

## The Contributions of Didactic-Pedagogic Training to the Teaching of Beginning Teachers in Beninese Secondary Schools: Insights from Novice EFL Teachers

Jean-Marc Gnonlonfoun\*

GRI-DiGeST/LARPET/ENSET/UNSTIM-A

## \*Corresponding Author

Jean-Marc Gnonlonfoun

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**Abstract:** This study is set out in order to understand the didactic conceptions and practices that define the teaching carried out by novice EFL teachers in Beninese public secondary schools. In this line, Thirty novice EFL teachers who graduated in from the BAPES programme in 2017-2018 were contacted with an effective participant rate of 83,33%. Interviews and class observations were adopted for data collection. Field work for data collection was carried out in December 2019-January 2020 and in March-April 2020. Due to the outburst of the coronavirus pandemics and related constraints, interviews were done through WhatsApp audio and video calls. The data from the interviews and observations were correlated through various repeated readings and categorizations. The analysis of the data collected revealed that the contribution of didactic-pedagogical knowledge to teacher training resides at the intersection between academic training and practical training. Teaching is a situated action, theorized and mobilizing knowledge of a different nature. Therefore, a training centered on more academic than practical assumptions is unlikely to favor the future teacher knowing not only what to do to teach, but the pedagogical reasons that underlie this doing.

**Keywords:** Benin context, EF novice teachers' perspectives, Initial teacher training, didactic and pedagogical training.

### 1. PROBLEM AND LITERATURE

The interest in the study of teacher education with a look at didactics, especially with regard to its contribution to the teaching of teachers at the beginning of their careers, is justified, at least, in two perspectives.

The first one refers to the literature available on teacher education (André, 2010, 2013; Barretto, 2010; Gatti, 2010, 2013; Lüdke & Boing, 2012; Oliveira, 2014; Libâneo, 2015a; 2015b). In some countries, it is noted that teacher training today, under the responsibility of universities, suffers from a lack of practical training, highlighting the weight of theoretical training and the lack of coordination between specific training subjects and pedagogical training.

Since it is evident that the professional training of teachers requires an approximation with the reality of classrooms and educational systems, in the sense of considering the culture of the profession - its knowledge, practices, contexts, artifacts, interactions - as a starting point and arrival. It is the middle of the profession that seeks to develop in a rigorous process that involves what is called initial training, within the scope of undergraduate courses, in Higher Education. Therefore, the initial teacher training provided by these courses has the responsibility of certifying the egress for entry into the career, which will be accompanied by what is called continuing education, a stage subsequent to the initial one, consisting of a series of different investments aimed at improvement and specialization of training.

From the perspective of teacher education, it is expected to understand the theoretical and methodological contributions about what it is and how it is done to teach what teachers want to teach in secondary schools. The teaching profession is not trivial, although many tend to think wrongly that to teach it is enough to know the content. It is, as Tardif and Lessard (2005) assert, an interactive work between human beings, whose nature and function lies in the act of

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teaching. Thus, the teaching professional specificity, that is, what distinguishes the teacher from so many other professionals, is teaching, as contextualized by Roldão (2007), which, in the universe of interactive work, in which the object is human, requires the mobilization a wide range of knowledge. In this sense, there is a professional teaching knowledge, in the perspective advocated by Shulman (2016; 2014; 2004; 1987) or teaching knowledge, in the analysis of Tardif (2002) and Gauthier (1998), which need to be worked on in the initial training and in-depth during continuous training.

In the quest to provide an understanding of the demands and complexities of an interactive work such as teaching and, furthermore, to develop the knowledge essential to its practice, initial teacher training cannot be dissociated from the field of professional performance. The school is undoubtedly a strategic field for teacher training. However, research in teacher education, since the beginning of its history in the mid-1950s, as evidenced by Cochran-Smith and Fries (2005), shows a lack of systematic care in the connection between teacher preparation and the context of conducting studies your job. This aspect stems in large part from the fact that the undergraduate courses conform to each other in isolation, dissociating training in the specific area of pedagogical knowledge. This context worsens because the school is not as present as it could and should be in teacher training.

Nóvoa (2017, p. 1109), recently in a beautiful defense about the need to establish his position as a teacher, in order to affirm the teaching profession, leads his reflection and argumentation in order to answer the question about how to build education programs for teacher training that will allow to bridge this gap, recovering a weakened connection to schools and teachers in recent decades without ever failing to value the university's intellectual and investigative dimension.

