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**Critical View on English Teacher Training in Niger Education: A
Study undertaken in Niamey City**

**Vue Critique sur la Formation de l'Enseignant d'Anglais au
sein de l'Éducation au Niger : Une étude menée dans la ville
de Niamey.**

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Abstract

This research study explores Niger English teachers' pedagogical insufficiencies for evaluation need. These indicators from English teachers are indexed as one of the main factors of an incomplete English teaching-learning in secondary schools. This factor is mostly seen as the consequence of an inefficacious teacher training to objectively teach English to non-speakers for language use. The objective of the study is to evaluate the quality of teachers professional training according to the main objective assigned to teaching-learning English as school discipline. The attribute of the main objective is to help the students learn English as a means of communication in all circumstances and in all social environments when the need arises. A quantitative approach using questionnaires served of tools to collect data with 90 teachers in various experience-aged and 120 students of different learning levels. The findings reveal a pedagogical incompetence with many teachers and an unsatisfactory language acquisition on learners' side. Teacher education as professional requirement to offer them all necessary competences for fulfilling their duties is almost neglected by educational stakeholders and policy makers throughout the interpretation of the findings. Consequently, many of students are taught the English language for passing exams rather than getting the expressive ability that allows a comprehensive interaction or communication among people. The study ends in proposing some palliative solutions to improve English teachers' professional needs in the expectance to make the process of English teaching and learning effective.

Keywords: Niger, Education, English, Teacher-training.

Résumé

Cette étude explore les insuffisances pédagogiques des enseignants d'anglais pour besoin d'évaluation. Ces indicateurs venant des enseignants d'anglais sont indexés comme l'un des facteurs principaux d'un enseignement-apprentissage incomplet de l'Anglais dans les établissements secondaires. Ce facteur est presque vu comme la conséquence d'une inefficacité de la formation des enseignants pour enseigner l'anglais à des non-natifs for usage de la langue. L'objectif de l'étude est d'évaluer la qualité de la formation professionnelle des enseignants selon l'objectif principal assigné à l'enseignement-apprentissage de l'anglais comme discipline scolaire. L'attribut de cet objectif principal est d'aider les élèves à apprendre l'anglais comme moyen of communication dans toutes circonstances et dans tous les environnements sociaux quand le besoin s'impose. Une approche quantitative utilisant des questionnaires a servi de méthode de collecte de données chez 90 enseignants de différent âge d'expérience et 120 élèves de différents niveaux d'apprentissage. Les résultats révèlent une incompetence pédagogique chez beaucoup d'enseignants et une insatisfaction d'apprentissage de ladite langue du côté des apprenants. La formation professionnelle des enseignants qui est une exigence pour leur offrir toutes les compétences nécessaires afin d'accomplir leurs devoirs est presque négligée par les participants en éducation et les décideurs politiques à travers l'interprétation des résultats. Conséquemment, beaucoup d'élèves apprennent la langue juste pour passage aux examens plutôt qu'acquérir la capacité expressive dans l'usage de l'anglais qui conditionne une interaction ou communication compréhensive entre les gens. L'étude finit par proposer des solutions palliatives pour améliorer les besoins professionnels des enseignants dans l'attente d'un enseignement-apprentissage effectif de l'anglais.

Mots clés : Niger, Education, Anglais, Formation des Enseignants.

Introduction

The present study is conducted after many and various insufficiencies noticed as indicators within and around teaching and learning English as foreign language in Niamey area (Niger Republic). French is not only the official or the language of the administration in Niger but it is also the language of education from the primary school to all categories of high schools. Due to its worldwide presence in humans' daily interactions through commercial businesses and partnership case between countries, English is implemented in Niger secondary schools' curricula as school discipline. Primary schools' curricula are not concerned by the implementation of English and this may have negative impact on students' English language acquisition because learning a new language at the very earlier stage of schooling is better for more profit for students than waiting until they reach middle school.

