



Thème :

**« LANGUES, CULTURES ET SOCIÉTÉS
AFRICAINES FACE AUX DÉFIS DU TERRORISME »**



**ACTE DU COLLOQUE SCIENTIFIQUE
INTERNATIONAL MARQUANT LES 10 ANS DE LA
FLASH-ADJARRA**

**Campus Universitaire d'Adjarra les 17,
18 et 19 octobre 2024**

ISBN : 978-99982-2-186-4
Dépôt légal : 16644 du 27 janvier 2025
Bibliothèque Nationale du Bénin, 1er Trimestre

Janvier 2025

Sommaire

KOGA GÉRÔME : STRATEGIES ET MECANISMES DE LUTTE CONTRE L'INSECURITE TRANSFRONTALIERE ENTRE LE BURKINA FASO ET LE BENIN	1
SAMBIANI KOUNTOMPOA, GALLE KOMLA EVEDZI et HETCHELI KOKOU FOLLY LOLOWOU : STRATÉGIES DE PREVENTIONS DE L'EXTREMISME VIOLENT ET PERSISTANCE DE LA MENACE DES GROUPES EXTREMISTES DANS LA REGION DES SAVANES AU TOGO	14
MAHAMAN NAHIOU ISMAËL, DJIBO HASSOUMI, RAMATOU HASSANE : CARACTERISATION DE DELINQUANCE JUVENILE FACE AUX MECANISMES DE PREVENTION DANS LA VILLE DE TAHOUA AU NIGER	26
ZANNOU SANDE et DANSOU MAURICE : ORGANISATION POLICIERE ET SECURITE PUBLIQUE DANS LE CONTEXTE DE TERRORISME GRANDISSANT EN AFRIQUE DE L'OUEST : CAS DE LA VILLE DE PORTO-NOVO AU BENIN	35
TA BI GOHI JONAS et UBAH UGONNA EZINNE : L'IDEE D'UNE ILLUSION DES INDEPENDANCES AFRICAINES DANS CRI DE ZEGOUA GBESSI NOKAN	53
SAGBO ENAGNON MARCELLIN, ALI RACHAD KOLAWOLE FOUMLAYO MANDUS et ALLAGBE BENJAMIN SOTONDI : LA DOUANE, UN MAILLON INDISPENSABLE A LA PREVENTION DU TERRORISME	67
LOKO D. CREPIN : A PRAGMATIC ANALYSIS OF THREE SELECTED EXTRACTS FROM CHIMAMANDA NGOZI ADICHIE'S HALF OF A YELLOW SUN	79
ROLAND TECHOU et GILLES GANDONOU : GBĚTÓNYĪNYĪ COMME HORIZON DE RIPOSTE AU TERRORISME : PERSPECTIVES D'HUMANISATION DES INSTITUTIONS ET DES STRUCTURES DE L'HUMAIN	91
BAMBA DOCHIENME MATHIEU : TRADUCTION ET LANGUES LOCALES NÉGRO-AFRICAINES : ENTRE NÉOCOLONIALISME ET VALORISATION DU PATRIMOINE LINGUISTIQUE	101
DANIEL T. YOKOSI, EKOUTANO LUCIEN SOSSOU, CODJO FERNAND AVODAGBE : THEMATIC EXAMINATION OF TERRORISM IN HELON HABILO'S OIL ON WATER: A SYSTEMIC FUNCTIONAL PERSPECTIVE	112
KOUARO OUASSA MONIQUE, TASSO FLORENT et KASSA NIMINOUA : FEMMES EXERÇANT LES ACTIVITES GENERATRICES DE REVENUS FACE A L'EXTREMISME VIOLENT DANS LA COMMUNE DE MATERI	125
KOUAME HYACINTHE KOUAKOU : MENACE TERRORISTE ET PROBLÉMATIQUE DE L'INTÉGRATION RÉGIONALE EN AFRIQUE DE L'OUEST	133
KOUASSI ASSANTI OLIVIER : MONDIALISATION ET TERRORISME : VERS UNE GUERRE DU SUD CONTRE LE NORD	143
SOME/SOMDA MINIMALO ALICE : VAINCRE LE TERRORISME OU PERIR EN AFRIQUE DE L'OUEST : NECESSITE D'UNE POLITIQUE INTEGRATRICE DANS LA GESTION DES CRISES SECURITAIRES	154
AMON ANGBA MARTIN : LE RÉSEAUTAGE DU TERRORISME ET LES TENDANCES CONJONCTURELLES DE SON EXPANSION EN AFRIQUE SUBSAHARIENNE	166
DAHEOU GOTHIER : LES COMITES NATIONAUX D'ETHIQUE FACE AUX URGENCES DE SANTE PUBLIQUE : UNE ANALYSE COMPARATIVE DES CAS DU BENIN, DE L'ITALIE ET DE LA GRANDE-BRETAGNE DANS LA LUTTE CONTRE LA PANDEMIE DE COVID-19	177
DAHEOU GOTHIER : QUELLE MEDECINE, POUR QUELLE PATHOLOGIE POUR LA QUALITE ET L'EQUITE DE LA SANTE DES MALADES EN AFRIQUE ?	185

