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# Supervision in Inservice Teacher Training in Cote D'ivoire: How to Train EFL Supervisors

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**SUPERVISION IN INSERVICE  
TEACHER TRAINING IN COTE d'IVOIRE :  
HOW TO TRAIN EFL SUPERVISORS**

*Master's Project Completed by :*  
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*SUBMITTED TO THE*  
**CENTER FOR INTERNATIONAL EDUCATION**  
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**ADVISOR :**  
**PROFESSOR DAVID KINSEY**  
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To my mother, my wife ,and my children who missed my  
affection during my long absence.

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## INTRODUCTION

Supervision is gaining some importance in Cote d'Ivoire at the secondary school level. People are coming into the profession without being really prepared for it. Therefore, I want my project to be a guideline for the new, as well as for the old, supervisors and to help them understand what has been done in the field, since their training is also part of the inspectors' responsibilities.

I will (1) present the situation of English as a foreign language (EFL). What has been done so far in Cote d'Ivoire in the domain of supervision in the inservice teacher education for teachers of English as a foreign language (EFL) and, then (2) present what I believe supervision could be in the situation of a Third World country, using the existing literature on the topic, and (3) present a curriculum for training EFL supervisors in the context of Cote d'Ivoire. <sup>my</sup> The final point <sup>concern</sup> (4) will be ~~about~~ about the evaluation of the training program.

## BACKGROUND AND CONTEXT.

### ENGLISH AS A FOREIGN LANGUAGE IN COTE D'IVOIRE

When Cote d'Ivoire got its independence from France in 1960, French was adopted as the official language, and even now, French is still the language used in the administration, business and education. <sup>of the country</sup> Although the country counts no less than sixty different ethnic languages, none of them is either written or used for instruction.

English has been taught as a foreign language since the opening of secondary schools, long before the independence of the country. The purpose of teaching English was simply to copy the model of education <sup>used</sup> given in schools in France and also since <sup>to provide the</sup> some of the French <sup>children of</sup> administrators who <sup>appatriate</sup> were in the colonies had <sup>with a education like the one they would have gotten at home</sup> with them their children ready to enter secondary school. <sup>in the early days</sup>

English was not taught for the purpose of oral communication. It was taught to allow translation of documents, <sup>to</sup> and the teachers ~~themselves~~ taught strictly following grammar books and rules. Most of those teachers could not even speak the language they were teaching. The teaching materials, especially books, were not adapted to the local context. They were either made in France and transferred to Cote d'Ivoire <sup>for example,</sup> (the whole collections of l'Anglais Vivant, Britain and l'Anglais par l'Illustration) or simply "adapted" by painting



the faces in the pictures black and replacing some European names by African names (l'Anglais En Afrique).

The situation remained the same for some time after the sixties <sup>Then, with</sup> until the arrival of Peace Corps volunteers, <sup>the entrance of some</sup> and when <sup>improvement of the</sup> some nationals began <sup>into</sup> entering the profession and the teacher training college, <sup>and</sup> became more efficient. English teaching and learning became more dynamic, more oriented toward verbal communication.

<sup>S.F.</sup> Now for the last ten years English <sup>has been</sup> is taught only by Ivorian teachers (Ivorian by birth, marriage, or adoption) in public schools. Some private schools still hire some foreigners, but this situation is changing <sup>rapidly</sup> fast. Officially, the country is self-sufficient in English teachers.

<sup>Despite these improvements,</sup> So far English <sup>is still</sup> has been taught without actually taking into account the students' needs. The curriculum is predesigned by <sup>books that are used and the teaching</sup> the manuals in use <sup>are prescribed</sup> only the method used is predesigned by the <sup>national</sup> ENS teacher training college.

The size of the classes <sup>is</sup> vary from fifty to eighty pupils, which makes classroom management a difficult question. There are no special classrooms for English in most schools.

The lack of teaching material <sup>assign</sup> makes it sometimes difficult to have students do ~~some~~ homework. Some years ago the students were lent textbooks by schools but with the economic crisis things have changed. What makes things worse is that teachers have not really been prepared to make their own teaching

materials since the curriculum, as well as the textbooks, have always been imposed on them.

## EFL TEACHERS

### a. Teachers' motivation.

Until 1976 student-Efl teachers came from different *backgrounds:* horizons: teachers of category one (see "Categories of Teachers" below) were either teachers who came straight from the University to the ~~ENS~~ <sup>the</sup> teacher training college for secondary school teachers <sup>(ENS)</sup> to obtain their teaching certificate after one year of training. Student teachers who had successfully completed ~~the~~ two years of theory at the ENS with outstanding grades were sent to take their B.A in English at the University and <sup>then</sup> came back to the ENS <sup>to</sup> take their teaching certificate. Among those teachers were people who were really interested in the teaching profession.

In 1976, ~~then~~, the country, facing a great deficit in teachers, decided to increase teachers' salaries at least one and a half times to attract students to the profession <sup>in order</sup> to be self sufficient. This <sup>only</sup> succeeded in bringing into the profession people who thought they would take the job until they got something better. <sup>However, some of these teachers</sup> The problem here again is that some of them got stuck in it because they never got the better

opportunities they had expected. Moreover some students entering university for the first time were compelled to enter the ENS even if this was not their choice. Nevertheless, some people still come to teach because they like the profession.

Whatever the reason ~~why~~ people become teachers, reality is that we have motivated and non-motivated teachers who fit in the different categories that follow:

For the purpose and clarity of this paper, ~~(a)~~ I put the secondary school teachers in six categories to help to understand the different needs of teachers as far as inservice teacher training and supervision are concerned, (b) I show how teachers are assigned to schools, and (c) some requirements of the profession.

## **b. Categories of teachers**

### **Category one:**

Those who have a B.A and a certificate from the E.N.S enabling them to teach in the two cycles of the secondary school level.

### **Category two:**

Those who do not have a university degree but have a certificate from the E.N.S enabling them to teach at the first cycle of the secondary school level.

### **Category three:**

Those who teach with a B.A without having received any

formal training from the E.N.S.

**Category four:**

Those who teach without having completed their degrees at the university and without having gone through ~~a~~ formal training at the E.N.S.

**Category five:**

Those who teach without having completed their courses at the E.N.S.

**Category six:**

And finally the French expatriates and some foreigners who have been accepted in the system as technical assistants who may or may not be certified in their own educational system<sup>s</sup>. This category <sup>no longer</sup> ~~does not exist~~ <sup>longer</sup> ~~any more~~ in the English department since officially the country is self sufficient in English teachers.

<sup>Considering</sup> With all those differences in teachers' status, needs for inservice training are different too. <sup>as well.</sup>

Teachers in category three, <sup>for example,</sup> need to pass the civil service practical exam in the first two years <sup>in order to be guaranteed</sup> ~~to have the guaranty of~~ employment. Those in category four need to take university courses while teaching and pass their B.A before taking the civil service exam <sup>to be guaranteed</sup> ~~for the guaranty of~~ the job. The ones in category five need to pass the final exam of the E.N.S while teaching in order to be certified as first cycle teachers.

Finally, all those teachers in order to be full secondary school teachers <sup>take</sup> need to go through one or three exams according to the

level at which they started. Therefore, three organisations are involved, at different levels, in inservice teacher training at the secondary school level: the university, the E.N.S and the "Sous-Direction des Etudes du Controle et de l'Animation Pedagogique" (SDEACP). The latter is the most involved in the supervision of secondary school teachers.

c. How teachers are assigned to schools.

Once student-teachers have passed their final exams they are sent as teachers to areas where there is great need for them. But, <sup>who</sup> generally those of them ~~who~~ have passed their exams with very high scores are given the opportunity to remain in Abidjan. The main reason behind this was that ~~since the teacher training college was in Abidjan and since sometimes it~~ <sup>the teacher training college is in Abidjan</sup> ~~needs good teachers to send students teachers to for their practice, it was good to have those bright teachers close at hand.~~ <sup>ed bright supervise during their practice teaching</sup> The others are officially assigned to areas where there is great need of teachers. Unfortunately <sup>they</sup> things do not always <sup>get there,</sup> happen this way. Some teachers refuse to go where they have been appointed and succeed in securing a job in Abidjan. <sup>Women teachers</sup> And <sup>wives</sup> who have their husbands working in Abidjan are also given a job in Abidjan so as not to separate spouses. <sup>Thus</sup> The educational system <sup>must deal with the</sup> happens to be facing the problem of overload of teachers in Abidjan while some areas like Odienne or Bouna still need more teachers.

d. Some requirements

The amount of teaching time required of a teacher is 18 hours for teachers in categories one and three, and 21 hours for those in the other categories. <sup>However,</sup> ~~The fact is that some teachers~~ <sup>the more favored areas such as</sup> in some areas, for example Abidjan and Yamoussokro, do not even <sup>teach the required</sup> reach the number of hours they are supposed to because <sup>of the surplus,</sup> they are too many while in some other areas <sup>the more remote</sup> like Odienne and Bouna, <sup>such as</sup> teachers <sup>must put in</sup> teach more than the required number of hours because there are less teachers in the schools than the schools need to function properly. <sup>in order for the schools to function properly,</sup>

INSERVICE TEACHER TRAINING FOR EFL TEACHERS

The inservice EFL teacher training system at the secondary school level in Cote d'Ivoire ~~as it is organized today~~ does not have a long history. It <sup>was</sup> started in the early seventies with ~~a~~ <sup>by a</sup> handful of French expatriates who acted as coordinators of the different trainings <sup>courses.</sup> The number of those coordinators--whom we call "animateurs pedagogiques", and "conseillers pedagogiques"--has grown ever since and has kept growing. Today there are 27 Nationals and 2 expatriates. <sup>who</sup> They ~~are the~~ supervisors <sup>e</sup> of teachers of English as a foreign language.