Taking time to insert English as school discipline at such age of learning process can uncontestably reduce the ability of a new language acquisition such as English. It can be realized that students' language acquisition devices have already moved from the learning abilities to difficult and slow capacities of bearing notions and to practicably generate them in terms learning output. It's then important here to distinguish the natural language acquisition that occurs via social contacts and language acquisition via learning that occurs in schools and in other types of learning centers with probable master of language skills (listening, speaking, reading and writing).

So, a foreign language acquisition in terms of teaching and learning requires numerous and various obligations and needs of resources in all natures such as good teachers, adequate teaching programs and methods, adequate teaching materials and appropriate language learning environment. Unfortunately, all above cited needs and requirements are unavailable for what I know as an experienced English teacher. The findings of this study come to confirm the unavailability of these, mainly the case of shortage in professional and qualified English teachers.

Thus, among all difficulties that hinder the completeness of teaching and learning English in Niger, the study touches the side of the irregularities in teacher training with its consequences on students' language learning as a problem linked to the marginalization of teacher training that this study proposes to call teacher education.

It is then honest to clarify that being a good English teacher requires pedagogical competences such as knowledge for practice, knowledge for and in practice supported by full competences in the English language didactics to make teaching and learning interesting and meaningful. All English teachers' language teaching competences are then professional, means they should to be provided to them during teachers' pre-service and in-service training.

When training centers are rare or are in a very limited number, and sometimes with lack of appropriate and equipped rooms like language laboratories for instance, English teachers' education-formation is somehow under-estimated with a noticeable inability for many of them to help students learn English efficaciously and finally for communication purposes.

Some of the educational researchers believe of an existence of difference between teacher training and teacher education. Certain see teacher training as the practice work which includes teachers' performance and all skills to guide the group-class in learning actively and efficaciously while others think that teacher education refers to the fact of teaching teachers how to teach by showing and initiate them to all knowledge of teaching such as methods, approaches, techniques and teaching styles including classroom management. Thus, teacher training and teacher education are interchangeably used as synonyms throughout the study

because both expressions refer to the professionalization and the qualification of teachers for their educational duties.

1. Presentation of the study and related literature

1. 1. The problem statement of the study

Indicators such as students' unsatisfactory records at English after all types of assessments and evaluations, the inability to speak English for many of them after several years of learning the language and the unfair skill of writing they show when taking notes during courses and lectures. Bad grammatical structures and miss-orthographic words throughout exercises in even paragraphs writing may be the consequences of an incomplete process or a lack of teaching training or teaching formation with their teachers.

Pedagogical and didactical competences are results of adequate teacher training that in turn produce good teaching practices followed by good educational roles in guiding learners to leaning autonomy using certain educational roles and responsibilities such as counselling and animating.

The lack of English teacher training within the educational system of Niger impact negatively teachers' duties in turning them into non-professional and non-qualified to objectively teach English. The lack of professional education for teachers is also by inference lack of providing students with abilities of using English to communicate.

1. 2. The objective of the study

As earlier said in the abstract, this study aims to evaluate the quality of teacher training, so as to say their professional education. The low and weak English language acquisition noticed with students throughout the process of teaching and learning English is the starting point of this study because students' English positive or negative performance depends on the professional competences of their teachers.

1. 3. Significance of the study

The significance of the present research study stands for a contribution to repair, to adjust or to definitely solve the problem of English teacher training in Niger education in general for the betterment of the English language teaching and learning.

In taking into consideration the some of the propositions the study intends to formulate as contribution to solve the problem related to English teacher training, expectance for future effectiveness of teaching and learning English in school milieu can be kept forever. When teachers are well trained and are given the necessary and adequate materials to make teaching and learning interesting, learners are on their side saved from difficulties to learn English for communicative purpose.

1. 4. Limitation of the study

Among many other problems that hinder the attainability of the main objective attributed to the effectiveness of teaching and learning English in Niger secondary schools, this study is only and specifically limited on evaluating with critics English teacher training seen as a one of the basic problems influencing negatively students' English acquisition in terms of learning.

