



## **Instructional Materials in the Classroom: An Investigation on how Benin EFL Teachers use the Teacher's Guide**

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**Abstract:** Teaching materials play a central role in teaching and learning, and as Garton and Graves (2014:11) assert: "Materials are fundamental to language teaching and learning". In Benin, the students' book and the teacher's book are the two main traditional resources in teaching. For a long time, these resources have not been deeply up-dated and evaluated by researchers. This research study was an investigation on how Benin EFL teachers use the guide in classroom context. This research was a qualitative one and data were collected during teachers' weekly seminars. The schools selected were located in the Ouémé district in the South of Benin). Overall 14 EFL teachers participated. Questionnaire, interview, and class observations were the instruments used in this research. The results have indicated that Benin EFL teachers use the guide differently. Also, the findings have also revealed that EFL teachers who create and modify activities proposed in the teacher's guide were successful and their performance in teaching was very effective than those who were stick to the guide only.

**Keywords:** Instructional materials, EFL teachers, teacher's guide.

## **Le Matériel Didactique en Classe : Une Investigation sur l'utilisation du guide par les enseignants d'anglais au Bénin.**

**Résumé :** Le matériel didactique joue un rôle crucial dans l'enseignement et l'apprentissage. Comme l'a affirmé Garton et Graves (2014, P11), « Le matériel est fondamental pour l'enseignement et l'apprentissage ». Au Bénin, le livre de l'élève et le livre du maître constituent le matériel de base dans l'enseignement. Pendant longtemps, ces ressources n'ont pas été profondément évaluées et actualisées par les chercheurs. Ce travail de recherche est une investigation sur la manière de l'utilisation du guide par les enseignants d'anglais dans la classe au Bénin. C'est une recherche qualitative et les données ont été collectées durant les animations pédagogiques de semaine. Les établissements sélectionnés sont situés dans le département de l'Ouémé, au Sud du Bénin. Au total, quatorze (14) enseignants de langue y ont pris part. Le questionnaire, l'interview, et l'observation de classe sont les instruments utilisés au cours de cette recherche. Les résultats ont révélé d'une part que les enseignants de langue au Bénin utilisent le guide différemment ; et d'autre que les enseignants de langue qui créent et modifient les activités proposées dans le guide réussissent mieux leur enseignement, et leur performance est meilleure par rapport a ceux qui se contentent uniquement du guide.

**Mots-clés :** Matériel didactique, enseignants de langue, guide de l'enseignant.

## Introduction

A number of EFL teachers considers both books in general and the guide particularly as a great assistance for their lesson planning. The guide is a source of inspiration for teachers. Most of the time teachers may select units that seem to be helpful especially for lessons sequences and drop the other aspects of less importance. More and more, teachers' books and teachers' guides have become an essential part of English profession. The guides assist teachers in the design and the preparation of their lesson. According to Harmer (2007) a teacher's guide is the manual that normally comes with the coursebook and it is composed of ideas and notes about how to use the material. A teacher's guide should help teachers use the textbook more effectively. It should also indicate the goal of the lesson as well as learners' age and the level the book it is designed for. Cunningsworth and Kusel, (1991). According to the author teacher's guides which proposes answers keys for exercises, and suggestions for planning a lesson help teacher to reach their goal and meet the requirement of the curriculum. Akbulut (2007) claims that teachers should be well trained and have strong background on what they are doing but it is also compulsory for them to know the way things are set up and organised in the book. Many scholars expressed their view that if teacher's guides do not satisfy teachers' needs, then they are not useful. In Benin, English as a foreign language (EFL) has been taught for over five decades. Many textbooks of English and their guides have been introduced and changed over that period of time. Unfortunately, the teachers' guides do not really contribute to developing teachers' awareness of English language teaching theory and principles. Most of the time, the guides lack direction and the majority of inexperienced teachers miss the objectives of the lesson. The suggestions of answers in the guides are full of errors. The design of the main textbook in program is problematic. The pages in some revised versions are not the same. The linguistic information in the guide is not enough and do not provide appropriate assistance for the teachers regarding the answers key.

