 period marked the beginning of what can be referred to as the "modern" era of supervision or the modernist perspective of

48

supervision. Although many texts (Newlon, 1923; Dewey, 1929; Hosic, 1920; Burton, 1927) called for the integration of democratic systems of belief into this traditionalist view of supervisory practices, much of the practice remained hierarchical with the principal in the role of expert. The modern era was influenced in large part by Dewey's (1929) theories of democratic and scientific thinking, as well as Hosic's (1920) ideas of democratic supervision. Supervision during this period, attempted to employ democratic and scientific methods and cooperative problem solving approaches to educational problems" (Glanz, 2000, p.74).   The notion of democratic supervision was later reinforced by a prominent superintendent Newlon (1923) in an article entitled "Recognizing City School Supervision". In this article, he maintained that school organization must be set up to "invite the participation of the teacher in the development of courses" (Glanz, 1999, p. 74).   The end of supervision can be realized when teachers and supervisors work in coordinated fashion. Newlon went on to create supervisory councils to provide genuine assistance to teachers. Moreover, Newlon (1923) asserted that "the teachers will be regarded as fellow-workers rather than a mere cog in a big machine" (p. 74). Modern supervision is positive, with democratic actions aimed at the improvement of classroom instruction through the continual growth of all concerned.

Post-modernist Era of Supervision

Pajak's third era, from the 1980s - 1990s, witnessed the emergence of clinical supervision. Invented by Morris Cogan at Harvard, developed by Robert Goldhammer, and completed and published by Robert H. Anderson in 1980,

clinical supervision retained an emphasis on reflective problem-solving, but its efforts focused directly on individual classrooms as the target and teachers as the agents of change. (Pajak, 1993, p. 5) clinical supervision refocused supervision's legacy of democracy, cooperative planning, problem-solving, and action research on classroom events and processes.

Postmodernists suggest that modernist views of supervision are overtly technicist in orientation. As an alternative, they suggest "dialogic supervision" (Waite, 1995, 1997; Glickman, 1990, 1998; Glanz, 2000) and advocate collegial relationships between supervisors and teachers. Waite (1995) went on to advocate the "null technique" in which the supervisor becomes "witness to a teaching episode in order to enter a dialogue with that teacher," (Glanz, 2000, p.77.). In dialogic supervision according to Waite, supervision seeks to enhance the quality of the teacher-supervisor relationship by focusing more on the dialogue than the "data". Waite believed that way "both the teacher and supervisor have a better chance of coming to the table on equal footing. (Glanz, 2000, p.77.). "Egalitarian reciprocity" is what Waite suggests. However, Glanz (2000) maintains that equality may not always be wise or possible.

Likewise, in their book entitled *Supervision a Redefinition,* Sergiovanni & Starratt (2002), describe three main eras in the evolution of supervision: the first era 1970s to 1988, the second era 1988 to 1993, and the third era from 1998 the present.

From 1970 to 1988, which represents the first era, Sergiovanni & Starratt (2002) indicate that school supervision in the 70s was largely ritualistic and a

good deal of supervisor's time was spent on administrative matters. The supervisor's role in this era was mainly characterized by complacency. In 1984, a mild renaissance of interest in supervision and supervisory activities were in the making. Publications focusing on issues and problems in supervision increased in popularity, becoming among the most popular offered by the Association for Supervision and Curriculum Development. Supervision topics appeared more frequently at the organization's national and regional conferences. In 1988, what was a mild renaissance turned into a revolution. Many journals made their appearances. "Supervision was becoming the 'In-thing' in American schools. Supervision began to rank high on the agendas of both state policymakers and local administrators" (Sergiovanni et al., 2002, p. XIV). Many schools began to mandate increases in supervision and evaluation of teachers. "Effective schools" were characterized by principals and other supervisors who exercised strong instructional leadership. Instructional leadership a little later became the order of the day in many teaching seminars and workshops.

With the second era, from 1988 -1993, the emphasis on supervision shifted from evaluating teachers to promoting teacher development and building professional community among teachers. Furthermore, the characterization of principals and other supervisors as instructional leaders gave way to "supervisors as developers and leaders of leaders in this configuration, as teachers assume more of the responsibility for providing instructional leadership" (Sergiovanni et al., 2002, p. XIV).

The last era, from 1998 to the present, found supervision to be at a critical point in its evolution. We were in the midst of a powerful standards movement that fostered a new age of thinking about accountability aimed not just at students and what they learn but at teachers and how they teach. It became clear, that whatever else was done to improve schools, little would be accomplished without improving teaching. "Teacher quality became the mantra. As reformers pushed hard to make changes, states were setting higher standards for preparing teachers" (Sergiovanni et al, 2002, p. 15.). Teacher education became the influential force for changes that would strengthen the teaching profession. Moreover, professional development was moving to center stage having been reinvented from a series of isolated and disconnected events removed from the classroom to a flawless commitment to continuous improvement inside the classroom.

Supervision Definitions and Redefinitions

In the last two decades or so, the literature on supervision abounds with various terminologies that demonstrate its definitions, roles, intents, functions and processes. Instructional supervision, clinical supervision, reflective teaching, peer coaching, developmental supervision, and differentiated supervision are just a few of these terms and concepts. At times, teachers, supervisors and administrators may feel plagued and baffled by the wide variety of models advocated for the improvement of classroom instruction during observation and conferencing. While the varied terminologies may puzzle some educators, all these concepts tend to be used interchangeably to foster the improvement of

classroom instruction and teacher personal and professional growth (Pajak, 1993).

In the same vein, Unruh and Turner (1970) asserted that supervision is a social process of stimulating, nurturing, and appraising the professional growth of teachers. Furthermore, they added that the supervisor is the prime mover in the development of optimum conditions for adult learning. That is, when teachers learn from examining their own practices with the assistance of others, whether peers or supervisors, their learning tends to be more personalized and therefore more powerful. Moreover, Cogan (1973) and Goldhammer (1969), the early proponents of clinical supervision "talked about practices that would position the teacher as an active learner (p.12). In addition Cogan advanced that teachers were not only capable of professional responsibility, but also more than able to be "analytical of their own performance, open to help from others and self-directing" (p. 12).

On the other hand, Zepeda (2003) notes that the challenge for the supervisors regardless of their title or position is to extend learning opportunities for teachers through a more unified approach to professional development and growth (p. 2). Besides, when supervisors ignore this challenge, it is done at the classroom teachers' peril. Furthermore, Zepeda indicated that regardless of the type of supervision: instructional supervision, developmental supervision, clinical supervision, differentiated supervision or any form of in-classroom supervision cannot be reduced to a lockstep linear process with a fixed beginning or end. Zepeda (2003) then concluded that, "the processes involved in supervision, staff

53

development, teacher evaluation, and the like must be clinical and ongoing" (p.11).

Citing Pasternak and Viscio's (1998) coherence model, Zepeda called for a unified approach linking supervision, staff development, and teacher evaluation with other forms of professional development. She believed that, once woven together in a holistic way, learning opportunities followed their own course while contributing to the overall development of the faculty and organization. Zepeda thinks that the approach offers a framework for unifying professional development and supervisory initiatives, adding that the implicit assumptions here are that the work of supervisors is recursive and that all approaches to supervision and staff development should employ processes that promote growth, including reflection, inquiry, and dialogue. The basic premise is that staff development, teacher evaluation and other professional development should form a seamless web.

On the other hand, Glickman, Gordo, & Ross-Gordon (1998) defined supervision in fairly general terms. They viewed supervision as "An assistance for the improvement of instruction" (p.8). Supervision is viewed as a function and process rather than a role or event. Glickman et al. believed that what is important is not a person's title but rather his/her responsibilities. They found that many educators with the title supervisor tend to function as record keepers at the district level. These supervisors do not function in the realm of actual supervision despite their title. On the other hand, persons with titles such as principal or lead teacher may be heavily involved in supervision through direct assistance to

teachers. This explains the emphasis on the process and function of supervision rather than the title or role of the supervisor. Seen from this perspective, Glickman et al., (1998) think all educators throughout the school system from the top to the bottom of its organization can engage in the function and processes of supervision. Glickman, et al., (1998) armed with this conviction redefine the term supervision as "supervision is not the act of instructing students, that is, teaching but rather the actions that enable teachers to improve instruction for students" (p. 8).

Section II

Rationales for Teacher Supervision and Professional Development

The need and importance of teacher professional development could be explained and supported by various arguments. All these arguments are somehow influenced and tied into the socio-economic and political contexts as well as the technological innovations. Grounds for teacher professional development range from teacher's constant continued self-renewal to the inadequacy of teacher's initial training. Besides, one should add, the dissonance between a school's philosophy of education and teachers' beliefs in matters of accountability, the speed of change and the explosion of knowledge, as well as, the outburst of information and telecommunication technologies.

Spratt (1994) Orlich (1989) maintain that the need for teacher professional development arises from the inadequacy of training courses, which alone cannot fully enable teachers to be dynamic and competent in their jobs. Any training course, either pre-service or in-service, can be criticized for shortcomings.

55

Training courses, even the lengthy ones such as those needed for a graduate degree in TESOL, cannot satisfy all trainees' needs, nor can they solve most of the problems occurring at the trainees' home institution. The course itself is not the end of a career; after the course there is still life and trainees must face practical realities. Therefore, along with teacher training, teacher development must be a vital component in teacher education. Development fills the gap in training by giving teachers opportunities to reflect on classroom practice, gain insights into teaching experiences, view education as a long term process, and deal with change and divergence. Orlich (1989) remarks that pre-service training regardless of its length or intensity may not be adequate to prepare teachers for the first year without some in-service education. As a matter of fact, he advises that educational planners should have a vision, a rationale to increase the effectiveness of the services offered in order to enhance the human potential of their organization (p. 1).

Another basis for supervision and teacher professional development specifically in the last three decades has to do with a greater emphasis on accountability in the US educational system. The severe emphasis according to Dean (1991) is likely to increase with the Education Act of 1988; thus much more responsibility for education on the school, its head-teachers, and governors. The accountability movement is rooted most directly in the publication, *A Nation at Risk* (1983). Academic standards for students and professional standard for what constitutes quality of teaching "this has brought into focus more sharply, the

56

need to support teachers and the work they do" (National Association of Elementary School Principals [NAESP], 2002, p. 2).

With the accountability movement in the US, many states have linked the performance of standardized and other assessments to teacher evaluation. The *A Plus Education Reform Act of 2000* is an example. Zepeda (2002) *A Plus* stipulates that teachers are to be rated based, in part, on academic gains of students assigned to the teacher, and student achievement will be determined through a number of assessments. In addition, a teacher receiving an unsatisfactory evaluation will not be entitled to a salary increase. Accountability systems have essentially created a ripple effect between what teachers and students do, and moreover, according to the NAESP:

> We've learned that it's meaningless to set high expectations for
> students' performance unless we also set high expectations for the
> performance of adults. We know that if we are going to improve
> learning, we must also improve teaching. And we must improve the
> environment in which teaching and learning occurs [NAESP], 2002,
> p. 2.

In addition to the arguments mentioned above, accelerated change and explosion of knowledge is also another main raison d'être for supervision and teacher professional development. Referring to change, Dean (1991) asserted that we are currently in the midst of unprecedented change in education. Almost everything is changing and the rate of change is accelerating. Everything is happening at a very fast speed, which leaves little time to become acclimatized

57

to new ways of looking at things. In addition to change coming from the

government, we also have changes resulting from the rapid development of

knowledge which is causing existing knowledge to become out-of-date very

quickly. As such, a great deal of what we are currently teaching in schools, if not

already out-of -date, will become so in the very near future.

Furthermore, Dean (1991) agrees that the speed of change and the

explosion of knowledge are requiring people to learn afresh at intervals

throughout their lives. Besides, this has important implications for the role of

school, which is no longer that of providing a package of knowledge and skills to

hand out for life. Now that it is possible to have a vast store of knowledge

available at the touch of a key, the emphasis in initial schooling needs to be on

the process of learning. This places an emphasis on the skills of independent

learning and on learning how to learn or constructing knowledge through active

learning. In this vein, learning is viewed as a process rather than as an event as

Graves (1994) has put it.

Section III

Characteristics and Principles of High Quality Supervision and Professional

Development

Characteristics of Teacher Professional Development

In spite of the various concepts ascribed to the term professional develop-

ment along its evolution, most recent research and policy in professional

development (NBPTS, 1989; Guskey, 2003, 1995; Glickman, Gordon, &Ross-

Gordon; Birman, Desimone, Garet, & Porter, 2000; King& Newman, 2000)

appears to agree on the characteristics of high quality professional development. These scholars all maintain that professional development should move away from 'sit-and-get' workshops on general topics toward a more teacher-driven based approach. For they believe that there can be no 'one-size-fits-all' approach to effective teacher professional development. As Guskey puts it, "differences in communities of schools administrators, teachers, and students, uniquely affect professional development processes and can strongly influence the characteristics to professional development effectiveness" (Guskey, 2003, p. 47).

Furthermore, Guskey believes that to have a great impact, professional development must be designed, implemented, and evaluated to meet the needs of a particular teacher in a particular setting (Guskey,1995). Moreover, he highlights the fact that several characteristics of high quality teacher professional development can be derived from research on a wide variety of approaches (Guskey, 2003). The following are some the most consistently cited characteristics of high quality professional development:

1 **Content-focused:** Several studies demonstrated that teachers' skills and understanding are directly related to the degree that professional development experiences focus on subject matter content (Birman, Desimone, Garet, & Porter, 2000). Being "content focused" means also considering students' prior knowledge related to the content, and strategies teachers can use to actively engage students in developing new understandings (Cohen, Hill, & Kennedy, 2002).

2. **<u>Extended:</u>** Extended professional experiences rather than one-time sessions, allow for more substantive engagement with subject matter, more opportunities for active learning, and the development of coherent connections to the teacher' daily work (Birman, Desimone, Garet, & Porter, 2000).

3. **<u>Collaborative:</u>** "Teacher learning is most likely when teachers collaborate with professional peers, both within and outside their schools, and when they gain further expertise through access to external researchers and program developers" (King & Newman200, p. 576). Professional development activities that include collective participation that is, the participation of teachers from the same department, subject, or grade, are more likely to afford opportunities for active learning and are more likely to be coherent with teachers' other experiences (Birman, Desimone, Garet, & Porter, 2000, p. 30).

4. **<u>Part of Daily Work</u>**: Professional development should be largely school based and incorporated into the day-to-day work of teachers (National Partnership for Excellence and Accountability in Teaching, no date).

5. **<u>Ongoing</u>**: Several studies indicated that professional development should be ongoing, not episodic, and include follow-up and support for further learning (Association for supervision Curriculum Development, 2003).

6. **<u>Coherent and Integrated</u>**: Professional development should incorporate experiences that are consistent with teachers' goals; aligned with standards, assessment, and other reform initiatives; and informed by the best available research evidence (Birman, Desimone, Garet, Porter, & Yoon, 2002; Guskey, 2003).

7. **<u>Inquiry– based</u>**: Professional development should promote continuous inquiry and reflection through active learning. "Active learning encourages teachers to become engaged in meaningful discussions, planning, and practice as part of professional development activity" (Birman, Desimone, Garet, & Porter, 2000, p. 30-31).

8. **<u>Teacher– driven</u>**: Professional development should respond to teachers' self- identified interests in order to support individual and organizational improvements. Professional development is more meaningful to teachers when they exercise ownership of content and process (King & Newman, 2000).

9. **<u>Informed by Students Performance</u>**: Analyses of impacts on students' performance should inform professional development (Guskey, 2003; National Partnership for Excellence and Accountability in Teaching, no date; Association for Supervision and Curriculum Development, 2003).

10. **<u>Self-evaluation</u>**: Professional development should include procedures for self-evaluation to guide teachers in their ongoing improvement efforts (Guskey, 2003).

  Moreover, the National Board for Professional Teaching Standards (NBPTS, 1987) issued in 1989 its policy statement, *What Teacher Should Know and Be Able to Do.* In this policy statement, the NBPTS highlights five (5) principles. Most of the above characteristics about high quality professional development fall under these five principles. According to the (NBPTS, 1989) these five principles have since then served as a basis for all of the standards development work NBPTS has conducted and to this day. In addition, the policy

statement has also remained the cornerstone of the system of National Board

Certification as well as a guide to schools districts, states, colleges, universities

and others with strong interest in strengthening the ongoing education and initial

training of America's teachers. The following are the five principles and some of

their underlying characteristics:

1. Teachers Are Committed To Their Students and Their Learning

2. Teachers Know the Subject They Teach and How to Teach Those Subjects

to Students

3. Teachers Are Responsible for Managing and Monitoring Students Learning

4. Teachers Think Systematically About Their Practice and Learn From

Experience

5. Teachers Are Members of a Learning Community

Characteristics of Teacher Supervision

The following are some of the characteristics of supervision that make

supervision for teacher's professional growth and development to be grounded in

a number of principles and beliefs that emerged from the literature (Wanzare &

Da Costa, 2000). Little (1993) noted that the primary function of supervision is

for teachers and supervision to engage in focus study groups, teacher

collaborative activities, and other long term professional partnerships, in order to

actively construct knowledge and increase their understanding of teaching-

learning process Nolan & Francis (1992).

Supervision is a fundamental part of the total service provided by school

systems. Wanzare & Da Costa (2000) stated that supervision must have an

identity within the organizational hierarchy and it must be administratively

supported if its purposes are to be achieved. "Supervisors as well as other

educational leaders have the responsibility for facilitating professional

development, building teams of teachers or cohorts, and empowering teachers to

make decisions regarding their instructional performance "(Beach & Reinhart,

2000, p. 128).

Da Costa & Riordian (1997) remarked that the development of trust in

supervisory relationships is critical. As Griffin (1997) noted shared authority

expertise and expectations as a consequence of supervision opportunities are

preferable to conventional "top-down" strategies designed to realize "top-down"

expectations. Supervision requires the provocative use of linguistic skills

(Arredondo et al., 1995). The importance of such skills was emphasized by the

approach of cognitive coaching (Costa & Garston, 1994). Supervision is highly

dependent on the exchange of ideas among individuals working with other.

Participants in the supervisory process must be able to communicate their

intended meaning clearly and coherently.

Effective supervision can be characterized by such constituents as

teaching, learning, reflection, two-way growth, and group collaboration

(Arredondo et al., 1995). Supervisors and teachers must be involved and

committed to rigorous educational and training programs to improve the validity,

reliability, and acceptability of data collected and the inferences made during the

supervisory process Haefele (1993).

Section IV

Assumptions, Methodologies, Paradigms, Methods, and Models Underlying

Professional Development and Supervision

Paradigms, Theories, and Classifications for Professional Development

In the following section, I highlight the importance of theories and

paradigms with regard to supervision, staff development, and teaching. I will

then shed light on how theories and paradigms are used to address issues in an

educational setting. In this chapter emphasis will be on Paradigm and Theory,

Philosophy or Approach with regard to classroom teacher supervision and

professional development. A supervision approach is a theoretical basis for

supervision. There is always a theoretical issue behind one's supervision.

Theories and paradigms are anchored to particular orientation or perspective to

any discipline or issue under scrutiny. They help frame the phenomenon under

study, so that, it can be seen or construed through or with a certain lens.

Orlich, (1989) in talking about paradigm for staff development asserts that

"the trouble with American educators is that they seek one grand theory to

address all problems" (106). If a theoretical basis allows educators and

researchers not to conduct inquiry in a vacuum, sadly, not all studies, disciplines,

conceptions, activities will make use of one. Nevertheless, such a theoretical

inquiry may be conducted within a paradigmatic basis. Teacher professional

development falls in that category. Pink & Hyde (1992) examined the literature

review of staff development and were struck by its essentially atheoretical nature

and how often conceptions are informed by personal rather than by systematic

reflection and research.   On the contrary, paradigms are not theories; they are

ways of thinking that may be used to develop new theories. As Gage (1963) has

put it "paradigms are not theories; rather they are ways of thinking or patterns for

research, that when carried out can lead to development of new theories" (1963,

p. 95).

Orlich (1989) observes that the absence of theory associated with the bulk

of in-service training programs at all levels. Donald R.Cruicksbank, Christopher

Lorish, and Linda Thompson Bank (1979) reported the apparent lack of

theoretical based service programs. Moreover, Sharon Feiman (1981) also

stresses how little theory is called upon by in-service program designers. Many

studies (Fenstermacher & Berliner, 1983; Gall & Renchler, 1983; Glassberg &

Oja 1981; Lieberman 1986) have attempted to come up with theoretical or

conceptual frameworks for in service programs. However, most of them have

ended up falling short of coming up with a sound theoretical or conceptual

paradigm for professional development. For example, the attempt by

Fenstermacher & Berliner (1983) was rather an evaluation model of teacher in-

service program of that theoretical paradigm. Gall & Renchler's (1983) models

were extensive but unusable paradigms. And more specific and not adequately

comprehensive are the models proposed by Glassberg & Oja (1981) and

Lieberman (1986).

In short Orlich (1989) stresses that after many attempts, he observes that

the literature appears to present four general classifications (1) organization-

based model, (2) individual based model, (3) role based models, and (4) trainer

based models to describe the various theories, paradigms, classifications and models for professional development.

Paradigms, Theories, and Philosophies Underlying Supervision

Glickman, Gordon, & Ross-Gordon (1998) point out that "supervisors' actions while working with teachers are based on supervisory beliefs which in turn are derived from a theoretical or philosophical basis. Likewise, teachers' beliefs in turn reflect a broader educational philosophy. Many numerous and overlapping philosophies or theories exist and have historical roots in each other" (p.100). Furthermore, Glickman et al., (1998) assert that three major educational super philosophies have direct relevance to supervision. These categories have been labeled, according to Johnson, Collins, Dupuis, and Johansen (1973), as essentialism, progressivism, and existentialism. Johnson et al. (1973) note they would prefer to substitute for progressivism the more general term experimentalism, as described by Van Cleve Morris (1961).

Essentialism Approach to Supervision

According to Ozmon & Craver (1986) essentialism as a philosophy or school of thought is derived from idealism and realism, two of the oldest philosophies in western culture dating back at least as early as Plato in ancient Greece. Of course, there was philosophy and there were philosophers before Plato, but it was Plato who developed one of the most influential philosophies dealing with education.

Ozmon & Craver, (1986) state that idealists believe that "ideas are the only true reality" (p. 2). They also emphasize that it is not that all idealists reject

matter (the material world), but rather they hold that the material world is characterized by change, instability, and uncertainty while some ideas are enduring.   Modern idealism could be traced back to Rene Descartes, George Berkley, Immanuel Kant, George W.F. Hegel and Josiah Royce. As a philosophy of education, Idealists generally agree that education should not only stress development of the mind but should also encourage students to focus on all things that are more lasting values such as the search for truth, self realization, and character development.

Realism on the other hand, according to Ozmon & Craver (1986) is what may be called the principle or thesis of independence. In essence this thesis holds that reality, knowledge, and value exist independently of the human mind. In other words, realism rejects the idealist notion that only ideas are real. This is based on Aristotle's notion of independent reality. To Aristotle, "Ideas can exist without matter" (p. 2). Modern realism can be traced back to Francis Bacon and John Locke, the two most outstanding realist thinkers of their time.

Glickman et al., (2002) agree to the fact that essentialism is derived from idealism and realism. They stated that idealism emphasizes truth and reality existing outside of people. It is also absolute and unchanging. Realism, on the other hand, developed at the onset of the industrial age. It places a similar emphasis on truth and reality being outside of people. Created by William L. Bagley in 1938, essentialism encompassed the educational philosophy of idealism and realism to form pedagogy.

Glickman et al., (1998) comments that, in terms of educational or supervision theory or approach, essentialism emphasizes the supervisor as the person who teaches truths about teaching to teachers. Supervisors are those most knowledgeable about those absolute standards. Teachers are then handled mechanistically to systematize and feed content to students. As teachers digest these teaching truths, they move to being good teachers. With regard to supervisory belief, the supervisor operates from a directive platform or method. Method in turn is grounded in the approach or theory, in this case the essentialist philosophy of supervision. Supervisory models or techniques, such as mentoring and peer coaching among others, would be in turn used to support the supervisor's model or platform, here the directive method. Likewise May (1989) applied science approach view of supervision which carries the same labels and characteristics as the essentialist approach to supervision. Glanz (2000) writes that either view or approaches to supervisor represent the modern concept or modernist paradigm of supervision.

Pragmatism (Experimentalism/Progressivism) Approach to Supervision

The terms Experimentalism and Progressivism are often used for pragmatism, the over arching term. According to Ozmon & Craver (1986) the root of the word pragmatism is the Greek word meaning "work." Pragmatism is a philosophy that encourages us to seek out the processes and do the things that work best to help us achieve desirable ends. While pragmatism is viewed as a twentieth century philosophy developed by Americans for the most part, its roots can be traced back to British, European, and Ancient Greek philosophical

traditions. One important element of this tradition is the developing world view brought about by the "scientific revolution". The background of pragmatism can be found in the works of philosophers and scholars such as Francis Bacon, John Locke, Jean Jacques Rousseau, and Charles Darwin. But the philosophical elements that give pragmatism a consistency and system as a philosophy in its own right are primarily the contributions of Charles Sand Pierce, William James, and John Dewey.

Glickman et al., (2002) assert that the philosophy of pragmatism developed by Charles S. Pierce and Williams James emphasizes what people can do to nature rather than what nature does to mankind. Dewey, who further expanded on their writings, added that "humans can both reform and be reformed by society" (p.101). Experimentalists see reality as what worked. If a person could form a hypothesis, test it, and find it to work, then it was regarded as tentatively true. From their view point, knowledge is seen as a result of the interaction between the scientific person and the environment.

The educational application of experimentalists' thinking to supervision is well documented in the writings of Dewey. Teachers as students need to learn the truths of their time but they should not rest content with that parcel of knowledge. Supervisors view schools as laboratories for working with teachers to test old hypothesis and try new ones. Supervisors work democratically with teachers to achieve collective ends that will help everyone. Supervisors are not solely conveyors of old wisdom; they are both conveyors of the rudimentary knowledge of the time and the guiders of the trial-and-error exploratory learning.

Existentialism Approach to Supervision

Ozmon & Craver (1986) assert that existentialism is one of the newer modern philosophies; hence, it has had only recent application to educational theories and the problems of education. While the roots of this philosophy may be traced as far as back as the sophists, existentialism as such began with the works of Soren Kierkegaard and Frederick Nietzsche in the nineteenth century and was further developed in the twentieth century in the works of Martin Buber, Karl Jaspers and Jean Paul Sartre.

Glickman et al., (2002) maintain that as a school of thought existentialism is derived for the rejection of other philosophies encompassed in essentialism and experimentalism as modernist philosophies. As such, it is a large category of many diverse philosophers who have in common a scorn for rational, empirical, and systematic thinking as the way of knowing reality. The basic tenet of the philosophy is that the individual is the source of all reality. All that exists in the world is the meaning the individual puts on his/her own experiences. There is no absolute knowledge, no mechanical working of the universe, and no preordained logic.

This philosophy of education applied to supervision means a full commitment to individual teacher choice. The supervisor provides an environment that enables the teacher to explore his/her own mental and physical capabilities. Teachers must learn from themselves. The supervisor does not dispense the information and shies away from intrusively guiding a teacher.

Supervisors help when needed, protect the right of others to self-discovery, and encounter the teacher as a person of full importance. My research study takes up this perspective when it places the teacher at the center of any improvements.

To conclude Glickman et al., (2002) made the correlation between the methodologies of supervision, the methods of supervision which derive from the methodologies, and the responsibilities of both the supervisor and the teacher based on each theory or philosophy. For the essentialist approach to supervision, direct method of supervision is used. While the responsibility of the supervisor is high, that of the teacher is low. With the pragmatist philosophy of supervision, the driving method is collaborative. With collaborative supervision, both the supervisor and teacher share equal responsibilities. And finally, with the existentialist philosophy of supervision, the method of supervision is nondirective. With this method the supervisor's responsibility is low and that of the teacher is high.

Models or Techniques of Supervisory Practices and Teacher Professional

Development

A technique is an operational procedure used in a classroom. Simply defined for teaching and learning, a technique is a specific classroom activity from which learners learn. In supervision, too, techniques are activities from which teachers learn. Teachers can learn by themselves through reflective inquiry or action research, from each other, and from various developmental activities know as models or techniques. The types or models of supervisory practices may involve any activities aiming to achieve personal and professional

71

growth for teachers. Supervisory developmental activities can range from observing colleagues' classes, reading or writing academic journals and books, keeping portfolios, doing action research, peer coaching and mentoring, attending conferences, collaborating with other teachers in classroom research or other professional activities (Zepeda, 2002).

Models of supervisory practices improve instruction and get teachers to learn, develop, and grow personally and professionally while meeting the needs of their students. If teaching techniques help students learn in the classroom, models or types of supervisory practices also help teachers learn during classroom observations and or post-observation conferences. Teaching techniques are for teachers what supervisory models are for supervisors. They are activities that help teachers learn and grow. Zepeda (2002) discussed four types or models of supervisory practices:

1. **Peer Coaching:**

    Peer coaching provides opportunities for teachers to support and learn from each other and engage in realistic discussions about teaching and learning- their own and that of their students. With peer coaching meanings are developed through interacting with others and then from the process of constructing meaning. In its purest form, peer coaching is a model of staff development and instructional supervision. It can also extend to professional learning opportunities such as action research and portfolio development. Peer coaching promotes reciprocal learning from the peer and the coach. They learn from each other through observation and modeling. Technical

coaching, collegial coaching, and challenge coaching are types of peer

coaching used to empower teachers. Peer coaching occurs in the classroom

and in the feedback conference. Because it occurs in the classroom,

feedback is more realistic than other types of coaching and helps to create an

environment where teachers can be secure, connected, and empowered to

work with one another. It also involves a collegial approach to the analysis

teaching for the purpose of integrating mastered skills or strategies. Zepeda

defined peer coaching as "a supervision that teachers do 'with one another'

instead of something that is done 'to them'" (p. 223).

2. **Action Research:**

Action research can transform the ways teachers learn with and from one

another while improving their classroom practices. Its results can inform school

systems and aid in formulating and reformulating goals related to school

improvement. Action research can enhance a peer coaching program and can

be an integral part of developing a professional portfolio. Any action research

undertaken by teachers is research that occurs in conjunction with, and often

concurrently with, day-to-day classroom or school activities. Action research can

help also assist a teacher's inquiry into classroom practices. Through inquiry,

teachers as active learners seek to make discoveries about their practices.

Citing Grady (1998) and Hopkins (1985), Zepeda defined action research as a

method of inquiry "undertaken by educators in order to better understand the

education environment and to improve practice" (P. 43). Further, Hopkins (1985)

described action research as "self-reflective inquiry undertaken by participants in

order to improve the rationality of a. their own practice, b. their own understanding of these practices, and c. situations in which these practices are carried out" (p. 320). Numerous models or types of action research exit, with slight variations that distinguish them from one another.

3. **Portfolio Supervision:**

In the past ten years, portfolios have had a rich history as a form of student assessment. Its use for and by adults has emerged as a viable tool for adults to chronicle more holistically their growth and development. In an era of high stakes accountability, teacher performance is based almost exclusively on student performance in such formalized and quantifiable measures as standardized tests results. Portfolios allow teachers to keep track of what they do every day and their gains in learning which cannot be measured through more formal assessments. Whether in pre-service, evaluation, or staff development, the intents of the portfolio are to chronicle growth and development. It is gaining a foothold as a tool to chronicle professional growth, an authentic way for teachers to reflect on their impact on student learning while assessing their own performance.

4. **Mentoring and Induction**

The increasing needs of teachers who are already in the profession and the prospective ones to join them will demand that the school systems elevate mentoring to new levels. The benefits of cohesive mentoring and induction programs will be elusive until school systems build supportive environments that encourage learning while creating an ethos of care and concern for all its

members. Because of the increasing evidence that mentors themselves grow and develop through mentoring, mentoring programs should not only benefit new teachers but should be offered to all teachers based on their needs. Perhaps school systems need to examine mentoring as an integral complement to supervision, peer coaching, staff development, and action research.

Defining the term mentoring is difficult because the work mentors do is bound within the context of the workplace. Mentoring is a very slippery concept. Generally, mentoring is used to denote a professional relationship in which a more experience teacher assumes responsibility for assisting a less experienced teacher in making the transition from the pre-service teacher training to actual teaching.

Theories and Principles of Adult Learning and Adult Motivation

The literature review will be incomplete without the theories of adult learning, the career stages in which teachers evolved, and the adult motivation theories.   They are fundamental in helping teachers   to learn, grow, and develop. Human beings in general are constantly looking for growth and development in whatever they embark on. As such, we will not do justice to both teachers and supervisors by omitting the key elements or foundations on which both Supervision and professional development rest.

Zepeda (2002) stated that the primary intent of supervision is to promote teacher's growth and development. Supervisors, therefore, face the challenge of considering and meeting the various learning needs of all the adults in school

communities. Adult learners have unique learning needs. Besides, no two adults are the same. In the same vein, Jalongo (1991) asserted that "the key to understanding adult development is to recognize that under anything approximating normal conditions; human beings will tend to seek growth" (p. 52). Without learning opportunities that take into account the various needs of adults, teachers will stagnate to the point that they become "educational sales clerks" and teaching becomes a "humdrum job" Schaefer, 1967, (cited in Kleine-Krackt, 1993, p.2).

In addition, Zepeda declared that in theory, research advances in such fields as development, staff development, group development, learning communities, and constructivism, all of which are broadly related to social learning theory and have fueled increasing support to examine more closely the way in which adults learn. However, in practice, the reality of life in schools for adults will remain austere unless supervisors seek opportunities for adults to grow and learn from the work they accomplish. In other words, to foster adult learning and professional growth, the supervisor must identify the unique needs of adults based on their career stage, prior education, and past experiences, and then apply the correct method accordingly.

Referring to the career stage theories and career stage continuum, Zepeda asserted that supervisors help teachers become fully functioning professionals by organizing teachers' developmental needs and by affording learning opportunities that meet those needs. As such, the first step is to assess teachers' needs by examining their career stages and the generalized principles

that characterize adult learning within a particular stage. Fuller (1969), very broadly identified three stages of teacher's concerns: pre-teaching phase = non-concern; early teaching phase = concern with self; and late teaching phase= concern with students.

Furthermore, Burden (1982) argues that teachers go through three distinct stages: survival stage (first year of teaching), adjustment stage (years two through four), and mature stage (years five and beyond). Moreover, he asserted that "administrators or supervisors should provide different types of supervisory assistance and vary their supervisory strategies when working with teachers at different developmental levels" (p. 4). Burke, Christensen, and Fessler (1984) expanded the career cycle model to include eight stages. Huberman (1993), used concepts of developmental psychology, to show that teachers travel through several stages: Survival and discovery (feelings of fear and enthusiasm), stabilization, emancipation and diversification, reassessment, sincerity and rational distance, conservatism and complaints, and disengagement.

In the same vein, Zepeda asserted that Maslow's (1954) hierarchy of needs (basic survival, emotional and physical safety, belonging and love needs, self-esteem, intellectual achievement, aesthetic appreciation, and self-actualization might also inform a supervisor's effort to provide learning opportunities based on the needs of the learner. Zepeda added that, a critical component of effective learning is that teachers become more satisfied, gain self-confidence, and derive value from work and working with others. Competence at lower levels of development lays the foundations for working toward higher levels

77

of growth and learning.   Regardless of the stage of career development, all teachers have needs. Their needs and potentials for growth can be met only when the overall principles of adult learning and development are considered.

To describe the principles of adult learning, Langer and Applebee (1986) in their research in the area of reading and writing illustrated six principles for working with adult learners, that if applied, will guide the supervisor in setting the stage for adults to succeed in the classroom and to deepen their knowledge of the teaching art. Langer and Applebee offer a construct for making learning authentic for adults. Adults want authentic learning experiences with immediate application in their worlds of teaching. Authentic learning embraces ownership, appropriateness, structure, collaboration, internalization, reflection, and motivation.

Motivation is a key element in any human endeavor. However, adult learning is not static. It fluctuates. What motivates an adult in previous years might not do so later. As such, a supervisor needs to understand what motivates and discourages adult learners. The following theories and models can help the supervisor to motivate. For instance, Maslow's (1987) theory of human motivation offers the supervisor important insight on two levels. First, the theory sheds light on why people learn as they do. Second, Maslow's theory clarifies the meaning and significance that people place on work.

On the other hand, McClelland's (1987) theory of motivation postulates that people are motivated by achievement, power, and affiliation, and that motivation can be internally or externally mediated. People who are motivated by

achievement are often competitive and take pride in successfully accomplishing goals. Whereas, people who are motivated by power are preoccupied with control and the precision with which they are accomplished over other people and their activities. And finally, people who are motivated by collaborative needs value human relations, open communication, and lasting relationships with others.

<div align="center">Section V</div>

<div align="center">Connection between Supervision and Professional Development</div>

To many practitioners and educators, whenever the term supervision is articulated, it invokes images of inspection, control, and complacency on the part of the supervisor. In other words, supervision is "top-down", the mandate of an authority. Similarly, professional development connotes with "sit-and-get" workshops. In this light, supervision and professional development suggest traditional authoritarian and autocratic views of supervision and professional development as an event or one single experience presented and delivered by an authority.

In this regard, both supervision and staff development, as Winston and Creamer (1998) have put it, suggest that competent well functioning professionals do not need supervision and that there is little or no logical or practical connection between supervision and staff development.   In addition, Winston and Creamer (1998) maintain that supervision and staff development can be integrated when the intents of supervision are not summative and staff

development is not reduced to a single experience where teachers passively receive knowledge from one source. In this perspective, Winston and Creamer remark that supervision should be viewed "essentially as a helping process by the institution to benefit and support staff rather than as a mechanism, for punishment inflicted on practitioner for unsatisfactory performance" (1998, p. 30).

Winston and Creamer (1998) propose a view of supervision that focuses on accomplishing the institution's and unit's goal and on promoting personal and professional development of staff members. As DeCoster and Brown note, "the ideal framework for professional development is built by interlocking individual and organization goals" (1991, p. 569). They add that the institution has legitimate expectations that the individuals it employs are dedicated to promoting accomplishment of its mission; similarly, individual professionals also have legitimate expectations that the institution will show concern for their welfare and provide the support needed for a nourishing work environment and career advancement.

In the same way, Burke & Randall, (1994); DeCoster & Brown, (1991); Winston & Creamer (1998) argue that for maximum effectiveness, staff development activities should be integrated with the staff supervision and performance appraisal processes. Viewed from this perspective, staff development is a complex, multidimensional process. As with the supervision process, staff development has a dual focus: enhancement of individual, professional, and personal knowledge and skills and the organizational functioning and the accomplishment of the institution's mission. Moreover,

Winston and Creamer (1998) believe that staff development must be approached with an understanding of each individual staff member's level of personal development, career anchor, educational background, breadth and depth of professional experience, and level of professional development and the level of maturity, stability, and structure of the institution and its organizational culture.

