

## EXPLORING THE IMPORTANCE OF EFL TEACHERS' WEEKLY PEDAGOGICAL WORKSHOP ON THE TEACHING PERFORMANCE IN EFL ADVANCED CLASSES: CASE STUDIES OF SOME SECONDARY SCHOOLS IN OUEME REGION

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**ABSTRACT:** In order to make Beninese English teachers aware that they have an important part to play in their professional growth, authorities in charge of education have suggested amongst many activities, weekly pedagogical workshops (WPW). These meetings are directed by one or two head-teachers elected by their peers. This paper aims at surveying teachers' attendance rate, the different programs carried out during the sections, the subjects discussed and the rationale for weekly pedagogical workshop viewed from teachers' standpoint. To achieve this goal, questionnaires were distributed to twenty (20) teachers, and a series of teachers' weekly meetings observation was carried out. Experimentation based on classroom observations has been carried out with twenty (20) teachers in Porto-Novo. The results showed that teachers express low interest in the weekly pedagogical workshop. This is shown through the low rate of attendance, due to monotony or lack of innovation in the meeting agendas and the paucity of information and discussion about teachers' classroom practices.

**KEYWORDS:** WPW, teaching experiences, reflection, classroom performance, CPD.

### 1 INTRODUCTION

The current socio-economic objectives of Benin republic in the world, which has become a planetary village, raise the importance of English as a core subject found all over the education system. The status of English has grown even more over the last decades with the government's goals of establishing the country as an emerging market. International meetings, investors and multinationals setting up new business affiliates and partnerships have English as the official language of communication. As a result, in a French-speaking country like Benin, speaking English becomes a criterion for an individual having access to job opportunities.

Despite the importance given to English in beninese educational system, most school graduates do not demonstrate satisfactory communicative skills. Educational communities and professional organisations have identified some most common issues such as large class sizes, lack of quality teaching materials, and most importantly, the scarcity of continuing professional development (CPD). Teachers Continuous professional development ensures the updating and improvement in teaching practice including the acquisition of new skills, consistent with the educational needs. Thus, it empowers teachers to sustainably overcome most teaching-learning impediments. This requires that the educational authorities provide teachers with a relevant training process and efficient training and supervisory staff

Sadly, most regions of Benin country, specially Oueme, have limited resources in terms of the body of supervision. In fact, with its eighty-nine (89) public secondary schools, Oueme counts only one (01) inspector and three (03) teaching advisers. As a result, in-service training for teachers' development is neglected. Then, it is obvious that the ratio teachers/supervisors is alarming and alternative solutions should be found. This study aims at finding solutions to fill these gaps by exploring WPW as in-service training for continuing professional development.

The objective of the different WPWs is to build a community of practitioners to allow teachers to share their experiences and materials and to support each other in solving their challenges. To conduct this study, two hypotheses are uttered:

- Professional development is necessary to improve teaching-learning and by the way impact students' outcomes.
- The Weekly Pedagogical Workshops are efficient tools for Teacher Continuous Professional Development (TCPD).

To reach its objectives, this research work is divided into four sections. After the introductory paragraphs, in the first section, some key concepts like teacher development, in-service training... are defined. The second section is concerned with the description of the participants, the data collection instruments and the data collection procedures. The third section covers the analysis, interpretation and discussion of the findings; and the fourth section deals with the suggestions and conclusion.

## 2 THEORETICAL KEY STONES

### 2.1 CONCEPT OF CONTINUING PROFESSIONAL DEVELOPMENT (CPD)

Recent calls for educational reforms have continuously suggested that classroom practices can be best changed and improved through Teacher Professional Development (TPD). With the increase of the interest in raising the standards of teacher instructional performance and promoting quality education, teachers are required to know and learn more. In addition to this, the vast political, socio-economic and technological changes that Beninese country is currently undertaking made TPD a professional obligation.

Teacher development is different from teacher training. Teacher development means growth, change, improvement, etc. not only professionally, but also as a human being. In the words of Evans (2002: 131), teacher development stands for *'the process whereby teachers' professionalism and/or professionalism may be considered to be enhanced. He defines professionalism as an ideologically, attitudinally, intellectually and epistemologically based stance on the part of an individual, in relation to the practice of the profession to which she/he belongs, and which influences her/his professional practice'*.