In this research, firstly, the way EFL teachers use the guide in class is carefully analyzed. Secondly, the researcher tried to find out whether the teachers' guide (TG) functions meet the needs of the students, and especially when dealing with teachers who have recently switched from using one Series or design to others series. Thirdly, some major errors are compiled from the teachers' guide to draw both teachers and the re-reading team's attention while planning their lesson and on the revised version of the guide each two years.

## **1. Research Purpose**

This study aimed at investigating the EFL secondary teachers' views about the teachers' TGs in terms of their importance in the teaching process and to what extent they meet the teachers. The following questions sum up the purpose of the study more succinctly:

### *1.1 Research Questions*

- 1-How do EFL use the textbook and the guide in lesson preparation?
- 2-What is the teachers' belief about the use of the guide?

## **2. Literature Review**

### *2.1. Definition of instructional Materials*

Instructional materials are the main tools used in educational lessons, which includes active learning and assessment. Basically, instructional materials involve any resource a teacher uses to assist him/her teach his/her students. Instructional materials (IMs) can also be defined as resources that organize and support instruction, such as textbooks, tasks, and supplementary resources according to Remillard & Heck, (2014). Instructional materials refer to the human and non-human materials included facilities that can be used to alleviate, motivate, improve and promote teaching and learning tasks. They are concerned with any materials used in the teaching and learning process. Known as Teaching/Learning Materials (TLM), they are any assemblage of materials, including animate and inanimate objects and human and non-human resources that a teacher may use in teaching and learning situations to guide in the achievement of desired learning objectives. Instructional materials may assist a student in concretizing a learning experience in order to make learning more enjoyable, interesting and interactive.

As instructional materials, teaching materials are the term used to describe the resources teachers use to plan and deliver instruction, but the common point is that they have the ability to support student learning. There are many types of instructional materials, but the most common ones are concerned with textbooks and teachers' guides.

### *2.2. Traditional Resources*

Traditional resources include any textbooks and workbooks designed and used in the classroom. For example, in some countries, students have literature classes, like language arts classrooms. Generally, a literature textbook is designed for those specific classes. In addition to these, traditional resources also include an additional reading material, such as novels or poems apart from the textbook. These materials can really assist the teacher to introduce new concepts to their learners. For example, when learning the concept of theme, a

literature textbook can provide numerous reading materials all displaying themes in different types of literature. In the same way, workbooks can give some useful basic practice activities for a new vocabulary word or even writing activities that might be difficult for students. Then, when mastery is shown on a basic level, a teacher can introduce more challenging material related to that concept.

### 2.3 Description of the textbook ("*Go For English*").

"Go For English" combines the best features of traditional methodology with imaginative new techniques of language learning, to develop students' communicative skills. The British authors, who have international experience, have worked closely with African colleagues to produce this course for the First Cycle in Secondary Schools. The themes of this course focus on the experiences of students both inside and outside school, with links across the curriculum and reference to everyday life. The four skills (listening, reading, speaking and writing) are taught in depth and fully integrated, leading to closer investigation of vocabulary and grammar in the practice pages at the end of each unit and in Reviewing the Units pages at the end of the book. The Grammar Summary covers Books 6<sup>ème</sup> to 3<sup>ème</sup>. Pair Work and group work give many opportunities for genuine communicative interactions. The book has used a rich and fully illustrated variety of activities and exercises. Each lesson is treated in a different way to sustain students' interest. The grading of language is steady and thorough, with constant revision structures and vocabulary. Each unit contains three (3) lessons and Practice pages. Sample tests can be used as tests or for homework practice. The teacher's book provides the teacher with all need to make the lessons a success. It gives the aims and language targets for each lesson, with suggestions for the classroom management of each exercise.

The book was designed in 1993. Some years later, the experimental phase has started with the revised version of the activities and the content of the books. In 2007 "*Go For English*" (Form 4) was revised. Following were the revision of the second cycle classes (Upper fourth grade, fifth grade, and sixth grade) (Seconde, Première, and Terminale) respectively in 2008, 2009, and 2010.

The generalization phase started in 2011 with the Competency-Based Approach. "*Go For English*" has been replaced definitively by the supporting documents (Documents d'accompagnement). From 2012 to 2020, the re-reading team proceed with the adjustment of the documents every two years.