Supervision and professional development are connected in many ways. To Jonasson (1993) both are linked processes. Moreover, to Sullivan (1997) teacher supervision and professional development as fields of educational development are inextricably linked and can and should overlap as needs and local preference dictate (p.159). In the same vein, Wanzare & Da Costa, (2000) maintain that supervision is an important vehicle of professional development. According to Sergiovanni and Starratt (1998) the connection between supervision and staff development has changed and become stronger in recent years. They stated that traditionally improvements have been sought by providing formal and informal in-service programs and activities, the emphasis of which is on training teachers. But in recent years in-service has given way to professional development which assumes teacher deficiency. Conversely, professional development assumes that teachers need to grow and develop on the job.

Nabi (2006) says supervision and professional development are connected and integrated more than ever before. I also think both should have to take into consideration the differences in communities of schools' administrators, individual teachers, and students to fulfill their common mission in any given community. And to conclude, I would say supervision and professional

development are two faces of the same coin or currency working together to invest in such a precious commodity, the student, through the medium or the capital, the TESOL teacher (Nabi. 2006).

Since this study was conducted in the Republic of Niger there were certain limitations of available resources.   Reference libraries were limited in terms of up to date documents and resources. The literature review was current at the time of the data collection. If omissions were made, it just has to do with when the data was collected and the limited resources in Niger.

CHAPTER III

METHODOLOGY

Introduction

The main goal of this study is to investigate the perceptions of TESOL teachers regarding methods of supervisory practices in secondary schools in Niger and ways to promote secondary TESOL teachers' personal and professional development in light of the postmodernist paradigm.   Identifying TESOL teachers' perceptions regarding methods of supervisory practices in secondary school in Niger and ways to promote TESOL teachers' personal and professional development involves such a large number of idiosyncratic variables, that a qualitative approach would be best to capture the full range of TESOL teachers' experiences in their teaching, supervision, and development. As such, an examination of all the correlatives of Nigerien TESOL teachers' teaching, supervisory practices, and their personal and professional experiences must be taken into consideration; their status, power, working conditions, their educational level, pre-service and in-service education, teaching practices and experiences, relationship with TESOL advisors, principals, and TESOL colleagues, their perceptions of TESOL supervision and teaching in Niger, attitudes towards administrative practices of supervision and evaluation, as well as information from the school principals, TESOL advisors and their supervisory practices.

This chapter addresses the theoretical constructs and instrumentation which influence this study. It has been organized to include the research design,

review of theoretical background and description of methodology – constructivist theory, research theory, population sample, sampling strategies, sampling criteria, data collection, procedures, ethical considerations, credibility of the findings, data analysis, and description of the participants.

Statement of the Problem

This study seeks to investigate the perceptions of secondary school TESOL teachers regarding methods of supervisory practices in Niger and ways to promote their personal and professional development in light of the postmodernist paradigm of supervisory and professional development practices. However, this study will not discount the views of the modernist paradigm. The quality of the insights generated with the collected data will shed light on existing supervisory and professional development practices and may also help in setting up and implementing new methods of supervision and staff development models.

Research Design

This study will be conducted within the modernist and post modernist paradigms of supervisory practices, using qualitative methods. Because the purpose of the study is to gain an in-depth understanding of purposefully selected teacher-participants from their own perspectives, this study is primarily an epistemological study situated in the ontological relativity of constructivist theory. According to Patton (2002), constructivism has its roots in Kuhn's classic *The Structure of Scientific Knowledge* and postmodernists and constructivists are committed to understanding knowledge as socially constructed. Therefore, phenomena can only be understood within the context in which they are studied;

84

and findings from one context cannot be generalized to another, neither problem solving nor solutions can be generalized from one setting to another. As such qualitative approach is suitable to penetrate and capture the meaning, essence and structure of the phenomenon under study as experienced by TESOL teacher-participants in their own classrooms and teaching careers.

Exploring a complex process like teacher supervision and professional development necessitates an approach that is pliable and responsive to the idiosyncratic variables that influence TESOL teachers' perceptions regarding methods of supervisory practices in secondary schools in Niger. Therefore, to fully investigate the concepts of supervision and professional development that involve such a large number of distinctive variables, a qualitative approach would be the research design used to inquire about and illustrate TESOL teachers' perceptions of supervisory and professional development practices. Qualitative researchers "use qualitative and naturalistic approach to inductively and holistically understand human experience and construct meaning in context-specific settings" (Patton, 2000, p. 69). For Denzin and Lincoln (1994), qualitative research is multi-method in focus," involving an interpretative, naturalistic approach to its subject matter" (p.2). Patton (2002) states that qualitative designs are naturalistic to the extent that the research takes place in real world settings and the researcher does not attempt to manipulate the phenomenon of interest as in qualitative studies.

Theoretical Background and Description of Methodology-Constructivist

Theory

Given that this research project deals with an epistemological issue from the point of view of adult learners, it is only logical to use a socially based methodology in its performance. Both a theoretical basis for Social Constructivism as a methodological choice, and an explanation of such methodology will offer a rationale for its use.

The aim of this study is to understand how TESOL teachers perceive the current objectivist, linear, and hierarchical practices of epistemology in supervision. How do they think epistemology could be constructed in a less objectivist and hierarchical environment to be more self -directed, collaborative, and dialogical in nature? In order words, how do TESOL teachers view the concept of knowledge in supervision and professional development? And from which platforms (objectivist or context-dependent and relationship epistemologies) do they operate to construct knowledge? In this vein, it is important to offer information on the research paradigm I choose to use in this study: the qualitative paradigm. Within the realm of Social Sciences, Post-modernist paradigm has been used as a major premise for most research projects. It has been used as foundation and instrument for gathering data and answering sociological or epistemological issues.

According to Lemke (1999) modernism, like any intellectual movement, will be defined from the viewpoint of its successors. Lemke maintains that the modernism movement from the postmodernist point of view is defined by:

Its belief in objective knowledge or at least in the possibility of

objective knowledge and by its assumption that such knowledge

refers directly to an objective reality, which would appear in the

same way to any observer. A further characteristic of modernism is

that knowledge is a product of the activity of the individual mind,

fashioning its ideas or mental schemas to correspond with this

objective reality (p.1).

Constructivism Theory

Lincoln & Guba (1990) have summarized the constructivist perspective "as

being ontologically relativist, epistemologically subjectivist, and methodologically

hermeneutic and dialectic" (p. 148). Patton (2002) asks how operating from a

constructionist perspective actually effects qualitative inquiry. A constructivist

researcher would accept different perspectives and experiences involved in a

study. He would attempt to capture these different perspectives through open-

ended interviews and observations. Constructivist researchers would also

operate from a social justice framework.   Constructivist researchers might give

voice to the disenfranchised in a study. Truth is a matter of consensus among

informed constructors. Facts have no meaning except within some value

framework. Causes and effects do not exist except by imputation. A phenomenon

can only be understood in the context in which it is studied.

One of the radical constructivists, Von Glasersfeld (1989) traces the

origins of constructivism to the Neapolitan philosopher Giambattista Vico. Vico

argues that one can only know what he constructed. God created the real world,

so only God can know the real world.   On the other hand, man constructed

reality so man can only know what he constructed. Vico further argued that

knowledge never represented the real world and any knowledge that is

constructed does not represent the real world. All we can know is the knowledge

we construct and not the external world constructed by God.

While there are several schools of thought within the constructivism

paradigm, Cobb (1994) says the two most prominent ones are personal or

cognitive constructivists and social or socio-cultural constructivists. Their major

difference has to do with the locus of knowledge. For the personal

constructivists, knowledge is constructed in the head of the learner while she is

re-organizing her experiences and cognitive structure (Piaget 1970; Von

Glasersfeld, 1989). For social constructivists knowledge is constructed in

communities of practice through social interaction (Kuhn, 1996; Vygotsky, 1978;

Cobb, 1994).   I argue that the two cannot be separated because they

complement each other. This study will make use of both paradigms since it

places the teacher at the centre of any improvement efforts and that any other

activity such as collaboration, collegiality, school support, among others, are

indispensable fundamentals.

Constructivism does not reject the idea that a real world exists. But, it

argues that the world can never become known in a single way. For

Constructivists, learning is meaning making. The goal of constructivist educators

is to guide students to think and act like experts. They are also interested in

learners' prior knowledge, learners' cognitive processes, self reflective skills, and

the learning process itself. They do not expect all students to learn the same way. Cziko (1989) argues that it is impossible to control all variables such as motivation, intelligence, and background knowledge. Constructivist teaching places major importance on interaction with the environment and peers in real life contexts. Vygotsky (1978) claims one of the major goals of the constructivist approach is to promote the construction of multiple perspectives in various domains. One way of achieving this is by using cooperative learning strategies where learners work with peers discuss different viewpoints and negotiate positions. Vygotsky introduced the concept of Zone of Proximal Development (ZPD) where students can always reach a high level of development when they collaborate with others that already are at a higher level of development.

Population Sample

The sample was drawn from the TESOL teachers within urban community of Salma City. Salma City is one of the largest towns in one of the eastern departments of the Republic of Niger. Salma City has more junior and senior high schools than all other towns in the other departements in the country. Therefore, Salma City abounds in TESOL teachers, novice, experienced, as well as seasoned teachers. Some of these TESOL teachers have served in many parts of the country and are well aware of the realities in the country as well as teaching in harsh conditions with limited infrastructures and human resources. As such the sample selection for this study was purposefully done.   Additionally, expert sampling was also used for checks and balances. The exact number of participants interviewed was nine TESOL teacher-participants.

Initially ten teacher-participants decided to participate in this research study. In the course of the study, one of them dropped out for personal reasons. Moreover, three supervisors in charge of teacher training and supervision also voluntarily decided to participate in the study as expert sampling. The three experts were all English advisors from three Inspectorates in Salma City. Four principals from four secondary schools in Salma City decided to participate in the study voluntarily. Additionally, three secondary school inspectors from three inspectorates of Salma City also voluntarily took part in the study.

All the participants from the teachers to the inspectors were contacted in person upon my entry on the field.   Inspectors were first contacted before my entry on the field. I made phone calls and talked to three of them to explain my research study and what was expected from them two months before I was on the field.   A letter seeking their permission for the study was sent to each one of the five inspectors. They were also invited to contact and identify TESOL teachers who would be willing to participate in the study. Upon my entry on the field the same letter was presented to them and informational material regarding the study and what was expected from the participants were handed out and explained to all of them. All inspectors voluntarily agreed to participate in the study and signed the consent form.   Moreover, they sent memos to all the principals and TESOL teachers of their respective schools under their inspectorate to inform them about the study and announce my entry on the field.

Sampling Strategies

Purposeful sampling was used to select the teacher-participants for the study. Patton (2002) claims that "qualitative inquiry, as opposed to quantitative research, requires purposeful sampling that ensures that participants "are selected because they are 'information rich cases and illuminative that is, they offer useful manifestations of the phenomenon of interest, sampling, then is aimed at insight about the phenomenon, not empirical generalization from a sample to a population" (p. 40). Specifically, criterion sampling was employed to select the participants for this study. Criterion sampling ensures that selected participants meet certain criteria to be a good source of information (Patton, 2002). Maximum variability sampling was used to select the teacher-participants irrespective of their demographic differences, age, genders, novice, experienced, and seasoned teachers. However, our anticipation that there would be more male teachers than female in the sample turned out to be right. Eight males and two females voluntarily took part in the study, but one of the females abandoned the project in the course of the study. In Salma City, the teaching profession at secondary school levels is mainly male dominated and more female at the elementary school level.

Additionally, a number of criteria were considered in the selection of the participants for the study. They include the following:

1) The teacher-informant must be a secondary school (junior or senior high) TESOL teacher.

2) The teacher must be teaching TESOL in the urban community of Salma City secondary schools.

3) The teacher-participants must be graduates of at least a teacher school or the pedagogical college of Salma City or any other institution of the same rank or higher. Teachers who are graduates from such institutions are trained at the pre-service level with knowledge of general and subject-specific methodologies, methods of teaching and evaluating students, and knowledge of students and human development.

4) The teacher must at least hold a BA degree in English, literature and TESOL methodologies or an equivalent from a national or international accredited intuition endorsed by the Nigerien National Ministry of Education or Higher Education.

5) The teacher will be in at least his/her first year of teaching. This is because there is no best method in supervisory or professional development. Besides, both supervision and professional development should be eclectic in nature. Supervisory practices and professional development models should both take into consideration the teacher's career stage and adult learning theories. That is, a one-size-fit all method should not be applied to all teachers.

I personally know many of the TESOL teachers teaching in the urban community of Salma City. The informants were contacted and the purpose of the study was explained to them upon my field entry. The principals and teacher-participants were contacted through their area school inspectors from their respective inspectorates in Salma City. Before, I approached the participants to

engage them in the study, I first established a very good interpersonal relationship with them, once I was on the field as well. Building rapport between an interviewer and interviewee can increase their willingness to participate in the study, open up to the researcher, and talk more comfortably during interviews When the subjects were willing to participate in the study, the purpose of the study and what was expected from them was explained to them and they then signed consent forms.

Because Niger is small country and TESOL teachers and supervisors attend the same few teacher training schools and colleges, people could easily identify the participants who took part in the study. Therefore, to protect their identity, I changed the names of the city, schools, inspectorates, all the TESOL teacher-participants, and the three TESOL advisors/supervisors used for expert sampling, for anonymity and confidentiality.   A pseudonym was used for all participants, schools, and Inspectorates. However all the facts remained the same.

<div align="center">Data Collection Procedures</div>

For a period of three months in Salma City, Republic of Niger, I worked with nine (9) TESOL teachers from four secondary schools under three different Inspectorates of Secondary School and Research and three TESOL advisors. Upon my entry on the field, all the participants who voluntarily took part in the study were contacted in person. The purpose of the study was explained to them and the consent forms signed by all participants.   Data collection occurred at two levels in this study and various sources were used in the process. At the first

level, the main sources of data collection were interviews, journal logs, non-judgmental observations, group discussion interviews, and the researcher's journal log.

Once the purpose of the study had been explained to them, consent forms signed, and the teaching activities selected, teacher-participants were interviewed first about their perception of current supervisory practices. This first set of interviews was followed with a second one, on how we can promote in Salma City a teacher professional development project. This second set of interviews was conducted when teachers read the activities and implemented them in their classrooms. The second source of data collection used in the study was Journal logs. Teachers were asked to turn in journal logs once they read an activity, prepared and planned it, and then presented it in class. Each teacher-informant presented at least two activities. The third source of data collection was non-judgmental observations. Teacher-participants were observed by the researcher whenever there were no conflicting schedules between their time tables. Each teacher-participant was observed al least once and some of them twice. The fourth source of data collection used was group discussion interviews. In groups of two or three with teacher-participants who taught the same activities, we discussed, exchanged ideas and experiences on how the activities taught could be improved or re-taught. The fifth source of data collection was my journal log, the researcher's journal log, where I took notes during the interviews and filed notes. Whenever, I met with TESOL teacher-participants or supervisors I asked for clarification either in formal or informal

discussions during my daily visits in the schools and inspectorates.

Additionally, at the second level, the sources used were the ones that were presented to me upon my entrance on the field. With the advice of my dissertation advisor, I took advantage of any opportunity presented to me in the process of the data collection. These sources include the following: observation forms written by advisors at the end of every classroom visit, workshops presented by supervisors to TESOL teachers, workshops presented to advisors by experts from the American Cultural Center, supervisors first visit of contact of the year in schools, actual classroom visits by advisors followed with a feedback, observations of Pedagogical Cell/Unit meeting of TESOL teachers in schools, official documents analysis on teaching and supervision in Niger, memos sent by supervisors before their visits, reports on lessons presented, and informal discussions with teacher-participants and administrators during my daily visits in schools.

The Participants

The participants in this study were from the urban community of Salma City. Most of them have taught in many parts of the country as well as in Salma City. A few of them have taught only in Salma City. Participants were recruited through meetings held in their schools to inform them about the study. Some were met on an individual basis and others in groups. More than six advisors from five inspectorates and twenty five teachers from seven secondary schools showed interest in the study. Their time tables and phone numbers were collected, if they had one if they did not the schools' phone numbers were used

to reach the participants whenever, it was necessary . The purpose of the study was explained to them as well as what was expected of them. Informed consent forms were handed out to participants during the meeting and a group leader was chosen in each school to collect the forms from those who consented to participate in the study.

Within one week seven participants were contacted either in person, by phone, or through their group leaders to arrange for interviews and the selection of the teaching activities to be implemented in class for the professional development project that followed suit after the first interviews. The first interviews started at the end of the second week of my entry on the field. Eleven teachers from the 25 applicants and 3 from 6 advisors showed interest in continuing with the study. At that point participants were reminded again that if they needed to withdraw from the study at any point, they could do so by simply informing their group leader or phoning. Only one teacher-informant called to discontinue with the study before the interviews started in the second week due to a death in his family. Ten teachers and three advisors decided to continue with the study. In the course of the study after the first interview and one observation, another teacher approached me to discontinue with the study because of personal problems, and the tape and observation notes I took were discarded.

Instrumentation

In gathering information and data on secondary school TESOL teachers' perceptions regarding supervisory practices and ways to promote TESOL

teacher personal and professional development in Niger, a number of instruments were used.   As with many other qualitative studies, this study's main instrument were the teacher-participants. Additionally, the following instruments were also used: individual interviews group interviews, informal discussions, classroom observations conducted by the researcher, teacher-participants' journal logs, researcher's journal log or field notes, audio-taping. I also had the opportunity to talk to them about myself, my plan, and my own experience as a product or by-product of the TESOL supervisory system in Niger, both as a teacher and a supervisor in Peace Corps Niger, Model School Training Staff. The purpose was to gain participants' trust and encourage those who might be reluctant to talk freely and to become more comfortable during the interviews and open up to share freely valuable information regarding their views, experiences, and perceptions. I then informed the teacher-participants about the purpose of the study and the kinds of information I wanted to collect from them, that is, their perceptions on current supervision and experiences on Salma City professional development project they had had to implement in their classrooms in the course of this study.

Given the nature of this study, the following instruments were necessary: standardized open-ended questions, filed notes, audio-tape recorded information during the interview, teachers' journal logs, researcher's journal logs, lesson observation forms, expert sampling, documentation from the national ministry and other institutions and literature. This allowed maximum information to be recorded and retained.

The main advantage of open-ended interviews or questions was that it invites participants to engage in a conversation on the topic, sharing their perspectives and values on the issue at hand.   Prompts and probes were used to follow up on the participants' responses, to try to delve deeper into their views and understand more fully their feelings and attitudes (Maykut & Morehouse, 1994). Informal or semi-structured interviews procedures were also used to acquire specific answers to questions referring to TESOL teachers' perceptions regarding supervisory practices and professional development activities. This allowed us to probe into areas on which teacher-participants were not able to elaborate or expand.   Group interviews were used as an integral part of the study (p. 4) Taurangan Self-directed TPD. Observations and teachers' journal writing were also used to collect data. Writing a journal can be a good way for teachers to reflect upon their own work, and their journal thoughts can provide information (Britt, Irwin, Ellis, & Ritchie, 1993).   Journal writing according to (Haggarty & Postlethwaite, 1995) is time consuming and can also be another stress factor in teachers' already existing workload. Though, journal writing is time consuming, I believed it would be one of the best instrument to capture teachers' feelings, views, and perceptions regarding their personal experience, growth, and development.

Collecting Field Notes

My daily visits in the four secondary schools and three inspectorates, and other educational institutions, I drove around every day collecting filed notes, observing teacher-participants, meeting with them formally or

informally, talking to other participants, interviewing, talking to principals or inspectors. I attended several workshops organized by TESOL advisors or supervisors for TESOL teachers at the different inspectorates or in other locations, workshops organized by the American Cultural Center for TESOL advisors and/or teachers, TESOL pedagogical Unity/ Pedagogical Cell's (UP/CU) meetings in two schools, supervisors' first visit or contact in schools, supervisors' classroom visits followed with a feedback session. I even met the American Cultural Center's director and helped set the Association for Fulbright Alumni Niger, and presented a workshop on professional development at the American Cultural Center. Additionally, I visited several offices from the ministry of National Education for documentation and our National Institute for Documentation Research and Pedagogical (IDRAP) Implementation. However, the bulk of the filed notes in my research came from interviews either in group or individually with the respondents, which were tape-recorded and transcribed with transcribers.

Validity and Reliability

Validity and reliability are essential to the effectiveness of any data gathering procedure (Best & Kahn, 1998). Reliability is the degree of consistency that the instrument or procedure demonstrate. Validity is defined as the appropriateness, meaningfulness, and usefulness of specific inferences made from the instrument or procedures results. According to (Gall et al, .1996; Yin, 1994), there are four widely accepted procedures demonstrating the validity of a research study. And this study makes use of content and current validity.

Content validity refers to the degree to which the scores yielded by a test adequately represent the content or conceptual frame that these domains claim to measure.

Data Analysis Procedures

Interviews

The interviews were recorded with a battery and electricity operated cassette recorders. The battery operated audio-tape recorders were the ones that were mainly used for the interviews. The electricity operated ones were also used whenever electricity was available. A set of rechargeable batteries were purchased, they were re-charged every night before I went to bed. Disposable ones were also carried with me for back up. Two Micro – Cassette - Corder (Model M- 570) V - O- R and two Standard Optimus Vox Voice Activated Cassette Recorders Model (CTR 113) were purchased. During the interviews one mini-cassette and a standard one were used with participants' permission and were transcribed within the following two days. Whenever possible, two cassettes were used to avoid any surprise and to be on the safe side to prevent any loss of information. I transcribed the interviews verbatim for the informant to check, correct, and remove any parts they wished to. Additionally, the transcriptions were also used to ask for more clarification on some points. I took notes whenever clarification questions were answered. This was usually done during a formal or informal sessions. Transcripts and notes were then analyzed sentence by sentence in relation to past research on teacher supervision and professional development theories to evaluate for the recurring themes, sub-

themes, and categories that matched my research questions used during the two sets of interviews. The length of the interviews varied between 45 minutes to 1 hour. The first interviews on teachers' perceptions of the current supervision in Salma City were lengthier than the second on Salma City's professional development project and the group discussion interviews the lengthiest. All interviews were transcribed and other sources of data collection typed and coded.

<p style="text-align:center">Transcribing Audio-taped Interviews</p>

A total of twenty (25) five tapes of interviews were recorded and broken down as follows: nine (9) tapes for the first interviews with teachers-participants on the current supervisory practices in Salma City, another additional nine (9) tapes for the second interviews were recorded on how Salma City teacher professional development project could be promoted. Four tapes of interviews were recorded with the group discussion interviews. Teachers were grouped in two and three on the basis of the activities they selected for Salma City professional developmental project,. The activities were read and implemented in their classes. Four tapes of interviews were recorded with three groups of two teachers and one group of three. Additionally, three tapes of interviews were also recorded for the controlling group, the three TESOL advisors form three different inspectorates. The twenty five tapes of interviews recorded, yielded a total of twenty five to thirty hours of recording time, the length of the interviews varied from forty five minutes to an hour and half. Veteran and experienced teachers were much more comfortable and expressed themselves freely with the

open ended question used in the study than novice ones, where the researcher

had to use several probes and rephrase or reformulate his questions to get most

of them to express themselves more.

I transcribed the audiotape one to two sometimes three days after

interviewing each participant. I first distanced myself from the interviews, and re-

listened to any new fresh views that I might have missed while taking notes

during interviews. That would also allow me to ask for more clarification when I

met with the respondents. While I transcribed the tapes, I was able to reflect on

my interview notes in those parts of the tape that seemed unclear to me. Luckily

all recorded tapes were audible except from some background noises, which

made me listen and re-listen to three of tapes back and forth to grasp the

responses of the respondents during the transcription of the interviews. The

purpose was to make all teacher-participants' information and views clear. I also

revisited the tapes several times once I was in the USA using the back up tapes

to ensure the views and answers from respondents were clear. Additionally,

once here, I transcribed all the back up tapes and matched them sentences by

sentence with the first tapes transcribed.

A Micro-cassette- Transcriber (Panasonic Model) was used for the mini

cassettes and a Standard Cassette-Transcriber VSC Variable Speech Control

Panasonic was also used for standard cassettes.   Each recorded audiotape took

sixteen to twenty hours to be transcribed. I have to acknowledge that it took me

time to be comfortable with the use of the transcriber at the beginning. I had to

go back and forth during the transcription of a small portion of a sentence. The

transcription was very long and tiresome.   Approximately, two fifty to three hundred (250-300) hours were used for the transcription of the 25 tapes, which left me with an impressive amount of data to work with on the findings.

Deciding on Themes and Categories for Analysis

While I was interviewing the participants, day after day I was also coding the data and making notes for likely questions to ask the teacher-participants or making list of the categories of information, which emerged from the data of the various sources of data collected. As large categories emerged from the data, I was able to use the very words of the teacher-participants to give headings to each theme, sub-theme, and category which surfaced from the data.   I then used those themes, sub-themes, and categories that were descriptive of teacher-participants' perceptions and views of the current supervisory practices and experiences of Salma City professional development project, which had important implications in the data to indicate the processes of the current supervision, classroom observations, workshops, in-service training, conferences, TESOL teacher Organizations, and professional development opportunities.   On the basis of very broad categories and thematic headings from the participants' responses, I managed to come up with several themes, which represented participants' views and perceptions.   Observation, feedback, and the conferring approaches used during the feedback were some of the thematic keywords expressed by the participants as emergent and recurring themes on the basis of the research questions asked during the course of this study.

Transcription Convention and Procedures

All participants who volunteered to take part in the study were contacted for interviews at a time of their convenience. Each participant was given a taxi fare of twenty to thirty dollars for the two to three interviews. This was an incentive to help them make it to our meeting locations, because of the economic hardship and red tape they had been experiencing. The length of each interview varied with the participants teaching backgrounds. While some interviews lasted 45 minutes others were more than 1 hour and 30 minutes. Interviews took place in empty classrooms, principal offices, participants' living rooms, staff rooms, or in my office located I would say in the middle of the various schools and inspectorates that constitute my research sites. Each participant contributed about three hours and a half for the total of the individual and group interviews, yielding about 350 to 400 pages single space of transcribed interviews.

All the participants responded to the all interview questions based on their personal background, experience in teaching and supervision, and how comfortable they were with those research questions. I used open ended questions which allowed them to talk without being interrupted by me, except on some occasions when I would ask for clarifications or probing questions to get them to talk more and elaborate on certain points. My aim was to capture and analyze their responses as their own views and opinions from their perspectives. In order to analyze their responses, in their own rights, I asked open ended questions that allowed all participants to talk in a manner comfortable to them and as they pleased. Some participants talked non stop for a lengthy time

pausing once while others paused endlessly to rethink their ideas. While

analyzing the transcriptions, it was important for me to pay attention to the

recurrent themes and sub-themes that emerged from their views and opinions in

relation to the research questions and theories on supervision and professional

development.   The aim of the data analysis was to come up with findings that

were commensurate with participants' views. Pseudonyms were given to the

schools, inspectorates, the city where the study took place, and where all

participants were. Throughout the data collection transcriptions were constantly

read sentence by sentence and compared for thematic expressions and notes

were on the margins to record them (See appendix G).

Coding

To highlight, the recurrent themes and categories notes or codes were

written on the margins. Numbers and basic colors were added to the notes

during the coding process. The coding process was done while the data was

being collected and during the data analysis stages, as well. Besides numbers,

colors were used in the margins to highlight the emergent themes and categories

in addition to the notes made up with participants' keywords or expressions.   For

example, a single basic color was used for the theme, *supervisors' first visit of*

contact.   Additionally, the basic colors were doubled, for example blue and red

for a different theme. At times, three colors were used, for example blue, red,

and green for a different category. The wording used for the codes came from

the keywords from participants' views and ideas in the form of recurrent

sentences and phrases. In addition to the transcriptions, I always carried with me

105

a special note book in which I wrote the codes about the interviews and field notes gathered. I then began to look for recurrent categories, when the various different categories surfaced from the transcribed data. I stopped the coding process, when no new information was emerging from the different categories. The coding process happened concurrently with many other activities scheduled in the course of this research study. While I was coding I was also comparing transcription of interviews, interviewing, listening to recorded interviews, and carrying with my daily visits on the field.

<p align="center">*Sorting*</p>

The coding for categories stopped when no new information was offered from the data. I then began to sort all the data. Because I used numbers and colors in addition to the notes, in the margins to code or highlight the themes and categories, the sorting process through the data, became a little bit messier, but took not much time to complete. Transcribed single spaced interviews with colors highlighting the themes were cut using scissors on the basis of the notes and colors and then grouped by colors highlighting the themes and categories. I put all the cut outs in a pile. I then began sorting them by color, which meant grouping parts that were same the category or that had the same headings or phrases expressed by the participant. The classified groups of colored parts were then read several times and compared while working on the findings and during the writing process the dissertation.

Ethical Considerations

Because this study involves human subjects and the acquisition of private and personal information, ethical, and humane treatment principles were considered during the course of the study. Ethical, privacy, and confidentiality guidelines were followed to guarantee that all teacher-participants were treated with dignity, deference, and consideration. Approval was sought from the Indiana University of Pennsylvania's Institutional Review board for the Protection of Human Subjects (IRB), before proceeding with the data collection and any processes of the study. Therefore, the study was conducted in agreement with approved practices and procedures as stated by the Indiana University of Pennsylvania IRB for the protection of Human Subjects Committee as well as the similar committee from the National Ministry of Higher Education in Niger Republic. For example, approval was sought from the three inspectors, at the Inspectorates for Secondary School Education and Research, the four principals of the four schools under these inspectorates, the three advisors used for expert sampling, and the teacher-participants from those schools who voluntarily took part in the study.

Moreover, in order to protect their identity, confidentiality and anonymity were maintained throughout the study. Participants were informed of the nature of the study. They were also informed that their participation was voluntary and that they had the right to withdraw from the study at any moment. Pseudonyms were used to insure that all participants were protected. Participants were given the opportunity to check their responses after each interview and make changes

as desired.

Description of Participants, Inspectorates, and Schools

This study took place in Salma City. Salma City is a large town in one of the eastern departments of the republic of Niger. Until recently Niger was subdivided into seven departments plus the urban community of Niamey. A department in Niger was a region which was made up of urban and rural areas. Urban areas or communes were made up of small, secondary, and large towns. Salma City had more than one hundred thousand inhabitants at the time of the study. For three months, in Salma City, I worked with nine TESOL teachers of four schools from three Secondary Schools Inspectorates for Education and Research (IES/R). These are like Area School Districts in the US system. For confidentiality and anonymity purposes, some of the facts were changed in order to protect the identities of the participants. However, the basic facts remained the same. Teacher-informants from the four schools were first randomly classified as Teacher One through Nine. The selection of the four schools from which these teachers came was also randomly done. We started with The Academy School from the (SIES/R) Inspectorate and Teacher one through Teacher Four were from the Academy School. It was then followed by the Arewa School from the (MIES/R) Inspectorate, and Teacher Five through Teacher Seven were from this school. Then next, comes the Great Warrior School from the (MIES/R) Inspectorate. There was only one teacher from this school, Teacher Eight or Experienced One. And finally, there was the Alternative School, from the (TIES/R) Inspectorate. There was also only one teacher from this school,

Teacher nine or Veteran Three. And their classification was based on their developmental levels are as follows:

1. Teacher One   =   Veteran One

2. Teacher Two   =   Veteran Two

3. Teacher Three   =   Experienced Two

4. Teacher Four   =   Novice Three

5. Teacher Five   =   Experienced Three

6. Teacher Seven   =   Novice One

7. Teacher Seven   =   Novice Two

8. Teacher Eight   =   Experienced One

9. Teacher Nine   =   Veteran Three

My classification of the teacher-informants who took part in the study as Veteran or seasoned, Experienced, and Novice was informed by Burden (1982) developmental stages, three stages through which teachers undergo such as the survival stage for first year teachers, the adjustment stage for years two through four, and the mature stage for year five and beyond. However in this study, the years given by Burden for the developmental stages have been altered given delinquent classroom observation in Salma City, the deficiencies and inadequacies of teachers' pre-service training in Salma City, and the standstill of teacher observation in Salma City schools, in the last two decades. Our own assessment of teachers' developmental levels in teaching was based on the situation in classroom visits, knowledge of the teaching art, their expertise, love, devotion, and commitment to the teaching profession.

Initially, the researcher planned to collect data through journal logs from activities read by teachers and presented in class, non-judgmental observations on the part of the researcher, group discussion interviews, and field notes from the researcher. Moreover, three supervisors (Advisors or Inspectors) from Secondary Schools for Teaching and Research were also interviewed as part of an expert sampling or controlling group for check and balance between teachers and supervisors perceptions. Therefore, similar interview questions were used for both teachers and advisors.

However, with the advice of my dissertation advisor, once on the field the researcher took advantage of every opportunity presented to him in collecting data related to the study. In this vein, additional data were gathered from the following on-site sources: observation forms written by advisors at the end of every classroom visit, workshops presented by supervisors to TESOL teachers, workshops presented to advisors by experts from the American Cultural Center, supervisors first visit of contact of the year in schools, actual classroom visits by advisors followed with a feedback, observations of Pedagogical Cell/Unit meeting of TESOL teachers in schools, official documents analysis on teaching and supervision in Niger, memos send by supervisors before their visits, reports on lessons presented, and informal discussions with teacher-participants and administrators during my daily visits in schools.

In the Nigerien educational system, secondary schools report to the Secondary Schools Inspectorates for Teaching and Research (IES/R), and Elementary Schools to Elementary Schools Inspectorates. The Inspectorate is a

representative organ or a medium between the central authority, the National Ministry of Education and the public and private schools in the country. The Inspectorate has the task of overseeing instruction and schooling in Niger. It has the role of improving the teaching and learning situation in our schools, though the initiative and spirit for improving teaching and learning must significantly come from the educators themselves, in our schools.   An inspector in the Nigerien educational system, like a superintendent in the US system manages the Inspectorate. He is assisted in his duties by advisors qualified in their subject of expertise. For example, we have English or Mathematics advisors. Though, these advisors, the school leaders or principals, and the inspectors, from the Inspectorates are all in charge of teacher supervision. However, in Niger advisors supervise in the subject in which they are trained.   As a result, advisors are posted at the Inspectorate by subject to assist the inspector in his task of improving instruction in schools in Niger. The Inspector oversees the welfare of the schools and the supervision of teachers through direct assistance to them.

Until the last quarter of the twentieth century, Salma City had only three Secondary School Inspectorates for Teaching and Research, (IES/R). Two Secondary School Inspectorates for Teaching and Research were responsible for the few junior high schools in Salma City. The third Inspectorate, while located in Salma City, oversaw some of the junior high schools in five or six secondary cities surrounding Salma City, as well as a few senior high schools in Salma City. The rapid urban growth experienced by Salma City in the late eighties, as well as the growth of the number of public and private schools in that

period have inevitably forced the authorities to reconsider and restructure the composition of its Secondary School Inspectorates for Teaching and Research (IES/R). Mainly, junior and senior high school inspectorates came under the same roofs, in Salma City and were called Secondary School Inspectorate for Education and Research (IES/R). At the same time, though, some secondary cities surrounding Salma City have seen the creation of some senior high schools and were granted some autonomy by having their own Inspectorates operate independently from Salma City. Moreover, because, of the rapid urbanization in Salma City in the early nineties, we witnessed the addition of two more Secondary Schools Inspectorates for Teaching and Research (IES/R) to answer the demands and needs of a growing student population.

Transcribed data from various sources used in the data collection were coded to ensure confidentiality and anonymity. Pseudonyms were given to the city, Salma City, the three Secondary School Inspectorate for Education and Research (IES/R), the four secondary schools, all the nine teacher-informants, and three English advisors used in the study as a controlling group. Two of the four schools were from the same Secondary Schools Inspectorate for Education and Research, and the remaining two were from two separate Inspectorates. The following is a description of Salma City, each of the three Inspectorates for Secondary School for Education and Teaching and Research (IES/R), the four schools, and the nine teacher-participants who took part in the study.

Salma City

Prior to gaining independence, Niger was divided into sixteen administrative divisions called *Cercles.* Salma City was one of the "*Cercles*" or administrative circumscription with a promising future because of its geographical location. After independence, the above administrative division was re-organized by two decrees, on December 31, 1961 and August 14, 1964. The latter reorganized the country into seven departments and Salma City retained the same name as the department, Salma Department, Salma City of the Department. Over the last few decades, like many Western African Cities, Salma City's population has grown tremendously. Its population has almost tripled. While Salma city has been growing, its economy is hardly improving thus creating a gap in the supply and demand for basic infrastructures and services, such as schools and hospitals among others. On top of the economic crisis, there were the socio-political instabilities, which have been rampant in most West African cities since the early nineties with the winds of democracy sweeping the continent. Salma City was really in need of complete renovations. Its basic infrastructures such as hospitals, roads, schools and many more needed to be changed.

The Sun Secondary School Inspectorate for Education and Research (SIES/R)

SIES/R is an Inspectorate created in the last fifteen years to respond to the growing demand of a student population, due to the rapid urbanization of Salma City. SIES/R at the time of the interview had a total of seventeen schools, junior and senior and private and public schools combined. SIES/R had eight

public schools and nine private schools under its tutelage.   A total of three English advisors or supervisors at the Sun Inspectorate were in charge of the supervision of more than hundred English teachers from the seventeen (17) schools included the Sun Inspectorate. The Sun Inspectorate was located in the middle of the town and shared the same building with one of the Inspectorate used in the study.   Like most of the schools under SIES/R supervision, SIES/R's office reflected the socio-economic and political climate of the country.

The building is old and in need of renovation. The offices of the personnel and the advisors are lifeless and dull. The paint on the walls has faded and one wonders if the color of the walls is white or yellow. Not only are the walls colorless, but they also have no paintings, pictures, decorations, or bulletin boards. The only infrastructure in an advisor's office was the office furniture. It consisted of an empty desk, two or three chairs around it, and empty iron cupboards, in some cases filled with junk and dusty papers. Everything is mainly handwritten by the personnel and handed out to secretaries who worked with old fashioned typewriters. Sometimes English Advisors also use old Olympia typewriters wherever they still exist. There were not any form of modern technologies used in the offices at the inspectorates except traditional forms such as pens, papers and carbon papers used by the secretaries for duplication. As Fisher (1992), put it when talking about the use and maintenance of hard and software:

"The typewriter this is the advisor's basic tool-of-the trade at the present time and is likely to remain so in the foreseeable future. Apart from few

privileged who may have access to word processor, the typewriter is the means

to creating handouts, questionnaires, programs, and all other printed materials

needed for in-service teacher training" (P.48).