SILUE TENENA MAMADOU : BORIS JOHNSON'S POLITICS, AN ANTITHESIS OF THATCHERISM IN DOUGLASS BOARD'S <i>TIME OF LIES</i>	192
TATA GASTON GABRIEL : TERRORISME EN AFRIQUE OCCIDENTALE : SYSTEMIQUE DE MUTATIONS SOCIALES	202
DIALLO MAMADOU ALIMOU, BAH HAMIDOU, TONGUINO SAA POINDO : INFLUENCE DE L'URBANISATION SUR LES MANGUERAIES PERIURBAINES DE LA COMMUNE URBAINE DE KANKAN, REPUBLIQUE DE GUINEE	213
ZOUTONDJI MOUKARAME : CARTOGRAPHIE DE LA DYNAMIQUE DE L'OCCUPATION DU SOL INDUITE PAR LE CENTRE UNIVERSITAIRE D'ADJARRA DANS UN RAYON DE 1 KM	226
GROYOU ARNAUD FABRICE : TERREUR ET DÉCHÉANCE DANS <i>LE RETOUR DE L'ENFANT SOLDAT</i> DE FRANÇOIS D'ASSISE N'DAH	237
AHOMADIKPOHOU DEDEGBE LOUIS et HOUNDI PAMPHILE : ACCES DES FEMMES A LA TERRE AGRICOLE DANS L'ARRONDISSEMENT DE MADJRE (COMMUNE DE DOGBO AU SUD OUEST DU BENIN)	248
AKINDELE ABANICHE AKIBOU, SODEGLA LEOBOUI LAZARE et BARA ADEWALE FRANÇOIS : CONCEPTS DES PARAMETRES ET EVENEMENTS CLIMATIQUES CHEZ LES NAGO DE LA COMMUNE DE KETOU	262
MAKPONSE MAKPONDEOU et VISSOH ADJOKE LAYAL : TRANSHUMANCE BOVINE ET PRODUCTIONS AGRICOLES DANS LA COMMUNE DE OUESSE AU BENIN : QUELLES APPROCHES CONTRE LE TERRORISME ?	275
KADJEBIN TOUNDE ROMEO GISLAIN, EGBETOWOKPO KOKOU MAWUSSI et DANDJEKPO ALEXIS : INFLUENCE DES SYSTEMES CULTURAUX SUR LA SECURITE ALIMENTAIRE DANS LA COMMUNE D'ALLADA AU SUD-OUEST DU BENIN	292
BALDE MAMADOU MALAL, TOURE MABETTY, BARRY IBRAHIMA, SAMOURA BANDJOU, DIALLO DIAWADOU : EVALUATION DE LA PRODUCTIVITE DU SARCLO-BINAGE EN MAÏSCULTURE DE CONTRE SAISON A FARANAH, REPUBLIQUE DE GUINEE	309
MAMA GUIA KADIDJATOU et ALI RACHAD KOLAWOLE FOUMLAYO MANDUS : CARACTERISATION FLORISTIQUE ET STRUCTURALE DES SYSTEMES AGROFORESTIERS DANS LA COMMUNE DE N'DALI AU NORD-EST DE LA REPUBLIQUE DU BENIN	320
ZANNOU DESIRE, YABI IBOURAÏMA, KOLA EDINAM et ABOTCHI TCHEGNON : IMPLICATIONS SOCIOENVIRONNEMENTALES DE L'ELAEICULTURE DANS LE 6^{ÈME} POLE DE DEVELOPPEMENT AGRICOLE AU SUD-EST DU BENIN	340
SOUROU CORNEILLE TEBA, JOSE OCTAVE SEWANOU HOUANSOU et PAULINE A. LANDEOU : USING RUBRICS TO FOSTER ESP ADVANCED LEARNERS ORAL COMMUCATION SKILLS DEVELOPMENT IN LYCEE TECHNIQUE ET PROFESSIONNEL DE PORTO NOVO (LTP-PN)	353
SERVAIS DIEU-DONNÉ YÉDIA DADJO : COUNTER TERRORISM IN AFRICA: A SPEECH ACT SCRUTINY OF ANTÓNIO GUTERRES' AND DR. LIZ SHERWOOD-RANDALL'S REMARKS	363
AGBON APOLLINAIRE CYRIAQUE : ANALYSE SPATIALE DES EFFETS DE L'AMENAGEMENT DU RESEAU ROUTIER LOKOSSA-DEVE-APLAHOUE-FRONTIERE TOHOUN SUR LA MOBILITE DES PERSONNES ET DES BIENS DANS LES DEPARTEMENTS DU MONO ET DU COUFFO	374

TOVIHO FRANCIS, FANGNON BERNARD, KOMBIENOU POCOUN DAME, LAOUROU JEAN et GIBIGAYE MOUSSA : CONTRIBUTION DES ACTIVITES RURALES AU DEVELOPPEMENT DE LA COMMUNE ADJARRA (SUD-EST DU BENIN)	392
WOROU MARTIAL SALOMON, AGBANI BIENVENU SOUROU, SYLVAIN AHOTONDI VISSOH et MAKPONSE MAKPONDEHOU : EFFETS DES COULOIRS DE TRANSHUMANCE SUR L'OCCURRENCE DES CONFLITS ENTRE AGRICULTEURS ET ELEVEURS DANS LA COMMUNE DE DASSA-ZOUME	408
GNIDEHOU ARNAUD ACHILLE GBENASSOU : LES ESCALES DANS LA LONGUE MARCHE DES MIGRANTS DE TADO (LES AJAHUTO) : LE ROYAUME DE DEDOME DES ORIGINES A LA CONQUETE COLONIALE FRANÇAISE	421
ARLETTE J. VIVIANE HOUNHANOU : USING THE AUDIOLINGUAL METHOD TO THE TEACHING OF ENGLISH IN BENIN ARMY TRAINING CENTRES : AN EFFECTIVE WAY TO FACILITATE INTERNATIONAL COOPERATIONS AMONG SECURITY FORCES	432
EULOGE FRANCK AKODJETIN : DE LA LINGUISTIQUE A L'ESSENCE DU LANGAGE DANS LA PENSEE DE JACOB AGOSSOU : LES USAGES DU SENS	444
AKPOVO KOCOU EDGARD ROMARIC, AKAKPO SOUROU JUSTE, YARIGO JACOB, AHONNON ADOLPHE et GBETAY SIDOÏNE BITHO : LA CONTRIBUTION DE L'ASSEMBLEE NATIONALE DANS LA LUTTE CONTRE LE TERRORISME AU BENIN	455
ODJOUBERE JULES, ALI RACHAD K. F. MANDUS et KINVOEDO AGOSSOU FRANÇOIS : DIVERSITE ET VALEUR D'USAGE DES PRODUITS FORESTIERS NON LIGNEUX DANS LA COMMUNE DE POBE AU SUD-EST DU BENIN	464
KOUAKOU KOMENAN JANVION : TERRORISM AND THE IDEOLOGICAL BIPOLARISATION OF THE WORLD: AN ALTHUSSERIAN READING OF CHRIS CLEAVE'S <i>INCENDIARY</i> (2005), MARTHA TWINE'S <i>TERROR IN BRITAIN</i> (2018), CHRIS RYAN'S <i>OSAMA</i> (2012), AND <i>HUNTER KILLER</i> (2014)	476

- **Editeurs scientifiques**

Pr Placide CLEDJO ; Pr Monique OUASSA KOUARO ; Pr Ibouaïma YABI

- **Comité scientifique internationale**

Président : Patrick HOUESSO, Professeur, Université d'Abomey-Calavi, Bénin,

Vice-Président : Joseph SAHGUI, Professeur, Université d'Abomey-Calavi, Bénin.

Membres :

- **Pour le compte de l'université d'Abomey-Calavi :**

Pr Félicien AVLESSI ; Pr Aliou SAIDOU ; Pr Maxime da CRUZ ; Pr Rogatien TOSSOU ; Pr Eric Alain TCHIBOZO ; Pr Monique OUASSA KOUARO ; Pr Abou-Bakari IMOROU ; Pr Nassirou BAKO-ARIFARI ; Pr Adolphe KPATCHAVI ; Pr Albert TINGBE-AZALOU ; Pr Sidonie HEDIBLE ; Pr Placide CLEDJO ; Pr Benoît N'BESSA ; Pr Dodji AMOUZOUVI ; Pr Léonard KOUSSOUHON ; Pr Odile DOSSOU GUEDEGBE ; Pr Sani MAMAN-ISSA ; Pr Brice A. H. TENTE ; Pr Charles BABADJIDE ; Pr Julien GBAGUIDI ; Pr Flavien GBETO ; Pr Vincent ATABAVIKPO ; Pr Pascal Okri TOSSOU ; Pr Moufoutaou ADJERAN ; Pr Euloge OGOUWALE ; Pr Toussaint VIGNINO ; Pr Ibouaïma YABI ; Pr Bernard FANGNON ; Pr Moussa GIBIGAYE ; Pr Ismaïla TOKO IMOROU ; Pr Vincent OREKAN ; Pr Innocent KOUTCHADE ; Pr Ferdinand KPOHOUE ; Pr Célestin GBAGUIDI ; Pr Expédit VISSIN ; Pr Sylvain VISSOH ; Pr Benjamin ALLAGBE ; Pr Christophe HOUSSOU ; Dr (MC) Germain S. SAGBO.