### 2.4 Analysis of the guide

The teacher's guide (TG) states the objective of the lesson. The TGs books that are supposed guide EFL teachers about the effective methods to be used while handling the Secondary English lessons. The guide focuses on the four

skills (Listening, Speaking, Reading, and Writing). The *TG* covers the EFL course objectives in different forms: what the students are to learn and to do, what the teachers are to teach and to do, what language skills are to be practiced, and what language items are to be learnt. Furthermore, this *TG* seeks to guide the teachers' practice without being dogmatic.

In Beninese EFL teachers' guides, the aspects of linguistic and communicative competencies are developed. The content of the teacher's guide is meant to suggest practical ways to meet the English learner's needs in Benin. Today, the guide does not cover the book itself as a whole for the second cycle. For example, six units have been selected as sample of learning situation especially in literary classes. The guide in general from the first form to the seventh one presents structures and functions, the learning strategies, pictures descriptions, guidelines to assist learners and some answers keys regarding activities.

Cunningsworth and Kusel (1991:129) discuss the *TGs* role, functions and the manner of their use. They insist that the *TGs* should provide explicit statements concerning their function or use because they help the teacher to form a clearer perception of the role and potential of the *TG*, allowing it to be employed more effectively. Cunningsworth and Kusel also suggest that each *TG* has five functions:

A teachers' guide is "the main if not the only way curriculum writers can establish a direct link to teachers and clarify their intentions to them" Shkedi, (1995 :155). It presents the material and activities to be conveyed to the students. Hong (2006) and Richards (1998) highlight the impact of publishing and using teacher's guide in their studies. The first function is to provide a statement of the general purpose of the teaching material and describe the linguistic and - or methodological rationale. The second one is to encourage the development of teaching skills generally, going beyond the specific skills needed to utilize the class material. The third one is to assist the teacher in understanding the structure of the course material and the contribution of each lesson or unit to the overall course. The fourth function will provide guidance in the practical use of the material, and the fifth and last one will provide linguistic and cultural information necessary for the effective use of the material in class.

A number of scholars also undertook research on the use of the guide in EFL classes. Shkedi, (1995) in his investigation on the use of teacher's guide in Israel, has discovered in his interviews with forty three (43) Israeli teachers, that ten (10) teachers appreciated the use of the teacher's guide because it assisted them to have an overview of the whole program, and it also assisted them in the selection of new materials for lesson planning. However, 83% of the teachers interviewed expressed their point of view that they could get along using the textbook without any reference to the teacher's guide. The same

author, in his investigations discovers that the use of teacher's guide matches with the teacher's years of teaching experiences. Experienced teachers often tend to perceive the guide as optional rather than compulsory. Teachers stated that a good textbook serves the purpose of teacher's guide by fulfilling their instructional needs. Most of the teachers preferred to adopt the curriculum to their own instructional needs rather than using the instructions in the guide. They said that they used the teacher's guide by choosing among suggestions and adopting them to their needs, deciding on additions if need be. Shkedi (1995). Similarly, saying was discussed by Stodolsky (1988, in Hutchinson & Torres, 1994). They have indicated that teachers preferred to adapt the guide to their needs and preferences. They state, "we have found little evidence in the literature which shows that teachers teach strictly by the book" (p. 325).

### *2.5 Evaluating The Teacher's Guide*

To evaluate textbooks and the guide, which are traditional resources, the most important aspect to consider is to make sure that designer and experts select material within the resource that appropriately fit to teachers' learning objective. Most textbooks, guides, and workbooks have already been designed to align with certain educational standards and are therefore very reliable in regards to addressing classroom objectives. However, it is necessary to be sure to select material within the textbooks that matches your specific learning objective.

For Huthchinson and Waters, "Textbook evaluation is basically a straight- forward analytical matching process", (1987: 97) Romero (1990) states that there are many important aspects to keep in mind when selecting a textbook for an EFL teacher. A good manual will supplement each lesson with specific suggestions on presenting the new material, additional practice for oral drills, testing procedures, and answers to the exercises. Moreover, the manual should explain the methodology of the course, so the teacher will know exactly what is expected of it and the reason of its purpose.

## **3. Research Methodology**

This research was a qualitative one and data were collected during teachers' weekly seminars. The schools selected were located in the Ouémé district in the South of Benin). Overall 14 EFL teachers participated. Questionnaire, interview, and class observations were the instruments used in this research. The researcher has also collected samples of Teachers' lesson planning for analysis. The teachers' questionnaire is composed of sixteen (16) statements (See table 1).