The distance mentioned by Nóvoa (2017) is that observed between the theories that direct teacher education and the concrete reality of schools and their teachers. Such a distance hinders the transit between training and performance, theoretical and practical knowledge, academic and professional training. Facilitating the traffic, in the sense of reviewing the route and overcoming these distances, cannot represent the departure from one point to settle in another, but, dialectically, guarantee the flow of coming and going between training and performance.

In this perspective, the didactic-pedagogical aspects essential for the development of teaching do not seem to be sufficiently addressed in training. This has often been where teacher training institutions are strongly criticized nationwide. According to Libâneo (2015a, 2015b), teacher training courses often insist too much on proposing curricular paths that tend to fragment the focus of didactics between teaching and learning and to dissociate content from methodology.

In agreement with Libâneo (2015b, p. 39) who recognizes the epistemological dimension of didactics, the logic of ways of learning (psychopedagogical dimension) and the logic of the relationships between sociocultural and teaching practices (sociocultural and institutional dimension), Cruz (2017) argued that the object of didactics concerns the process of understanding, problematization and proposition about teaching. Didactics are elaborated in teaching, producing knowledge about and for teaching. It is about guaranteeing the teacher in training and in acting conditions to propose ways of mediating pedagogical practice, based on conceptions that allow to situate the social function of such mediations. It is therefore a question of emphasizing not only how to do, but how to do (mediation) in conjunction with why to do it (pedagogical intentionality).

In such conditions, it is essential to ask about what counts as didactics in teacher training courses. What is taught? Why? How? By whom? What conceptions and practices direct the work of teacher trainers, those responsible for teacher training in the context of undergraduate courses? What does the trainer think about didactics and how is his conception manifested in his teaching proposal? How do students, future teachers, perceive didactic teaching? In what sense does the knowledge about teaching constructed through the study of didactics contribute to the constitution of professional teaching knowledge?

The second perspective that underlies this research is related to the phase of professional insertion, which, according to Tardif (2002, p. 11), "is a really important period in the teacher's professional history, including determining his future and his relationship with work". The first experiences made by teachers at the beginning of their career have a direct influence on their decision to continue or not in the profession, because it is a period marked by contradictory feelings that daily challenge the teacher and his teaching practice.

In the view of Marcelo (1993), beginning teachers are at the peak of the "learning to teach" phase, taking place in the period when students are switching from student-teachers to teachers. Because of this, the author argues that this is the most important stage, but also, according to his investigations, the one that has hitherto been most neglected in the training process, defined as the period of initiation to teaching or professional initiation or professional insertion. For

Huberman (1989), there is a professional life cycle with five phases, the first of which is the entry into the career, with an approximate duration of three years. At that moment, teachers go through a period of survival, due to a “reality check”, as identified by Veenman (1984), and an initial enthusiasm due to the discovery of the profession.

## 2. PURPOSE OF STUDY

Considering the preceding development, it is vital to understand that the professional insertion of teachers as the period that encompasses the first years of teaching in a new context of professional practice, marked, in general, by tensions arising from the need to act and to assert themselves in an unknown environment, interfering directly in their professional socialization process. Bearing this in mind, this study focuses on investigating how novice EFL teachers as beginning EFL teachers evaluate their didactic training; and that didactic conceptions and practices define the teaching they carry out in their first professional life cycle, very affected by the challenges of becoming a teacher.

The present study is, therefore, set out in order to understand the didactic conceptions and practices that define the teaching carried out by novice EFL teachers in Beninese public secondary schools. Two objectives are assigned: i) to analyze the contribution of didactic training to the teaching of these teachers at the beginning of their careers; ii) map and categorize didactic conceptions and practices that guide the teaching of these teachers.

## 3. METHODOLOGY

Thirty novice EFL teachers who graduated in from the BAPES programme in both private and public teacher training schools in 2017-2018 were contacted to partake in this study. But eventually, twenty-five accepted. These twenty, in addition to their graduation in 2017-2018, got classes to teach English as a foreign language in various secondary schools nationwide during the school years 2018-2019 and 2019-2020. Thus, in terms of professional experience, they got at least one year of experience and are all in their second year. Participants are young teachers aged between 20 and 30 years old, with a predominance of 24-25 years old.