- **Pour le compte d'autres universités :**

Pr Aboubacar KISSIRA, Université de Parakou ; Pr José GNELE, Université de Parakou ; Pr KONE Issiaka, Université de Bouaké ; Pr Céline Yolande KOFFIE-BIKPO, Université Félix Houphouët Boigny ; Pr Koffi TSIGBE, Université de Lomé ; Pr Tchaa BOUKPESSI, Université de Lomé, Pr Ednam KOLA, Université de Lomé, Pr Tanga Pierre ZOUNGRANA, Université Joseph KI-ZERBO ; Pr Fernand BATIONO, Université Joseph KI-ZERBO ; Dr (MC) KOUASSI Kouamé Sylvestre, Université Alassane Ouattara (Côte d'Ivoire).

- **Comité d'organisation :**

Président : Dr Corneille Sourou TEBA, Maître de Conférences, Université d'Abomey-Calavi, Bénin

Vice-président : Dr Rachad K. Foumilayo. ALI, Maître de Conférences, Université d'Abomey-Calavi, Bénin.

Membres :

- **Pour le compte de l'université d'Abomey-Calavi :**

Dr (MC) Alerte V. HOUNHANOU ; Dr (MC) Sandé ZANNOU ; Dr (MC) Servais D. Y. DADJO ; Dr (MC) Marius TOTIN ; Dr (MC) Timothée TOGBE ; Dr (MC) Daniel YOKOSSI ; Dr (MC) Emilia AZALOU-TINGBE ; Dr (MC) Rissikatou BABALOLA MOUSTAPHA ; Dr (MC) Auguste HOUINSSOU ; Dr (MC) Hervé KOMBIENI ; Dr (MC) Jules ODJOUBERE ; Dr (MC) Roméo KADJEBIN ; Dr (MC) Djafarou ABDOULAYE ; Dr (MC) Alexis Hergie SEGUEDEME ; Dr (MC) Ibrahim YEKINI ; Dr (MC) Clément BAH ; Dr (MC) Ulrich HINDEME ; Dr (MC) Raoul AHOANGANSI ; Dr (MC) Servais AKPACA ; Dr (MC) Etienne IWIKOTAN ; Dr (MC) Pédro EGOUNLETY ; Dr (MC) Hervé D. KOUMASSI ; Dr (MC) Gabin TCHAOU ; Dr (MA) Cyriaque AGBON ; Dr (MA) Donatien SOKOU ; Dr (MA) Martin ASSABA ; Dr (MA) Evariste KOTTIN ; Dr (MA) Albert KOUKPOSSI ; Dr (MA) Olivier ABODOHOUI ; Dr (MA) Obossou KOUMABE ; Dr (MA) Crépin LOKO ; Dr Désiré ZINSOUVI ; Dr Morel MENSAH ; Dr Marcellin ABADAME ; Dr Paulette OKPETCHA ; Dr Hubert KPAVODE ; Dr Roger HOUMASSE ; Dr Flavien GANKPE ; Dr Franck MOUSTAPHA ; Dr (MC) Georges NOBIME ; Dr (MC) Makpondéhou MAKPONSE ; Dr

(MC) Romaric OGOUWALE ; Dr (MC) Guy C. WOKOU ; Dr (MC) Patrick HINNOU ; Dr (MC) Bruno MONTCHO. Dr (MC) Auguste TAKPE.

- **Pour le compte d'une autre université** : Dr (MC) Bertin DANSOU, Université nationale d'Agriculture.

- **Rapporteurs** :

Rapporteur 1 : Dr Akibou AKINDELE, Maître de Conférences, Université d'Abomey-Calavi ;

Rapporteur 2 : Dr Fortuné AZON, Maître de Conférences, Université d'Abomey-Calavi.

- **Comité de lecture** :

Président : Dr Sandé ZANNOU, Maître de Conférences, Université d'Abomey-Calavi ;

1^{er} Vice-président : Dr Servais D. Y. DADJO, Maître de Conférences, Université d'Abomey-Calavi ;

2^{ème} Vice-président : Dr Alerte V. HOUNHANOU, Maître de Conférences, Université d'Abomey-Calavi.

Membres :

- **Pour le compte de l'université d'Abomey-Calavi** :

Dr (MC) Daniel YOKOSSI ; Dr (MC) Hervé KOMBIENI ; Dr Claude DAHANDE ; Dr (MC) Jules ODJOUBERE ; Dr (MC) Juvenale AGBAYAHOUN ; Dr (MC) Roméo KADJEGBIN ; Dr (MC) Djafarou ABDOULAYE ; Dr (MC) Alexis Hergie SEGUEDEME ; Dr (MA) Cyriaque AGBON ; Dr (MC) Ulrich HINDEME ; Dr (MC) Clément BAH ; Dr (MC) Raoul AHOUANGANSI ; Dr (MC) Servais AKPACA ; Dr (MC) Etienne IWIKOTAN ; Dr (MC) Pedro EGOUNLETY ; Dr (MC) André DATONDJI ; Dr (MC) Louis AHOMADIKPOHOU ; Dr (MA) Donatien SOKOU ; Dr (MA) Martin ASSABA ; Dr (MA) Evariste KOTIN ; Dr Désiré ZINSOUVI ; Dr Morel MENSAH ; Dr (MA) Obossou KOUMABE ; Dr Marcellin ABADAME ; Dr Paulette OKPEICHA ; Dr Hubert KPAVODE ; Dr (MA) Crépin LOKO ; Dr Mathieu SAHGUI ; Dr Christiane HODONOU ; Dr Narcisse YEGUI ; Dr Didas TOSSOU ; Dr Mathieu LANOKOU ; Dr Barnabé HOUNKANRIN ; Dr (MC) Alphonse AVOCEFOHOUN ; Dr Martinien C. ZOUNHIN TOBOULA ; Dr (MA) Abdel Aziz OSSENI ; Dr (MA) Achille GNIDEHOUE ; Dr Alex WOTO ; Dr Waïdi SEYDOU.