According to Youssef (2019) TPD can be defined as an ongoing process through which professional developers help teachers gain more knowledge and skills in a specific field. It also means a systematic and constant process in which individual teachers are trying to continuously educate themselves to eventually craft their teaching practices'. Arguably, TPD is the ongoing teacher-taken initiatives to grab every possible instant for the sake of further enhancement in the teaching-learning process. In his research paper, Youssef revealed many advantages of TPD. According to him, *'TPD is of paramount importance because it leads to rapid personal growth, enhancing the technical use of teaching materials to boost students' learning. It also helps in improving the quality of instruction, and in establishing a culture of collaboration which may be very beneficial in gaining continuous feedback from others'*.

Then, it is clear that the purpose of a professional development plan is to maintain teachers up to date and help them fit with their students' needs. Many opportunities can enhance TPD and which may include: attending and participating in seminars, conferences and workshops, reading or publishing in journals, attending demo lessons, regular peer- and group discussions, sharing sessions, peer-observation, action research and professional language communities (PLC). An important aspect of TPD is the constructivist perspective, which has informed educational practice for several decades, showed that learning, in general, is constructed through social interaction where individuals exchange and share learnings in a supportive way.

Collaboration with others is useful to allow teachers to give and receive feedback and also offer on-the-ground insights that can ultimately be used for future improvements. At this level, a collective vision is needed. A community where teachers easily discuss their instructional practices, materials, share innovative learning and teaching activities can be created to affect teacher development. So, those weekly pedagogical meetings come as a crucible that favours this networking cooperation and sharing. This is particularly relevant in the CBA context with the constructivism and socio constructivism theories of learning. Christie (2005) points out that constructivism based learning is both an active process and a personal representation of the world. Here knowledge is constructed from the experience and is modified through different experiences. Problem solving and understanding are emphasized in this theory. Authentic tasks, experiences, collaboration, and assessment are among other important factors in this view of learning.

### 2.2 CONCEPT OF IN-SERVICE TRAINING IN TEACHING FIELD

According to Anna Saiti and Christos Saitis (2006: 456), *'given that schools are learning organizations, and that teachers are the benchmark of an education system, forming an integral part of pupils' intellectual and social development, the concept of teacher training becomes the key for the successful functioning and survival of the school'*. Therefore, certification and pre-

service training are not enough to deal with the 21<sup>st</sup> century challenges of teaching job. In fact, teachers need to update their knowledge and their teaching practices to better fit with their students' needs. In-service training stands as an important tool to overcome those challenges.

In-service education can simply be defined as the relevant courses and activities in which a serving teacher may participate to upgrade his professional knowledge, skills, and competence in the teaching profession. Consequently, it includes all forms of education and training given to a teacher who is already on the job of teaching-learning. Agreeing with this, billing (1976) added that in-service education is staff development, a deliberate and continuous process involving the identification and discussion of present and anticipated needs for fostering their job satisfaction and career prospects. Its also the institution for supporting academic work and plans, and implementation of programs of staff activities designed for the harmonious satisfaction of professional needs.

Generally, the teachers are regarded as the pivot of educational development. Therefore, in-service education is concerned with the activities and courses in which a serving teacher may participate to upgrade his professional skills, knowledge and interest, after initial training. In this case, in-service education is designed to fill the gap of professional inadequacies of a serving teacher. As Fisher (2003) has rightly pointed out the skill appropriate for generation ago might no longer prepare students for the world beyond school. Students are being tasked to be more creative and thoughtful in their daily activities. In-service education comes then as continuing education that is designed for the retraining, reskilling and updating the knowledge of manpower. According to UNESCO (1985), continuing education can be regarded as the entire body of educational processes whatever the content level and method, ... whereby persons regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behaviour in the two-fold perspective of full personal and professional development.