Two instruments were adopted for data collection: interviews and class observations. Field work for data collection was carried out in December 2019 and January 2020 for the class observations. Interviews with participants were organized in March-April 2020. Each course observed lasted two hours and each interviews session lasted 30 minutes. It is important to note that because of the outburst of the coronavirus pandemics and all the lockdown and related constraints, some of the interviews were done through WhatsApp audio and video calls. Through the interviews, aspects of the narrated practice were captured. The observations helped the researcher to witness the teacher and his class directly, in the relationship with his students, the class, around knowledge in a certain context, and, therefore, in an expression singular of its didactics.

Therefore, the researcher was guided by the perspective of the subjects, who, as described by Gatti and André (2010, p. 10), turn to the understanding of aspects that shape the human in the context of their relationships and cultural constructions, involving group, community and / or personal dimensions and considering “non-neutrality, contextual integration and understanding of meanings in historical-relational dynamics”. The data from the interviews and observations were correlated through various repeated readings and categorizations.

In order to interpret the data, we are theoretically based on three concepts: i) teaching, the object of didactics, as a teaching professional specificity (Roldão, 2007; 2005); ii) didactics and the professional teaching knowledge base (Shulman, 1987; 2004); iii) teaching learning concepts (Cochran-Smith, 2012; 2003). From Roldão (2007, 2005), it has been problematized how teaching is understood and worked by novice teachers. With the contributions of Shulman (1987, 2004) this study explores how the relationship between didactics and teaching professional knowledge is expressed in the actions and knowledge of these teachers. Cochran-Smith (2012; 2003) helped to map the conceptions of teaching learning that mark the training and teaching of participants, as well as aspects of teaching learning expressed in their professional practice.

## 4. DISCUSSION OF FINDINGS

Discussions about didactic conceptions and practices define the teaching carried out by novice teachers lead to look at didactics and teaching practices in initial teacher education, guided by the objective of analyzing the contribution of this training to the teaching of these teachers. In this sense, during the interviews, participants were invited to explain their appreciation of the contribution of this area to their training, as well as to assess whether the didactic-pedagogical knowledge acquired during the course was recognized and how in their teaching practice.

In this regard, if it seemed clear to some of the teachers that it was the didactic curriculum components, teaching didactics of their specific area, supervised internship and teaching practice, for some others the memory registered either the general didactic or didactic specific to the discipline. Supervised internship and teaching practice were not always commented on, and it was necessary for the researcher to request that the formative experiences of these curricular

activities also be discussed. This aspect in relation to the area's memory seems in itself quite revealing of the internal disarticulation between curricular components in training, in addition to the much-announced disarticulation between disciplinary training and pedagogical training.

The teaching of knowledge in the field of didactics is not limited to the context of a discipline, but is part of a core of teacher training that has a very significant portion of professional preparation in the supervised internship and in teaching practice. However, for some participants, a question about the contribution of didactics to their teacher training refers them only to the disciplines that are designated as such.

What emerges from participants' views is the difficulty in identifying the articulation, in the initial formation, of knowledge that is at the base of the professional training and performance of the teachers. Certainly, the way the curriculum is presented and worked on helps teachers not to perceive the intersection between disciplines and, more than that, the knowledge that makes up an area, which in this case, is didactic.

Formosinho (2009) has devoted himself to the discussion on this theme and contributes towards understanding how the process of "academization" of the teaching profession influenced this gap between professional practice and training courses. For the author, the traditional model, experienced in higher education, establishes a dynamic of curricular fragmentation that favors the understanding of the main objective of initial training courses: teacher training.

Turning to the teachers' speeches, it was possible to understand several aspects that stood out in the assessment they made about the presence of didactic-pedagogical knowledge in their training. These aspects touch on the lack of practical references, in the way that teacher teachers submit their proposals, in supervised internships and in teaching practices, and in the content focused on planning, evaluation and the teaching context. Kokou's comment is representative of the agreement between teachers of a malaise in relation to the training obtained:

*A lot of things that we observe, a lot of discussions at the university they are very distant from the practice that we find in the public school system. In school you have to deal with a series of dilemmas that you don't expect. You learn like that by hard on the field.*

Even in the case of positive assessments about didactic training, this approach was highlighted as a fundamental criterion for the assessment that the teacher made of the contribution of this area in his education, as noted by Abena: "the teacher brought much of the discussion to practice (...)"

The precedings comments touch on the importance that the understanding of professional practice has for these beginners in the teaching career, reaffirming how necessary it is to face fragmentation and disconnection in theoretical-practical relations, in order to resolve this dilemma in teacher training.