2. Literature review

Literary review is scientifically somehow confused to framework in social sciences such as the one this study deals with because education sciences cannot be defragmented from the sciences that concern humans' societies. So, teacher education or teacher training as professional

qualification constitutes the focus area of this study as framework on which a related literature review is needed to match with the objective of the study.

It is to consider that students' English language learning acquisition refers to their learning outcomes that should be visible and measurable through the use of English, and all these depends on the type of teachers who teach them. "it derives from the assumption that knowledge is a commodity that can be objectified, represented in the form of standards, and measured in terms of immediately visible outcomes" (Delandshere and Petrosky, 2004, P. 5). The central points to focus on to build an appropriate framework for the study turn around exposing ideas, opinions and judgments to contribute to the development of social sciences principally in the domain of education. According to (MacMillan English dictionary, 2002, p. 561), a social science framework is "*a set of ideas that you use when you are forming your decisions and judgments*". In consideration to this definition given to the concept of framework, notions related to education, professional training, formation, and teaching-learning practices constitute in long and large the content of the study's framework.

The copulated term from education and formation semantically hides other terms not to neglect or to omit as they serve of 'roots' and 'fruits' for the full meaning in education-formation parlance. These hidden terms complete each another rigorously to form an intra-functional interdependency and they are didactics, pedagogy, teaching, learning, outcome performance and effectiveness. The frequent presence of these terms within debates and discussions around education ~~are to~~ explain and ~~to~~ justify that a process of an effective English language learning by students is first based as a starting point on the quality of teacher training. During their training, teachers may probably acquire competences in pedagogy and language didactics. Such competences serve to 'nourish' and 'water' teachers' pedagogical practices. Ingerman and Wickman (2015) state that didactics is understood as both the science of the teaching profession and the professional knowledge that teachers possess. It is therefore evident that good teaching practices from teachers impact positively students' performance in English acquisition with motivation and self-confidence for autonomous learning.

To give more credits to Ingerman and Wickman, teachers' competence in English language didactics makes them professional and qualified to teach the language efficiently. English language didactics is indeed the most teaching competence to provide teachers with due to its multi-dimensional importance found in the numerous and various definitions attributed to language didactics.

Among the definitions given to language didactics, the one that depicts its scientific and diagnostical role as a science or the study of teaching through educational process serves to develop ideas around theoretical characteristics of language didactics in this study. the theoretical characteristics of language didactics can help this study to situate and contextualize English didactics regarding its objective that is to evaluate the quality of teacher training in Niamey area. And this, because educating teachers for professional tasks uses theoretical and conceptual notions of language teaching to develop in them all teaching competences that they should put into practice for efficacy once they reach the teaching field. That is why Kansanen (1993) sees Didactic as competence is about knowledge of how to teach and communicate knowledge.

Definitely, it is to assert that the contribution of the English language didactics is of a great importance in the concept of education-training as it prepares teachers to be more competent

and productive in their educative role. The more English teachers receive permanent ‘in-service’ training to boost and improve teaching competences, the more students’ language acquisition becomes immensely fair with possibility to use it for interaction. So, it is to note that students’ learning input and outcomes depend largely on their teachers’ professional qualification that is logically the result of good pre-service and continuous training.

Professional English teachers differ from non-professional ones because they consider teaching as an art that requires talents to be indexed as a good role player in classrooms seen as teaching arenas a professional and qualified English teacher’s head is full of expertise, of creativity, of innovation and of renovation that accompany his language proficiency, fluency and accuracy he is endowed with due to the master of all language skills oppositely to the non-professional and incompetent English teacher.

It is true that all categories of teachers (professional, temporary and contract) have daily common teaching tasks to perform after planning their lessons but the flexibility and the expertise in the execution distinguish them. In other words, their teaching practices make the difference between professional and non-professional teachers. Fensham (2004) & Gundem (2011) point out that didactics is a field of research that encompasses the collective knowledge of all teachers at the point where academic knowledge and practice intersects.

