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RESEARCH ARTICLE

THE IMPLEMENTATION OF THE PEER TEACHING STRATEGY IN GYMNASTICS IN THE COLLEGES AND HIGH SCHOOLS OF PORTO-NOVO: CASE OF HIGH SCHOOLS DJEGAN-KPEVI, COCOTIERS AND MALE: DIFFICULTIES AND PROSPECTS

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ABSTRACT

This study aims to analyze the implementation of the strategy of teaching by the pairs by the teachers at the time of a sequence of class in gymnastics. In reference to the theories of the socio-constructivism of Vygotsky (1978) and situations of Brousseau (1986), it is a question of showing the various adaptations operated by the teachers in spite of the difficulties which they encounter at the time of the implementation of this strategy. The analysis of the results in reference to the theoretical framework reveals that during the execution of the tasks, the teachers invite the pupils to form small groups in which they responsabilize some of them having the control of the elements gymnastic. However, certain teachers do not manage to find situations of alternation of role between learning. What could create psychological frustrations at the pupils? Also, all the pupils in difficulty do not manage to find satisfaction because sometimes of the failures on the level of the tutors. In order to check the attack of the objectives and the conformity of the indications of the tutor to the standard, the teacher does not cease making turns on the workshops. Thus, it would be essential for the teacher to appropriate all the characteristics of the implementation of this strategy and to be aware of his role as a guide and supervisor.

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INTRODUCTION

The conference of the forces of the nation held from 19th to 28th February 1990 in Cotonou, is a source of many recommendations including the Estates General of Education. These are the resolutions that have engaged the Beninese education system in profound changes. Indeed, the educational system of our country has acquired a new form of orientation, thus inducing a new mission for the Beninese school: that of forming a new type of active man, intellectually autonomous, able to act effectively in front of given situations, to innovate,

to create, to assume responsibilities, to make decisions (Teacher's Guide p: 7, Ministry of National Education, 1990). This vision led to the adoption of a new paradigm based on the Competency Based Approach (CPA). It is an approach based on learning through discovery or strategic instruction. It places the action or the situation at the heart of the teaching problem (Tanguy, 1986; De Terssac, 1996), with the aim of explicitly developing skills. It is therefore based on explanatory theories of learning, those that promote the work of the learner from his skills. According to Jonnaert (2002), the new program reverses the entry into learning by the contents taught, while giving a prime place to the situation or the action. As the role of the teacher is reduced to a simple guide or an accompanist, it is important to find new ways of thinking, planning, designing access to the curriculum and teaching in order to broaden the range of students' school and social behaviors.

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Nonetheless, a new approach, whatever it may be, will only last if it is easy to use, easily integrated by students and teachers, and harmonizes with daily routine of the classroom (Gersten and Bregelman 1996, Gersten et al 2000). In this context, the actor is a "strategic actor" (Amblard *et al.*, 1996, 208) which means that "depending on the representation [...] that is made of the situation" (ibid. that is to say, "from what he considers to be the constraints of the situation" (ibid.), he is led to choose a particular strategy in relation to this situation and "all previous learning that are his" (ibid.). So what is a strategy? Several authors have tried to approach the definition of this concept from several angles. According to DiengSarr and al (2010), a strategy is a coordinated set of methods, approaches and techniques that are supposed to be relevant to the goal pursued. They define: a method as a more or less structured and coherent set of principles intended to guide all the steps of the process in which it is inscribed (in particular the techniques used). A technique as a set of pre-established steps to perform in a certain order and possibly in a certain context, more or less binding according to the techniques. In this article, we are talking about teaching and learning strategies. And specifically, it is the peer education strategy that is a socio constructivist strategy implemented from a specific content of knowledge that is ground gymnastics. Ground gymnastics will be the main purpose of teaching / learning support implementation of this strategy.

Four sections will structure this article. After presenting the institutional context of the implementation of the reform in Benin, we will briefly present the context of implementation of the APC relating to the teaching of gymnastics to clarify the problematic of the case study. The third section will discuss the theoretical framework, the problematic and the research questions. The fourth section will present the methodological methodology used, when in the fifth section, it will present some salient results accompanied by a discussion. A concluding note will complete the writing of this article.

