

THE ENGLISH LANGUAGE IN FRANCOPHONE WEST AFRICA - SUPPLEMENTARY MATERIAL

This website contains material which supplements and supports the publication *The English Language in Francophone West Africa*, published by British Council Senegal in 2013.

by

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1 Introduction

This website makes available 15 documents which relate to *The English Language in Francophone West Africa*, which was published by the British Council in Senegal in 2013. *The English Language in West Africa* reports on a survey which was carried out in late 2011 in eight countries in the Francophone West Africa region (Benin, Burkina Faso, Côte d'Ivoire, Guinea, Mali, Mauritania, Senegal and Togo). The survey was commissioned by the British Council and undertaken with the cooperation and support of the Ministries of Education in all eight countries. The survey was designed by a team of 14 English language teaching specialists from across the region, with Hywel Coleman acting as consultant. The team members also collected the data which provided the basis on which the final report was based.

The documents made available here fall into three categories:

- Material which provides the background to and describes the implementation of the survey carried out in late 2011 (Documents 2, 3, 4 and 5).
- Information gathered during the survey which was too extensive to include in the book (Documents 7, 8, 9, 10 and 11).
- Background information from other sources which is useful for understanding the context in which the survey was carried out. Some, though not all, of this information is discussed in the book (Documents 6, 12, 13, 14, 15 and 16).

The book itself can be accessed at [insert link here].

2 Preparations for initial survey workshop

The 14 members of the survey team met in Dakar, Senegal, from 10th to 13th September 2011 to plan the survey and begin drafting survey instruments. The following document was sent to all members of the team in advance.

-0-

- 1) One of the objectives of our research programme will be to see how English relates to other languages in the eight countries involved. To this end, it will be extremely useful if you can bring with you some data which we can discuss together.

There are three types of data which will be useful here : A) Photographs, B) Documents and C) Virtual communications.

A) *Photographs*

If at all possible, please take some photographs in the community where you live and work which illustrate how different languages are used in public places. These languages should include :

- African languages
- International languages (such as Arabic, Chinese, English and French).

You will be able to find evidence of these languages in :

- Advertisements at the side of the road
- Shops and markets
- Government buildings
- Official announcements
- Sign boards outside schools, churches and mosques
- Graffiti.

Please include examples of *informal* and *unofficial* language use, not only formal and official language.

It will be most useful if you can use a digital camera or a mobile phone to take these photographs. Don't print them, just bring the pictures in digital form to the workshop. However, if you don't have a camera, don't worry; just write down the language that you notice and make a note of exactly where you found it.

B) Documents

Please bring with you a few examples of documents that illustrate how different languages are used in your context. As with the photographs (above) these should include both African and international languages.

You will be able to find examples in :

- Newspapers
- Advertising brochures
- Menus
- Receipts
- Utility bills (electricity, telephone)
- Application forms
- Timetables.

Don't bring a lot of material with you to the workshop; just a few examples which illustrate how different languages are used.

C) Virtual communications

Please try to find :

- six SMS (text) messages written by people under the age of 25
- six emails written by people under the age of 25
- six social media postings (Facebook, Twitter) written by people under the age of 25.

These messages and postings should all be authentic. The more informal they are the more useful they will be for the purposes of our research.

- 2) Another of our objectives will be to explore how English is being taught in the eight target countries. For this purpose, please bring just one or two examples of the most commonly used English language textbooks. Don't go to a lot of trouble and bring piles of books; one or two will be enough.

If you have any questions, please don't hesitate to contact me. I am really looking forward to meeting you and working with you.

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Jakarta, Indonesia, 22nd August 2011

The English Language in Francophone West Africa

Data Collection Handbook

Book 1: Guidelines for Survey Team

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Overview

The *English Language in Francophone West Africa* study, commissioned by the British Council, covers eight countries :

- Bénin
- Burkina Faso
- Côte-d'Ivoire
- Guinée
- Mali
- Mauritanie
- Sénégal
- Togo.

A central part of the study requires the collection of substantial data from each of the eight countries by a team of 14 survey team members. The *Data Collection Handbook* has been prepared jointly by Hywel Coleman (consultant to the project) and the 14 team members. The *Handbook* consists of two volumes :

- Book 1 : Guidelines for Survey Team
- Book 2 : Instruments and Record Sheets.

The data collection instruments were first drafted during a workshop held in Dakar between 10th and 13th September 2011. The instruments were then revised, piloted in most of the participating countries, further revised and – where necessary – translated into French over a period of three weeks between 19th September and 10th October 2011. All members of the survey team contributed to this process.

This overview section of Book 1 : Guidelines for Survey Team consists of four sections :

- Objectives of the study
- Outline of the research instruments
- Selection of sites for data collection
- Preparing a research timetable.

Objectives of the study

The objectives of the *English Language in Francophone West Africa* study are to find answers to the questions shown in Box 1.

Box 1 : Objectives of the *English Language in Francophone West Africa* study

1. The eight countries of the region

- What are the countries and who are the peoples of the region?
- What do the people do to earn their living?
- How do the people interact with the rest of the world?

2. The languages of the region

- Local, regional and international languages
- Where does English fit in? What roles does it play? Are those roles changing?

3. Education

- How many people are literate?
- How many people go to school and how long do they stay there?

<ul style="list-style-type: none"> • Which languages are used and which are taught in schools? <p>4. English in education : the learners</p> <ul style="list-style-type: none"> • Who learns English, where and when? • What do they think about English? • What happens in English language classrooms? • What are the end results? • What opportunities are there for learning English outside school? <p>5. English in education : the teachers</p> <ul style="list-style-type: none"> • Who teaches English? • What resources do they use to teach English? • How and why do they become English teachers? • What skills do they possess? • What opportunities do they have to develop themselves? <p>6. The wider context</p> <ul style="list-style-type: none"> • How do governments view English and what do they do about it? • How do other stakeholders view English? <p>7. Conclusions</p> <ul style="list-style-type: none"> • What is English for in Francophone West Africa? • What will the future look like? <p>8. Recommendations</p> <ul style="list-style-type: none"> • What recommendations can be made for making language education (including English) in the region more appropriate to the needs of the people?
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Outline of the research instruments

Nine different instruments are to be used. Details of these instruments are given in Table 1.

Table 1 : Instruments for data collection

Instrument	Respondents	Type	Sample and total number required
1	Traders	Semi-structured interview	One or two per district visited; total between 4 and 8 traders per survey team member
2	School pupils	Questionnaire	Every child in one class (second year of English) in one school per district; total 4 classes per team member
3	School pupils	Measurement of English language competence	Two learners in one class (second year of English) in two schools per district; total 16 learners per team member
4	School classrooms	Observation	One lesson (second year of English) in each of two schools per district; total 8 observations per team member
5	Teachers	Measurement of English language competence	One teacher in each of two schools per district; total 8 teachers per team member
6	Teachers	Questionnaire	All English teachers in each of two schools per district; total 8 schools per team member
7	Teacher preparation institutions	Structured interview	One or two per country
8	University English departments	Structured interview	One or two per country
9	Government	Structured interview	One or more officials until all questions have been answered

Selection of sites for data collection

Each survey team member is expected to visit two rural locations and two urban centres (= four locations per person). Some team members may also need to make an additional visit to the capital city in order to carry out structured interviews with a professional teacher preparation institution, a university and representatives of government.

The selection of research sites has been carried out, first, by listing all second-level districts in each country in alphabetical order and then selecting the number of districts required in an arithmetic manner (for example, the 5th, 10th, 15th, etc district) from the alphabetical list. However, districts which are considered to be unsafe have been excluded from the lists.

In order to collect data from a rural area the team member will probably need to pass through (and perhaps stay overnight in) a nearby urban area. But that does not mean that the team member needs to collect data from both the urban and the rural areas which are in the same locality. The data collection plan is illustrated in Figure 1 below.

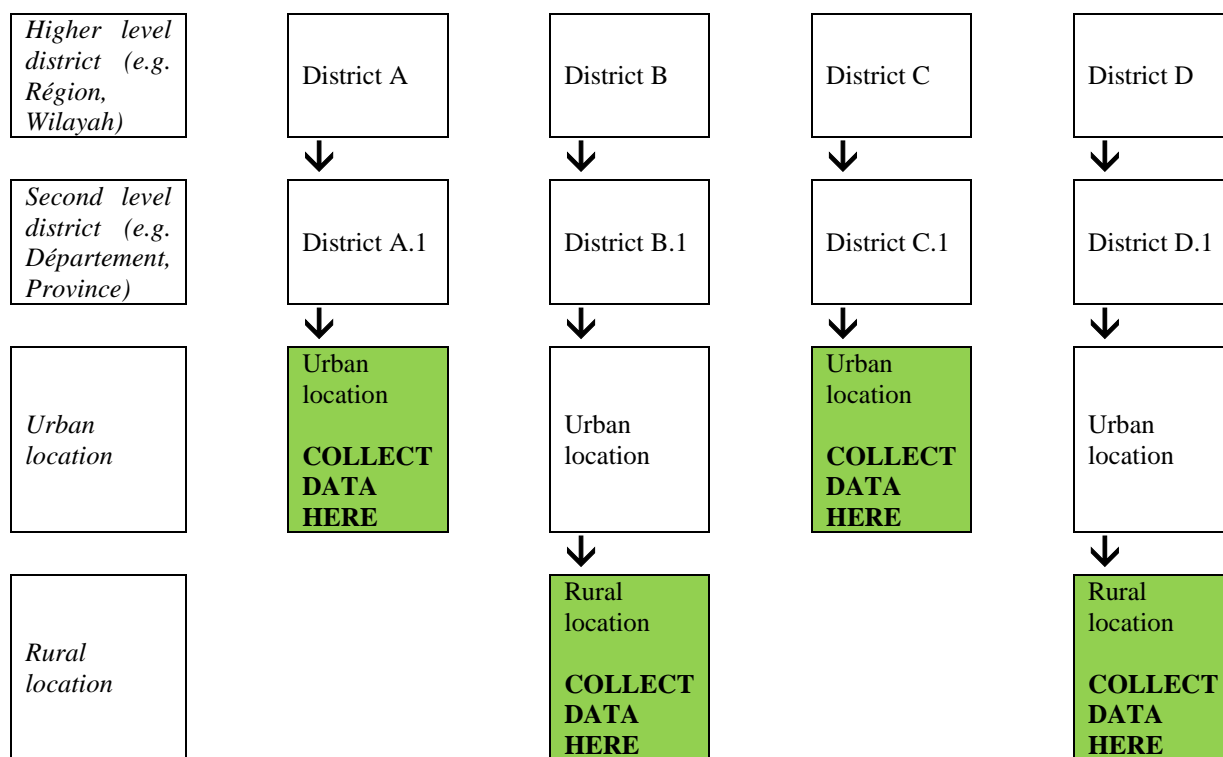


Figure 1 : Identifying locations for data collection

It is possible that the ‘urban location’ selected for study will be the main town in the second level of administration, but it is also possible for the team member to choose a different urban location within the second level district (if other urban locations exist). But in the case of District B in the figure above (and also District D) it is not necessary for the team member to look for data in the town that he or she passes through on the way to the rural area.

The focus of the data collection process is state schools. However, if in a particular district there is only one state school then survey team members may also include a private school and/or a religious educational institution in their survey. If there are no private schools or

religious educational institutions, then team members are advised to find the nearest available school in an adjacent district.

Preparing a research timetable

Data collection is to be completed by the end of November 2011. All data must be received by Hywel no later than 30th November.

Team members are advised to prepare an individual data collection timetable, such as the one shown in Figure 2. This was prepared by Aristide Kodjahon for his data collection work in Côte d'Ivoire.

Figure 2 : Possible data collection timetable

Dates	Locations	Activities
11-14 October	Abidjan	- Phone calls for possible dates with administrators - Meeting with administrator's secretaries for possible dates
18-28 October		- Interviews/questionnaires: Director of Pedagogy, Teachers of the University / ENS, Regional Directors of Education (Abidjan 2 and 3), Students, traders
8 November		- Visit to Lycée Ste-Marie de Cocody
10 November		- Visit to Lycée Moderne Yopougon Andokoi
12-13 November	Data collected in Abidjan to be sent to Hywel	
17-18 November	Tiapoum	- Visit to Collège Municipal de Tiapoum
19-20 November	Data collected in Tiapoum to be sent to Hywel	
21-22 November	Adzopé	- Visit to Lycée Moderne d'Adzopé - Visit to Collège Moderne d'Adzopé
24-25 November		Alépé
28-29 November	Data collected in Adzopé and in Alépé to be sent to Hywel	

The preparation of a data collection timetable will of course need to take into account issues such as public holidays, the dates of national examinations, the dates when schools and universities reopen after vacations, the time needed for travelling to remote places, the time required for obtaining permission to visit educational institutions and the availability of transport.

The analysis and report writing will be carried out from December onwards. It is highly likely that Hywel will need to make contact with the team members during this phase in order to clarify any aspects of the data which are unclear.

Instrument 1 : Semi-Structured Interview with Traders

The interview should be very informal, just like a day-to-day chat. Don't feel that you have to behave like a government official or a researcher; you are just a member of the public who is interested in what your fellow citizens do for a living. It is often a good idea to buy something small from the trader first before you start asking them questions.

If necessary, you can say that you are doing a survey of languages, but it may be better not to say anything at all about the research; just chat to the trader informally. Don't mention English at the beginning of the interview because that will influence the responses you receive.

Use an African language, French or Arabic, as appropriate. If necessary, you can use an interpreter who speaks the local language, but the interpreter must follow these guidelines as well.

This is a semi-structured interview. This means that the questions can be used as a guide for the interview but they do not have to be followed precisely. The interviewer will need to be flexible in the way that they implement the instrument. For example, if it becomes clear from Question 13 that the trader does not speak English at all then there is no need to continue the interview.

Some of the questions require short answers. However, other questions require longer answers; for these, encourage the trader to talk at length about their experience.

Complete the ***Record Sheet*** during or immediately after the interview. If you do it during the interview the trader may become suspicious. On the other hand, if you do it after the interview you may forget some of the details.

In each of the four locations (two rural and two urban) where you collect data, try to interview one or two traders. Ideally, you should interview one female and one male trader in each location, although this may not always be possible.

Regarding the trader's age, it is not necessary to ask them directly; an approximate answer based on your impression will be enough. In any case, some people may not know what their age is.

Find the traders wherever you can : in the market, at the side of the road, at the bus station, at the airport, etc. It is not possible to be very systematic about identifying them. If there are no suitable traders in a particular area, then of course there will be no data that you can collect. Don't worry about that; if there are no international traders in a particular location, that in itself is a piece of information which is useful for our research.

If possible, take a photograph of the person you have interviewed in their working context (with their permission, of course). At the end of the interview, thank the trader for talking to you.

Note that some traders may be unwilling to talk to you. If so, then thank them anyway and find somebody else to interview. Everybody has the right not to be interviewed.

Instrument 2 : Questionnaire for School Pupils

The questionnaire consists of one sheet of paper with fifteen questions about pupils' views of the usefulness of English and two questions about their gender and age. The questionnaire is anonymous.

The questions cover the following aspects :

- 1 English is important for using social media such as Facebook.
- 2 English is important for communication with foreigners in your country.
- 3 English is important for promotion to the next class.
- 4 English helps you get a job in your country.
- 5 English is important for watching television.
- 6 English is important for university studies in your country.
- 7 English helps you get a job abroad.
- 8 English is important for listening to music.
- 9 English is important for university studies abroad.
- 10 English helps you get promoted in your job.
- 11 English is important for library research.
- 12 English is important for watching films.
- 13 English is important for internet research.
- 14 English is important for reading newspapers and magazines.
- 15 English is important for playing video games.

Ask the headteacher for permission to administer the questionnaire in one class in *one* of the schools which you visit in each district (both rural and urban). The class should be just starting their second year of studying English. It will be better if the English teacher is not present while the questionnaire is being administered, so that the respondents do not feel that they are under any pressure.

Give a copy of the questionnaire to *every* child in the class. Using French, Arabic or an African language, explain to the pupils that this is part of a survey which is being carried out in eight countries in West Africa. The questionnaire is anonymous and it will not be possible for the researchers to identify the respondents, so the pupils should feel free to give their true opinions.

Explain that the pupils should choose one response for each statement, depending on whether they feel that English is extremely important, important, unimportant or extremely unimportant. If they are unsure or they do not understand the question they should select the 'no opinion' option.

Wait while the pupils fill in the questionnaire. It should take only about ten minutes. When they have finished, thank them for their cooperation and then collect in all the completed questionnaires.

Finally, please fill in *one* copy of the **Background Information** sheet for each class. Please clip it at the front of the pile of completed questionnaires.

Instrument 3 : Measurement of English Language Competence of School Pupils

Introduction

Identify two schools in each of the four districts (two rural districts and two urban districts) which you are going to visit. This means that you will visit eight schools altogether. The schools which you visit should be those at the level at which English is taught for the first time. In each school, the focus of your attention should be the second year of studying English.

If possible, you should visit state schools. However, if there is no state school in a particular area then a private school or a traditional religious school can be visited instead.

Measure the English language competence of two learners in the second year class. Do not let the English teacher or the headteacher select the pupils for you. Instead, obtain a list of all the names of the children in the class and – if they have not already been ordered in this way – put the names of the children in alphabetical order. If there is an odd number of children in the class, choose the child who comes first in the list and the child who comes in the middle of the list. If there is an even number of names in the list then choose the child who comes first and the child who comes immediately after the midpoint. For example, if there are five children in the class, choose number 1 and number 3 (midpoint); if there are six children in the class, choose number 1 and number 4 (first child after the midpoint). If one of the children whose competence you need to measure is not in school that day, take the next child in alphabetical order in the list. If you take two children in each school then you will measure the competence of 16 children in your country.