In most cases these Inspectorates have not received any form of funds or

a budget for two, three, or more years. It is practically impossible for the office to

function in order to accomplish its assigned mission. There was no fax machine,

no computers, photocopying machine, OHP, and tape recorders. The only form

of traditional technology is the phone in the Inspector's office and that of the

secretaries, but not in advisors' offices. In addition to this lack of equipment,

workers were not paid at the end of month and as a result have accumulated

arrears of salaries unpaid by the government.   Absenteeism, tardiness, and

deserting offices before the time were common practices among many civil

servants. People were under-employed, de-motivated, and unconfident. They

did not believe in themselves, in their potentials, in the profession, let alone in the

system. It seemed like time has stopped, and many forces were working against

the educational system in Niger, thus wasting talents and resources.

The Academy School

The Academy School is under the Sun Inspectorate or SIES/R. The

Academy School had been in existence for eleven years at the time of the study.

The school was created in 1996 by the Nigerien authorities in the image of

similar schools in the region. The purpose was to answer the demand of a

growing Nigerien student population who attend these regional schools. Though,

the school was a national one entirely financed by the Nigerien government, it is

also a regional school in that it is attended by many students from the region. The school is both a junior and senior high school combined.

Over the last ten years, the Academy School has been ranked one of the best if not the best school in Salma City because of its accomplishments and achievements in terms of students' retention over the years and its success rates at both the BEPC and the Bac, two national exams taken by all Nigerien secondary school students respectively in junior high school, with the BEPC as a national exam taken the fourth year of junior high and the bac or Baccalaureat as a national exam in senior high school, it is also taken the third year of senior high. It is a national exam too. This school did not reflect the difficult conditions under which the SIES/R was operating.

In the following, I will briefly describe the four teacher-participants from the Academy School, in the SIES/R Inspectorate who took part in this study. They are respectively; Veteran One, Veteran Two Experienced Two and Novice Three.

Veteran One

Veteran One is forty three years old a veteran teacher. He is a seasoned teacher with over seventeen (17) years of experience, at the date of the interview. Veteran One holds an English Degree (CAPES) equivalent of the Masters. It is the required degree to teach in senior high. He has been teaching English since 1990. He has spent all his career serving in Salma City and has never served in any secondary cities around Salma City or anywhere else in the Country. Veteran One is a full time teacher in the Academy School in the SIES/R Inspectorate. He has also been teaching in another private school for

more than 16 hours per week.   In the last ten years, Veteran One has attended at least ten workshops. He started teaching in 1990, and was only observed twice. Veteran One or Teacher One was observed for the first time in 1993 and then in 2002 in all those years of teaching. That is, three years after he started teaching and nine years after his first observation. And since, 2002 to the date of the interview he has never been observed again.

Veteran Two

Veteran Two is also from the Academy School in the SIES/R Inspectorate. He was forty seven years old at the time of the interview. Veteran Two has been teaching for more than twenty four years at the date of the interview. He is also a seasoned teacher and holds a BA in English from the University of Salma City. He has been teaching since 1984 and has served in some secondary cities around Salma City for some years. Veteran Two was then moved to Salma City in 1990, where he has been teaching since then. He has attended many workshops since then and has also been observed more than five times. His first observation came in 1985 and his second in 1989. That is one year after he started teaching and five years after his first visit. His last one was in 2006. Veteran Two is a full time teacher in the Academy School in SIES/R. Like most teachers in Salma City, Veteran Two also teaches in a second school for more than ten hours per week, to make ends meet. In addition to these two schools where he teaches, Veteran Two also gives some tutorial classes in town to more than two students.

Experienced Two

Experienced Two is also from the Academy School in the SIES/R Inspectorate. He was thirty five years old at the time of the interview. Experienced Two holds a BA in English from the University of Salma City and has been teaching since 2002 in Salma City. I would say he is an experienced teacher. At the time of the interview, he had been teaching for five years. Experienced Two is also one of the few fellows who started teaching when he was in college. He seems committed to the teaching business and likes it. He has been observed three times since 2002. His first observation came in 2002, the year he started teaching. His second was in 2003-2004 and his third in 2004-05. These observations were done at different locations and in different schools. Experienced Two attended all the workshops organized by the American Cultural center in Salma City, and taught in some secondary and small cities in the western part of the country first. And then he was moved to Salma City. Experienced Two works as a full time teacher, but is hired as temporary teacher on a contract basis. He also works twenty hours a week in the Academy School in the SIES/R Inspectorate more than ten hours in another school, and also has tutorial classes on private basis with some students in town. Like most of his colleagues he does teach in another school too, to make ends meet.

Novice Three

Novice Three is also from the Academy School in the SIES/R. He had been teaching for seven years at the time of the interview. Novice Three also holds a BA in English from the University of Niamey. He has been teaching in

Salma City since 2000. He attended five workshops at the time of the interview and been observed only twice since 2000, his first observation came in 2002 and his second only few weeks after his first. Novice Three; is also a temporary instructor working on contract basis, however, he works full time, that is twenty hours a week. Like all his colleagues Novice Three also works more than two jobs to make ends meet.

Moon Secondary School Inspectorate for Education and Research (MIES/R)

The Moon Secondary School Inspectorate (MIES/R) has two schools which took part in the study and they are the following: the Arewa School and the Great Warrior School. In the following, I will describe the Moon Inspectorate first and then each of the two schools with their respective teacher-informants. For example, The Arewa School has three teachers, Teacher Five or Experienced Three; Teacher Six or Novice One; and Teacher Seven or Novice Two. And the Great Warrior School has only one teacher, Teacher Eight or Experienced One.

Moon Secondary School Inspectorate for Education and Research With School 1

MIES/R is one of the oldest Inspectorates created after independence to run some of the secondary schools in Salma City. MIES/R was first an Inspectorate in charge of junior high schools. However, with rapid urbanization and the growth in the student population in the late nineties, the Inspectorate was reorganized so that it could take care of both junior and senior high schools in certain boroughs of Salma City. The Moon Inspectorate or MIES/R at the time of the interview had a total of thirteen schools, junior and senior and private and public schools combined. MIES/R had eight public schools and five private

schools under its tutelage.   A total of three English advisors or supervisors at the

Moon Inspectorate were in charge of the supervision of almost a hundred English

teachers from the thirteen (13) schools covered by the Moon Inspectorate. The

Moon Inspectorate was located in the middle of the town and shared the same

building with one of the SIES/R Inspectorate. Like the SIES/R office, the

MIES/R's office reflected the same socio-economic and political climate of the

country. MIES/R has two schools which took part in the study: the Arewa

School a public school and the Great Warrior School a private one. The

followings are the descriptions of the schools and their respective teachers. The

first is the Arewa School from the MIES/R Inspectorate:

The Arewa School or School 1

The Arewa School was a school from the Moon Inspectorate or MIES/R.

It is a public school. It was one of the few secondary schools created in Salma

City after the national independence in August 1960 to answer the growing

needs of a student population of the new independent and emerging nation,

Niger Republic. Right after independence, the schools' administration and

teachers in most of the schools in the country were mainly expatriates.

However, in the seventies new elites among the Nigerien citizens took over the

administration and the teaching jobs from the hands of some expatriates. One of

our famous intellectuals was the director of the school for more than a decade.

He had all the qualities of a leader and trained many intellectuals. The Arewa

School was the pride of many citizens who attended it and are now in leadership

positions all over the country. It was an honor to be a student in the Arewa

120

School. Now it is a defunct school. Its spirit and pride have died with its former principal who made the difference in the lives of so many actual leaders. The school is in need of complete renovation amidst this recession and economic crisis. Looking at the infrastructure in the school, one would wonder if we are in a rural or an urban area. Classes in the Arewa School are overcrowded, with more than sixty to seventy students per class. Tables and chairs have not been replaced for the last twenty years. They do not fit the size of many students but are also a hazard to many students' health. There are graffiti everywhere on walls, doors, and windows, in almost every class. Most classes were without electricity and electric wires are exposed and in plain sight. In some classes the ceilings are nonexistent and one can see the tin roof. Windows are simply nonexistent for most classes and if there is a window its holes are usually filled with rags which fail to protect students from the cold and harsh Sahelian winter. In other words, the Arewa School, which was once the pride of so many, is now defunct and in need of rescue and salvation.

The following teachers were from the Arewa School from the MIES/R. They were three teacher-participants in this school who decided voluntarily to take part in the study. And they include Experienced Three, Novice One, and Novice Two.   The following is their respective description:

Experienced Three

Experienced Three is from one of the oldest Junior high school in Salma City, the Arewa School from the MIES/R Inspectorate. The school was known because of a famous leader, its principal or director. He served in the Arewa

School for more than a decade.   Many actual leaders in the country were from this school.   Experienced Three, was thirty three years old, at the time of the interview. He started teaching in 2001. He had been teaching for six to seven years at the time of the interview. Experienced Three holds a BA in English. He served in small and secondary cities inside the country from 2001 until 2005, the date he was transferred to Salma City. Experienced Three has attended more than ten workshops at the time of the interview and was observed in class only twice in 2001 and 2003. He is one of the fellows who went to teach without any form of training. Like many of his colleagues in this study he had never set foot in a classroom at the pre-service training.   Experienced Three is also a temporary teacher on contract, and works full time twenty hours a week in the Arewa School and in other schools to make ends meet.

Novice One

Novice One is also from the Arewa School under the MIES/R Inspectorate. He was thirty eight years old at the time of the interview. He has been teaching for four to five years at the time of the interview. Novice One attended two workshops and was observed only once, in 2003 the date he started teaching. His second observation in 2006 could not take place because the students were on strike. Novice One has been serving in Salma City since he started teaching in 2003. He too went on to teach without any form of training. He had never set foot in a classroom when he was in college. Novice One taught in a technical school before he was transferred to the Arewa School. He is a temporary teacher working on a contract like most teachers in the

country. Novice One works full time in the Arewa School and teaches in other schools to make ends meet.

Novice Two

Novice Two is another teacher from the Arewa School under the Moon Inspectorate (MIES/R). She was thirty five years old at the time of the interview. Novice Two started teaching in 2000, has attended more than fifteen workshops and has been observed only twice in 2000, her first year and in 2004, that is four years after her first observation. Novice two has been serving in Salma city since she started teaching and has been teaching for six to seven years at the time of the interview. The same teacher too was another fellow who entered the teaching business without any training. During her pre-service training she had never set foot in class, except in 2000 the date at which she started teaching in the Great Warrior School under the (MIES/R) Inspectorate. As Novice two, herself has put it, "So, we didn't have any pedagogical experience either when we started teaching." Novice Two was a temporary teacher who works full time at least twenty hours a week in the Arewa School. Like most of her colleagues she too teaches in town to make ends meet.

The Moon Secondary School Inspectorate for Education and Research with

School 2

Two schools from the Moon Secondary School Inspectorate for Education and Research (MIES/R) took part in the study: the Arewa School described above with Experienced Three, Novice One, and Novice Two as teacher-

participants and Great Warrior School. There was only one teacher-participant in that school. The Great Warrior School is described as a followed:

The Great Warrior School or School 2

The Great Warrior School is another school under the MIES/R Inspectorate. The school is a private school. It was one of the three private schools in Salma City in the seventies. In the seventies, private schools were looked down upon and public schools were the pride of parents and students who attended them. Private school students' population was mainly made up of students who did not pass the national school exam, which allows them to earn a scholarship for public schools and one third of its students' population had also dropped out of public schools. Today the trend has shifted.   Private schools have taken the place of public schools and are the pride of parents and students who attend them. The Great Warrior School has not changed substantially. Though it is limited in space, few new classes have been added to the old ones to satisfy student demand. Though Niger is in recession, the school still represents the ideal school in Salma City. A school that offers basic comfort to its students' population, such as cleanliness, appropriate chairs and tables, electricity, and fans. However, the Great Warrior School, compared to the public schools has only one major issue that it shares with public schools, that is larger or overcrowded classes. Experienced One was the only teacher-participant from the school, the Great Warrior School.

Experienced One

Experienced One deserves the name of warrior like the school in which he has been teaching, the Great Warrior School under the MIES/R Inspectorate (MIES/R). Experienced One started teaching when he was student in college. Though his number of years in teaching seemed to betray him and make him look like a novice, teacher Eight is an experienced teacher. The quality of the work he has been doing, his relationship with his students, his commitment, and devotion to the teaching business, his knowledge of the teaching art, and his level of understanding of teaching and learning issues proved that Experienced One had acquired a certain experience in the field. He was thirty five years old at the time of the interview. This is also one of the fellows committed and devoted to the teaching business. The School is a private school that has been named after one of our warriors. Experienced One has a BA from the University of Niamey. He started teaching officially in 2003, but had started already in 1998, however, he stopped to continue his studies. This teacher has attended most of the workshops organized by the American Cultural Center. In terms of observation, he was only observed three times since 2003. Experienced One has been teaching for only five years officially. Like his other colleagues, he also teaches in two different schools to make ends meet. He has been working on contract basis and as a full time teacher in both schools. Experienced One has never taught in the country side or inside the country.

The Star Secondary School Inspectorate for Education and Research (TIES/R)

The Star Secondary School Inspectorate has one school which took part in the study; the Alternative School has one teacher, Veteran Three participating. In the following, we will describe the Star Inspectorate first and then the Alternative School, followed by the only teacher-participant, Veteran Three.

The Star Secondary School Inspectorate for Education and Research (TIES/R)

The Star Secondary Schools Inspectorate for Teaching and Research is also one the oldest in Salma City. Because of the different administrative reorganizations the Inspectorate has relocated many times, it is now at the heart of Salma City not far from the City Hall. The Star Secondary School Inspectorate for Teaching and Research (TIES/R) had twenty four schools, junior and senior and private and public combined. At the time of the Interview, there were eight (8) public schools and sixteen (16) private schools in the Star Inspectorate. A total of four English advisors supervise more than a hundred English teachers. Though the building was an old one, its physical conditions are far better than our first two Inspectorates. However, the atmosphere is not different from the previous two Inspectorates. The rampant economic recessions with almost two decades of socio-political instabilities have taken their tolls on almost every aspect of life on Salma City and its inhabitants.

The Alternative School

The Alternative school was under The Star Secondary Schools Inspectorate for Teaching and Research (TIES/R). Like the Great Warrior School

the Alternative School is also a private school. The Alternative school was a school created by missionaries. Initially, the school was created to give a second chance to secondary school students who dropped out of public schools or students who did not simply pass the national exams to be awarded a scholarship to go to public secondary schools. Though many private elementary missionary schools existed in almost every department and some suburban towns in the country since the colonial era, Salma cities had only two private elementary missionary schools in those days.   As a secondary school that caters to public school students who dropped out, the Alternative School had only been in existence for slightly more than twenty years at the time of the study.

However, in the last fifteen years the school has had students from various backgrounds, from public school drop outs, to public students who were really concerned with their education and wanted to do better and also spent the normal or legal years in secondary schools.   Because of the civil and political unrest, which culminated in many school strikes, many students from public schools would quit their schools and enroll in the Alternative School because of its stability and successes in the various national exams. School years are normal in the Great Warrior and the Alternative School as opposed to the public schools where the whole academic year could be wasted because of numerous strikes. A normal school year runs, for example, from October 1, 2009 to June 30, 2009. That is a nine month academic period without any strike holidays and national exams are all included. Like the Academy School, the Alternative School has been a very successful school in the last ten years or so. Like the

Great Warrior School, the Alternative School offered the minimum to its students in terms of infrastructure and the only issue was that the classes were overcrowded as in the Great Warrior School. The Alternative School, the Academy School, and the Great Warrior School have a lot in common in terms of physical conditions, success rate at exams, management, and work ethic.

Veteran Three

Veteran Three is under the Alternative School for the Star Secondary Schools Inspectorate for Teaching and Research (TIES/R). The Alternative School is a school which has given a second chance to students who did not make it in public schools. Veteran Three was forty three years old at the time of the interview.   He has a BA in English from the University of Salma. He has been teaching since 1996 in Salma City and has never taught in any other town, small or big, in the country.   Veteran Three had the opportunity to be observed more than sixteen times. One of the schools where he teaches is just across the street from the Star Secondary Schools Inspectorate for Education and Research (TIES/R) which was in charge of his school. The Inspector and the advisors spent a lot of time in that school since the school is across the street from the TIES/R Inspectorate.   Veteran Three's school is also used by the Teacher College of Salma City, the Superior Normal School (ENS). The ENS replaced the defunct Teacher College; Ecole de Pedagogies (EP). However, Veteran Three or Teacher Nine attended only three workshops. Like most of his colleagues in the city, he teaches in two schools to make ends meet. Veteran Three has been working on contract basis in both schools.

The Control Group

Three supervisors from the Inspectorates of Salma City were chosen as a control group for checks and balances in order to confirm or contradict teachers' views. They are respectively Advisor One, Advisor Two, and Advisor Three. Advisors were also classified based on their expertise and knowledge of the teaching and observation art.

Advisor One

Advisor One is a seasoned teacher and advisor combined. At the time of the interview, he was a fifty one years old who has been teaching since 1985. He taught from 1985 to 1992 when he became and English advisor or supervisor. He is the holder of a Master in Applied Linguistics from a University in Great Britain. Advisor One was posted in one of the Secondary Schools Inspectorate for Education and Research (IES/R) from 1992 to 2002 In Salma City.   He taught inside the country and Salma City. However, as an English supervisor, he has served only in Salma City since 1992. Since 2002, he has been serving in one of our national institute for research and implementation. At the time of the interview, he had been supervising for 15 years. So he has a total number of twenty (20) years in teaching and supervising combined. Like his colleagues supervisors and the teacher they advise, Advisor One also teaches in many schools to make ends meet.

Advisor Two

Advisor Two like his colleague Advisor one is also a veteran teacher and a seasoned teacher and supervisor combined. At the time of the interview, he had

been supervising since 1990.   Advisor Two taught for seven years from 1982 to 1989, the date when he went back to school to become an English advisor. Advisor Two holds the equivalent of a Masters in supervising English from a Teacher's College in Salma City, and had been a supervisor from 1990 to 2007 date of the interview, and had been an English supervisor for sixteen years at the date of the interview. He served as an English advisor in small and large towns in the country until 2003. Since 2003, Advisor Two has been serving as an English advisor in Salma City. To make ends meet Advisor Two also teaches in some schools.

Advisor Three

Advisor Three is a seasoned teacher and a novice advisor. At the time of the interview he had been teaching for seventeen years, however, he had been advising for only four years at the time of the interview. Advisor Three was the holder of the equivalent of a Master's Degree in English, a degree that is required for teaching in secondary schools in Niger. Advisor Three taught in small and large towns in the country.   However, he has been serving as English advisor in Salma City since 2003.   Like all his colleague advisors and the teachers they supervise, he too teaches in many schools to make ends meet.

CHAPTER IV

DISCUSSION OF THE FINDINGS

Introduction

At the beginning my goal in embarking on the research study *Teacher Professional Development the Needs of TESOL Teachers in the Republic of Niger* was to uncover what procedures have been followed to improve instruction in teacher classroom observations, in Salma City's Secondary Schools. I wanted to find out, if classroom observations procedures in use were in line or keeping pace with a postmodernist paradigm of supervisory practices, and then to find out how we can promote teacher professional development along the post-modern continuum in Salma City. To illustrate, I gave examples of three teacher-informants on three major issues or themes consistently addressed by all the teacher-participants about their perceptions of the current supervisory practices in Salma City. The comments and statements made by three teacher-informants were used for discussion and analysis. These findings will hopefully shed light on the three major recurrent themes, which are reflective of all teacher-participants' views with regard to their perceptions of the current procedures used in teacher supervision in Salma City.

For three months, in Salma City, I worked with nine TESOL teachers from four secondary schools of three Inspectorates. Inspectorates in Niger are the equivalents of the Area School Districts in the US. Roughly translated Inspectorates in Niger are called: Secondary Schools Inspectorate for Education and Research (IES/R). Three out of five Inspectorates from Salma city took part in the study. Permission was obtained from all five Inspectors, heads of the

Inspectorates and all the principals of the four secondary schools that took part in the study.   All nine teacher-informants in the study decided voluntarily to take part in this research study.

Organization of Chapter Four

This chapter deals with issues related to classroom observations in Salma City secondary schools based on TESOL teachers' perceptions. It is organized into three sections. The first theme consistently expressed by all teacher-participants of section one concerns: the stages of classroom observation in Salma City. It provides information and issues on classroom observations in Salma City. The stages of classroom observations are in the form of pre-observation, observation, and post-observation. Theme two deals with the types of conference approaches used with teachers at the feedback stage; based on teachers' developmental levels, three approaches could be used at the feedback stage: the directive control approach, the collaborative approach, and the nondirective approach. Theme three provides us with teachers' views of the current supervisory practices; supervision conducted for administrative monitoring in Salma City. The purpose of this chapter is to discuss and analyze the research findings from the various sources of data collected, transcribed, and coded.

Only the three major themes mentioned above are used for discussion and analysis of the findings. To shed light on these three major themes, comments and statements from the various sources of data collection made by three teacher-participants will be used for discussion and analysis of the findings.

In addition, the researcher's views will also be added as well as those of the controlling group, that is, views from three advisors from Salma City Inspectorates will also be referenced for the purpose of check and balance. Each major theme identified in this chapter is a recurrent theme consistent with all the various sources used in the data collection. Each section will be described separately using three teacher-informants' examples, the researcher's views, as well as views of the three English supervisors from some of the Inspectorates of Salma City The findings are presented in response to the research questions. Findings of each theme will be summarized at the end of the section. Finally, this chapter will conclude with a description of the overall findings from the three themes.

<div align="center">Research Question 1</div>

The key question addressed in this chapter is:

1. What are the perceptions of TESOL teachers regarding current supervisory practices, in Salma City, Niger? Or how is supervision viewed by TESOL teachers in Salma City Niger?

For a period of three months, in Salma City, Niger, this researcher worked with nine secondary schools' TESOL teachers from four schools of three Secondary Schools Inspectorates for Education and Research (IES/R) or Area School Districts in the US. The data was initially transcribed and coded to identify teachers' perceptions of current supervisory practices in secondary schools in Niger.   These perceptions were then analyzed to identify data that indicated patterns of post-modernist paradigm with regard to current supervisory

practices in Niger.   For the sake of discussion and analysis the major themes that transpired in all sources of data types collected are called themes. Each Theme is a recurrent view consistently expressed by teacher-participants in all sources of data collected, transcribed and coded.

Discussion and Presentation of the Findings

The researcher recognizes that the research questions and the follow up probes may generate a variety of responses from each participant. Teacher-participants' views may fall into a variety of categories. Perceptions may indicate patterns of postmodernist or modernist paradigm of supervisory practices, or both paradigms or simply perceptions, which fall in between the two camps. Besides, this study is based on the assumption that for knowledge to be understood it has to be socially constructed. This will serve as basis or method for its theoretical background. Postmodernists and constructivists are committed to understanding knowledge as such. Constructivists believe that phenomena can only be understood in the context in which they are studied; and as such findings cannot be easily generalized from one setting to another.   With that in mind, the researcher expects some of the teacher-participants' views to be classified under or in between the modernist and postmodernist approach of supervisory practices.

The coding of the various sources of data collection used in the study revealed many themes and sub-themes, as views consistently expressed by all teachers' participants. The themes and sub-themes by all teacher-participants were recurrent and consistent in all the sources of data types collected.

However, in order to shed light on teachers' views concerning the procedures followed to improve instructions in classroom observations, in Salma City's secondary schools. I chose to use the following three major issues called themes for analysis and discussion of the findings. These three main themes include the following: 1. the stages of classroom observation in Salma City; or the procedures followed to improve classroom observations or instruction; 2. the conference approaches used at the feedback with different teachers, or types of methods used at the feedback stage; 3. supervision for administrative purposes or supervision conducted for administrative monitoring. To uncover teachers' perceptions within three recurring and consistent themes from the various sources of data collected, comments and statements of three teacher-participants will be used for analysis and discussion of the findings. In addition, the researcher's views, as well as those of the controlling group will also be used to highlight the state classroom observations in Salma City secondary schools, in Niger.

Findings Related to Research Question 1.

1. How do Nigerien Secondary School TESOL teachers perceive the current supervisory practices in the Republic of Niger?

Category 1. a. - Stages of Classroom Observation in Salma City

Case one starts with the example of Veteran One from the Academy School in the Sun Inspectorate for Secondary Schools Education and Research (SIES/R). Four teachers from the Academy School under the SIES/R

Inspectorate took part in the study. They are respectively; Veteran One; Veteran Two; Experienced Two; and Novice Three. Each teacher-participant used as example will be called a case. There will be three cases per theme with a few examples per case. Case one takes place in the Academy School with Veteran One. The Academy School is under the Sun Inspectorate or (SIES/R). It is an Inspectorate created in the last fifteen years to answer the needs of a growing student demographic. SIES/R is an Inspectorate that oversees about seventeen secondary schools junior and senior combined. The Academy School is one of them. As public school, the Academy School is both a junior and senior high school combined. Over the last ten years, the Academy School has been ranked one of the best, if not the best school in Salma City because of its accomplishments and achievements in terms of students' retention and success rates at both the BEPC and the Bac exams. The BEPC is the final or fourth year national exam from junior high and the Bac is the final or third year exam. It is a national exam for senior high students. The Baccalaureat or Bac is the passport to college or University entrance.

Veteran One

Veteran One is a forty three years old veteran teacher. He is a seasoned teacher who has over seventeen (17) years of experience at the date of the interview and he is the holder of an English Degree (CAPES) equivalent to the Masters. The English Degree is the required degree to teach in senior high Schools. Veteran One has been teaching English since 1990. Veteran One has spent all his career serving in Salma City and has never served out in the country

schools. Veteran One is a full time teacher at the Academy School from the

SIES/R Inspectorate. Veteran One also teaches in two other schools for a total

of 16 hours per week on a private basis.   In the last ten years he attended at

least ten workshops. Veteran One from the Academy School started teaching in

1990, he was only observed for the first time in 1993 and then in 2002 for the

second time. That is three years after he started teaching and nine years after

his first observation of 1993. And from 2002, date of Veteran One's second

observation, till the date of the interview, he has never been observed again.

Stages of Classroom Observation with Veteran One

Theme 1: The Pre-observation Stage with Veteran One

Veteran One is a seasoned teacher who had been teaching for seventeen

years, at the time of the interview.   From 1990 to 2002, he received only two

classroom visits. The first visit was in 1993, three years after Veteran One

started teaching and the second in 2002, nine years after his first observation. It

is important to note that Veteran One started teaching at a time when school

years and days were constantly disturbed, because of civil or political unrest.

Veteran One witnessed the beginning of a turbulent period when the democratic

winds started sweeping the African continent, in the late 1990. When he was

asked to address the overall processes of supervisory practices, veteran One

stated that supervisors do not come unannounced, teachers are to be informed

about the date and time supervisors will come to observe them. Veteran One

said, he thinks that there is a form of help that teachers can gain from a

classroom visit by a supervisor. Veteran One also said that the workshops and

collaboration they have among colleagues in the Academy School cannot be compared to that of a supervisor's visit. Talking about the pre-observation stage, Veteran One stated:

> "Actually, at the beginning of the school year supervisors go from school to school to meet with teachers before they observe each or all the teachers of English. They meet with them and discuss all the different problems teachers have and advisors make some proposals. So at the end of the meeting, teachers also present some grievances, expressing what they expect from the supervisors."

Veteran One is thus describing a common practice undertaken by advisors in the various Secondary Schools Inspectorates for Education and Research (IES/R) at the beginning of every school year. It is called the first visit of contact for the year. This visit is usually done by a group and teachers are met in a group too, that is, the Inspector and the advisors from the Inspectorate or sometimes just the advisors will visit the different secondary schools at the beginning of every school year to meet with teachers to discuss issues related to teaching and schooling. Advisors can then have teachers' demographic information, level of experience, and time tables to plan for their future classroom visits. However, in the last twenty years or so, because of some socio-economic problems and political unrest in the country, even these first visits of contact are not conducted on a regular basis any more. And if they are, it is always a group meeting, a one shot thing. More and more advisors will skip this important step

and just directly begin classroom visits at the start of the school year. This is

done right after they send their customary administrative memo announcing their

calendar to schools' principals or directors about their classroom visits. In many

instances, teachers find themselves surprised in class by advisors, because they

did not receive the message from their principals.   This breach of communication

between some teachers and principals is very common in schools. For some

reasons administrators do not convey or transmit the message about advisors'

classroom visit to teachers.

While talking about the announcement of advisors' classroom visits:

Advisor One from the controlling group declared: "We make plans beforehand,

we make a copy and send it to the director of the school's first. But from

experience, we notice that the teachers are not informed in time. So with a copy

sent officially to the headmaster, we are in touch with the teacher him/herself and

inform him/her that on such day, we are intending to visit him from this time to

that time. We ask: 'did you get the news from the headmaster?' Sometimes,

yes sometimes no, but anyway you are informed." Advisor Three also shares

this view. But they all agree that they do not go unannounced for their classroom

visits. They send memos, administrative notices two weeks in advance or more.

Although, the researcher kept on asking probing questions and used cues

about this key step Veteran One kept on insisting that advisors' first visit of

contact was a pre-observation stage. This one-shot, one-size-fits-all meeting at

the beginning of every academic year is mistaken for the pre-observation stage.

This is a practice that has been going on for years.   And that is what many

teachers know about the pre-observation stage and they also think that is how this stage should be conducted. While they know that this one shot and one-size-fits-all meeting is not conducive to a relationship between them and the advisors, the teachers have always seen the practice as the pre-observation stage. While the first visit of contact allows advisors to have ideas about the school climate, it does not really help establish a rapport between teachers and advisors. So Veteran One too noted this confusion. He took the first visit of contact as a pre-observation stage.   Veteran One furthermore added:

> "So before supervisors come to school, as I said, the CPs or advisors come for a meeting. Yes they sense atmosphere of the school, and receive teachers' grievances and proposals"

This researcher was a living witness of this case. In my daily visits to the different schools where I had my teacher-informants, I happened to intercept a memo about advisors classroom visits. A memo from one of the Inspectorate announcing their upcoming classroom visits was about to be sent to the different schools of that Inspectorate. For some reasons, these advisors did not go for their traditional customary visit of contact at the beginning of the year. Once this memo, which was about to be dispatched, is sent, advisors will directly begin their classroom visits.   One of the three advisors from the control group, Advisor Two allowed me to make a copy of the memo announcing their classroom visits. I happened to intercept that memo at a photocopying center across the street from the Inspectorate, while I was on my way to it, as the Inspectorate only has old typewriters and not a single photocopying machine. As Fisher (1992) in *The*

INDRAP Handbook For ESL Advisers In Training And At Post, has put it while talking about The Use and Maintenance of Hard and Software:

> "The Typewriter, this is the advisor basic tool-of-the trade at the present time, and it is likely to remain so in the foreseeable future. Apart from a privileged few who may have access to a word processor, the typewriter is the means of creating handouts, questionnaires, programmes and all other printed materials needed for in-service teacher education" (p. 1992).

Advisor Two was sent to the private photocopying center to make copies to be dispatched in the schools under that Inspectorate. I coincidentally ran into him and one of his colleagues at that Copying Center. I then asked Advisor Two if I could come announced to one of the schools to observe how they conduct their classroom visits. Advisor Two told me that I was more than welcome to join them in any school of my choice at my convenience. Moreover, when Advisor Two was asked if they did have their traditional visits of contact, Advisor Two replied "This year for some reasons the Inspector told us to start our classroom visit without our first visits of contact." As we can see, in this particular Inspectorate where Advisor Two is a supervisor, even the prior customary visits of contact from that inspectorate were not conducted that year, let alone the pre-observation stage.

This is a vivid example of how one of the key steps, the pre-observation stage, is generally neglected or not conducted at all in recent years. And if it is conducted, it is a one time event called a first visit of contact done in a group

meeting and teachers are met in a group too, not on an individual basis. Whether the pre-observation stage is not conducted for some reason or if the meeting is done in a group when it is conducted, in either case, this stage, as it is practiced, seems to be of no benefit to teachers and their work. Perhaps nothing illustrates this absence of contact and relationship between teachers and supervisors better than the very words of the teacher-participants. Experienced Three (3) while talking about the lack of contact or rapport between teachers and supervisors before any form of observation:

> "I cannot say that I had a contact with any advisor before an observation, but the first contact was when I was just transferred as a new teacher in the town and I went to the Inspectorate. There, for the first time I met with one of the Conseiller Pedagogique (CPs) to arrange for my transportation to my new post. A part from that, I did not have any contact to discuss issues relating to teaching. They just sent a memo and then came to visit me in class."

This comment made by Experienced Three, a novice teacher who was just transferred in secondary school is an example that shows how the pre-observation stage is glossed over on many occasions. The supervisor here the (CP) met him only as a new teacher in need of help to get to his final destination. What followed after this first encounter between this teacher and the supervisors of that inspectorate was the classroom visit. In the same vein, Veteran Two of the Academy school added:

"Supervisors do not visit teachers in order to relate to them, try to know them in order to help them. It is all about the observation. Once the observation schedules are sent and observations are conducted, that is it. Do you want to hear one thing? Those advisors consider themselves as bosses and chiefs and nothing else."

This comment made by Veteran Two explains the attitudes of some supervisors. They are the experts and teachers are like students. Thus, here supervision is more of an evaluation, rapport between teachers and supervisors does not matter to most supervisors.   Supervisors are more concerned with the observation stage to assert their authority and expertise. In this practice the teacher's perceptions do not count and matters less.

Pre-observation is supposed to pave the way for a good climate and atmosphere between advisors and teachers.   It is supposed to create an open communication, a connection between teachers and advisors. In other words, it is supposed to be a one-on-one conference done on an individual basis, rather than in a group meeting. As Sergiovanni and Starratt (2002), talking about step one of the eight phases or cycles identified by Cogan in Clinical Supervision have put it,

"This phase is of particular importance. Phase 1 consists of establishing an appropriate relationship between teachers and supervisors, a relationship that is supposed to be cordial, intense, mature, and continuous. And further more Sergiovanni and Starratt added that such a relationship is of prime importance to the success of the enterprise" (p. 227).

If the intent of teacher supervision like clinical supervision or any other form of classroom supervision is to improve classroom instruction and increase professional growth, what kind of benefit can a teacher, particularly a novice or a teacher with no pre-service training, gain in one group meeting with advisors? Sometimes teachers do not even have any form of encounter with advisors. Usually, it is just a memo addressed to the principal of the school announcing advisors classroom visits. In a country where there is a shortage of English teachers and many people are thrown into the teaching process without any form of pre-service training, how can any teacher, let alone a novice, benefit from such practice?

It is important to note that Veteran One has been teaching since 1990, but has only been observed twice in 1993, that is, three years after he started teaching and in 2002, that is nine years after his first observation of 1993.   In a normal school year, that is for example before the nineties, Veteran One or Teacher One would have had a few classroom visits, two or three weeks intensive work with an advisor during his first term to make sure s/he gets the help he needed as a beginning teacher.   In his *Hand Book For English Language Teaching Advisers In Training And At Post* talking about how frequently an advisor should visit teachers, Fisher (1992) warned,

"Too few visits are worse than too many, and in outlying places it may be difficult to see teachers who need your help. For beginning teachers, it is a good thing to follow a week's lessons in the first term. This will give the new teacher

144

some basic help with important items such as lesson plans, variety, the four skills, etc" (p. 28).

This was also confirmed by Advisor One and Advisor Two from the controlling group while talking about how they used to conduct classroom observation when school years were normal ones: "Initially, when things were better, that is 1992, when we were doing the job really, or almost, I would say adequately three times per year. We observe a teacher at minimum twice, before writing any kind of feedback or report. So this is what we used to do. You know from then to now things have changed a lot and we seldom have a good school year, which is the problem." Both Advisor One and Two used to operate the same way with regard to classroom visits when school years were normal. They would visit and advice a teacher two to three times before they wrote a report.

Theme 2: The Observation Stage with Veteran One

Veteran One was then queried about the next step in the observation cycle. He was asked to talk about this stage and how it was done and his experience of being observed, Veteran One stated:

> "Ok, the observation and feedback stage, generally at the end of the lesson, during the presentation, the CP or supervisor has an observation sheet and he mentions the different weaknesses and strengths he noticed during the lesson."   Here Veteran One is talking about his first classroom visit or observation in 1993. Veteran One started teaching in 1990.

Veteran One talks about an observation sheet used by the supervisor to record the weaknesses and strengths of the lesson presented. *The Hand Book For English Language Advisers In Training and At Post,* INDRAP (1992) called it the Lesson Observation Sheet (LOS). The LOS has headings and subheadings used to record a lesson presentation. It contains demographic information, the objectives of the lesson, stages and timing of the lesson, and many other subheadings. The LOS format has been the same for more than twenty years in Niger. The LOS is used all over the country. An advisor taking notes during a classroom observation on the LOS is very intimidating to many teachers and they dislike this practice, but teachers have no choice. Yet in the matter many advisors are well aware of the outcomes of note taking on the LOS and the impact it could have on some teachers.

Besides, advisors have not been doing anything to improve teachers' apprehension of their note taking. The following comment about the LOS during a discussion about problems supervisors face in their roles and duties as English advisors explains it better. The comment was made during a workshop organized by the American Cultural Center for fifteen English advisors from all over the country: "We are like strangers in society. Teachers are afraid of our note taking." This supervisor affirmed teachers' apprehension about the LOS. When asked by the workshop facilitator and presenter, Advisor One, a veteran and seasoned supervisor, also one of the advisor-informant in this study, if they take notes or have supports, the other advisor replied: "we have some Observation Sheet or Form before the discussion. When a teacher is presenting,

we take notes on that sheet or form." Advisor One further called their attention

and also warned them about the limitations of the LOS. And here are some

comments and questions made by Advisor One about the LOS: "Do you have all

the indications on that LOS or is there a lot missing? Does the format change?"

Furthermore, he added: "Does the LOS carry all the information needed?" "The

only format has limitations. It is not comprehensive. It is an evaluation. It looks

like it is way too limited."

It is important to note that many of these teachers are already insecure,

have no belief in their potentials, in the teaching profession, and are not confident

of what they do in class. Perhaps, this can be explained by the shortages of

classroom observations, the procedures used for classroom observation, the

inadequacies of their pre-service training, and the tension that exists between

them and advisors. The LOS is used for discussion during the feedback or

conferring stage, and it is also handed out to the teacher after the feedback or

days later. This researcher photocopied some lesson observation sheets from

some teacher-informants who volunteered to offer them. The LOS is then

followed with the final report that Veteran One talked about. That report is sent

later to the teacher and goes into the teacher's file in the system. If the teacher

agrees to sign it, it is sent to the Inspectorate and Ministry in their files, and to

their school administration. Regarding this report Veteran One mentioned one

case that happened in the Academy School and said: "Observation should not be

judgmental as you said. It should be useful to the teacher and the advisor. That

is, if an advisor comes to class officially, so he does not come to criticize the

teacher, but to advise. That is, advice should be given smoothly. And to talk

about one case of teacher supervision, it happened at our school. One advisor in

Mathematics came and observed a teacher. Later after the observation, he

wrote a report that was a bit negative for the teacher. He did not call the teacher

to tell him what to do immediately, but he wrote a report and sent it to the

administration.   And later the commandant, (principal) dismissed the teacher.