It is recognized that however good existing pre-service teacher education programs are, by their very nature cannot equip intending teachers with all they need for a lifetime of work in the classroom.

The weekly pedagogical workshops, As in-service training in the Beninese secondary schools, bring the educators no longer to rely on their academic knowledge only. It enables them to get useful information, develop new techniques and strategies, and any new ideas related to teaching-learning improvement. All this contributes effectively to the provision of quality teaching. So, teachers must be interested in weekly pedagogical workshops to ensure their continuing education. In Benin today, there is no other way out to better solve the problem of teachers' training and the question of the employment of unqualified newly recruited teachers in the educational system of Benin. Weekly pedagogical workshops are therefore one of the possible ways which favour improvement and upgrade. Through weekly pedagogical workshops, with the help of others, teachers can succeed in the pedagogical act. The practice of the weekly pedagogical workshop facilitates exchange between the teachers of the same subject. It is for this reason that it is important to see carefully what happens during exchanges. Well organized, WPW can encourage collaboration, extend learning time, manage large class sizes, etc.

Clearly, WPWs are worthy in this respect because they can be used to create a closed space that is accessible by inspectors and teaching advisers at any time to reach many teachers at the same time, allowing for easier communication and exchange of materials. Collaborative tasks can be very productive but need careful organizing to ensure they work together successfully.

### **3 METHODOLOGY**

#### **3.1 PARTICIPANTS**

*Table 1. Sampling*

<b>Schools</b>	<b>Teachers Having Answered to the Questionnaires</b>	<b>Teachers Attending WPW Regularly (Experimental Group)</b>	<b>Teachers who Rarely or Never Attend WPW (Control group)</b>
LTP/P-N	05	04	02
CEG DJEGAN-KPEVI	05	03	04
CEG DAVIE	05	02	02
CEG APPLICATION	05	01	02
Total	20	10	10

### 3.2 INSTRUMENTS

Questionnaires and classroom observations (for the experimentation) were used to gather reliable data during this investigation.

#### 3.2.1 QUESTIONNAIRES

The questionnaires purposefully designed and shared to the twenty (20) participants, can be described as followed: the first part of the questionnaire collects general information about the respondents, highest academic and professional degrees, teaching experiences, and the schools where they teach. The second part shed light on the challenges related to the ELF teacher professional development and the possible impact of attending WPW on their teaching practices and learners' performances.

#### 3.2.2 EXPERIMENTATION PROCESS

This experimentation aims to assess the effect of WPW on teachers' performance as far as the classroom management, and the students' output are concerned. Twenty (20) EFL teachers' performance were randomly assessed through classroom observations during 2019-2020 school year using the following grid purposely designed to fit with the experimentation. The researcher split this sample into two groups taking into account the teachers' attendance to the WPW.

*Table 2. Classroom observation grid*

Items	1	2	3	4	5
1. Designing adequate material					
2. Efficient use of material					
3. Conducive classroom atmosphere					
4. Students' motivation					
5. Student participation					
6. Learner centered class and STT					
7. Strategies and instructions quality					
8. Reaching lesson objectives					
9. Lesson planning					
10. Teachers' leadership					
11. Teachers' language proficiency					
12. Teachers' feedback and correction					

1-Poor; 2- Fair; 3- Good; 4- Very good; 5- Excellent.

This experimentation aims to assess the effect of WPW on teachers' performance. Here two groups have been taken into account. The first one is the Experimental Group (EG), of ten (10) EFL teachers who are active and regular participants of the WPW. The second one is the Control Group (CG), composed of ten (10) other teachers who do not attend those weekly meetings. This analysis is based on the teachers' scores ranging from a minimum of 12 points to a maximum of 60 points representing their overall performance assessed during one (1) hour classroom observation at the beginning and the end of the 2019-2020 school year. The data are analyzed using SPSS 25 with the following conditions:

1. Null hypothesis  $H_0$  and a hypothesis  $H_1$  are formulated:

- $H_0$ : There is no statistical significance between participation in WPW and Teachers' performance.
- $H_1$ : There is a statistical significance (noted Sig. in the ANOVA Table) between the participation in WPW and teachers' classroom performance.
- $H_1$  is proved if  $H_0$  is rejected.