For the reader to understand the complex inservice teacher

training system and supervision at the secondary school level, s/he also needs to know <sup>A)</sup> ~~(A)~~ the role of the university, and (B) that of the teacher training college--"Ecole Normale Supérieure" (E.N.S)-- and <sup>that of the</sup> ~~(C) what the~~ "Sous-Direction des Etudes de l'Animation et de la Coordination Pédagogique" (SDEACP) ~~which is~~ <sup>(i.e.)</sup> the department of the Ministry of Secondary and Higher Education in charge of inservice teacher training and teacher supervision <sup>as</sup> ~~is~~, and how the inservice training system itself functions. <sup>as well</sup>

#### A. The University and Inservice teacher training.

<sup>The university has no real program designed for inservice teacher training. Teachers in category 3 need to take courses in order to pass.</sup>  
~~The teachers interested in the courses offered by the~~  
~~university are those who need to pass their B.A. in order to~~  
~~take the civil service exam and have the guaranty of the job.~~  
<sup>However,</sup>  
~~Those teachers are the ones in category three. The university~~  
~~does not provide any special courses for those who work outside~~  
~~Abidjan, where the only university of the country is. They have~~  
<sup>These teachers on their own</sup>  
~~to find a way to get ready for the different exams. They~~  
~~usually get permission from their principals to go and sit for~~  
~~the exam when the time comes. This is one of the reasons why~~  
~~newly appointed teachers in this category and others who want to~~  
~~move further in their career are reluctant to join the schools~~  
~~where they have been appointed outside Abidjan.~~ <sup>¶</sup> Then come  
~~those who take courses from the university in order to improve~~  
~~their situation. They are those in category two who need to~~  
~~pass their B.A in order to become full secondary school~~

teachers.

All those teachers have to register and ask the university to send them the courses in order to prepare for the exam. And *I* it is not an easy task to be a full time teacher and be able to prepare *for* a degree *under such* in the conditions, *especially* cited above when facilities such as libraries are not always available outside Abidjan.

~~As a conclusion we can say that the university has no real program designed for in service teacher training per se.~~

#### B. Role of the teacher training college (E.N.S).

According to Linda A. Dove (1986 p. 221)

*O* "The functions of teacher training institutions should be extended not only to provide for the pre-service education of teachers but also to contribute substantially towards their further education; it is thus desirable that these institutions provide pre-service education and continuing education." *O L*

*E.N.S.*  
The principal role of the teacher training college--like all teacher training colleges--is to prepare students to become teachers. *its* And the second role should be to organize inservice courses to help teachers who are not certified move from their position to that of certified teachers. The final role should be to help promote change in methods through inservice training for all teachers.

Unfortunately, the E.N.S does not play all those roles. *to provide the*  
The only role it plays in full is that of initial training.  
Like the university, it indirectly helps teachers who are already



teaching without initial training. It does not give special assistance to teachers who want to be certified. Those teachers have to register at the E.N.S and manage to <sup>take</sup> have the courses and sit for the exam when the time comes. The only assistance it gives--which I consider part of its work--is to <sup>full-time</sup> teachers who are preparing to be in Category One, who have passed the theoretical exam at the E.N.S and ~~who are teaching full time~~, to prepare <sup>for</sup> the practical part. Supervisors from the E.N.S come every now and then to observe their <sup>see teachers'</sup> classes and give them feedback. But, in fact ~~this is in theory~~ since some of those supervisors do not even show up <sup>at any time during</sup> all through the school year. Then the responsibility to train these teachers <sup>falls on</sup> befalls the regional SDEACPs <sup>(see below)</sup>.

The E.N.S does not organize any inservice training seminars nor does it have any refresher course for teachers who have been teaching for a long time.

C. The "Sous Direction des Etudes de l'Animation et de la Coordination Pedagogique" (SDEACP)

<sup>The SDEACP</sup> This is the department of the Ministry of Secondary and Higher Education which is responsible for the inservice teacher training. Its goal, like that of all those institutions, is the improvement of instruction. <sup>in general</sup> The inservice teacher training at the secondary school level is called "animation pedagogique", <sup>and is carried out by</sup> It is one of the departments under <sup>a</sup> the large department dealing

with pedagogy. Since this is the main body of inservice teacher training, it needs attention. Therefore this part will deal <sup>section of the paper</sup> (1) with the centers which are responsible for the training, ~~and~~ (2) the means of their action, and (3) how the training is conducted.

### 1. The SDEACP centers.

There are nine SDEACP regional centers which serve the eleven educational districts of the country. Each center is run by one of the "conseillers pedagogiques" appointed by the Director of Pedagogy. All centers are autonomous in the pedagogic actions they undertake but their budget is merged with that of the Educational District Office. All subjects taught are represented in <sup>each</sup> every of those centers. The SDEACP centers are the places where the "conseillers pedagogiques" and "animateurs pedagogiques regionaux" have their offices. These centers serve as regional resource centers. They have started collecting books to constitute libraries, <sup>and</sup> They collect documents and materials which can be used by teachers. The "conseillers pedagogiques" and "animateurs pedagogiques regionaux" are available <sup>to teachers</sup> for any kind of advice and help.

The problem with those centers is that they are more easily accessible to teachers who work in the towns where they are located. For example, <sup>has difficulty getting documents, as it is dependent on</sup> for a city like Odiennes in the north-western part of the country which depends on the SDEACP center in Korhogo, <sup>and the road</sup> it is difficult to get documents (SEE APPENDIX on

A). ~~The road~~ connecting the two cities being very dangerous and the journey very long and tiresome.

<sup>budget</sup>  
2. The means of the SDEACP.

Each SDEACP center has a budget, but as <sup>mentioned</sup> I said earlier, it is merged with that of the District Educational Office. This budget is generally scanty and does not allow <sup>much</sup> a lot of work to be done. This budget is used to repair the only government car that is used for missions to other schools located in the areas depending on the centers, and to buy petrol. <sup>The budget</sup> It is barely enough to help to buy books for the centers and to take <sup>be to</sup> subscriptions in educational journals and even simply to make copies of documents necessary to teachers. Sometimes, at the beginning of the school year, the schools depending on the center are asked to contribute to the cost of the materials produced for them.

Some programs at the center, like the scientific <sup>ed</sup> program sponsored by the Belgian government, and the German program sponsored by the the West German government, have special funds. They have the necessary materials (car, copiers, computers etc...) which are in theory supposed to be used only for the programs they <sup>supply</sup> are sent for and by the "conseillers pedagogiques" and "animateurs pedagogiques regionaux" in charge of those programs, but in fact are used for the whole center.

In some centers, the materials and documents created are

distributed free of charge to the teachers since their schools generally contribute by providing printing paper and copying materials. In some centers the teachers buy the material since their schools do not contribute. In the <sup>latter</sup> last case, the price of the material is very low.

### 3. SDEACP inservice teacher training.

#### a. Inservice teacher training with SDEACP personnel.

Training with SDEACP personnel (supervisors) is conducted in several ways <sup>depending on</sup> according to the clientele (teachers). <sup>These</sup> ~~These~~ people whom the training is concerned with are, in order of priority:

- the new teachers;
- the teachers in <sup>category</sup> category three;
- the teachers in <sup>category</sup> category five who only have to prepare for the practical part of their exam;
- the teachers in <sup>category</sup> category four;
- and finally the teachers in the remaining categories (<sup>one</sup> one and <sup>six</sup> six).

#### b. Inservice teacher training at the school level.

The schools in one area are grouped together in numbers varying from two to five depending on their size. The teachers of those schools elect one of <sup>their number</sup> ~~them~~ to be in charge of the group. The group is called "unite pedagogique" (U.P.), and the teacher in charge of the group is the "animateur d'U.P.". S/he

organizes the peer class observations with the collaboration of the other teachers in the group. *quoting Blumberg as saying* Quoting Blumberg, Snyder and Anderson (1986:449) say

"...that teachers actually seek assistance from other teachers more often than from supervisors, when given an option". ✓

This is valid in the *Western* context as well as in the context of Cote d'Ivoire.

c. Inservice teacher training at the regional level.

At the regional level the training is conducted in three different forms:

- with individuals;
- with small groups with particular needs in the same school or the same town;
- and with large groups coming from all the schools of the region.

Teachers who are preparing practical exams are observed regularly by the "conseillers pedagogiques" and "animateurs pedagogiques regionaux" and they also observe model lessons and are observed in class for implementation and follow-up.

d. Inservice teacher training at the national level.

At the national level only seminars *are organized only for groups of* with more than a

*and* hundred participants are organized. These seminars are organized around a theme. They are generally funded by the Ministry or sponsored by international agencies such as the British Council, *and* the American Cultural Center. Teachers can

*of charge*  
attend them free when the Ministry or the sponsors provide enough money to cover all the expenses of the seminars (accomodation, transportation, food and material). Otherwise they have to pay a small amount of money to cover extra fees.