Once you have identified the children you are going to talk to, take them one at a time to a quiet place in the school where they will not be disturbed by other children.

Using French, Arabic or an African language, as appropriate, introduce yourself and try to make the learner feel relaxed and comfortable. Emphasise that this is *not* a test. Explain that:

- you will read part of a story to the learner
- then the learner will read the next part of the story
- then you and the learner will chat informally about the story
- finally, the learner will carry out a short writing activity related to the story.

Introduce the story book (Awoonor-Renner, M. 1971. *The Kamara Family*. London: Evans Brothers).

Begin reading the story aloud. Share the book with the learner, let them see the pictures and observe whether they appear to be following the story. Stop at the end of the first section (bottom of page 2). Comment in English on the story and the illustrations; encourage the learner to comment as well. Ask the learner to do the task at the bottom of page 2 ('Count the Kamara family').

Now ask the learner to continue reading the story aloud. At the end of each section, stop and discuss the story, as before, and use the questions provided in the book. The sections are as follows :

- pages 3-4
- page 5
- page 6
- pages 7-10. (Do not read beyond page 10.)

Note that the book does not provide questions at the end of page 10; you can create your own questions.

During the reading of the story, give the learner some scanning tasks relating to parts of the story (i.e. looking for specific information). Also while reading, give the learner a skimming task relating to part of the story (i.e. identifying the main points).

Be supportive and encouraging and provide help if the learner asks for it or if he/she is obviously struggling. Allow the learner to continue for as long as he/she is comfortably able to do so.

In French, Arabic or an African language, discuss the story. Examples, at increasing levels of difficulty, might include:

- What is this? (while pointing to a picture of a specific object)
- Where are the people?
- How many people can you see?
- Why does Bangara pound the rice?
- What do you think will happen next?

Close the book. Then, in French, Arabic or an African language, ask the learner to do a short writing task in English which is related to the story. The learner should use the back of the **Record Sheet** for the written task. The demands of the task should be adjusted to the level of the learner. Examples, at increasing levels of difficulty, might include :

- Draw pictures of the people in the story and write their names
- Write a few sentences from the story (from memory)
- Write a short summary of what happened in part of the story
- Write a retelling of part of the story from the point of view of one of the characters.

Conclusion

Conclude the discussion by thanking and praising the learner. Finally, complete the **Record Sheet for Measuring Learners' Competence**.

Instrument 4 : Classroom Observation

Observe one English lesson in each school that you visit. If there are several English teachers in the same school, put the names of the teachers in alphabetical order and then identify the first person in the list; observe this person's class. Do not let the headteacher choose which teacher you should observe.

Explain to the teacher that this is part of a research project. The teacher's name will not be recorded and the observation will have absolutely no consequences for the teacher. Explain that the teacher has been selected for observation by a purely random method. If the teacher is unwilling to be observed, explain that this will be extremely inconvenient for the research project. However, if the teacher refuses to be observed then that decision must be accepted and another teacher will have to be found.

If possible, choose a lesson which is being taught to the children in the second year of learning English. However, if the timetable does not make this possible then choose any other English lesson in the same school.

Observe the lesson from beginning to end. The observation sheet is suitable for a lesson which lasts for 55 minutes. If the lesson which you observe lasts for longer than 55 minutes then use two observation sheets. If the lesson lasts for more than 110 minutes you will need three observation sheets. If two or more observation sheets relate to the same lesson, please mark the sheets clearly to show that this is the case.

Put a tick in a box for each activity which takes place during each period of five minutes. Please complete the form using **black ink**.

After each observation, if possible, take some photographs of the class where the observation was carried out. This will help to give an impression of how large the classes are and how easy or difficult it is for the teacher to move around the classroom. Please obey local regulations or conventions about taking photographs in schools, if there are any.

After the observation, ask the teacher to give you the answers to questions 33-36 on the **Record Sheet**. Thank the teacher for their cooperation. Do not give any comment on the lesson – whether positive or negative – even if the teacher asks for feedback. Your task is purely to collect descriptive data, not to evaluate quality.

When you have finished the observation, please write the total number of ticks in the column on the right hand side and at the foot of each column. The grand totals of the Total Column on the right hand side and from the Total Row at the bottom of the table should be the same.

Instrument 5 : Measurement of English Language Competence of Teachers

Introduction

Identify two schools in each of the four districts (two rural districts and two urban districts) which you are going to visit. This means that you will visit eight schools altogether. The schools which you visit should be those at the level at which English is taught for the first time.

If possible, you should visit state schools. However, if there is no state school in a particular area then a private school or a religious school can be visited instead. If you take one teacher in each school then you will measure the competence of eight teachers in your country.

Measure the English language competence of one teacher in each school. If there are several English teachers in the same school, put the names of the teachers in alphabetical order and then identify the last person in the list; measure this teacher's competence in English. Do not let the headteacher choose which teacher you should work with.

Once you have identified the teacher you are going to talk to, find a quiet place in the school where you will not be disturbed.

Explain to the teacher that this is part of a research project. The teacher's name will not be recorded and the results of the discussion will have absolutely no consequences for the teacher. Explain that the teacher has been selected for participation by a purely random method. If the teacher is unwilling to take part, explain that this will be extremely inconvenient for the research project. However, if the teacher still refuses to cooperate then that decision must be accepted and another teacher will have to be found.

Emphasise that this is **not** a test. Explain that :

- the teacher will be asked to read an article
- then you and the teacher will chat informally about the article
- then the teacher will be asked to carry out a short written task based on the reading.

Introduce the reading passage (Edge, J. 1993. *Essentials of English Language Teaching*. London : Longman. Pages 9-10).

Give the teacher five minutes to read the passage silently. Then explain that you will discuss the passage together. Discuss the passage in English. Examples, at increasing levels of difficulty, might include:

- What is the title of the passage?
- According to the writer, are all language learners the same? If yes, in what way?
- According to the writer, are all language learners different? If yes, in what way?
- What are some of the characteristics of a person who is good at learning languages?
- Should the teacher treat all learners in exactly the same way in the classroom? Why? Why not?
- What is your opinion about the passage?

Allow the teacher to comment freely, if he or she is keen to and able to do so.

Put the passage away then ask the teacher to do the following short writing task in English which is related to the passage. The teacher can use the back of the *Record Sheet* for the written task :

- First, from memory (without looking back at the passage), write a short summary of what the passage is about.
- Next, in writing, give your opinion about the passage.

Finally, ask the teacher to help you to complete answers to questions 10-13 on the *Record Sheet*. Conclude the discussion by thanking the teacher for their help. Do not give any comment on their performance.

Instrument 6 : Questionnaire for Teachers

The questionnaire consists of one sheet of paper with fifteen questions about teachers' views of the usefulness of English for their learners. There is also one question about the teachers' experience. The questionnaire is anonymous.

The questions cover the following aspects :

- 1 English is important for learners to use social media such as Facebook.
- 2 English is important for learners to communicate with foreigners in your country.
- 3 English is important for learners to gain promotion to the next class.
- 4 English helps learners to find a job in your country.
- 5 English is important for learners to watch television.
- 6 English is important for learners' university studies in your country.
- 7 English helps learners to find a job abroad.
- 8 English is important for learners to listen to music.
- 9 English is important for learners' university studies abroad.
- 10 English helps learners to get promoted in their work.
- 11 English is important for learners' library research.
- 12 English is important for learners to watch films.
- 13 English is important for learners' internet research.
- 14 English is important for learners to read newspapers and magazines.
- 15 English is important for learners to play video games.

Ask all the English teachers in the schools which you visit to complete the questionnaire. Explain to the teachers that this is part of a survey which is being carried out in eight countries in West Africa. The questionnaire is anonymous and it will not be possible for the researchers to identify the respondents, so the teachers should feel free to give their true opinions.

Explain that the teacher should choose one response for each statement, depending on whether they feel that English is extremely important, important, unimportant or extremely unimportant for their learners. If they have no opinion about a particular question or if they do not understand the question they should choose the 'no opinion' column.

Wait while the teachers fill in the questionnaire. It should take only about ten minutes. When they have finished, thank them for their cooperation and then collect in all the completed questionnaires.

Finally, please fill in *one* copy of the *Record Sheet* for each school. Please clip it at the front of the pile of completed questionnaires.

Instrument 7 : Structured Interview with Teacher Preparation Institution

This structured interview is to be used with a representative of an institution which provides professional preparation (not academic qualifications) for English teachers. The main objective is to obtain basic data about the numbers of participants on these programmes, how long the programmes last, how much time participants spend on teaching practice and what problems the institutions experience in providing these programmes. We would also like to know what qualifications the lecturers (the trainers) have, but this may be too sensitive an issue for direct investigation.

The term ‘programme’ should be understood not as ‘module’ but as a planned teacher development activity which has a specific objective. A ‘programme’ may last for only a short period or it can take a year or more. Within a programme there may be a number of modules, which are of narrower scope. It has been suggested that ‘programme’ can be translated as *option de formation professionnelle* but you should use an equivalent term which is appropriate for your own context.

Visit just one appropriate institution anywhere in any of the districts where you are collecting data. If there is no suitable institution in any of your data collecting areas, please find one somewhere else (for example, in the capital city). If there is only one such institution in your country, you and your fellow survey team member could carry out this interview jointly, if you wish, or just one of you can undertake the interview.

Within the institution, please interview somebody senior who can provide the information which you need regarding the professional preparation of English teachers.

If appropriate, please use French or Arabic rather than English. This will depend on how comfortable the interviewee feels in using English. An English version of the questionnaire is given below, for information. A French version can be found in ***Book 2 : Instruments and Record Sheets*** (*Outil No 7 : Protocole d’entretien avec les acteurs des institutions de formation professionnelle*).

If you wish, you can complete the ***Record Sheet*** during the interview. Alternatively you can take notes and then complete the sheet later, but in this case please make sure that you have asked all the questions.

It may be advisable to give the interviewee a copy of the interview schedule before the interview itself, so that they can start to think about the information which is required. If this is done, it is still important to remember that this instrument is a *cue for a conversation* rather than a written questionnaire.

Instrument 7 : Structured Interview with Teacher Preparation Institution

1) Name of survey team member		2) Country	
3) Name of the institution			
4) Name of the faculty			
5) Name of the department			
6) Address of the institution			
7) Website of department, faculty or institution (if any)			
8) <i>How many different professional preparation programmes for English teachers are offered by your institution?</i>	_____ (number)		
9) List each of the professional preparation programmes for English teachers and provide relevant information. <i>Add more rows if necessary.</i>			
a) Name of programme	b) Duration of programme	c) Number of participants this year (or most recent year)	d) Qualifications or previous experience required to enter this programme

10) In the last five years, to what extent has there been a change in the number of students on the professional preparation programmes? (Please circle one symbol.)	a) Large increase	b) Small increase	c) About the same (unchanged)	d) Small decrease	e) Large decrease	f) No information
	↶	↷	-	↘	↙	?
11) How many of the students on the professional preparation programmes for English teachers actually spend time in schools doing teaching practice? (Please circle one answer.)	a) All students		b) Some students		c) No students	
12) If you chose 'all students' or 'some students' in answering question 11, please state <i>how many days</i> your students actually spend in schools doing teaching practice.						
13) In the last five years, to what extent have the students on your professional preparation programmes for English teachers actually become English teachers after they graduate? (Please circle one option.)	a) None or almost none	b) Fewer than half	c) About half	d) More than half	e) All or almost all	f) No information
14) Please explain the answer to question 13 (i.e. why do graduates of your professional preparation programmes become English teachers or <i>not</i> become English teachers?)						
15) What work do your graduates do if they do <i>not</i> become English teachers?						
16) What problems do you face (if any) in providing professional preparation programmes for English teachers?						

17) How many lecturers teach on the professional preparation programmes for English teachers?	
18) Date of interview	

Instrument 8 : Structured Interview with University English Department

This structured interview is to be used with a representative of a university English department which is *not* primarily concerned with the preparation of English teachers. The main objective is to obtain basic data about the numbers of students on these programmes, how long they last, whether graduates do in fact become English teachers and what problems the institutions experience in providing these programmes. We would also like to know what qualifications the lecturers have, but this may be too sensitive an issue for direct investigation.

The term ‘programme’ should be understood not as ‘module’ but as a degree programme which has a specific objective. A university department of English, for example, may offer one programme in English Language Education (where the emphasis will be primarily on language teaching) and another programme in British Studies (where the emphasis will be on literature and culture). Within a programme there may be a number of modules, which are of narrower scope. It has been suggested that ‘programme’ can be translated as *option d’études* (or *spécialité*) *en anglais* but you should use an equivalent term which is appropriate for your own context.

Visit just one university English department anywhere in any of the districts where you are collecting data. If there is no suitable institution in any of your data collecting areas, please find one somewhere else (for example, in the capital city). If there is only one such institution in your country, you and your fellow survey team member could carry out this interview jointly, if you wish, or just one of you can undertake the interview.

Within the English department, please interview somebody senior who can provide the information which you need regarding the teaching of English there.

If appropriate, please use French or Arabic rather than English. This will depend on how comfortable the interviewee feels in using English. An English version of the questionnaire is given below, for information. A French version can be found in **Book 2 : Instruments and Record Sheets** (*Outil No 8 : Protocole d’entretien avec les acteurs de départements d’anglais dans les universités*).

If you wish, you can complete the **Record Sheet** during the interview. Alternatively you can take notes and then complete the sheet later, but in this case please make sure that you have asked all the questions.

It may be advisable to give the interviewee a copy of the interview schedule before the interview itself, so that they can start to think about the information which is required. If this is done, it is still important to remember that this instrument is a *cue for a conversation* rather than a written questionnaire.

Instrument 8 : Structured Interview with University English Department

1) Name of survey team member		2) Country	
3) Name of the university			
4) Name of the faculty			
5) Name of the department			
6) Address of the university			
7) Website of department, faculty or university (if any)			
8) How many different English programmes are offered by your institution?	_____ (number)		
9) List each of the English programmes and provide relevant information. Add more rows if necessary.			
a) Name of programme	b) Duration of programme	c) Number of new students this year (or most recent year)	d) Qualifications or previous experience required to enter this programme

10) In the last five years, to what extent has there been a change in the number of students on your English programmes? (Please circle one symbol.)	a) Large increase	b) Small increase	c) About the same (unchanged)	d) Small decrease	e) Large decrease	f) No information
	↖	↖	-	↘	↘	?
11) How many of your students visit schools and/or do teaching practice as part of their programme? (Please circle one answer.)	a) All students		b) Some students		c) No students	
12) If you chose 'all students' or 'some students' in answering question 11, please state <i>how many days</i> your students actually spend in schools.						
13) In the last five years, how many of the students on your English programmes have become English teachers after graduating? (Please circle one option.)	a) None or almost none	b) Fewer than half	c) About half	d) More than half	e) All or almost all	f) No information
14) Please explain the answer to question 13 (i.e. why do graduates of your programmes become English teachers or <i>not</i> become English teachers?)						
15) What work do your graduates do if they do <i>not</i> become English teachers?						
16) What problems do you face (if any) in providing English programmes?						
17) How many lecturers teach on your English programmes?						
18) Date of interview						

Instrument 9 : Structured Interview with Representatives of Government

The final instrument consists of a list of the *information* and *perceptions* which we need and which will probably have to be supplied by a source or sources in local and central government. The table on the following pages identifies possible sources of information and perceptions.

It is not possible to predict precisely who should be approached to provide the required information. If you go to somebody too *senior* in the education system they may be too busy to spend time with you and in any case they may not know the details which you need. On the other hand, if you go to somebody too *junior* in the system they may lack the strategic policy perspective which we need. In fact it will probably be necessary to talk to several different people in different parts of government (local and central) in order to obtain all the information which is needed. In any case, it will be useful to record the perceptions (questions 16.a, 19.a and 21a-e) of several different people.

Some of the information required may exist in the form of official documents. In such cases, it will be extremely useful if we can obtain our own copies of those documents.

Note :

The *national language policy*, if there is one, may consist of no more than a single sentence in the constitution. This will be a statement that language X is the language of the country and/or is to be used in government. But some countries do not have an explicit language policy.

The national *language in education policy*, if there is one, may be just a simple statement in the constitution or in legislation concerning education or in the national curriculum which states that languages X, Y and Z are to be used as the media of instruction in the education system.

The *national policy for English* is a statement which says what the purpose of including English in the national curriculum is and/or what the expected outcomes of teaching English are. It will usually also state at what point in the education process English is to be introduced and how many hours are to be allocated for English. Not all countries have such policies. Even when the policies exist they may be buried in other official documents and may not be easy to find.

It will probably be more appropriate to carry out the interview (or interviews) using French or Arabic rather than English. An English version of the questionnaire is given below, for information. A French version can be found in *Book 2 : Instruments and Record Sheets (Outil No 9 : Protocole d'entretien avec des représentants du gouvernement)*.

It may be advisable to give the interviewee a copy of the interview schedule before the interview itself, so that they can start to think about the information which is required. If this is done, it is still important to remember that this instrument is a *cue for a conversation* rather than a written questionnaire.