When non-professional teachers represent a considerable rate among all teachers in the process of teaching and learning English as foreign language like it is noticed and mentioned in some previous related studies for the case of Niger, the process is altered of inefficacy. The lack complete teacher training can be indexed as the first source of students’ low performance in their English language learning.

A satisfactory language acquisition in terms of teaching and learning is much more based on teachers’ competences in didactic practices than on their pedagogical practices even if both are useful as they work with complementarity because of their interdependence link.

Pedagogy and its practices are respectively oral transmission of knowledge and theoretical language structure whereas didactic practices focus on students’ engagement to put into practice theoretical language knowledge using appropriate methods such as communicative language teaching methods, interactive approaches, techniques and strategies to objectively ensure to students a benefit language acquisition that refers to their capacity to use English in real life and everywhere it is possible. (Darling-Hammond, 2000) says all attempts to engage teachers in teaching any program without granting them professional training will negatively impact students’ learning.

3. The methodology of the study

The methodology used by the study to achieve its evaluative objective regarding the quality of education-formation in English teacher training in Niger education is purely quantitative with questionnaires submitted to participants as instruments of data collecting. The questionnaires include closed and multiple choices questions which answers permitted to measure teachers’ professionalism and qualification, and to also quantify students’ satisfaction in their English learning because students’ satisfaction or not generally depends on the type of teachers who teach and help them learn dependently or autonomously. The more their teachers are good, the

more students become performants. It is important to clarify that the content of both teachers' and students' questionnaires satisfy the research questions' needs due to their direct link. (see them as appendices)

3. 1. Participants to the study

As participants to the study, 90 teachers and 120 students of different secondary schools and of different levels were grouped to serve of research design.

The participants are randomly and anonymously chosen within five (5) secondary schools in Niamey area.

Statistical charts served of tools of data analysis followed by the interpretation, presentation of the findings and their discussion.

1. 1. 1. Participants' profile

Table 1. Teachers' profile

Experience age	Number	Gender	
		Male	Female
1 to 5	14	9	5
5 to 10	18	12	6
10 to 15	23	15	8
15 to 20	35	23	12
Total	90	59	31

Source: author's data analysis

Table 2. Students' profile

Learning year level	Total
1 to 2	17
2 to 4	38
4 to 7	65
Total	120

Source: author's data analysis

3. 1. 2. The research questions

Two Types of questions are formulated to achieve the objective attributed to the study. They are divided into one (1) main question and two (2) secondary questions that are:

Main question:

- Do English teachers in Niger receive professional pre-service and or in-service training as teacher education?

Secondary questions:

- What is the impactable relationship between teacher training and students' English learning?
 - Is there possibility to attain the main objective assigned to the process of teaching and learning English in Niger education?

3. 1. 3. Hypothesis

The study did not formulated hypothesis but the findings themselves and their confrontation against prior related studies can highlight the quality of Nigerien English teachers' education-training.

4. Data analysis

4. 1. Information collected from teachers' questionnaire

Question 1: Did you once attend a teaching training school? If yes, pre-service, in-service or both?

Table 3. view on teachers professional training

VARIABLES	Number of answers & %					
	Yes	%	No	%	Total	%
Before (pre-service training)	07	07.78	83	92.22	90	100
After (in-service training)	04	04.45	86	95.55	90	100
Both (pre & in-service training)	03	03.34	87	96,66	90	100
TOTAL	14	15.54				

Source: author's data analysis

Question 1 in teachers' questionnaire seeks to know whether education-formation for English teachers is taken into consideration by the educational policy due the importance of their professionalization. Unfortunately, the interpretation of the above table reveals that only 14 teachers among the total of 90 who participated to the study have been trained to the profession of teaching either with pre-service or in-service training.

Among these 14 teachers, 07 of them attended teacher training school before they began teaching. 04 received in-service training whereas only 03 teachers received both pre and in-service training.

Question 2: Do you improve your teaching competences using online teacher development?