Institutional context of the curriculum reform in Benin: Since the early 2000s, a curriculum reform supported by UNESCO and the World Bank has been implemented in several countries of French-speaking West Africa with the support of researchers in the sciences of education in Quebec and Belgium (UNESCO, 2000). It has led to an in-depth modification of curricula within education systems. With regard to the Republic of Benin, the new study programs in physical education and sports (NSP-PES) have followed a program by objectives. In this discipline - unlike others - there was little embryo of didactic thinking at the time of the reform. As a result, the updated curricular changes in the NSP-PES have introduced a profound break with the previous program, which emphasized an approach inspired by pedagogy by objectives: on the one hand, by emphasizing transversal competences and interdisciplinary; on the other hand, by advocating socio constructivism based on the very principles of the Competency Based Approach (CBA) (Dieng Sarr *et al.*, 2010, Ettayebi, Opertti and Jonnaert, 2008, Roegiers, 2000. To implement these steps the programs advocate objects from Physical, Sports and Artistic Activities (PSAA) whose teaching is highly-mentarized in an organizational context unprepared. It is the case of the gymnastics-tick object of this research. The reform, having been put in place under changed organizational and material conditions, has not been without problems for PS teachers (Attiklèmè, 2009).

On the organizational level, teaching is always delivered to groups of between 50, 70 and even 100 students, especially in middle school; the sports facilities of school establishments are still sketchy (plateau of evolution, meadows near buildings) which only allows the teaching of PSAA that can take place in the open air. In addition, the teachers have few materials: a few balls in each of the team sports, some gymnastics mats in the best case. Nevertheless, teachers of Benin EPS, very ingenious, tinkering with educational materials, for example using a sandy or grassy plateau for teaching gymnastics on the ground. In this context of pedagogical practice, the reform of curricula in PSE as in other disciplines has encountered great difficulties in its implementation and raised many controversies (Agbodjogbé, 2013; Attiklèmè, 2009).

The implementation of the new program in gymnastics in Benin: a context of difficult practice: the implementation of the new PCA-based programs has not been without suspicion of renewal and difficulties of operationalization (Agbodjogbé, 2007). In PES, the difficulties are even more perceptible to the point where some researchers already raise the aporia of a curriculum reconfiguration badly extra (Amade-Escot and Agbodjogbé 2016). Moreover, in accordance with one of the requirements of this approach, namely the integration of knowledge, gymnastics education is henceforth made in this perspective. It is a question of starting from the global teaching of the linking to the gymnastic elements. However, the application of this requirement is prone to enormous difficulties, including over-staffing, time management, and planning of learning objects. In order to overcome these difficulties, the official texts recommended teaching strategies: group work, pair work, tutoring, and peer teaching. "Peer education, which is the focus of our concern, is a strategy that seems to fit naturally with the fluctuations of the regular class and is effective for students with Learning Disabilities (LD) large amount of empirical data ". Mattatall and Power (dir). As an example, we can cite the works of Crouch and Mazur (2001) and those of Hake (1998). According to Crouch and Mazur (2001), current students using interactive techniques, including peer instruction, more easily understand design and quantification problems than students in traditional courses. With the Force Concept Inventory (FCI) test, which measures the effectiveness of a teaching method, Hake (1998) found that, with traditional courses, students, on average, had a 23% gain throughout the school year. On the other hand, the gain of students who participated in courses with interactive techniques was 48%. For peer education specifically, this was 49-74% (Crouch and Mazur, 2001). But how are they implementing this strategy? Is class management not a hindrance to its effective implementation? How does the teacher see the organization of gymnastics learning to control the effective acquisition of knowledge by these learners? How does it manage to control the function devolved to the students in the implementation of this strategy? It is therefore to all of these preoccupations that we will endeavor to provide solutions in this research.