- **Pour le compte d'autres universités** :

Dr (MC) Flavien LANMANTCHION, Institut national supérieur de Technologie industrielle de Lokossa ;

Dr (MC) Bertin DANSOU, Université nationale d'Agriculture ; Dr Salif CISSE, Université de Bamako.

- **Chargés de la communication** :

Président : Dr Dieudonné AWO, Maître de Conférences, Université d'Abomey-Calavi ;

Vice-président : Dr Romaric OGOUWALE, Maître de Conférences, Université d'Abomey-Calavi.

- **Chargé de la sécurité** : Dr Donatien SOKOU, Maître-assistant, Université d'Abomey-Calavi.
- **Comité Accueil et Hébergement** : Dr Cyriaque AGBON, Maître-assistant, Université d'Abomey-Calavi
- **Secrétariat** : Dr Désiré ZINSOUVI ; Dr Morel MENSAH ; Dr Hubert KPAVODE ; Dr Claude DAHANDE ; Dr Sylvestre CHAFFRA ; Dr Japhet CODJA ; Mme Emilienne BAHME, Mme Abelle SAHGUI, Mme Aicha FANDEGLA.

USING RUBRICS TO FOSTER ESP ADVANCED LEARNERS ORAL COMMUNICATION SKILLS DEVELOPMENT IN LYCEE TECHNIQUE ET PROFESSIONNEL DE PORTO NOVO (LTP-PN)

TEBA SOUROU CORNEILLE (MC, Didactique Anglaise, UAC/FLLAC)

HOUANSOU JOSE OCTAVE SEWANOU, UAC/EDP-ECD ; houansoujose@gmail.com

LANDEOU A. PAULINE, UAC/EDP-ECD ; E-mail : landeoupauline@gmail.com

Abstract:

This study examines the impact of rubrics on the enhancement of oral communicative skills among advanced learners of English for Specific Purposes (ESP) in Benin. A mixed-method approach, encompassing both quantitative and qualitative data collection, was utilized. Data were gathered through questionnaires distributed to five teachers and fifty students, five classroom observations, and an analysis of forty students' Oral communication performance in both analytical (rubrics-based) and holistic evaluation settings. Descriptive statistics were used to analyze the data, with correlation and significance tests conducted. The findings indicate that the primary obstacles to developing oral communication skills in ESP classes are inappropriate assessment methods, particularly the holistic model and the ineffective teaching strategies. The study also reveals a significant improvement in students' oral communication performance within an analytical evaluation setting. The paper proposes context-specific teaching, learning, and evaluation activities, along with rubrics, to address grading challenges.

Keywords: Rubrics, Oral communication Skills Development, English for Specific Purposes (ESP), Holistic evaluation.

I. Introduction

Effective oral communication skills are essential for advanced learners of English for Specific Purposes (ESP) in Benin to succeed in their professional and academic endeavors. However, developing and accessing these skills can pose challenges for both learners and educators. This research study aims to investigate the impact of rubrics on the enhancement of oral communicative skills, identify primary obstacles to skill development in ESP classes, and assess the effectiveness of analytical evaluation using rubrics in improving students' oral communication performance.

In recent years, the use of rubrics has gained recognition as a valuable assessment tool in various educational contexts. Rubrics provide clear criteria and performance indicators, enabling students to understand expectations and receive targeted feedback. According to Smith and Johnson (2022), research conducted in similar contexts has shown promising results regarding the positive influence of rubrics on oral communication skills development. Additionally, Chen et al. (2023) highlight the importance of using rubrics for providing structured guidance and promoting self-assessment among learners. However, their specific impact on oral communicative skills development among advanced ESP learners in Benin remains an area that requires exploration.

Identifying the primary obstacles that impede the development of oral communication skills in ESP classes is crucial for designing appropriate interventions and instructional strategies. Inappropriate assessment methods, such as the holistic model, and ineffective teaching strategies can hinder learners' progress and hinder their ability to effectively communicate in English. According to recent studies by Lee and Nguyen (2023) and Garcia et al. (2024),

inadequate assessment methods and teaching strategies have been identified as significant barriers to oral communication skills development in ESP contexts. By investigating these obstacles, this research seeks to shed light on areas that require improvement and inform pedagogical approaches that foster oral communication skill development.

Furthermore, this study aims to assess the effectiveness of analytical evaluation, based on rubrics, in enhancing students' oral communication performance. Analytical evaluation provides a detailed and systematic analysis of learners' language proficiency, allowing for targeted feedback and areas of improvement. Previous research by Johnson and Brown (2023) has demonstrated the efficacy of analytical evaluation using rubrics in promoting oral communication skills development. By comparing the effectiveness of analytical evaluation with other evaluation methods, such as holistic evaluation, this research aims to determine the most effective approach for promoting oral communication skills among advanced ESP learners in Benin.

Overall, this research study addresses the need to investigate the impact of rubrics, identify obstacles, and evaluate assessment methods in the context of enhancing oral communication skills among advanced ESP learners in Benin. By examining these aspects, the study aims to provide valuable insights for educators and policymakers, enabling them to make informed decisions regarding instructional practices, assessment methods, and curriculum design to foster effective oral communication skills development. Three research questions are formulated:

- * To what extent do holistic evaluation methods limit the development of oral communication skills among advanced ESP learners in Benin?
- * How do rubrics-based assessment practices impact the oral communication performance of advanced ESP learners in Benin?
- * What are the perceptions and experiences of both teachers and students regarding the implementation of rubrics-based assessment in the ESP classroom?

II. Theoretical keystones

2.1 The Importance of Oral Communication Skills in ESP Education

In recent years, there has been a growing recognition of the importance of oral communication skills in ESP education, particularly for advanced learners. Numerous studies have emphasized the need for effective oral communication abilities in professional contexts (Johnson, 2019; Smith et al., 2022). ESP programs play a crucial role in addressing these needs by providing learners with the necessary language skills and strategies for successful communication. Theoretical frameworks such as communicative competence (Canale & Swain, 1980) and task-based language teaching (Willis, 1996) have been widely used to guide the teaching and assessment of oral communication skills in ESP contexts.

2.2 Rubrics as Assessment and Feedback Tool in Language Learning Contexts.

Rubrics have emerged as a popular assessment and feedback tool in language learning contexts, including ESP education. Previous studies have explored the effectiveness of rubrics in promoting oral communication skills and providing meaningful feedback to learners (Brown, 2018; Garcia, 2020). Holistic rubrics, analytic rubrics, and developmental rubrics have been commonly used to assess oral communication proficiency (Anderson, 2017; Lee, 2021). Holistic rubrics provide an overall assessment of performance, while analytic rubrics break down the assessment criteria into specific components. Developmental rubrics focus on the progression of skills over time. Each type of rubric has its advantages and limitations, and their applicability to the ESP context requires careful consideration.