Instrument 9 : Structured Interview with Representative of Government

1) Name of survey team member		2) Country	
3) Name(s) of interviewee(s)		4) Position(s) held by interviewee(s)	
5.1) Does the country have a national language policy?	a) Yes (If Yes, answer questions 5.2 and 5.3)	b) No (If No, go directly to question 6.1)	
5.2) If the answer to 5.1 is Yes, where can we obtain a copy of the national <i>language</i> policy?			
5.3) If the answer to 5.1 is Yes, what does the national language policy say?			
6.1) Does the country have a national <i>language in education</i> policy?	a) Yes (If Yes, answer questions 6.2 and 6.3)	b) No (If No, go directly to question 7.1)	
6.2) If the answer to 6.1 is Yes, where can we obtain a copy of the national <i>language in education</i> policy?			
6.3) If the answer to 6.1 is Yes, what does the national language in education policy say?			
7.1) Does the country have a national policy for <i>English</i>?	a) Yes (If Yes, answer questions 7.2 and 7.3)	b) No (If No, go directly to question 8)	
7.2) If the answer to 7.1 is Yes, where can we obtain a copy of the national policy for <i>English</i>?			
7.3) If the answer to 7.1 is Yes, what does the national policy for English say?			
8) What is the main reason for teaching English to children in schools in this country?			
9) How many English teachers are there in schools in the country?			
10) What qualifications are school English teachers expected to have?			

11) How many school English teachers actually already have the qualifications mentioned in 10 above?			
12) How many people have qualified as English teachers but are not teaching English at the moment? (For example, because they work in government, in the diplomatic service or for foreign companies.)			
13.a) How many pedagogic advisers for English are there in the country?		13.b) How many pedagogic advisers for English are actually required?	
14.a) How many inspectors of English are there in the country?		14.b) How many inspectors of English are actually required?	
15.a) What are the main English language textbooks used in schools?		15.b) When were these books first introduced?	
16.a) What are the main challenges facing the teaching of English in schools in the country?			
16.b) How is the government planning to deal with these challenges?			
17) What is the main reason for teaching English to students in universities in this country?			
18.a) How many people teach English in universities in the country?		18.b) How many people are actually needed to teach English in universities in the country?	
19.a) What are the main challenges facing the teaching of English in universities in the country?			
19.b) How is the government planning to deal with these challenges?			
20) If a school teacher (of any subject, not only English) is competent in English, what benefits (if any) will there be for the teacher concerned?			

21) What are your predictions for the future of the following languages in your country in 20 years' time?			
21.a) African languages			
21.b) French			
21.c) Arabic			
21.d) English			
21.e) Other foreign languages (such as Chinese)			
22) Any other comments about the role and the teaching/learning of English in your country?			
23) Date(s) of data collection		24) Number of additional documents attached	

The English Language in Francophone West Africa

Data Collection Handbook

Book 2: Instruments and Record Sheets

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Instrument 1 : Semi-structured Interview with Traders

1) Greetings / <i>Salutations</i>		
2) How is your business today? / <i>Comment se porte le commerce ici?</i>		
3) Where do you usually buy your goods? / <i>Où achetez-vous vos marchandises?</i>		
4) Where do you usually sell your goods? / <i>Où vendez-vous vos marchandises?</i>		
5) What kind of goods do you usually sell and buy? / <i>Quelle sorte de marchandises vendez/achetez-vous?</i>		
6.1) Do you experience any difficulties when buying and selling your goods? / <i>Rencontrez-vous des obstacles dans l'acquisition ou le convoi de vos marchandises?</i>	a) Yes <input type="checkbox"/>	b) No <input type="checkbox"/>
6.2) If yes, what are these difficulties? / <i>Si oui, quelles sont ces difficultés?</i>		
7) What languages do you use when buying and selling your goods? / <i>Quelles sont les langues que vous utilisez dans votre métier?</i>		
8) Where do you come from originally? / <i>De quelle localité êtes-vous originaire?</i>		
9) What was the first language you learnt (from your mother)? / <i>Quelle est votre langue maternelle?</i>		
10) Which languages do you speak with your family at home nowadays? / <i>Quelles langues parlez-vous en famille actuellement?</i>		

11.1) Have you ever been to another country? / Avez-vous jamais été dans un autre pays?	a) Yes <input type="checkbox"/>	b) No <input type="checkbox"/>
11.2) If yes, tell me about your experience there. / Si oui, parlez-nous de l'expérience que vous avez vécue là-bas.		
12) How often do you meet people who speak English? / A quelle fréquence rencontrez-vous des locuteurs anglophones?	a) Never/ <i>Jamais</i> <input type="checkbox"/>	b) Not often/ <i>Pas souvent</i> <input type="checkbox"/>
	c) Sometimes/ <i>Quelquefois</i> <input type="checkbox"/>	d) Often/ <i>Souvent</i> <input type="checkbox"/>
13) Do you speak English? / Vous parlez anglais?	a) Yes <input type="checkbox"/> (If Yes, the interview continues with Questions 14-16)	b) No <input type="checkbox"/> (If No, the interview ends here)
14) How well do you speak English? / Que pensez-vous de votre niveau en anglais?	a) Very good/ <i>Très bon</i> <input type="checkbox"/>	b) Good/ <i>Bon</i> <input type="checkbox"/>
	c) Fairly good/ <i>Moyennement</i> <input type="checkbox"/>	d) Poor/ <i>Pas bon</i> <input type="checkbox"/>
15.1) Does English help in your work? / Est-ce que l'anglais est utile dans votre commerce?	a) Yes <input type="checkbox"/>	b) No <input type="checkbox"/>
15.2) If yes, tell me in what way it helps. / Si oui, dites-nous dans quelle mesure il vous est utile.		
16) Where did you learn English? / Où avez-vous appris l'anglais?		
17) Thank you for talking to me. / Merci de votre disponibilité.		

Instrument 1 : Record Sheet

18) Name of survey team member			
19) Country			
20) Name of higher level district (e.g. <i>région, wilayah</i>)		21) Name of second level district (e.g. <i>département</i>)	
22) Name of village or town where interview was held			
23) Status of place where interview was held (tick one option)		a) Rural <input type="checkbox"/>	b) Urban <input type="checkbox"/>
24) Location of interview (e.g. market, bus station)			
25) Language or languages used in this interview			
26) Trader's gender (tick one option)		a) Male <input type="checkbox"/>	b) Female <input type="checkbox"/>
27) Trader's approximate age (tick one option)	a) Under 20 <input type="checkbox"/>	d) 40-49 <input type="checkbox"/>	
	b) 20-29 <input type="checkbox"/>	e) 50-59 <input type="checkbox"/>	
	c) 30-39 <input type="checkbox"/>	f) 60+ <input type="checkbox"/>	
28) Date of interview			

Instrument 2 : Questionnaire for School Pupils

Indiquez selon vous le degré d'importance de l'anglais. Utilisez l'échelle indiquée ci-dessous:

- 4 TGI = Très grande importance
- 3 GI = Grande importance
- 2 PI = Peu d'importance
- 1. TPI = Très peu d'importance
- 0 PO = Pas d'opinion

No	Importance de l'anglais	Degré d'importance				
		4 TGI	3 GI	2 PI	1 TPI	0 PO
1	L'anglais est important pour utiliser les réseaux sociaux comme Facebook sur internet.					
2	L'anglais est important pour communiquer avec les étrangers dans votre pays.					
3	L'anglais est important pour passer en classe supérieure.					
4	L'anglais peut vous aider à obtenir un emploi dans votre pays.					
5	L'anglais est important pour suivre la télévision.					
6	L'anglais est important pour les études universitaires dans votre pays.					
7	L'anglais peut vous aider à obtenir un emploi à l'étranger.					
8	L'anglais est important pour écouter de la musique.					
9	L'anglais est important pour les études universitaires à l'étranger.					
10	L'anglais peut vous aider à avoir une promotion dans votre travail.					
11	L'anglais est important pour rechercher des informations dans les bibliothèques.					
12	L'anglais est important pour suivre les films.					
13	L'anglais est important pour la recherche d'information sur l'internet.					
14	L'anglais est important pour lire les journaux et magazines.					
15	L'anglais est important pour les jeux vidéos.					
16	Votre sexe (Cocher une seule reponse.)	M		F		
17	Votre âge ans				

Merci de votre participation!

Instrument 2 : Record Sheet

18) Name of survey team member			
19) Country			
20) Name of higher level district (e.g. <i>région</i>, <i>wilayah</i>)		21) Name of second level district (e.g. <i>département</i>)	
22) Name of village or town where data collected			
23) Status of place where data collected	a) Rural <input type="checkbox"/>	b) Urban <input type="checkbox"/>	
24) Name of school			
25) Official language of school	a) French <input type="checkbox"/>	b) Arabic <input type="checkbox"/>	
25) Status of school	a) State <input type="checkbox"/>	b) Private <input type="checkbox"/>	c) Religious <input type="checkbox"/>
27) Number of pupils enrolled in this class			
28) Number of pupils present today			
29) Date of completion of questionnaire			

Instrument 3 : Measurement of English Language Competence of School Pupils

1) Name of survey team member								
2) Country								
3) Name of higher level district (e.g. <i>région, wilayah</i>)		4) Name of second level district (e.g. <i>département</i>)						
5) Name of village or town where data collected								
6) Status of place where data collected		a) Rural <input type="checkbox"/>		b) Urban <input type="checkbox"/>				
7) Name of school								
8) Official language of school		a) French <input type="checkbox"/>		b) Arabic <input type="checkbox"/>				
8) Status of school		a) State <input type="checkbox"/>	b) Private <input type="checkbox"/>		c) Religious <input type="checkbox"/>			
10) Has teacher completed <i>baccalauréat</i> ?			a) Yes <input type="checkbox"/> (If yes, answer questions 11 and 12)		b) No <input type="checkbox"/> (If no, go directly to question 12)			
11) Years of academic education after <i>baccalauréat</i>			a) 0	b) 1	c) 2	d) 3		e) 4
12) Subject studied at university		a) Did not study at university		b) English		c) Another subject (not English)	d) English plus another subject	
13) Professional training		a) None	b) Under one year	c) 1 year		d) 2 years	e) 3 years or more	
14) Teacher's gender		a) Male <input type="checkbox"/>			b) Female <input type="checkbox"/>			
15) Child's gender		a) Boy <input type="checkbox"/>			b) Girl <input type="checkbox"/>			
16) Child's age		_____ years						
17) Grade/Class								
18) Date of competence measurement								

Instrument 4 : Classroom Observation

Activity	Mins 1-5	Mins 6-10	Mins 11- 15	Mins 16- 20	Mins 21- 25	Mins 26- 30	Mins 31- 35	Mins 36- 40	Mins 41- 45	Mins 46- 50	Mins 51- 55	Total
1. Teacher talks to the whole class in English												
2. Teacher talks to the whole class in French or Arabic												
3. Teacher uses other languages in classroom teaching												
4. Teacher uses English for classroom management												
5. Teacher elicits English through cues, questions, pictures, etc.												
6. Teacher smiles, praises, encourages, thanks child/children												
7. Teacher is at the front of the room												
8. Teacher moves around the room												
9. Teacher talks to a group of children												
10. Teacher listens to a group of children												
11. Teacher talks to an individual learner												
12. Teacher listens to an individual learner												
13. Learner or learners come to the front of the classroom												
14. Individual learner speaks in English; others listen												
15. All learners speak in chorus												
16. All learners work in groups												
17. All learners work in pairs												
18. All learners work individually												
19. Learners produce English spontaneously												
20. Textbook or writing book is focus of attention												
21. Visual aids are being used												
22. Teacher is not in the classroom												
23. Other people come into the classroom (headteacher, etc)												
Total												

Instrument 4 : Record Sheet

24) Name of survey team member						
25) Country						
26) Name of higher level district (e.g. <i>région, wilayah</i>)		27) Name of second level district (e.g. <i>département</i>)				
28) Name of village or town where data collected						
29) Status of place where data collected		a) Rural <input type="checkbox"/>		b) Urban <input type="checkbox"/>		
30) Name of school						
31) Official language of school		a) French <input type="checkbox"/>		b) Arabic <input type="checkbox"/>		
32) Status of school		a) State <input type="checkbox"/>	b) Private <input type="checkbox"/>		c) Religious <input type="checkbox"/>	
33) Has teacher completed <i>baccalauréat</i> ?		a) Yes <input type="checkbox"/> (If yes, answer questions 34 and 35)		b) No <input type="checkbox"/> (If no, go directly to question 36)		
34) Years of academic education after <i>baccalauréat</i>		a) 0	b) 1	c) 2	d) 3	e) 4
35) Subject studied at university	a) Did not study at university	b) English		c) Another subject (not English)	d) English plus another subject	
36) Professional training	a) None	b) Under one year	c) 1 year	d) 2 years	e) 3 years or more	
37) Teacher's gender		a) Male <input type="checkbox"/>		b) Female <input type="checkbox"/>		
38) Grade of observed class						
39) How many hours of English per week does this class actually receive?						
40) Number of learners present today						
41) Number of learners on register						
42) Comment on possibility of mobility in the classroom						
43) Average age of learners						
44) Date of observation						

Instrument 5 : Measurement of English Language Competence of Teachers

1) Name of survey team member						
2) Country						
3) Name of higher level district (e.g. <i>région, wilayah</i>)			4) Name of second level district (e.g. <i>département</i>)			
5) Name of village or town where data collected						
6) Status of place where data collected	a) Rural <input type="checkbox"/>				b) Urban <input type="checkbox"/>	
7) Name of school						
8) Official language of school	a) French <input type="checkbox"/>				b) Arabic <input type="checkbox"/>	
9) Status of school	a) State <input type="checkbox"/>	b) Private <input type="checkbox"/>	c) Religious <input type="checkbox"/>			
10) Has teacher completed <i>baccalauréat</i>?		a) Yes <input type="checkbox"/> (If yes, answer questions 11 and 12)		b) No <input type="checkbox"/> (If no, go directly to question 13)		
11) Years of academic education after <i>baccalauréat</i>		a) 0	b) 1	c) 2	d) 3	e) 4
12) Subject studied at university	a) Did not study at university	b) English		c) Another subject (not English)	d) English plus another subject	
13) Professional training	a) None	b) Under one year	c) 1 year	d) 2 years	e) 3 years or more	
14) Teacher's gender	a) Male <input type="checkbox"/>			b) Female <input type="checkbox"/>		
15) Date of competence measurement						

Instrument 6 : Questionnaire for Teachers

Indiquez selon vous le degré d'importance de l'anglais *pour vos élèves*. Utilisez l'échelle indiquée ci-dessous :

- 0 PO = Pas d'opinion
- 4 TGI = Très grande importance
- 3 GI = Grande importance
- 2 PI = Peu d'importance
- 1 TPI = Très peu d'importance

No	Importance de l'anglais	Degré d'importance				
		0 PO	4 TGI	3 GI	2 PI	1 TPI
1	L'anglais est important pour vos élèves pour utiliser les réseaux sociaux comme Facebook sur internet.					
2	L'anglais est important pour vos élèves pour communiquer avec les étrangers dans votre pays.					
3	L'anglais est important pour vos élèves pour passer en classe supérieure.					
4	L'anglais peut aider vos élèves à obtenir un emploi dans votre pays.					
5	L'anglais est important pour vos élèves pour suivre la télévision.					
6	L'anglais est important pour vos élèves pour les études universitaires dans votre pays.					
7	L'anglais peut aider vos élèves à obtenir un emploi à l'étranger.					
8	L'anglais est important pour vos élèves pour écouter la musique.					
9	L'anglais est important pour vos élèves pour les études universitaires à l'étranger.					
10	L'anglais peut aider vos élèves à avoir une promotion dans leur travail.					
11	L'anglais est important pour vos élèves pour rechercher des informations dans les bibliothèques.					
12	L'anglais est important pour vos élèves pour suivre les films.					
13	L'anglais est important pour vos élèves pour la recherche d'information sur l'internet.					
14	L'anglais est important pour vos élèves pour lire les journaux et magazines.					
15	L'anglais est important pour vos élèves pour les jeux vidéos.					
16	Quel est le plus grand défi auquel vous êtes confrontés en tant que professeur d'anglais? (Veuillez encercler une seule réponse.)	a) La faible motivation des élèves	d) L'inadaptation des programmes			
		b) L'insuffisance des manuels	e) L'inadaptation des examens scolaires			
		c) La trop lourde charge de travail	f) Autres (précisez)			

Merci de votre participation!