Table 4. Teachers' self-development

VARIABLES	Number of answers & %	
Often	12	13.34
Never	78	86.66
TOTAL	90	100.00

Source: author's data analysis

Question 2 is asked to teachers in the intention to have an idea about self-professional development since their education-training is doubted not fully taken into consideration by the education decision makers. Online teacher development is known to be one of the major and easiest opportunities for teachers to help themselves improve their teaching competences.

Among the 90 teachers questioned, only 12 of them often attend online professional development to encompass their lack of professional training. The large majority of them representing 78 teachers have never attended such opportunities.

Question 3: Is teacher's professional education necessary for satisfactory English teaching?

Table 5. Teacher training necessity for satisfactory education

VARIABLES	Number of answers & %	
Yes	90	100.00
No	00	00.66
TOTAL	90	100.00

Source: author's data analysis

The above table describing teachers' awareness of the importance of their education or teacher-training due to the great expectance waited from them as excellent or good input producers they should be for students regarding their English learning. It is to consider that fair and benefit output from students are always results of good input. All teachers questioned about the necessity of teacher training for effective English teaching agreed for the necessity in responding *yes*.

4. 2. Information collected from students' questionnaire

Question 1: Do your English teachers' teaching practices satisfy your needs?

Table 6. Students' perception of their teachers' practices

VARIABLES	Number of answers & %	
Yes	17	14.17
No	78	65.00
Almost	25	20.83
TOTAL	120	100.00

Source: author's data analysis

Question 1 in students' questionnaire investigated on their satisfaction regarding their English learning, so as to say their language acquisition in relation with their teachers' teaching practices. Among the 120 students who received the questionnaire, only 17 students attested of their satisfaction followed by 25 others who answered to be passably satisfied. 65 % of them representing 78 students among their total number responded *no* to attest of their unsatisfaction as presented in the above table.

Question 2: How competent are you honestly at use English to communicate?

Table 7. Students' competence in using speaking English

VARIABLES	Number of answers & %			
Excellently	02	01.67	Ability of using English to communicate (45 students)	37.50 %
Good	05	04.17		
Good enough	15	12.50		
Passably	23	19.16		
Insufficiently	35	29.17	Inability of using English to communicate (75 students)	62.50 %
Very insufficiently	40	33.33		
TOTAL	120	100.00		

Source: author's data analysis

This table records students' ability to speak English, to use it as means of interaction. According to the findings, 37,50 % of the 120 students who participated to the study, so as to say 45 students said they are able to communicate using the English language, either excellently (02 students), well (05 students), well enough (15 students), passably (23 students) and the 75 others (62,50 %) of them are not.

5. Presentation, interpretation and discussion of the findings

Table 8. Answers from teachers' question 1

Questions addressed to teachers	Answers	
I. Did you once attend a teaching training school? If yes, pre-service, in-service or both?	07	Before (07.78%)
	04	After (04.45%)
	03	Both (03.34%)
Total	14	15%

Source: author's data analysis

English teachers in Niamey are not sufficiently trained. Indeed, a very little number of teachers once received professional teaching training as teacher education among all types of training that are pre-service training, in-service training or both of them. 14 teachers out of 90 that participated to the study once attended a training school either for pre-service training, in-service training or both. The recorded percent out of these 90 teachers is 15%. By reference, it is reasonable to say that only 15 teachers over 100 have been trained to the teaching profession.

Thus, supposition can be done here in asserting that only 16% of English teachers in Niamey are professional and qualified to teach English like it should be. It is to note in this case that when teachers are not trained to the English teaching pedagogical and didactic practices, they cannot fully operate with teaching goals attainability. In other terms, they can't able to help students learn and acquire the language for communicative purpose to achieve the main objective of teaching and learning English in Niger secondary schools (middle & high). Almerich et al. (2016), in the analysis of their findings explain that as initial teacher training is lacking, the level of initial competencies acquired during training is insufficient and not a guarantee that teachers have, in fact acquired basic skills.