The main problem the SDEACP centers encounter is the number of "conseillers pedagogiques" and "animateurs pedagogiques regionaux". *Because of the lack of personnel,* *limited* Their *are not able* limited number does not allow the centers to achieve their objectives which are to help the young teachers master the teaching methods, help the non-certified improve their condition, and finally, help promote new teaching methods.

#### SUPERVISION IN EFL

Since the majority of the English teachers were *originally* French expatriates, the supervision model was also copied on the French model, and *from* supervisors came periodically from France to supervise both French and *non* Non-French English teachers. That, too, was carried on until the Ministry of Education appointed its first EFL inspector in 1981, who *ironically* paradoxically was a French expatriate, formally a "conseiller pedagogique".

#### Who are the supervisors?

Many people are in fact involved in the act of supervision: inspectors, district educational officers, principals, vice principals, supervisors ("conseillers pedagogiques", "animateurs

pedagogiques regionaux"), "animateurs d'unites pedagogique", and teachers. All these people are engaged in the act of supervision at one time or the other, but the ones who really have to do with supervision as a profession are the appointed supervisors: inspectors, "conseillers pedagogiques" and "animateurs pedagogiques regionaux". While the inspectors supervise for two reasons: evaluation of teachers' performance and improvement of instruction, "conseillers pedagogiques" and "animateurs pedagogiques regionaux" supervise for one reason: the improvement of instruction. Nevertheless, it may happen that they evaluate teachers' performance. "Conseillers pedagogiques" and "animateurs pedagogiques regionaux" are the ones who are constantly in contact with teachers, therefore they are the ones whom this part is about.

The only differences between a "conseiller pedagogique" and an "animateur pedagogique regional" are that the latter is restricted to a small area while the former's role is national, and s/he gets a special allowance. Otherwise "conseillers pedagogiques" and "animateurs pedagogiques regionaux" do the same work which is the work of supervisors for which they have been appointed.

#### 1. Selection of supervisors.

The people responsible for the inservice teacher training and supervision are called "animateurs" and "conseillers". They

are all former teachers belonging to category one (see part on EFL teachers) with at least five years' experience. They are selected from all over the country. They submit their application to the Director of Pedagogy and this application form includes several aspects:

- the recommendation of the applicant's principal;
- the recommendation of the District Educational Officer;
- and a report from one of the "conseillers pedagogiques" of the area where the teacher is in function. This report assesses the teacher's pedagogic skills.

The applications are read by the inspectors. In case the pedagogic report and the recommendations are not positive the application is rejected.

When a teacher applies for the position of supervisor, s/he signs an agreement sheet that shows that s/he accepts to be sent in one of the nine Sdeacp centers where supervisors are most needed. This statement makes it clear that supervisors have no choice of the area where they are going to work.

Those whose applications have been accepted are inspected in class for two hours, one in each cycle. The teacher is not informed of the day of the inspection. Then the teacher and the inspector observe the class of another teacher. After that class observation there is a conference with the applicant and the observed teacher. The inspector assesses the applicant on the way s/he conducts the interview and his own class. If the



applicant passes this step s/he is interviewed by the inspectors, only then can s/he be admitted as a half-time "animateur pedagogique regional" and work under the supervision of a "conseiller pedagogique" for one or two years before becoming full-time "animateur pedagogique regional". If s/he proves to be competent enough s/he becomes a "conseiller pedagogique" a few years after.

What is important to notice here is that the choice of the animateurs is not based on their pedagogic performance only but also on the way they are perceived by the educational authorities. A teacher may be the best English speaker in the country but if s/he has not the qualities required to lead a group of people s/he may never become an "animateur pedagogique regional".

This model of selection is very recent. It started only in 1986. Before this date, the selection was made by the "conseillers" who were already appointed and the list had to be approved by the Director of Pedagogy via the Deputy-Director in charge of supervision.

## 2. Training of Supervisors.

So far, there has been no training <sup>of supervisors</sup> per se. The <sup>or</sup> skills the supervisors have built have been built mostly through experience rather than through any other means. Most teachers have at one time or the other been members of exam juries and have seen the

way the analysis of the lesson and conference were conducted and they have more or less taken part in some peer class observations and some peer teaching workshops. Most of them have attended some micro teaching classes when they were still student-teachers. *This has been the extent of their training.*

*is a teacher ed*  
3. When does supervision happen?

*ok! → Teachers may be unsatisfied / when they desire it / when they ... etc*  
-Supervision may happen when a teacher desires it.

*Teachers as sup they are for*  
-Supervision may also happen when a teacher is candidate <sup>for</sup> to one of the pedagogic exams.

*Teachers be supervised*  
-Supervision may happen when supervisors have planned to

observe a teacher they have never observed before.

*Teachers may also be sup when they have*  
-Supervision can also happen when a teacher has been

visited by an inspector and the result has not been satisfactory.

*Teachers may also be sup*  
-Supervision can also happen when there is complaint from the school principal or parents.

*Even when no teachers require supervision*  
-Supervision can still happen in case no teacher requires

*still*  
it, supervisors prepare a schedule to visit teachers in the areas they are assigned. Usually they start with the teachers they have never visited before, *that is* (new teachers, teachers who have recently come to the area).

4. How supervision is conducted.

All teachers are informed of the day they will receive a

supervisor in their classes, <sup>the visit</sup> at least three days before in most cases. The information may be transmitted directly to the teacher him/herself by the supervisor when the teacher is in the town where there is an SDEACP center. The information may be sent in the form of a letter to the principal when the teacher to be observed is in another city or when the teachers to be observed are openly resistant to supervision. The teachers can always ask the supervisor to postpone the day of the observation or choose the form s/he desires to be observed in.

Once supervisor and supervisee have agreed upon a day, the supervisee may come any time to the SDEACP center with what s/he thinks may be a problem during the lesson and may together with the supervisor work <sup>out</sup> for a solution of the problem which will be the focus of the observation. If the supervisee does not propose anything, the supervision cycle starts once both supervisor and supervisee are in the classroom.

During the observation the supervisor always sits at the back of the classroom and takes notes. So far the use of electronic recording materials (tape recorders, video cameras) has not been introduced yet for different reasons, (economic and security). The only method of recording used so far by the majority <sup>of supervisors</sup> is to write down everything teachers and students say, <sup>as well as</sup> what supervisors observe and even their interpretations <sup>of those observations</sup>. Instruments are rarely used during observations. The one that <sup>occasionally used</sup> is sometimes used by a few supervisors can be seen in the

appendix [SEE Appendix B].

*should observe quietly and not disrupt*

The behavior of the supervisor during the observation period is that of the observer who should not disrupt the class *for any reason* in any case. The observer should be as little *invested in* committed into what is happening in the classroom as possible.

The next step also is seen differently by supervisors. Some of them choose to have the <sup>in</sup> conference with the teacher straight after the lesson while some discuss their observations with the teacher <sup>later</sup> some time after, usually in the afternoon, since most foreign language classes are taught in the morning. Some supervisors choose to have the conference in the school of the teachers while some prefer having it in their office at the SDEACP center. This is the time supervisor and supervisee decide whether there should be follow-up or not.

One problem <sup>in supervision</sup> is the <sup>small</sup> number of supervisors; There are 27 supervisors for about 1800 EFL teachers, This gives a ratio of 67 teachers per supervisor, <sup>Furthermore</sup> and the teachers are not all in the same school, <sup>but</sup> They are spread <sup>out over</sup> in the area assigned to a supervisor.

##### 5. Other roles of the EFL supervisor.

The <sup>EFL</sup> supervisor's role is not only to help teachers improve instruction. S/he also

- takes part in meetings to decide the curriculum;
- takes part in committees set up to evaluate student; <sup>S</sup>

- teachers and teachers who take pedagogic exams;
- is an active facilitator during workshops;
- takes part in the choice of the subjects to be administered to secondary school students;
- is responsible for providing the necessary information during the evaluation of the exam papers in the area <sup>s/he</sup> is assigned to;
- is responsible for the organization of the English oral exam.

### CONCLUSION

*In discussing the situation of EFL supervision in CI, the following issues have been raised:*

~~As a general conclusion to the first section which described the situation of EFL and supervision in Cote d'Ivoire we can see that the issues raised are briefly stated:~~

- <sup>large</sup> --class size
- teaching material and methods
- lack of motivation
- inservice training from University & <sup>by the</sup> ENS
- model of language
- <sup>necessity of</sup> --knowledge of the context (clients)
- relationship <sup>of</sup> supervisor <sup>and</sup> teachers
- model of clinical supervision
- research at the school level ?

Those are the issues new supervisors should be aware of when they come to the profession.

## LITERATURE REVIEW AND SUGGESTIONS

### LITERATURE REVIEW

*comes under the general heading of*  
EFL supervision is part of the general term supervision, *which is*  
~~If we consider supervision as defined by Goldhammer et al as follows:~~  
(1980:13)

"supervision is seen today as that dimension of the teaching profession which is concerned with improving instructional effectiveness"

and by Glickman (1985:6)

"Supervision is not the act of instructing students--that is, teaching--but, rather, the actions that enable teachers to improve instruction for students."

*in*  
Seen under those perspectives we notice that supervisors *take*  
are those who help "the actions that enable teachers to improve instruction for students" happen. Therefore, supervisors are teacher trainers. As such, they need to know not only the subject matter but they also need to know what "good" supervision is.