Instrument 6 : Record Sheet

17) Name of survey team member			
18) Country			
19) Name of higher level district (e.g. <i>région</i>, <i>wilayah</i>)		20) Name of second level district (e.g. <i>département</i>)	
21) Name of village or town where data collected			
22) Status of place where data collected	a) Rural <input type="checkbox"/>	b) Urban <input type="checkbox"/>	
23) Name of school			
24) Official language of school	a) French <input type="checkbox"/>	b) Arabic <input type="checkbox"/>	
25) Status of school	a) State <input type="checkbox"/>	b) Private <input type="checkbox"/>	c) Religious <input type="checkbox"/>
26) Number of English teachers in this school			
27) Number of English teachers responding to this questionnaire			
28) Date of completion of questionnaire			

Instrument 7 : Structured Interview with Teacher Preparation Institution

Outil No 7 : Protocole d'entretien avec les acteurs des institutions de formation professionnelle

1) Nom de l'enquêteur		2) Pays	
3) Nom de l'institution			
4) Nom de la faculté			
5) Nom du département			
6) Adresse de l'institution			
7) Site web du département, de la faculté ou de l'institution (S'il en existe)			
8) Combien d'options de formation professionnelle votre institution offre-t-elle aux professeurs d'anglais?		_____ (nombre)	
9) Enumérez chacune des options de formation dans la grille en y ajoutant les informations appropriées. Ajoutez des lignes si nécessaire.			
a) Intitulé de l'option de formation	b) Durée de la formation	c) Nombre d'étudiants cette année (ou dans la promotion la plus récente)	d) Qualifications ou expérience requise pour accéder à la formation

10) Au cours des cinq (5) dernières années, quelle a été la variation des effectifs des étudiants de votre institution? (Veuillez encercler un seul symbole.)	a) Un accroissement important	b) Un léger accroissement	c) Une constance dans les effectifs	d) Une légère régression	e) Une forte régression	f) Aucune information
	↖	↗	-	↘	↙	?
11) Combien d'étudiants des programmes de formation des professeurs d'anglais vont effectivement en stage pratique dans les établissements d'enseignement? (Veuillez encercler une seule réponse.)	a) Tous les étudiants		b) Quelques étudiants		c) Aucun élève	
12) Si vous avez répondu par 'tous les étudiants' ou par 'quelques étudiants' à la question 11, veuillez indiquer la durée (nombre de jours) du séjour effectif de vos étudiants dans les établissements d'enseignement.						
13) Au cours des cinq (5) dernières années, combien d'étudiants de vos filières de formation de professeurs d'anglais sont effectivement devenus des professeurs d'anglais après leur certification? (Veuillez encercler une seule option.)	a) Aucun ou presque aucun	b) Moins de la moitié	c) A peu près la moitié	d) Plus de la moitié	e) Tous ou presque tous	f) Aucune information
14) Pouvez-vous expliquer votre réponse à la question 13 (à savoir pourquoi les diplômés de vos programmes de formation de professeurs d'anglais deviennent ou ne deviennent pas professeurs d'anglais)?						

15) En dehors de l'enseignement d'anglais dans quel(s) autre(s) emploi(s) interviennent ils?	
16) Quels problèmes spécifiques (s'il en existe) rencontrez-vous dans la formation professionnelle des professeurs d'anglais?	
17) Combien d'enseignants avez-vous en ce moment pour assurer la formation professionnelle des professeurs d'anglais?	
18) Date de l'entretien	

Instrument 8 : Structured Interview with University English Department

Outil No 8: Protocole d'entretien avec les acteurs des départements d'anglais dans les universités

1) Nom de l'enquêteur		2) Pays	
3) Nom de l'université			
4) Nom de la faculté			
5) Nom du département			
6) Adresse de l'université			
7) Site web du département, de la faculté ou de l'université (s'il en existe)			
8) Combien d'options d'études (spécialités) en anglais votre institution offre-t-elle aux étudiants?	_____ (nombre)		
9) Enumérez chacune des options d'études dans la grille en y ajoutant les informations appropriées. Ajoutez des lignes si nécessaire.			
a) Intitulé de l'option d'étude	b) Durée d'étude	c) Nombre de nouveaux étudiants de l'année courante (ou de l'année la plus récente)	d) Qualification ou expérience requise pour accéder à l'option d'étude

10) Au cours des cinq (5) dernières années, quelle a été la variation des effectifs des étudiants de votre institution? (Veuillez encercler un seul symbole.)	a) Un accroissement important	b) Une légère augmentation	c) Une constance dans les effectifs	d) Une légère régression	e) Une forte régression	f) Aucune information
	↶	↶	-	↘	↘	?
11) Combien parmi vos étudiants effectuent des visites d'école et/ou des expériences pratiques d'enseignement dans les établissements dans le cadre de leur programme d'étude? (Veuillez encercler une seule réponse.)	a) Tous les étudiants		b) Quelques étudiants		c) Aucun étudiant	
12) Si vous avez répondu par 'tous les étudiants' ou par 'quelques étudiants' à la question 11, veuillez indiquer la durée (nombre de jours) du séjour effectif de vos étudiants dans les établissements d'enseignement.						
13) Au cours des cinq (5) dernières années, combien parmi vos étudiants des options d'études en anglais sont effectivement devenus des professeurs d'anglais après l'obtention de leur diplôme? (Veuillez encercler une seule option.)	a) Aucun ou presque aucun	b) Moins de la moitié	c) A peu près la moitié	d) Plus de la moitié	e) Tous ou Presque tous	f) Aucune information
14) Pouvez-vous expliquer votre réponse à la question 13 (à savoir pourquoi les diplômés sortant de vos différentes options d'études en anglais deviennent ou ne deviennent pas professeurs d'anglais)?						
15) En dehors de l'enseignement d'anglais dans quel(s) autre(s) emploi(s)						

interviennent ils?	
16) Quels problèmes rencontrez-vous (s'il en existe) dans la mise en œuvre de vos programmes d'études en anglais?	
17) Combien d'enseignants interviennent dans vos programmes d'études en anglais?	
18) Date de l'entretien	

Instrument 9 : Structured Interview with Representatives of Government
Outil No 9 : Protocole d'entretien avec des représentants du gouvernement

1) Nom de l'enquêteur		2) Pays	
3) Nom(s) de/des enquêté(s)		4) Poste(s) occupé(s) par le(s) enquêtés	
5.1) Notre pays a-t-il une politique nationale pour les langues?	a) Oui (Si Oui, répondre aux questions 5.2 et 5.3)	b) Non (Si non, aller directement à la question 6.1)	
5.2) Si la réponse à la question 5.1 est oui, où peut-on obtenir un exemplaire du document sur la politique nationale pour les langues?			
5.3) Si la réponse à la question 5.1 est oui, que dit donc le document traitant de la politique nationale pour les langues?			
6.1) Le pays a-t-il une langue officielle dans la politique éducative?	a) Oui (Si oui, répondre aux questions 6.2 et 6.3)	b) Non (Si non, aller directement à la question 7.1)	
6.2) Si la réponse à la question 6.1 est oui, où peut-on obtenir un exemplaire du document ayant trait à la langue officielle dans la politique éducative?			
6.3) Si la réponse à la question 6.1 est oui, que dit le document traitant de la langue officielle dans la politique éducative?			
7.1) Notre pays a-t-il une politique nationale pour la langue anglaise?	a) Oui (Si oui, répondre aux questions 7.2 et 7.3)	b) Non (Si non, aller directement à la question 8.1)	
7.2) Si la réponse à la question 7.1 est oui, où peut-on obtenir un exemplaire du document sur la politique nationale pour l'anglais?			
7.3) Si la réponse à la question 7.1 est oui, que dit le document sur la politique nationale pour l'anglais?			
8) Quel est l'objectif principal de l'enseignement de l'anglais			

aux enfants dans les établissements d'enseignement de notre pays?			
9) Combien de professeurs d'anglais ya-t-il dans les établissements d'enseignement à travers le pays?			
10) Quelles sont les qualifications requises pour devenir professeur d'anglais?			
11) Combien de professeurs d'anglais ont effectivement les qualifications requises mentionnées au point 10 ci-dessus?			
12) Combien de personnes formées comme professeurs d'anglais n'exercent pas effectivement en classe en ce moment (par exemple parce qu'elles travaillent dans l'administration centrale, dans des services diplomatiques ou dans des sociétés étrangères)?			
13.a) Combien de conseillers pédagogiques d'anglais ya-t-il dans notre pays?		13.b) De combien de conseillers pédagogiques d'anglais a-t-on normalement besoin?	
14.a) Combien d'inspecteurs d'anglais ya-t-il dans notre pays?		14.b) De combien d'inspecteurs d'anglais a-t-on normalement besoin?	
15.a) Quels sont les principaux manuels d'anglais utilisés dans les établissements d'enseignement de notre pays?		15.b) A quelle(s) date(s) ces manuels ont-ils été introduits pour la première fois?	
16.a) Quels sont les défis majeurs auxquels l'enseignement de l'anglais dans les écoles est confronté dans notre pays?			
16.b) Comment le gouvernement compte-t-il relever ces défis?			
17) Quel est l'objectif principal de l'enseignement de l'anglais à l'université			

dans notre pays?			
18.a) Quel est le nombre d'enseignants d'anglais dans les universités à travers le pays?		18.b) De combien d'enseignants a-t-on normalement besoin pour enseigner l'anglais dans les universités de notre pays?	
19.a) Quels sont les défis majeurs auxquels l'enseignement de l'anglais dans les universités est confronté dans notre pays?			
19.b) Comment le gouvernement compte-t-il relever ces défis ?			
20) Si un enseignant (de quelque discipline que ce soit, pas seulement d'anglais,) est compétent en anglais, quels profits selon vous (s'il en existe) peut-il en tirer?			
21) Quelles sont vos prédictions dans vingt (20) ans par rapport aux langues suivantes dans notre pays?			
21.a) Les langues africaines			
21.b) Le français			
21.c) L'arabe			
21.d) L'anglais			
21.e) D'autres langues étrangères (comme le chinois)			
22) Quels autres commentaires pouvez-vous faire par rapport au rôle et à l'enseignement/apprentissage de l'anglais dans notre pays?			
23) Date(s) de la collecte des données		24) Nombre de documents supplémentaires annexés	

5 Data collection sites

Country	Capital	Village/town where data were collected	Coordinate North (approx.)	Coordinate East/West (approx.)
Bénin/Benin	Porto-Novo	Abomey	7°1100	E 1°5920
		Boukoumbe	10°1200	E 1°0600
		Guinagouru	9°3348	E 2°5700
		Karimama	12°0400	E 3°1000

Country	Capital	Village/town where data were collected	Coordinate North (approx.)	Coordinate East/West (approx.)
		Perere	9°4800	E 2°5934
		Porto-Novo	6°3000	E 2°3619
		Bani	13°4300	W 0°1003
		Baskouré	12°1106	W 0°1434
		Bobo-Dioulasso	11°1041	W 4°1731
		Bouroum-Bouroum	10°3145	W 3°1357
		Fada	12°0314	E 0°2140
Burkina Faso	Ouagadougou	Kaya	13°0500	W 1°0500
		Komsilga	13°0400	W 0°5600
		Koudougou	12°1500	W 2°2200
		Loropeni	10°1734	W 3°3155
		Ouagadougou	12°2153	W 1°3202
		Sampèlga, Seno	14°0000	W 0°0400
		Abidjan	5°2011	W 4°0140
		Adzopé	6°1831	W 3°34930
		Bouaké	7°4309	W 5°0303
		Diabo	7°4708	W 5°1036
		Dimbokro	6°3840	W 4°4220
Côte d'Ivoire	Yamoussoukro	Gagnoa	6°0800	W 5°5600
		Hiré	6°1128	W 5°1736
		Maféré	5°2500	W 3°0200
		Tiapoum	5°0815	W 3°0117
		Toumodi	6°3509	W 5°0110
		Yamoussoukro	6°4900	W 5°1700
		Boke	10°5605	W 14°1708
		Dalaba	10°4113	W 12°1457
		Dubreka	9°4700	W 13°3100
		Friguiagbé	9°5848	W 12°5434
		Kamsar	10°3953	W 14°3519
Guinée/ Guinea	Conakry	Kankan	10°2236	W 9°1830
		Kolaboui	10°4758	W 14°2352
		Labé	11°3828	W 11°5331
		Mamou	10°2238	W 12°0349
		Siguiiri	11°2517	W 9°1007
		Timbi-Madina	11°1139	W 12°3225
		Bamako	12°3900	W 8°0000
		Bandiagara	14°2100	W 3°3636
		Darsalam	14°5700	W 7°2300
		Diéma	14°3200	W 9°1124
Mali	Bamako	Farada	12°2600	W 8°1200
		Gao	16°1654	W 0°0248
		Kolondiéba	11°0500	W 6°5400
		Tiaboly	14°3121	W 4°0600
		Tombouctou	16°4631	W 3°0030
Mauritanie/	Nouakchott	Aghchorguitt	17°1246	W 14°1107

Country	Capital	Village/town where data were collected	Coordinate North (approx.)	Coordinate East/West (approx.)
Mauritania		El Ghâira, Guérou	17°1111	W 12°1447
		Aghoyrat, Kiffa	16°3700	W 11°2400
		Bagodine, M'Bagne	16°1000	W 13°4600
		Nouadhibou	20°5600	W 17°0200
		Nouakchott	18°0503	W 15°5843
Sénégal/ Senegal	Dakar	Bambylor	14°4758	W 17°1100
		Diourbel	14°3911	W 16°1400
		Kaolack	14°0745	W 16°0545
		Ndiassane	14°5512	W 16°4947
		Pikine	14°4500	W 17°2400
		Rufisque	14°4256	W 17°1615
		Saint-Louis	16°0128	W 16°2922
		Tivaouane	14°5724	W 16°4909
Togo	Lomé	Datcha, Ogou	8°3700	E 1°3600
		Glei	7°1840	E 1°0946
		Lassa	9°3500	E 1°1417
		Lomé	6°0816	E 1°1245
		Sokodé	8°5902	E 1°0858
		Soumdina-Bas, Kozah	9°3500	E 1°1000

6 List of languages in the Francophone West Africa region

This list has been extracted from Lewis, M.P. (ed.) (2009), *Ethnologue: Languages of the World*, 16th edition, SIL International, Dallas TX. <http://www.ethnologue.com/>. *Ethnologue* lists languages country by country, in many cases using different names for the same language from one country to another. This list attempts to amalgamate the individual country lists, indicating all the names by which languages are known.

Additional information has been obtained from respondents to the English Language in Francophone West Africa survey. Some languages mentioned by respondents cannot be identified in *Ethnologue*.

Language family codes are explained at the end of the table

The numbers of speakers of each language are taken from *Ethnologue*, but in many cases these figures are approximate estimates and/or are out of date.