Pre-service teaching training may be a must-have for all teachers before facing their educational duties, but unfortunately this is not a preoccupation for education authorities for the case of Niger. An insignificant number of teachers have the chance to be trained, and this, with no continual and regular training. Offering them opportunities to improve and expertise their teaching competences is very rare. Such findings related to English teacher training in Niamey in particular and in Niger in general may be a problem resulting from the insufficiency of teacher training schools or centers.

These results answer sufficiently the main question of the study that investigates on English teachers' professional training because the rate of those who once received education-formation as teaching training is very low so as to say very insignificant.

Table 9. Answers from teachers' question 2

2. Do you improve your teaching competences using online teacher development?	12	Often (13.34%)
	78	Never (86.66%)
Total	90	100%

Source: author's data analysis

Few of English teachers think to improve their teaching talents otherwise since their training is neglected by the policy of the educational system. The easiest way to do so is to grasp online opportunities that are most often free, no fees to invest and these online opportunities to teacher self-education or training are immensely advantageous as they permit teachers to fill gaps in what they lack as competences to neatly fulfill their duties. The proportion of Niamey English

teachers who often fight to professionalize themselves in attending online courses is very low, but these are to felicitate and encourage for investing themselves in self-professional teaching. Their engagement to improve their teaching competences attest of their motivation for the teaching profession. The findings show that only 12 teachers (13.34 %) out of the 90 often improve their teaching abilities in participating to online forums or professional lectures such as webinars or something else related to self-development. The advantage is that today's educational context is more based on the use of technological devices to conduct teaching and learning activities. Thierman and Cevallos (2017) point out that the lack of adequate training for future teachers leads to insecurity when it comes to implementing and experimenting with new technologies in classroom, this means even if technological devices are available, improvements in education will not be achieved.

The findings reveal that the great part of English teachers (78 teachers out of 90) do not think about self-training in order to create ways for good professional career as they have never attended online courses or forums that can stand for teacher development. It is therefore right to decide that question 2 of the research study is answered because many of Niamey English teachers are non-professional. They have not been trained to the teaching profession in order to acquire the basic knowledge of teaching and consequently this lack of training impact negatively students' English language acquisition throughout their learning process.

Table 10. Answers from teachers' question 3

3. Is teacher's professional education necessary for satisfactory English teaching?	Yes	100 %
	No	00 %
Total		100 %

Source: author's data analysis

All respondent teachers answered that their professional training is necessary for satisfactory English teaching. Despite the large number among them who missed the chance to be trained, they all recognized the importance of having pre and in-service training. That means if they had been trained before, they can perform much more than what they do as self-sacrifice to help students learn English.

Table 11. Answers from students' question 1

Questions addressed to students	Answers	
1. Do your English teachers' teaching practices satisfy your need?	Yes	04.17 %?
	No	65.00 %
	Almost	20.83 %
Total		100.00 %

Source: author's data analysis

The above results show that only few of students are satisfied with their teachers' teaching practices (41.17%), and the great majority are not (65.00%). It is then normal to point out here a problem of language didactic practices, and this problem can be part of the consequences of the lack of teacher training. When language teaching such as the one of English in foreign context is greatly dominated by pedagogical practices that focus partly on transmitting knowledge in neglecting the practice of the theoretical knowledge, learning acquisition becomes only theoretical. The inability from students to put into practice theoretical knowledge in and out of class hinders considerably their English language acquisition.

The crucial lack of teacher training constitutes an obstacle to the effectiveness of the process of teaching English. A good teacher may sufficiently be trained for teaching goals accomplishment. The ability of students to speak English depends on their teachers' didactic competences and on how appropriate activities and materials are selected to satisfy language teaching goal. Monk (1994) found in a related study that teacher preparation predicts students' performance.

The above results can also serve of means to answer the research main question that wonders about teacher education as professional training.