To track how teachers were using the guide, a semi structured interview was used. Five different main questions were addressed to teachers,

Pedagogical Advisors and inspectors. (See Appendix B). Apart from questionnaire, interview, class observation was used and attention was particularly focused on the sample of lesson prepared by EFL teachers. Permission was asked prior to the observation especially to obtain the lesson plan.

#### **4. Analysis of the results**

##### *4.1 Results from Questionnaire*

An analysis of the table indicated that there was statistically significant similarities in the frequencies of responses on the right answers provided in the guide and the novice teacher interview. (See entry 04 in the table and the teachers' belief in the interview responses). Teachers express different opinion on the use of guide in terms of providing the right answers keys in the book. 50% do agree with the statement while 50% disagree. 11 teachers out of 14 use the guide all the time, that is (78.57%). This result indicates that the majority of teachers depend were glued to the guide. This result is strongly linked with the result of the fifth statement. Most teachers follow instructions as they were proposed in the guide. (71.42%). Unfortunately, only 4 teachers, that is 28.57% found out that the organization and the layout of the contents make the TGs easy to use.

N°	Statement of the questions	Frequency		Percentage %	
		Agree	Disagree	Agree	Disagree
1.	The teachers 'guides provide a rationale of the information and guidance	09	05	64.2%	35.71%
2.	Instructions are clear enough	11	03	78.5%	21.42%
3.	The guide helps to develop practical teaching skills	11	03	78.5%	21.42%
4.	The guide provides the right answers keys for questions in the book *	07	07	50%	50%
5.	I follow the order of instructions presented in the guide? *	10	04	71.4%	28.57%
6.	I come across some errors in the guide from time to time	08	06	57.1%	42.85%
7.	I am satisfied with the answers provided in the guide	08	06	57.1%	42.85%
8.	The contents of the textbook always match with the guide	10	04	71.4%	28.57%
9.	I depend heavily on the guide for my lessons *	09	05	64.2%	35.71%
10	I use the guide all the time *	11	03	78.5%	21.42%
11	The teacher is advised when and how to correct the student' language	08	06	57.1%	42.85%
12	The organization and the layout of the contents make the TGs easy to use	10	04	71.4%	28.57%
13	The language used in the guide is easy and understandable	14	00	100%	00%
14	The guide suggests any procedures for planning, preparation and conduct of lessons	07	07	50%	50%
15	The guides have sufficiently detailed explanation of grammar, items, vocabulary items, and pronunciation?	08	06	57.1%	42.85%
16	The general objectives of the lesson have been made clear in the guide with reference to level, age of the learners and areas covered.	12	02	85.7%	14.28%

**Table 1: Expression of teachers' perception on the guide**

#### 4.2 Results from the Interview

The teachers' perceptions about the guides were generally more positive. Teachers' perceptions indicated that the main functions of a guide were to provide teaching resources (n=09) for part time teachers rather than stimulating teachers' thinking (n = 05). For full time teachers. Full time teachers turned that the teacher's guide is full of deficiencies. Teachers should not rely on them. The frequency of the use of teacher's book varied from one category to the other one. Part-time teachers use the guide every day to plan their lesson. They cannot plan lessons without the guide. As for Full time teachers, they use the guide from time to time (When it's necessary).The sections of the guide they perceived the most helpful were concerned with answers keys for reading Comprehension, gap filling, synonyms terms, practice on pronunciation, and samples of essays, letters. Here are the Three Full time teachers' perception on the use of the teacher's guide.

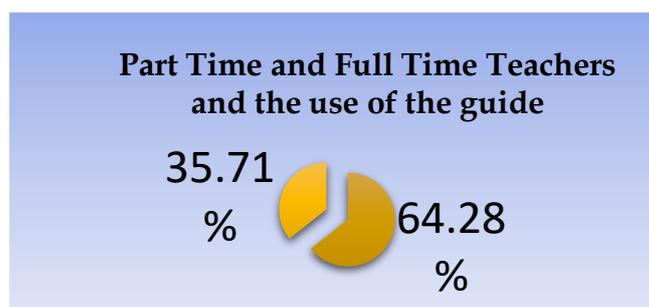
1-*"My perception on the use of the guide is negative. The design of the guide itself is problematic. Some of the answers keys are wrong". The assistance and the guidelines are not consistent"*