Training teachers requires articulating knowledge to be taught, ways of learning and the relationships between social and cultural practices. This involves a base of professional knowledge, according to Shulman (1987), which encompasses knowledge of different orders: content of the subject, pedagogical, curricular, pedagogical content, students, educational context, objectives, goals and educational values. All of this knowledge needs to be mobilized in the act of teaching and is at the heart of the articulation between theorization and professional action. When they are core to teacher education, they contribute to the revision of the polarized and dichotomous relationship between academic and professional education. In this way, they also contribute to the attribution of another meaning, much more articulated, cohesive and organic, between the famous and polysemic discussion about theory and practice.

In this sense, the tutor plays a crucial role, since, as highlighted by some of the interviewees, the classes of some of them offer important clues about how a teacher should do to teach. This is because the themes they worked on continually considered everyday situations at school, the classroom and the approach to a particular content. As Dina commented:

*I will give an example here, one thing that left a deep impression on my tutor was his emphasis on critical didactics. In other words, how our practice has to be situated, in that school context, with those learners ... Because it was a reflection that I made, even before I entered the classroom, and that was extremely significant for me. We did work, read, discussed. It is logical that he made an overview of other pedagogical perspectives, which is also very important, but thus, particularly this element of his course was very significant to me. I think it was a part of reflection on education that was important, when I thought about my plans, when I thought about my approach ... Doing as he did. It was a reference. Because of that, you realize that it is a situated practice, it puts you in an eternal uneasy place, that you always have to be this guy who, so to speak, translates these very distinct, cultural, economic elements, and manages to build that didactic mediation there. He did that and it marked me.*

Dina's comments in relation to what she learned in didactics under the influence of her tutor confirms results of the previous research (Cruz, 2017; Cruz & Campelo, 2016; Cruz e Magalhães, 2017; Cruz & Batalha, 2018; Cruz & Castro, 2019), which indicated that the tutor identifies himself to his students both for what he is and for what he does. Therefore, it can assume the status of reference. This condition is established in view of his qualified training, manifested in the view of his students as a well-prepared professional, who, for his pedagogical action, for what he does in the classroom and for what he is as a teaching personality, acquires for the novice teacher, a status differentiated from its peers in terms of quality, which makes it a kind of archetype of practice for the novice teacher. And for this reason, it forges professional knowledge (teaching knowledge originated in activities) in the future teacher.

The internships and teaching practices are components that occupy a key position to favor the approximation between academic and practical training. And the evaluation of these involves positive and negative aspects, as indicated by the statements of Gyamena and Kofie:

*Gyamena: Most people complain a lot about the internship, but for me it was very positive to be in the school, with this other reality that was also unknown, you see that the teaching approach is very close to what I imagined, what I would like, it is not that normative, prescriptive teaching [...] The exchanges in the classes, of perceiving the different realities for me was very nice.*

*Kofie: My internship process was troubled [...] in fact, I experienced a moment of observation only in my teaching practice. Where in fact the tutors share in the moment of observation, there is a moment where you give yourself class, there is a moment of dialogue about the classes. I didn't have those moments of dialogue. I actually experienced only the observation of the classes. "*

These comments seem to be in the tension pointed out by Formosinho (2009) between a professionalizing perspective and the academic one in teacher education.

If, from a positive point of view and from a professional logic, some teachers mention an entry into the field of activity that allowed them to come into contact with problems in their daily lives and the strategies to deal with them; on the other hand, in a not very productive bias, there is a certain disregard with the organization of the internship and insertion of the student in his future professional environment - which generated the absence of experience of important stages regarding the different school realities.

This knowledge of the scope of didactics occupies a nodal position in the mobilization of knowledge specific to teaching, residing, especially, at the intersection between academic and practical training, an essential condition for professional training. Participants posit that, among significant aspects in relation to didactic subjects, including specific ones, the importance of content related to planning, evaluation of the teaching / learning process and knowledge of the school and cultural context stands out.

Despite the different conceptions of planning, this content was mentioned, objectively or indirectly, by all the participants. Some of them have advanced in the description of planning in a perspective that goes beyond their protocol vision, as can be seen in the speeches of Kratuo and Bintou:

*Kratuo: So, the lesson planning. The lesson planning: what resources will I use, how much more or less time will I spend on each thing, how will I contextualize that there, whether I will search from various sources or not. I learned in didactics.*

*Binta: For me there is no improvisation. Improvisation is bad, it doesn't work, it goes wrong. First, at the beginning of the year, we have planning time, we do annual planning, which is broader, so, with a theme, and some ideas that I already have. But there is also the planning that I do on a weekly basis.*

Repeated comments about overcoming techniques, the need for planning at the expense of improvisation and the contextualization of teaching and learning situations allows to allude to a critical didactic, centered not only on technique, as a condition of instrumental didactics, but also, without belittling the importance of the techniques necessary to the process of teaching and learning, consider them in a way based on theoretical, political and relational contributions.