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
1.	Abe	[aba]	N-C	Côte d'Ivoire	170	
2.	Abidji	[abi]	N-C	Côte d'Ivoire	51	
3.	Abron	[abr]	N-C	Côte	132	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
				d'Ivoire		
4.	Abure	[abu]	N-C	Côte d'Ivoire	55	
5.	Adangbe	[adq]	N-C	Togo	2	Ghana
6.	Adele	[ade]	N-C	Togo	16	Ghana
7.	Adiokrou	[adj]	N-C	Côte d'Ivoire	100	
8.	Aguna	[aug]	N-C	Bénin	3	
9.	Aizi, Aproumu	[ahp]	N-C	Côte d'Ivoire	7	
10.	Aizi, Mobumrin	[ahm]	N-C	Côte d'Ivoire	2	
11.	Aizi, Tiagbamrin	[ahi]	N-C	Côte d'Ivoire	9	
12.	Aja	[ajg]	N-C	Bénin Togo	360 152	
13.	Akaselem	[aks]	N-C	Togo	48	
14.	Akebu	[keu]	N-C	Togo	56	Ghana
15.	Alladian	[ald]	N-C	Côte d'Ivoire	23	
16.	Anii	[blo]	N-C	Bénin Togo	34 12	
17.	Anufo	[cko]	N-C	Bénin Togo	14 58	Ghana
18.	Anyin (Agni)	[any]	N-C	Côte d'Ivoire	610	
19.	Anyin Morofo	[mtb]	N-C	Côte d'Ivoire	300	
20.	Attié	[ati]	N-C	Côte d'Ivoire	381	
21.	Avikam	[avi]	N-C	Côte d'Ivoire	21	
22.	Baatonum (Bariba)	[bba]	N-C	Bénin	460	Nigeria
23.	Badyara	[pbp]	N-C	Guinea Sénégal	6 2	
24.	Baga Binari	[bcg]	N-C	Guinea	3	
25.	Baga Koga	[bgo]	N-C	Guinea	5	
26.	Baga Manduri	[bmd]	N-C	Guinea	4	
27.	Baga Mboteni	[bgm]	N-C	Guinea	5	
28.	Baga Sitemu	[bsp]	N-C	Guinea	4	
29.	Bago-Kusuntu	[bqg]	N-C	Togo	8	
30.	Bainouk-Gunyaamolo	[bcz]	N-C	Sénégal	6	
31.	Bainouk-Samik	[bcb]	N-C	Sénégal	2	
32.	Bakwé	[bjw]	N-C	Côte d'Ivoire	10	
33.	Balanta-Ganja	[bjt]	N-C	Sénégal	83	
34.	Bambara (Bamanankan)	[bam]	N-C	Burkina Faso Côte d'Ivoire Mali Sénégal	0.3 6 2,700 61	Gambia
35.	Bandial	[bjj]	N-C	Sénégal	11	
36.	Bangi Me	[dba]	Isolate	Mali	2	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
37.	Bankagooma	[bxw]	N-C	Mali	6	
38.	Baoulé	[bci]	N-C	Côte d'Ivoire	2,130	
39.	Bayot	[bda]	N-C	Sénégal	16	Gambia, Guinea Bissau
40.	Bedik	[tnk]	N-C	Sénégal	0.3	
41.	Beng	[nhb]	N-C	Côte d'Ivoire	17	
42.	Bété, Daloa	[bev]	N-C	Côte d'Ivoire	130	
43.	Bété, Gagnoa	[btg]	N-C	Côte d'Ivoire	150	
44.	Bété, Guiberoua	[bet]	N-C	Côte d'Ivoire	130	
45.	Beti	[eot]	N-C	Côte d'Ivoire	0.2	
46.	Biali	[beh]	N-C	Bénin Burkina Faso	65 2	
47.	Birifor, Malba	[bfo]	N-C	Burkina Faso Côte d'Ivoire	108 ?	
48.	Birifor, Southern	[biv]	N-C	Côte d'Ivoire	4	
49.	Bissa (Bissar)	[bib]	N-C	Burkina Faso Côte d'Ivoire Togo	350 63 3	Ghana
50.	Bobo Madaré, Northern (Konabéré)	[bbo]	N-C	Burkina Faso Mali	35 25	
51.	Bobo Madaré, Southern	[bwq]	N-C	Burkina Faso	312	
52.	Boko	[bqc]	N-C	Bénin	70	Nigeria
53.	Bolon	[bof]	N-C	Burkina Faso	17	
54.	Bomu	[bmq]	N-C	Burkina Faso Mali	56 102	
55.	Bozo, Hainyaxo	[bzx]	N-C	Mali	118	
56.	Bozo, Jenaama	[bze]	N-C	Mali	197	Nigeria
57.	Bozo, Tiemacéwé	[boo]	N-C	Mali	3	
58.	Bozo, Tiéyaxo	[boz]	N-C	Mali	118	
59.	Buamu	[box]	N-C	Burkina Faso	186	
60.	Bullom So	[buy]	N-C	Guinea	'few'	
61.	Bwamu, Cwi	[bwy]	N-C	Burkina Faso	24	
62.	Bwamu, Láá Láá	[bwj]	N-C	Burkina Faso	69	
63.	Cerma	[cme]	N-C	Burkina	61	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
				Faso Côte d'Ivoire	2	
64.	Crioulo, Upper Guinea	[pov]	Creole, Portuguese based	Sénégal	105	
65.	Dagaari Dioula	[dgd]	N-C	Burkina Faso	21	
66.	Dagara, Northern	[dgi]	N-C	Burkina Faso	388	
67.	Daho, Doo	[das]	N-C	Côte d'Ivoire	4	
68.	Dan	[daf]	N-C	Côte d'Ivoire Guinea	800 800	Liberia
69.	Deg	[mzw]	N-C	Côte d'Ivoire	1	
70.	Delo	[ntr]	N-C	Togo	5	Ghana
71.	Dendi	[ddn]	N-S	Bénin	30	Nigeria
72.	Dida, Lakota	[dic]	N-C	Côte d'Ivoire	94	
73.	Dida, Yocoboué	[gud]	N-C	Côte d'Ivoire	102	
74.	Ditammari	[tbz]	N-C	Bénin Togo	120 28	
75.	Dogon, Ana Tinga	[dti]	N-C	Mali	0.5	
76.	Dogon, Bondum Dom	[dbu]	N-C	Mali	25	
77.	Dobon, Bunoge	[dgb]	N-C	Mali	1	
78.	Dogon, Dogul Dom	[dbg]	N-C	Mali	16	
79.	Dogon, Donno So	[dds]	N-C	Mali	45	
80.	Dogon, Jamsay	[djm]	N-C	Burkina Faso Mali	? 130	
81.	Dogon Kolum So	[dkl]	N-C	Mali	24	
82.	Dogon, Tebul Ure	[dtu]	N-C	Mali	3	
83.	Dogon, Tene Kan	[dtk]	N-C	Mali	127	
84.	Dogon, Tomo Kan	[dtm]	N-C	Mali Burkina Faso	133 ?	
85.	Dogon, Toro So	[dts]	N-C	Mali	50	
86.	Dogon, Toro Tegu	[dtt]	N-C	Mali	3	
87.	Dogon, Walo Kumbe	[dwl]	N-C	Mali	2	
88.	Dogon, Yanda Dom	[dym]	N-C	Mali	2	
89.	Dogosé	[dos]	N-C	Burkina Faso	20	
90.	Dogoso	[dgs]	N-C	Burkina Faso Côte d'Ivoire	9 ?	
91.	Duungooma	[dux]	N-C	Mali	70	
92.	Dyan	[dya]	N-C	Burkina Faso	14	
93.	Dzùùngoo	[dnn]	N-C	Burkina Faso	13	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
94.	Ebrié	[ebr]	N-C	Côte d'Ivoire	76	
95.	Ede Cabe	[cbj]	N-C	Bénin	80	
96.	Ede Ica	[ica]	N-C	Bénin	63	
97.	Ede Idacca	[idd]	N-C	Bénin	100	
98.	Ede Ije	[ijj]	N-C	Bénin	50	
99.	Ede Nago	[nqg]	N-C	Bénin	200	
100.	Ede Nago, Kura	[nqk]	N-C	Bénin	25	
101.	Ede Nago, Manigri- Kabolé	[xkb]	N-C	Bénin Togo	30 40	
102.	Ega	[ega]	N-C	Côte d'Ivoire	3	
103.	Ejamat	[eja]	N-C	Sénégal	2	
104.	Éwé	[ewe]	N-C	Togo	862	
105.	Fon (Fongbe)	[fon]	N-C	Bénin Togo	1,400 36	
106.	Foodo	[fod]	N-C	Bénin	25	Ghana
107.	Fulfulde, Borgu	[fue]	N-C	Bénin Togo	280 48	Nigeria
108.	Fulfulde (Gorgal Fulfulde, Northeastern Burkina Faso Fulfulde)	[fuh]	N-C	Bénin Burkina Faso	30 750	Niger
109.	Fulfulde, Maasina (Peul, Peulh)	[ffm]	N-C	Mali Côte d'Ivoire	1,000 1	Ghana
110.	Gagu	[ggu]	N-C	Côte d'Ivoire	37	
111.	Gbe, Ayizo	[ayb]	N-C	Bénin	225	
112.	Gbe, Ci	[cib]	N-C	Bénin	25	
113.	Gbe, Defi	[gbh]	N-C	Bénin	14	Nigeria
114.	Gbe, Eastern Xwla	[gbx]	N-C	Bénin	80	
115.	Gbe, Gbesi	[gbs]	N-C	Bénin	65	
116.	Gbe, Kotafon	[kqk]	N-C	Bénin	100	
117.	Gbe, Maxi	[mxl]	N-C	Bénin Togo	66 25	
118.	Gbe, Saxwe	[sxw]	N-C	Bénin	6	
119.	Gbe, Tofin	[tfi]	N-C	Bénin	66	
120.	Gbe, Waci	[wci]	N-C	Bénin Togo	110 366	
121.	Gbe, Weme	[wem]	N-C	Bénin	60	
122.	Gbe, Western Xwla	[xwl]	N-C	Bénin Togo	50 21	
123.	Gbe, Xwela	[xwe]	N-C	Bénin	65	
124.	Gen (Mina)	[gej]	N-C	Bénin Togo	126 201	
125.	Glio-Oubi	[oub]	N-C	Côte d'Ivoire	3	
126.	Ginyanga	[ayg]	N-C	Togo	12	
127.	Godié	[god]	N-C	Côte d'Ivoire	26	
128.	Gourmanchéma (Gulmancema)	[gux]	N-C	Bénin Burkina Faso	62 600 121	Niger

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
				Togo		
129.	Grebo, Southern	[grj]	N-C	Côte d'Ivoire	?	
130.	Guro	[goa]	N-C	Côte d'Ivoire	332	
131.	Gusilay	[gsl]	N-C	Sénégal	15	
132.	Gun	[guw]	N-C	Bénin	320	Nigeria
133.	Gurunsi	?	?	Burkina Faso	?	
134.	Hassaniyya (Haasaniya, Arabic)	[mey]	A-A	Mali Mauritania Sénégal	106 2,770 7	Algeria, Libya, Morocco, Niger
135.	Hausa (Haoussa)	[hau]	A-A	Bénin Burkina Faso	800 0.5	Cameroon, Niger, Nigeria, Sudan
136.	Ifè	[ife]	N-C	Bénin Togo	80 102	
137.	Igo	[ahl]	N-C	Togo	6	
138.	Ikposo	[kpo]	N-C	Togo	155	
139.	Imeraguen	[ime]	Unclassified	Mauritania	0.5	
140.	Jahanka	[jad]	N-C	Guinea Mali	13 0.5	
141.	Jalkunan	[bxl]	N-C	Burkina Faso	0.5	
142.	Jeri Kuo	[jek]	N-C	Côte d'Ivoire	2	
143.	Jola-Fonyi	[dyo]	N-C	Sénégal	340	Gambia, Guinea Bissau
144.	Jola-Kasa	[csk]	N-C	Sénégal	45,1	
145.	Jowulu	[jow]	N-C	Burkina Faso Mali	1 10	
146.	Jula (Djula, Dioula)	[dyu]	N-C	Burkina Faso Côte d'Ivoire Mali	1,000 179 50	
147.	Kaansa	[gna]	N-C	Burkina Faso	6	
148.	Kabiyé (Kabiyè)	[kbp]	N-C	Bénin Togo	30 700	Ghana
149.	Kagoro	[xkg]	N-C	Mali	15	
150.	Kakabe	[kke]	N-C	Guinea	4	
151.	Kantosi	[xkt]	N-C	Burkina Faso	?	
152.	Karaboro, Eastern	[xrb]	N-C	Burkina Faso Côte d'Ivoire	35 6	
153.	Karaboro, Western	[kza]	N-C	Burkina Faso	30	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
154.	Karon	[krx]	N-C	Sénégal	9	Gambia
155.	Kasem	[xsm]	N-C	Burkina Faso	120	Ghana
156.	Kerak	[hhr]	N-C	Sénégal	13	
157.	Khe	[kqg]	N-C	Burkina Faso Côte d'Ivoire	1 ?	
158.	Khisa	[kqm]	N-C	Burkina Faso Côte d'Ivoire	3 5	
159.	Kissi, Northern (Kissié)	[kqs]	N-C	Guinea	287	Sierra Leone
160.	Kobiana	[kcj]	N-C	Sénégal	0.4	
161.	Kodia	[kwp]	N-C	Côte d'Ivoire	1	
162.	Konkomba	[xon]	N-C	Togo	50	
163.	Kono	[knu]	N-C	Guinea	90	
164.	Koro	[kfo]	N-C	Côte d'Ivoire	40	
165.	Koromfé	[kfz]	N-C	Burkina Faso Mali	196 2	
166.	Kouya	[kyf]	N-C	Côte d'Ivoire	10	
167.	Koyaga	[kga]	N-C	Côte d'Ivoire	60	
168.	Kpelle, Guinea (Kpele)	[gkp]	N-C	Guinea	308	
169.	Kpessi	[kef]	N-C	Togo	4	
170.	Krahn, Western	[krw]	N-C	Côte d'Ivoire	12	
171.	Krobu	[kxb]	N-C	Côte d'Ivoire	10	
172.	Krumen, Plapo	[ktj]	N-C	Côte d'Ivoire	0.1	
173.	Krumen, Pye	[pye]	N-C	Côte d'Ivoire	20	
174.	Krumen, Tepo	[ted]	N-C	Côte d'Ivoire	28	Liberia
175.	Kulango, Bondoukou	[kzc]	N-C	Côte d'Ivoire	77	Ghana
176.	Kulango, Bouna	[nku]	N-C	Côte d'Ivoire	142	Ghana
177.	Kuranko	[knk]	N-C	Guinea	55	
178.	Kusaal	[kus]	N-C	Burkina Faso	17	
179.	Kuwaataay	[cwt]	N-C	Sénégal	6	
180.	Kyenga	[tye]	N-C	Bénin	1	
181.	Laalaa	[cae]	N-C	Sénégal	12	
182.	Lama (Losso)	[las]	N-C	Bénin Togo	60 117	
183.	Landoma	[ldm]	N-C	Guinea	14	
184.	Lele	[llc]	N-C	Guinea	23	
185.	Ligbi	[lig]	N-C	Côte	4	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
				d'Ivoire		
186.	Limba, East	[lma]	N-C	Guinea	4	Sierra Leone
187.	Lobi (Lobiri)	[lob]	N-C	Burkina Faso Côte d'Ivoire	286 156	Ghana
188.	Loma (Malinké*)	[loi]	N-C	Côte d'Ivoire	8	
189.	Lukpa	[dop]	N-C	Bénin Togo	50 14	
190.	Lyélé	[lee]	N-C	Burkina Faso Côte d'Ivoire	130 ?	
191.	Mahou	[mxx]	N-C	Côte d'Ivoire	169	
192.	Mandinka	[mnk]	N-C	Sénégal	669	Gambia, Guinea Bissau
193.	Mandjak	[mfv]	N-C	Sénégal	105	
194.	Maninka, Forest	[myg]	N-C	Côte d'Ivoire	15	
195.	Maninka, Konyanka	[mku]	N-C	Guinea	128	
196.	Maninka, Sankaran	[msc]	N-C	Guinea	77	
197.	Maninkakan, Eastern (Malenke, Malinké*, Mandingo, Mandinka)	[emk]	N-C	Guinea	1,890	Liberia, Sierra Leone
198.	Maninkakan, Kita	[mwk]	N-C	Mali	600	
199.	Maninkakan, Western	[mlq]	N-C	Mali Sénégal	100 422	Gambia, Guinea Bissau
200.	Mankanya	[knf]	N-C	Sénégal	29	
201.	Mann	[mev]	N-C	Guinea	71	
202.	Manya	[mzj]	N-C	Guinea	25	
203.	Marka	[rkm]	N-C	Burkina Faso Mali	200 25	
204.	Mbato	[gwa]	N-C	Côte d'Ivoire	25	
205.	Mbelime	[mql]	N-C	Bénin	25	
206.	Mbre	[mka]	N-C	Côte d'Ivoire	0.2	
207.	Mbulungish	[mbv]	N-C	Guinea	5	
208.	Mixifore	[mfg]	N-C	Guinea	4	
209.	Miyobe	[soy]	N-C	Bénin Togo	7 2	
210.	Mlomp	[mlo]	N-C	Sénégal	5	
211.	Moba	[mfq]	N-C	Burkina Faso Togo	2 189	
212.	Mokole	[mkl]	N-C	Bénin	66	
213.	Mwan	[moa]	N-C	Côte d'Ivoire	17	
214.	Moore (Mòoré, More,	[mos]	N-C	Burkina	5,000	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
	Moshi, Maure)			Faso Mali Togo	17 20	
215.	Nalu	[naj]	N-C	Guinea	13	Guinea Bissau
216.	Nateni	[ntm]	N-C	Bénin	66	
217.	Natorio	[nti]	N-C	Burkina Faso	2	
218.	Nawdm	[nmz]	N-C	Togo	146	Ghana
219.	Ndut	[ndv]	N-C	Sénégal	39	
220.	Neyo	[ney]	N-C	Côte d'Ivoire	9	
221.	Ngangam	[gng]	N-C	Bénin Togo	20 46	
222.	Ninkare	[gur]	N-C	Burkina Faso	25	
223.	Noon	[snf]	N-C	Sénégal	33	
224.	Notre	[bly]	N-C	Bénin	2	
225.	Ntcham	[bud]	N-C	Togo	100	Ghana
226.	Nuni, Northern	[nuv]	N-C	Burkina Faso	50	
227.	Nuni, Southern	[nnw]	N-C	Burkina Faso	168	
228.	Nyabwa	[nwb]	N-C	Côte d'Ivoire	43	
229.	Nzema (Appolo)	[nzi]	N-C	Côte d'Ivoire	67	Ghana
230.	Oniyan Bassari) (Oneyan,	[bsc]	N-C	Guinea Sénégal	9 13	Gambia, Guinea Bissau
231.	Pana	[pnq]	N-C	Burkina Faso Mali	5 3	
232.	Palor	[fap]	N-C	Sénégal	11	
233.	Phuie	[pug]	N-C	Burkina Faso	14	
234.	Pulaar (Pulaar Fulfulde, Peulh)	[fuc]	N-C	Guinea Mali Mauritania Sénégal	24 175 192 2,740	Gambia, Guinea Bissau
235.	Pular (Foula Fouta, Fula, Fulakan, Pulaar)	[fuf]	N-C	Guinea Mali Sénégal	2,550 50 150	Gambia, Guinea Bissau, Sierra Leone
236.	Saafi-Saafi	[sav]	N-C	Sénégal	114	
237.	Samo, Matya (San)	[stj]	N-C	Burkina Faso Mali	105 ?	
238.	Samo, Maya	[sym]	N-C	Burkina Faso	38	
239.	Samo, Southern	[sbd]	N-C	Burkina Faso	85	
240.	Sàmòmá (Kalamsé)	[knz]	N-C	Burkina Faso	10 ?	