2-*"I am confused sometimes while using the guide. The strategies proposed contradict the Learning Situation and I am obliged to use my own method to plan my lesson".*

3- *"There is a mismatch between the content, the topic, and the Learning Situation. I do not rely on the guide that much and its conception needs to be updated".*

#### 4.3 Results from classroom Observation

Figure 1: Use of the teachers' guide



From the pie chart, 64.28% of teachers depend heavily on the guide to plan their lesson. 35.71% did not really use the guide.

Notice: Some of the teachers report exactly the errors inside their lesson planning.

#### 4.4. Compilation of Errors

### **Form 1**

- 1-Absence of lesson plans in the guide
- 2-The way the process of teaching "to be" is labelled in the guide may not allow the new teacher to teach it successfully.
- 3- The position of English alphabet in the document (P:8) is not appropriate.
- 4-(Page 11) of the document displays a function related to question words but it is not mentioned in the guide.
- 5- The activity on page 18 of the student's book is different from the suggested answer provided by the guide (P:17).
- 6-The guide does not mention how to teach "the possessive case" on page (P:38) in the student's book.
- 7- There is a reading comprehension in the guide which is not present in the "document d'accompagnement" (Support book).
- 8- The guide is not well organized. Some lessons of a given Learning Situation or Sequence in the book appear in another Learning Situation or Sequence in the guide.
- 9- Some suggested answers do not match the activities in the student's book.
- 10- The days of the weeks, years of the months are badly compiled in the guide

### **Form 2:**

- 1-For Learning Situation 1, Sequence 1, there is no suggested answer for the pre-questions on page: 5 of the student's book in the guide.
- 2-There is no suggested answer for the Writing activity in the guide (P:5)
- 3- The text for Listening Comprehension on page 48 of the textbook is different from the guide (P46).
- 4-Absence of practical activities on the function asking or giving information on page 49 of the textbook.

### **Form 3**

- 1-For LS1, Sequence 1, Sequence 2, Sequence 3, there is an absence of suggested answers for Listening Comprehension activities on page 7 of the textbook in the guide (Pages 9-10).
- 2-Absence of suggested answers for the use of simple present tense with adverbs of frequency on (pages 8 and 9) of the student's book, and (pages 10-11) in the guide.

### **Sequence 2: Common Diseases**

- 3- Absence of Suggested answers for pictures description on page 13 of the student's book. The lesson on "Function to have a pain" does not appear in the guide (P13).

4- On page 18 of the textbook there is a structure on "If Clauses", type 1 but in the guide the same structure is entitled "Warning" (Page 15). The lesson has been skipped from the guide.

5- There is an absence of an instruction of the reading Comprehension which is on page 19 of the textbook. However, the suggested answers are proposed in the guide on page 16.

### **Sequence 3: Health Care**

6- There is an absence of suggested answers for the Speaking activity (Pictures description P22) in the guide on Page 17.

9- There is an absence of suggested answers for the activities on the function making suggestions on (Page 22) of student's book.

10- The Suggested answers on page 18 of the guide is not in relationship with the text entitled "keeping healthy" on page 24 of the textbook.

### **Learning Situation 2: Communication, Sequence 1,2, and 3**

#### **Sequence 1: How do we communicate today?**

11- The suggested answers for the picture description on page 24 of the guide does not match with the pictures on page 28 of the textbook. It is rather for Form 2.

12- There is no suggested answers for the vocabulary activities on page 30 of the textbook in the guide.

13- The suggested answers for the picture description on page 24 of the guide does not match with the pictures on page 28 of the textbook. It is rather for Form 2.

14- There is no suggested answers for the vocabulary activities on page 30 of the textbook in the guide.

#### **Sequence 2: At the post office**

15- Absence of suggested answers for the vocabulary activities on page 36 of the textbook in the guide.

16- The lesson on gerund does not appear in the sequence 2 in the textbook. But it appears in the guide on page 36.

17- The gerund with "mind" does not appear in sequence 2 according to the textbook. But it on page 38 in the guide.

18- The Listening Activity on page 38 in the guide is not present in the sequence 2.