He was sent out of the school."

In the same vein Fisher (1992) in the Hand Book for English Advisors in

Niger, talking about the reasons why teachers are observed, cited four principal

reasons: "1. Teachers are observed for training purposes; 2. for assessment

purposes; 3. for development; 4. Teachers are observed for their development

purposes" (p. 32). However, in the case of Veteran One's example it seems like

teachers are observed to be assessed and sanctioned.

Theme 3: The Post-observation Stage with Veteran One

Finally, Veteran One was asked about the post-observation stage after the

feedback.   When asked if the supervisors came back to find out if their advice

and suggestions were taken into considerations, Veteran One stated: "No they

did not come back."

In a normal school year, that is before the 1990 and little after that,

advisors would go back to re-visit a teacher they observed to find out if their

suggestions were taken into account. Yet with Veteran One no follow-up visits

were made after the observation. The next time Veteran One would see an

advisor at the door of his classroom would be nine years later after his 1993

observation, which was not the year he started to teach. He was observed three years after he started teaching.   He started teaching in 1990, and nine years after the first observation, came his second, that is 2002.   This situation, which is rampant in Salma City, not only demonstrates how delinquent classroom observation has become in the last fifteen years or so, but also tells us how English teachers are left on their own. As Veteran One himself, talking about the precarious conditions in which teachers vegetate in terms of classroom observations, put it "Teachers are basically left out by themselves, whether they are doing fine or not. So, here thanks to the Pedagogical Unit (UP) not the 'Conseiller Pedagogique' (CP)."

Veteran One is saying that classroom observation is at a standstill in Salma City, but here in their school, thanks to their Pedagogical Unit, they collaborate and help each other without waiting for advisors. Unfortunately, the only thing they could not do in their pedagogical Unit is peer observation due to time constraints and he added: "And generally, what we should do here through our Pedagogical Unit (UP) is actually peer observation, but the constraints of the time table, which we have does not allow us to do peer-observation."   All our three advisors, Advisor One, Two, and Three from the control group admitted that they do not go back for the post-observation stage for some reason, as Advisor Three put it: "We tell them next, we will come back and visit you again and see if there is a kind of improvement, on the remarks and suggestions, but at times as I pointed out the lack of means prevent us from going back again. The point is that, we have many schools and too many teachers to visit. And when

149

we go into a school, it will take us maybe two or three months before going back again and the school year is only five or six months."

Summary

Veteran One is from the Academy School in the SIES/R Inspectorate. He confused the pre-observation stage with advisors first visit of contact. He did not experience that stage. Besides, the pre-observation stage which was supposed to build a rapport between him and the advisor never happened. His observation came only three years after he started teaching in 1993.   He started teaching in 1990. In addition, he never saw that advisor again nor any other one until 2002, that is nine years after his first observation. So basically, there was no post-observation at all. Can this type of classroom visit help teachers in their teaching career? For example, in the case of Veteran One, he was observed in 1993 for the first time and never received one, until 2002. He spent almost ten years before he had one again. Also from 2002 to the date of the interview he received none. I think with regard to this practice of classroom observation in Niger**,** it is important to note that Veteran One has been teaching in the urban community, Salma City. He spent three years before receiving his first visit and almost ten years before he received his second visits. The logical question one might want to ask is, how about teachers who are teaching in rural areas?

Findings Related to Research Question 1.

1. How do Nigerien Secondary School TESOL teachers perceive the current supervisory practices in the Republic of Niger?

Category 1. b .- Stages of Classroom Observation in Salma City

The overall stages of classroom observation: the pre-observation; observation; and post-observation stages.

Stages of Classroom Observation with Novice One

Theme 1: The Pre-observation Stage with Novice One

Novice One is from the Arewa School. Arewa School is under the Moon Secondary Schools Inspectorate for Education and Research (MIES/R).   It oversees thirteen public and private schools and the Arewa School is one of them. Novice One was thirty eight years old at the time of the interview. He holds a BA in English from the University of Niamey. Novice One had been teaching for four years at the time of the interview. I would say that he is a novice teacher.   He neither benefited from pre-service nor from in-service training. He also attended only two workshops and was observed only once in his four or five years of teaching. Novice One's second observation could not happen because the students were on strike. He has been serving in Salma City since he started teaching in 2003.   This teacher too, went on to teach without any form of pre- service training like many teachers of his generation. Novice One a temporary teacher on a contract at the Arewa School, works full time in the Arewa School and teaches in other schools to make ends meet.

Novice One thinks that both the workshops from the American Cultural Center and the collaboration teachers have among themselves in the Pedagogical Unit or Cell are helpful (UP or CP). And he said "I can say that all of them, I mean both of them are helpful, because at the American Cultural Center,

for example we learn a lot of things about teaching. Then here also from time to time in the Pedagogical Unit (UP) if one of has a problem in teaching whatever we may ask help from the older teachers."   Novice One is really new in the profession and had not received any form of training at the time he started teaching.   What he is saying in the above comment is basically that the teacher he was at the time of the interview was due to the workshops he attended and the collaboration with colleagues from his school. Novice One received no pre-service training and had never set foot in a classroom before he came to Arewa School.   This teacher started teaching in 2003 and his first observation only came at the end of that year, not in the first term as it was stipulated in the Advisors Handbook. To illustrate this point he furthermore added: "Yes, of course, personally if I think that a point is difficult for me to teach, or if I have doubt about it, I consult a colleague or the head of the Pedagogical Unit (UP) and ask him questions about it.   How do you go about that point?   I ask, how do you teach this point for the first time? And if he suggests some techniques or procedures I will try to follow them and apply them."   Therefore, his colleagues played a very important role in his career at this point not advisors who were difficult to approach.

When Novice One was asked to talk about the processes of supervision or how it was conducted and how he was informed about classroom observations, he stated:

"If supervisors have to come for classroom visits, they send a letter to the administration, the head of the school, to inform teachers. I think it is called a memo."

Here Novice One affirms that supervisors do not come unannounced, which means teachers are informed of their classroom visit through the administration. Though, nowadays it is a duty for advisors to inform teachers of their visits and not surprise teachers, the practice of going for classroom visits unannounced still continues with some advisors. Most advisors will still visit teachers unannounced, as Experienced Two from the Academy school in the SIES/R inspectorate and Veteran Three from the Alternative School in the TIES/R Inspectorate have put it, Experienced Two said: "You know, sometimes they announce themselves, but most of the time they do not announce themselves. Because, they say sometimes, when they announce themselves, teachers may decide to have a test. Sometimes teachers are going to have exercises or corrections. Sometimes, we teachers are going to have a quiz or something like that.   But, most of the time, it is because teachers are afraid of presenting in front of these supervisors."   In other words, what Experienced Two is reveals shows not only that the pre-observation stage is glossed over but, that, as a result, there is no relationship between advisors and advisees, thus leaving teachers apprehensive about classroom visits.   This also demonstrates that both teachers' pre-service and in-service training were inadequate and did not prepare them for the teaching profession.

In the same vein, Veteran Three added: "Sometimes they come and we are in the finals' week and there is nothing to observe. Or sometimes, they come and I don't know, we are just in a free period, and there is nothing to do."

Furthermore, when he was asked to elaborate more about the pre-observation stage and if he had any form of contact with advisors before the memo, announcing their first visit of contact, Novice One replied:

"No, they did not contact me before and after the classroom visit. However, one day they all came to our school and we had a meeting in our school with all the English teachers."

In this instance Novice One is saying that he did not have any form of contact with the advisors before the memo announcing their visit of contact. Basically, what he is saying is that these advisors are complete strangers to him. He did not have any opportunity to relate to the advisors. There was only the traditional first visit of contact followed with an observation with feedback and advisors were nowhere to be seen again. Like Veteran One the only form of contact he had with advisors was the visit of contact. There was a key difference from Veteran One's experience, while the latter waited three years to see an advisor at the steps of his classroom door for the first time, Novice One had his first classroom visit in the middle of his first year. However, he did not benefit from one of the most important steps of classroom observation, the pre-observation stage. This key step was covered by his colleagues from the school through the UP, and not by advisors. I think it is important to note that Novice One was new without any form of pre-service training or in-service training

except for two workshops he attended. Therefore, his aptitude as a teacher was thanks to his colleagues and friends from his school, not to the advisors. As Novice One himself puts it when asked if the stages of the observation helped him to grow and if he can compare them to the collaboration he received with colleagues, he replied:

> "Ok, I can say that, because before he came to observe me or help me as he pretended, I had many meetings with my friends and colleagues asking them how to teach this and that.   So I had a lot of help from my colleagues in the schools.   So, when he came, I don't think he brought something new. He did not teach me something new, but as you said, he is the manager. So, I have to listen to him and so forth."

While Novice One does not fully discuss the pre-observation stage, the above comments made by him proved that there was no pre-observation stage, just the traditional first visit of contact. Novice One himself said there was nothing he learned from the advisor at this stage that he had not learned from his colleagues before his arrival. In other words, what was supposed to be done at the pre-observation stage by advisors for this untrained and beginning new teacher was only done by his colleagues through collaboration.

Our understanding of the pre-observation stage is that it is supposed to help teachers and advisors relate first, know the issues a teacher is facing, provide teachers with the help they need, and then next comes the main stage, the observation and post-observation stages. The pre-observation stage is

supposed to establish an appropriate relationship between teachers and advisors

for the success of classroom supervision (Sergiovanni & Starratt 2002, Fisher

1992, Glickman, et al., 1998, Glickman, 1990, Glanz, 2000) suggested a collegial

relationship between teachers and supervisors. Once this important step is

secured, the way to success for classroom supervision is thus paved for

teachers, advisors, as well as students.   And then, the other stages in classroom

observation can follow suit.   For example, the next stage, the observation stage

can be accomplished without any major obstacles from either advisors' and

teachers' sides, because everyone in this enterprise is confident and expects to

derive benefits from future meetings or classroom observations, for the sake of

improving classroom instructions and themselves.

Theme 2: The Observation Stage with Novice One

The next stage is the observation stage. It maybe important to note that

among the classroom observation stages, this stage and the feedback stage are

the only ones teachers have been receiving from advisors for the last fifteen to

twenty years in Niger. When he was asked to talk about the observation stage

and the procedures followed by advisors to conduct classroom observation, he

did not mention the process like Veteran One who elaborated more on the

process and his impressions about it. Novice One did not comment about the

note taking with the LOS and the report, though when probed about these he did

say "Yes he took note on the LOS and there was a final report sent to me."

Novice One's statement seemed to justify his performance rather than the

process itself. For example, Novice One talking about his lack of training states:

156

"I was untrained, we only have the theoretical methodologies and we

landed like that in a school ready to teach."

When queried to talk more about the processes of the observation stage Novice

One or Teacher Six stated:

"I mean it was the first time that a supervisor came to observe me in class.

So as it was the first time, I was very afraid of making mistakes."

Novice One's description of the observation stage focuses more on his

feelings, his behavior during the observation rather than its processes unlike

Veteran One did. The statement Novice One made dealt more with the next

stage of the observation, the feedback stage.   Novice One also added that there

was feedback and that during the feedback he tried to defend or explain himself.

Veteran One seemed more apologetic about what happened during the

observation stage than with the processes of the observation stage. He seemed

more concerned about his performance and the criticisms formulated by the

advisor than about the way the observation was conducted.

Theme 3: The Post-observation Stage with Novice One

Finally, Novice One was queried about the last stage of classroom

observation, the post-observation. Novice One was asked if the advisors came

back after the feedback to find out if their suggestions and advice had been taken

into account. He replied:

"I mean it was only once, because last year when they came here, it was

during a strike period. The students were on strike, so they could not visit."

The above statement made by Novice One or Teacher Six tells us a lot about how classroom observations are currently conducted. The first point is that there was no post-observation stage at all.   As in the case of Veteran One, Novice One as a beginning and untrained teacher was observed only in the last term of his first year of teaching, that is in 2003, unlike Veteran One whose first observation only came three years later. Novice One was one of the lucky teachers who happened to have his first classroom observation at least the first year he started teaching. Veteran One and many teachers had to wait years before they had that first observation. A teacher is lucky just to have the observation, followed with a feedback session, but rarely all three stages. Pre-observation and post-observation are not on the menu offered to TESOL teachers any more. The second point is that Novice One's statement contradicts the statements he and Veteran One made about the fact that advisors do not come unannounced for their classroom visits or it simply confirms their lack of motivation, lack of interest, and of belief in what they do.   A simple phone call could have saved them time and money since they use their own means to go to the classroom visits.

In other words, what Novice One means is that he was observed and it was only a year later that the supervisors came back again for a post-observation, only to find out that the students were on strike. Basically, teachers are left out on their own as far as classroom visits are concerned, according to Novice Six and Veteran One. Nothing explains this better than the words of

Novice One "Advisors come only once a year if they do, for their visits and are never to be seen again."

Summary

Novice One is from the Arewa School in the MIES/R Inspectorate. He started teaching in 2003. As a novice teacher he likely needed the pre-observation stage more than experienced and veteran teachers. It did not happen. Yes, the observation stage came the same year he started teaching, but not in the first term when he needed it the most. But it came at the end of the year, in the last term of 2003. Of all the teachers, Novice One was the only teacher to receive an observation his first year, though it came late in the year. Like almost all teachers he was supposed to receive a post-observation too. But the advisor came back only to find that students were on strike so Novice One could not reap the benefits of the visit.

Findings Related to Research Question 1.

1. How do Nigerien Secondary School TESOL teachers perceive the current supervisory practices in the Republic of Niger?

Category 1. c. - Stages of Classroom Observation in Salma City

The overall stages of classroom observation: the pre-observation; observation; and post-observation stages.

Stages of Classroom Observation with Veteran Three

Theme 1: The Pre-observation Stage with Veteran Three

Veteran Three is from the alternative school in the Star Secondary School Inspectorate for Education and Research (TIES/R). Speaking about the pre-

observation stage in particular, Veteran Three was informed in advance about supervisors visits, however they did not specify exactly the day or time. Veteran Three said:

"They give us a vague date; it is a time frame, in this month, in one week's time or something like this."

This implied that teachers are really informed through the traditional memo or letter about a supervisor's visit. However, only a time frame is given and they do not know who will receive the visit in the month or week in which supervisors plan to be in their school. Veteran Three said teachers become more anxious and they have to plan their lessons and then expect supervisors to appear at the door of their classroom any time during the month or week that they scheduled for their classroom visits or observations. When Veteran Three was also asked to elaborate more on the pre-observation stage, if there was one where he felt he related and connected to the advisors, or if he just received the traditional visit of contact. Veteran Three said in response:

"At the beginning of the year advisors and the inspector visit schools to find out what teachers needs. It is after this meeting which is usually conducted in group that they come back for their class visit."

Veteran Three was asked if that one group visit was enough to create rapport or establish good working conditions with advisors, particularly with a new teacher. He answered, "I do not think so, I don't think this is enough to give a teacher the help he needs, whether you are a new teacher or an old one."

What Veteran Three means by the above statements is that there is the

traditional first visit of contact and this is not enough to establish a relationship for

good working conditions between advisors and teachers. Like Veteran One and

Novice One, Veteran Three talks about the first visit of contact is not the pre-

observation and cannot replace it by any means, because it is only one group

meeting. The pre-observation stage is time consuming and should help teachers

and advisors work for a long period of time to relate and agree on many aspects

and steps of classroom observation in order to improve instruction.

Theme 2: The Observation Stage with Veteran Three

Veteran Three was then asked to talk about the next stage the

observation stage, what were the processes of that stage and how he felt he was

treated during that stage.   Veteran Three began to talk about the first time he

was observed in 1996 when he started teaching.   Veteran Three said he was

informed at that time about the arrival of the advisor for a classroom visit, and he

added that:

> "The day of the observation he came and we went into the classroom. I
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> then showed him what I did, the preparation of my lesson. He then went
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> to the back of the classroom and sat to see how I was conducting my
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> lesson. He took notes during the whole hour of my presentation.   And
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> when I finished my lesson, we had a little discussion, the feedback."

Like Veteran One, Veteran Three talks about the lesson observation sheet

(LOS) on which advisors record positive and negative aspects of a lesson during

the observation stage. Of all the observations that Veteran Three received, he

talks about this one because it was the only one where he did not like the feedback that followed the observation stage.   As Veteran Three himself has put it: "The Feedback was ok, really most of the classroom observations that I had, it was only one advisor's observation and feedback that I did not like. Because, I was a beginner and he did tell me that what I did was good. But there were more negative aspects than positive ones and I told him I was a beginner."

Veteran Three was then queried to talk more about the positive and negative aspects pointed out by that advisor after his first observation at the feedback stage. Veteran Three explained that the advisor told him that "I mastered my class, students' participation and blackboard organization. Those were the three positive things he mentioned." What were the negative aspects? He added: "The negative aspect was the pronunciation. It was not a whole lot of pronunciation, it was just one word."

He further added: "Of course, I have to tell you and the word is [Hi] I had never pronounced that word and I pronounced it [He]. During the feedback I noticed he wrote on the LOS bad pronunciation of English." In fact it is very common to see some advisors gloss over all positive aspects in a lesson and reduce it to a single error or mistake and make a whole issue about it. If Veteran Three's mis-pronunciation is already on the LOS, it will also appear in the report, which is the document on the classroom observation that goes in his file. Similarly, Veteran Two is from the Academy School under the Secondary School Inspectorate for Education and Research (SIES/R). For example, Veteran Two talks about the inspector himself reducing his lesson to a mistake and making a

162

great to do about it. The word "East" misspelled as "Est" led the supervisor, here

Mr. Inspector, to inform Veteran Two during the feedback, that he would have to

re-teach that same lesson the following week in Veteran Two's class. The

following week he showed up in Veteran Two's class as promised to teach the

lesson he said was not well presented just because of the mistake made by

veteran Two. Unfortunately, "Mr. Inspector" not only found himself unable to

finish the lesson because he met resistance among the students who were

unresponsive to his questions, but they also challenged him on many instances

during his presentation. At some point the inspector went on to offer incentive

money to incite them to participate in his lesson. Confused and humiliated "Mr.

Inspector" then gave back the piece of chalk to Veteran Two to finish his lesson.

Theme 3: The Post-observation Stage with Veteran Three

Veteran Three was finally asked to talk about the last stage of classroom

observation in Salma City Secondary Schools. When he was asked if the

advisor came back after the observation for follow up after the feedback Veteran

Three said "I never saw that advisor again, however the following year, or two

years after, I had another one." Like Veteran One from the Academy School and

Novice One from the Arewa School, Veteran Three never saw his advisor that

same year after the feedback of his classroom visit. However, he had other visits

in the following years, but not with the same advisor, unlike Veteran One and

Novice One, who did not receive any visits after the initial ones. And in Veteran

Three's case there is no wonder, since his school is across the street from the

Inspectorate that oversees his school. Veteran Three, himself said, he had been

observed more than sixteen times. Furthermore, Veteran Three, while talking

about the last time he has been observed, said the last time he was observed

was the previous year that is a year before the interview took place. Veteran

Three further added that,

> "You know, my school is a special school in that we work with the
>
> Ecole Normale Superieure (ENS) the National Teacher College in
>
> Salma City. So every year, advisors are here in our school working
>
> with teachers and pre-service teachers.   Some teachers can spend
>
> five years, even here in Salma City, two or three years without
>
> being observed."

In this last statement Veteran Three implies that he must be a lucky

teacher to have his school close to the Inspectorate and his school is also used

as a training site by the teacher college.   This explains why he has been

receiving many classroom visits, yet it is not uncommon to have teachers in

Salma City who have spent years before receiving any classroom observations.

Veteran One, Novice One and almost all the teacher-participants seemed to be

almost never observed.

Summary

Veteran Three is from the Alternative School in the TIES/R Inspectorate.

Like most of his colleagues, he did not receive the pre-observation stage. Also

like all his colleagues, he did receive an observation followed by a feedback

session. The post-observation stage did happen in his case too. Although, he

was lucky to have many observations and a feedback, he did not see these advisors after a feedback for a post-observation stage.

Overall Summary of Stages of Classroom Observation in Salma City

The few things these three teachers have in common concerning the stages of classroom observation in Salma City secondary schools was that, first all teacher-participants seemed to know the stages of classroom observation in Salma City, the pre-observation, observation, and the post-observation stages. Still some of these teachers may not have understood how a stage works or the procedures that were in theory to be contained in a stage. For example, the pre-observation stage in most cases was confused with the advisors' first visits of contact. Teachers may or may not receive the first visit of contact, which was often mistaken for the pre-observation stage. Second, all teachers did not receive the pre-observation stage, however all of the nine teacher-informants received the observation stage with its follow up, the feedback session. However, none of these teachers experienced the post-observation stage. What was ironic about the classroom observation was that Novice One was just a new teacher who had no teaching experience whatsoever except the theoretical courses he had in class. Novice One did not have any practicum or internship. Not only it was Novice One's first encounter with the group of supervisors, but also with a group of other teachers from other schools. How can such a meeting be beneficial even for an experienced teacher who at least had an internship or a practicum, let alone a novice teacher who has never set foot in a classroom prior to first teaching in this school? How can this type of meeting address his problems as a

novice and untrained teacher compared to the pre-observation stage identified by

Cogan in his Clinical Supervision and stated by (Sergiovanni and Starratt, 2002,

Fisher, 1992, Glickman et al., 1998)? Can this really be called a pre-observation

stage? Can we really say help was provided to this teacher? Can we help

someone we do not know?

<div align="center">Findings Related to Research Question 1</div>

1. How do Nigerien Secondary School TESOL teachers perceive the current

    supervisory practices in the Republic of Niger?

<div align="center">Category 2. - Conference Approaches Used with Different Teachers at the

Feedback</div>

The approaches used by advisors at the conference stage or feedback to

deal with teachers at different developmental levels were the second recurrent

theme consistently addressed by teacher-informants. My attraction to this theme

among several expressed by the teacher-informants was prompted by the above.

It was a theme addressed by all teacher-informants: the Stages of Classroom

Observations in Salma City.   The only stage of which all teachers took

advantage was the observation stage, a classroom visit followed up with a

feedback session or a conferring session. For some reason, advisors in Salma

City in the last twenty years have neglected or glossed over the pre-observation

and post-observation stages, two important stages of classroom observations of

a model that became relatively standard and used by many if not all supervisors

to conduct classroom observations in Salma City.   Of Course, there are multiple

models of classroom observations. As a matter of fact, first, I wanted to find out if supervisors were eclectic in their feedback methods or conferencing approaches with teachers at different developmental levels in their teaching career. And second, I wanted to find out if teachers were dealt with and treated accordingly at the feedback stage.

It should be kept in mind that no two students learn the same way. Likewise neither does any two adults. As one quipped, "Learning styles are like snowflakes and no two are exactly alike." Therefore, since teachers are at different stages in their career, I would say it is not doing justice to them to treat them the same way at the conference or feedback session. Not only it is not fair on the part of advisors to do so, but it may also breed resentment toward classroom visits and resistance from teachers when the wrong feedback approach is used with a teacher.   Moreover, it may also be frustrating to both teachers and advisors. Burden (1982) talks about three distinct stages that teachers undergo in their career. They are as follows: Survival stage (first year of teaching), adjustment stage (years two to four), and mature stage (five or beyond). I believe the teacher-informants who took part in the study were along this continuum and were so classified, for example; "Novice Teacher" for a beginning teacher (one to five years). "Experienced Teacher" for an adjusted teacher, or one who is adjusting, (seven to ten year). And "Veteran Teacher" for a seasoned and matured teacher, (eleven years and beyond).

In Salma City, the state of teacher pre-service training in the last years has generally been inadequate.   In the same vein, researchers argue that

supervisors and administrators should provide different types of supervisory assistance and vary their supervisory strategies, when working with teachers at different developmental levels (Zepeda, 2003, Waite, 1997, Glanz, 1999, Sergiovanni and Starratt, 2002, Glickman, et al., 1998, 1999, Burden, 1982).

As in the previous section, in this section three teacher-informants were selected as examples and their statements and comments were used to uncover the recurring theme which was the stages of classroom supervision in Salma City. In addition to teachers' views, that of the researcher, as well as views of the controlling group will be used to confirm or contradict teachers' views. To do so, I chose to use Veteran Two from the Academy School, Experienced One from the Great Warrior School, and Novice Two from the Arewa School.

Conference Approaches Used with Different Teachers at the Feedback

Conference Approach Used with Veteran Two

Veteran Two is also from the Academy School under the SIES/R Inspectorate. Veteran Two was forty seven years old. At the time of the study, he has been teaching for more than twenty four years at the date of the interview. Veteran Two is also a seasoned teacher and is the holder of a BA in English. He has been teaching since 1984 and has served in some secondary cities around Salma City for some years. This teacher moved to Salma City in 1990, where he has been teaching ever since. Veteran Two has attended many workshops since then and has also been observed more than five times. His first observation came in 1985, one year after he started teaching and his second in 1989, four years after his first observation. That is one year after he started teaching and

five years after his first visit. Veteran Two is a full time teacher in the Academy

School. Like most teachers in Salma City, he also teaches in a second school

for more than ten hours per week, to make ends meet. In addition to these two

schools where he teaches, he also gives some tutorial classes in town to more

than two students.

He was asked to comment and talk about what happened during the

feedback session, how he felt he was treated and who was in control of the

feedback. Veteran Two described the process of his first observation in 1985,

which came in his second year of teaching and how his lesson or presentation

went that day.   He spoke in these terms:

> "Ok, my first observation, my first classroom observation, the first
>
> one, mmm, it was in the Youth Service, it was in 1985, my National Youth
>
> Service Year. And then the advisor, no it was not the advisor. It was the
>
> Inspector himself.   He did not tell me that he was going to come and
>
> observe my class. He just entered my class and then started observing
>
> my lesson. And then, at the end of the lesson, he said 'ok, I have got
>
> things to ask you? And I then said: 'Please introduce yourself, I do not
>
> know who you are. You just entered my class. I could have sent you out.'
>
> And then he said: 'I am the Inspector." And then I said: 'Welcome Mr.
>
> Inspector. So, what can I do for you?'   And then he said: 'I came to
>
> observe and see how you manage your lesson. And I did not want to tell
>
> you, because had I said anything about your lesson observation, you
>
> might have attempted to modify it in a way that would please me. Now

that you did not know and did not know who I was, you see, you presented freely and it was a success."

Veteran Two's statement focuses on how he received an unannounced visit from the inspector himself. The session turned out to be a good lesson that was appreciated and liked by the inspector. Veteran Two's statement does not focus on the interaction or what happened during his presentation and how the interaction unfolded between advisors and teachers at this one-on-one conference, but rather on Veteran Two's satisfaction as well as that of the inspector who visited his class. There was basically not much to say because the advisor was satisfied with the presentation. The teacher at that time was a beginning teacher one might have expected the feedback to be the directive control approach. It is an approach used for beginning teachers. Although, Veteran Two does not elaborate on this aspect in his statement, it was implied and I suspected that might have been the case here. Such an approach puts the advisor in a high position and the teacher at an inferior one.

In *Supervision for Instruction: A Developmental Approach*, Glickman et. al., 1998, talk about four approaches at the conference or feedback stage: the directive controlled approach, the directive informational approach, the collaborative approach, and the nondirective approach, that could be used with teachers based on the developmental levels in their teaching career and when to use those approaches.

170

Veteran Two was then asked again to talk about a feedback and its processes and who was in charge, how he felt he was treated, and if he felt he was advised or criticized. He then replied:

"I experienced it in 1989; in this case too it was the same inspector who entered my class without telling me. And then I made a mistake, I don't know, if it was a lexical item or a grammatical error. Anyway, it was a problem in writing "EAST". Look North, South, East and West. I wrote "East" the way it is written in French that is "Est". I missed the "A" that is between the "E" and the "S".   At the end of the lesson, the inspector, whose name was Jassan, called me by my name: "Fusi did you notice that you made a big mistake on the blackboard?" And I asked: "What was the mistake?" He then handed me a piece of paper and asked me to write east, west, south, and north, and then on the blackboard too. I wrote them properly, the way they should be. And then he told me: "Can you go back to your class and look at the blackboard and see how you wrote East? I went there and noticed that the "A" was missing. I came back and said you're right. And he said: "This is not allowed. I told him that I could correct it the next morning because it is in the text that we are reading. So, he complained and complained and then said: "Next time I will present the lesson myself."   I told him there was no problem, I would wait."

This statement made by Veteran Two was from his 1989 observation, which was his second after his first in 1985. It tells how Veteran Two was not advised, but simply criticized by the Inspector at the conference stage.   Here

Veteran Two was observed by the same inspector who observed him when he was a novice teacher and was very satisfied with his lesson. Here, after four years of teaching, where Veteran Two has been adjusting to his career, the same supervisor focuses intently upon a single mistake. Rather than advising Veteran Two on his developmental level, the teacher was threatened, criticized and scolded just for a single mistake. No approach on the Glickman scale of conference approaches was used with Veteran Two. I would say it was an apparent abuse of power on the part of the supervisor. It is not uncommon to see some supervisors behaving this way, glossing over all the good things in the feedback of a classroom observation reducing it to a single mistake and making it a disproportionately large issue. Veteran Three, another teacher-informant from the Alternative School experienced the same thing. Veteran Two was completely demoralized. He was threatened, censured, and criticized by the inspector. This kind of behavior on of the part of some advisors not only undermines the already fragile relationship that exists between teachers and advisors, but it is also in contradiction with the roles and attitudes of a good ELT advisor expressed in the *Handbook for ESL Advisors in Training and at Post* [INDRAP, 1992]. when it says "A good advisor is non-threatening, non-intrusive, and non-censorious." (P. 3).

One might expect that the supervisor will use a conferencing approach that would improve instruction. Yet, that was not the case and the advisor's behavior ran counter to the handbook's recommended code of conduct. One would expect the advisor, here an inspector, to use an approach commensurate

172

with Veteran Two's level and experience in teaching. At this point, Veteran Two was at the adjustment stage and transitioning towards the mature stage based on Burden's (1982) classification of teachers' developmental stages. Here the advisor's conference approach with Veteran Two should have been the collaborative approach based on conference approaches about classroom observation (Glickman et. al., 1998). Instead, it appeared to be a one sided meeting, where Veteran Two was threatened and saw his lesson re-taught by the inspector the following week. The zealous inspector found himself unable to continue the presentation of the lesson, he said was not well presented just because of a simple mistake.   Veteran Two who first taught that lesson the previous week was criticized by the same inspector just for a simple mistake, the spelling of the word EAST.   Now we have the Inspector who was unable to finish a lesson he started. He encountered many difficulties with the students who were not only unresponsive, but also challenged him on many instances in the course of his presentation. "Mr. Inspector" even went further to offer money to the students inciting them to participate in his lesson. He ended up giving back the piece of chalk to Veteran Two he had humiliated a week before. Besides, the only thing the inspector wrote on Veteran Two's Lesson Observation sheet (LOS) the previous week was the mistake he made and nothing else.   Veteran Two's lesson was simply reduced to the mistake.

As Veteran Two has put it himself in a further statement while talking about who is in control during the feedback session. "Advisors are in control of the whole situation. And apart from that and above all, they have the authority

173

and are the authority. This means that, when it comes to talking with an advisor, it is dealing with somebody at a higher rank."

Furthermore, talking about the one-on-one conferencing with advisors, he added: "When it comes to meeting or conferencing with advisors, we are always put down. However, it depends if you can stand up to them, by expressing yourself easily and freely, I mean using the Queen's English, and then they will back up and respect you too."

Conference Approach Used With Experienced One

Our next case takes place in the Great Warrior School with Experienced One. The Great Warrior School is from the MIES/R Inspectorate. It is the second case of a teacher-informant whose comments and statements will also enlighten our understanding of the conference approaches used by advisors with teachers having different developmental levels of teaching experience in their teaching career.

A teacher worthy of the name of warrior, like that of the school in which he has been teaching. Experienced One started teaching before he went to college. The Great Warrior School is under the Moon Inspectorate (MIES/R) from Salma City. Though his number of years in teaching seemed to betray him and made him look like a novice, Experienced One was an experienced teacher. The quality of his work, his relationship with his students and his level of understanding of teaching and learning issues proved that he had acquired a certain experience in the field. He was thirty five years old at the time of the interview. This teacher is from the Great Warrior School, a private school from

Salma City that has been named after one of our warriors. Experienced One has a BA from the University of Salma City, and started teaching officially in 2003, but had started in 1998, however, he stopped to continue his studies. Experienced One has attended most of the workshops organized by the American Cultural Center. In terms of observation, he was only observed three times since 2003. Experienced One has been teaching for only five years officially. Like his other colleagues, he also teaches in two different schools in Salma City to make ends meet. He has been working on contract basis and works as a full time in both schools. He has never taught in the country schools. Since 2003 he has been teaching in Salma City.

In order to find out which conference approaches were used with Experienced One during some of the different feedback he had with advisors, he too was asked to comment and talk about what happened during the feedback session, how he felt he was treated. When queried, he decided to talk about his first observation which came in 2003, the date he started teaching officially, though he had been teaching since 1998 when he was a student and had to stop for academic reasons. Experienced One or Teacher Eight said:

> "Yes, the feedback of the observer, the first time I was observed, I think it
> was in 2003. So when I finished presenting my lesson, we went in the
> teachers' room with the observer. During my lesson presentation, the
> observer had been taking notes. So he talked to me about all the points
> he has written down. So, step by step, he talked to me about points that
> somehow, were interesting in my teaching, explaining, that I should have

acted this way, but not that. So really, it is very important, because I took

this into consideration, most of the aspects. And most of them were really,

I would say they were really personal, as they helped me to change. And I

noticed with the days to come that his observations were really true, all the

points they advised on, that they were right. So, it is not bad to have that

kind of advice."

In the above statement Experienced One made an interesting comment,

which not only focuses on the feedback interaction between him and the advisor,

but also provides an insight about the common practice of many advisors at the

observation stage, which consists of taking notes while teachers are presenting

their lessons. The note taking is usually done on the LOS. In this comment

Experienced One gave us useful hints about the interaction he had with the

advisor at the one-on-one conference in the teachers' room. He added:

"During my lesson presentation, the observer has been taking notes. So

he talked to me about all the points he has written down, ok. So, step by step, he

talked to me about points that somehow, were interesting in my teaching."

Furthermore, Experienced One added: "explaining that I should have acted this

way, not that."

The above comment implies that the conference approach used by this

advisor with Experienced One or Teacher Eight during that feedback was a

directive controlled approach often used with beginning teachers during a

feedback. The directive controlled approach, in this case, was the right approach

to be used with Experienced One. Although, here he is called Experienced One,

at the time of the observation and feedback, he was a novice teacher, therefore the conference approach used was suitable with him when he was a beginner.

Our view on the conference approach used with Experienced One during his first observation in 2003 was correct. In the following interview, it was confirmed by him, once more. When he was asked who he thought controlled the feedback? Or who did much of the talking during the feedback? Experienced One said:

> "Euh, he talked too much. And I also talked. Though, he was the leader, because he was the one offering the feedback. So, he would talk and I would answer. He may have asked me sometimes, whether it was not … whether I didn't think, it would be interesting for me to do this, instead of what I had done. Advisors may have suggestions so I work with them."

What Experienced One is basically saying in the above comment was that the advisor was in control of the feedback, the advisor talked too much and asked many questions and his own role was to answer questions. This statement made by the teacher is indicative of controlled feedback, the advisor was domineering and the teacher was merely the object of the meeting, and the advisor the agent. There is not a single hint that a dialogue or a collaborative one-on-one conference took place here. As Experienced One himself, has put it the above comment: "He is the leader, he may have suggestions and I worked with them." Experienced One was later probed on that comment by the researcher. "You told me, that he is the leader. And he is in control of the whole

feedback?" He replied: "Yes, yes, exactly." "Do you mean that he is an expert? Would you say, he is the expert." Experienced One added:

"Sure, sure, sure, I consider that aspect. That is, why the administration or maybe the government sent him. He was doing his job, that of advising us. So, I really didn't think he is a leader, but I just consider that he was the expert in the field. So he was here to help and I was available for him in my teaching."

This comment made by Experienced One describes the current relationship that generally exists between teachers and advisors, in Salma City. It is a top down approach, which places the advisor above and the teacher below. Perhaps nothing explains this power relationship between teachers and advisors better than the comments made by Veteran Two: "Do you want to know one thing? Those advisors consider themselves as bosses and chiefs and nothing else." Furthermore, he added: "They are experts and you are the learner any way."

Conference Approach Used With Novice Two

In this section, the last case in dealing with the conference approaches used by advisors with teachers at the feedback session is with Novice Two. It took place in the Arewa School under the MIES/R Inspectorate with this teacher. In this third example from the section, conference approaches are also another major theme used to shed light on advisors practices, views or beliefs at this stage, as well as to uncover TESOL teachers' perceptions about conferencing and the power relationship between advisors and teachers.

Glickman et. al., (1998), talk about four conference approaches used by advisors, the power relationship, and when to use these conference approaches. 1. The first conference approach is the Directive Control Approach, used with novice or teachers functioning at very low developmental levels. Directive Control Approach raises issues of power, respect, expertise, and staff relationship. This approach places the advisor in high position and the teacher in a low one. It consists in presenting, directing, and problem solving mostly from the advisor to the teacher. 2. The second approach is the Directive Informational Approach, used with teachers functioning at fairly low developmental levels. It revolves on expertise, confidence, credibility, and limited choices. It consists of presenting, problem solving, and directing alternatives. This approach places the advisor in a high position and the teacher in a low one. 3. The third approach, the Collaborative Approach, is premised on participation by equals in making instructional decision. It is used when teachers and advisors have similar levels of expertise, involvement and concern with a problem. It consists in presenting, problem solving and negotiating. Both teachers and advisors are equals. 4. The fourth approach is the Nondirective Approach.

Novice Two is another teacher from the Arewa School too under the Moon Inspectorate (MIES/R). This teacher was thirty five years old at the time of the interview. She started teaching in 2000, and attended more than fifteen workshops, she has been observed only twice in 2000 her first year and in 2004, that is four years after her first observation. Novice Two has been serving in Salma city since she started teaching and had been teaching for six to seven

years at the time of the interview. She too was another fellow who entered the teaching profession without any training. During her pre-service training she had never set foot in class, except in 2000 the date she started teaching in the Great Warrior School under the (MIES/R) Inspectorate. As Novice Two, herself put it "So, we also didn't have any pedagogical experience." She is a temporary teacher who works full time at least twenty hours a week in the Arewa School. Like most of her colleagues she too teaches in town to make ends meet.