The literature about supervision is important, but for the purpose of this project I'll deal with what it says about two aspects of supervision that I believe are important for *acceptable*  
*to take place*  
supervision ~~to be conducted in acceptable conditions.~~

Those two aspects are the ones Garland (1982:43-45) called the dimensions of supervision. He wrote about *the* ~~the~~ analytical dimension and the interpersonal dimension.

The analytical dimension is the part of supervision that deals with the supervision cycle; <sup>ie</sup> the five stages of clinical supervision which are as defined by Goldhammer et al (1980:32); the preobservation conference, the observation, the analysis and strategy, the supervision conference and the post analysis conference. The positive aspect of that dimension is recognized by Glickman (1985:ch.14); Snyder and Anderson (1986); and by Hunter even if the latter does not totally agree with the first stage--the preobservation conference--which she believes is not very important. Instead of a preobservation conference she proposes "a planning conference" which she thinks, with reason, is "more helpful".

The five steps of clinical supervision offer <sup>the</sup> a possibility for supervision to happen in a <sup>take place</sup> more organized manner following a well structured method which can be measured at <sup>various</sup> its different points. Goldhammer et al. (1980:32-44) <sup>proposed by her</sup> propose the model of clinical supervision. <sup>following</sup> They describe the stages with their rationales and their purposes.

Briefly summarized, the five steps of clinical supervision <sup>are</sup> will be:

--the preobservation conference, which is the moment when supervisor and teacher decide together on what <sup>will</sup> is going to be the subject of the observation;

--the classroom observation <sup>in which</sup> is the time when the teacher is practising and the supervisor is recording <sup>s the data</sup> following one

technique or the other in order to have the data necessary for the next two steps;

--the analysis and strategy, <sup>what is</sup> is the time when the supervisor prepares the supervision conference by organizing the data collected in the previous step and by choosing the strategy to be adopted during the conference itself;

--the supervision conference or the post-observation conference itself when teacher and supervisor <sup>discuss</sup> interact on the basis of the data collected and the analysis of that data;

--the last step which is not mentioned by some models of clinical supervision--like the one presented by Peace Corps (Nov.86:37-40)--is the postconference analysis which is the time when the supervisor assesses the conference and evaluates

his/her supervision skills. <sup>This step is not mentioned by some models of clinical supervision, but may be similar to the one presented by Peace Corps (Nov. 86:37-40).</sup>

The interpersonal dimension of supervision is the other part of supervision that allows the <sup>analytical</sup> first dimension to <sup>occur</sup> happen in a more humane way. Garland (1982:44) presents it in these words:

"The process of clinical supervision...involves face to face interaction between supervisors and those they supervise. This interaction plays a critical part in determining the effectiveness of the supervisory process. It is important, therefore, to examine current knowledge that contributes to an understanding of the interpersonal dimension of supervision."

Goldhammer et al. (1980:152) in recognition of the importance of the interpersonal dimension of supervision wrote:



"Teachers ... would probably agree that the verbal (and related nonverbal) behaviors of Supervisor play a very important role in conferences; and ideally Supervisor should over time develop a varied and extensive repertoire of words, phrases and related schemes for the accomplishment of various intended messages."

Glickman (1985:95-181) devotes a whole section in his book to interpersonal skills. He shows that supervisors should not only know themselves but they should also know the people they are working with and how they should work with them in order to be more productive.

*According to*  
~~This quotation of Rubin (1968):~~

"The facilitator will serve as a support person. The essence of his task is to assist teachers to exploit their own potential in self-determined and self self-directed programs of growth. In a vague sort of way, the facilitator resembles the magician often described in textbooks on school supervision: he represents simply the ultimate in supervisory skill. His method is not to command, nor to cajole, nor to force, nor to inspire, nor to lead; rather, he may do all these--as occasion warrants--to achieve his purpose"

*this quote demonstrates*  
~~shows that the supervisor to be able to fulfill her/his function.~~  
~~does not only need~~ a sound method to follow but also needs the interpersonal skills that go along with the method. *in addition* A supervisor should know when and how to apply her/his skills for the improvement of instruction.

The literature about supervision has always insisted on that interpersonal dimension, assuming that "teacher and supervisor are making contact with each other, that both teacher and supervisor are already operating in the here and now" (Pajak and Seyfarth 1983:23). Those authors write:

"There are no hard and fast rules governing exchanges between teachers and supervisors. These exchanges, however, will be more effective if they are authentic... Authentic contact requires a constant, purposeful shuttling of one's attention between the internal world of one's own feelings and the external environment, which includes the feelings of others as well as objective facts. Contact can best be facilitated by asking three questions: What am I doing right now? What am I feeling right now? What do I really want right now from this situation?" (Pajak and Seyfarth 1983:23)

Interpersonal skills are needed all through the supervision

cycle. ~~It is through the way supervisors behave with teachers~~

~~that they will be accepted and that the help they want to bring~~

~~will be effective and lead to teachers' growth.~~ *if their help is effective and leads*

~~But in thinking of other people's growth, supervisors must not forget that they~~

~~are individuals with something in their behavior that is their~~ *their own unique characteristics which make them stand out*

~~own and that may make the difference between them and other~~

~~supervisors.~~ *among their colleagues*

*We may conclude that*

As a conclusion the two dimensions of supervision can not be separated if supervision ~~wants~~ *is* to be an element of promotion

of growth in teachers. The analytical dimension will bring the

*to supervision while* ~~form~~ *brings* and the interpersonal dimension the substance. Together, if

handled appropriately, they can bring the change that is

necessary for the efficacy of instruction.

These two dimensions of supervision are also found in clinical supervision which I believe can be adopted as a model for training new supervisors who come to the profession for the first time.

WHICH MODEL OF EFL SUPERVISION FOR COTE D'IVOIRE?

I believe that supervisors should not only be people who know the teaching profession from having <sup>the inside</sup> been part of it but that they should also know more about the profession to be able to transmit <sup>knowledge about it</sup> it to others and help them <sup>learn how</sup> be able to find solutions to their teaching problems themselves. Therefore I believe also that for an EFL supervisor <sup>to do this efficiently</sup> s/he should know the context in which s/he is working, the subject matter and the methodologies related to its teaching, and the people with whom s/he is working and <sup>ways</sup> how to work with them more productively.

A. What EFL supervisors should know about the context.

<sup>EFL supervisors must understand</sup> They must first know the reasons why English is taught <sup>in order</sup> and <sup>to make better suggestions about how to improve instruction</sup> understand these reasons to be able to make suggestions since they are in the position of those who help improve instruction. However, it is not guaranteed that they will know this. The mode of recruitment does not always guarantee that knowledge since the <sup>recruitment</sup> interview does not necessarily cover <sup>this point</sup> that specific point. The <sup>understanding</sup> awareness of the reason why a language is taught can help in finding appropriate ways to teach it. <sup>For example,</sup> The importance given to that language by the national policy of foreign language may also help <sup>the exposure</sup> in finding out where to go and what to do <sup>how to</sup> in order to find the necessary means to achieve the goals set by the authorities. <sup>awareness of national policy</sup> This can influence the number of hours allocated to the teaching of English in the curriculum and help <sup>the supervisor</sup>

to obtain teaching materials.

The awareness of the context could also help <sup>teachers</sup> to be more creative. In a poor economic situation one should teach teachers to create and use less sophisticated but efficient materials.

### B. Class Size

The size of classes in Cote d'Ivoire nowadays (between 50 and 80 students) could be considered as an obstacle that has to be <sup>overcome</sup> passed if we want to achieve one of the objectives of the teaching of English in Cote d'Ivoire, namely to help students become more communicative using the four skills<sup>s</sup> (writing, listening, speaking and reading). If we take into account the present economic situation of the country we cannot expect any reduction in the number of students per class in a near future.

Therefore supervision should help <sup>teachers</sup> find a new pedagogy adapted to the situation which is in this case how <sup>in order</sup> to make teaching <sup>these</sup> large English classes more efficient.

<sup>But knowing how deal creatively with this problem should not prevent us</sup>  
<sup>supervisors from</sup> ~~But this does not mean that supervision should refrain from~~ <sup>ways to</sup> looking for any possibility to reduce the size of classes. <sup>Without reduction in the teachers' workload, several attributes</sup>  
~~Knowing that two of the findings on effective schools in terms of effective schools cannot easily be realized, that is,~~  
~~of instruction in the classroom as summarized by Glickman~~

(1985:19) are <sup>ing</sup> to monitor and check students's work and to assign <sup>ing</sup> homework that should be corrected daily by teachers, <sup>(Glickman, 1985:19)</sup> we can predict that the task of the supervisor, as agent of improvement

*Supervisors therefore, must be able*  
~~and change will not be easy. This also supposes that s/he be~~  
*to help teachers*  
~~prepared to play her/his role by helping to find methods that~~  
can be applied in large classes without harming the quality of  
instruction.

~~The supervisor, therefore must be aware of the new findings~~  
~~in the field of EFL teaching~~

#### C. Teaching Material and Methods

*than teachers generally do in order*  
A supervisor ~~is supposed to know more about teaching to be~~  
*should*  
able to help teachers improve instruction. This supposes that  
the supervisor should be aware of the different teaching methods  
and techniques.

*In addition*  
A supervisor should be able to help teachers use teaching  
materials such as overhead projectors or tape recorders when *and*  
available and s/he should be able to help teachers create *appropriate*  
*such as*  
materials (flashcards, etc.). The supervisor should also be  
able to help teachers ~~to create and use drawings and techniques~~ *such as*  
which can allow teachers to duplicate reading *or other* materials or *the*  
*hectograph*  
others (hectographs for example) at very low cost in areas where  
xerox machines are not available.