#### **Sequence 3: What's on TV tonight?**

19- There is no suggested answers for the vocabulary activities on page 40 of the textbook in the guide.

20- There is no suggested answers for the vocabulary activities on (of the textbook in the guide page 40).

21- Absence of the Listening Comprehension in this sequence. But it is inserted in the second sequence.

22- There is no suggested answers for the reading activities on page 46 of the textbook in the guide.

### **LS N°3 Education**

#### **Sequence 1: Young girls 'Education**

23- The Reading Comprehension activity on page 'ç of the textbook is skipped (See page 47).

24- The Reading comprehension following the lesson on "giving advice" in the guide is not in the textbook.

25- The Listening Comprehension on Page 50 of the guide is not in the textbook.

#### **Form 4:**

(Page 10) and activity 3 is related to vocabulary. The steps to teach pronunciation are skipped in the guide. (Page 11) and activity 5. The guide does not propose the Post Reading activity which may help the teacher to check students' comprehension. A novice teacher can easily miss this step because the possibility is not discussed in the guide. (Page 13). The Writing teaching follows some stages. There are no details about those stages. (Page 16). An instruction is given to teachers about the function (of giving and accepting advice). There is no link with this activity and the activity in the students' book. (Page 10).

#### *4.5 Analysis from the class observation and the Compilation of Errors*

From the observation, it can be noticed that the majority of novice teachers (n=09) do follow order of instructions as proposed in the teacher's guide whereas the other five (n=5) veteran teachers were more creative in using the information proposed in the guide. (See figure 1). However, error number 10 on the days of the weeks, years of the months were avoided by all the teachers observed on the ground. This means that the error is visible and reasonably it was not possible to teach a new language without key information on the days of the week. Sometimes students were confused about the wrong answers provided by the teacher since the answers keys proposed in the guide were also wrong. At the end of the observation, when this type of error was noticed, the researcher draws the attention of the teacher to reconsider the student's right answers and to correct them.

## 5. Discussion and Implications

Kim (2015) discussed Teachers 'Opinions on the evaluation of ELT Teachers 'Books. He concluded that there was statistically significant difference in the frequencies of responses on the use of teachers 'books between trained teachers and non- trained teachers. The non-trained teachers seemed to be more dependent upon teachers 'books and the guide than the trained ones. For Allwright (1981:10), language teaching and learning is a tangled process; they cannot be satisfied with a prepackaged“ set of decisions that can be found in ready-made teaching materials”. This assertion is in line with the EFL teacher's beliefs about the design of the English textbook and the guide in Benin. For many years, the unique book used at the national level is maintained. This is due to several factors such as the lack of funding, and training regarding the expert in the domain.

It is then necessary that school specialists redefine the frequency of the design of both textbooks, and the guide. The different theme discussed in the textbooks should consider aspects of learners' real life. The theme should be updated and adapted by learners' environment. By doing so, it may be possible to have a variety of theme and sub-themes discussed all over the world, and this may lead to a great perfection regarding the design of the books and also impact positively learners' achievement. Unfortunately, this idea contradicts a certain number of authors, experienced educators, writers, and expert's perception' on the design of the course book. They claimed that “There's a consensus among that the perfect course book does not exist (O'Neil, 1982; Grant, 1987; Sheldon, 1987; Skierso, 1991; Acklam, 1994). All books have certain scope and deficiencies and they all require Permanente evaluation, selection, adaptation and supplementation. There is no course book that can cover all learners 'needs in all situations or that can be applied to all EFL teachers and students. In addition, the same view on the perfection of textbook has been discussed by (McDonough and Shaw, 1993:65; McGrath 2002). They also maintained that no textbook is perfect for a particular class or an individual student. In Benin, an effort is made to modify slightly the content of the textbooks especially the series of « Go For English». The experimental period has started in 2007 with intermediate classes (form 4). The rereading team continues the following years (2008, 2009, and 2010) with the advanced classes (upper 5th, 6th, and 7th grade students). The rereading team even work on the content during the period of experimentation. After the revision of the textbooks transformed into « Document d'accompagnement/ Support document», the generalization of the Competency-Based Approach (CBA) becomes a reality in the country in 2011. The series « Go For English» have been