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
				Mali		
241.	Seeku	[sos]	N-C	Burkina Faso	17	
242.	Sénoufo, Cebaara	[sef]	N-C	Côte d'Ivoire	862	
243.	Sénoufo, Djimini	[dyi]	N-C	Côte d'Ivoire	96	
244.	Sénoufo, Mamara	[myk]	N-C	Mali	738	
245.	Sénoufo, Nanerigé	[sen]	N-C	Burkina Faso	50	
246.	Sénoufo, Nyarafolo	[sev]	N-C	Côte d'Ivoire	48	
247.	Sénoufo, Palaka	[plr]	N-C	Côte d'Ivoire	8	
248.	Sénoufo, Senara	[seq]	N-C	Burkina Faso	50	
249.	Sénoufo, Shempire	[seb]	N-C	Côte d'Ivoire	100	
250.	Sénoufo, Sicité	[sep]	N-C	Burkina Faso Côte d'Ivoire Mali	35 ? 3	
251.	Sénoufo, Supyire	[spp]	N-C	Mali	350	
252.	Sénoufo, Syenara	[shz]	N-C	Mali	137	
253.	Sénoufo, Tagwana	[tgw]	N-C	Côte d'Ivoire	138	
254.	Serer-Sine (Serere)	[srr]	N-C	Sénégal	1,130	Gambia
255.	Siamou	[sif]	N-C	Burkina Faso Côte d'Ivoire Mali	20 ? ?	
256.	Sininkere	[skq]	N-C	Burkina Faso	6	
257.	Sissala	[sld]	N-C	Burkina Faso	13	
258.	Songhay (Sonrhaï)	[hmb]	N-S	Burkina Faso Mali	125 15	
259.	Songhay, Koyra Chiini	[khq]	N-S	Mali	200	
260.	Songhay, Koyraboro Senni	[ses]	N-S	Mali	100	
261.	Soninke	[snk]	N-C	Mali Mauritania Sénégal	700 39 250	Gambia, Guinea Bissau
262.	Susu (Soso)	[sus]	N-C	Guinea Sénégal	906 28	Guinea- Bissau, Sierra Leone
263.	Tadaksahak	[dsq]	N-S	Mali	100	Algeria
264.	Tamajaq	[ttq]	A-A	Mali	190	
265.	Tamasheq (Tamacheq, Kidal Tamasheq)	[taq]	A-A	Burkina Faso Mali	31 250	Algeria

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
266.	Tchumbuli	[bqa]	N-C	Bénin	3	
267.	Téén	[lor]	N-C	Burkina Faso Côte d'Ivoire	2 6	
268.	Tem (Kotokoli)	[kdh]	N-C	Bénin Togo	50 204	Ghana
269.	Tiéfo	[tiq]	N-C	Burkina Faso	1	
270.	Toma (Loma?)	[tod]	N-C	Guinea	144	
271.	Toura	[neb]	N-C	Côte d'Ivoire	39	
272.	Toussian, Northern	[tsp]	N-C	Burkina Faso	20	
273.	Toussian, Southern	[wib]	N-C	Burkina Faso Côte d'Ivoire	20 ?	
274.	Turka	[tuz]	N-C	Burkina Faso Côte d'Ivoire	37 ?	
275.	Viemo	[vig]	N-C	Burkina Faso	8	
276.	Waama	[wwa]	N-C	Bénin	50	Nigeria
277.	Wamey (Wameym)	[cou]	N-C	Guinea Sénégal	5 1	
278.	Wan	[wan]	N-C	Côte d'Ivoire	22	
279.	Wané	[hwa]	N-C	Côte d'Ivoire	2	
280.	Wara	[wbf]	N-C	Burkina Faso	4	
281.	Wé, Northern	[wob]	N-C	Côte d'Ivoire	156	
282.	Wé, Southern	[gxx]	N-C	Côte d'Ivoire	293	
283.	Wé, Western	[wec]	N-C	Côte d'Ivoire	25	
284.	Winyé	[kst]	N-C	Burkina Faso	20	
285.	Wojenaka (Odiénnéka, Malinké*)	[job]	N-C	Côte d'Ivoire	120	
286.	Wolof	[wol]	N-C	Mauritania Sénégal	12 3,930	Gambia, Guinea- Bissau
287.	Worodougou	[jud]	N-C	Côte d'Ivoire	80	
288.	Wudu	[wud]	N-C	Togo	2	
289.	Xasonga (Xaasongaxango)	[kao]	N-C	Mali Sénégal	120 9	Gambia
290.	Yalunka (Jalunga)	[yal]	N-C	Guinea Mali Sénégal	56 9 10	Sierra Leone

No	Language name (alternative names in brackets)	ISO Code	Language family	Countries in this region where spoken	Speakers in this region (000)	Other countries where spoken (if any)
291.	Yaouré	[yre]	N-C	Côte d'Ivoire	25	
292.	Yom	[pil]	N-C	Bénin	74	
293.	Yoruba	[yor]	N-C	Bénin	465	Nigeria
294.	Zamlanman	?	?	Côte d'Ivoire	?	
295.	Zarma (Zarmaci)	[dje]	N-S	Burkina Faso Mali	0.6 ?	Niger, Nigeria
296.	Zenaga	[zen]	A-A	Mauritania	0.2	

Notes

* Malinké is an alternative name for languages 188, 197 and 285 in this list.

It has not been possible to identify the ISO codes of languages 133 (Gurunsi) and 294 (Zamlanman).

Table : Language families of African languages spoken in the region

Language family code	Language family	Number of languages	%
N-C	Niger-Congo	280	94.6
N-S	Nilo-Saharan	6	2.0
A-A	Afro-Asiatic	5	1.7
-	Other	5	1.7
Total		296	100.0

7 Summary of interviews with market traders

An unusual but particularly rich source of information has been a series of interviews with market traders in each of the eight countries in the region. These traders move extensively within their own countries, between countries within the region and to other parts of the world.

Why is it necessary to investigate the language practices of small traders? The answer is partly economic and partly sociolinguistic in nature. It is well recognised that informal trading within and between countries in West Africa constitutes a major economic activity. The United Nations Economic Commission for Africa (UNECA) notes that West African countries have traditionally had ‘some of the most extensive informal economies in the world,’ as can be seen from the fact that, in many of the countries in the region, fewer than ‘20 per cent of the working population ... are engaged in formal work.’¹ Although in absolute terms the volume and value of this intra-West African trade are modest, it has important social and economic functions. UNECA, again, records that ‘it involves large segments of the population ... providing employment and income-generating projects for much of the population and distributing food from food-surplus to food-deficit areas.’²

In sociolinguistic terms, the phenomenon of widespread informal cross-border trading - in a context where there are almost 300 indigenous languages and a number of other languages originating from other parts of the world – gives rise to a host of questions regarding language choice and multilingualism. It has been observed that:

... in Africa the masses have managed and developed networks of communication within national boundaries and across national borders, showing not only a willingness to identify themselves as members of a larger group, but also to co-operate with others who may be culturally and linguistically different.³

¹ Tsikata, D. 2009. Informalization, the informal economy and urban women’s livelihoods in sub-Saharan Africa since the 1990s. In S. Razavi (ed.), *The Gendered Impacts of Liberation: Towards ‘Embedded Liberalism’?* Routledge: New York. Quoted in UNECA 2010, p.427.

² Marphatia, A. A., Morris, G. & Saul, M. 2000. Literature review of women cross border traders in West Africa (since 1985). In USAID, *Women’s Business Links: A Preliminary Assessment of Women Cross-Border Traders in West Africa*. (Women in Development Technology programme, WIDTECH.) USAID. Quoted in UNECA 2010, pp 424-425.

³ Djité, P.G. 2008. *The Sociolinguistics of Development in Africa*. Clevedon: Multilingual Matters. p 37. In recent decades the itinerant merchants of West Africa have extended their networks to other parts of the world. See, for instance, Stoller, P. 2002. Crossroads: Tracing African paths on New York City streets. *Ethnography* 3(35), 35-62. <http://eth.sagepub.com/content/3/1/35>.

For the purposes of our study, a total of 85 traders agreed to be interviewed about their work, their experiences travelling abroad and the languages they use.

Table 1 shows that just under a third of the traders are female (26 from 85 or 31%)⁴ The smallest proportion of female traders was found in Burkina Faso (just one out of fifteen or 7%) and the largest proportions were seen in Senegal (40%), Cote d'Ivoire (43%) and Togo (50%).

Seventy per cent of the traders are in their 30s and 40s (73% of the female traders and 68% of the males).

Table 1 Gender and age group of 85 traders in eight countries

Age group	Male	Female	Total
20s	7	5	12 (14%)
30s	19	9	28 (33%)
40s	21	10	31 (37%)
50s	11	1	12 (14%)
60s	1	0	1 (1%)
Missing	0	1	1 (1%)
Total	59 (69%)	26 (31%)	85 (100%)

More traders were interviewed in urban areas (58%) than in rural areas (41%). Information was missing for one trader (1%) (Table 5).

Table 2 shows that the majority of the traders (80 people, 94%) are natives of the countries in which they were interviewed. In addition, five traders were working outside their countries of origin.

Table 2 Nationality of traders

	N	%
Nationality of country where interviewed	80	94
Burkina Faso, interviewed in Cote d'Ivoire	1	1
Guinea, interviewed in Cote d'Ivoire	1	1
Guinea, interviewed in Mali	1	1
Niger, interviewed in Cote d'Ivoire	1	1
Togo, interviewed in Benin	1	1
Total	85	100*

* Rounding means that the total does not reach 100

The interviewees were asked which was the first language that they had acquired as a child; 84 of the 85 interviewees responded, mentioning a total of 32 mother tongues (Table 3). The most frequently mentioned mother tongues are Moore (12 from 84 people, 14% of respondents), Wolof (11 people, 13%), Pular (7 people, 8%) and Bambara/Bamanankan (5 people, 6%). Fifteen of the 32 languages were mentioned by just one person each. One respondent said that they had learnt two first languages (French and Kotokoli) from their mother.

⁴ A report by the United Nations Economic Commission for Africa suggests that in fact in some areas the majority of small traders are women (UNECA. 2010. *Assessing Regional Integration in Africa IV: Enhancing Intra-African Trade*. Addis Ababa: United Nations Economic Commission for Africa. p 151).

Table 3 Mother tongues of 85 traders in eight countries

Mother tongue	ISO Code	Number of speakers (N=85)
1. Agni (Anyin)	[any]	1
2. Appolo (Nzema)	[nzi]	1
3. Attié	[ati]	1
4. Bambara (Bamanankan)	[bam]	5
5. Baoulé	[bci]	3
6. Bariba (Baatoum)	[bba]	2
7. Birifor	[bfo]	2
8. Ditanmari	[tbz]	1
9. Dogon	[dtm]	1
10. Ewé	[ewe]	1
11. Fon	[fon]	2
12. French	[fra]	1
13. Fulfulde	[fuh]	1
14. Gulmancema	[gux]	1
15. Hassaniyya	[mey]	3
16. Ifè	[ife]	1
17. Jula/Dioula	[dyu]	2
18. Kabiyé	[kbp]	3
19. Kotokoli (Tem)	[kdh]	3
20. Loma	[loi]	2
21. Marka	[rkm]	4
22. Moore (Mòoré/Mossi/Maure)	[mos]	12
23. Odiénnéka (Malinké)/ Malenké (Mandingo)	[emk]	4
24. Pulaar (Peulh)	[fuc]	3
25. Pular (Fula, Fulakan)	[fuf]	7
26. Serer	[srr]	2
27. Sonrhäi (Songhay)	[hmb]	1
28. Susu	[sus]	1
29. Tamacheq	[taq]	1
30. Wolof	[wol]	11
31. Worodougou	[jud]	1
32. Zamlanman	?	1
Sub-total	-	85
No response	-	1
Total	-	86

Table 4 shows that among the 85 respondents there are complex patterns of buying and selling, only locally, only abroad and both locally and abroad. A clear majority (88%) sell their goods in the country where they were interviewed. However, they source their goods from different origins: almost two-fifths purchase their wares locally, just over two-fifths purchase them abroad and one-fifth source their goods both locally and abroad.

Table 4 Countries where 85 traders buy and sell goods

Activity	Only locally	Locally abroad	+ Only abroad
Buying goods (including self-produced goods)	32 (38%)	18 (21%)	35 (41%)
Selling goods (not including	75 (88%)	7 (8%)	3 (4%)

customers from abroad)			
Both selling + buying	26 (31%)	3 (4%)	1 (1%)

In summary, almost 60% of traders buy produce in their own countries and more than 60% source their products abroad (Table 5).

Table 5 Numbers of traders buying and selling locally and abroad (N=85)

	Locally	Abroad
Buy	50 (59%)	53 (62%)
Sell	82 (96%)	10 (12%)

The 85 traders buy and/or sell their goods in fourteen West African countries outside their own home country, as Table 6 shows. The most popular sources of goods are Ghana (14 traders say that they purchase electronic goods, clothes and basic foodstuffs there), Togo (11 traders buy bicycles, clothes, textiles, shoes and alcohol there) and Gambia (seven traders purchase clothes). On the other hand, none of the traders purchase goods in Guinea, Liberia or Sierra Leone. Among the relatively small number of traders who sell products abroad, the most popular location in West Africa is Gambia (four traders). The traders in this group do not go to Benin, Côte d'Ivoire or Nigeria to sell anything. The reluctance of traders to carry out business in Côte d'Ivoire, Guinea, Guinea-Bissau, Liberia and Sierra Leone may be due to the current or recent unsettled political and security situations in these countries.

Table 6 Traders buying and selling outside their own country but in West Africa

Country where trading takes place	Traders buy goods in this country	Traders sell goods in this country
1. Ghana*	14	1
2. Togo	11	2
3. Gambia*	7	4
4. Mali	6	2
5. Mauritania	6	1
6. Nigeria*	6	0
7. Senegal	5	1
8. Benin	3	0
9. Burkina Faso	2	1
10. Guinea Bissau**	1	1
11. Côte d'Ivoire	1	0
12. Guinea	0	1
13. Liberia*	0	1
14. Sierra Leone*	0	1
Total	62	16

* Anglophone countries ** Lusophone country

In addition to trading within their own countries and in other parts of West Africa, substantial numbers of traders also visit other parts of the world to purchase goods (and, in a small number of cases, to sell goods). Table 7 shows that the traders visit eleven countries outside West Africa to buy and sell. The most popular destinations are Dubai (where 16 traders buy computers, electronic equipment, clothes and cosmetics) and China including Hong Kong (where 13 traders buy motorbikes, electrical equipment, mobile phones and clothes).

Table 7 Traders buying and selling outside West Africa

Country	Traders buy goods in this country	Traders sell goods in this country
1. Dubai	16	0
2. China + Hong Kong	13	0
3. France	7	0
4. Spain	2	0
5. Thailand	2	0
6. USA	2	0
7. Italy	1	1
8. Brazil	1	0
9. Germany	1	0
10. India	1	0
11. Russia	0	1
Total	46	2

Table 8 provides a detailed country-by-country summary of trading patterns between the eight countries surveyed and other parts of the world.

Table 8 Foreign countries where traders buy and sell goods

Foreign country	Traders go to this country to buy goods (N=53)	Traders go to this country to sell goods (N=10)	Traders' customers come from this country to buy goods (N=3)
1. Benin	3	0	0
2. Brazil	1	0	0
3. Burkina Faso	2	1	0
4. China	12	0	0
5. Cote d'Ivoire	1	0	0
6. Dubai	16	0	0
7. France	7	0	0
8. Gambia	7	4	0
9. Germany	1	0	0
10. Ghana	14	1	0
11. Guinea	0	1	0
12. Guinea Bissau	1	1	0
13. Hong Kong	1	0	0
14. India	1	0	0
15. Italy	1	1	0
16. Liberia	0	1	1
17. Mali	6	2	0
18. Mauritania	6	1	0
19. Nigeria	6	0	0
20. Russia	0	1	0
21. Senegal	5	1	0
22. Sierra Leone	0	1	1
23. Spain	2	0	0
24. Thailand	2	0	0
25. Togo	11	2	0
26. USA	2	0	0
Total	108	18	2
Others ('Other countries', 'Other sub-Saharan countries', 'Europe', 'All over the world')	2	1	2

The 85 traders reported using 39 different languages for buying and selling their wares. Details are shown in Table 9. French, English, Wolof and Moore are the four most frequently

mentioned languages. Between them they account for 138 (61%) of the total of 225 language choices which the traders make.

Each trader, on average, uses 2.6 different languages in their work. Spontaneously, 27 (32%) of the 85 traders mentioned English as one of their trading languages. However, when they were asked specifically whether they used English in their work, 42 people (49%) said that they did so. Furthermore, 59 traders (69%) said that they sometimes or often meet English speakers.

Table 9 Languages used by 85 traders from eight countries when buying and selling goods

Languages used	ISO code	Number of traders (N=85)
1. French	[fra]	69
2. English	[eng]	27
3. Wolof	[wol]	18
4. Moore (Mòoré, Maure, More, Mossi)	[mos]	14
5. Bambara (Bamanankan)	[bam]	10
6. Jula (Dioula)	[dyu]	8
7. Arabic	[arb]	7
8. Kabiye	[kbp]	5
9. Kotokoli (Tem)	[kdh]	5
10. Ashanti (Akan)	[aka]	4
11. Ewé	[ewe]	4
12. Sonrhai (Songhay)	[hmb]	4
13. Lobiri (Lobi)	[lob]	3
14. Marka	[rkm]	3
15. Pulaar (Peulh)	[fuc]	3
16. Pular (Fula, Fulakan)	[fuf]	2
17. Spanish	[spa]	3
18. Appolo (Nzema)	[nzi]	2
19. Baoulé	[bci]	2
20. Bariba (Baatoum)	[bba]	2
21. Chinese	[cmn] ?	2
22. Dendi	[ddn]	2
23. Ditanmari	[tbz]	2
24. Hassaniyya	[mey]	2
25. Odiénnéka (Malinké, Malenké, Mandingo)	[emk]	2
26. Susu	[sus]	2
27. Tamacheq	[taq]	2
28. Attié	[ati]	1
29. Birifor	[bfo]	1
30. Dogon	[dtm]	1
31. Fon (Fongbe)	[fon]	1
32. Fulfuldé	[fuh]	1
33. Gulmancema	[gux]	1
34. Hausa	[hau]	1
35. Ifè	[ife]	1
36. Italian	[ita]	1
37. Loma (Malinké)	[loi]	1
38. Losso (Lama)	[las]	1
39. Mina (Gen)	[gej]	1
Sub-total	-	222
Unspecified 'local languages'	-	3
Total	-	225

Table 10 shows that just over a third of traders said that they ‘often’ meet English speakers in their work. Another third said that they ‘sometimes’ meet speakers of English.

Table 10 Traders’ experience of meeting English speakers

Frequency	Number	%
Often	29	34
Sometimes	30	35
Not often	17	20
Never	9	11
Total	85	100

From Table 11 it can be seen that, even though two-thirds of traders meet English speakers sometimes and often, only 48% feel that they have any ability in the language. Moreover, more than half of those who claim to speak English do so poorly.