2. Statistical significance (Sig) is established for a P-value noted  $\alpha < 0.05$

The level of statistical significance is expressed as a p-value between 0 and 1. A p-value less than 0.05 (typically  $\leq 0.05$ ) is statistically significant. It indicates strong evidence against the null hypothesis, as there is less than a 5% probability.

3. The practical significance (the real-life significance) expresses the strength of the correlation between variables is assessed through the *Effect size* expressed in ETA squared value.

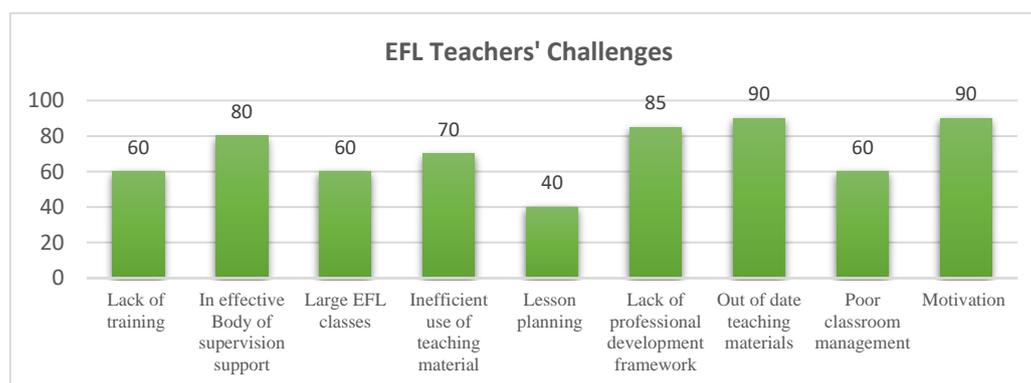
The objective is to reject this null hypothesis using the analysis of variance ANOVA test for statistical significance. Two values are expected p-value  $\alpha < 0.05$  indicating statistical significance and the ETA squared value expressing the Measure of Association assessing the effect size between the independent variable (the treatment/being active and frequent participant of WPW) and the dependent variable (teachers' performance/score). The ETA square helps to measure the impact of WPW within our sample.

### 3.3 DATA COLLECTION AND ANALYSIS PROCEDURES

Data were collected during the school year 2019-2020. The Vice-Principal was met and the English Head Teacher of each of the four (04) secondary schools are covered. The Head Teacher collected the questionnaires and after he/she and his/her peer had filled them, he/she sent them back to his/her Vice Principal who transmitted them to the researcher. let's mention that some teachers did not return their questionnaires on the spot. The classroom observations have also taken place in the same schools under the supervision of the above-mentioned authorities. The secondary schools are located in Porto-Novo, the Ouémé region in the southern part of the Benin Republic. Contents, themes and topics of many agenda of their weekly meetings were analyzed as well. The collected data were processed with IBM SPSS Statistics 25.