This teacher is our last case in dealing with the conference approaches used by advisors with teachers at the feedback session. It took place in the Arewa School under the MIES/R Inspectorate. In this third example from the section, conference approaches are also used to shed light on advisors practices, views or beliefs at this stage, and I am concerned with the conference approaches, as well as uncovering TESOL teachers' perceptions about conferencing and the power relationship, which exist between advisors and teachers.

As with the others, she was queried about the overall processes of the feedback.   This teacher used recurring terms, which imply orders from someone in a higher position, an authoritative figure, and they are noticeable as in: He said so, the advisor told me to do this and that."   She also pointed out her feelings of resentment about the conference.   "He pointed out all my mistakes."   In answer to my prodding she replied: "Ok, during the feedback in our discussion the supervisor told me that 'my lesson went well.' But he said that: 'I was the only one who talked. You talked too much.' Furthermore, she added that the advisor

said: that I should give more time to students to participate and not be the only one who talks.   When the teacher was further asked who controlled the feedback or talked more whether she or the advisor? She said: "The supervisor, during my lesson, while I was presenting, he was just taking notes. So, when we came to the discussion, he was just pointing out my mistakes.   And he also told me that: I have to see my colleagues and have a lesson preparation with them.

These comments made by Novice Two clearly show me that the approach used by the advisor is the directive control approach. An approach used with teachers functioning at a very low developmental levels, or novices.   And Novice Two is just a beginner. This approach is very hierarchical with clear lines of authority. The teacher's second observation came in 2004, which is four year after the first. Apparently, her second observation was no different than the first. Novice Two was also a teacher from the new generation. She went on to teach without any pre-service training. When she was asked to comment on her second observation, which came four years after the first, her comments did not focus on the processes of the feedback as they did during her first observation. Novice Two formerly endured the directive control approach with the advisor, where she was basically told what to do and not to do. This time Novice Two opened up, broke her silence in this feedback session, and told the advisor what were her problems. As she put it: "This time, I told the supervisor all the problems I was having with my students.   The kind of problems I had, were problems of lesson preparation, because I had a large class. So, I did not know how to manage to have a test with this number of students."

If all the stages of classroom observation had been respected by the advisors, Novice Two would not need to tell an advisor four years after she started teaching that these were her problems.   Her problems would have been solved at the onset in the pre-observation stage. In this second observation Novice Two even said that this advisor happened to correct her publicly. She said: "And also, he corrected my pronunciation. While I was presenting my lesson, I picked some words that I used for teaching pronunciation."

This is an act which can be considered an intrusion on the part of the advisor. It is also stands in contrast with the roles and attitudes of a good advisor. It can seriously undermine the frail and weak rapport that already exists between advisors and teachers. And I quote: "Correcting the teacher's error in English, or pointing out publicly the mistakes on the blackboard during the lesson is not recommended [INDRP, 1992].

Findings Related to Research Question 1

How do Nigerien Secondary School TESOL teachers perceive the current supervisory practices in the Republic of Niger?

Category 3. Supervision Conducted for Administrative Monitoring

This section is the last out of three selected in chapter four as major themes from the various sources of data collection used to uncover teachers' perceptions of the current supervisory practices in Niger. As in the above two major themes: stages of classroom observation in Salma City and conference approaches used at the feedback level, supervision for administrative monitoring is also a consistent and recurring theme expressed by teacher-informants in this

study. Like the above two major themes, comments from three teachers-informants will be used for discussion and analysis of the findings. However, because this theme sums up the two previous themes in this chapter, comments from almost all teacher-informants will be used to highlight teachers' perceptions. The main teachers are: Experienced Two, Novice Three, and Experienced Three.

At the beginning of the study some teachers said classroom observations as well as the workshops organized by the American Cultural Center provided them with some form of help in their teaching and others just voiced their resentments and concerns towards the practice which does not recognize their level of expertise and knowledge of the teaching profession. No one can deny that, particularly if the conference approach used suits the teacher's developmental level, a teacher can gain help or a certain benefit from the practice. However, the question is not about help, but rather it is about growth and development in the profession, and whether the current practice promotes growth and development of TESOL teachers in Niger. What I realized after the above two themes were discussed with teachers was that the majority of these teachers do not even know very well what the stages of classroom observation consist of, yet that is the only model they know and have no other one to compare it with. Besides, most of the teacher-informants at some point in their career were dissatisfied with the conference approach used with them during the feedback. And thus, teachers developed resentment, resistance, and

apprehension toward classroom observations. On that basis, teachers were

asked if the current practices helped them to grow and develop.

Supervision Conducted for Administrative Monitoring

Experienced Two

The first case in this section of chapter four takes place with Experienced

Two who is from the Academy School, under the SIES/R Inspectorate. His

comments will be used for discussion and analysis of the theme.   On the basis

of the above discussion, Experienced Two was asked to talk about the current

supervisory practices, if he thinks it helped him improve and grow as a TESOL

teacher or if supervision is merely conducted for administrative purposes?

Experienced two said:

> "I think observations are conducted for administrative reasons,
>
> because inspectors will ask advisors to go to the schools and
>
> classes. So, they are obliged to go into the classrooms. So it is not
>
> even for helping as they always pretend. I do not see how this can
>
> help us improve in our career. We do not relate to them, we see
>
> them once in year, sometimes not even once. If we see them, they
>
> never come back that same year, till the following year or the
>
> subsequent ones. So, how can someone grow, in such
>
> conditions?"

What Experienced Two means is that there is definitely a form of help that

can be derived from the observation, particularly for someone like him who was a

beginner and untrained, but the current supervisory practice is not conducive to

growth. It is just an obligation that supervisors have to fulfill, or a mandate from above. In other words, the system is not designed for growth or help. Experienced two also pointed out how the current model in use is delinquent. It is a shaky and very unstable practice and he added: "we teachers never see them twice in the same year or we do not see them at all for a year or several years."

In the following comments, Experienced Two or Teacher Three continues to point out some of the shortcomings of the current supervisory practice in Salma City. In addition to the delinquent form of supervision, it is also not uncommon to have some of these advisors opposing innovations teachers use in their profession. As Experienced Two said: "We used to have some workshops, from the American Cultural Center. And when our advisors come into classrooms, most of the time, when we present something that we learned in our workshops from the American Cultural Center, some of these advisors oppose the innovations we try to use in our teaching." In a further comment Experienced Two added that there are cases when advisors sometimes agree with their opinions. He said: "There are cases, when they tell us something, and we also tell them, ok this is what we think, that is our opinion. We think, the best way of doing it, is this one. Sometimes, they do agree with our opinions."

Statements like the above made by Experienced Two demonstrated how teachers are dissatisfied with the current supervisory practice. Experienced Two is not the only one grappling with this issue.

Supervision Conducted for Administrative Monitoring

Experienced Three

Our next case takes place in the Arewa School with Experienced Three from the Arewa School under MIES/R Inspectorate. Experienced Three from the Arewa School was only observed twice, his first observation was in 2001, the year he started teaching. His second was in 2003, two years after the first. Both visits happened in different schools and locations. This teacher received no contact before and after the visits, just the traditional memo sent about them. He began teaching without any form of training, so he was untrained and a beginner as well. There was no pre-observation. However, there was an observation followed with a feedback, but there was no post-observation. The feedback for the two observations he received were both directive control approaches.

Experienced Three was asked if the current supervisory practice in Salma City was done to help him grow and develop as a teacher or if it seemed just done for other administrative reasons. Experienced Three said: "I can freely say that it is done for administrative purposes, to evaluate you, but not to help teachers grow and develop."

What Experienced Three means is that this is more an evaluation or a form of help than a practice done to help you improve. What advisors are concerned with is the act of observation itself. They observe teachers, give a feedback, and never visit again. It is more about the observation than the teacher himself. And Experienced Three's next comment illustrates this point further: "It is clear that the Pedagogical Unit (UP) gives us more opportunity to

help each other to interact freely than an English advisor's classroom visits. The classroom visits is only one time during a year, that is, if you see them in a year, you never see them again. If observation is really for helping us teachers, as they like to say, then it should not be only once in a year, or in many years."

Supervision Conducted for Administrative Monitoring

Novice Three

Novice Three is from the Academy School under the SIES/R Inspectorate. Like most of his colleagues in this study. Novice Three started in the teaching business without any form of training when he was a student at the University. He started teaching in 2000. He received two observations in the same year 2000. It was the year he started teaching. His second observation came only a few weeks after the first. So there was no pre-observation, there was an observation with a feedback, and there was a post-observation stage. Basically out of the nine informants Novice Three was the only one to receive post-observation stage, which was not conducted because students were on strike that day. The approaches of the feedback in both conferences were the directive control ones, where the advisor was in control. Had they had a good communication between supervisors and teachers, they would have been informed that students were on strike. This simply points out clearly that there was no open communication between them and that supervision in Salma City which was reduced to the observation stage was mainly conducted for administrative purposes.

Summary

Experienced Two is from the Academy school under the SIES/R Inspectorate and Experienced Three is from the Arewa School in the MIES/R Inspectorate, and Novice Three is from the Academy School under SIES/R Inspectorate. None of these teachers received a post observation stage and this was also the case with all the teacher-participants.   In its current stage, it is simply not customary to supervisors to go back after an observation or a classroom visit for a post observation. It also shows that supervisors are only concerned with the observation stage and nothing else. Therefore, supervisors are mainly concerned with doing their duty, an administrative job rather than helping them as supervisors customarily are intended.

CHAPTER V

SALMA CITY PROFESSIONAL DEVELOPMENT PROJECT

Introduction

At the beginning of the study my goal in embarking on this research study

Teacher Professional Development the Needs of TESOL Teachers in the

Republic of Niger was twofold. First, my main goal was to find out what

procedures have been followed to improve classroom observations. This chapter

deals with my second goal, learning how we can promote Salma City's TESOL

teacher professional development in line with the post modern paradigm. To

illustrate this, in this chapter I will describe a teacher professional development

project I undertook in Salma City. I will discuss how the project was presented to

teacher-informants, what teacher-informants' opinions about the professional

development project were, how it compares to the current supervisory practices,

and finally what teacher-informants perceived as possible hindrances and

impediments in the promotion of this type of teacher professional development

project.   To elucidate this latter point on what teacher-informants perceived as

hindrances, three recurrent themes consistently addressed by the participants

will be used, and comments and statements from three teacher-informants will be

used to highlight the teachers' opinions about what actually may prevent us from

promoting Salma City's teacher professional development project. Each and

every major theme is expressed by all teacher-informants. The purpose of this

chapter is to describe the research findings based on how Nigerien Secondary

School TESOL teachers think teacher personal and professional development can be promoted in Niger.

<p style="text-align:center">Organization of the Chapter</p>

This chapter deals with issues concerning the promotion of Salma City professional Development in secondary schools in Niger. This chapter is organized into three sections. Each section expresses teachers' perceptions about how Salma City's teacher professional development can be promoted in the Republic of Niger. Section one provides us with the description of the Salma city teacher professional development project and how it was presented to the teacher-informants; Section two deals with teacher-informants' opinions about the professional development project and how it compares to the current practices of supervision, and section three deals with what teacher-informants perceived as hindrances to the promotion of the professional development project. This section covers three themes consistently addressed by the teacher-informants in the sources of data collected in the study. These three themes are as follows: 1. Overloaded national curriculum and national exams; 2. lack of time, freedom, and collaboration in the teaching process; 3. living and working or teaching and learning in difficult conditions. To illustrate all three themes, comments and statements from teacher-informants will be used for discussion and analysis of the findings about teachers' perceptions.

For a period of three months, in Salma City the researcher worked with nine secondary schools' TESOL teachers from four schools out of three Secondary Schools Inspectorates for Education and Research (IES/R).   The

Inspectorates, the four schools, and the teacher-participants were given

pseudonyms for anonymity in order to protect their identities.   Teacher-

participants are referred to on basis of their expertise and knowledge of the

teaching art, by school and by Inspectorate throughout the study. Besides, each

theme addressed by teacher-informants and used to uncover teacher-

participants' views for discussion and analysis of the findings is a recurrent view

consistently expressed by all teacher-informants in almost all the sources of data

used in the study.

The various sources of data collection used in this chapter include the

following:

Interviews with teachers about the promotion of Salma City's teacher

professional development project,

- Readings of teaching activities or skills to be presented in class based on

their students' needs,

- Journal logs from activities or teaching skills read and presented in class,

- Group discussion interviews,

- Non-judgmental observations by the researcher,

- Workshops presented by advisors to teachers,

- Workshops presented to advisors by outside experts from the American

Cultural Center,

- Documents analyzed such as, teachers' time tables, lesson observation

sheets, reports of lesson observations,

- Memos from Inspectorates to school administrators,

- Handbook For English Advisors In Training And At post,

- Informal discussions with teacher-participants and administrators during my daily routine visits in the schools.

Description of Salma City's TESOL Teacher Professional Development

Project

This section explores the description of a Salma City TESOL Teachers Professional Development Project. It covers the presentation of the project to the teacher-informants and what the underlying assumptions of the project were. The researcher's assumption about the current supervisory practices or the procedures used in classroom observations to improve instructions in Salma City Secondary schools turned out to be right: teachers were not treated as professionals and could not act as such. Supervision was a top down approach imposed by the establishment.   Everyone in the establishment, administrators, Inspectors, principals, and supervisors see their role as telling teachers what they want done and how to go about it, rather than letting teachers teach the way that is best for their students. Teachers are not treated as professionals. Besides, the curriculum, and teaching methods were not figured out by teachers as to what could be best for their students, but rather were dictated or mandated by the establishment. Supervisors, as well, do more of an evaluative work than trying to help teachers. Therefore, on the basis of this study's findings, this researcher felt a project was needed that was not only in line with present day ideologies, but also encompassed and catered to the needs of teachers, supervisors, and students alike. The Salma City professional development

project was thus born and situated in the post modern paradigm of teacher professional development to answer the needs of teachers, students, and supervisors in their perpetual quest to improve classroom instruction in Salma City.

In order to come up with a project that answered the needs of each and every participant in the education process, a project that is in line with the post modernist paradigm of teacher professional development was crafted. Certain characteristics of an effective professional development were targeted and used as key indicators for the teacher professional development project. Given the time frame and limitations of the study and the scope of the project, the following effective characteristics of teacher professional development were selected and used as key characteristics or elements to look for in any viable and effective professional development project. They include:

- Effective professional development must be self- driven, and not done in isolation,

- The teacher must become an agent of change not an object of change and self-change,

- Each teacher must become an active learner, a researcher, a reflective practitioner, in order to exchange and reflect on his teaching methods,

- The teacher must possess adequate skills such as reading, writing, listening, and speaking,

- The teacher has to collaborate with his colleagues, and also use peer- observation, coaching, and mentoring,

Effective professional development is a process of engaging in lifelong learning in the teaching profession. It is not a one-size-fits all or sit-and get procedures (Dean, 1991; Diaz - Maggioli, 2003; Guskey, 2003; Robb, 2000; Orlich, 1989; Brown, 1994; Gehbhard, 2000; Zepeda, 2000; NBPTS, 1987). These were some of the characteristics developed and highlighted in the Salma City teacher professional developmental project. These effective characteristics of the professional development project were presented to teacher-informants through activities and skills implemented by teacher-informants in the project.

To shed light on those effective characteristics of teacher professional development skills and activities such as reading, writing, listening, speaking, or integrating the four skills, games, songs, peer observation, group discussion interviews, and journal logs were presented and implemented by the teacher-informants in their classes in the respective schools which took part in the study. The activities and skills were collected from *Internet*, *TEFL /TESL Forums, Writing Center Journal*, *TESOL Quarterly Journa*l and various other sources in order to highlight the effective characteristics that teachers needed to care about themselves and take their professional development into their own hands in a city where supervision is not conducted for teacher growth and professional development, but rather conducted for administrative purposes.

During the first interviews, I met with teachers in their respective schools to share with them documents on the next step, the second phase of the study; the Salma City teacher professional development project and how to go about grasping the intent of the project. Teachers were met in groups whenever their

schedules permitted to prepare for the project. Teachers were first presented

with reading materials and activities and skills selected from sources such as

Forum, TESOL Quarterly, and a variety of other sources. Teachers were then

given a choice to select among the activities that they would like to present in

their respective classes. However, to allow teachers to act in pairs, teachers

were asked to make concessions and arrangements, and pairs of teachers

having the same grade levels, agreed to teach the same activities or skills. Most

of the activities and skills were activities and skills the researcher believes had

been rarely used before in Salma City's Secondary Schools classes. Games,

songs, listening skills, and free writing based on Peter Elbow and Kenneth

McCrary's ideas were among them.

<center>Steps in the Description of Salma City TESOL Teacher Professional</center>

<center>Development Project</center>

The characteristics of the Salma City teacher professional development

project consisted in **<u>Reading</u>** and trying out new things, which is the first step.

Teacher-informants were asked to read articles about the new activities or skills

they selected and then try to implement them in their classes based on the needs

of their students. Reading is one of the effective characteristics teachers needed

to initiate their professional development. In order to foster their own

development and growth teachers need to read from various sources ranging

from books, journals, periodicals, and the internet or the World Wide Web. It is

important that not only teachers, but any educational leader who wants to bring

effective change read continually to keep current on practices, research, and

trends in their field. And this is more than true for people who practice the most important profession on earth, the teaching art. Once teachers can acquire enhanced resources, they may be able to bring change in their teaching through innovation and creativity (Gehbhard, 2000; Edge, 1991; Dean, 1991; NBPTS, 1987; King & Newman, 2000). In addition to reading skills, effective professional development has to be **Self-driven or Teacher-driven** (Guskey, 2003; King & Newman, 2000).

Additionally, teachers need to understand that they have to be the agents of their own development and not wait for supervisors to come and tell them about how to teach. Effective professional development has to be self-or teacher-driven. Besides, trying out new things for the sake of trying them, based on the needs of their students, is a huge step for teachers' self development. Effective professional development is about **Exploration or Inquiry-based** on their teaching. Teachers can explore their teaching by trying new things and adapting them to the needs of their students. Exploration allows teachers to stay away from prescriptivism, which does not take into account students' needs. Adapting activities and teaching methods to their students' needs is also an effective characteristic of professional development. These effective characteristics have to be **Informed by students' performance or needs** (Birman et al., 2000; Gehbhard, 2000; NBPTS, 1987; Guskey, 2003).

The second step of the Salma City teacher professional development project consisted of **Journal Logs.**   These logs served as a writing skill intensifier as well as a way of encouraging teachers to reflect upon their teaching

practices. Teachers were asked to keep a journal log to record all the aspects of their teaching practices in dealing with new activities or skills to be presented in class. Teachers were asked to record their impressions about the new activities or skills they were trying for exploration's sake whether they succeeded or failed, based on the needs of their students. Teachers were asked to start recording their impressions about the new activities or skills from the reading of the items to the lesson preparations of the new items, to the presentations of the new items in class. And teachers recorded what they liked or disliked about the activities or their impacts on the students, (Gehbhard, 2000; Fanselow, 1987, 1988, 1992; Zepeda, 2000). With the Journal Logs teachers understood that they could reflect on their own teaching and also communicate with other teachers about discussing and reflecting on the teaching profession worldwide. The teachers in this study are also writing teachers and there are more ways to communicate effectively through writing for teachers and students as well. This notion of reflecting and then acting on the knowledge acquired through reflection ties into another characteristic of effective professional development, which is **Self-evaluation.** Self-evaluation guides teachers in their ongoing improvements (Guskey, 2003; NBPTS, 19887).

The third and last step of the Salma City teacher professional development project consisted of **Peer observation** and a **Group discussion Interviews**. In the project, teachers were asked to share ideas, experiences, and have peer-observations whenever they could. Here we have the notion of **Collaboration.** Collaboration is a key element of effective professional

development. Working in isolation can hold teachers back since teaching is a job

that should not be done in isolation. (Birman, et al., 2000; Edge, 1992; Guskey,

2003; NBPTS,1987). Teachers in groups of two participated in group discussion

interviews to share ideas about activities that they taught in their respective

classrooms in order to share ideas, experiences, and see how improvements

could be made based on the activities taught. The discussion were

nonjudgmental about other's teaching, but rather urged encouragement and

listening to their colleagues and each other and also giving positive feedback on

activities observed.   Teachers were also encouraged to observe each other

share and collaborate.

Research Question 2

The key question addressed in this chapter is:

2. How can we promote Salma City's TESOL teachers' professional

development project?

Presentation and Discussions of the Findings

Transcription and coding of the various sources of data collected yielded

two main trends for discussion and analysis. These are, respectively, teachers'

impressions about the project, their likes and dislikes about the professional

development project and what was also perceived as hindrances or obstacles to

promoting Salma City's teacher professional development project in Niger. In the

following, these two main trends will be broken down into major themes: 1.

Teachers' opinions or impressions about Salma City's TESOL Teacher

Professional Development Project; comments and statements from all teacher-

informants were used for discussion and analysis to pin point the focus and emphasis of their likes and dislikes; 2. Teachers Perceived Hindrances or Obstacles in the Promotion of Salma City's TESOL Teacher Professional Development Project.

Findings Related to Research Question 2

2. How can we promote Salma City's TESOL teacher professional development project?

Category 1 -Teachers' Opinions about Salma City TESOL Teacher Professional Development Project

The following is a summary followed with a discussion about teacher-participants' impressions or opinions on Salma City's TESOL teacher professional development project: teacher-participants were queried about what they thought about the Salma City developmental project and also whether the project helped improve their teaching and themselves as TESOL teachers, and how did this project compare with the current practices? We found out that all the teacher-informants, without exception, were enthusiastic about the project. Teacher-informants liked the project very much and thought that it was not to be compared with the current supervisory practices in Salma City's secondary schools. Teacher-informants thought the project was completely different from the 0ne actually in use, because it satisfied their needs as teachers as well those of their students'. The project not only boosted their confidence and excitement in teaching, but also engaged as well as motivated their students' learning of the English language more than ever before. The project gave the participants a

sense of self-worth, which will eventually motivate them to reflect, analyze, and determine how they will improve in their profession and career. This is opposed to the current supervisory practices of which the teachers are very apprehensive, isolated, and excluded. Moreover, the current practices do not offer them freedom, a relationship with advisors, self-worth, cooperation and collegiality with the observers.

Experienced Three's Opinions

With the project, not only can teachers be deliberate in their teaching and focus on meeting their students' needs, but teachers can also become active learners or researchers by reflecting on their teaching, collaborating with their colleagues in sharing ideas and experiences, conducting peer observations, and not working in isolation, or waiting for an advisor to come and tell them about teaching or how to teach. As one of the teacher-participants, Experienced Three, from the Arewa School in the MIES/R Inspectorate at the beginning of our second interview on the promotion of the professional development, sums it up:

> "Thank you for giving me the opportunity to talk about supervision, one of the key element or tool in our teaching of English in Niger. What you brought is something that should be a remedy to what is going on now, because we have to wait for a supervisor to come from, to come from the Inspectorate. We have to wait for him/her. Maybe s/he will never come, once during the year, the school year. Maybe if s/he comes once in the year, it is good. So you see, with Salma City new TESOL project it is helpful for us teachers, it shows

us how to rely on ourselves and our colleagues to make our

teaching better."

In the above comment Experienced Three focuses on the fact that

effective professional development must be self initiated, both when he talked

about relying on ourselves and the collaborative aspect, and when he talked

about relying on our colleagues. The teachers came to understand that with the

project they did not have to wait for an advisor who might be seen only once in a

year or in several years.   According to Experienced Three, the project should be

a remedy to what is happening here. Meaning it is the remedy to the current

supervisory practices used in Salma City.   Supervision in Salma City used to be

a form of clinical supervision or its by-product. It consisted of all the main stages

of clinical supervision before the nineties. Now, it is limited to the traditional

supervision which consists of only two basic steps: observation of the teaching

and a follow up conference.

Furthermore, when Experienced Three was asked to comment more

about the project, he added:

> "With the project, I think that it is a good thing for me, because, I am
>
> teaching, as you said it, English in a French speaking country. So,
>
> the professional development project shows me that as a teacher, I
>
> should be like a researcher, a teacher researcher. That is, a
>
> teacher who is actively trying to meet the needs of his/her students,
>
> by trying new things with them. I have to conduct research an
>
> ongoing process. It is a process, an ongoing process, it is dynamic.

So, I will be doing research most of the time. I will be doing

research not only to improve my teaching, but my students as well."

In this second comment, Experienced Three focuses on the teacher's

exploration of his teaching when he states that "the project shows me that as a

teacher, I should be like a researcher. I have to make research an ongoing

process."   The teacher can explore his teaching through a process of reflecting

and then act on the knowledge acquired through reflection.

The following will be a continuation of comments made by teacher-

participants which emphasized the various aspects they liked about the

professional development project. Various statements describing the important

themes articulated by the teacher-participants are discussed and analyzed. All

Teacher-informants liked the project and thought that was something that was

beneficial to teachers, students, and supervisors, as well as the teaching and

learning processes. The project also energized them and recalibrated them and

gave them an impetus to believe in themselves and their profession.

Novice One's Opinions

Novice One was another teacher from the Arewa School under the

MIES/R Inspectorate. When questioned about what he thinks of Salma City's

TESOL teacher professional development, Novice One replied:

"Of course, I think that really, it is a good thing for me and even for

the students. Because, after the classes they were happy with the

practice and me too, I appreciate it really. It helped students to get

involved in the class and they used the language. And the teacher

202

too, has to be creative and collaborative by working with his

colleagues and not to do things in isolation."

In the above comment Novice One focuses on the impact of the project

upon his students. How the student-centered activities motivated and engaged

his students and himself as a teacher. Here the teacher had a break from the

habitual "lock-step" which is boring to both the teacher and the student as well.

Besides, Novice One also touches the issue of creativity on the part of the

teacher in order to bring new items to students for change and the collaborative

aspect that the teacher must engage in with colleagues in order to avoid working

in isolation. Isolation is a great danger to the teacher and the teaching process.

Novice One shares these opinions with Experienced Three.

In the next comment, Experienced Three was asked to compare the

Salma City teacher professional development project with the current observation

methods in use in Niger. Experienced Three added:

> "I can say this is a good place for me to compare the opportunities.
> The one that, I had before and this one, this experience. I can say
> this one, this project if wide spread will be helpful to both students
> and teachers.   Because, as a teacher you feel free, you are not
> apprehensive or afraid of anything. You are not limited and you do
> not feel the pressure and presence of an authority, which is here to
> judge you. Whereas, with the former supervision, most of the time
> you are dependent on the help they always pretend to bring you.
> You feel scared. There are specific questions for specific answers.

In this one, you express yourself freely. It is more an exchange of ideas and experiences than judging, evaluating, and reporting in the other."

In this statement Experienced Three emphasizes the freedom element and the sharing and exchange of ideas and experience offered by the project. In other words, he focuses on the collaboration between the observer and the observed and the sense of freedom it brings. This is opposed to the current supervision practices of which teachers are apprehensive and also have the feeling of being pressured under the strong presence of an authority.

Veteran Two's Opinions

This case took place in the Academy School. Veteran Two was a veteran teacher who has been teaching for more than twenty four years. Veteran Two was from the Academy School under the Sun Secondary Schools Inspectorate for Education and Research (SIES/R). Veteran Two was a challenge to the researcher at the beginning of this second interview. The interview with Veteran Two yielded important information with regard to the professional development project and how it could be promoted in the Republic of Niger. Veteran Two's first responses to specific questions about his views of the project often sent mixed messages. For example, when asked, what do you think of the professional development project presented to you? Veteran Two replied:

"In itself the project is something, that is very good, but yet it is only a project... I do not see the special thing that we have in giving materials to the teacher and ask him to practice." Further on Veteran Two added:

"Ok maybe, for instance, here are some of the new things that I noticed. For instance, when it came to creative writing, I noticed that it is new to the teacher and it is also new to the students. It is the first time; we have tried things like these. Giving them the opportunity to do everything they can. Writing sentences they wanted to write, the way they think sentences should be and then use code shifting.   For instance, when they find that some expressions are very difficult and they could not find them in English, then they can use a language or other means of expressions, this is very good."

These answers sent mixed messages to the researcher and required him to ask follow-up questions to guide the informant back to the topic and to articulate the outcomes of some of the activities presented to them. Veteran Two did say he liked the project. He thought it was something that is very good in and of itself. However, he did not see the usefulness or the outcomes of some the materials given to him to present. Meanwhile, further on in the discussion, he mentioned that, "there were some new things, for instance when it came to creative writing. I noticed that it is new to the teacher and it is also new to the students. It is the first time we have tried things like these." Here though, Veteran Two does not see the benefits of the activities presented to him, but he noticed one that he thinks is new to both himself as well as his students. Further on, in another statement, Veteran Two says he finds the activity very useful to his students. And he added that "Giving them the opportunity to do everything that

they can, writing sentences that they want to write… this is very good." Here Veteran Two focused on the freedom students have with the activity. It is not the traditional one with only one topic given to all students with no freedom on the choice of the topic.

With regards to this point Veteran Two's and Veteran One's points of view matched on the freedom and choices given to the students with the creative writing activity as well as on how the project was a very good thing for their students. Concerning their views on how important the project was to them, Veteran One focused on the collaborative aspects the project offered to both students as well as teachers. While Veteran Two thought the project was very important, he placed his emphasis on the freedom the project offered to both students and teachers alike.

Veteran Two likes the project and thinks the project gives freedom to teachers and students alike. He also talks about the fact that in the project there is no bondage, that is, it does not restrain the teacher's freedom. It is hierarchy free. He also saw a new advantage:

> "Of course, the idea of canceling police work between the advisor and teacher is wonderful, something that will be a real benefit to the teaching and learning processes." Veteran Two continues to focus on the freedom given to teachers and students by the project as opposed to the current supervision, which he thinks is a kind of bondage, that is, it is hierarchical and custodial in nature."

Furthermore, when Veteran Two was asked to compare the project to the current supervisory practices and what he thought could prevent us from promoting the professional development project in Niger, he stated the following: "There is nothing there, I mean in the old way of supervising teachers. There is no link between the old and the new. There are no similarities between slavery and freedom. There is no link, indeed. They are completely opposed. The traditional way of doing supervision is bondage."

Once again Veteran Two emphasized the freedom the project offered teachers and expressed his disdain for the current supervisory practices. The above statements and comments made by Veteran Two and similar ones made by others suggested that the project had piqued the interests of the teacher – participants. At the time it also revealed the resentment and reluctance they feel toward the current supervisory practices.

Category 2 – Teachers' Perceived Hindrances in Promoting Salma City Project

Obstacles ranging from a lack of resources except the human resource of disruptive strikes were just some of the hindrances enumerated and articulated by the teacher-participants. However, of all the hindrances noted I have picked three of the most important to discuss: 1. An Overloaded National Curriculum with National Exams; 2. Lack of Time, Freedom, and Independence in the Teaching and Learning processes; 3. Difficult Living, Working, Teaching and Learning in Conditions. As in chapter four these three themes were used for discussion and analysis of the findings. Examples from the comments of three teacher-informants were used to describe, discuss, and interpret the findings.

Moreover, the researcher's views and those of the three supervisors or control groups were also woven into the discussion and interpretations of the findings to provide for checks and balances, as well as to shed light on teachers' perceptions on how the Salma City TESOL teacher professional development project could be promoted in Niger.

Theme 1: An Overloaded National Curriculum with National Exams

The teacher-participants voiced their concerns and apprehension about the success of such a project in secondary schools in Niger. They thought there were many forces working against promoting and implementing it in the secondary schools in Salma City. The following focuses on one of the negative forces working against the promotion of the Salma City teacher professional developmental project. One of these negative forces is: a Prescribed Overloaded National Curriculum with National exams. It is one of the main hindrances voiced by the teacher-participants consistent in all the data sources collected, transcribed and coded. As mentioned earlier, for the sake of argument, these main hindrances in the promotion of the professional development project expressed by teacher-participants are described by theme. Thus, theme one is as follows:

Veteran Two

Veteran Two is a veteran teacher who has been teaching for more than twenty four years. He was from the Academy School in the Sun Secondary Schools Inspectorate for Teaching and Research (SIES/R). The data gathered from the Interviews, journal logs, group discussion interviews, and other sources

indicated that Veteran Two consistently referred to the overloaded curriculum with its numerous national exams as a main obstacle to the promotion of professional development in Niger. When Veteran Two was queried about the overall things that can prevent us from promoting the professional development project in Niger; Veteran Two replied: "What I am saying is a bit of the same thing, but the problem is, we have a curriculum. We have a program."

Further down through the discussion about things that can be obstacles in the promotion of the developmental project, he added: "Ok for instance, if we try to use this project, we may have to change many things. For instance, change the programs. There is our program and other things, such as the traditional way of doing things that we always have in the schools. We can change the text books, only if we change the programs. That way, we can insert anything that we want, that is going to help us in this creative writing and any creative things we do in class. Being creative is a good thing in teaching. "

Veteran Two thinks that the curriculum is a main problem in our way if we try to promote the developmental project. Therefore, changing it will allow us to have more time and room for creativity which is a key element of the project.

Actually, Veteran Two's and Veteran One's views not only matched on what they liked about the project, but also their concerns on the promotion of the developmental project. For example during our group discussion interview Veteran One and Veteran Two talked about the curriculum and why it was the only thing covered during their Pedagogical Unit Meeting. They said they have no time to observe each other's classes and collaboration among teachers was

at a minimal level. Veteran One stated that, "Yes, actually we are under pressure. Yes, it is the progression, yes the textbooks." And Teacher Two added: "Yes, the emphasis is on the curriculum. We are under pressure and the boss says you follow the progression, the text books." Here Veteran Two's and Veteran one's comments are typical examples of what teachers are supposed to do in their schools based on the national curriculum. Teachers are not only supposed to come up with a progression that they have to follow, but also teachers having the same grade levels have to use the same textbooks and be on the same pages. Any teacher who is lagging behind is considered simply as not doing his job and may face censure by the school administration.

Usually this progression or progress report is discussed in the schools' pedagogical cell meetings. Teachers use the curriculum to come out with their progress reports. Therefore, collaboration among teachers and classroom observations, sharing ideas and experiences cannot take place in the school pedagogical cell (CP) and are simply relegated to the background. What matters most to many school administrators is curriculum coverage, not the students' needs nor the teachers' professionalism, but the curriculum.   Are we still in the colonial era, in Niger where the teaching paradigm was the curriculum? Teachers are consistently under pressure to finish the programs in all secondary schools in Niger. They think and breathe only about the program and the progression is often at the expense of their own development and that of their students' needs. And nothing explains it better than the following comment made by Veteran One:

"The problem we have at our school is the problem of the

Pedagogical Unit (UP). Actually, at the beginning of each year the

commandant asked all the teachers to produce a kind of syllabus of

the class, which incorporates short and long range planning. So for

example, there are many things we want to do, but we are under

pressure to carry out the plan of the year. Even, yesterday Friday, I

think it was on Thursday, a paper was out saying some teachers

were late. The principal compared what we did in our textbooks to

what we proposed at the beginning of the year. And the teacher

must explain why he is late. Some teachers have been covering

what they proposed to cover during the year, from October to June,

for example. And it is clear at the beginning that we have to finish

the programs, I think by May first, anything should be finished and

all the exams should be covered at that time. So that is why we are

under pressure."

Veteran One's comment shows that what matters is just the curriculum to

most school administrators. It has to be followed like a bible and any attempt to

bring a change or deviate from it could be considered as an act of

insubordination and could also be sanctioned by the principal. In this instance,

the commandant who is the principal of the school not only compared the

progress reports teachers submitted to him and proposed to cover at the

beginning of the year with the level at which these teachers are operating with

regard to their progress report at any given point in the terms or year. The

progress report is usually presented to the principals in the form of short or long range planning, that is (weekly, monthly, or term wise). Teachers use the curriculum and the textbooks on an individual basis or during the UP meeting to come up with their progress reports.   It is clear in most school, that teachers have to use the same textbooks, have to be on the same page, be at the same level in terms of their progressions with their colleagues, and also administer the same tests whenever possible. If this is not done, teaching is perceived as simply not taking place and any teacher that falls in that category should provide a viable explanation. Furthermore, when Veteran Two was asked to comment more about what he thinks can prevent us from promoting the project in secondary schools in Niger, Veteran Two added:

"We will have to change the program for instance, the curriculum will change. And then the idea of supervision will be changed anyway.   It will change anyway, because if the teacher knows that the advisor is coming as a colleague, he will feel self confident in what he is doing and he will be doing it properly."

This statement from Veteran Two not only points out how the curriculum itself is the main obstacle in promoting the project, and was also a wake-up call from teachers that the current supervisory practices need to be democratized or totally revamped to meet the needs of TESOL teachers, which according to Veteran Two is bondage. There is no room for teachers' and students' freedom as well. What sets Veteran Two apart from the rest of the teacher-participants was that he was an active advocate of the freedom and democracy, which

teachers lack in their current supervisory practices and are longing for.   Veteran

Two emphasizes this notion of freedom more than any other teacher-participants,

while he also shared almost every other concern voiced by the all of them.

Veteran One, in contrast focused more on the collaborative aspect of the project,

collaboration among colleagues and students and among teachers and students

and between the school and the community.

Experienced Three

Experienced Three is an experienced teacher from the Great Warrior

School in the MIES/R Inspectorate. When Experienced Three was asked what

do you think can prevent us from promoting the professional development project

in Niger? He replied:

> "We have the pressure to finish the curriculum, particularly for exam
>
> classes. That is classes that have to take the national examination. So
>
> you see sometimes, it will become a little bit difficult to include new things
>
> that we want to try.   You will see that if I do this, my colleagues will be
>
> doing other things and it will leave me lagging behind in terms of our
>
> progress report from the (UP) and covering the syllabus. And there is this
>
> limitation of the book, you use as a course book. The book should also be
>
> the textbook used nationally. So, to go wandering and take another text or
>
> activity and use them, is not going to be likely with most teachers. It will
>
> seem like a waste of time to most teachers."

This statement made by Experienced Three highlights how the curriculum

is a big concern to all teachers and especially those teaching an exam class in

particular. Teachers did not worry directly about their students and their

performances and how to help their students improve and work on their

deficiencies, but rather teachers worried extremely about completing the program

in order not to penalize students on the day of the national exam. So teachers

worried more about what their colleagues were doing in class in terms of the

progression or the program to be covered before the end of the year. Basically,

because of that, teachers cannot explore their teaching or try new things. As

Experienced Three puts it, 'to wander and try new activities is not likely for most

teachers.' It is also 'a waste of time for most teachers.' So, students' needs are

always a long term goal rather than an immediate one for most teachers.