State of the problem: Several studies have focused on the implementation of the peer education strategy. Some have demonstrated its effectiveness in building new knowledge and classroom management (Mazur, 1997; O'Connor, 2003). In the same vein, others have structured it in stages to maximize its exploitation in learning at the level of children with learning difficulties (Barnes 2007). For others, this strategy would have shown that the twinning of kindergarten students with strong

academic skills to those with less improves the outcomes for all students and offers practical opportunities that help to build new knowledge and transfer of skills and content (Fuchs and Fuchs, 2005). By definition, most work is in agreement to show the effectiveness of this strategy not only in terms of management of the class but also and above all in terms of acquisition of competences. Belonging to the class of socioconstructivist strategies, peer education works like related strategies such as collaborative learning, cooperative learning, social learning, collaborative pedagogy, and so on. Learning arrangements between learners are part of pedagogical practices in which learners interact with each other to achieve an educational goal. They are based on the idea that knowledge is actively constructed by learners (De Lisir and Golbeck, 1999). Also, its organizational mode of functioning constitutes a major asset in the socialization of the class group (Buchs, Filisetti, Butera and Quiamzade, 2004) and in the construction of the following three types of fundamental knowledge: conceptual conceptions: Mazur (1997), Metacognitive Knowledge: Flavell (1981) - Procedural In-laws (Webb, Troper and Fall (1995). According to the literature review on learning, these three types of knowledge are modeled through psychological theories, metacognitive (Piaget and Vygotsky, 1997) and didactic (Sensevy 2007) that make possible the constraints that weigh on the process of teaching learning. Following Piaget and Vygotsky (1978) in the socio-constructivist theory which highlights the social conception of learning, hence the conditions of implementation of the "Peer Education" strategy and which postulates that knowledge is a construction that is not individual but rather social in children, we question in the framework of the teaching of the gymnastics ground in the NSP in Benin the metacognitive dimensions, praxeological and social of the implementation of this EPS strategy. Teachers make use of this strategy, which is, moreover, considered to be relevant to the discipline by several scientific studies. (Crouch and Mazur, 2001; Hake, 1998). To learn with others, to collaborate, to help one another, to work in groups, to interact in dyads are classic modes of work in physical education and sports and highly recommended by the current official texts. On the one hand, the management of the class group invites the teacher to carry out various forms of grouping according to the physical, sports and artistic activities (PSAA) and the objectives pursued. On the other hand, the programs and evolutions of works in social psychology of development and in pedagogical and didactic literature in the broad sense invite teachers to use interactions between students as a resource for learning. (Beaumont, 2014). The implementation of these prescriptions of curriculum expectations is not without difficulties. By entering into this contractual dynamic, we consider that only a study in context of the implementation of this strategy can highlight the difficulties that PS teachers face. It is in perspective that we will study in the context of this article and under the guise of the theory of the Proximal Zone of Development (PZD) of Vygotsky (1978) and that of situation of Brousseau (1986) which as for it stipulates that the environment constitutes an obstacle for the social construction of learning in two aspects (biological and social), the conditions for implementing the teaching strategy by peers. We will analyze the implementation of the peer teaching strategy by teachers during a class sequence in gymnastics. In other words, it is a question of describing and understanding how PSE teachers implement this strategy in order to highlight the forms of adaptation that they operate and the difficulties they encounter.

The fluctuation of the environment and the different positions of the actors of the didactic action would influence -the construction of knowledge in ground gymnastics? For this purpose, the research questions below are then documented:

- How does the teacher implement this strategy?
- How does the teacher see the organization of learning in gymnastics to control the effective acquisition of knowledge by these learners and the function that devolves on them in the implementation of this strategy?
- How can the environment, the didactical contract and the position influence learning during the implementation of this strategy?

Framework of the study and methodological approach: The purpose of this article is to analyze teachers' implementation of the peer teaching strategy during gymnastics learning. In three high schools of the city of Porto-Novo: High schools Djegan-Kpevi, Male and Cocotiers. This is a case study that focuses on the adaptive modalities of PSE teachers in these three colleges with official prescriptions in terms of implementation of teaching / learning strategies.

Nature of the study and survey population

Nature of the study: this is qualitative research, given the purpose we are pursuing and the nature of the original questions.

The subjects of the study: they are to us of four teachers of PES who all intervene in the high schools of Porto-Novo respectively two (02) high schools Djegan-Kpèvi, one (01) high school Malé and one (01) high school Les Cocotiers. These are trainees in the year of License in Science and Technology of Physical and Sports Activities. The choice of this number is justified by the qualitative nature of the research which is a case study. Also, we have referred to the trainees of the license as beginning teachers and who at first face more difficulties in teaching than those experienced. This classification was carried out by Berliner (1988) who defined this concept as a beginner teacher. For this author, is a beginner teacher: 1st year student or teacher who works using rules that do not necessarily take into account the context; 2nd and 3rd year teachers who recognize similarities in situations, record in their memory episodes they can relate to their current experience.