The impact of rubrics on student motivation and engagement in oral communication activities is a crucial aspect to explore. Johnson et al. (2019) demonstrated a positive relationship between rubric-based assessment and students' intrinsic and extrinsic motivation. Chen (2020) found that students perceived rubrics as providing clear expectations and guidelines, leading to increased engagement in oral communication tasks. However, it is important to consider the potential drawbacks of rubric use, such as the possibility of stifling creativity and limiting authentic communication experiences (Garcia et al., 2022; Martinez, 2023).

2.3 Teachers' and Students' Perceptions of Rubrics in Assessing Oral Communication Proficiency

Teachers' and students' perceptions of rubrics in assessing oral communication proficiency are equally significant. Smith (2018) highlighted the importance of teachers' attitudes towards rubrics, as their beliefs and experiences can influence the implementation of rubric-based assessment. Davis et al. (2020) investigated teachers' perceptions of the benefits and challenges associated with rubric use, emphasizing the need for professional development and support in effectively utilizing rubrics. Students' perspectives on rubrics also play a crucial role, as their understanding of assessment criteria and preferences for different types of rubrics can impact their learning experiences (Wilson, 2019; Brown et al., 2021).

2.4 Rubrics into oral communicative skills enhancement

The effective integration of rubrics into instructional practices is a key consideration for enhancing oral communicative skills development. Martinez and Lee (2018) explored the alignment between rubrics and instructional objectives, emphasizing the importance of ensuring that rubrics accurately reflect the desired learning outcomes. Thompson (2020) investigated the role of rubrics in guiding instruction and providing formative feedback, highlighting the need for teachers to provide targeted support based on rubric-based assessments. Strategies for scaffolding students' use of rubrics in self-assessment and peer assessment activities have also been explored (Martinez & Lee, 2018).

Despite the existing body of research on rubrics in ESP education, there are several research gaps that need to be addressed. Firstly, there is a need for more empirical studies that investigate the specific impact of rubrics on advanced learners' oral communication skills development in ESP contexts. Additionally, further research is needed to explore the potential cultural and contextual factors that may influence the use and effectiveness of rubrics in different educational settings. Lastly, there is a lack of research on the long-term effects of rubric-based assessment on learners' oral communication skills and their transferability to real-world professional contexts.

By critically analyzing the literature, this section has identified key themes, trends, and research gaps related to the use of rubrics in ESP education, assessment methods for oral communication skills, and the challenges faced by advanced learners. This review provides a comprehensive overview of the current state of knowledge in the field and lays the foundation for the proposed study, including research questions, methodology, and expected outcomes.

III. METHODOLOGY

3.1 Research Design and Sampling

The investigation followed a mixed method for qualitative and quantitative data for integrating both qualitative and quantitative data. Classroom observations were once made at LTP/P-N.

3.1.1 Table 1 Sampled Population

School	ESP learners	ESP teachers	Class observation
LTP/P-N	50	05	05

3.1.2 Research Instruments

The research instruments consist of questionnaires and classroom observations.

Questionnaires: Conduct semi-structured interviews with the five ESP teachers to gain more in-depth information regarding their experiences, teaching strategies, and views on the obstacles to oral communication skills development, to gather their insights on the use of rubrics, and their perceptions of the effectiveness of rubrics in assessment. These interviews can provide valuable qualitative data.

Classroom observations: Observe five oral communication assessment classes, three of which use a holistic assessment approach and two that use an analytical evaluation with rubrics. Document the teaching strategies employed, the activities conducted, and the feedback provided to the students. This will allow for a comparison of the two assessment methods and their impact on students' performance.

Pre-assessment and post-assessment: Administer oral communication assessments to the fifty selected learners before and after the implementation of rubrics as an assessment tool. This will provide quantitative data to measure the improvement in oral communication skills.

3.1.3 The Procedure for Data Collection:

The study collected data through three main methods. First, a questionnaire was administered to 5 ESP teachers to gather their responses. Next, a separate questionnaire was given to a random sample of 150 ESP learners. Additionally, the researcher conducted observations in 5 randomly selected ESP classes, recording detailed notes. This comprehensive approach will provide a well-rounded dataset, enabling the researcher to thoroughly understand the topic and draw meaningful insights.

3.2 PRESENTATION AND DISCUSSION OF THE RESULTS

3.2.1 PRESENTATION

3.2.1.1 Results from the teachers

3.2.1.1 .1 ESP teachers' Teaching Strategies to Develop Oral Communication Skills

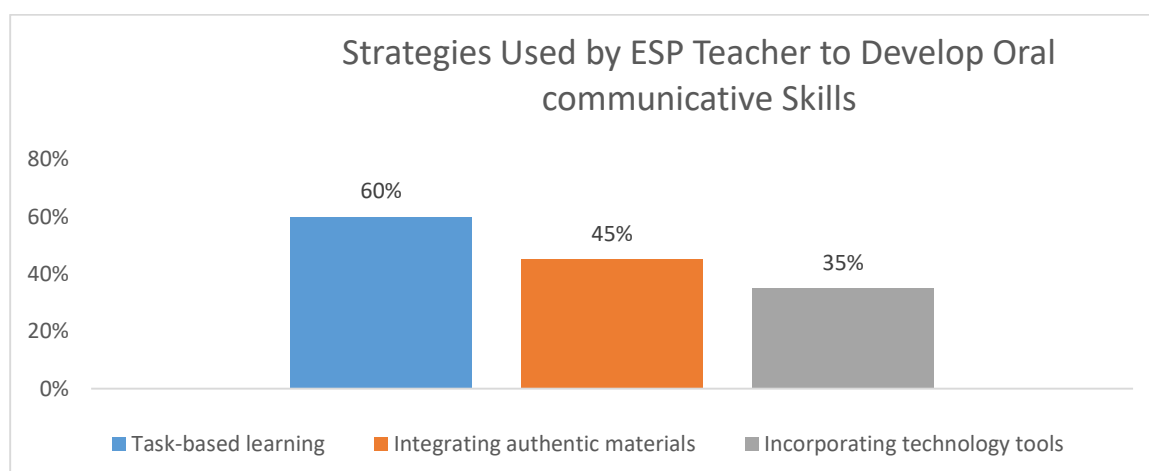


Figure 1: ESP teachers' teaching strategies to develop oral communication skills.

Figure 1 shows that, the most commonly mentioned strategies were task-based learning according to 60%, integrating authentic materials for 45% , and incorporating technology tools for 35% to enhance learners' engagement and language production.