In this subsequent comment, while still talking about what could hinder the

promotion of Salma City's professional development project, Experienced Three

focused more on the national exams, and he added:

> "However, on the other hand, I would say for example with the
> "classes de troisieme" that are 9th or 10th graders in the US; there is
> this limitation, this pressure of covering the program, the syllabus.
> This is what we have to do. So you have to finish it.   Even if for
> the lower levels or grades it is not a big problem, for the students of
> this class they are going to take a national exam. So you have to
> cover it, to complete it, I mean the syllabus."

In this comment Experienced Three focuses more on one concern, the

national exams that are dear to any teacher teaching or having grade levels

where a series of exams are taken at the end of the academic year. It is on the

mind of every teacher having exam classes. Not being able to complete the
program for these students is like sacrificing these students on the altar. To
avoid this, most teachers would go the extra mile by volunteering to teach
weekends, Saturdays, and during free periods to complete the program for
students in exam classes. It was a concern voiced by every teacher participant.
Unless something is done to improve the effects of these national exams,
teachers would not be able to focus on their professional development as they
wish, or focus on their students' developmental needs to make them the central
thrust in their teaching, since the practical needs of the learner not the teacher,
have traditionally been of dominant concern in Niger, as it is the paradigm in
many countries around the globe.

Experienced Two

Experienced Two is from the Academy School under the SIES/R
Inspectorate. When Experienced Three was queried about Salma City
professional development project and what he thinks about it, how it might impact
him as a TESOL teacher and how it compared to the current practices in Salma
City in Niger, Experienced Three replied:

> "Yes, the truth is this small project offered us a lot. It taught us how
> to do our job, because through the project, we know, we learn how
> to do our job very well. So we have to work with our colleagues
> collaborating and sharing everything about teaching and learning.
> We have to share our difficulties and innovations on teaching
> different activities and also adapt them to the needs of our

215

students. We can observe each other, discuss, and exchange

ideas and experiences with colleagues… We do not do things in

isolation. However, we can be innovative and collaborative in our

teaching with our colleagues, while always having our students in

mind."

In the above comment Experienced Two emphasized three to four

elements that the project offered.   These elements are also effective

characteristics of professional development. The first one I will discuss here is

the issue of collaboration. It is a key element in any teacher professional

development project. It allows teachers to do things not in isolation. Teaching,

like any other job, should not be done in isolation. It should also be a forum of

exchange in sharing knowledge and experience. Teaching is not unlike an army

career where many skills must be transmitted through sharing, mentoring, and

coaching. The second element is Innovation. Innovation allows teachers to be

creative and also to try new items, skills, activities, or methods to stimulate and

raise the interests of a variety of students coming from diverse backgrounds.

Innovation also allows teachers to avoid repeating the same teaching techniques

and methods, which at times become boring for the students and the teachers

alike, and do not engage either partly or wholeheartedly in a lesson. This

element or notion of innovation on the part of the teacher offered by the project

ties into the third element, developed by Experienced Two as an effective

characteristic learned from the project, adapting teaching activities to the needs

of their students. This third element, adapting activities to the needs of students

not only justifies the reasons teachers have to be innovative and also eclectic in their teaching methods in the twenty first century. Students' needs have to be taken into consideration in whatever teachers do, and met whenever possible, And the last and forth element delineated by Experienced Two is peer observation. "We have to observe each, other" as Experienced Two put it. It is an element of collaboration. Peer-observation also saves teachers the burdensome classroom visit with its attendant apprehension, fear, and criticism.

In the next statement, Experienced two focused on two main elements as effective characteristics of teacher professional development offered by the project to teachers. The first is, relying on ourselves, which leads to the notion of exploration or reflection, exploration of our teaching, already developed in his previous comments. The second is the reading skills among many others, and the fact teachers have to advance themselves by reading books and other documents. As Experienced two put it: "Reading allows teachers to be creative, bring innovations, in terms of new developments in their teaching and learning." Reading is a skill recommended for any teacher/leader who wants to be successful in his field to stay connected with new trends.

> "We cannot compare the two forms of supervisory practices. So I think that, what we did in the project is better than what we used to do or have here. Because, now we know that the important key is to collaborate, but also rely on ourselves, and also resource ourselves by reading a lot, books and any other documents that is handy. So, we read and adapt the activities to the needs of our

students. We also know that we have to work with our colleagues

to share knowledge and experiences."

Theme 2: Lack of Time, Freedom, and Collaboration in the Teaching Process

Novice Two

Novice two is from the Arewa School from the MIES/R Inspectorate.

When Novice Two was asked to compare the professional development project

with the previous policy, that is the current supervisory practices used in Salma

City, Novice Two made the following comment:

"Ok, this supervision or professional development project we had, is

not the same as the previous one. Because, in this one I was at

ease and felt free. I felt like there is nobody in the class. I was

presenting my lesson, as if I was alone.   I was not somehow

stressed or under pressure. I did not feel you were there to judge

me, but really to help me as a colleague, to share ideas and

experiences. With the other one, the previous one, I became very

apprehensive because the least mistake is not tolerated.   That is

why, I was stressed and apprehensive, but in this one, I felt like I

was with someone who can help me, who understands and

collaborates. "

In the above comment Novice Two stressed the freedom that the project

offered her as teacher and how that was not the case with the current model in

use. With the current supervisory practices, teachers did not feel at ease and

free. Not only did teachers feel oppressed, but they were also apprehensive of

the classroom visits. Teachers did not see classroom visits as a form of help, but rather as a form of evaluation, where advisors did not tolerate minor slips, but they became very judgmental. Consequently, teachers grew stressed and apprehensive of classroom visits. No rapport was created by the advisors and therefore teachers did not feel at ease whenever, they had a classroom visit. However, with the project, teachers felt rapport and saw the observer as someone who could help, collaborate, and understand.

In the following statement Novice Two focused on some of the characteristics of effective professional development such as reading, writing journal logs to reflect on their teaching, sharing ideas or collaborating with colleagues, and also adapting things to their students needs. With the current supervisory practices, students' needs were not taken into consideration, neither by teachers, nor by advisors, nor by administrators. What mattered most was the completion of the syllabus, not students' immediate needs. Further down, Novice Two emphasized that freedom and independence were fostered by the project, and were lacking in the current supervisory practices. Novice Two also pointed out the lack of time in the current supervision to cover the program.

> "The project gave me the desire to be innovative, creative, and collaborative. So, I think next time, I would read more about new things, in order to try them, write more in a journal log to see how I can improve on some points or aspects of my teaching, and also share with my colleagues. In other words, the project gave me more freedom and independence to try new things, which bring

219

change in my teaching and also to adapt thing to the needs of my

students. However, the problem, I have with the project is the time

factor. We have too much to cover and many classes to teach."

Novice One

Novice One was also from the Arewa School in the MIES/R Inspectorate.

Novice One was queried about what can prevent teachers to promote Salma City

professional development project? Novice One answered:

"Ok, really, it is not easy for us. There are some issues, because

we do not have time. We do not have time to… I mean to go to the

library or even take journals and read. There is also the number of

hours we teach per week or the number of classes we have.   We

also have very large classes with fifty or seventy students and

sometimes even more per class. Besides, there is the curriculum

that we need to complete, particularly for classes that have exams,

due to the fact that we have national exams."

Novice One's comments focused on the time factor. Because of the lack

of time teachers find it hard to read for their own development. Moreover, there

is the teacher's work load per week. A typical teacher's work load is between

twenty five to thirty hours per week. In normal situations teachers will have a

maximum of twenty to twenty two hours per week.   In addition to this, there is

the number of classes teachers have. The number of classes teachers have can

add time to teachers' presence in class and time in lesson preparation, if

especially teachers have different grade levels to teach   Moreover, there was the

number of students per class, that is, teachers have very large classes and the number of students can reach seventy students or more per class at times. This limits teacher-student rapport, because teachers may find little time to care and relate to their students. It might also consume teachers' time when it comes to marking students assignments.

Novice One when queried about what else he thinks can prevent the promotion of the professional development project added:

> "And even the curriculum, we have, I think we must change it. Because, it is a national one there is a lot to cover at all levels. Yes, really the authorities need to make room in the curriculum for teacher professional development. In our school for example, we have no problem holding our Pedagogical Unit (UP), however, in some school it is an issue. It is even considered as waste of time by some administrators or an excuse for teachers not to get the job done."

The above comment made by Novice One implied that teachers' lack of time is mainly due to the curriculum, which is overloaded and had to be covered at all grade levels and in exams classes in particular. Besides, there is no room in the curriculum for professional development. Although in the Arewa School they do not have this issue, in many schools teachers face this issue of having time to hold a school pedagogical cell meeting (CP). This implies that teachers lack the freedom and independence to work on their development. In some

schools, any session on professional development is even considered as a waste of time or an excuse not to get the job done, as Novice One mentioned.

Experienced One

Experienced One is from the Great Warrior School from MIES/R inspectorate. Experienced One was asked to talk about things that he thinks might prevent us from promoting the professional development project. He replied:

> "You know there is another aspect related to collaboration among teachers. Sometimes, you know, it is not all teachers who can understand that this colleague of mine who is coming next to me is trying to collaborate, exchange or share ideas, and discuss with me, just because we should benefit from each other's knowledge and experiences, or just because, we should be efficient in our teaching. Some would think that you are just there to show off and this is a problem. Besides, there is the time issue, the number of hours, classes and the national curriculum and exams and the freedom to bring innovations because everything is national that I mentioned previously."

In the above statement made by Experienced One are emphasized issues such as the lack of time, lack of freedom to bring innovations, because teachers' main concerns were the national exams and the national curriculum. And teachers are constantly under pressure to finish the syllabus. The time factor and the overloaded curriculum were issues from top down imposed on teachers

by the system independently of their will. Yet, Experienced One raised another issue: the collaboration one, which is a more human relation issue that an administrative one. Even in the Pedagogical Unit (UP) where collaboration was supposed to take place teachers did not have time as experienced One in another statement put it:

> "So, it is not really about discussion or exchange of ideas in the UP. It is more about covering the curriculum, being at the same level as far as the program is concerned."

The majority of teachers were not ready for collaboration as Experienced One mentioned. Collaboration is seen as an intrusion in their business or as being spied on. And as such they cannot perceive the richness that could be gained through collaboration. This category of teachers mentioned by Experienced One preferred to work in isolation in a profession which should not allow such practices.

Theme 3: Difficult Living, Working, Teaching, and Learning Conditions

In this last section, teachers were asked what will make it difficult to promote Salma City professional development. Teachers referred to obstacles that we might encounter in the promotion of the professional development project not only in terms of teaching, learning, and pedagogical issues, but also in terms of how the teaching activity affects their lives and living conditions. They voiced the same reasons heard worldwide, which include the following:

- Low pay, negative and non-supportive colleagues, non supportive principals, and parents

- An overload of paper work, daily workload, poor physical conditions,

- Lack of resources and teaching materials, lack of understanding from supervisors, lack of authorization to teach in manners that fit their students needs,

Unfortunately, in Salma City, there is not a single teacher who does not deal with all of the above issues related to their living and working conditions.   In the following, I will describe some of these critical issues under teachers' ways in trying to promote of Salma City's project.

Novice One

Novice One is from the Arewa School in the MIES/R Inspectorate. Novice One was queried about the things that could prevent the promotion of Salma City's professional development project. Novice One replied:

> "We are not well paid, we teach many hours per week in crowded classes. Also we are even less paid when we teach in other schools or when we give tutorial classes in town to make end meets.   So, all these things can affect our performance in our main schools, and do not allow us work on our self development, do not leave us time to prepare our lessons very well, so that students could use a variety of activities, that meet their needs."

In this comment Novice One referred to their salary, which is low. Because, they are not well paid, teachers have to teach extra classes in some schools or even have tutorial classes where the pay is even worse than in their main school. So, according to Novice One the time spent in other schools

224

teaching or families trying to make ends meet has a negative impact on their overall performance. It does not allow teachers to prepare their lessons very well, meet students' needs or work on their professional development. The low wages and salaries teachers receive force them to look for other alternative sources of revenue to make ends meet. Consequently, this situation ties into their working conditions, performances at school, and the welfare of students as well. The salary issue is a big obstacle in the promotion of the TESOL teacher professional development. Much time is spent on making ends meet and neither student's needs nor their own self development were the teachers' focal points of attention.

In the same comment Novice One also mentioned two other issues, this time related not to teachers living conditions, but working conditions, which are the teaching and learning situations in Salma City Classrooms. The first issue is the number of hours they teach per day or week. Because of the lack of teachers, particularly the shortage of English teachers, a teacher can have more than twenty five hours per week and more than five classes. And this is just in their main schools. Besides, in virtually all the schools which took part in this research, all teachers teach at least in a second school or in a family to make ends meet because of meager salaries or wages.   When these extra hours were added to the twenty two to thirty hours teachers spent in their main schools, much time is spent on the field by teachers, leaving no time for their self-professional development. The second issue mentioned by Novice One, as an obstacle in promoting Salma City's professional development project is the

number of students per class. Primarily all classes in all the schools were larger

classes except the Academy School, which is a special school. In virtually, all

classes the number of students fluctuate between fifty and seventy or more. This

excessive number basically makes it impossible for teachers to design certain

activities such as group or pair work, or any other activities based on students'

background, or even give more choices to students with the design of tests and

exams, or to conduct classroom activities based on their students' needs.

In the following comment Novice One focused more on the issues which

can result from larger classes. With larger classes teachers can not try certain

student-centered activities, and they cannot also give tests that can bring out

students' individuality or correct tests and give them back in time. Or even

circulate in class between the rows to check on students with certain activities.

> "Of course there is a problem with class size. Indeed, there are
>
> many students in our classes. If you take for example, our exam
>
> classes, the 3e classes or 9th graders, we could have fifty, sixty, or
>
> seventy students per class. And in such cases, it is not easy for
>
> teachers to design group work, give a test or correct it in time and
>
> give it back to students on time, or even circulate easily between
>
> rows in class to check on students with activities like the ones you
>
> gave us, where students need to interact in group or in pairs."

Veteran One

Veteran One was from the Academy School in the SIE/R Inspectorate.

He was a seasoned teacher who had been teaching for more than seventeen

years at the time of the interview. The statement below made by him indicated

the lack of support from certain principals who do not see the usefulness of their

staff taking time in their busy schedule to work on their professional

development. Any slot of time allocated to teachers for their professional

development is seen as a waste of time or an excuse not to get the job done by

some principals. This was not universal, because in some other schools

teachers held their UP meetings. Nevertheless, it was also not unusual to come

across situations like this. I had the opportunity to attend two meetings in two

different schools. More and more school administrator are accepting and

promoting the notion of collaboration, sharing ideas, and experiences among

teachers.   Here in Veteran One's statement concerning the UP, which is a forum

for teachers to work on their professional development is being denied or

marginalized.   In a normal situation the UPs are more concerned with teachers'

progression in covering the program rather than real professional development.

When Veteran One said "he said no" he implied that the principal said no to their

request for a meeting of the UP.

> "The problem is the school administration, for example we
> want the school administration to give us one or two hours
> for our Pedagogical Unit (UP). For example yesterday, we
> tried to find out, if we could possibly have a half a day to hold
> our UP meeting where all teachers should be present and he
> said "no there is no way to find this time slot. This is a major
> issue that could prevent our professional development or the

promotion of such an important project, which meets both

students' and teachers' needs"

In the following comment by Veteran One from the Academy School in under the SIES/R Inspectorate. Veteran One, while talking about what could prevent them from promoting a project such as the Salma City professional development, showed the same concerns as those mentioned by Experienced Three and Novice One. Yet he added this one comment which sets him apart from Experienced Three and Novice One:

"One thing about our advisors, some of them just say they

do not have time or sometimes they say, they do not have the

means to come. Last years as we organized what we call

"Journees Pedagogiques" or workshops they refused to come, and

I think the commandant gave them some money and they came.

Besides, there are the other issues that I mentioned previously, the

low pay, busy workload, being under pressure to finish the

program, and lack of equipment such as tables, chairs, books,

notebooks and the classrooms, which are in bad shapes."

This last comment made by Veteran One sets him apart from Experienced Three and Novice One. In other words, what Veteran One is saying was that advisors who always say they do not have time and the means to go for classroom visits were just using the situation in the country as an excuse not to do their job. Yet, this is unfortunately true for many of these advisors. My visits

to the different Inspectorates revealed absenteeism and lack of belief in their professionalism and in the system as well.

Veteran Three

Veteran Three is from the Alternative School in the TIES/R Inspectorate, he has been teaching for more than seventeen years. When Veteran Three was queried about what can prevent promotion of the professional development project, he replied:

> "There are many things which can prevent us to promote such a project, here in Niger. First of all we have our curriculum, the national exams, number of hours we teach per week with low wages or salaries. On the other hand, we have some principals who do not support their teachers in what they do and prefer some teachers to others. There are also supervisors who do not respect teachers and think they are our bosses and know better than teachers. Unlike these supervisors there are also some colleagues who do want to share or collaborate. We also have the state of our classrooms and the infrastructures in these classrooms, lack of teaching resources and teaching materials. Finally, I would say unsupportive parents and the authority of politicians who do not care about education in general."

In the above statement Veteran Three raised many issues which match those made by Veteran One and Novice Three in terms of things which can prevent the promotion of Salma City Professional development. Veteran Three shares the same views as Veteran One and Novice Three on the following

issues: lack of time, the curriculum, national exams, the infrastructure, and unsupportive colleagues, and lack of resources. Yet what sets Veteran Three apart from Novice three was what the following; the fact that some school leaders that is, some principals, are unsupportive of their staffs and prefer some teachers over others. This issue of unsupportive principals referred to by Veteran Three indicates a lack of belief in people and a divide and rule policy which is not conducive to good climate in any school. Veteran Three also mentioned the attitude of some supervisors who have no probity.

> "There are also other things, if you do not collaborate with the authorities. In this country, everything you do, if these leaders are not informed and involved politically, if they do not think that it is profitable for them then, it would not work. You need to talk to them and show them the importance of the project. There is also the fact, that a great numbers of teachers may not be informed about the project."

CHAPTER VI

IMPLICATIONS, RECOMMANDATIONS, AND CONCLUSIONS

Introduction

This chapter concerns itself with the implications of the study. The chapter is organized into five sections. Section one deals with the answers to my research questions. It describes the main answers to these questions. Of the findings, which one was the most significant and which was the most surprising? Section two discusses the theories related to the findings. It identifies or three theories that justify the findings. Section three provides us with recommendations for future research studies or questions. First, which research studies or study seem the most important if I determine it advisable to conduct a follow up study and why? Second, what studies could other people do that would add to what I have learned from my study? Third, is recommendation I am making as to what should be done to assist other graduates in this area. Section four provides the suggested contributions of this dissertation. How the study will impact the participants involved, and what the study contribute to teachers in a more general sense?   What has the research taught me about conducting this type of study?   In addition, what are my recommendations to other researchers who would like to conduct similar studies? What does the study contribute to Composition and Education?   What have I learned and gained from the study? Section five deals with my final reflections on the study; it describes how it has impacted me personally, what I have learned doing it and how I have grown as a researcher and scholar from engaging in its execution.

Finally, what are my final thoughts in finishing this study?   And last but not least, how successful was the study?

Answers to the Research Questions

By Product of Clinical Supervision

In the following, I discuss the main answers to the research questions. I have to say that, I cannot totally answer this question, but here is what I can say. Before the nineties supervision in Salma City was a byproduct of clinical supervision, which offered more individualized attention to TESOL teachers. Clinical supervision consisted of eight stages.   In Salma City's TESOL program teacher supervision consisted of three main stages, which were essential components of clinical supervision.   They include the following: The pre-observation, observation, and post observation stages. This is clearly stipulated in the *Handbook For English Language Teaching Advisers In Training And At Post* [INDRAP, 1992]. This was later stressed and emphasized by Advisor One the seasoned advisor from the controlling group, while talking about how they used to conduct supervision before the nineties and I quote:

> "Initially when things were better, that is before 1992, when we were really doing the job all the stages were respected and we spent a lot of time with teachers to help them and understand the issues they have, particularly with new teachers. Besides, I would say adequately, we observe teachers particularly new teachers more than three times before a feedback or report is written".

Supervision Reduced to the Observation

As a byproduct of clinical supervision, classroom supervision in Salma City was supposed not only to provide teachers with more individualized attention in Salma City, but also cater to the needs of novice teachers, in particular. Yet today, classroom supervision in Salma City has been reduced to one stage, the observation stage, which consisted of two basic steps: the observation of a teaching activity and a follow up conference session. According to teacher-participants, these two steps in one stage seemed to benefit neither them nor their students.

Of the nine TESOL teacher-participants from four secondary schools, from three Area School Inspectorates in Salma City who took part in the study, I found out that the three stages of classroom observation (pre-observation, observation, and post-observation stages) were reduced to the observation stage which consists of two steps: the observation and the follow up conference. Of the nine teacher-participants, none received a pre-observation stage, which consist of establishing an appropriate relationship between the supervisor and the teacher. In most cases the supervisors were complete foreigners to these teachers. Teacher-participants did not know these advisors and had not had any serious contacts with them.   However, all teacher-participants benefited from the observation stage. They were all observed and there was also a feedback session after the observation. Only one of them received a post observation stage. It was only Novice Three from the Academy School of the SIES/R Inspectorate who received a post-observation stage. Advisors came to observe

Novice Three at the post observation stage only to find out that the students were on strike. Because of socio- political and economic reasons, the pre-observation stage, where advisors used to spend a lot of time with teachers especially with new teachers, is simply glossed over, even nonexistent. Moreover, at times this stage was simply compounded with the first visit of contact organized by advisors at the beginning of every school year. Generally, the post observation stage was simply nonexistent in current day supervisory practices in Salma City. Advisors only observed teachers and gave feedback and were never to be seen again to quote the words of Experienced One, from the Great Warrior School.

Traditional Classroom Supervision

TESOL teacher supervision was reduced to the observation stage or what I call traditional classroom supervision. Traditional classroom supervision mainly consisted of two simple steps; the observation and its follow up conference. On that basis, I was curious to find out what kinds of approaches were used at the feedback or conferring stage with the teacher-participants who had different levels of teaching experience and developmental levels.

Conferencing Approaches

On one hand, the statements made by the participants at this stage indicated that not only do teachers develop resistance, apprehension, and resentment towards the only stage of classroom visits but also to the advisors who were the visitors as well in Salma City secondary schools. On the other hand, all three advisors from the controlling group also indicated their preferences in working with novice teachers, yet they did acknowledged that they

234

had difficulty working or conferring with experienced and veteran teachers, in most instances. Their bone of contention with the so called experienced and veteran teachers had to do with not only with how they conducted the observation, but also with the approaches used by these supervisors at the conferring stage with teachers who have different levels of teaching experience. At the conferring stage advisors did not deal with teachers in an egalitarian fashion, or based on their interaction upon teacher's developmental levels or experience in teaching.

Directive Control Approach

All the teacher-participants the conference sessions were mainly controlled by the advisors, thus placing the advisors in a position of power with greater responsibilities and the teachers below them with few responsibilities and decision making options. As such the conferring approach used was mainly the directive control approach. However, Veteran Two and Veteran Three, with the number of classroom visits they received, did acknowledge that advisors were generally in control of the feedback t that they did not have their words heard during the feedback. Therefore, the conferring approach that was used with almost all teacher-participants was the directive control approach and directive informational approach. The directive control approach is suitable for novice teachers functioning at very low developmental levels. The directive informational approach can be used with teachers functioning at very low developmental levels. In no case was the collaborative approach used with teachers functioning at moderate or mixed developmental levels and when

supervisors and teachers had approximately the same degree of expertise on an issue.

The Collaborative Approach

The collaborative Approach is ideally used with experienced teachers, yet that was not the case in this study. In addition, nowhere in this study was the nondirective approach used with any teacher participant. In this case, this approach would have been suitable with the veteran teacher-participants.

The Nondirective Approach

The Nondirective Approach is mainly used with teachers functioning at high developmental levels and teachers possess most of the knowledge and expertise here the supervisors' involvement is minimal in the instructional improvement process. However, the supervisor is actively involved in the instructional improvement, clarifying, encouraging, reflecting, and facilitating teacher's decision making at each stage of the improvement process according to Glickman et al. 1998).

My next answer was the outcome of the two cases above. The first is the fact that classroom observation was reduced to traditional supervision, which consisted of the observation stage. It was usually in two steps: the observation of the teaching and the follow up conference. The second is the method used at the conferring stage with teachers having different developmental levels and teaching experience. In most cases it involved the directive control method which positions the advisor as an expert. It apparently did not matter whether the teacher was a seasoned, experienced, or a novice. Rarely did teachers and

advisors share equal responsibilities and duties at the conferring stage, in Salma City. And if it did happen on rare occasions, it was never initiated by the advisor, but rather by teachers, usually the seasoned ones and sometimes the experienced teachers who would have to take the initiative to earn the respect of zealous advisors who tended not take into consideration teachers' experiences. On the basis of the above, the majority of teacher-participants at some point in the various sources of data collected indicated that supervision in Salma City is conducted for administrative purposes and monitoring rather than helping them grow and develop as TESOL teachers. Though at some points, some of the teachers, like Veteran Three from the Alternative School under the TIES/R Inspectorate, Experienced One from the Great Warrior School under MIES/R Inspectorate, and Novice Three from the Academy School under the SIES/R Inspectorate, did enjoy this traditional classroom visit and also indicated the help they gained from it, at the end of the day, they too like the rest of the teacher-participants were all adamant that supervision in Salma City was conducted for administrative purposes rather than helping them grow and develop as teachers.

The help TESOL supervisors always profess to provide to teachers was not only one sided and a one way initiative.   It was about supervisors posing as experts and trying to imbue, impose, and instill their expertise and knowledge in teachers. It was not a give and take or two directional flow of information. It was very hierarchical and resembled the power relationship that exists between the psychiatrist who always labels and categorizes her patients. For help to be effective it has to be beneficial and effective it has to be negotiated and

collaboratively initiated. Everyone concerned with the process of change has to bring something on the table. While supervisors do, teachers do not and are not invited or urged to do so with the type of supervisory approach used by the advisors in these samples. What these teachers needed and are asking for is to be supported and validated by their advisors, so that they can tap in their own power and start to grow.

Trailblazing versus Path Finding

It seem likely that, no one would deny that some teachers, depending on their developmental levels, may gain help with the directive control approach of conferring, especially novice teachers for whom this method is most suitable. Yet once, this approach of conferring is applied to experienced or seasoned teachers it can only breed resistance, resentment, tension, and frustration on both sides. And I believe that was exactly what was happening in Salma City TESOL teacher supervision. No wonder most experienced and seasoned teachers had reservations about classroom supervision in Salma City.   Besides, all advisors from the controlling group also mentioned that they preferred to deal with novice teachers rather than the experienced and seasoned ones. Sometimes, these advisors called and labeled teachers who stood up for themselves, who resisted and confronted them as "the so called experienced". Advisor One, the seasoned one from the controlling group, went on to say that:

"These teachers are the ones we have problems with, I think they cannot change. They are fossilized".

I sincerely, disagree with Advisor One on the issue of fossilization. I believe that as human beings our desire to change, to grow, and become better selves, is deeply ingrained in our genetic make up. However, change does not have to be imposed from outside. Yet, that is exactly what the current supervision does. Teacher change was a mandate. It was imposed. It was top down and not negociated in collaboration with teachers.   For change to take place and be effective to both parties involved, it has to be negotiated by both parties in that process. Additionally, It has to be self driven and not done in isolation. Change has to be inclusive of others, our view points and experiences and tailored to who we are.   For effective change to take place, one does not have to be a pathfinder, but rather a trailblazer. That means that as teachers we have to take risks, be creative and then rely on ourselves while leaning on others, and then finding our way based on who we are.   The whole system of classroom supervision in Salma City is broken and needs to be changed.

The following answers were based on how the Salma City professional development project could be promoted. They were the results of previous answers which were the sequel of the research question; how is supervision viewed by teachers in Salma City, in the republic of Niger?   When the professional development project was presented to teacher-participants, we found out that all of them, without exception, were very enthusiastic about it so much so that it boosted their confidence, self worth, belief in themselves and their potential, created a sense of connectivity and cohesion among colleagues, and their belief in the teaching profession itself. To most of these teachers the

project was a missing piece of puzzle. In the words of Experienced Three from the Arewa School from the MIES/R inspectorate "this project you brought should be a remedy to what is going on now, in classroom observation in Salma City." In the same vein, Experienced One pointed out:

"That is the point with these kinds of activity, you feel that really, somewhere that there is a result that is expected at the end, and to bring the teacher to be efficient in what he is doing. So, I think this is the best aspect of the project. And it is completely different from what is being done in the country. Just being observed and that's all, just for one hour. And maybe, you will have a discussion not more than thirty minutes and that's all. You will no more see that advisor again for the rest of the year or in several years."

We find out that teachers were crying out for democracy, dialogue, collegiality, connectivity and cohesion, and active participation of all in the procedures used in classroom supervision in Salma City. They voiced these concerns not only for current classroom supervision, but also for the teaching and learning situation in particular, in Salma City. Teachers were fed up with the current supervisory practices which were not of any real benefit to them and their students as well, but were bureaucratic, custodial, and mandatory.   Advisors as leaders did not want to create an atmosphere where teachers felt free to speak out, to offer contrary views and speak the truth. The current supervision excluded teachers as well as students. Less participation of the critical element, the teacher means more cliques, tension, frustration, and control. And teachers

were advocating radical change, where all parties involved in the process become team players. Teachers want to close the existing gap between the country's political institutions, which are already democratic, and its educational system, which is not keeping pace with the democratic institutions in the country. They were calling for a loosening and freeing of the current atmosphere in supervisory practices.   On the other hand, apart from their quest for democracy, teachers also voiced their apprehension about the hindrances that may prevent the promotion of the project.

The Most Significant Finding and Most Surprising Finding

The Most Surprising Finding

I must confess that in the course of this study I found myself amazed, flabbergasted, and deeply surprised with some of the findings. However, of all these findings, the most surprising one was the fact that supervision was limited to an observation and a follow up conferencing session. This showed that there is a large gulf between what these supervisors profess and what they really do. Supervisors always tell TESOL teachers that they are here to help them.   Like all the advisors we interviewed have put it, "Once we go to a school, we make it clear to teachers that we are here to help them, not to judge them and we think they understand that."   Supervisors profess that they here to help teachers and they do understand that. Yet, these same advisors acknowledge that they have hard time working or conferring with experienced teachers and preferred to work with novice teachers. I think there is great discrepancy between what they do and what they say they will do.   Could any teacher be helped with one and only

one supervisory act, a single observation? Supervisors preach help, but do not really practice it. The only thing supervisors are basically concerned with is to observe teachers and nothing else. This finding surprised me because it was so contrary of what we used to have in the system.

At one time, when the teaching paradigm in the country was the student not the teacher the classroom visit was reduced to traditional supervision, which involved one stage in two steps. The observation stage involved two steps: an observation of a teaching and a follow up conference. Moreover, around the globe for decades many progressive ideas in the field of teacher supervision or classroom visits have flourished and superseded one another. For example, from the last half of the twentieth century to the present day, in many parts of the world, we have witnessed new trends or methods of classroom supervision aiming not only at improving classroom instruction, but also increasing the teachers' professional growth as well. These methods ranged from clinical supervision, differentiated supervision, instructional supervision, to developmental supervision.

The Most Significant Finding

Meanwhile, if the most surprising finding was the traditional supervision of classroom visit in Salma City, the most significant finding was that only the method of conferring was used at the feedback stage, coupled with the teachers' relentless drive for formative supervision and a democratic and dialogic supervision. Democratic supervision will improve instruction as well as teachers' personal and professional development. The only conferring method used at the

242

feedback stage for almost all teacher-participants irrespective of their teaching experience and developmental levels, was the directive control method. Obviously, this method could not work with experienced and seasoned teachers at the conferring level. This method of conferring is mainly suitable for novice teachers. The feedback is mainly controlled by the supervisor, who is in a power position in which s/he is the expert and the teacher is a vessel to be filled with the supervisor's knowledge. This explains the tension between supervisors and teachers, especially with experienced and seasoned teachers who were not treated accordingly by advisors. In the literature, many proponents of formative supervision, which improves classroom instruction as well as teacher's growth, asserted that classroom supervision should be based on the teacher's developmental level. As Burke, Christensen, and Kessler (1984) have put it, "Supervisors when working with teachers at different developmental levels should provide different types of supervisory assistance and vary their supervisory strategies."

On the other hand, with regard to what I found to be the most significant finding of the study, was the fact that a directive control method was used with all teacher-participants in the study at the conferring stage. I strongly disagree with supervisors who use the directive control approach with all teachers. I do admit that the directive control method is suitable for some teachers such as novice teachers sometimes in specific situations. According to (Sergiovanni et al, 2002, Zepeda, 2003, Glickman, et al, 1998) conferring methods should be based on teachers' developmental levels. That is directive method for novice teachers,

collaborative method for experienced teachers, and nondirective methods for seasoned teachers.

Theories Related to the Findings

The following describes the theories related to the findings. The analysis of the findings revealed that supervision in Salma City was reduced to a traditional classroom observation, which consisted of an observation and a follow- up conferring session, which in turn was reduced to the directive approach. All teacher-participants experienced the observation and feedback stages. Moreover, all teacher-participants stated that supervision in Salma City was conducted for administrative monitoring rather that helping them grow and develop as teachers.

Essentialist Philosophy

The following theories related to the findings can be derived from the findings According to (Glickman et al., 1998) when the directive control approach is used in supervisory practices with three main components the educational philosophy in use. First, when a directive control approach is used, the educational philosophy in use is an *essentialist philosophy of education* and is premised on the supervisor being the expert on instruction and therefore having major decision making responsibility. A situation of high supervisory responsibility and low teacher responsibility is established directive supervision. Yet the directive control approach was the one used with all teacher participants at one point or the other.

Experimentalist Philosophy

Second, when a collaborative approach is used, the educational philosophy in use is an *experimentalist philosophy*. This philosophy is premised on the supervisor and teacher being equal in instructional improvement; equal supervisor and teacher responsibility is established. This collaborative approach was not used with teachers in any situation. Yet, there are pockets where this collaborative approach is being initiated or has begun to surface in the supervisory practices. For example Veteran One, veteran two, and Veteran Three did talk about instances where the control of the feedback was equally distributed between them and some advisors.

Existentialist Philosophy

Third, when a nondirective approach of supervision is used, the educational philosophy in use is the existentialist philosophy of education. This philosophy is premised on the teachers discovering their own capabilities for instructional improvement. Low supervisor responsibility and high teacher responsibility is labeled nondirective. At no point in their supervisory process was this approach used with teachers.

Additionally, as May (1989), points out approaches to supervision can also be used in relation to the analysis of the finding and the above theories developed there. (Glickman, et al,. 1998) talked about four components of supervisory approach as directive control, informative control, collaborative and nondirective. These approaches cross the line between modernist and postmodernist perspective of supervisory approaches. May (1989), talked about

245

three approaches to supervision which spread across the modernist and postmodernist continuum. He describes the "Applied science Approach which represents the modernist approach of supervision, and the Interpretive-Practical Approach and the Critical- Emancipatory Approach. Both approaches represent the post-modernist concept and perspectives. And at no point in the findings were these approaches used with the participants. Although there were some tentative or pockets of collaborative approach used. It is an approach that derives from the experimentalist approach a modernist philosophy itself.   With regard to the findings, the main approaches used were the directive approach and directive control approach which belongs to the essentialist philosophy based on Glickman's (1998) supervisory platform or the applied science approach proposed by May (1989). Both the essentialist philosophy and the applied science approach are modernist philosophies. And the directive approach used with the teacher participants is an indicator of the modernist approach to supervision which derives from essentialist educational philosophy.

According to May (1989), modernist approach to supervision is custodial, bureaucratic, and autocratic in nature and much of its practices remain hierarchical with the principal in the role of expert. And that was the type of supervisory practice used by TESOL supervisors with all the teachers at different points in their teaching career. And nowhere was May's critical-emancipatory approach or the interpretive approach, which also respectively is represented in Glickman's collaborative approach for an experimentalist philosophy of education nor the nondirective approach for the existentialist philosophy of education used

246

by the supervisors with the teachers. May's critical-Emancipatory approach and interpretive approach also represent the post-modernist concept to supervision.

Future Research Questions

In trying to answer this question, many ideas were on my mind as to what research question I would be willing to investigate or the next study I will conduct as a follow up. The coding of the various sources of data used in the study yielded a wealth of information that I think I would be able to work on in the future. Although, the focus of the study was classroom observation and the promotion of the professional project presented to teachers, many research studies emerged from the coded data and could be used for future research studies or questions. For example, the following could be research questions for future studies: 1. Teachers' teaching philosophy versus school's philosophy, 2. Supervisors' Beliefs, Teachers Personal development and professional development, Action Research, Adult Teacher Development, to mention but a few.

However, if I were to conduct a follow up study, it would be in light of the answers to my research questions and the theories related to the findings.   The next study I would conduct would be: *Modern Postmodern Supervision Perception of English TESOL Supervisors.* In the above sections I talked about the most surprising finding, which shows that supervision is reduced to the observation stage in Salma City and the most significant finding is the only one conferring approach used with all teachers at the feedback level. Perhaps, because of socio-economic and political reasons, it is understandable that

247

supervision in Salma City, which used to be a byproduct of clinical supervision, be reduced to traditional supervision.   However, to treat all teachers- - participants who were at different developmental levels in their career the same way at the feedback stage is adding insult to injury for these teachers. I think a study that focused on supervisors would be critically helpful to supervisors in order for them to understand the impact of their actions on teachers.

As teachers need to be eclectic in their teaching, advisors likewise need to be eclectic in their supervisory practices. It seemed as if these advisors did not understand the problems their approaches created or the tension it generated between themselves and the teachers. How could they treat novice, experienced, and seasoned teachers in the same way?   It was as if supervision was conducted in a vacuum. A study about supervisors' perception of supervision would allow them to better understand a more sensitive and flexible supervisory approach, in other words, the appropriate platform from which they should operate while conferring with a teacher. The educational philosophy related to their belief and their responsibilities and decision making responsibilities and the teachers' as well as theirs in a given feedback should be kept in mind. Such a study will allow supervisors to understand that the teachers are like students even as they have many things in common. Whether it is at the feedback stage or any other stage in classroom observation, each teacher has to be dealt with according to his/her experience and background in teaching.

In the light of my study and what it has uncovered. I think many studies could be done to add to what my study has revealed. The aim is to find out what

obstacles TESOL teachers are confronted with in their daily careers in a country with very limited resources, and then try to remedy the major problems or predicaments where possible. These issues present a great many threats to the teachers, including a state of supervision which is in danger and an overall system of education which is in chaos. It is imperative to try to alleviate some of these problems and predicaments. Possible studies might include the following: *TESOL Teachers Attitudes toward Supervision and Evaluation.* A study structured around this theme would allow teachers and advisors to find out what is wrong with the system and come together to address their common problems and also keep abreast with what is going on around the globe. *Supervisors' Beliefs versus Teachers' Belief: What every party Needs to Know.* This study would be another one which might help make a difference in the lives of TESOL teachers and advisors alike. *Teachers' Beliefs Versus Schools' Philosophies in Niger* would be another one. Such studies might contribute greatly to the English language teaching situation in the republic of Niger.