Table 11 Traders’ self-assessment of their ability to speak English

Ability	Number	%
Very good	0	0
Good	4	5
Fairly good	15	18
Poor	22	26
Sub-total	41	48
Not at all	44	52
Total	85	100*

* Rounding means that the total is more than 100

The majority of the 41 traders who claimed to have some ability in English learnt the language in school (59%) and through their travel and work (46%), as Table 12 indicates.

Table 12 Traders’ reports on how/where they learnt English (N=41)

How/where	Number	%
School	24	59
Travel/work	19	46
Taking a course/hiring a tutor	3	7
Reading books/self-taught	2	5
University	1	2
Internet/social media	1	2
Total	50	-

Finally, as Table 13 shows, nearly four out of every five traders say that they experience problems in carrying out their work. For many of them, language is one of the most significant problems.

Table 13 Traders’ experience of problems in carrying out their work

Yes	No
66 (78%)	19 (22%)

8 Classroom observations

Ninety lessons in seven countries were observed. Items 1-23 in this table show the number of 5-minute time slots in which each activity was observed. Each lesson of 55 minutes therefore consists of 11 time slots. If ten lessons were observed then the total number of time slots is 110. If a particular activity was noted in 80 of these time slots then the rate of occurrence was $80/110 = 73\%$.

Activity	Bénin		Burkina Faso		Côte d'Ivoire		Guinée		Mali		Sénégal		Togo		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Lessons observed	5	-	16	-	14	-	15	-	16	-	16	-	8	-	90	100.0
1. Teacher talks to the whole class in English	54	93.1	164	94.8	142	92.8	28	11.9	153	81.8	158	75.6	88	100.0	787	71.4
2. Teacher talks to the whole class in French or Arabic	16	27.6	48	27.7	26	17.0	35	14.9	50	26.7	63	30.1	21	23.9	259	23.5
3. Teacher uses other languages in classroom teaching	8	13.8	7	4.1	0	0.0	16	6.8	1	0.5	10	4.8	0	0.0	42	3.8
4. Teacher uses English for classroom management	26	44.8	49	28.3	52	34.0	11	4.7	34	18.2	83	39.7	40	45.5	295	26.7
5. Teacher elicits English through cues, questions, pictures, etc.	6	10.3	41	23.7	44	28.8	28	11.9	82	43.9	92	44.0	15	17.0	308	27.9
6. Teacher smiles, praises, encourages, thanks child/children	27	46.6	75	43.4	85	55.6	10	4.3	72	38.5	74	35.4	54	61.4	397	36.0
7. Teacher is at the front of the room	41	70.7	161	93.1	146	95.4	14	6.3	169	90.4	164	78.5	80	90.9	909	82.4
8. Teacher moves around the room	24	41.4	51	29.5	68	44.4	54	23.0	21	11.2	88	42.1	53	60.2	359	32.5

Activity	Bénin		Burkina Faso		Côte d'Ivoire		Guinée		Mali		Sénégal		Togo		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
9. Teacher talks to a group of children	12	20.7	5	2.9	5	3.3	9	3.8	33	17.6	23	11.0	2	2.3	89	8.1
10. Teacher listens to a group of children	17	29.3	3	1.7	7	4.6	5	2.1	34	18.2	19	9.1	0	0.0	85	7.7
11. Teacher talks to an individual learner	20	34.5	102	59.0	125	81.7	28	11.9	103	55.1	56	26.8	14	15.9	448	40.6
12. Teacher listens to an individual learner	19	32.8	112	64.7	119	77.8	22	9.4	109	58.3	18	8.6	5	5.7	404	36.6
13. Learner or learners come to the front of the classroom	14	24.1	41	23.7	36	23.5	22	9.4	47	25.1	47	22.3	17	19.3	224	20.3
14. Individual learner speaks in English; others listen	22	37.9	100	57.8	112	73.2	40	17.0	96	51.3	84	40.2	60	68.2	514	46.6
15. All learners speak in chorus	9	15.5	50	28.9	77	50.3	19	8.1	60	32.1	65	31.1	30	34.1	310	28.1
16. All learners work in groups	6	10.3	1	0.6	0	0.0	0	0.0	0	0.0	28	13.4	2	2.3	37	3.4
17. All learners work in pairs	2	3.4	5	2.9	16	10.5	6	2.6	2	1.1	14	6.7	1	1.1	46	4.2
18. All learners work individually	17	29.3	52	30.1	110	71.9	93	39.6	48	25.7	75	35.9	20	22.7	415	37.6
19. Learners produce English spontaneously	21	36.2	19	11.0	40	26.1	6	2.6	70	37.4	16	7.7	17	19.3	189	17.1
20. Textbook or	18	31.0	4	2.3	92	60.1	64	27.2	64	34.2	84	40.2	18	20.5	344	31.2

Activity	Bénin		Burkina Faso		Côte d'Ivoire		Guinée		Mali		Sénégal		Togo		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
writing book is focus of attention																
21. Visual aids are being used	7	12.1	5	2.9	16	10.5	6	2.6	11	5.9	103	49.3	1	1.1	149	13.5
22. Teacher is not in the classroom	4	6.9	3	1.7	4	2.6	14	6.0	3	1.6	13	6.2	6	6.8	47	4.3
23. Other people come into the classroom (headteacher, etc)	2	3.4	5	2.9	4	2.6	16	6.8	21	11.2	8	3.8	5	5.7	61	5.5
Total	39	2	110	3	132	6	68	0	128	3	138	5	54	9	671	8
Total time slots	58		173		153		235		187		209		88		1103	

8 Classroom characteristics

Further information was collected during the 90 classroom visits concerning: the school location (urban or rural), the number of hours allocated for English, the number of learners on the register, the number of learners present and the attendance rate. Details are summarised here.

Data	Bénin	Burkina Faso	Côte d'Ivoire	Guinée	Mali	Sénégal	Togo	Total	
Rural/Urban	R : 3 U : 2	R : 8 U : 8	R : 7 U : 7	R : 8 U : 7	R : 8 U : 8	R : 8 U : 8	R : 4 U : 4	R : 46 U : 44	
Hours of English per week	4h : 5	3h : 2 4h : 1 5h : 13	2h : 1 3h : 12 4h : 1	2h : 2 3h : 1 4h : 10 5h : 1 6h : 1	3h : 16	3h : 2 4h : 1 5h : 13	4h : 8	2h : 3 3h : 33 4h : 26 5h : 27 6h : 1	
Total	225	1291	445	650	952	837	652	5052	
Learners present	Mean	45	81	32	43	60	52	82	56
Range	29-52	28-136	16-56	14-93	30-112	21-72	48-114	14-136	
Attendance rate	95%	94%	46%	77%	89%	81%	81%	82%	
Learners on register	Total	238	1370	961	848	1071	1034	676	6198

Mean	48	86	69	57	67	65	85	69
Range	29-56	28-142	24-95	18-167	36-114	48-83	53-117	18-167

10 Teachers' characteristics

137 teachers in eight countries completed an attitudinal questionnaire. They provided information about the location of their school (rural or urban), whether they had completed their senior secondary education, how many years they had studied in university, the subjects they studied at university, the number of years of professional training they had experienced and their gender.

Characteristics	N
Teachers	137
Rural/Urban	R : 69 U : 68
Teacher completed senior secondary school?	Y : 126 N : 11
Years of academic study after senior secondary school	0y : 17 1y : 2 2y : 6 3y : 30 4y : 82
Subject studied at university	None : 17 Another : 7 English : 92 English + : 21
Years of professional training	0y : 36 <1y : 14 1y : 20 2y : 53 3+y : 14
Teacher's gender M/F	M : 110 F : 27

11 English lexical items used in learners' writing

As part of the survey, learners' competence was measured by asking them to produce a written response to an English story. 184 texts were produced by learners in seven countries. A sample of 38 of these texts was studied in depth. It was noted that the authors of these 38 texts used a total of 91 English lexical items (in addition to a number of loan words from French and other languages, which are not included in this list).

1. a
2. am
3. and
4. are
5. as
6. at
7. bicycle

8. boy
9. brother
10. cannot
11. car
12. childrens
13. compound
14. cook
15. dog
16. drive
17. driver
18. family
19. father
20. first
21. food
22. four
23. from
24. girl
25. go
26. good
27. happy
28. has
29. he
30. help
31. her
32. here
33. his
34. history
35. home
36. house
37. housewife
38. I
39. in
40. is
41. it
42. job
43. live
44. many
45. market
46. me
47. morning
48. mother
49. motor
50. moves
51. Mr
52. Mrs
53. Ms
54. mummy
55. my
56. name
57. not
58. of
59. one
60. opinion
61. passage
62. pencil
63. people
64. plates
65. rice
66. school
67. second

68. see
69. shop
70. sister
71. sit
72. small
73. so
74. street
75. student
76. taxi
77. thank
78. the
79. their
80. they
81. to
82. town
83. two
84. very
85. we
86. were
87. what
88. where
89. wife
90. you
91. your

12 Geographic and demographic data*

Country	Capital	Population 2009	Area (km ²)	Density (per km ²) 2009	Neighbouring states
Bénin	Cotonou, Porto Novo	8,791,832	112,622	78.1	Burkina Faso, Niger, Nigeria**, Togo
Burkina Faso	Ouagadougou	15,746,232	274,200	57.4	Bénin, Côte d'Ivoire, Ghana**, Mali, Niger, Togo
Côte d'Ivoire	Yamoussoukro	20,617,068	322,463	63.9	Burkina Faso, Ghana**, Guinea, Mali, Liberia**
Guinée	Conakry	10,057,975	245,857	40.9	Côte d'Ivoire, Guinea Bissau***, Liberia**, Sierra Leone**, Mali, Sénégal
Mali	Bamako	14,517,176	1,240,192	30.3	Algeria, Burkina Faso, Côte d'Ivoire, Guinea, Mauritania, Niger, Sénégal
Mauritania	Nouakchott	3,291,000	1,030,700	3.2	Algeria, Mali, Sénégal, Western Sahara
Sénégal	Dakar	13,711,597	196,722	69.7	Gambia**, Guinea, Guinea Bissau***, Mali, Mauritania,
Togo	Lome	6,619,000	56,785	116.6	Benin, Burkina Faso, Ghana**
Totals		93,351,880	3,479,541	26.8	

* Source : Index Mundi (www.indexmundi.com), accessed 22-08-2011

** Anglophone

*** Lusophone

13 Human development in Francophone West Africa

Tables 1, 2 and 3 draw on the annual Human Development Index (HDI) published by the United Nations Development Programme (UNDP) between 1980 and 2011. The HDI measures a combination of indicators, including health, education and economic well-being. The Index ranges from 0 to 1; the nearer a country is to 1 the higher its level of human development is whilst the nearer a country is to 0 the lower its human development is.

The annual index is based on data which relate to the situation approximately two years previously, so the 2011 index, for example, actually describes the situation in about 2009.

The indicators are revised from time to time as are the means used to measure them. The HDI in one year is therefore not always directly comparable with the HDIs from earlier or later years. However, from time to time the HDIs from previous years are retrospectively recalculated so that they can be compared with the current year. Table 1 draws on recalculated data in this way, so that direct comparisons from year to year can be made.

In Table 1 the eight countries of Francophone West Africa are listed in alphabetical order. For comparative purposes, the table also includes data for the world's most developed country (usually Norway), the world average and the world's least developed country (often Niger).

Table 1 Human Development Index, 1980-2011*

Region/country	1980	1990	2000	2005	2009	2010	2011
<i>World most developed</i>	0.796	0.873	0.913	0.938	0.941	0.941	0.943
<i>World average</i>	0.558	0.594	0.634	0.660	0.676	0.679	0.682
Bénin	0.252	0.316	0.378	0.409	0.422	0.425	0.427
Burkina Faso	-	-	-	0.302	0.326	0.329	0.331
Côte d'Ivoire	0.347	0.361	0.374	0.383	0.397	0.401	0.400
Guinée	-	-	-	0.326	0.341	0.342	0.344
Mali	0.174	0.204	0.275	0.319	0.352	0.356	0.359
Mauritanie	0.332	0.353	0.410	0.432	0.447	0.451	0.453
Sénégal	0.317	0.365	0.399	0.432	0.453	0.457	0.459
Togo	0.347	0.368	0.408	0.419	0.429	0.433	0.435
<i>World least developed</i>	0.174	0.193	0.224	0.260	0.277	0.282	0.286

* UNDP. 2011. *Sustainability and Equity: A Better Future for All. Human Development Report 2011*. Basingstoke: Palgrave Macmillan.

Table 2 shows how the eight countries of the Francophone West Africa region were ranked in a selection of the annual Human Development Reports published between 1990 and 2011. As noted earlier, the indicators and mechanisms for measuring performance change from year to year and so, strictly speaking, the data, the indices and the rankings for individual years cannot be compared directly with those for other years. This means also that there are some discrepancies between Table 1 (retrospectively recalculated data) and Table 2 (data as published year by year).

Countries are ranked in Table 2 according to their HDI ranking. For comparison, the most highly developed and least developed nations are also included.

The number of participating countries varies from year to year. In order to make it easier to see how each country in the region compares to other countries, a percentage column is included. This shows the number of countries which are ranked more highly than the country in question, calculated as a percentage of all countries participating in the year in question. So, for example, in 2011 Togo is ranked 162nd. This means that there are 161 countries placed more highly than Togo. As 187 countries are included in the 2011 report this means that 86.1% ($161 \div 187 \times 100$) of the world's countries are placed above Togo.

Note on colour coding : Countries shaded green are those which have no more than 79.9% of countries ranked above them. Unshaded countries are those which have between 80.0% and 89.9% ranked above them. Countries shaded red are those which have between 90.0% and 100.0% ranked above them.

Table 2 Human Development Rankings, 1990-2011

		1990 ¹			2000 ²			2005 ³			2009 ⁴			2010 ⁵			2011 ⁶		
		Cou ntr y	R	%	Cou ntr y	R	%	Cou ntr y	R	%	Cou ntr y	R	%	Cou ntr y	R	%	Cou ntr y	R	%
<i>World's highest</i>		<i>Japan</i>	1	0.0	<i>Canada</i>	1	0.0	<i>Norway</i>	1	0.0	<i>Norway</i>	1	0.0	<i>Norway</i>	1	0.0	<i>Norway</i>	1	0.0
Francophone West Africa		Côte d'I	9	75.4	Togo	4	82.5	Togo	4	80.3	M'tanie	5	84.1	Béni	3	78.4	Sénégal	5	82.4
		Togo	10	79.2	M'tanie	4	84.7	M'tanie	5	85.2	Togo	5	86.9	M'tanie	3	79.6	M'tanie	5	84.9
		Sénégal	11	86.2	Côte d'I	5	87.4	Guinée	5	87.6	Bénin	6	87.9	Togo	3	81.9	Togo	6	86.2
		Bénin	12	92.3	Sénégal	5	88.5	Sénégal	5	88.7	Côte d'I	6	89.3	Sénégal	4	84.6	Béni	6	88.7
		M'tanie	13	93.8	Bénin	5	89.7	Bénin	6	91.0	Sénégal	6	90.7	Côte d'I	4	87.9	Côte d'I	7	90.4
		Guinée	15	95.4	Guinée	6	92.5	Côte d'I	6	91.5	Guinée	7	92.0	Guinée	5	91.6	Mali	7	93.0
		B. Faso	18	97.7	Mali	6	94.5	Mali	7	97.4	B. Faso	7	96.7	Mali	6	94.0	Guinée	7	94.8

	Mal	1	98	B.	1	98	B.	1	98	Mal	1	97	B.	1	94	B.	1	96
	i	2	.5	Fas	7	.3	Fas	7	.3	i	7	.3	Faso	6	.7	Faso	8	.3
		9		o	2		o	5			8			1			1	
<i>World's lowest</i>	<i>Niger</i>	<i>1</i>	<i>10</i>	<i>Siera Leone</i>	<i>1</i>	<i>10</i>	<i>Niger</i>	<i>1</i>	<i>10</i>	<i>Niger</i>	<i>1</i>	<i>10</i>	<i>Zimbabwe</i>	<i>1</i>	<i>10</i>	<i>D.R. Congo</i>	<i>1</i>	<i>10</i>
		<i>3</i>	<i>0.</i>	<i>4</i>	<i>0</i>	<i>0</i>	<i>7</i>	<i>0.</i>	<i>7</i>	<i>0.</i>	<i>8</i>	<i>0.</i>	<i>6</i>	<i>0.</i>	<i>9</i>	<i>0</i>	<i>8</i>	<i>0.</i>
		<i>0</i>	<i>0</i>				<i>7</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>2</i>	<i>0</i>	<i>9</i>	<i>0</i>	<i>0</i>	<i>7</i>	<i>0</i>	<i>0</i>

Key : R = rank; % = percentage of countries ranked above this country

1 UNDP. 1990. *Human Development Report*. New York and Oxford: Oxford University Press.

2 UNDP. 2000. *Human Rights and Human Development*. New York: UNDP.

3 UNDP. 2005. *International Cooperation at a Crossroads: Aid, Trade and Security in an Unequal World. Human Development Report 2005*. New York: UNDP.

4 UNDP. 2009. *Overcoming Barriers: Mobility and Human Development. Human Development Report 2009*. Basingstoke: Palgrave Macmillan

5. UNDP. 2010. *The Real Wealth of Nations: Pathways to Human Development. Human Development Report 2010*. Basingstoke: Palgrave Macmillan.

6. UNDP. 2011. *Sustainability and Equity: A Better Future for All. Human Development Report 2011*. Basingstoke: Palgrave Macmillan.

Table 3 is an extract from the 2010 Human Development Report which lists a number of the most important indicators relating to income and poverty; health and life expectancy; and infrastructure.