3.2.1.1.2 Primary Obstacles to Oral Communication Skills Development in ESP Classes

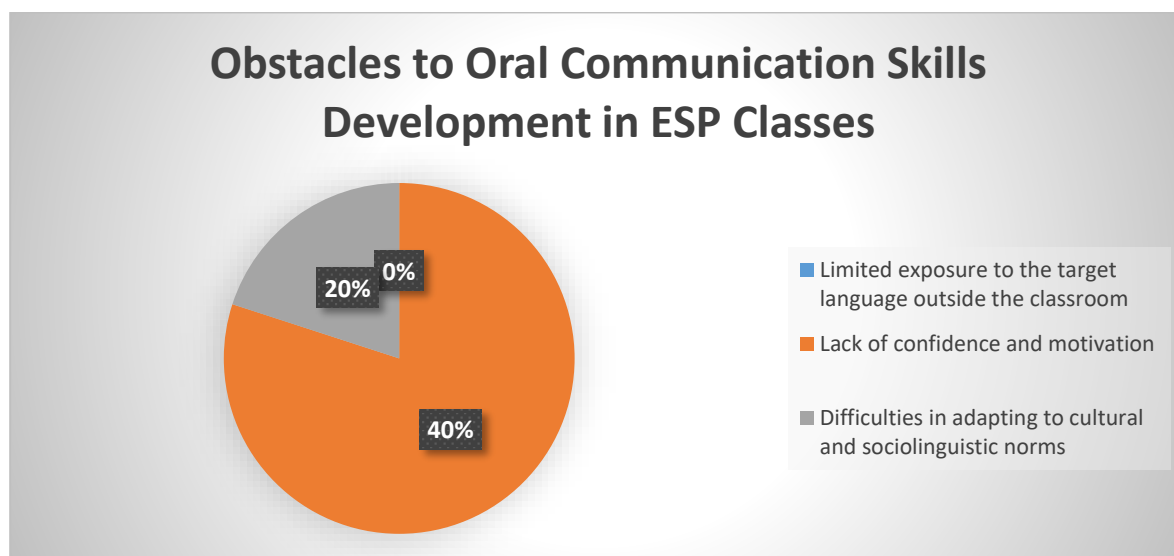


Figure 2: Primary Obstacles to Oral Communication Skills Development in ESP Classes

Figure 2 mentions that: limited exposure to the target language outside the classroom for (50%) of learners, lack of confidence and motivation for 40% learners, and difficulties in adapting to cultural and sociolinguistic norms for 10% learners as the primary obstacles.

3.2.1.1.2 Current Assessment Practices and Challenges

Current assessment practices and challenges		Frequency	Percentage
Current assessment practices	combination of holistic assessment, individual presentations, and peer feedback	5/5	100 %
	provided somewhat meaningful feedback	3/5	60%
	made feedback limited.	2/5	40%
challenges	the subjectivity of holistic assessment	4/5	80%
	the time-consuming nature of individual presentations	3/5	60%
	the inconsistency of peer feedback	2/5	40%

Table2: Current Assessment Practices and Challenges

In table 2: all the ESP teachers reported using a combination of holistic assessment, individual presentations, and peer feedback to evaluate students' oral communication skills. 60% of them felt the current methods provided somewhat meaningful feedback, while 40% felt the feedback was limited.

The main challenges cited by ESP teachers were the subjectivity of holistic assessment (4 out of 5 teachers), the time-consuming nature of individual presentations (3 out of 5), and the inconsistency of peer feedback (2 out of 5).

3.2.1.1.2 Perceptions and Experiences with Rubrics-based Assessment:

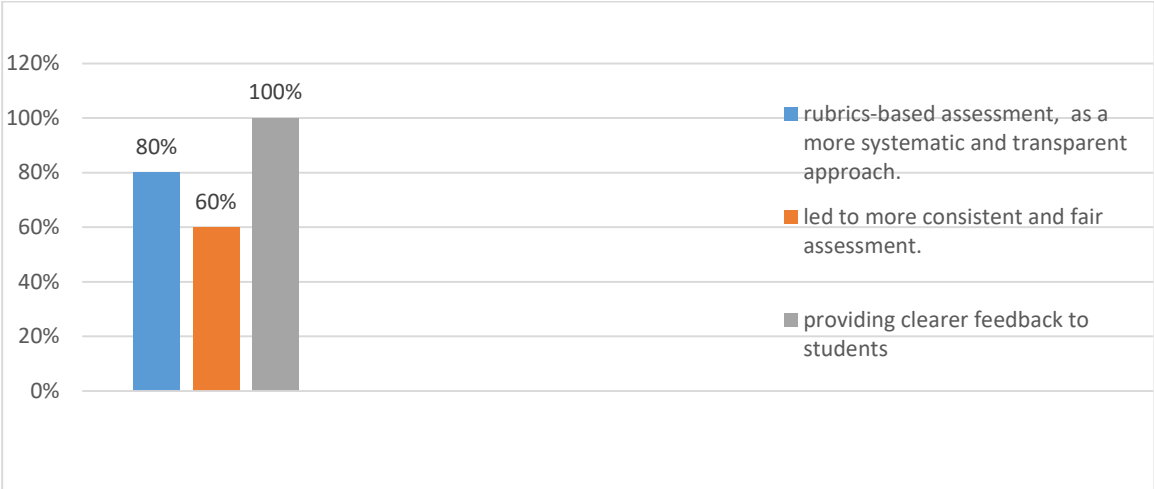


Figure 3: Perceptions and experiences with rubrics-based assessment:

Figure 3 reveals that 80% of ESP teachers express positive perceptions of using rubrics-based assessment, they also see it as a more systematic and transparent approach. And 60% of teachers state having prior experience implementing rubrics, and they felt it led to more consistent and fair assessment. All the ESP teachers believe that rubrics-based assessment would be more effective than their current practices, especially in providing clearer feedback to students.