#### D. Lack of Motivation

Considering the way teachers are recruited and the way they  
are assigned to areas and schools they do not like *it is no wonder*  
reasons of demotivation of the young teacher *who thinks s/he*  
*that* *are* *sometimes lack motivation,*

*understand*  
We should also <sup>from</sup> that teachers feel they

-32-

*only do* deserves also to profit by the development of the country which *they can*  
*is mostly concentrated* in the capital city and in a few *other* large  
*in addition,* cities. There is a common belief among civil servants that only  
less successful people and people with disciplinary problems are  
assigned to remote areas. This belief has persisted in the  
minds since colonial times and is maintained by some practices.

*working*  
To work with teachers who have such ideas is not an easy  
*task* thing. Therefore supervisors should first create an atmosphere  
*will gain the teachers* which should be conducive to confidence in the teacher. *Supervisors should*  
*teachers* Make her/him feel that the place s/he is working in *as they are* has also its  
*have both* advantages and its drawbacks, *as do* as well as the other places. This  
can be done if the supervisor organizes talks with teachers to  
discuss these points and so *thus* maybe create confidence.

*itly*  
Another possible thing to do is to integrate new teachers in  
the community as soon as they arrive *and* Show them that there is a  
*here. By working* sense of community. Together with the teachers' union in the  
area this can be achieved with a relative degree of success.

The first professional meetings should be geared to the  
rights and duties of the teacher and also *to* the advantages of the  
profession. This is necessary because teachers who come with  
*negative* such ideas, may never try to improve. They will do what they  
believe is just enough.

Since the objective the supervisor wants to reach is to  
*help teachers change and* bring change in the teacher and to have her/him improve *their*  
instruction s/he should know that, as wrote Rubin (1968 p.4)  
*says*

"...the desire to change, if it is to be consequential, must come from within the individual teacher himself."

All the supervisor can do is to help the teacher have this desire. S/he must be prepared to know the reasons <sup>for</sup> the lack of motivation in some teachers and find the best way to help them do their work correctly.

#### E. Inservice Teacher Training from the University and ENS

In the case of Cote d'Ivoire the supervisor is at the center of inservice teacher education since, as I wrote earlier, <sup>as mentioned</sup> the teacher training institution <sup>the ENS</sup> and the national university have <sup>any</sup> no real program in that domain.

<sup>rather</sup> The supervisor can provide a component of that training by <sup>not</sup> The competence of the supervisor at encouraging teachers to read and at being able to directly show teachers <sup>directing</sup> what to read <sup>to appropriate</sup> and where to find the necessary material when asked must not be neglected. So far, <sup>have been</sup> the SDEACP centers are developing libraries which are growing in importance and in titles, and supervisors are being encouraged to read the materials and write annotated bibliographies.

<sup>Supervisors can also organize</sup> Seminars and workshops are organized to promote new teaching methods but the shortage in supervisors makes <sup>it impossible to train a large number of teachers at a time,</sup> the follow up difficult, and not a large number of teachers can attend those seminars and workshops at a time. If we refer to Joyce B. and Showers B. (1982, p.5)

"...the development of skill by itself does not ensure transfer; relatively few teachers, having obtained skill in a new approach, will then transfer that skill into active

repertoire and use the new approach regularly and sensibly unless they receive additional information."

*reach only a small*  
~~we can see that those seminars and workshops not only don't~~  
~~reach a large number of teachers but they are also inefficient~~  
~~because they can hardly change teachers' behaviors if there is~~  
~~nobody to bring the necessary information and the follow up that~~  
~~will ensure that desired transfer.~~

*inefficiency in reaching teachers and changing their behavior*  
This makes me believe that workshops *if* they are organized  
for a small number of teachers and then followed by intensive  
supervision *they* will be more helpful in reaching the assigned *desired*  
objective.

#### F. Model of Language

English teaching in Cote d'Ivoire is moving toward several  
models of English. *at once:* Many an English teacher who has gone through  
the ENS knows that the model of English that *used to be?* was taught  
was the R.P or BBC English, in short, the British model. Now  
things have evolved *changed so that* a lot and some teachers *are* taught by  
American teachers, *and* some by teachers trained in Great Britain and *while*  
some others got their degrees in neighboring countries *such as* (Ghana,  
Liberia and Nigeria). Even supervisors are being trained either  
in Great Britain or the U.S.A.

Supervisors must be careful in their relationship with  
teachers not to try to give more importance *to a particular* to one model or the  
other *or* or to make fun of one model. *Rather,* They should encourage



teachers to feel at ease in whichever model they have decided to adopt. They must think of the internationality of the language. This is important because teachers whose English is closer to the African types are generally discounted by students and even by their fellow teachers. The document being prepared on the objectives of the teaching of English is even insisting on that point.

Another aspect is important to consider. Since a large majority of the English teachers have never been to an English speaking country, ~~to help them have more practice some informal~~ <sup>need</sup> activities should be organized, ~~(English or American films could~~ <sup>to give them more practice. For example,</sup> be shown followed by organized discussions as ~~an example of~~ activity.) <sup>in order to improve their command of the language.</sup>

#### G. Relationship Supervisors/Teachers

In their relationship with teachers, supervisors need to know that teachers are no longer children and therefore they have different ways <sup>of learning</sup> ~~of seeing things especially when learning is~~ concerned. Since the role of the supervisor is that of a trainer of trainers, ~~s/he needs to know how adults learn for~~ more efficacy in her/his work. ~~S/he must be aware of the~~ <sup>in order to teach them more efficiently</sup> principles of adult education. Here are some guidelines that the supervisor should be aware of. S/he should know that (1) adults base their learning on experience and past knowledge, and that (2) they need to be intrinsically motivated. They also

need to know that: (3) adults need positive reinforcement, (4) the information presented to them needs to be organized, (5) repetition is necessary but must be spaced over a period of time, (6) the materials presented to them and the tasks they take part in must be meaningful to them, that (7) their active participation in the learning process is very important, and (8) that they are affected by environmental factors. Those guidelines that I summarized from Darkenwald and Merriam, <sup>supervisors</sup> 1982:110-111) will be useful for him/her during the supervision conferences, while planning the workshops, and during the meetings.

Moreover the supervisor needs to know the interpersonal skills (listening, clarifying, summarizing etc...) and some training techniques.

In this relationship, to be easily accepted by the community of teachers, the supervisor must have something to offer that the teachers cannot find alone. If the teachers find in the supervisor someone who can really help find solutions they will accept her/his authority and help without complex. <sup>resistance or</sup> <sup>disappointment</sup> But this help and authority should not be used to make teachers feel small or useless; <sup>it</sup> they must on the contrary help them feel more at ease when they want help. <sup>need</sup> <sup>however</sup> This does not mean either that this <sup>feeling of</sup> ease should let the teachers rely on their supervisors for everything <sup>could</sup> that they can do themselves.

This perception of the supervisor may be jeopardized if

overnight one of their colleagues becomes a supervisor. It will be difficult for them to accept someone who has no special training to come to tell them what to do. <sup>That</sup> That is what creates the situation in which we hear teachers say of the supervisor: "who does he think he is to come and tell us what to do?". This is more likely to be heard from teachers of the same promotion as the supervisor or from older teachers.

Supervisors should not adopt attitudes that can create a difference between them and the teachers who, after all, are their colleagues. They don't need to force them to accept them. The only natural way in which they will be accepted by teachers will be their <sup>demonstration of their</sup> mastery and knowledge of the subject matter, the teaching techniques, the supervision techniques and their knowledge of the interpersonal skills. <sup>Supervision</sup> They must never forget that their position can be intimidating in itself and therefore they must do their best to create a good rapport if they want to help teachers to be the ones teachers come to for improvement without fear. This is what Goldhammer et al. (1980:6) said: <sup>in this regard</sup>

The supervisor must have more expertise in the analysis of teaching and in applying principles of learning than do the teachers. It is difficult to gain respect for the designated role of supervisor without that knowledge and understanding. The teachers shouldn't fear the supervisor or regard him or her to be egotistical, but at the same time, they shouldn't consider the supervisor to be just another teacher. There should be a notable difference between the supervisor and the teachers, in skills and in the ability to analyze and understand the overall view of the school system's needs."

At the same time the supervisor must not also forget that s/he

is the leader, and being in that position s/he has an important part to play; that of being a real leader who shows what s/he knows when necessary. Goldhammer et al (1980:3) present that so nicely:

"You can't be much of a leader unless you are more alert than those you're leading, because if they think first, they'll do the leading."

### Clinical Supervision

Supervision as conducted so far in Cote d'Ivoire is based on no specific model, <sup>However,</sup> but some aspects resemble some steps of the observation cycle in clinical supervision. Those steps are: preobservation, observation (data gathering) and the observation conference.

In the words of Goldhammer et al. (1980, p.23)

"...clinical supervision is a subcategory of the general term supervision as it is commonly used in education to indicate all of the activities, functions, maneuvers, and nurturing conditions that are intended to help teachers (and various other educational workers) to upgrade their performance. The adjective clinical, which was appropriated from other sciences for education in about 1958 by Morris Cogan conveys the idea that such efforts are based upon data collected in actual classroom (or other instructional) situations where the teacher is working directly with the learners and the supervisor is present as a witness, if not a participant."