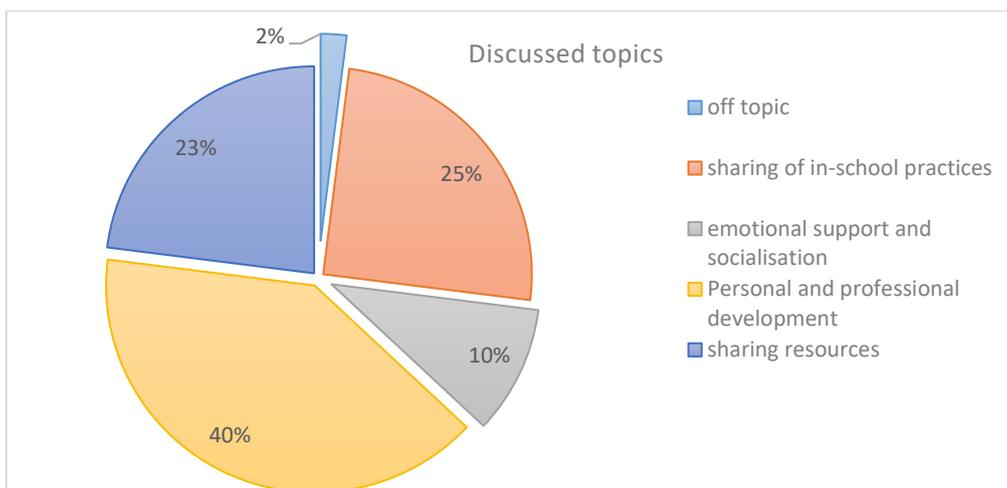
## 4 RESULTS AND DISCUSSION

### 4.1 RESULTS FROM QUESTIONNAIRES



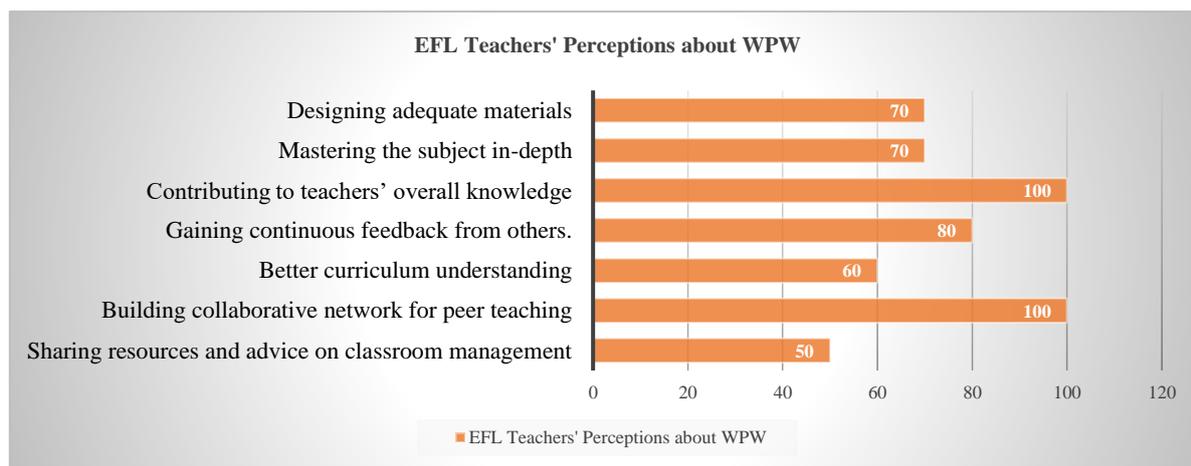
**Fig. 1. EFL Teachers' Challenges**

The results of figure1 show that all the teachers (100%) have almost the same problems in trying to enhance students' oral proficiency in their classes. These include lack of materials, the unproductive use of existing ones, or the out-of-date of those teaching materials if there is any, students' lack of interest, the absence of support from an effective body of supervision, the lack of training and professional development framework. This chart also points out the size of classes (too large), and the challenges in lesson planning leading to poor classroom management, as obstacles to the teachers' best performances. These difficulties can justify the importance of establishing WPW to overcome those challenges with the help of senior or experienced peer teachers in Beninese context.



**Fig. 2. Discussed topics during a WPW**

Figure 2 shows that several topics are discussed by EFL teachers. The topics ranges from personal and professional development (40%), sharing of in-school practices (25%), through resources sharing (23%), down to emotional support/socialization (10%). Unfortunately, off topics find place during those meetings and come to occupy 2% of the discussions.



**Fig. 3. Teachers' perceptions about the WPW**

This chart displays some of the teachers' perceptions about the contribution of the weekly pedagogical workshops. 100% of the teachers have confirmed that it contributes a lot to teachers' overall knowledge and for building a collaborative network facilitating peer teaching-learning among teachers. 80% of the teachers confessed that such a meeting helps them to gain continuous feedback from others. It can be concluded that WPW can easily become an essential tool for peer teaching. It was also asserted by 70% of teachers that the workshop helps for designing materials and in mastering deeply a given subject. 80% of the respondents find opportunity for feedback from others, where some others (60%) find room for a better understanding of the curriculum. But, unfortunately, only half of the respondents (50%) recognized WPW as an opportunity for sharing advice and resources.