Another expensive content for didactics is the evaluation of teaching and learning. Participants showed some aspects that transited in the spectrum of this theme in their initial training and, in particular, in the training arising from didactics. Brempong stated:

*Evaluation is something that added a lot. It has a basis for how it is being done and for what I am going to use it for after, not only to keep it, not only for the grade, not only to take an exam on the student, but to qualify that in an evaluation of my methodology, of my proposals in class. I think that was very interesting in didactics.*

This extract denotes that the concept of evaluation goes beyond the strictly technical and quantitative bias, focused on the measurement of learning, towards the dialogue between the technique and the multidimensionality of teaching. Assessments are a fundamental condition for the development of the act of teaching and the process of learning, in the sense of providing information about what the student has learned, what he has not yet learned and can learn, thus constituting a strong content in the area.

Another content that emerges from the interviews is located in the recognition of the school context, the knowledge of the class and the place where it is inserted, as demonstrated by Afadzi's words:

*I think that didactics helped me a lot in the sense of recognizing my class, not coming with something prepared, to consider the student and his context, to develop more up-to-date and situated classes in everyday life.*

Therefore, the emphasis given to daily life of the classroom reveals the concern not only with the specific content that will be taught, but also with the knowledge of these other characteristics. Shulman (1987) points out that the teaching knowledge base resides in this sense: the knowledge of a given content does not provide sufficient subsidies for teaching activities. Other knowledge is also needed, such as those referring to the curriculum, classroom management, the teaching context and the characteristics of the students.

Findings from observations are concurrent with the findings from the analysis of the interviews. Indeed, observation data allowed to verify that the novice teachers, when experiencing the difficulties inherent in the movement from leaving the condition of student to that of teacher, strongly considered the importance of planning teaching activities, as well as their evaluation.

It was possible to recognize many teaching tools, the mobilization of which seems possible because there is careful planning of classes. These tools are used in accordance with the teaching strategies defined for their classes, allowing an interactive, dialogical and participatory didactic concept and practice to prevail.

1. *Images*: the use of images as a resource helped to boost students' reports about possible sensations, questions and previous knowledge about that figure, picture, person, scene or letter. Subsequently, students, individually or in groups, were invited to report their impressions, via writing or drawing. As an example, when introducing the concept of ethnical diversity (we are all human beings), the teacher projected images to be associated with one or another class. At another time, he designed a woman's letter before going to war and asked students to think about and make a similar effort. There was also the use of an image analysis script to help the interpretation of students and the focus they should have to gain a deeper look at the scene portrayed.
2. *Chart*: the chart was used as a resource marked by the expression of dialogue between student and teacher, especially during task correction. This first contemplated the students' responses to, based on them, the answer built with the teacher. Not only was the students' response considered, but also the reasoning they used to achieve the elaborated response.
3. *ICTs*: the teacher allowed and sometimes offered incentives to use the google online search engine when students needed external sources to build the answer to the requested question.
4. *Notebook, record and textbook*: at times the teacher requested the record, in notebook, of read texts. Reading aloud from students of excerpts from the textbook was also a strategy used, it should be noted that, in most cases, students demanded this activity.
5. *Assembly of workers*: the teacher used theatricalization strategies and practical simulation of some content covered in his classes. In one of these, the workers' assembly, the activity consisted of the simulation, by the students, of a workers' assembly in which each group of students represented a political current and which, after intragroup discussion, debated in argumentative opposition to the others. The model was used to reconstruct typical scenes of professional bargaining meetings by the trade unions.

As can be seen, these teaching strategies are marked by the constant dialogical enterprise in encouraging students' answers and questioning. This argument corroborates the launch of multiple strategies committed to different possibilities of understanding the content worked on by the students, namely: visualization and reaction to images, dialogue reading, and conceptual exposition, development of exercises and assessment of learning from them and others.