<sup>mentioned</sup> As I wrote earlier, supervisors in general are not familiar with a method that could help them go through the supervision cycle. The model of clinical supervision, since it is advocated by writers, seems to be one method that has proved efficient and

*in the literature*

*method change*  
satisfactory. This could be used as a basis for training  
*or one* supervisors and anybody engaged in observation of teaching  
practices in the classroom setting.

One important thing to bear in mind while training teachers  
to observe other teachers or while training supervisors is that  
supervision is not only *being* to be able to recognize "good" teaching  
but also to be able to show how "good" teaching happens and how  
it can be acquired.

#### SOME SUGGESTIONS ON WHAT SUPERVISION SHOULD BE.

Here are some suggestions I believe are important if  
supervision is to be conducted *under* in good conditions.

The suggestions I make here are drawn from *long experience in* my long time  
*my* observation and experience as a supervisor and *as well as the* from literature.

*see suggestions*  
They are presented here in three parts:

- a/ the first part is about supervision itself
- b/ the second part is about what supervisors should do
- c/ the third part is about what supervisors should not do.

#### *Suggestions for* a/ Supervision.

- a larger number of supervisors is needed;
- supervisors need to be trained in the techniques of clinical  
supervision;
- supervisors need to have subscriptions to professional  
journals;

--supervisors need to meet frequently to share their ideas on supervision;

--supervisors need to do research on what they think is important in teaching in order to provide teachers with concrete information.

--teachers need to be trained in clinical supervision to be able to help each other where supervision is not easily available. *so they will*

--teachers need to be motivated in order to do their job with enthusiasm, and be more productive.

--supervisors need to be more focused on supervision rather than on other activities which can be incompatible with their role as helpers.

b/ What supervisors should do.

Supervisors should:

--know how to interact with teachers in a helping way;

--have a good knowledge of English;

--have a good knowledge of the context of EFL in Cote d'Ivoire;

--have a good knowledge in one method of supervision;

--know that there are differences *between* in teachers and *be able to* help them accordingly;

--be ready, as a resource person, to provide the necessary help based on concrete action or sound documentation.

--be ready to give examples when asked to do so;

--know when to be directive and when not;

- know that creating fear in the reluctant teacher is not the best way to help her/him;
- help teachers grow from their strengths;
- have a constructive sense of critique of the educational system;
- know their weaknesses in order to turn them into strengths.
- have their own checklist of supervisory behaviors.

c/ What supervisors should not do.

Supervisors should not:

- let easy familiarity take over authority;
- be feared in order to be respected;
- make quick judgments <sup>about</sup> on teachers;
- focus on teachers' weaknesses and forget their strengths;
- put teachers on the defensive;
- report teachers' weaknesses to their principals or other authorities;
- ask teachers to do what they themselves cannot demonstrate;
- not frustrate teachers.

Those suggestions could be taken into account while planning workshops to train supervisors.

## **CURRICULUM AND EVALUATION**

### **A CURRICULUM FOR TRAINING EFL TEACHERS**

The background of the curriculum I am going to propose for the training of EFL supervisors in Cote d'Ivoire is, as I <sup>have</sup> stated all through the project, <sup>that</sup> the situation of EFL supervision in inservice teacher training, and the fact that the teachers who become supervisors engage in the fact of supervision without much experience and specific training.

#### **Program goal**

The goal of the program is:

To improve the quality of supervision in EFL .

#### **Objectives**

The objectives of the program are

- a. to provide Efl supervisors with tools and techniques to help them do their job more efficiently and with more confidence;
- b. to help EFL supervisors:
  - understand the educational system in Cote d'Ivoire;
  - understand how adults learn;
  - understand the different approaches and methods in foreign language teaching;



- understand second/foreign language acquisition;
- be able to understand and use a model of supervision;
- to help them be able to organize workshops.

#### Organization of the training.

The training will be a combination of workshops and actual practice. The workshops will either follow or precede the *classroom observation* observation in class. This will depend on the type of activity.

The workshops will be conducted in small groups of two or three participants at most and *also* in large groups.

There will be no funding constraint in organizing the workshops. Depending on the length of the module, the *need only* only need the trainers will have may be accommodation when they go to the areas where training is needed. The outside resource people who may be needed are people working for the Ministry of Education. They can be found in the educational districts.

One important thing to do will be to select a number of teachers whose classes will be used to practice what trainees will learn during the workshops. Those teachers are the ones who will evaluate the supervisor's performance, since they will have the opportunity to have them before and during and after the training.

#### Trainers and trainees.

1. The trainers will be of two types:

--inspectors or conseillers pedagogiques, who will be the *one of the (the)* inside trainers

--some outside resource persons *such as* (the district educational officer, the director of pedagogy etc...). *who will either* The participation of the outside resource person will be conducted either in the form of a lecture or *give* a workshop depending on the subject.

2. The trainees will be supervisors. *who should have* Here it will be important to point out that those supervisors have, at least five years *of* experience in teaching English as a foreign language. *Requirement will* This is to show that their active participation will be required and their knowledge put in use.

In the present situation I can predict that the number of trainees will never exceed six since no more than three are appointed every year. But the number may be larger if teachers *are* *included* are associated in case we want them to learn the stages of *in order to* clinical supervision to be able to help each other.

#### Place and duration of training.

The training can take place wherever there are at least two supervisors.

The duration may vary *depending on* according to how many session can be conducted at a time. The workshops do not need to be conducted all together in fixed span of time. Nevertheless each module needs to be dealt with in a coherent way before moving to the other. *next one.*

### Materials

The materials which will be needed are:

- newsprints and markers;
- hand outs;
- chalk and chalkboard;
- and the materials specific to some workshops.

### Methods and techniques.

The method that will be mostly used during the training will be based on the experiential learning method as described by Geyer (1975:17) and Brammer (1988:159-160), *which the learner* moves from experience to identification to analysis to generalization.

The techniques which will be used will more likely be used are:

- the small group work especially in pairs (dyads) [see Eitington (1989:26-28)]
- lecturettes (Ibid. p:304)
- simulation (Ibid. pp:103-104)
- brainstorming (Ibid. pp:165-168).
- case study (Ibid. pp.271-296)

### Language used during workshops

The language which will be used during the workshops will obviously be English except when the outside trainer does not

Speak it.

### Evaluation

Every session will be evaluated to have a sense of where the program is going in terms of its goal and objectives and the way the training will have been conducted. At the end of the program there will be a general evaluation.

The evaluation will be conducted by all persons involved in the program.

### Training design outline

#### **Module I     The secondary school system and teachers**

the secondary school education system in Cote d'Ivoire  
teachers' rights and duties  
teachers' background and motivation

#### **Module II    Supervisors and inservice teacher education**

rights and duties of supervisors  
inservice teacher training system  
adult education

#### **Module III   EFL in Cote d'Ivoire**

foreign language policy in Cote d'Ivoire  
objectives of teaching English in Cote d'Ivoire

#### **Module IV    Language acquisition and teaching methods**

foreign/second language acquisition  
approaches and methods in foreign language teaching

foreign language teaching environment

**Module V Technology in language teaching**

technology and foreign language teaching

**Module VI Supervision**

supervision

clinical supervision

development of observation tools

interpersonal skills

**Module VII Large classes and Research at the school level.**

large classes and group work.

A training proposal

This training proposal will be about the contents of what can be done during the different sessions, without entering the details which can be written while planning the workshops.

**Module I**

The secondary school system and teachers

**Session 1.**

Learning objective: by the end of this session the participants will be able to describe with accuracy the secondary school system in Cote d'Ivoire.

Material needed: Official documents

Technique: brainstorming, small group discussion.

An outside resource person could be needed (a principal or

district educational officer).

## **Session 2**

Learning objective: by the end of this session the participants will be able to identify the rights and duties of teachers

Material needed: official documents, newsprints, markers.

Technique: lecture, dyads, small group discussion

An outside resource person may also be needed here (a principal or a district educational officer).

## **Session 3**

Learning objectives: by the end of this session the participants will be able (1) to know how to identify teachers' background and motivation in teaching, and (2) to propose solutions to help non-motivated teachers do their job in a correct way.

Method: small group discussion, brainstorming.

Material: newsprints, markers.

Resource: Biagi (1978:ch.3)

Combs & Avila (1985:ch.4)

## **Module II**

Supervisors and inservice teacher training

## **Session 4**

Learning objective: by the end of this session participants will be able to identify the rights and duties of

supervisors.

Techniques: brainstorming, small group discussion, presentation.

Material: newsprints, markers, handouts.

Trainer: here a lecture followed by small group discussion could be used in case there is an outside resource person.

#### **Session 5**

Learning objectives: by the end of this session participants will be able (1) to understand and (2) explain the inservice teacher training system in Cote d'Ivoire.

Material: newsprints, markers

Techniques: brainstorming, small group discussion.

#### **Session 6**

Learning objectives: by the end of this session participants will be able (1) to understand the principles of adult learning and (2) to adapt them to their situation.

Techniques: small group discussion, brainstorming.

Material: markers, newsprints.

Resource: Darkenwald & Meriam (1982:Ch.2 to 4)

Knowles (1973:Ch.2,3,4)

### **Module III**

#### **EFL in Cote d'Ivoire**

#### **Session 7**

Learning objective: by the end of this session the

participants will be able to describe the main points in the foreign language policy of Cote d'Ivoire

Material needed: newsprints, markers. official document.