modified and replaced by the new support that is fundamentally based on the CBA programs. From 2012 to 2020 the team revise the content each two years. First of all, the re-reading team should work collaboratively with teachers on the ground who have direct contact with students and who are really knowledgeable on the content of the books. The re-reading team should make sure that the revised version is synchronized at the national level. Another suggestion that could help the teacher is to empower them to use additional or other interesting books for their lesson planning provided they match with the required curriculum. The contents of the guide should be improved and more assistance for novice teachers should be provided. Samples of lesson planning should be suggested during the in-service training. The school specialists in collaboration with the government and the ministry of secondary education may schedule more training on the use of the textbooks, and encourage more micro teaching during the pedagogical meeting. Reflection on the topics developed in the books, selection, the appropriate design and asking for sponsors if need should be the priority of those who are in charge to design the national curriculum. All these will help to obtain the adequate printing. Finally, Principals of schools should negotiate and provide novice teachers with the two books (textbook, and the teacher's book). This should be systematic. As for Pedagogical Advisors (PA) and EFL Inspectors, they should also work collaboratively with teachers to rethink about the design of both textbooks and the guide. They need to train teachers on the establishment of lesson planning, and on the use of additional materials. It is urgent that (PA) propose more than two samples of how to start a lesson and the different components of the specific lesson. They should constantly ask for promotion of professional development on the use of guide. Teachers may be trained in locating and creating simple materials for relevant topics. There are interesting links for locating materials on the internet that can guide teachers on the topics developed in learners' documents.

## **Conclusion**

Both the textbooks and the teacher guides are essential tools in delivering the new curriculum to the schools in Benin. The questionnaire, the interview, and the compilation of errors at the different level of the books have shown that there is a need to recontrol the content of the student's book. The re-reading team is working on the revision each two years, but some shortcomings are still remaining. The present study indicates a disjunction between curriculum/books designers and pedagogical reality. Many EFL teachers rely heavily on the guide and follow instruction step by step, without any modification, while

other (the veteran teachers) select the positive aspects to plan their lessons. Thus, it is expected that the government of Benin will take proper steps to eradicate the problems mentioned and make the teaching material more effective to improve the overall educational situation of the country.

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- Shkedi, A. (1995). Teachers' attitudes toward a teacher's guide: Implications for the roles of planners and teachers. *Journal of Curriculum and Supervision*, 10(2), 155-170.
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## **Appendices**

### **Appendix A**

#### **Recommended books in program today**

**First Cycle:** Direction of Pedagogical Inspection (2007) Student's book (6<sup>ème</sup>)

Direction of Pedagogical Inspection (2007) Student's book (5<sup>ème</sup>), (4<sup>ème</sup>), (3<sup>ème</sup>).

**Second Cycle :** MONTGOMERY Michael et al, (1994) "Go For English" 2<sup>nde</sup>, 1<sup>ère</sup>, Terminales, New Delhi, Edition Macmillan, NEI Edicef.

#### **Support documents**

##### **First Form and Second Form**

ORICHA Sévérin, (2015). One Stone, Two birds, Anglais 6<sup>ème</sup>-5<sup>ème</sup>, Cot., Regard Press Inter.

AHLE Benoît et al, (2011), Keep in touch 6<sup>ème</sup>, Espagne, Collection Edicef, Hooder, Educ. Grp.

KOUSSOUHON Léonard et al, (2009) Top in English 6<sup>ème</sup>, Cotonou, Editions Deo Gracias.

##### **Third Form**

EDON Akiyo André Orè, (2018), READY FOR BEPC, Livre d'exercices, Collection Kikè.

KOUKPOSSI O. Albert, (2018) ; the English language Arena, Manuel, Edit. Alpha Plus.

MOUSTAPHA A. Franck, (2018), Improve your knowledge, Manuel, Collection MOUSTOG.

ORICHA Sévérin, (2016), BEPC CERTAIN AVEC L'ANGLAIS 4<sup>ème</sup> et 3<sup>ème</sup>, Cot., Regard Press

AHLE Benoît et al, (2011), Keep in touch 3<sup>ème</sup>, Espagne, Collection Edicef, Hooder, Educ. Grp.

KOUSSOUHON Léonard et al., (2009), Top in English 3<sup>ème</sup>, Cotonou, Editions Deo Gracias.