Table 3 Basic development indicators (not including education)*

Year Country	HDI rank/ 169 countries	Average annual change in HDI (%)	GNI per capita per annum US\$	Employed people living on < US\$1.25 per day (%)	Maternal deaths per 100,000 live births	Infant deaths per 1,000 live births	Life expectancy at birth (years)	Doctors per 10,000 people	Public expenditure on health (% GDP)	Public expenditure on military (% GDP)	Population without electricity (%)
	2010	2000-2010	2010	2000-2008	2003-2008	2008	2010	2000-2009	2000-2007	2008	2008
1 Bénin	134	+1.19	1,499	55.6	840	76	62.3	1	2.5	1.1	80.8
2 Burkina Faso	161	-	1,215	60.7	700	92	53.7	1	3.4	1.4	90.6
3 Côte d'Ivoire	149	+0.47	1,625	26.3	810	81	58.4	1	1.0	1.5	50.5
4 Guinée	156	-	953	73.9	910	90	58.9	1	0.6	-	-
5 Mali	160	+2.34	1,171	60.6	970	103	49.2	1	2.9	1.9	-
6 Mauritania	136	+1.05	2,118	24.6	820	75	57.3	1	1.6	3.7	-
7 Sénégal	144	+1.34	1,876	44.4	980	57	56.2	1	3.2	1.6	60.6
8 Togo	139	+0.72	844	45.9	510	64	63.3	1	1.5	1.9	83.6

Key: GDP = Gross Domestic Product, GNI = Gross National Income

* Source : UNDP. 2010. *The Real Wealth of Nations : Pathways to Human Development*. (Human Development Report 2010.) (<http://hdr.undp.org/en/>, accessed 23-08-2011)

14 Human mobility in the region

This section presents statistics concerning a number of different aspects of human mobility into, out of and between the countries of the region. These include general migration, higher education student mobility, hajj pilgrims and refugees. International tourism is very limited in scale. All forms of human movement have language – and language education - implications

Table 1 General migration*

Year	Immigrants (projected)	Emigration (%)	Emigrants (approx.)**	Where do emigrants go?	Remittance inflows		
					% GDP	Per capita US\$	capita

Country	2010	2000-2002	2010	2000-2002	2008	2008
Bénin	232,000	7.5	659,000	Africa 92% Europe 5%	4.1	31
Burkina Faso	1,043,000	9.8	1,543,000	Africa 94% Asia 3%	0.6	4
Côte d'Ivoire	2,406,700	1.0	206,000	Africa 48% Europe 44%	0.8	9
Guinée	394,600	6.3	634,000	Africa 90% Europe 5%	1.9	7
Mali	162,700	12.5	1,815,000	Africa 91% Europe 5%	3.9	27
Mauritania	99,200	4.1	135,000	Africa 76% Europe 17%	0.1	1
Sénégal	210,100	4.4	603,000	Africa 56% Europe 38%	9.7	105
Togo	185,400	3.7	245,000	Africa 84% Europe 11%	9.8	44
Totals	4,733,700	-	5,840,000	-		

* UNDP. 2009. *Overcoming Barriers : Human Mobility and Development*. (Human Development Report 2009.) (<http://hdr.undp.org/en/>, accessed 28-08-2011)

** Extrapolated from UNDP's percentages

Tables 2, 3, 4 and 5 all deal with the mobility of higher education students. Table 2 shows that in 2007 36,592 students left the eight countries in the region to study abroad. Overwhelmingly, the favourite destination was France (65%).

Table 2 International higher education student mobility out of Francophone West Africa, 2007; top 5 destinations*

Eight sending countries	Receiving countries					
	Canada	France	Germany	Morocco	USA	Others
36,592	1,536 (4.2%)	23,591 (64.5%)	1,214 (3.3%)	3,140 (8.6%)	3,083 (8.4%)	4,028 (11.0%)

* UNESCO Institute for Statistics. 2009. *Global Education Digest 2009*. Montreal : UNESCO.

Table 3 shows that in 2008 the total number of students leaving the region to study abroad was 36,747, an increase of just 155 (0.4%) compared to 2007. Sénégal was the top exporter of internationally mobile students, sending 11,684 (31.8%) of the regional total. In contrast, Burkina Faso sent the smallest number of students (2,487 or 6.8%). As in the previous year, France was the favourite destination, receiving almost 64% of all students from the region, but this showed a decline of 0.7% compared to 2007. Morocco and USA were the next most popular destinations, receiving almost 9% each.

Table 3 International higher education student mobility out of Francophone West Africa, 2008; top 5 destinations*

Sending country	N	Receiving countries					
		Canada	France	Germany	Morocco	USA	Others**
Bénin	3,521	225	2,258	117	200	319	402
Burkina Faso	2,487	177	1,127	84	229	515	355
Côte d'Ivoire	5,639	315	3,526	220	352	712	514
Guinée	4,376	144	2,751	-	477	167	837
Mali	3,094	132	1,766	-	378	435	383
Mauritania	2,921	60	1,119	142	931	-	669
Sénégal	11,684	420	9,298	188	489	659	630
Togo	3,025	123	1,584	335	155	439	389
Totals	36,747	1,596 (4.3%)	23,429 (63.8%)	1,086 (3.0%)	3,211 (8.7%)	3,246 (8.8%)	4,179 (11.4%)

* UNESCO Institute for Statistics. 2010. *Global Education Digest 2010*. Montreal : UNESCO. http://www.uis.unesco.org/Library/Documents/GED_2010_EN.pdf.

** Other destinations include Jordan, Niger and Portugal.

As Table 4 shows, in 2009, the total number of students leaving the region was 36,416, a drop of 331 (0.9%) compared to 2008. France continued to be the favourite destination, but once again its share of the market dropped, this time by 0.4%. Senegal was again the top exporter of internationally mobile students, sending 11,396 (31.3%) of the regional total of 36,416, and again Burkina Faso sent the smallest number of students (2,453 or 6.7% of the regional total).

Table 4 International higher education student mobility out of Francophone West Africa, 2009, top 5 destinations*

Sending countries		Receiving countries					
Country	N	Canada	France	Germany	Morocco	USA	Others**
1 Bénin	3,280	167	2,027	127	-	323	636
2 Burkina Faso	2,453	188	1,114	85	-	559	507
3 Côte d'Ivoire	5,770	263	3,444	203	304	793	763
4 Guinée	4,374	154	3,020	-	175	187	838
5 Mali	3,282	197	1,896	-	-	471	718
6 Mauritania	3,056	-	1,222	136	931	0	767
7 Sénégal	11,396	419	8,948	173	551	631	674
8 Togo	2,805	-	1,399	310	181	375	540
Totals	36,416	1,388 (3.8%)	23,070 (63.4%)	1,034 (2.8%)	2,142 (5.9%)	3,339 (9.2%)	5,443 (14.9%)

* UNESCO Institute for Statistics. 2011. *Global Education Digest 2011*. Montreal : UNESCO.

** Including Italy, Niger, Russia, Saudi Arabia, Spain, Tunisia

Table 5 summarises the core statistics of Tables 2, 3 and 4 and makes it possible to identify trends over the period between 2007 and 2009.

Table 5 International higher education student mobility out of Francophone West Africa, 2007-2009, top 5 destinations*

Year	Total students from FWA*	Top 5 receiving countries					
		1	2	3	4	5	Others
2007**	36,592	France 23,591 (64.5%)	Morocco 3,140 (8.6%)	USA 3,083 (8.4%)	Canada 1,536 (4.2%)	Germany 1,214 (3.3%)	4,028 (11.0%)
2008***	36,747	France 23,429 (63.8%)	USA >3,246 (8.8%)	Morocco 3,211 (8.7%)	Canada 1,596 (4.3%)	Germany >1,086 (3.0%)	4,179 (11.4%)
2009****	36,416	France 23,070 (63.4%)	USA 3,339 (9.2%)	Morocco >2,142 (5.9%)	Canada >1,388 (3.8%)	Germany >1,034 (2.8%)	5,443 (14.9%)

* FWA = 8 countries of Francophone West Africa

** UNESCO Institute for Statistics. 2009. *Global Education Digest 2009*. Montreal : UNESCO.

*** UNESCO Institute for Statistics. 2010. *Global Education Digest 2010*. Montreal : UNESCO.

**** UNESCO Institute for Statistics. 2011. *Global Education Digest 2011*. Montreal : UNESCO.

Table 6 shows the numbers of pilgrims visiting Mecca from each of the countries in the region in 2008. Senegal sent the largest group (8,043 people, 26% of the regional total), while Côte d'Ivoire is not recorded as having sent any.

Table 6 Hajj pilgrims in 2008*

Country	N
Bénin	3,674
Burkina Faso	2,350
Côte d'Ivoire	-
Guinée	5,792
Mali	6,526
Mauritania	3,189
Sénégal	8,043
Togo	1,381
Totals	30,955

* Khan, K. et al. 2010. Global public health implications of a mass gathering in Mecca, Saudi Arabia, during the midst of an influenza pandemic. *Journal of Travel Medicine*. <http://pan-inform.uwinnipeg.ca/Global%20Public%20Health%20Implications%20of%20a%20Mass%20Gathering%20in%20Mecca.pdf>, accessed 23-08-2011.

Finally, Table 7 summarises the numbers of refugees in the region, by the country where they have sought refuge and by their country of origin. For example, in 2010 Senegal was providing refuge for almost 21,000 refugees from other countries, but in the same year more than 16,000 people who originated from Senegal were refugees in other countries.

Table 7 Refugees in 2010*

Country	Refugees by country of refuge	Refugees by country of origin
Bénin	7,139	442
Burkina Faso	531	1,145
Côte d'Ivoire	26,218	41,758
Guinée	14,113	11,985
Mali	13,558	3,663
Mauritania	26,717	37,733
Sénégal	20,672	16,267
Togo	14,051	18,330
Totals	122,999	131,323

* UNHCR. 2011. *Statistical Yearbook 2010*. Geneva: United Nations High Commission for Refugees.

15 Participation in UN peacekeeping activities

This section summarises data concerning the contributions to United Nations (UN) peacekeeping operations made by the eight nations of the region. Table 1 deals with previous missions, Table 2 with current (2012) missions.

Table 1 lists all the completed missions which operated between the 1960s and 2012 to which the countries in the region contributed. In total there were 53 peacekeeping missions during this period; countries in the region contributed to 29 of them (55%). The 29 missions took place in 24 different countries. Seven of the locations where operations took place use French as an official language (Burundi, Central African Republic, Chad, Côte d'Ivoire, Democratic Republic of Congo, Haiti and Rwanda). A further six locations use English as an official

language (Eritrea, Ethiopia, Namibia, Rwanda, Sierra Leone and Uganda). In eleven other locations neither English nor French is the official language

Table 1 Participation by countries in this region in previous United Nations peacekeeping missions*

Location	Official language in location**	Mission	M/P**	Countries providing peacekeepers								Total	
				Benin	Burkina Faso	Côte d'Ivoire	Guinea	Mali	Mauritania	Senegal	Togo		
Angola	O	UNAVEM II	M+P								√		1
Angola	O	UNAVEM III	M							√		√	2
			P							√			1
Rwanda	E+F	UNAMIR	M+P				√	√			√	√	4
Ethiopia, Eritrea	E, E	UNMEE	M	√									1
Sierra Leone	E	UNAMSIL	M				√						1
			P								√		1
CAR***	F	MINURCA	M	√	√	√			√		√	√	6
CAR, Chad	F, F	MINURCAT	M	√	√				√			√	4
			P	√	√	√	√	√	√		√	√	7
Angola	O	MONUA	M						√		√		2
Uganda, Rwanda	E, E+F	UNOMUR	M								√		1
Burundi	F	ONUB	M	√	√		√	√			√	√	6
			P	√	√		√	√			√		5
Côte d'Ivoire	F	MINUCI	M	√							√		2
Mozambique	O	ONUMOZ	M									√	1
Sudan	O	UNMIS	M	√	√		√	√					4
			P					√					1
DRC	F	ONUC	M				√	√					2
DRC	F	MONUC	M	√	√	√	√	√			√	√	7
			P	√	√	√	√	√			√	√	7
Namibia	E	UNTAG	M									√	1
Haiti	F	MIPONUH	P	√					√		√	√	4
Haiti	F	UNMIH	M+P	√					√			√	3
Haiti	F	UNSMIH	M+P	√					√			√	3
Haiti	F	UNTMIH	P	√					√		√	√	4
Cambodia	O	UNAMIC	M								√		1
East Timor	O	UNMIS ET	M+P	√							√		2
East Timor	O	UNTAE T	P	√							√		2
Cambodia	O	UNTAC	M+P								√		1
Bosnia &	O	UNMIBH	P								√		1

Location	Official language in location**	Mission	M/P***	Countries providing peacekeepers								Total	
				Benin	Burkina Faso	Côte d'Ivoire	Guinea	Mali	Mauritania	Senegal	Togo		
Herzegovina													
Suez & Sinai	O	UNEF II	M								√		1
Iran, Iraq	O, O	UNIIMOG	M								√		1
Iraq, Kuwait	O, O	UNIKOM	M								√		1
Syria	O	UNSMIS	M	√	√						√	√	5
Total	E = 6 F = 7 O = 11			17	9	4	9	18	1		24	14	96

* Extracted from <http://www.un.org/en/peacekeeping/operations/past.shtml>

** E = English (with or without other languages), F = French (with or without other languages), O = Neither English nor French

*** M = military personnel; P = police personnel

**** CAR = Central African Republic

Table 2 lists the UN missions to which the countries of the region are currently contributing in 2012. There are 16 ongoing missions and the countries of the region are participating in nine of them (56%). These nine missions are posted to eight different countries; three of the these countries recognise French as an official language (Côte d'Ivoire, Democratic Republic of Congo, Haiti) and two recognise English as an official language (South Sudan and Liberia). Four locations use neither English nor French as their official language. Seven of the eight countries of the region currently have personnel deployed abroad.

Table 2 Participation by countries in this region in current United Nations peacekeeping missions, 2012*

Location	Official language in location**	Mission	M/P**	Countries providing peacekeepers								Total
				Ben in	Burkina Faso	Côte d'Ivoire	Guinea	Mali	Mauritania	Senegal	Togo	
South Sudan	E	UNMISS	M	√	√		√	√				4
Sudan	O	UNISFA	M	√								1
DRC***	F	MONUSCO	M	√	√			√		√		4
			P	√	√	√	√	√	√	√	7	
Sudan	O	UNAMID	M		√				√		√	4
			P		√	√			√	√	4	
Côte d'Ivoire	F	UNOCE	M	√			√			√	√	4
			P	√					√	√	3	
Liberia	E	UNMIL	M	√				√		√	4	
Western Sahara	O	MINURSO	M				√					1
Haiti	F	MINUSTAH	P	√	√	√	√	√		√	√	7
Timor Leste	O	UNMIT	P							√		1
Total	E = 2 F = 3 O = 4			8	6	3	5	6	0	9	7	44

* <http://www.un.org/en/peacekeeping/operations/current.shtml>

** E = English (with or without other languages), F = French (with or without other languages), O = Neither English nor French

*** M = military personnel; P = police personnel

**** DRC = Democratic Republic of Congo

16 Political indicators

Two political indicators are considered here: press freedom and the likelihood that a country may become a failed state.

Table 1 is extracted from the 2010 issue of the World Press Freedom Index. A total of 178 countries were evaluated. In this index, countries with a low score and a low rank have a high level of press freedom. In 2010 six countries in the world (Finland, Iceland, Netherlands, Norway, Sweden and Switzerland) were considered to be enjoying a 'good condition' with regard to press freedom and were all in the first rank. At the other extreme, Eritrea was in

178th place and was facing a ‘very serious situation.’ The eight countries of the Francophone West Africa region were placed between the 26th and 118th positions in the ranking (Mali and Côte d’Ivoire respectively).

Table 1 Press freedom in the countries of Francophone West Africa*

Rank	Country	Score	Category
<i>1</i>	<i>Finland, Iceland, Netherlands, Norway, Sweden, Switzerland</i>	<i>0.00</i>	<i>Good situation</i>
26	Mali	8.00	Satisfactory situation
49	Burkina Faso	15.00	Noticeable problems
60	Togo	17.00	Noticeable problems
70	Bénin	19.00	Noticeable problems
93	Sénégal	25.00	Noticeable problems
95	Mauritanie	25.38	Noticeable problems
113	Guinée	33.50	Noticeable problems
118	Côte d’Ivoire	36.00	Noticeable problems
<i>178</i>	<i>Eritrea</i>	<i>105.00</i>	<i>Very serious situation</i>

* Reporters without Borders. 2011. *World Press Freedom Index 2010*. Paris: Reporters without Borders.

Table 2 indicates the likelihood of nations in the region becoming failed states in 2011. In total, 177 nations were evaluated. In this index, the lower a country's score and the higher its rank the less likely it is to fail whilst the higher its score and the lower its rank the more likely it is that it will become a failed state. In 2011, then, Finland was considered to be the least likely to fail whilst Somalia was the most likely. Among the eight nations of the Francophone West Africa region Senegal was considered to be the least likely and Côte d'Ivoire the most likely to fail in 2011.

Table 2 Likelihood of becoming a failed state*

Rank	Country	Score
177	<i>Finland</i>	19.7
85	Sénégal	76.8
77	Mali	79.3
74	Bénin	80.0
42	Mauritanie	88.0
37	Burkina Faso	88.6
36	Togo	89.4
11	Guinée	102.5
10	Côte d'Ivoire	102.8
1	<i>Somalia</i>	113.4

* Fund for Peace. 2011. *The Failed States Index 2011*. Washington DC: The Fund for Peace.