Techniques: discussion, presentation.

Participants will work in pairs and discuss the different points and present them on newsprints.

#### Session 8

Learning objective: by the end of this session participants will be able to have a clear view of the objective of EFL in Cote d'Ivoire.

Material: official document, newsprints.

Technique: brainstorming, small group discussion.

### Module IV

Second/foreign language acquisition and teaching methods.

#### Session 9

Learning objectives: by the end of this session participants will be able to (1) understand and (2) explain how second/foreign languages are acquired.

Techniques: small group discussion, lecturettes, presentation.

Material: the small group discussion will be based on texts drawn from books. Here is an example of sources: Godfield and Snow (1989:pp.317-318); and Krashen and Terrell (1983)



### **Session 10**

Learning objectives: by the end of this session participants will be able to (1) describe and (2) compare with confidence the different approaches and methods in foreign/second language teaching, and (3) select the most relevant to the teaching condition in Cote d'Ivoire.

Techniques: small group discussion, brainstorming, lecturettes.

Material: hand outs, markers, newsprints

Source of documents needed: Richards and Rodgers (1986); Stern (1983)

### **Session 11**

Learning objectives: by the end of this session participants will be able to identify factors that make foreign language learning difficult in a French speaking context and propose solutions.

Technique: small group discussion, brainstorming, presentation.

Material: markers, newsprints,

## **Module V**

Technology and foreign language teaching

### **Session 12**

Learning objectives: by the end of this session participants will be able to (1) identify, (2) develop and (3)

use technology in teaching foreign languages.

Techniques: brainstorming, lecturettes, simulation and demonstration.

Material: specific material will be needed for the different technologies. Handouts.

Trainer: an outside resource person may be needed.

## **Module VI**

### **Supervision in EFL**

#### **Session 13**

Learning objectives: by the end of this session participants will be able to (1) describe supervision and (2) share their experience in supervision.

Techniques: brainstorming, role play, case study.

Material: newsprints, markers.

#### **Session 14**

Learning objectives: by the end of this session participants will be able (1) to describe the five stages of clinical supervision, (2) to discuss the advantages of using clinical supervision, (3) to practise the observation cycle and to propose a schedule for practice in class.

Technique: small group discussion, presentation.

Material: newsprints, markers, hand outs.

Resource: Goldhammer et al. (1980).

### **Session 15**

Learning objective: by the end of this session participants will be able (1) to identify various kinds of tools to be used in observation, (2) to discuss the advantages of using tools in observation, (3) to design tools suitable for specific observations and (4) to apply the tools in classroom context.

Technique: brainstorming, small group discussion, demonstration,

Material: newsprints, markers, handouts.

Resource: Glickman (1985:ch.12)

### **Session 16**

Learning objective: by the end of this session participants will be able to demonstrate interpersonal skills in listening, clarifying, giving feedback, encouraging and summarizing.

Techniques: demonstration, role play, lecturette.

Material: handouts, newsprints, markers.

Resource: Glickman (1985: part III); Goldhammer et al.  
(1980: ch.4).

Brammer (1988:ch.4)

## **Module VII**

How to work with large classes and research.

### **Session 17**

Learning objectives: by the end of this session

participants will be able to (1) identify and (2) select techniques to be used in large class situation.

Techniques: brainstorming, small group discussion.

Material: newsprints, markers.

#### Session 18

Learning objective: by the end of this session participants will be able to identify issues in classroom learning which need to be analyzed in depth in order to improve instruction.

Technique: brainstorming, small group discussion.

Material: newsprints, markers.

#### EVALUATION OF THE PROGRAM

The evaluation of the program will be necessary, both on the <sup>Part</sup> side of the supervisors as well as on the <sup>best</sup> side of the ~~the~~ teachers who will be supervised by the participants of the program to see how effective the program will have been.

Here I will propose an evaluation in four parts:

- The teachers to be supervised will be given questionnaires before the training starts.
- At the end of the training the same teachers will be given other questionnaires that will show whether there has been a change in the supervisors or not.
- The supervisors themselves will be also given questionnaires before the training.

--They will be given other questionnaires at the end of the training to check whether <sup>they have changed</sup> there has been change or not and how this change--if any--is felt in the context of supervision.

<sup>evaluation</sup> This will be significant since <sup>no one knows whether</sup> supervision has never been <sup>supervision</sup> evaluated to know whether it really helps teachers improve instruction and whether supervisors should keep on conducting it the way <sup>they have in the past</sup> it has been conducted so far.

Another possible way of evaluating the program <sup>is</sup> will be to <sup>have an</sup> get the participants together with an inspector or a "conseiller pedagogique" who has not taken part in the training to <sup>use the</sup> evaluate the program following the "itemized-response" technique <sup>with participants</sup> [SEE APPENDIX C].

Time should <sup>also</sup> be planned for the evaluation <sup>each</sup> of the sessions <sup>as to</sup> (contents, trainers' performance, learning environment). This <sup>as</sup> <sup>formative</sup> evaluation which will be helpful in planning the following sessions, will have a formative objective.

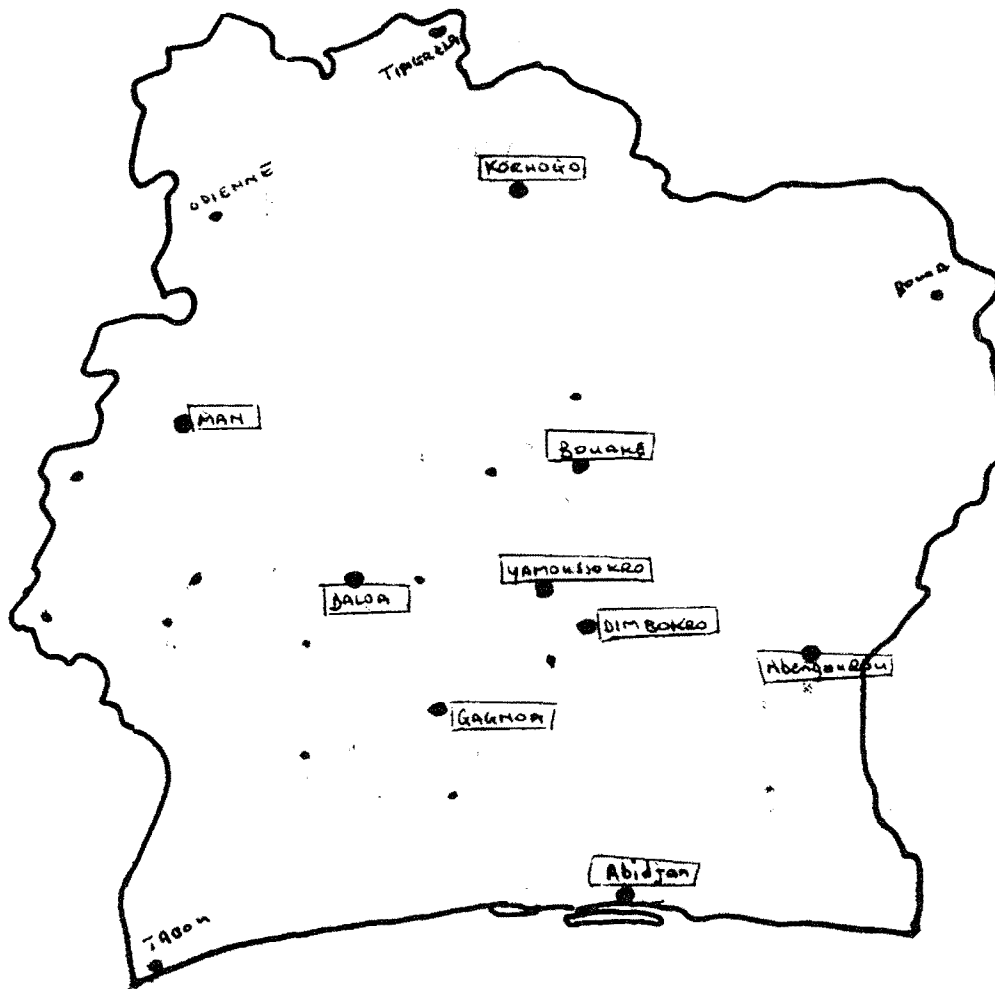
A summative evaluation will take place at the end of the program following the foregoing procedure.

Free discussions with all the people involved in the training can also bring valuable information.

### CONCLUSION

If I consider the way teachers come to the profession, if I consider that the size of classes keep growing every year and that the schools' resources grow thinner and thinner every year due to economic reasons, if I still consider that instruction is important for a third world country to develop, or at least to reach a certain standard, and that teaching methods keep evolving and improving, I think supervision is the key to the improvement of that instruction. Therefore, I believe that a supervisor needs to be well trained to face the changing situations. The task for a supervisor, especially an EFL supervisor, will really be challenging.

Appendix A



Map of the 9 SDEACP centers

Date :

Heure :

Etablissement :

Classe :

Présenté :

Professeur :

Objet de la vieilles :

Phonology	Content	Methodologie
<u>Pronunciation</u>		<u>Type:</u>  <u>Warm Up/</u> <u>Review Q's</u>  <u>Structure:</u> P1 P2 P3  <u>Vocabulary:</u> P1 P2 P3  <u>T's R (+ S.P.)</u>  <u>Conversation</u>  <u>P.'s'R.</u>  <u>Notes/board</u>  <u>Homework:</u>
<u>Stress &amp; Emphasis</u>		
<u>Rhythm</u>		
<u>Intonation</u>		
<u>Fluency</u>		
	<u>Correctness</u>	<u>Correction</u>



I-R EVALUATION TECHNIQUE

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ORIGIN

This technique is derived from the Itemized-Response (I-R), a device used in the Syntectics problem solving method for assessing and improving new ideas. It was originally adapted and developed for use in evaluation by David Kinsey. Subsequently students and colleagues have joined him in experimenting with modifications of the technique in a variety of educational and human service programs.