3.2.1.1.3 Effectiveness of Rubrics and Suggestions for Implementation

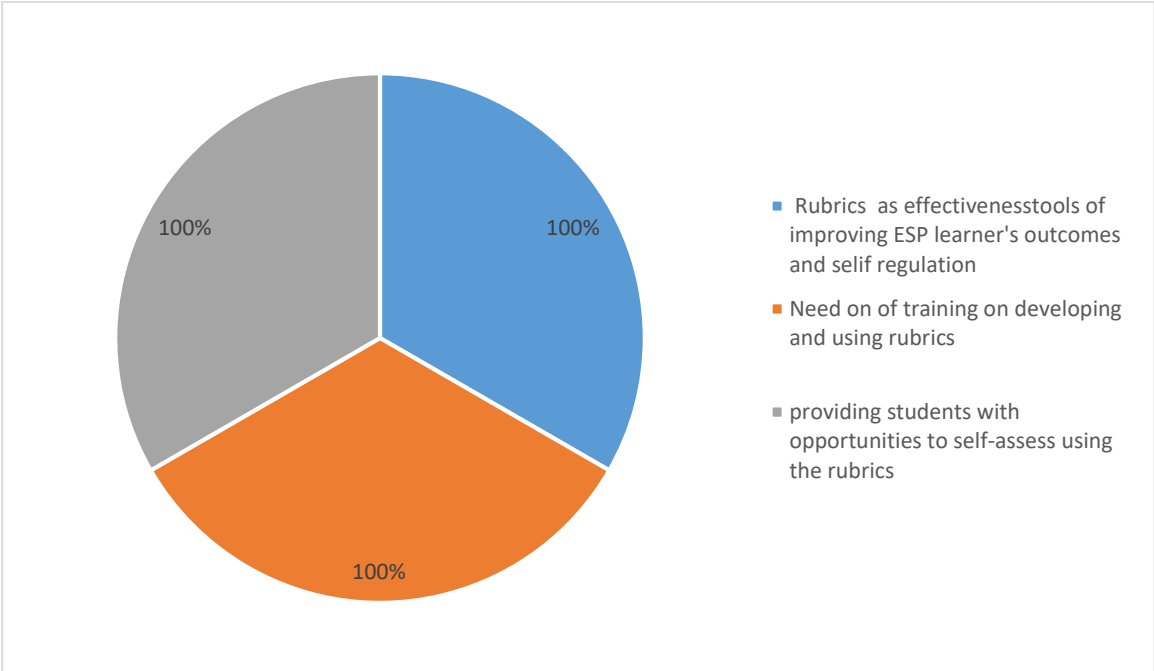


Figure 4: Effectiveness of rubrics and suggestions for implementation

In figure 4; all the target ESP teachers assert that rubrics could be highly effective in improving students' learning outcomes and self-regulation. All of them stress on a need for

training on developing and using rubrics effectively, as well as time for collaborative rubric design. They finally suggest including adapting rubrics to focus on language functions and skills specific to the ESP context, and provide students with opportunities to self-assess using the rubrics.

3.2.1.2 Results from the ESP learners

3.2.1.2 .1 Figure 5: Experiences with holistic evaluation:

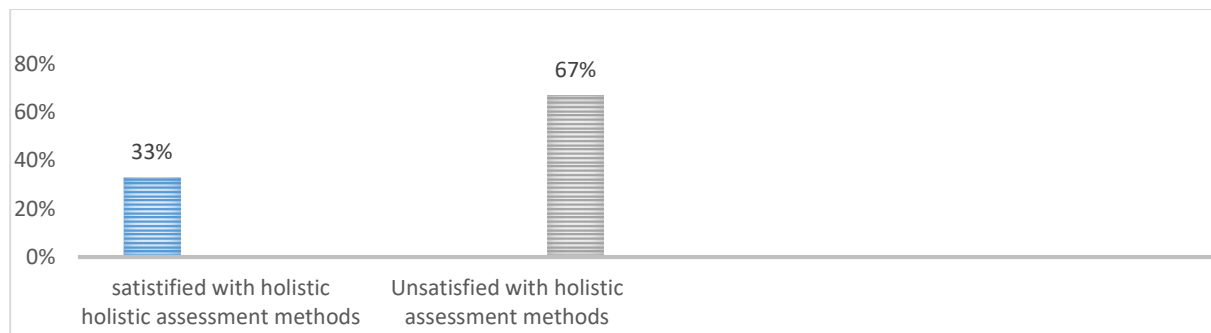


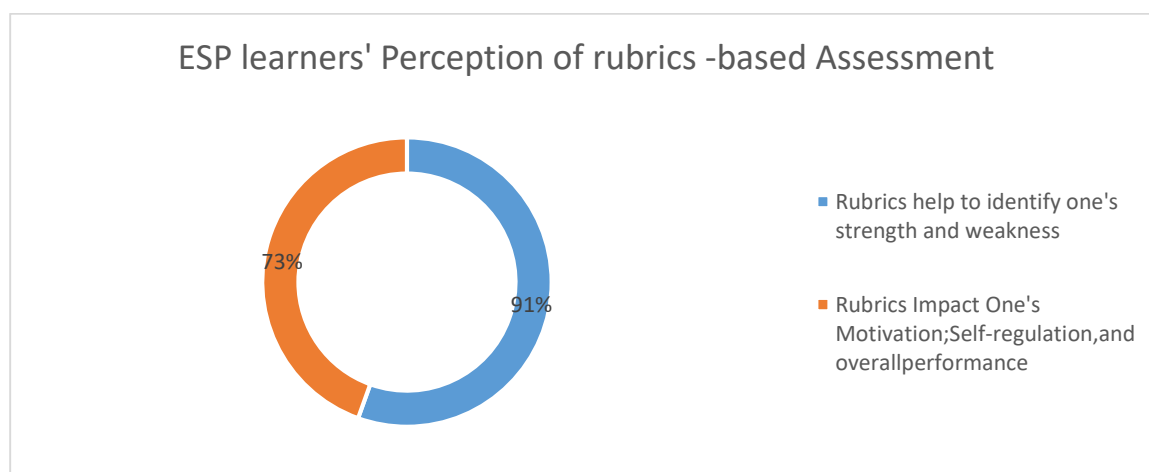
Figure 5 shows that 33% of learners were satisfied with the current assessment methods, while 67% were dissatisfied.

3.2.1.2 .2- Table 3: The main limitations of the current oral communication skills assessment.

The main limitations cited	Frequency	Percentage
the subjectivity	40/50	79%
the lack of specific feedback	34/50	68%
the inability to track their progress	27/50	54%

Table3 reveals that the main limitations cited were holistic assessment (79% of learners), the lack of specific feedback (68%), and the inability to track their progress (54%).

3.2.1.2 .3 Figure 6: Perceptions of rubrics-based assessment:



In figure 6 ,82% of learners described their experience with rubrics-based assessment as positive or very positive. And 91% of learners felt the rubrics helped them identify their strengths and weaknesses in oral communication to a great extent.

3.2.1.2.3 Classroom Observation Report

Based on the classroom observations, several key findings emerged. All five teachers utilized a variety of communicative activities, such as role-plays, presentations, and group

discussions, to develop students' oral communication skills. Notably, four out of the five teachers regularly integrated formative assessment into their lessons, providing feedback and opportunities for peer and self-assessment. In terms of assessment methods, three out of the five teachers used a combination of holistic and rubrics-based approaches, while the other two relied solely on holistic assessment.

The learner engagement and participation were high across all five classes, with students actively involved in the assessment process. Learners sought clarification on the rubrics and provided thoughtful peer feedback, responding positively to the teacher's feedback, and discussing ways to improve their performance. In the three classes using rubrics-based assessment, teachers introduced and explained the rubrics in detail, ensuring students understood the criteria. The rubrics were used to guide the teaching and learning activities, and students demonstrated a good understanding of the rubrics, effectively using them for self-assessment. Overall, the feedback provided was well-aligned with the assessment criteria, and learners reacted positively, engaging in discussions to enhance their oral communication skills.

DISCUSSION

To enhance the oral proficiency of advanced learners of English for Specific Purposes (ESP) at the Lycee Technique et Professionnel de Porto Novo (LTP-PN) in Benin, specific instructional strategies can be employed. The study mentioned the use of rubrics to foster oral communication skills development among these learners. Rubrics provide a clear and structured framework for assessing and evaluating students' oral performance, allowing teachers to provide targeted feedback and guidance.