Contributions of the Study

The following conclusions are about the contributions this dissertation has made internationally and locally. The contributions of this research study are manifold. Internationally, first in the field of TESOL supervision and teaching in many parts around the globe, this study could be the solution for TESOL teacher professional development in many countries with situations similar to the Republic of Niger. This study answers the needs of TESOL teachers in countries with limited financial and human resources, difficult teaching and learning

conditions. Particularly, countries where TESOL teacher supervision is summative, delinquent, neglected, and not keeping pace with present day ideologies. This study is about TESOL teacher empowerment. It is about being the best teacher one can be for his/her students while trying to meet their need, on daily basis. This study makes our students the center and focal point of attention as teachers.   In other words, this study is about meeting our students' needs, though it focuses on the teacher. Teachers are critical elements in any educational system and should not be left out. In order to meet our students' needs, we need to become active learners and researchers. This study positions the teacher as the agent of all his actions and development, in order for him to tap into his power and growth.   In the end, this study is neither about the curriculum nor any other components of teaching and learning, nor is it about the teacher himself as the subject in this study, although that issue is considered. This study is mainly about our students' needs in whatever we do as TESOL teachers. if behind a great leader there is a great woman as one saying has put it, behind any student who succeeded, there is a great teacher, leader, trainer, mentor or coach. This study implicitly deals with the future of our students as well as ours, as teachers.   It is about feeding the teachers.   As Connors (2000) in his book *If You Don't Feed the Teachers, They Eat the Students* has put it " It goes above and beyond to make sure the teachers who are doing their jobs are connecting with kids and fulfilling their mission" (p. 6).

Locally, the contributions of the study have to do with the teacher-participants and how it impacted and continue to impact on them. I believe the

study has given teachers who participated a sense of worth, belief in their

potentials, and confidence in themselves and the profession. The teachers felt

validated and supported and this was critically helpful in their teaching. This was

translated in the study by teachers' relentless drive for empowerment and ideals

of democracy in the teaching and learning situation and that of classroom

observation in particular. In a sense the study has given these teachers the

opportunity to rely on themselves and their colleagues in order to grow and

develop. I think the teachers will make use of these new tools whenever they

can and will not wait for advisors to come from the inspectorates to teach or talk

to them about teaching. I think that in life we all want to be appreciated,

acknowledged, and make a difference in the lives of others. And that is what this

study is about, it is about feeding one of the most important elements in

education, the TESOL teacher, so that s/he could inspire, connect, relate, urge,

and shape the lives of his/her students.

If in 1983 in the United State the public concern about the state of

American education, a federal report entitled: *A Nation at Risk* left out a critical

element of the education equation: the classroom teacher.   And then three years

after *A Nation at Risk* appeared*,* in 1986 a pivotal report *A Nation Prepared*:

Teachers for the 21st Century. Its leading recommendation called for the

establishment of a National Board for professional Teaching Standard. Its

mission is to establish high and rigorous standards for what accomplished

teachers should know and be able to do. (NBPTS, 1999) In Niger, the TESOL

teacher as a critical element and his/her professional development is neglected

because of the inability of the authorities to meet the demands and needs of an already fragile educational system in general and of the TESOL teacher in particular. This study is far from being perfect just as is *A Nation Prepared: Teachers for the 21st Century.* However, it is intended to have the same mission in the Nigerien context. This mission is to empower both TESOL teachers and students alike in the teaching and learning of the English language in Niger. The aim is not only to train and educate responsible and aware Nigerien citizens in a world that is going global, but also for both TESOL teachers and students to teach and learn English based on present day methodologies and pedagogies. Because, English is an international language, it is the language of business, technology, and international organizations and conferences. Therefore, this study is not about TESOL or teachers only. It is also about the learning of English. The study is about Nigerien students being able to learn English and become competitive at the *Rendez Vous of Nations*.

These teachers were caring folks who cater to the needs of their students. In this vein, I see these teachers striving to be more creative in their teaching for the sake of improving instruction and themselves, as well as making professional contributions to the intellectual development and personal growth of their students as well. Moreover, this study is about creating the conditions for TESOL teachers in order for them to fulfill their mission as leaders. These teachers want to connect with their students and fulfill their mission as leaders. Everyone wants a better future and these teachers are no exception. Their aspiration is to make the difference in the lives of their students. As such they

252

were ready for change, to take risks, and be more creative.   The more creative one is, the more one tends to take risks. And the more risks one takes, the more one changes and the more one changes the more one grows to reach their potential. I think that was exactly what the participants demonstrated throughout the study.

The study gave me a more in-depth understanding of the scope of the problem at hand. Moreover, as a researcher the study impacted on me in such a way that it gives me the drive not only to conduct this study at a broader level using a mixed qualitative and quantitative method, but also to conduct additional studies. For example I am thinking of conducting the same study using a questionnaire to reach out for a larger number of participants. Moreover, the study taught me that as researchers, we need to be flexible and resilient in the execution of any study at hand. Research is not like a cooking recipe that has to be followed in order to cook the best meal, it is about resiliency. Once in the field you take advantage of any source of data which presents itself or is made available to you. In other words resilient and successful researchers are also nimble ones.

Conclusion

The future and development of any society or any nation depends on its capabilities to educate its children so that they would become informed, responsible and aware citizens ready to compete in a world that is increasingly becoming the equivalent of a small village. I sincerely, believe education is the tool for people to manage their own destiny.   It is an ever lasting and eternal

empowering tool. As has been said, "If you think education is expensive try ignorance." Perhaps none explains it better than (Diamond, 2005), in *How Society Choose to Fail or Succeed*, when he demonstrated the collapse of many societies from the Anasazi of North America because of their lack of nimbleness and resiliency in dealing with their environmental problems. Or simply put, because these societies or nations were not pro-active or capable of long-term planning and goals, they failed.

That was what one of the leading nations of the world, the United States of America have understood, and accordingly took pro-active, and pre-emptive measures in a document entitled *A Nation at Risk*, (1983) placing great public and formal concern about the state of American education. Yet, this important document with its wave of reform and programs left out a critical element, the classroom teacher. And three years later after, *A Nation at Risk* another important document *A Nation Prepared:* Teachers for the 21st century was issued in response to *A nation at Risk* as a leading document for professional standards for teachers. These pro-active measures taken by the US helped ensure that its educational system was one of the leading ones in the world.

This study is trying to play the same role, which is to reinstate Nigerien TESOL teachers in their role of leaders, as leaders of leaders. It is about the training of trainers. This study is trying the feed the teachers so that they shall not eat the students, as it was stated by (Connor, 2000). Generally, Salma City TESOL teachers are hungry and feeding on students. Just as they, themselves are being eaten by their advisors. Teachers' perception of the current

254

supervision was that it was top down and a mandate imposed by the authorities. Supervision was conducted for administrative monitoring of the teacher, but not to really help them grow and develop. Not only supervision was hierarchical, but it was also limited to the observation stage. With the professional development project, teachers demonstrated that they were in need of more democratic and dialogic practices. In other words, methods of supervisory practices that would take into account their background, developmental levels, and experiences in teaching.

Finally, I will conclude with the following recommendations: first and foremost my dearest wish is to see teacher professional development instituted in both teacher pre-service and in-service programs in Niger. Given that Niger is a country with limited resources even when the country's socio-politic and economic situation is stable, such a training would allow teacher to rely on themselves and their colleagues to collaborate and not work in isolation in the pursuit of their noble mission as leaders of leaders. In Niger, the only available resource in all schools is the human resource. Empowering TESOL teachers, both at the pre-service and in-service levels, would allow them to take care of their own growth and development and also contribute to the intellectual development and personal growth of their students.

I would also like to see more international authorities contribute to the teaching of English in Niger. For example, the American Cultural Center, in Niger is already intervening in many towns and their help is gratefully appreciated by the Nigerien authorities. In Niger, a French speaking country, the teaching of

English is relegated to a place second of importance. Even in normal circumstances fewer funds are allocated to the teaching of English. The contributions of international authorities would not only position the teacher as a leader committed to his/her mission, but also answer the needs of the students in the learning of English in particular.

Although the literature on partnership between supervision and professional development has been shrinking to the extent that we can assert that there is a thin line (Glickman et al. , 1998, Zepeda 2002, Wanzare & DaCosta 2000), supervisors did see as a threat to their roles as supervisors. In fact, they should welcome the project and understand that it would make their jobs easier.

<center>Final Reflections</center>

My dissertation defense gave me the opportunity to discuss my with committee members my experiences in conducting this research as well as ways to promote this research study and also conduct future research study. The various sources of data collected yielded a wealth of information, which could be used in future research in dealing with some of the issues or predicaments that Nigerien are faced with in their daily life. I have learned from my committee members, who have the expertise and knowledge in different areas of research, how this study could be used to generate other research about teacher supervision and professional development. For example, I learned how to work with or use significant elements and components of teacher professional development, rather than teacher classroom observation.

<center>256</center>

For example, I used classroom observation as the main source of data analysis in this study.   I could have used elements of professional development. I used supervision with the focus on classroom observation in particular because key elements such workshops, in-service conferences, and professional organization were very rare and not given to all teachers.   So classroom observation was the only opportunity available to them. Not only did it emerged from the data as a recurrent theme, but also it was what these teachers know and experience continually and will continue to experience in the near future unless change occurs. Therefore, I used classroom observation as a foundation to introduce the notion of professional development in a form of a project.   Such a notion and concept was new to most of these teachers. I wanted my dissertation to be the vehicle of this new concept, which is something I believe these teachers need the most in their careers. In a country where all resources are limited, except for the human resource, where authorities have abdicated their leadership and responsibilities, I think teachers need to be empowered for their own good and that of the students as well. They need to be given a tool to believe in themselves, initiate their own grow and development.   That is what justifies the birth of the professional development through classroom observation.

Although the professional development project was limited from its inception through its completion because of the number of participants, its unique geographic location in the country of Niger, its limited and selected elements of professional development based on (Guskey, 2003, NBPTS, 1987) professional development, nevertheless on the basis of all the above, the project translated

257

the inspirations, aspirations, and worries of a group of teachers who were in total disarray. Teachers who were in dire need of change, who were continually looking for improvement, but were hampered in this endless pursuit by a top down and mandated supervisory approach used in the country. Their aspirations turned out to be what I thought they needed most. They were in need of supervisory and professional development practices that valorize post-modernist concept supervision and professional development. However, this does not mean that modernist approaches that they have been experiencing have to be discounted. Their call was for freedom, dialogue, democracy, collaboration, open communication, an active participation of all concerned with the educational process. In other words, these teachers were calling for an eclectic approach of supervision and professional development which included elements that range from post modernist perspectives to the modernist in use.

Finally, even though my PHD degree is in English with a concentration in Composition and TESOL, I focus more on TESOL in this study. Although, my study seems not to deal with composition, to some extent it is a study about composition in the sense that it is about the teaching of English in general. My intention in the near future is to revisit the data to conduct research in the area of rhetoric and composition to better understand students' perspectives during the learning and teaching of English.

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APPENDIXES

Appendix A

Interview questions

1. Tell me about yourself, with respect to your age, qualification, current level of study, number of years in teaching, locations taught in the country?

2. Let's talk for a few minute about supervision and professional development: classroom observations and workshops. How many classroom observations and workshops have you had or attended during the last five to ten years or so?

3. Looking back at these classroom observations, tell me about your experience of being observed in class?

4. How did you feel you were treated during these observations and feedbacks?

5. Follow up probes-How much control did you have over the feedbacks or workshops?

6. Would you say that under the current practices, supervision is conducted to help you grow as a teacher, improve your teaching, or just for grading and administrative purposes?

7. Could you please tell me about whether it is stressful to receive a classroom observation under current supervision practices or being let alone and not receive any at all?

8. Now, let's talk a few minutes about the current developmental project.

9. As a TESOL teacher, what do you think of the professional development opportunities offered by this project?

10. How does the developmental project impact your teaching of TESOL?

11. How does the developmental project impact the view of yourself as a TESOL teacher?

12. How does this project compare with your previous experiences of supervision and professional development?

13. In what way did the developmental project provide you with opportunities to share ideas, experiences, take risks, grow and develop?

14. Is there anything you would like to add?

 Tank you so much. This is very helpful.

Appendix B

Letter to Inspector of Education Seeking Permission for Research

Dear Inspector,

My name is Ganda Nabi Mahamadou. I am currently working toward the completion of my Ph. D. in English: Composition & TESOL. My area of study is Teachers Professional Development. The study is called Teacher professional development, the needs for TESOL teacher in Niger. The purpose of this study is to investigate the perceptions of secondary TESOL teachers regarding methods of supervision practices and professional development in Niger and ways to promote secondary TESOL teachers' personal and professional development.

TESOL teachers in your school district have been selected to participate in this study. My request is that you inform   your schools' principals TESOL teachers in your area school district and let me know teachers who are willing to participate in the study. Teachers should have at least one year of teaching or more and hold a B.A or equivalent in English. I have enclosed the documents to be used in the study for your perusal. There will be individual and group interviews. Teachers will be interviewed at least three times, once in a month for three months. Each individual interview will last approximately 30 minutes to an hour. Also, teachers will be asked to participate in group discussion and interviews.

The interviews will be audio-taped. Teacher-participants will also be required to read articles and turn in journal logs on their reading, at least once a week. Teachers will then be asked to implement the activities that they read in their classrooms.   It is my hope that you will allow your teachers to take part in the study.

Participation is voluntary and anonymity and confidentiality will be maintained throughout the study. This research will be approved by the Indiana University of Pennsylvania's Institutional Review Board (IRB) for The Protection of Human Subjects Committee.

If you are willing to have your teachers participate, please let me know by completing the attached form and return it to me as possible. You may also fax your response at 724-357-2265: Attention Ganda Nabi Mahamadou

Thank you for your assistance in completing this study. Hopefully the results will contribute to shedding light on current supervisory practices and may also help in setting out and implementing new methods of supervisory and professional development models. If you are interested, I will gladly forward you a summary of the completed study.
If you have any question please contact me at 724-646-2120 or at nkth&iup.edu or my advisor Prof. Gian S. Pagnucci (724-357-4788), English Department: Composition and TESOL. Thank you for giving this application your consideration.

Yours in TESOL & Composition,
Ganda Nabi Mahamadou
Permission for Research from inspectors of the Urban Community of Niamey

I the undersigned _____ Area School District Inspector Niamey _____
I am willing to allow the TESOL (Teaching English to Speakers of Other Languages) teachers in my area school district/ inspection to participate in the *Teacher Professional Development: The Needs of TESOL Teachers in The Republic of Niger study*. This research will be conducted by Ganda Nabi Mahamadou in the Department of English: Composition & TESOL at Indiana University of Pennsylvania a partial requirement for a Ph. D. in English.

Area School Inspector Niamey _____

Appendix C

Letter to Principal of participating school

Dear Director,

My name is Ganda Nabi Mahamadou. I am currently working toward the completion of my Ph. D. in English: TESOL & composition. My area of study is Teachers Professional Development. The study is called Teacher professional development, the need for TESOL teacher in Niger. The purpose of this study is to investigate the perceptions of secondary TESOL teachers regarding methods of supervision practices and professional development in Niger and ways to promote secondary TESOL teachers personal and professional development.

TESOL teachers in your school have been selected to participate in this study. My request is that you inform TESOL teachers in your school and let me know teachers who are willing to participate in the study. Teacher should have at least one year of teaching or more and hold a B.A or equivalent in English. I have enclosed the documents to be used in the study for your perusal. There will be individual and group interviews. Teachers will be interviewed at least three times, once in a month for three months. Each individual interview will last approximately 30 minutes. Also, teachers will be asked to participate in group discussion and interviews. The interviews will be audio and video-taped. Teacher-participants will also be required to read articles and turn in journal log on their reading, at least once a week. Teachers will then be asked to implement activities that they read in their classrooms. The classroom activities will also be video-taped. It is my hope that you will allow your teachers to take part in the study. Participation is voluntary and anonymity and confidentiality will be maintained throughout the study. This research has been approved by the Indiana University of Pennsylvania's Institutional Review Board (IRB) for The Protection of Human Subjects Committee.

If you are willing to have your teachers participate, please let me know by completing the attached form and return it to me as possible. You may also fax your response at   .
Attention Ganda Nabi Mahamadou

Thank you for your assistance in completing this study. Hopefully the results will contribute to shed light on current supervisory practices and may also help in setting out and implementing new methods of supervisory and professional development models. If you are interested, I will glad forward you a summary of the completed study.

If you have any question please contact me at 724-646-2120 or at nkth@iup.edu or my advisor DR. Gian S. Pagnucci (724-357-4788) Head of the department of English; Composition and TESOL. Thank you for give this request your attention.

Yours in TESOL & Composition,

Ganda Nabi Mahamadou
_____I am willing to allow the teachers in my school to participate in the Teacher Professional Development: The Needs of TESOL Teachers in The Republic of Niger study. This research will be conducted by Ganda Nabi Mahamadou in the Department of English: TESOL & Composition at Indiana University of Pennsylvania a partial requirement for a Ph. D. in English.

Director/Principal of CEG/LYCEE

Date:_____

Dear Colleague,

In many countries around the globe, TESOL teacher supervision and professional development have been used as vehicles to improve instruction as well as TESOL teacher personal and professional development. However, if TESOL teacher supervision has evolved from a bureaucratic to a more democratic, and dialogic way, and TESOL teacher professional development, in turn has also evolved from one-size-fits all or a sit and get to more teacher-driven perspectives where he/she exercises ownership of the content and process of the professional development, in Niger, TESOL teacher supervision remains autocratic and professional development receives little or no attention.

Both TESOL teacher supervision and professional development are fundamentals for our career as TESOL teachers as well as meeting the needs of our students. For the completion of my Ph. D. in Composition & TESOL, I am conducting a study to investigate your perceptions of the current supervisory practices in Niger and identify ways to promote secondary school TESOL teachers' personal and professional development.

The attached documents are designed to provide you with information to be read and implement in your classrooms. Moreover, interviews regarding your perceptions of TESOL teacher supervision and professional development and ways to promote your personal and professional development will be conducted group discussions and journal logs to be turned in on each activity taught in the classroom.

The following definitions are to be considered in the course of this study:
Supervision is working with teachers to promote lifelong learning skills; inquiry, reflection, collaboration, and dedication to professional growth and development.
Professional development is a process of life long learning in teaching; it involves any activity aiming to achieve personal growth for teachers.

The information gained through the individual and group interviews, journal log, group discussion and observation will be used to create understanding of TESOL teacher supervision and professional development as it is experienced by you. This process is very important as it will shed light on existing supervisory and professional development practices and may also help out in setting up and implementing new methods of supervision and professional development.

This research has been approved on ethical grounds by Indiana University of Pennsylvania's Institutional Review Board (IRB) for The Protection of Human Subjects. According to guidelines set out by the committee, your consent is implicit by signing the include consent form.

Your participation in this study is voluntary and you are free to withdraw from the study at any time you wish to. You have the right not to answer all questions if you want. I hope you will consider being a part of this study. Thank you for your time and it is my wish that the results will help improve supervisory and professional development in Niger.

If you choose to participate, please send your name and address to your area school inspector, principal, and advisor.

Thank you for your cooperation

Sincerely,

Ganda Nabi Mahamadou

February 21, 2009

S/C Ets. KANF- ELECTRONICS
RUE DU COLLEGE MARIAMA
NIMAEY, NIGER
BP: 12117

Dear Participant,

I would like to take this opportunity to thank you for your participation in this research study. I honestly, appreciate your contribution and the time you have given to be interviewed individually and in group, observed in class, to prepare and present activities in your classes, and write journal logs on those activities. Thank you for giving me the opportunity to learn about your perceptions on the current supervision in Salma City and professional development project presented to you.

My dearest hope and wish is that one day this research study would contribute to the field of TESOL Teacher supervision and professional development locally and internationally to make the teaching and learning of English easier, less boring, and less stressful to both teachers and students alike.

Once again thank very much for your contributions, I am truly grateful for your kind consideration and the tremendous efforts and help you provided throughout the course of this study, and good luck!

Sincerely,

Ganda Nabi Mahamadou

Appendix F

Acronyms and Definition of Terms

Definition of Acronyms

MEN - Ministry of National Education in charge of formal basic education in Niger

MES - Ministere de L' Enseignement Superieur- Ministry of Higher Education

CNE - Conseil National de L' education Or National Council of Education or **NCE**. A new decentralized organ in charge of education matters and policies.

CRE - Regional Council of Education or **RCE Regional** Council of Education

CSRE - Conseil Sous-Regional de L'Education or **SRCE** Sub Regional Council of Education

IES - Inspection de L'Enseignement Secondaire or Secondary Area School District

IEPD - Inspection de L' Enseignement du Premier Degre or Elementary Area Schools District

TESOL - here means Teaching English to Speakers as Other Languages, a more appropriate abbreviation than ESL or EFL which assume that every English learner learns English as a 2nd or as a foreign language. It also puts an end to an old debate ESL vs. EFL. It is mainly used in USA than Britain.

TEFL – Teaching English as Foreign Language, for example English is

considered a Foreign Language in Niger. Children speak their mother tongues

and French which is the medium of instruction before they start to learn English.

French is considered as the second language it is spoken after their mother

tongues, e.g., Zarma, Hausa, among others.

TESL – Teaching English as Second Language, for example in Nigeria English is considered as a Second Language. It is also the medium of instruction. It is spoken after the children' mother tongues, e. g., Hausa, Ibo, and Yoruba. French is considered Foreign in Nigeria in the same way English is considered foreign in Niger

EFTS - English For The Sahel, a serie of books designed by a group of experts from INDRAP, the US Peace Corps, and the British Council. The manuals are adapted to the socio-cultural context of Nigerien students

APCN - American Peace Corps Niger

USAID - United State Agency for International Development

UP/CP - Pedagogical Cell or Pedagogical Unit; A community of practice getting together in   a common effort to help each other teach and learn, to care for each other or work in advancing student academic success and instruction in general.

INDRAP - National Institute for Documentation Research and implementation

LCD - Least Developed Countries

UNESCO- United Nation Educational, Scientific and Cultural Organization

FAA - Foreign Aid Agencies, such the American Peace, the British Council and many others

TDP - Teacher Professional Development

Serie -The term serie is introduced in the system of education at senior secondary level, called Lycee in French. Students at this level are given the opportunity to choose a major. Senior secondary is subdivided in three majors called series: **Serie A** (literary studies), Serie **C** (Scientific studies**:** Math and Physics) and **Serie D** (Science, Biology, and Chemistry).

CPH - Critical Period Hypothesis, according to the proponents of this theory, biological changes in the brain around puberty result in the two hemispheres of the brain functioning independently. After this neurological change takes place acquiring native-like competence is second language becomes difficult, if not impossible (Krashen, 1985).

CFEPD - Primary or Elementary School Certificate taken at the end of the six (6) years that elementary school lasts in Niger. It is the first degree in the educational system.

BEPC - In French Brevet d' Etude du Premier Cycle, is a Secondary First diploma granted after four years of study in a "College d' Enseignement General, (CEG). See CEG. The BEPC is also equivalent to the "O" level in the British system.

Baccalaureat – **BAC. or** Baccalaureate in English, diploma obtained after three years of studies in a "Lycee" in the French system or a senior secondary in American system. The baccalaureate is also equivalent to "A" Level in the British system.

CEG--- in French College d' Enseignement General is a Cycle which comprises four years of studies (**6e, 5e, 4e, 3e**) See **grade level**. A CEG also is the equivalent of the Junior or middle High School in the American system. It is also considered as the *first cycle* in Secondary School in Francophone systems.

Lycee – High school or senior secondary in US system see baccalaureate. One has to spend three years in Lycee of senior high to take the BAC. at the end of the 3rd year in French systems of education.

Conseiller Pedagogique---**Advisor or Supervisor** in English is usually in charge of the training, supervision and education of the teacher in a specific subject in which s/he has good knowledge. Advisors are based at the area school district or "Inspection de l' Enseignement". It could be elementary or secondary school area district. (See DR)

DR or **DRER**--- in French Direction Regionale de L' Enseignement et de la Recherche, in English Regional Directorate for Education and Research

Definitions of Terms

Professional development - Teacher professional development is a process of life-long learning in the teaching profession; it involves any activities aiming to achieve personal growth for teachers. Development activities can range from observing colleagues' classes, reading academic journals and books, and attending conferences, to collaboration with other teachers in classroom research or other professional projects (Brown 1994; Crandall 1991; Diaz-Rico 1998).

Supervision. Working with teachers in ways that promote lifelong learning skills; inquiry, reflection, collaboration, and a dedication to professional growth and development (Zepeda, 2003)

Developmental supervision - A model of supervision that views teachers as individuals on various levels of growth, and development (Glickman et-al., 1998). Developmental approach may implement a directive, collaborative, or non-directive methods of supervision, depending upon teacher's individual career and developmental stages.

Clinical supervision - An approach of supervision of classroom instruction for improvement of professional growth, which usually consists of several phases,

including pre-conference, observation, and post-observation conference (Glickman et al., 1998, 1990; Goldhammer, Anderson, & Krajewski, 1980).

Instructional supervision - A model of supervision that aims to promote growth, development, interaction fault-free problem solving, and a commitment to build capacity in teachers (Zepeda, 2003).

Differentiated supervision - An approach of supervision that operates on the premise that teaching is profession and teachers should have a degree of control over their professional development and the power to make choices about the support they need. (Glatthorn, 1997)

Modernism - Is defined by its belief in objective knowledge, or at least in the possibility of objective knowledge and by its assumption that such knowledge refers directly to an objective reality which will appear in the same way to the observer. A further characteristic modernist assumption is that knowledge is a product of the activity of the individual mind fashioning its ideas or mental schemas to correspond this objective reality.

Postmodernism - Faigley asserts that postmodernism assumes "that knowledge is socially constructed and rhetoric in nature- it is a set of shifting interpretations and agreement among members of a community (Faigley, 1992, p.15).

Secondary Education - A formal basic education encompassing seven (7) years of schooling in the Nigerien educational systems and (6) or (7) in the US systems. There are two components to it Junior and senior secondary (see junior and senior).

Junior secondary/Junior high a period four (4) of study in the Nigerien educational systems and three (3) or four (4) in the US systems. At the end of the fourth year students take the BEPC exam or O" Level in the British system,

Senior secondary/Senior high a period of three (3) years of study in the Nigerien system or (3) in the US systems. In Niger at the end of the third year, students take the Baccalaureate examination or Bac. That is A' Level in the British systems.

Teacher evaluation

Formative approach to supervision. A method of supervision that is concerned with on-going developmental differentiated approaches that enable teachers to learn from analyzing and reflecting on their own classroom practices with the assistance of another professional (Glatthorn, 1984, 1990; Glickman, 1990).

Summative approach to supervision. Classroom observations and other

Modernist supervision - A practice principal or advisor works with teachers to improve teachers' performance. Elements of principal or advisor's hierarchical position of power are evident. The focus is on the teacher's behavior and action. Data gathered is interpreted primarily by the principal or advisor and the goal is the improvement of the teacher's instructional performance. [Supervision] "Is an in-class support system designed to deliver assistance directly to the teacher to bring about changes in classroom operations and teacher behavior (Sergiovanni & Starratt, 1983, p.184).

Postmodernist supervision - Was understood as an integrated process by which all parties involved work toward a mutual development. Opposing view can be discussed in a dialogue that informs all parties. Equal relationships are created that allow all parties to impact goals and mean towards achieving them. The context of each situation is valued and made explicit.   "Post modernist supervision so conceived becomes a constructivist process in which truth and knowledge is considered to be human inventions, rather than representations capturing some absolute knowledge or truth that has its own existence outside the mind that holds it.   A correlative assumption of postmodern constructivism is that knowledge is socially constructed" (Holland & Obermiller, 2000, p. 215)

Evaluation - An assessment based on data both within and outside the classroom for the purpose of making personnel decisions , such contract renewal, tenure, merit pay, teaching assignment, placement on career ladder is considered administrative or summative" (Oliva & Pawlas, 2001, p. 56).

Supervision and evaluation are quite distinct from one another and this distinction is recognized. Supervision is a developmental process, which promotes continuing growth and development of staff members in the art of teaching; continued and increased staff motivation; and improves instructional program. Evaluation is a management function designed to maintain organizational efficiency; establish standard for staff performance; and appraise staff performance. (Oliva & Pawlas, 2001, p. 57).

Paradigm. Paradigms are not theories; rather they are ways of thinking or patterns for research, that when carried out can lead to development of new theories" Gage (1963). Paradigms have two major characteristics: First a paradigm is generalizability to a class of events or processes. Second, a paradigm may represent variables and their relationship in graphic form. Thus a paradigm represents a pre-theoretical statement that attempts to establish order in a class of event and to provide means by which that order can be communicated.

assessment of professional performance that leads to a final judgment or overall

rating (e.g., S= satisfactory, E=excellent, NI =needs improvement (Glatthorn,

1984, 1990; Glickman, 1990).

Appendix G

Examples of Codes Developed to Categorize Data

Dissertation Analysis Codes

1. AFVC   Advisors First Visit of Contact
2. PS   Pre- Observation Stage
3. OS   Observation Stage
4. POS   Post Observation Stage
5. FS/C   Feedback Session or Conferring Stage
6. OOOC   One-on-One Conferencing
7. LOS   Lesson Observation Sheet
8. UAVS   Un-announced Visit by Supervisors
9. AVSS   Announced visits by Supervisors
10. BRR   Building a Rapport or Relationship
11. NO   Novice One
12. EO   Experienced One
13. VO   Veteran One
14. SIES/R   Star Secondary School Inspectorate for Education and Research
15. MIES/R   Moon Inspectorate for Secondary Education and research
16. WOACC   Workshops Organized by the ACC
17. AC   Academy School
18. GWS   Great Warrior School
19. AS   Arewa School
20. ALS   Alternative School
21. CA   Conference Approaches
22. DCA   Directive Control Approach
23. DIA   Directive Informational Approach
24. COA   Collaborative Approach
25. NDA   Nondirective Approach
26. SCAM   Supervision Conducted for Administrative Monitoring
27. TOAP   Teacher Opinion About the Project
28. LTFC   Lack of Time, Freedom, and Collaboration
29. WDC   Working in Difficult Conditions
30. TPH   Teacher Perceived Hindrances about the project
31. MS   Modernist Supervision
32. PMS   Post-Modernist Supervision
33. LPS   Low Pay Salary
34. LPAS   Lack of Parents Supports
35. CLLC   Class Size Large Classes
37. UNC   Negative and Uncooperative Colleagues
38. LR   Lack of Resources
39. NSP   Non-supportive Parents
40. LLT   Lack or Limited Technologies
41. CS   Critical Society

Appendix H

Samples of Teaching Activities

Lawyer as Writer

Notes from Peter Elbow, Writing Without Teachers (New York: Oxford University Press, 1973)

❖ **Taking Charge:** "Many people are now trying to become less helpless, both personally and politically: trying to claim more control over their own lives. One of the ways people most lack control over their own lives is through lacking control over words. Especially written words." (vii). How do we gain control over words? "[I]It requires working hard and finding others to work with you." (vii)

❖ **Defining Good Writing:** Elbow does not try to define or even describe good and bad writing but rather tries to find ways to get us to better understand the good and bad writing we see all around us, to become more attention to the problems to be found in our own writing. (viii)

❖ **Credentials:** The justification and "authority" that Elbow draws on for his ideas about writing are his personal experiences and difficulty with his own writing. (viii). He concludes that those who write with ease are not necessarily better writers than those who write with difficulty. (viii)

❖ **Teachers:** The role of the teacher in helping others learn to write is simply to participate as a writer by presenting his or her own writing and providing reactions to the writing of others. (ix). Elbow's theory of the place of teachers in writing is captured best in the title the book from which these notes are drawn--*Writing Without Teachers*. Elbow contends there is "a place where there is learning but no teaching. It is possible to learn something and not be taught. It is possible to be a student and not have a teacher." (ix). Teachers are "more useful when it is clearer that they are not necessary." (x). The role of the teacher is to be useful, it is not the teachers role to provide instructions and directions but to help the student do in a more lucid and powerful (commanding) way what she is already fully capable of doing.

❖ **Speaking and Writing:** In speaking, we use language less consciously than when we write. Indeed we are suspicious of a person, in ordinary circumstances, who seems to be carefully monitoring the words they use when they speak. We may consciously edit (by choosing carefully our words), when we try to be diplomatic, or talk with an interviewer for a job, even when we are angry and know that serious consequences may follow from what we say. But notice the difference, Elbow says, in the way we are so accustomed to speaking freely and then when we sit down to writing we become so cautious and guarded. Elbow argues that we can free up our writing and get more energy and "voice" into it by writing more the way we speak and trying to avoid the heavy overlay of editing in our initial efforts to write.

❖ **Writing & Editing:** One of the innovations in Elbow's method is the effort to distinguish between the skills and activities of *creating* and *criticizing*, getting writing done and then working on making the writing work for an audience. [In writing composition studies, this focus has been called "process pedagogy."]

❖ **Freewriting:** Elbow argues that the first and most basic step to improved writing is freewriting. Freewriting means simply that for ten (10) minutes you write without stopping. The idea isn't to produce a polished (or even "good") piece of writing, but to simply get in the habit of writing without censoring and editing. In freewriting, "[n]ever stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing." (3). The only rule to follow in freewriting is to simply not stop writing.

Freewriting is a way to break the habit of trying to write and edit at the same time. Freewriting is difficult because it goes against the grain of how we are accustomed to writing. We normally edit as we write, pausing to collect our thoughts, recollect the correct spelling of a word, lining out a sentence that does not belong, rejecting a paragraph that doesn't fit with the argument that we are making, stopping to think ahead to outline in our mind a structure or

outline of the argument that we are trying to make. Elbow notes that "[a]lmost everybody interposes a massive and complicated series of editings between the time words start to be born into consciousness and when they finally come off the end of the pencil or typewriter onto the page." (5).

Editing, says Elbow, is not the problem. Reworking and revising writing is difficult enough, the problem arises when we try to rethink, rewrite, and revision at the same time we are getting our initial, fragmentary, raw, unshaped thoughts onto paper. We get "nervous, jumpy, [and] inhibited" when we write because we are trying to edit and write at the same time. "It's an unnecessary burden to try to think of words and also worry at the same time whether they're the right words." (5). Consequently, it is the regular practice of freewriting (writing without editing) that "undoes the ingrained habit of editing at the same time you are trying to produce." (6).

Elbow recommends that you spend ten minutes each day doing freewriting. "You don't have to think hard or prepare or be in the mood: without stopping, just write whatever words come out--whether or not you are thinking or in the mood." (9).

The freewriting you do will ultimately effect your legal writing. "Freewritings are vacuums. Gradually you will begin to carry over into your regular writing some of the voice, force, connectedness that creep into those vacuums." (7).

| Web Resources on Elbow's Freewriting Techniques |

Plentifulness: One of the purposes in freewriting is to help you develop the sense that writing/words are plentiful and therefore we can discard them gleefully when it comes time to revise. Plentiful writing makes for a willingness to edit. Elbow assumes that by writing more, putting more energy into getting words on paper, in the raw, exploratory, first-draft, don't-worry-about-an-audience writing, that we'll then be freer to do the kind of revising and editing that needs to be done because we'll have more words to work with and have less vested interest in the words we first wrote. "If you stop too much and worry and correct and edit, you'll invest too much in these words on the page." (29). The idea is to write freely and plentifully and so that you can discard all the rubble that you have produced. Elbow's advice is to write in a way so that even though you produce some "garbage" you've also produced enough writing so that you can discard the "garbage" and still have the strongest possible writing to work with.

As Henriette Anne Klauser says, "The best antidote to writer's block is--to write." Elbow tries to free us up as writers by the use of freewriting. "Freewriting is the easiest way to get words on paper and the best all-around practice in writing that I know. To do a freewriting exercise, simply force yourself to write without stopping for ten minutes. Sometimes you will produce good writing, but that's not the goal. Sometimes you will produce garbage, but that's not the goal either. You may stay on one topic, you may flip repeatedly from one to another: it doesn't matter." (Elbow, *Writing With Power*, at 13).

❖ **Summing-Up (or, locating a center of gravity):** From the raw and exploratory writing the next stage is to seek out a focus or theme in the writing. "It is the moment when what was chaos is now seen as having a center of gravity. There is a shape where a moment ago there was none." (35) (See also, pp. 19-20). Elbow cautions that centers of gravity, which we locate by the effort to sum-up what we have written, are difficult to describe and require practice to locate. But in summing-up as in freewriting, the idea is to "[l]et the early ones be terrible." (36). The point is to do the summing-up, even if you have to exaggerate. Judiciousness is not the quality you want to govern this part of your writing.

❖ **Editing:** "Editing means figuring out what you really mean to say, getting it clear in your head, getting it unified, getting it into an organized structure, and then getting it into the best words and throwing away the rest." (38).

❖ **Voice:** Elbow focuses on writing without editing (freewriting, raw writing, exploratory writing, first draft writing, are the various terms he uses to name this kind of writing) so that we get the best of our uncensored thinking (raw and undisciplined as it may be), and so we can maintain some semblance of "voice" in what we write. "Your voice is damped out by all the interruptions, changes, and hesitations between the consciousness and the page. In your natural way of producing words there is a sound, a texture, a rhythm--a voice--which is the main source of power in your writing.... [T]his voice is the force that will make a reader listen to you, the energy that drives the meaning" you seek to convey to your readers. (6). It is, says Elbow, the voice in your writing that

contains its "source of power." (7)

◈ **Reading Aloud:** On the value of reading your writing aloud (82-83): "Hearing your own words out loud gives you the vicarious experience of being someone else." (82). "Reading out loud brings the sense of audience back into your act of writing. This is a great source of power." (83).

◈ **Garbage and Chaos:** Elbow accepts the possibility that much of what we write is not going to be all that good, indeed, he sees this as inevitable in his method and something we can learn to accept if we simply learn to write more, write more freely with the idea that much of what we write is going to be garbage. Elbow puts it this way: "[T]here is garbage in your head; if you don't let it out onto paper, it really will infect everything else up there. Garbage in your head poisons you. Garbage on paper can safely be put in the wastepaper basket." (8). Elbow argues that "a person's best writing is often all mixed up together with his worst." (69).