To the extent that teachers make use of multiple teaching and learning strategies, they encourage argumentation and debate and encourage critical analysis of materials, they also denote the knowledge they use. About this, Shulman (1987) maintains that not only the specific knowledge of a content is enough to configure a qualified teaching action, but

also the knowledge about class organization, teaching strategies, pedagogical and curricular foundations of education and, mainly, the mobilization of these all for the realization of teaching and learning. The teachers portrayed do not just about know about the contents of the story, but also seem to use this other knowledge in the wide and diverse course of their classes, which is revealed in the proposals created in their planning and, even more, in the relationships established while developing them.

Whether to establish a dialogical relationship, do differentiated work, contextualize / bring the content closer to the student's reality, or even to solve problems, the fact is that such teachers, like other participants, demonstrates that they know what they want do. The didactic practices analyzed show concern with the training of students, their students, the ability to create and the importance of the continuous organization of proposals, with a view to effective planning.

However, teachers are not always able to exercise or even perform as they would like their teaching proposals, due to structural issues or even school reality, which leads to reflect on working conditions as conditions of practice. The following excerpts, while showing how teachers conceive their didactic practices, are evidence of the effects of these conditions on them:

*Katope: I would like to have a little more planning time because having a third of the workload for planning, sometimes hurts.*

*Akema: I can no longer ask many questions during teachers' weekly meetings because I have many classes.*

*Brenda: What I would like to do, ideally, would be to have many more practical and experimental activities with students in which they could have contact with materials or more active learning. At school we don't have a laboratory yet.*

These statements contribute to understand how the teachers participating in this study conceive the teaching function and, in this way, how they recognize the need to plan to build courses that address the needs, interests, difficulties and potential of their students. The conditions in which their teaching takes place, with regard to the time involved, in addition to the class itself, the physical space, the available material resources, the understandings they develop about the curriculum and the social role of knowledge and the school, emerge as destabilizing factors, but not inhibiting or paralyzing. These are factors that go through the teaching of all teachers at any stage of their professional trajectory. However, in the insertion phase, they seem to demand even more understanding about the bases of their formation and the consequent conviction about their teaching.

## 5. CONCLUSION

The data collected and analyzed helped to see that the views that novice teachers held about their didactic training seems to show significant contributions to their professional debut. Although the didactic core is not recognized in an organic and articulated way, the disciplines and curricular components that integrate it are focused separately, with respect to their specificities. Thus, didactics, as a transversal course, contribute to the theoretical and methodological contribution of the area; the specific didactics of the area focus on the pedagogical approach of the content to be taught; and teaching internships and practicum with the perspective of how teaching takes place in a real classroom. Undoubtedly, the prevailing view is situated in a conception of training, characterized by Cochran-Smith and Lytle (1999) as knowledge-for-practice.

In this conception, according to the authors, it is assumed that university researchers (theorists, academics) are the ones who produce formal knowledge and theories, including those called by the authors as practical wisdom to help teachers improve their professional practice. In opposition to this training perspective, the North American authors point to another training path supported by the understanding that the practical knowledge of the teacher must be resized as they understand that he learns when he has the opportunity to examine and reflect on the knowledge implicit in good practice: knowledge that emerges in practice itself, where the teacher produces it with his peers from and for his reality, his problems. This focuses on a view of knowledge-in-practice.

In this conception, allied to the knowledge produced in the academy, practical knowledge is incorporated into the teacher training, resulting from what competent teachers know, demonstrate in their practices or in the reflections they make from them. Despite the possibilities arising from these forming concepts, Cochran-Smith and Lytle (1999) position themselves in favor of teacher training that considers knowledge-of-practice. In this conception, there is no dichotomy between theoretical knowledge and practical knowledge. So, the knowledge that teachers need to learn in order to teach better is that produced by them when considering their own classrooms as places for intentional investigation that considers knowledge and the theory produced by others as generators of interpretation and questioning.

Both in conception and in practice, the reallocation of the place of the secondary schools and its teachers in teacher training directly affects that the knowledge that can be built. In the formative dimension, it is directly linked to the professional performance of the teacher who, in addition to knowledge in a more theoretical dimension, needs to learn to do and analyze this know-how so that their professional practice is always transformed and transformative.

In this context, the initial training of teachers represents an essential stage of professional development that, organically articulated with the school, favors the registration of a knowledge base built inside the profession. Thus, the dichotomies between academic and professional, disciplinary and pedagogical knowledge, give way to the understanding of a culturally and socially contextualized practice. In this path, didactic-pedagogical training is an important and necessary investment for the desired professional preparation.

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