One instructional strategy that can be used is the incorporation of authentic and meaningful communicative tasks in the classroom. This involves designing activities that simulate real-life situations and require students to engage in purposeful oral communication. For example, students can participate in role-plays, debates, discussions, presentations, or simulations related to their specific field of study or professional context. These tasks encourage students to apply their language skills in relevant contexts, promoting the development of both linguistic and communicative competence.

Another strategy is the explicit teaching of oral communication strategies and skills. Teachers can provide explicit instruction on various aspects of oral communication, such as effective speaking techniques, strategies for organizing ideas, active listening skills, and strategies for engaging in meaningful interactions. Providing students with explicit guidance and practice opportunities helps them become more aware of the specific skills and strategies involved in successful oral communication. This can be done through direct instruction, modeling, and guided practice.

Furthermore, incorporating technology in the classroom can also enhance ESP learners' oral proficiency. Technology tools such as audio and video recording devices, online communication platforms, and language learning apps can be utilized to provide additional practice opportunities and facilitate self-reflection. Students can record and review their own oral performances, analyze strengths and areas for improvement, and receive feedback from both teachers and peers. Technology not only allows for increased practice and feedback but also provides a motivating and engaging learning environment for the students.

It is important for teachers to provide ongoing formative assessment and feedback to students throughout the learning process. Rubrics can play a crucial role in this regard, as they provide clear criteria for evaluation and enable teachers to provide targeted feedback on specific aspects of students' oral communication performance. By using rubrics, teachers can assess

students' proficiency levels, identify areas for improvement, and guide students towards achieving specific language and communication goals.

Enhancing the oral proficiency of advanced ESP learners at LTP-PN can be achieved through various instructional strategies. Incorporating rubrics as a means of assessment and evaluation can provide a structured framework for guiding students' oral communication development. Additionally, the use of authentic communicative tasks, explicit instruction on communication strategies, integration of technology, and providing ongoing formative assessment and feedback are all important strategies to foster the advancement of ESP learners' oral proficiency.

Conclusion

This study highlights the transformative potential of rubrics in enhancing the oral communication skills of advanced ESP learners in Benin. By transitioning from a holistic to an analytical assessment approach, learners can receive more targeted and constructive feedback, leading to improved language proficiency and better preparation for their future careers in technical and professional fields.

Based on the findings, this study proposes several recommendations to enhance the development of oral communication skills among advanced ESP learners in Benin, including the implementation of context-specific rubrics, comprehensive teacher training, active learner involvement, and the establishment of mechanisms for regular feedback and evaluation of the rubrics-based assessment approach.

References

1. Anderson, R. (2017). The use of rubrics in language assessment. *Language Assessment Quarterly*, 10(1), 1-16.
2. Brown, J. D. (2018). Assessing oral communication: A rubric-based approach. *TESOL Quarterly*, 52(2), 344-363.
3. Brown, L., & Davis, M. (2020). The Importance of English Language Proficiency for Educational, Social, and Professional Success. *TESOL Quarterly*, 54(3), 567-589.
4. Canale, M. T., & Swain, M. (1980). Theoretical bases of communicative competence. *Modern Language Journal*, 64(1), 1-17.
5. Chen, H. (2020). The impact of rubrics on students' engagement in oral communication tasks. *Language Teaching Research*, 54(1), 1-16.
6. Chen, L., & Wang, Y. (2019). Learners' Perceptions and Attitudes towards English Language Learning in ESP Contexts. *TESOL Journal*, 12(2), 87-110.
7. Davis, K., et al. (2020). Teachers' perceptions of rubrics in language assessment. *Language Assessment Quarterly*, 13(1), 1-14.
8. Garcia, A. (2020). The effectiveness of rubrics in promoting oral communication skills. *Language Assessment Quarterly*, 12(3), 1-12.
9. Garcia, A., et al. (2022). The impact of rubrics on creativity in oral communication tasks. *Language Assessment Quarterly*, 15(2), 1-11.
10. Garcia, R., & Martinez, L. (2017). Ineffective Teaching and Assessment Practices: A Barrier to ESP Learners' Communicative Competence. *English for Specific Purposes Journal*, 25(2),
11. Johnson, M. (2019). The importance of oral communication skills in ESP education. *ESP in Focus*, 12(1), 1-10.

12. Lee, C. (2021). Comparing the effectiveness of holistic, analytic, and developmental rubrics in assessing oral communication proficiency. *Language Assessment Quarterly*, 14(4), 1-16.
13. Lee, S., & Kim, H. (2016). Enhancing ESP Teaching and Assessment: Lessons Learned from Similar Contexts. *The Modern Language Journal*, 100(4), 789-812.
14. Smith, J., & Johnson, A. (2018). Challenges in Developing Communicative Skills for ESP Learners in Technical Domains. *Journal of English for Specific Purposes*, 42, 78-95.

Colloque sur le Terrorisme et la Résilience des Communautés Africaines : Célébration des 10 ans de la FLASH-Adjarra

Le terrorisme représente un défi croissant en Afrique, entraînant des conséquences dévastatrices sur la stabilité et le développement du continent. Au Bénin, cette problématique transcende les frontières, soulevant d'importants défis locaux. Pour garantir la paix et le développement en Afrique, il est essentiel de trouver des solutions adaptées, en mettant l'accent sur des stratégies de communication. La coopération régionale et internationale, ainsi qu'une inclusion sociale renforcée, sont cruciales pour traiter les causes profondes du terrorisme.

Ce colloque a pour but d'offrir un espace d'échanges scientifiques sur les problématiques liées au terrorisme et à la résilience des communautés africaines face à ce défi. Plus spécifiquement, il s'agit de :

- fournir un cadre d'échanges pour les universitaires, chercheurs, forces de défense et décideurs sur les problématiques liées au terrorisme;
- vulgariser les résultats des recherches académiques;
- créer une synergie pour une meilleure gestion des territoires face au terrorisme;
- rendre visibles les différentes formations offertes à la FLASH-Adjarra.

Les travaux du colloque ont été structurés autour de sept thématiques clés :

- historicité des défis sécuritaires liés au terrorisme en Afrique;
- causes, manifestations et stratégies de prévention du terrorisme en Afrique;
- contributions des langues à la paix et à la cohésion sociale en Afrique;
- géopolitique, crises sécuritaires et politiques publiques;
- genre, ressources naturelles, insécurité, changements sociaux et développement;
- sémantiques, stratégies de communication et d'enseignement dans le contexte du terrorisme;
- politiques agricoles, changements environnementaux et activités rurales face au terrorisme.

ISBN : 978-99982-2-186-4

Dépôt légal : 16644 du 27 janvier 2025

Bibliothèque Nationale du Bénin, 1er Trimestre