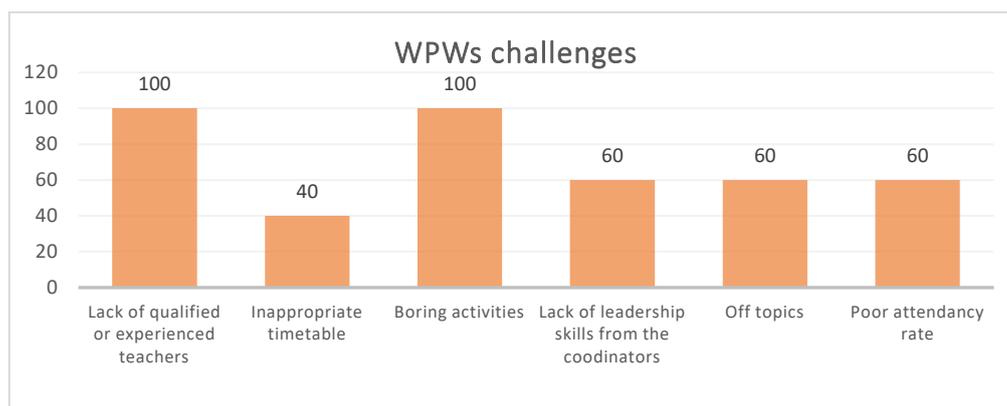


Fig. 4. Challenges of WPW

Figure 4 displays the different challenges faced by teachers during those periodical weekly meetings. The most important one are the boring activities and lack of qualified/experienced teachers as assumed by 100% of the participants. 60% of them confess that they do not attend regularly, and added that there are too much off topics during those meetings and their coordinators lacks of leadership skills. The timetable is another problem pointed out by 40% of the respondents.

## 4.2 THE EXPERIMENTATION REPORT

### 4.2.1 HYPOTHESES

- $H_0$ : There is no statistical significance between participation to WPW and Teachers' performance.
- $H_1$ : There is a statistical significance (noted Sig. in the ANOVA Table) between the participation to WPW and teachers' classroom performance.
- $H_1$  is proved if  $H_0$  is rejected.

### 4.2.2 STATISTICAL SIGNIFICANCE

Statistical significance (Sig) is established for a P-value noted  $\alpha < 0.05$ . The level of statistical significance is expressed as a p-value between 0 and 1. A p-value less than 0.05 (typically  $\leq 0.05$ ) is statistically significant. It indicates strong evidence against the null hypothesis, as there is less than a 5% probability.

### 4.2.3 PRACTICAL SIGNIFICANCE

The practical significance (the real-life significance) expresses the strength of the correlation between variables is assessed through the *Effect size* expressed in ETA squared value.

Table 3. Overall Score

Report			
Group	Mean	N	Std. Deviation
Experimental	37.80	10	7.891
Control	22.75	10	4.778
Total	30.28	20	9.977

The experimentation shows the total mean of 30.28 and a standard deviation of 9.977 for the 40 participants.

**Table 4. One-way ANOVA control group\*experimental group**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig
Overall Score * Group	Between Groups	(Combined)	2265.025	1	2265.025	53.230	.000
	Within Groups		1616.950	38	42.551		
	Total		3881.975	39			

In table 4 the analysis of variance ANOVA shows that there is a statistical significance between both groups as  $Sig = .000$  or  $p$ -value noted  $p=1.3383^{e-9} < \alpha=0.05$  (the significance level). This value allows to reject the Null Hypothesis asserting that no difference (related to WPW treatment) exists between groups. The practical level of correlation/association between treatment and groups is assessed by the measure of association summarized in table 5.

**Table 5. Measure of association of Overall Score \* Group**

Measures of Association			
		Eta	Eta Squared
Overall Score * Group		.764	.583

The measure of association in Table 5 reveals in the current case, the Eta squared value expressing the Effect Size is  $ES=.583$  as this indicates a strong correlation between the dependent variable (teachers overall score) and the independent variable (WPW). This practically means that 58.3 % of the variability of teachers' Performance is explained by the impact of the weekly pedagogical workshops (WPW). These data are interesting as they confirm the predicted positive impact of WPW on teachers' performance.