Table 12. Answers from students' question 2

2. How competent are you honestly at use English to communicate?	Ability of using English (45 students)	37.50 %
	Inability of using English (75 students)	62.50 %
Total	120 students	100%

Source: author's data analysis

Throughout the presentation of these findings related to students' ability to use English to communicate, the study reveals that the high majority of Niamey secondary schools' students by reference to the 120 students questioned, are not able to use English to interact, and this after several years of leaning the language.

Only 45 students (37.50 %) out of the 120 respondents are able to use English to communicate and the rest of respondents that are 75 students (62.50 %) are not. Supposition can be done in voicing that only 38 over 100 students in Niger are able to purposefully speak English.

If the main goal to teach English to students is to help them use the language to communicate, the problem of lack of teacher training can be considered as one of the sources of students' inability to speak English. The research secondary question 2 is then answered as there is no possibility to achieve the main objective for what English is taught in Niger secondary schools as discipline mainly when teaching the language skills is neglected. Through his study, Robert Berman (2013) remarked that the most difficult language construction for non-native speakers is the productive skill of speaking. He also found that the other skills of reception are of a great difficult for non-native speakers.

1. Recommendations

This research study conducted around the English teacher professional training in Niamey area in particular and in Niger by generalization closes its steps with recommendations to authorities in charge of education. Are the followings:

- Ensure pre- and in-service training to all English teachers,
- Permanent assistance to them by teaching inspectors and advisers,
- Create a lot of teacher training schools or centers,
- Offer teachers the opportunity to improve their competences in English speaking countries,

- Facilitate teachers' self-professional development with computers to create online account for permanent access to teaching webinars, forums, and other related seminars,
- Create equipped language laboratories in faculties of school education, training centers and in schools.

Conclusion

With consideration to the research findings around teacher training in Niamey secondary schools, it is to conclude that English teachers are in great need of professional training. Ensuring them professional training considerably makes them qualified to help students learn English as means of communication rather than as means of passing exams. Teachers' pedagogical and didactic practices should also be reinforced with all necessary materials and language laboratories. Their competences in teaching practices are students' guarantee to learn English for communicative purposes. Only the valorization of teacher training is to be taken as the first condition to allow teachers all professional competences and qualities to objectively teach English. When teachers are well trained in pre-service (before beginning to teach) and in-service (along their career), change can certainly occur with expectance to achieve the main objective assigned to teaching and learning English not only in Niamey secondary schools but also in all secondary schools of Niger. /.

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Appendixes

1. Teachers' questionnaire

Respondent's name: (Not mandatory) School name: (Mandatory) <p style="text-align: center;"><i>Dear teachers,</i> <i>I need your help as participants to achieve the objectives of a research study I am conducting in Niamey area and on teacher education.</i> <i>NB: please, answer honestly the questions.</i> <i>Thanks in advance for being cooperative</i></p>
Question 1: Did you attend a teaching training before and after? If yes, before, after or both? Pre-service training <input type="checkbox"/> In-service training <input type="checkbox"/> Both of them <input type="checkbox"/> Others <input type="checkbox"/> (to precise)
Question 2: Do you improve your teaching competences using online teacher development? Often <input type="checkbox"/> Never <input type="checkbox"/>
Question 3: Is teacher's professional education necessary for satisfactory English teaching? Yes <input type="checkbox"/> No <input type="checkbox"/>

2. Students' questionnaire

Respondent's name: (Not mandatory) School name: (Mandatory) <p style="text-align: center;"><i>Dear students,</i> <i>I need your help as participants to achieve the objectives of a research study I am conducting in Niamey area and on teacher education.</i> <i>NB: please, answer honestly the questions.</i> <i>Thanks in advance for being cooperative</i></p>
Question 1: Do your English teachers' teaching practices satisfy your need? Yes <input type="checkbox"/> No <input type="checkbox"/> Almost <input type="checkbox"/>
Question 2: How competent are you honestly at use English to communicate? Excellent <input type="checkbox"/> Very good <input type="checkbox"/> Good enough <input type="checkbox"/> Passable <input type="checkbox"/> Insufficient <input type="checkbox"/> Very insufficient <input type="checkbox"/>