There is a real pay-off when we write the "garbage" in our heads, looking as we are for "bits of writing that are genuinely better than usual: less random, more coherent, more highly organized." (8). Our best writing takes place when the "mind has somehow gotten into high gear and produced a set of words that grows organically out of a thought or feeling or perception"; a state of mind different than what the mind we "achieve by conscious planning or arranging." (8). "Sometimes when someone speaks or writes about something that is very important to him, the words he produces have this striking integration or coherence: he isn't having to plan and work them out one by one. They are all permeated by his meaning." (8). The language of the writing is "[n]ot merely manipulated" by the writer's mind, but "sifted through his entire self. In such writing you don't feel mechanical cranking, you don't hear the gears change. When there are transitions they are smooth, natural, organic. It is as through every word is permeated by the meaning of the whole (like a hologram in which each part contains faintly the whole)." (8-9).

Elbow provides three key follow-up ideas for dealing with the "garbage" you produce in your writing. First, remember that you can always "[s]trip away the rubble" that is produced in your free, unedited writing. (10). Second, you are usually going to "throw away much more than you keep." (11). Third, while this process of freewriting and then later stripping away the rubble may seem wasteful it is actually, a quicker, easier, better way to write. (11). The danger in the orthodox approach to writing is that what we do produce becomes so dear and precious that we can't bear to dispose of it when it doesn't work.

We deal with garbage, rubble, unwanted digressions, and unacceptable language (38-42) by editing—just "throwing away" what doesn't work. (38). "The essence of editing is easy come easy go. (39). To edit as Elbow would have us do it, requires that you be prolific and produce writing that can be cut and trimmed; you must be awash in writing so you are psychologically prepared to dispose of sentences, paragraphs, and pages. "Editing must be cut-throat." (41). Elbow believes that "[e]very word omitted keeps another reader with you. Every word retained saps strength from the others." (41).

Chaos: Elbow encourages us to accept and make use of the chaos and disorientation that takes place when we write. (30-35). He praises the creative possibilities of the digressions that find their way into our thinking as we write. (34, 37). The reason for accepting the chaos is that: "[y]ou will waste energy and weaken your writing if you try to prevent digressions before they happen. Let them happen." (10). "You can encourage richness and chaos [which may not be as bad as we think] by encouraging digressions. We often see digressions as a waste of time and break them off when we catch ourselves starting one. But do the opposite. Give it its head. It may turn out to be an integral part of what you are trying to write." (34).

◈ **Dealing With Anxiety:** If you have trouble deciding what to write and are blocked then "you should probably begin to suspect that some part of you is trying to undermine your efforts at writing." (80).

The think-it-out-before-writing approach feeds into our anxiety about writing well. "Anxiety keeps you from writing. You don't know what you will end up writing. Will it be enough? Will it be any good? You begin to think of critical readers and how they will react. You get worried and your mind begins to cloud. You start trying to clench your mind around what pitiful little lumps of material you have in your head so as not to lose them. But as you try to clarify one thought, all the rest seem to fall apart." (27).

There are all manner of negative feelings we sometimes encourage when we try to write and we need to confront them and try to work through them. Elbow identifies a long list of these negative feelings: helplessness (vii, 12-14), lack of control (vii, 14-15, 31-34, 45-46), confusion (viii), turmoil (viii), torture (viii), stuckness (3, 17-18, 27,

29, 39, 45, 47, 80-82), awkwardness (5), chaos (7, 30), rambling (15), anxiety (27), disappointment (27), worry (29), disorientation (30), procrastination (31), disorder (41), pretending (44), swamped (45), embarrassment (80), fear (83, 122).

❖ **On Grammar:** (136-138): Basically, Elbow advises us to "treat grammar as a matter of very late editorial correcting: never think about it while you are writing." (137).

❖ **Writing Orthodoxy:** Elbow promotes powerful writing by challenging existing the existing orthodoxy about good writing. We are told constantly to think out what we want to write before we start writing, to write following a plan, an outline, in essence to do our thinking before we even start writing. There is, in this traditional approach to writing, often as much focus on planning as on writing itself. It is, we are told, only after thinking through what we want to achieve with writing that we then set out to write. [For a description of the orthodox approach see pp. 19, 32, 70-72). Elbow upends this planning then writing approach in the belief that we best learn what we have to say and what we mean with the language we have chosen "only at the end," only when we see what kind of writing we have produced. (15). We should expect to "end up somewhere different" than we begin when we start writing. "Meaning is not what you start out with but what you end up with. Control, coherence, and knowing your mind are not what you start out with but what you end up with. Think of writing then not as a way to transmit a message but as a way to grow and cook a message. Writing is a way to end up thinking something you couldn't have started out thinking." (15). [For more on the grow and cook metaphors that Elbow uses in his "developmental" model of writing, see pp. 22-25, 42-47, 73; and pp. 48-75 on the cooking metaphor. For a practical description of how one goes about using the "developmental" approach in producing a finished writing see pp. 19-22.]. "Once you have gradually grown your meaning and specified it to yourself clearly, you will have an easier time finding the best language for it." (21). It is, contends Elbow, in looking back on what we have written that we find the meaning for which we have been searching.

Elbow warns against trying "to break up the skill into its ideal progression of components which can be learned one at a time, but rather to try to set up some situation in which the learner can persevere in working at the whole skill in its global complexity." (136).

❖ **On Giving Advice to Other Writers:** Try to stay away from giving advice. (pp. 95-96).

❖ **Bottom-Line:** "Writing badly . . . is a crucial part of learning to write well. . . . Schools tend to emphasize success and thereby undermine learning. When the price of failure is very high, a learner tends to close himself off from improvement . . . [in learning a] complex, global skill [such as writing]." (136).

"You can't improve your writing unless you put out words differently from the way you put them out now and find out how these new kinds of writing are experienced." (79). Some new ways of writing are going to "feel embarrassing, terrible, or frightening." (80).

Note

Henriette Anne Klauser, in *Writing on Both Sides of the Brain* argues that creating and criticizing are radically different kinds of skills because they emanate from different spheres of the brain. In separating creating (making a text) and criticizing (editing a text) you tap into the right brain "for style, rhythm, and voice--for the sense that one human being is talking to another human being" and then to the left brain to edit for grammar, construction, and logic. [Henriette Anne Klauser, *Writing on Both Sides of the Brain: Breakthrough Techniques for People Who Write* 2 (New York: Harper & Row, 1987)]

▭ Home Page ▭

Peter Elbow's   Writing Without Teachers (1973)

Beginnings are the hardest.

Beyond Writer's Block

- You think you will start writing the wrong meanings in the wrong words. Thus, anxiety keeps you from writing.

Voice

- An emerging center comes through the process of writing. Words are the most powerful tools humans use to construct the world with.
- "Your voice is dampened out by all the interruptions, changes, and hesitations."
- "Your voice is the voice that will make the reader listen to you, the energy that drives the meaning through his thick skull."
- Your voice is the only source of power.

Editing

- Easy come, easy go. Damn the torpedoes. Write a lot, throw a lot away. You have to be a big spender not a tight ass.
- "The habit of compulsive, premature editing doesn't just make writing hard. It makes writing dead."

Freewriting

- The best way to improve writing. Automatic writing, babbling,

  jabbering non-editing, don't stop.

- Freewriting is inferior to careful writing but good "bits" of freewriting are better than anything you have created. Think of digressions as paths to explore.

  Start writing as a way to grow.

  Start before you know your meaning at all; only

after
you start will you know.

GROWING AND COOKING

- Writing is not a transmission of a message but is a way to grow and cook a message.
- Growing is the larger process and cooking is the smaller process, the interaction of contrasting material.
- Cook by interacting with another person, idea, metaphor.
  - **Non-cooking:** non-interacting of conflicts.
  - **Internal cooking:** magic writing
  - **External cooking:** mixing dry ingredients in a bowl and having the sun bake them.

Believing Game

- Students must go beyond skepticism. What is the point of being contrary?
- Believe all assertions. Look on both sides.

Home

English Department

CAMEROON

Songs as a Magic Tonic

IGNATIUS N. SIBARAH

Learners of a foreign language must participate throughout the learning process. This is especially true for learning English as a foreign language in bilingual Cameroon. Situations in which learners are inactive while teachers expound on linguistic theories never bode well for effective learning. Rather than being stifled, the classroom atmosphere should be sufficiently relaxed so learners are not frightened of speaking. This article discusses a technique for relaxing the classroom atmosphere and motivating students by using songs.

In a country like Cameroon, where English is spoken by a minority, experience has shown that the majority of the French-speaking community, more often than not, adopts a disquieting, nonchalant, and uncaring attitude toward learning English. Thus, Francophone pupils in English language classes already have English-phobia.

The onus of ensuring effective learning in such a situation rests solely on the instructor's shoulders, and it becomes necessary for the instructor to draw upon his/her warehouse of professional resources. The instructor also has to rekindle interest in uninterested and uncooperative students before beginning any task. Thus, when I found myself confronted with these obstacles, I concluded that until learners' interests are sufficiently aroused, teaching English to Francophone pupils will remain a difficult task.

Sample lesson

In my experience, the language classroom should be a place where gaiety abounds, not a prison where learners sit passively subjected to an overbearing, domineering, "all-knowing," pedantic teacher. Thus, to woo students to English language classes, I began to use songs as a magic tonic. This relaxed the classroom atmosphere sufficiently for learning to take place. However, songs, like other activities, should be included in your lesson plan only when they promote a defined course objective.

The following is an example of how I used a song to teach specific lesson from our textbook used in Francophone secondary schools in Cameroon.

MAIN THEME: Days of the Week
LESSON OBJECTIVE: By the end of this lesson, learners should be able to say and write the days of the week; use and understand *today* and *tomorrow;* use and understand *before* and *after.*

This is what the text's authors would like taught. The accompanying teachers' book gives us a ready methodology to use.

Some teachers think that using the authors' suggested methodology ensures effective learning. However, in rural Cameroon, where students are apathetic about learning English and where more than two-thirds of the pupils do not have the prescribed textbook, following the teachers' book only succeeds in reducing effective teaching. In this challenging situation, I immediately jolted my creative faculties. Rather than using the teachers' book, I decided to use lyrical bits to motivate my uninterested students.

Procedures

1. On my portable chalkboard with the student's timetable, days of the week are written in English. Since weekends are free days, I glued pictures of the local market and the local church on the spaces provided for Saturday and Sunday, respectively. I added other things to the other days.

2. I read out the names of the days. While the students repeated, I checked for and corrected pronunciation errors. By recognising the subjects attributed to each day and seeing the market and church indicating Saturday and Sunday, the pupils understood the days of the week without so much as a whispered hint from me.

3. To retain my students' interest, I displayed a second portable board with a song about the days of the week. Life instantly rushed to their somber faces. song is

> I come to school on Monday,
> Tuesday and Wednesday,
> Thursday and Friday.
> I come to school these days.
> Good-bye to you, teacher,
> Good-bye to you, sister,
> Good-bye to you, brother,
> It's time for me to go.
> Saturday and Sunday,
> Saturday and Sunday,
> Is time for me to rest.

I use this popular nursery school ji on Fridays to teach several grammar lessons. I use this song to teach pers and object pronouns by substituting *I* *you, he, she, we,* and *they.* I make fl cards on which I print the personal nouns, and whenever a card is held the pupils make the appropriate chang

With such substitutions, students very quick to notice the changes occ ring on lines 8 and 11 where the ob pronouns are used. Secondly, the s helps students remember the simple sent. When *I* is substituted with *he,* or a name, the verb needs an "s":

He comes to school on Monday.

At times, I use flash cards with names of my students. They are gre flattered when their names become par a song. What is interesting in this gam that students insert these changes as t sing, and I follow the singing with my l stick pointing to the lines on the board they make a mistake, I keep on tapp my stick on the same line until they m the correct change.

For vocabulary, students are al obliged to learn new lexical items outsi of what the text has. They learn sol words through hand gestures, such as meaning of *good-bye.* The lexical ite *before, after, today,* and *tomorrow,* I c also teach by using the song. Finally, I c stress word order with this simple song. doing the above, I have satisfied the t objectives and motivated my students.

Feedback

After spicing up my lessons with t technique for one academic year, the r

Ken Macrorie: Writing to Read (1968)

Read next: Philosophical and Rhetorical Movements

Beyond Engfish

- There should be no pretentious language of the false discourse of academia.

- No Engfish!

Voice

- All good writers speak in honest voices and tell the truth.

- Part of growing up is learning to tell lies.

Invention

- Writing freely without thinking.

- Do it several times.

- Don't think of grammar.

Journal Writing

- Do journal writing.

Audience

- The writer must sense the reader.

- The writer becomes his own reader.

Appendix: Student Worksheet

Organizing Your Ideas Effectively

1. Chronological order or reverse chronological order
   Examples: _____

2. Order of importance (most to least or least to most)
   Examples: _____

3. Known to unknown
   Examples: _____

4. Cause and effect
   Examples: _____

5. General to specific statements/specific to general
   Examples: _____

6. Problem and solution
   Examples: _____

7. Whole to parts
   Examples: _____

8. Concept to description
   Examples: _____

9. Similarities and differences
   Examples: _____

Contributor

Michele Kilgore is an ESL instructor at Georgia State University. She has an MS in Applied Linguistics and is working on her doctorate.

289

◆ Cohesion

Putting Sentences Together

Students who write sentences well still have difficulty joining sentences logically and cohesively. It is, therefore, important that students practice presenting their ideas or arguments logically. It is also essential to help students link their ideas and improve cohesiveness in their writing. This activity helps students develop logical thinking by arranging jumbled sentences in a logical order, showing the relationships between ideas by using appropriate connectives.

Levels
Low intermediate +

Aims
Expound an idea or to argue for or against a position

Class Time
30–40 minutes

Preparation Time
30 minutes

Resources
Any piece of writing that uses connectives, for example newspaper articles, editorials, letters to the editor, magazine articles, student writing

Procedure

1. From a newspaper or magazine article, select a paragraph that contains at least 10 sentences and several connectives.
2. Delete all connectives.
3. On a sheet of paper, type each sentence of the paragraph on a separate line.
4. Make enough copies for student groups of four.
5. For each copy, cut, and jumble up all the sentences.
6. Distribute these sentences to each group.
7. Ask members of each group to arrange these sentences in a logical sequence and then supply connectives where appropriate.
8. Ask each group to write up the paragraph.
9. Have the class compare and discuss their work.

Caveats and Options

1. Write the connectives on the chalkboard for low-level students and ask them to choose the most appropriate ones in linking the sentences. Advanced students should be allowed to use connectives of their own choice.
2. Student writing that shows effective use of connectives may be chosen as the text in Step 1. The class discussion suggested in Step 9 may

49

◆ Cohesion

Putting Sentences Together

Students who write sentences well will still have difficulty joining sentences logically and cohesively. It is, therefore, important that students practice presenting their ideas or arguments logically. It is also essential to help students link their ideas and improve cohesiveness in their writing. This activity helps students develop logical thinking by arranging jumbled sentences in a logical order, showing the relationships between ideas by using appropriate connectives.

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2. Student writing that shows effective use of connectives may be chosen as the text in Step 1. The class discussion suggested in Step 9 may

49

Appendix: Student Worksheet

Organizing Your Ideas Effectively

1. Chronological order or reverse chronological order
   Examples: _____

2. Order of importance (most to least or least to most)
   Examples: _____

3. Known to unknown
   Examples: _____

4. Cause and effect
   Examples: _____

5. General to specific statements/specific to general
   Examples: _____

6. Problem and solution
   Examples: _____

7. Whole to parts
   Examples: _____

8. Concept to description
   Examples: _____

9. Similarities and differences
   Examples: _____

Contributor

Michele Kilgore is an ESL instructor at Georgia State University. She has an MS in Applied Linguistics and is working on her doctorate.

It's All in the Name

Students often go through a whole course without properly learning to address each other in the way that they wish that they wish to be addressed. The first class is the time to set a personal and communicative agenda by getting students to focus on language that belongs to them—their names. You can help set the tone for the class by having the students lead you toward the correct pronunciation of their names. This activity, as a first exercise in a writing class, lends itself to face-to-face communication and has a high probability of communicative success. The accomplishment, though seemingly simple and pedestrian, is real and useful, not least because it recognizes the importance of a person's name and the value of honoring students as individuals.

Levels
Beginning +

Aims
Practice listening to writing, face-to-face communication, spelling Participate in a nonthreatening, student-centered writing class

Class Time
20–30 minutes

Resources
Chalkboard

Procedure

1. Ask all of the students to come to the board and write their first and last names.
2. Pronounce each name and ask that person to give you feedback on your pronunciation. Keep going until each person gives some sort of positive feedback on your pronunciation.
3. Ask students to try to pronounce any names of their classmates that they find to be different for them. Practically, this means names of students from dissimilar cultures; for example, a Mexican student trying to pronounce a Vietnamese name. Again have the student whose name it is give feedback.
4. Tell students that they must move around the classroom and ask 10 different students for their first and last names. Of the 10 names, half must be from cultures and countries other than their own. For example, a Japanese student would need to have at least 5 non-Japanese names in a list of 10 names.

23

5. Set a time limit of 10 minutes. Have the students work as quickly as possible to construct the sentences. Walk around the room and give hints to students who are having some difficulties. Obvious clues should be the capital letters and punctuation. However, other points to focus on are references clues (*my, her*) semantic clues (e.g., geographical terms, days of the week), and grammatical clues (e.g., singular subjects take singular verbs).

Caveats and Options

Instead of having everyone work on the same set of sentences, prepare five to seven envelopes. Each envelope should have three or four sentences cut up into pieces. On the outside of each envelope, write a number on the envelope and the number of pieces inside (e.g., Envelope Number 4; 13 pieces). You will need more envelopes than pairs/groups. For example, if you have five groups, you will need about eight envelopes for this activity. Write the name of the pairs/groups on the board. Have each pair/group choose one envelope and begin working at the same time. When students have finished, they should raise their hands and you should then check their work. If all sentences are correct, all the pieces should be put back in the envelope. Write that envelope number by the students' name on the board (because they have successfully completed that envelope). The students should then choose one of the remaining envelopes. This task can continue for a set time limit or until one pair/group has done all of the envelopes.

This alternative has a faster pace than the original exercise and is often more entertaining for the students. However, the advantage of the original exercise is that you can review all of the constructed sentences with all of the students very easily. This is often of great importance when teaching low-level classes.

Acknowledgment

A former teaching colleague, Beth Powell, showed me this idea.

Contributor

Keith S. Folse is the author of several ESL texts published by the University of Michigan Press.

291

5. While the students are writing, you should be doing the same. If done on the board, this will serve to demonstrate that you are having as much difficulty as they controlling your nonwriting hand.
6. When sufficient time has passed, go around the room and have people share their compositions. Students will probably be surprised at how different the personalities of the respective hands are. Whether or not it has anything to do with the left and right sides of the brain, you will probably note that the students have been able to get a lot written in a short time. In addition, many will probably report that they spent less time thinking about their language ability than they normally do.

Paul Arenson is Teacher-in-Charge, Intermediate Level, at the International Education Center, in Tokyo, Japan.

Contributor

◆ Pre- and Freewriting
On the Other Hand . . .

Levels
Intermediate +

Aims
Devote energy to writing

Class Time
40–50 minutes

Resources
Pen and paper

Some students perceive themselves as being handicapped by their language ability. Energy that might better be used to compose is spent fretting over difficulties in stringing sentences together in a meaningful way. This activity—having to write the words of each speaker in a two-way dialogue using different hands—introduces a different handicap in order to refocus the students' attention on the text and away from themselves. It can be done at any time during the term and supplements the composition work students normally do.

Procedure

1. Ask the students to divide a piece of paper in two lengthwise.
2. Tell them that they will be writing a dialogue between two speakers. Speaker A's part of the conversation will be written with one hand on the left side of the paper; Speaker B's will be written with the other hand on the right side.
3. Tell them that they will probably find it difficult to use the hand they don't normally use. However, because scientists claim that the left and right hands are controlled by opposite sides of the brain, we can expect to see a very different personality for each hand.
4. Remind them not to try to think about what to say before beginning. Rather, they should start writing and let what one character says lead naturally into the other character's response—just like a real conversation. They should write for approximately 15-20 minutes or until they have filled one to two sheets.

292

4

◆ Organizing Paragraphs
Paragraph Consequences

Levels
Intermediate +

Aims
Draft and revise a paragraph

Class Time
1 1/2–2 hours

Resources
Topic sentence on a subject likely to spark students' interest
Overhead projector (OHP) and transparencies

This activity makes students aware of the importance and nature of coherence in paragraphs. It could follow work on lexical and grammatical cohesion in texts and semantic markers and could lead on to the writing of longer texts such as essays. The collective nature of the activity promotes students' uninhibited evaluation of their own writing.

Procedure

1. Explain the purpose of the activity and the procedure to students.
2. Divide the students into small groups. Each student should have pen and paper. You may decide to participate in one or two of the groups yourself.
3. Write the topic sentence on the board and ask the students to copy it onto their paper. If desired, a different topic sentence can be given to each group for greater variety at the final revision stage.
4. Ask each student to write the second sentence of the paragraph and to pass their paper to their neighbor. Each student then writes the third sentence of the paragraph and passes the paper on again. Thus, each paragraph grows as the papers go round the group.
5. When each paragraph consists of four or five sentences, ask the student to write a closing sentence and pass on the paper for the last time. The students should then read their paragraph and check that it ends appropriately; if they feel that it does not, they can add a final sentence.
6. There are now several possibilities for revising and providing feedback. If there is sufficient time, ask students to edit all the paragraphs (individually or in groups) and write them on the transparencies or large sheets of paper so they can be studied by the whole class. If less time is available, each group can select the best and the worst

of its paragraphs, edit them and write them on transparencies. If time is very short, editing can be left until the next step.
7. Finally, display the paragraphs for the whole class to see. Ask students to comment on the strengths and weaknesses of each and to suggest improvements.

Appendix: Sample Sentence

Here is an example of an opening sentence that has produced some interesting paragraphs:

Finding suitable accommodation is becomingly increasingly difficult for students in (name of city).

Contributor

Don Dunmore teaches in the English Language Unit at the University of Leeds, in the United Kingdom.

Paragraph Unity

Levels
Low intermediate +

Aims
Become aware of cohesive devices and sequence in paragraphs

Class Time
10–20 minutes

Resources
Authentic paragraphs retyped as individual sentences and cut into strips
Photocopies of the original paragraphs with sources acknowledged

Contributor

Ron Grove is Associate Professor in the Department of Area Studies, Mejiro University, Iwatsuki, Japan.

This activity helps students to discover for themselves how cohesive devices contribute to the readability of English paragraphs.

Procedure

1. Arrange the students in groups of three to six people.
2. Give each group a set of strip sentences from one paragraph. Their task is to arrange them into their original order.
3. When a group has achieved some (not necessarily complete) success, give them another paragraph to work on. It is not necessary for students to discover the exact original order of the sentences, but the order they propose should be reasonable.
4. After repeating the process a few times, show students the original paragraphs, and discuss the clues that they used to discover the hidden order of the sentences. Also point out other clues they may have missed.

Patterns

Levels
Intermediate +

Aims
Work with an organizational framework for an essay and paragraph

Class Time
1 hour

Resources
Student worksheet (see Appendix)

This activity is based on a chapter in a particular reading textbook (see reference), but could easily be adapted to other readings.

Procedure

1. Copy and distribute worksheets.
2. Divide the class into small groups.
3. Ask students to list ideas that could be effectively supported by the organizational patterns listed on the worksheet.
4. When group work is completed, write student examples on the chalkboard for class discussion.

Caveats and Options

1. Have students examine previously written student essays for organizational patterns.
2. Ask students to match topic sentences from previously written essays with organizational patterns that could effectively support the idea.
3. Have students write topic sentences that could be effectively supported by each organizational pattern.
4. Have students write essays or paragraphs based upon a specific pattern.

References and Further Reading

Adams, T. W. (1989). *Inside textbooks: What students need to know.* New York: Addison-Wesley.

The realization

One of the first problems was, they had to wait for their turn. Being active and enthusiastic, initially, they found it difficult to control their urge to speak. Soon after the activity began, they protested against the rule—wait for your turn. They were not being allowed to respond even when they had something relevant to say, they observed. They had no opportunity to express their feelings. True, I agreed. And, I reminded them that they had agreed to the rules and requested them to continue with the activity. I had to resist my temptation to talk about the qualities of a good listener.

The second problem was, speaking relevantly. Some of them spoke about how they felt about love instead of responding to the observations of the speaker. It is only after I corrected a few speakers, giving them the essence of the observations and asking them to respond to that, did they realize the importance of critical listening.

Rationale

When the extemporizing was over, I asked the students what they had learnt from the experience. They realized that:

1. It is more important to listen to what others have to say than to speak one's own mind.

2. It is necessary to control the urge to speak. "This helps you to wait for your turn rather than interrupt others."

3. Analytical and critical listening is most important if we want to be good speakers.

4. We need to listen with an open mind and grasp the essence of what the speaker says before we respond to him or her. It will be most helpful if we can

rephrase the idea in a sentence or two. This requires a good command of language.

5. To respond relevantly we should be able to think on our feet and give our remarks a clear and sharp focus.

6. The way an idea is expressed seems to control the content and nature of the expression of the following idea. The students said that every time someone spoke they had to shuffle their own ideas to be able to think of an appropriate response. In other words, most of them were fully involved even when they did not have to respond.

Conclusion

The usual exptemporizing session allows everyone to prepare and rehearse well. Whereas, chain reaction places the speaker in a more challenging situation where he needs to respond spontaneously. More important, s/he needs to organize and present his/her opinion in relation to that of someone else. This is precisely the reason why some of the students observed, "This is real extemporizing."

Initially, when the activity began, I asked my students to gather ideas for and against the topic while listening to others. Though it is a useful exercise in notetaking it seemed to turn a natural situation into a classroom situation. Another disadvantage was, the students were so involved with rephrasing that it prevented them from listening attentively. So, I asked them to stop taking down notes. Then, they were totally engrossed with the presentation. In fact, whenever a speaker made an inappropriate response, the other students were eager to sum up what the earlier speaker had said and respond appropriately. They were, obviously, delighted to be able to prove their skills.

On the conceptual level, chain reaction raises the student's awareness of how principles of relevance, development of ideas, and organization work in real life. Therefore, we can use the activity for teaching writing too. Any text which deals with a controversial topic will make the best study material. For instance, a newspaper article on love marriage vs. arranged marriage. The student will have to develop his ideas in relation to not only

the article but also to what his or her classmate has written. Equally important, he or she realizes the importance of discussing the issue rather than the speaker or writer who has spoken or written. This will improve his/her interpersonal skills. ⚑

PREMA KUMARI DHERAM *is a lecturer at the Osmania University College for Women, in Hyderabad, India. She teaches undergraduate and post-graduate students of English.*

NIGERIA

Managing Large Classes: Team Teaching Approach

MOKUPE MOYOSORE ALIMI, BOLA KASSAL, AND TAOFIZ AZEEZ

This paper attempts to define the concept of large classes with particular reference to the teaching of English for Specific Purposes (ESP) at the University of Agriculture, Abeokuta in Nigeria. It also examines the problems of large classes faced by language teachers in this university and their adoption of the team teaching approach as one of the means of overcoming some of their problems. It describes the team teaching approach and mentions briefly the Communication Skills Project for the Universities of Agriculture and Technology (COMSKIPTECH) under which the ESP methodology was introduced. From the observation gathered, this paper points out the need for improvement and also provides positive and practical recommendations towards improving the Abeokuta experiment.

methodological approach of a technical degree course;

- benefiting from individual attention from the teacher in the classes in which the number of participants is limited;
- getting to know, over the eight courses, students from other departments and thus receiving an insight into different disciplines and careers.

Of the five areas above, four can be seen as inherent to the Certificate programme, whereas the last one appears of a more general nature. Interdisciplinary courses of this kind are excellent practice for the future job of any technical professional. In fact, this may well be the benchmark for the success of the Certificate: improving the ability to communicate beyond the boundaries of a technical field, of a company, and of a country.

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Beneford, C. 1984. *Business Communication: Practical written English for the business world.* London: BBC English.

Fitzpatrick, A., and C. Yates. 1990. *Bid for power.* London: BBC English by Television (ELTDU).

Murphy, R. 1996. *English Grammar in Use.* Cambridge: Cambridge University Press.

Newbolt, B. 1992. *Meeting objectives.* Video. Oxford: Oxford University Press.

ANSWERS TO THE LIGHTER SIDE

seasonal phrases:

1. bedspring; 2. Indian summer; 3. Niagara Falls; 4. summer stock; 5. A Lion in Winter; 6. The Fall of the House of Usher; 7. spring cleaning; 8. pit fall; 9. off spring; 10. summer school; 11. winter-proof; 12. falling star; 13. spring water; 14. summertime.

Weather:
are, art, ate, awe, ear, earth, eat, eater, era, ere, either, ewe, ewer, hare, hart, hat, hate, hater, haw, hear, heart, heat, heater, her, here, hew, hewer, rat, rate, raw, reheat, tar, tare, taw, tea, tear, tear, thaw, the, there, thew, three, threw, tree, war, ware, wart, water, wear, wee, were, wet, weer, what, wheat, where, whereabout, whet, wrath, wreath, wreathe.

Chain Reaction: Transferring a Speaking-Listening Activity to Reading and Writing

PREMA KUMARI DHERAM

Simulated situations are one of the most common features of any language learning classroom, and we try to bring them as close to reality as possible. I have designed an activity which has most of the features of a real situation. Here, I will discuss how it worked in the classroom.

Background

I describe this, perhaps at length, so that you would be able to appreciate how the learners' perceptions began to change as soon as they started working. At the end of the session, they found themselves "converted." Initially, however, they refused to buy my oil.

There were 30 adult learners, in their 20s, with "intermediate" proficiency. They wanted to extemporize, rather tired of simulated conversations. I appreciated their enthusiasm but reminded them that they had twice "extemporized" on topics of their choice. It was time they did something else. No. They tried to use their "persuasion" and "negotiation" skills, I taught them! Fine, they could extemporize, but in an "unusual" way.

In the usual extemporizing session I give them a topic. First, they exchange ideas, in pairs or groups. And, then they take ten minutes to plan their talk. Each student makes a presentation, for three minutes. This is recorded and played back and the whole class, including the teacher, discusses each presentation. We decide on a procedural checklist before beginning the feedback session. When the recording is done on video we include body language also in the checklist.

This activity helps students overcome their stage fright. It encourages them to prioritize and organize their thoughts, and gives them a sharp focus. However, it has a few limitations. Firstly, it tends to be

repetitive and, hence, monotonous, as most speakers express similar ideas in a slightly similar way. Secondly, most of them would be busy planning their own talks instead of listening to the speaker.

Chain "reaction" is my answer to these problems. It has the advantages of an "extempore" minus the limitations of the activity I have just described.

Chain reaction

It was a two-and-a-half-hour session with a fifteen-minute break if and when we wanted one.

The chairs were arranged in a circle.

The topic was, "Love is selfish."

Steps

1. The students moved around and gathered ideas.

2. Returned to their seats, and noted down the ideas in two columns, Love is selfish, and Love is not. These had to be just phrases.

3. Then, I asked them to make a neutral statement about whether Love is selfish.

4. After a brief 10-minute discussion, we decided on the following:

Some say love is selfish and some say it is selfless. Both opinions seem to be right.

5. Then, I explained how we were going to extemporize. I would repeat the statement and make a few observations developing the thought. And then, the learner on his/her right would respond. This would go on till we come back to the first speaker. We would continue with the second and, perhaps, third round, till we find a logical, concluding remark.

Rules for the players

1. Wait for your turn, you cannot speak out of turn.

2. Take thirty seconds to reflect on the essence of the remarks you have heard.

3. Speak for a minute.

4. Respond to the idea only, developing it further. You may agree or disagree. Do not react to the speaker; and

5. Do not think that the observations reflect the character of the speaker.

Classroom Speaking Activities

YANG SHUYING

As is often the case in second language teaching, speaking activities are offered to compensate for the lack of communicative opportunities in the students' environments. In recent years, more and more non-English majors have been enjoying such an advantage in China. Consequently, the need for English teachers has increased, especially at colleges and universities.

Teaching oral English classes gave me an excellent opportunity to organize a communicative English class. I began by analyzing the learning background of my students and trying to find a way to eliminate the students' psychological barriers so they would speak voluntarily in class. This article discusses some activities I used to encourage speaking in my classes.

Language learning background

Chinese students are very self-conscious when asked to express their views in public. This is true even if their language abilities are comparatively good.

Due to the large class size in high schools and the emphasis on examinations, students learn language skills so they can pass tests. Therefore, developing students' communicative abilities is not emphasized. As a result, college students are not as competent in speaking, and almost all have difficulties in pronunciation. This makes them unwilling to communicate in the target language for fear of being ridiculed.

Since most language teaching in China still focuses on national tests, language is treated as a knowledge subject—analyzed, explained, and practiced in much the same way as other subjects. The communicative skills, which require learners to practice in real situations, are totally ignored. Oral English is taught and learned mostly in reading and reciting activities.

Since their previous experiences had inhibited the students, I initially concen-trated on teaching them correct pronunciation to improve their confidence.

I also focused on motivating my students. According to psychologist Hebb (1992:260), "It is motivation that initiates behavior, directs it, and is also responsible for its cessation," and "motivation can be triggered by outside factors." To do this, I told students at the beginning of the course that 50% of their final score would be based on their in-class participation. Those who spoke in every class would get the higher scores, regardless of what their utterances might be. Hoping to increase their grades, the students eagerly began speaking in class, making the class lively.

Classroom activities

However, scores are rarely enough to motivate the students. According to cognitive theory, it is intrinsic motivation that generally directs people's behavior. So I designed interesting and meaningful activities to motivate students so that they would participate voluntarily in the activities.

Using the materials from English books edited by the foreign language department at Dalian Maritime University, I created challenging tasks for the students.

For example, the main idea of one text was smoking, so students had to summarize and explain the text. Then I assigned group activities. Group one practiced an interview between a journalist and several customers buying cigarettes in a drug store. Their task was to discuss how cigarettes harmed people's health. In group two, the task was to discuss the reasons why many people smoke and what benefits smokers think they get from smoking. Group three had a role play situation in which a boy tries to persuade his girlfriend to start smoking. The last group debated the pros and cons of banning smoking in public places.

In a second activity, I introduced the topic of expensive weddings to my students, asking each to imagine his/her own wedding and give his/her personal view on luxurious weddings.

Often, romantic relationships can be a discussion topic. In one lesson, related to a text on marriage, I had the class form three groups to debate the problem. Every-one discussed the topic enthusiasticall but they did not have to reveal their pe sonal experiences.

Teachers can also use any unexpecte occurrence that happens during class. N matter how interesting the class may b some students become distracted by ou side noises, sights, even changes in th weather. Whenever I notice this happei ing, I try to attract the students' attentio Once while preparing for a discussion, noticed a student gazing outside. In fo lowing his line of sight, I saw a colorfi setting sun. It was so beautiful that asked the whole class to enjoy the beaut ful sight and the distracted student to d scribe it.

Conclusion

Although classroom activities are usu ally based on texts, I have tried to creat activities that provide students wit speaking opportunities and at the sam time, motivate them. To accomplish this have used themes of interest to my stu dents that stimulate discussions and de bates and that overcome students' fea of speaking.

References

Hebb, D. 1992. Classroom connections: Windows on the classroom. Eds. P. Eggen an D. Kauchak. Educational Psychology.

YANG SHUYING teaches English at Dalia Naval Academy in China.

297

sult has been positive. When I first arrived at my rural school, I noticed that during English lessons more than two-thirds of the class was permanently outside. But the situation changed dramatically when I started teaching English spiced with these songs.

Nowadays, I do not need the tolling bell to announce the beginning of the English period. As soon as the mathematics teacher, who precedes me, finishes and I step into the classroom, my students start singing our latest song. After allowing them to sing, I ask them questions about grammatical or lexical items in the song. There is always a scramble to answer my questions.

If I am delayed in the staff room, a crowd of protesting students immediately comes to inform me that time is passing. So no pupil wants to miss 90 minutes with the English teacher, alias choirmaster.

Conclusion

Textbook objectives become even more interesting when revised to suit specific classroom realities. I fervently believe in Zofia Chlopek's article (*Forum*, July 1995) which states that "...it is really not necessary to stick to an old, orderly syllabus." I also concur with Williams (1983), who feels that "the textbook will continue to play an important role, but it will not be a tyrant." So to add variety to my lessons, I consult the shelves of my memory for themes to adapt into songs that help me present language points and add fun and relaxation to my lessons.

This system of spicing the language meals I serve with songs has endeared me to my pupils and has distanced me and English from its negative reputation. Thus, my magic tonic remains songs, songs, and nothing but songs since I now consider singing to be a necessary ingredient in my English class.

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IGNATIUS N. SIBARAH *is head of the English Department and English language examiner at the Center Province in Cameroon.*

 Actively Involving
Students in Listening

JIANG JINGYI AND YANG YING

Listening, is one of the four fundamental skills in any language. Regrettably, here in China the teaching of listening has been neglected for a long time, but changes have been taking place very quickly. Each of the four language skills has been given its balanced weight in our national syllabus of English teaching.

Our National Test for English Majors Band 4 (TEM 4), an annual criterion-referenced test for second-year English majors, has shown that listening is an inseparable part when the comprehensive language skills of the students are tested.

Listening objectives

Our national syllabus of English teaching for English majors (1989) clearly states that after the first two years of studying in the university, a second-year English major should be able to

- understand speeches by or conversations with native English speakers about daily and social life;
- understand listening passages, with the difficulty level being comparable to that of the mini talks in TOEFL;
- grasp the main idea, argument, or plot of the listening materials;
- deduce or analyze the listening materials;

- understand the writers' attitudes intentions in the listening passage
- take brief notes while listening; at
- understand the news broadcasts BBC and VOA at normal speed.

(The listening part of the TEM includes statements, short dialogues, a VOA and BBC news broadcasts.)

To fulfill all these requirements list in the Passive to Active Listeni syllabus and to ensure that our studer can do well in the TEM 4 is no easy tas Moreover, most of our students have bee taught under a language learning situatic in which listening is treated as a pure passive activity. Thus, our students have maintained a passive and subordinate ro in the classroom. Usually the teache prepares everything for them, leaving n space for the students to act a participants in class.

Bearing in mind that there should b changes in the teaching of listening, w shift our focus from passive to activ listening beginning the first day ou students step into the university classroom. Since understanding the new broadcasts of the BBC and VOA is usually the part our students find the mos difficult, we have designed the following activities to help them.

Let's share activities

What our students find to be the problem in understanding BBC and VOA news broadcasts is their unfamiliarity with the background behind some of the news items. Moreover, some of the foreign names and places are unknown to them.

So before the listening class, we select a few recorded authentic news items with known background and well-known figures. During the listening class, we let the students listen to a recorded news item once or twice, then we pick out the words, phrases, and names of places or people that need to be discussed or explained.

The following short news item is an example:

The British minister responsible for Northern Ireland, Sir Patrick Mayhew, has said that there is now an unrivaled opportunity to achieve peace, stability, and prosperity in the province. In a speech to a Protestant gathering, Sir