### 4.3 DISCUSSION

#### 4.3.1 PURPOSES AND CONTENTS OF WPWS

Through the research findings, it can be said that WPWs provide a social environment in which the professional and personal development of teachers is supported. Some studies in the literature also support these results. As displayed in Figure 2, this research paper shows that several topics are discussed during the meetings by EFL teachers. During those workshops, topics are as follow: discussions on-field knowledge, discussions on personal and professional knowledge, sharing of in-school practices, sharing of teaching materials, and shares for emotional support.

Shares for field knowledge refers to teachers' specialized knowledge in a certain field whereas shares for pedagogical content knowledge emphasize how the teacher can teach what he/she knows. Shares for in-school practices stress teachers' practices performed during their lessons and shares for emotional support accentuates that teachers support and congratulate each other for different achievements, and refers to their efforts to develop mutual trust. It also refers to different social assistances for birthdays, loss of parents or relatives, health issues....

#### 4.3.2 CONTRIBUTION OF WPW IN CPD IN BENIN CONTEXT

According to Macia and Garcia (2016), communities of practice have an important place in the sense that teachers voluntarily participate in learning, reflect their practices to other teachers and give mutual emotional support. Marcia and Garcia (2016) investigated the effects of communities of practice on ensuring the professional development of teachers. In this regard, it is considered important to investigate the different aspects of teachers' behaviours in learning communities. Therefore, the way the WPW, which is regarded as a community of practice that can be used as an in-service tool, is used by teachers to ensure professional development is the subject of this paper.

In this context, the analysis of figure 3 testifies that teachers recognized the great contribution of WPWs in their professional growth. In their explanations, teachers affirm that they gain a lot from such a community of practices in building a collaborative network, accessing resources, mastering the subject in-depth, etc. It can be stated that the WPW has become a significant alternative for in-service training in recent years. In this regard, teachers intensively use WPWs for learning within the context of professional development. This validates the first hypothesis which states that WPWs are efficient tools for

Teacher Continuous Professional Development (TCPD). Communities of practice have three main features. These are field, community and practice. There is a common and well-defined field in the field community of practice. In the current case, the field is teaching-learning; the community is the different educational actors gathered during those meetings and sharing many things related to their field, and the practice is the teachers' performance during their language classes.

#### **4.3.2.1 RELEVANCE OF WPW AS AN IN-SERVICE TRAINING TOOL IN THE CBA CONTEXT**

Different learning theories are associated with teaching-learning to cope with the 21<sup>st</sup> century's needs. Because of the daily unstoppable revolution in the education field, pre-service training and certification are not sufficient for a whole teaching lifespan. For Keskin and Metcalf (2011) when today's learning theories are examined, it is observed that the theories used are associated with learning theories such as Cognitive Theory and Constructivist Theory. Interestingly, these theories are the pillars of the Competency-Based Approach (CBA) to teaching-learning implemented in the Benin republic. A key characteristic of the Competency-Based Approach is its focus on mastery and ways of achieving goals. It encourages both the educators and the learners to share responsibility for learning (Arevalo, 2018). Unlike other educational design models, a competency-based educational framework offers a unique and dynamic element that requires adaptation and a shift in learning approach both by educators and learners (Arevalo, 2018). This framework is closely related to the present-day CDP requirement made up of knowledge, attitude and skill components. In this context, teachers, as lifelong learners can take advantages of the infinite possibilities offered by WPW to continuously upgrade their academic and pedagogical knowledge.

On the other hand, some studies are trying to explain the professional development of teachers within the context of sociocultural learning, communities of practice, social learning and social learning theory (Marcia & Garcia, 2016). Sociocultural learning is an important determinant in the cooperation among teachers. Justifiably, the *social network* aspect of WPW nurtures the advantages of social collaboration and somehow lessens its drawbacks. Teachers attending regularly these sessions, have access to their colleagues' resources and can check and edit whatever they share. Meeting physically and participating whenever it is possible, allows teachers to share and solve issues related to their teaching-learning practices through social network framework offering a flexible social collaborative learning environment.