DEVELOPMENTAL CRITERIA

The experimentation with this technique is a part of a general effort to find or develop alternative methods of evaluation that can be used effectively by program personnel in nonformal education.\* The objective is to develop techniques that:

- a) are relatively simple and require limited amounts of time, expense and expertise to use;
- b) produce results that can contribute immediately to program improvement;
- c) are as non-threatening to individuals, and as non-disruptive for programs, as possible;
- d) involve active participation so that the process of evaluation can increase participant learning, provide diverse perspectives, develop a sense of ownership of the evaluation, and promote a readiness to work on problems or improvement; and
- e) provide access to findings that are qualitative as well as quantitative, to results that are unexpected as well as those related to intended goals.

CHARACTERISTICS

I-R Evaluation meets these developmental criteria. It is particularly suitable for formative evaluation, to identify strengths and problems as seen by participants and to mobilize thought and energy for improvement. However, it can also be used to complement other evaluation methods in assessing goal achievement and in summative evaluation.

\* see David Kinsey, L'Evaluation dans l'education non formelle. Amherst, MA: Centre d'education internationale, 1978.

I-R/Kinsey, pg. 2

Its particular features include:

- + a positive and constructive posture towards evaluation that contrasts with the critical, threatening aura surrounding many methods
- + an approach that allows for many options between collective and individual participation
- + an evaluation procedure that can lead naturally into problem-solving, planning and action
- + time requirements that range from 15 minutes to 2 hours, depending upon which options are used
- + may be applied to a variety of tasks, content areas and phases of a program.

TECHNIQUE

The I-R Evaluation is described here as a group evaluation, or evaluation-and-planning, device. For individual and other uses of the technique, see sections on Adaptations and Variations below. After giving the outlines of the Basic version, three other options for extending the technique are indicated.

Basic I-R

Guiding Question. For a given program or component, what do those people directly familiar with it feel is working well and what is not?

Method.

- 1) Leader or facilitator puts two columns on a blackboard or large sheet of paper, and labels the columns as follows:

Strengths	Problems-to-be-Solved
-----------	-----------------------

- 2) Leader restates the focus of what is being evaluated, and asks the participants to mention strengths about it as they think of them. "Strengths" are aspects that work at least reasonably well, are effective, should be maintained or repeated. The leader writes the key words of what is identified as a strength in the first column, item by item, as they are mentioned, until there is nothing else offered. Insofar as one person thinks the item is a strength, that item is listed. There is to be no discussion or assessment of items at this time, only listing them with the key words used by responder.

- a) It is essential to start with the strength column. This begins the evaluation with a positive, affirmative

atmosphere; is supporting and constructive; reduces sensitivity and defensiveness; makes it easier for people to hear or give more critical suggestions later; etc.

b) The leader should have the group limit itself to positive items and try to find as many as possible. If a negative point is raised or someone considers the item to be negative or have a negative side, the leader asks the participant to save this for the other column. Attention should be kept on searching for new worthy aspects. Discussion tends to distract attention from the flow of ideas, and implied criticism of one person's suggestion may inhibit free expression of other items.

c) If responses are limited to only one or a few aspects of what is being evaluated and participation slows down, the leader may suggest other aspects or categories to see if people had overlooked these areas but have something to say about them. (Example of evaluating a workshop session: "Any strengths in regard to content covered...methods used...training materials...facilities...etc.?)

(3) Next, "weaknesses" are identified and listed in the second column in a similar way, but with one major difference. They are referred to as "problems-to-be-solved," problems that need solution if there is to be improvement. It is helpful to begin the brief problem statements written in the second column with the words "How to..." (Example: rather than "instructions are not clear," write the problem as "how to make instructions more clear; rather than "two people dominate discussion" write "how to involve more people in discussions")

a) Maintaining the designation of "problems-to-be-solved," and using something like the "how to" form, are essential to the spirit of the I-R evaluation. Coupled with the previous emphasis on the positive, this expression of "negatives" in problem-oriented terms rather than those of criticism may make it easier for someone to express a negative observation that needs to be expressed. By the same token, it may make it easier for responsible parties to hear it and work on it. This focus on a problem rather than on blame invites people into an active stance of problem solving rather than one of passive complaint.

b) If participant has trouble expressing the item as a "how to", the leader can try to rephrase it in "how to..." form and check with participant to see if this still catches the intended meaning.

c) Similar to point "c" above, categories can be suggested by the leader to see if needed improvements can be identified in overlooked sectors.

Note: The Basic I-R gives a broad range of reactions, a collective overall mosaic of views, without judgement or assessment. In-itself it does not indicate what is representative of the group, since each item is only one person's observation at this point in time. Nor does it indicate what is most important in regard to goals or needs.

For some purposes this stage alone may be sufficient. For example, it gives leadership an impression of the range of perceptions and reactions and may reveal some unexpected but important items that need attention. It gives participants a sense of the group, of positive progress, and also an involvement in thinking about improvement.

Leadership may want to follow up informally with their own reflection and discussion with others, or more formally as suggested below.

#### I-R With Prioritization

Guiding Question. For "strengths" noted, which are the most important to be sure to continue or reinforce, and for "problems-to-be-solved," which are the most important to work on and correct?

#### Method.

1) Judgements on relative importance, however made, depend upon the criteria used for determining "importance". For example, importance in respect to achieving stated goals of a program might suggest one set of items whereas importance in reference to felt needs of participants might point to another set of items. In prioritization, the reference point of "importance" should be made explicit before making judgements. One might prioritize separately, once in reference to goals and once in reference to participants' perception of their needs. (In this case, the degree of congruence or incongruence between program goals and participant needs would be revealed, an importance finding in itself!)

2) Means for determining priorities range from the informal, subjective procedures to more systematic ones. Thus priority items might be selected intuitively by a leader, by the judgement of an "expert," by a delegated study group, by a consensual discussion or actual vote by all participants.

3) Before prioritizing according to any of the above criteria or means, it may be advisable to select those problems on which action is feasible. A quick review of the problems to determine who could act upon the problem and make a difference may reveal that some problems are beyond immediate remedial action. In this case, priorities for attention and action should consider only those where action might make a difference.

I-R With Solution Ideas

Guiding Question. For selected priority problems, what are promising ideas on ways each might be solved? (Also, if it appears useful, how priority strengths can be reinforced?)

Method.

1) Large group can be asked to think of as many ideas as they can of how problem might be solved. This "brainstorming" approach often encourages people to suggest even wild and unusual ideas in an effort to find something original. Then the most fresh and promising idea is selected. If it is clear (a) that it is new, (b) that its application is feasible, and (c) that it is known who can do what with it, then it becomes an idea for action. If the idea doesn't pass this test, then another from the list is sought which does.

2) The same procedure can be followed with a small group delegated by the large group or the leadership, or by the leadership itself.

I-R With Planning/Implementation

Guiding Question. For action ideas selected and implemented in a revised plan to deal with priority problems, how can one determine if they made a difference or need to be improved?

Method. An I-R Evaluation used to identify problems and areas needing improvement, and followed up with solution ideas and action, can also be used to monitor the progress of the new plan and implementation. The "strengths" of the implemented idea gives an idea of its effectiveness, the "problems-to-be-solved" indicate whether the idea is not working well enough and should be abandoned or has minor problems that if solved would make it even more effective. Here I-R becomes a recurring part of a development cycle.

APPLICATIONS

The I-R Evaluation, with or without extensions, can be applied to various parts of a program. For example, it may be applied to:

- a) concepts, such as evaluating policies, stated goals or objectives;
- b) needs assessments, determining what problems exist in a given setting and whether training or other solutions are most appropriate;
- c) whole programs, service projects, workshops;
- d) components of a program, such as curriculum, methods, exercises, materials, facilities;

- e) personnel, as in evaluation of participants, staff or leadership, or for self-evaluation.

Also the I-R Evaluation can be applied at different times in program's development:

- a) Before starting a program
  - +needs assessment
  - +assessment of facilities, resources
- b) During the progress of a program
  - +mid-course evaluation and revised planning
  - +after an activity, exercise
  - +end of day, or a series of days, weeks
  - +at time of problem or critical incident
  - +by request of leader or participant
- c) After completion of program or phase
  - +as part of summative evaluation to identify unexpected strengths or problems, to make recommendations for future efforts
  - +follow-up assessment of trainee performance to determine contribution of training or need for additional training or support

VARIATIONS

- a) Rather than public reporting and listing, have individuals do itemization in writing in private and submit to leadership or a small task group, or use own list in reporting to large group.
- b) Use technique in specially selected (or elected) representative task group.
- c) Seek ways to use I-R ideas with illiterates, such as with the use of tape recorders.
- d) Use in giving feedback to another, or requesting feedback from another.
- e) Others...?

Try these ideas, adapt them, or invent new ones. We would appreciate hearing about your experience with I-R, and any reactions or new ideas that would be helpful in further developing this approach. Please write:

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