In this process, professional learning can take place by repeating, mutually sharing and modelling certain practices (Vytgosky, 1978; Van Lare & Brazer, 2013). Accordingly, teachers are regarded as social beings in the community of practice approach. They should be actively present in learning environments. In other words, they need social learning environments advocates Baran and Cagiltay (2010). In parallel with these statements, Brookfield (1986) points out that adults learn through collaborative studies in social environments when they work as target-oriented and think about what they have learned. According to Knowles (1990), concerning adult learning principles, adults can direct themselves depending on their development related to learning, their experiences and knowledge provide a resource for learning, and they learn by studying and discussing different problems. On the other hand, they want to learn the things that is useful for them, that is based on their interest, and that they will have the opportunity to implement. This is how the WPW activities should be re-oriented to avoid monotony and reduce teachers' absenteeism.

There are pieces of evidence regarding the fact that there are relationships between teacher learning and practices and their participation in WPW. In this paper, the types of sharing of teachers in the field of EFLT during those meetings revealed that there is a correlation between the WPW and the teachers' performance. Then it is clear that the experimentation carried out during this study, corroborates this paper's hypotheses stipulating that professional development is necessary to improve teaching-learning and in The Weekly Pedagogical Workshops are efficient tools for Teacher Continuous Professional Development (TCPD).. To succeed in using WPW as an effective and efficient in-service training tool, one should take the following suggestions into account.

## **5 SUGGESTIONS**

As revealed by figure 4, many difficulties are hindering the real impact of WPW as an efficient tool for teachers' professional development. To overcome those challenges, many practical actions should be taken.

- Government should avoid transferring only unqualified teachers to the same school. They should find a balanced ratio of senior experienced teachers and newly recruited ones for each school.
- The educational staff should organize regular workshops to sensitize on the importance of WPWs in Beninese educational system.

- Teachers' coordinators or head-teachers should be open-minded and not regard themselves as superior to others, to create a good atmosphere of exchanges. For this purpose, leadership skills should be developed.
- Good management of the group is required and a clear code of conduct should be elaborated to bide all the teachers. This may help to avoid misunderstanding and off-topics.
- School administrators and managers should always encourage the teachers' effort and provide assistance, curriculum and agenda for each session.
- Teachers should keep the focus on the needs, sharing the knowledge, issues and problems, through active participation as collaboration and networking are essential for their professional growth and to find resources to better their classroom practices.
- Teachers should prioritize and invest in their in-service training to stay up-to-date and to fit with 21<sup>st</sup>-century demands.

## 6 CONCLUSION

This paper confirms that continuing professional and personal development is the cornerstone of teachers' success in their field. Then, it is demonstrated that WPW supports the professional development of teachers. Therefore, it can be stated that meetings that increase cooperation in this way are an important factor in the development of teachers. In this regard, it is necessary to create and support such communities of practice in Beninese schools.

WPWs come as an important tool for teacher development. Being professionally qualified is not enough to be an excellent teacher. Teacher continuing developments approach that is self-observation, peer observation, action research, teacher journals, case studies, team-teaching, coaching, teaching portfolios, etc.– according to Gebhard (2005:25) *“can provide a way for us to identify problems in our teaching, as well as ways to solve these problems, and this process can provide us with much awareness about our teaching”*.

English is the most important international language around the world and it has become a key aspect in the development of a country. EFL teachers have to continue updating their knowledge to keep up with all the changes in the field of teaching English as a foreign language by usually attending weekly pedagogical workshops. This is one of the most powerful CPPD tools. Through this, they can effectively help learners in language learning and make the learning process more motivating. But, unfortunately, most of the teachers do not show any interest in attending this meeting. Most of them use the meeting hours for talking about irrelevant things, some mark their learners' papers during this meeting and even eat. Educational stakeholders should take actions to make WPW a real source of teachers' professional development.

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