Context and course of interviews and observations: to reach the interviews and the observations of the sessions, we took the time of the teachers to know the days and the hours of classes. Each teacher planned the learning objects on three (03) course sequences with the goal of implementing the peer teaching strategy. The following table shows the days and times of the observations.

Investigation techniques and data collection tools

Investigation techniques: Three (2) techniques were used in this study. It is mainly maintenance, instrumented observation of teaching sessions.

Interviews: They constitute the ancillary corpus of instrumented observation.

They are therefore complementary to the observation. We distinguish interviews ante and post session.

- The interview with teachers is done at the beginning of each session. It aims to specify: the didactic intentions of the subjects, the objective of the session, the teaching objects, the planned tasks, the specific strategies recommended.
- The post-session interview: it is carried out at the end of each session in order to know if the objectives targeted and declared by the teacher are reached or not, the difficulties encountered as well as remedial measures.

Observation of the sessions: For the observation of the sessions, this is an instrumented observation made using a camera. It aims to gather the teaching practices of teachers in gymnastics during the implementation of the peer teaching strategy and the typical behaviors of students.

Data collection tools

- The interview guide ante and post session for interviews.
- Dictaphone for audio recording during interviews
- The camera for video recording of the sessions observed.

Investigation procedures

It consists of

- Take an interest in the available EPS teachers to be subjects of study;
- Have the schedule of these teachers to know the days and hours of classes;
- Develop and validate the maintenance guides;
- Filming all gymnastics learning sessions for each of the 4 study subjects and conducting interviews including two at each session (1 year before the session and 1 post at the end of the session);
- Record their interventions using a dictaphone.

Data processing: Analysis of the content of the data collected by observation was carried out by performing the transcript of all filmed sessions. Condensed synopses, that is, summaries of the sessions were made from the transcript made. These synopses will allow us to highlight the situations proposed, the actions carried out by the teachers and the students involved in the implementation of the teaching strategy by the peers. These data were confronted with the interviews to assess the conformity or listening between the didactic interactions and the observed facts. The frequent use of the theoretical framework has made it possible to characterize the actions that may or may not be part of the implementation of the strategy studied.

RESULTS

In the context of this analysis, we consider the task as the unit of analysis since it allows us, in connection with our theoretical inscription, to better understand the didactical moments of implementation of the strategy studied. For this purpose, the tasks proposed by the teachers involved have been condensed into a synopsis (Leutenegger, 2003) which is a

condensed table of the tasks studied by the teacher. The use of didactic episodes allowed us to illustrate from a few excerpts the contractual dynamics revealing the conditions of implementation of the teaching peer strategy.

Observation and didactic analysis of the teaching practice of T1 during the 3 course sessions: We note from this table that the teacher used the peer teaching strategy only during the first tasks of each of the three sessions observed. Then we will consider these tasks to do our analysis.

- **Task S3-1:** Realize gymnastic elements such as: roundabout; gluteal balance; full-rolling in back-lying; ATR leg scissors; pike jump.
- **Duration:** 30min

This task has been proposed with the aim of getting students to master the elements mentioned. The peer education strategy is one of the strategies the teacher has used. The excerpt below traces the instructions given by the teacher and the typical behaviors of the pupils during the implementation of this strategy.

TdpP13: Go to build groups of 5 people and you go on the workshops to achieve the elements with the help of your designated classmates. Do you understand ?

TdpE14: Yes sir

Students are divided into 5 on the workshops. And they had to work with the help of their empowered classmates. The following interactions show the didactic actions of the learners during the execution of the task.

TdpE15-M1: Sir explained the things we must do to succeed the elements. We will follow these things and do the elements. Let's go!

TdpE16-A2: Ok.

TdpE17-M3: People are having trouble making the round. To do it, we make 3 steps, we start, we put our hands, and we push on the front leg. Once the legs up, we turn and we return to where we had left. We bring the games feet to the ground at the same time we will work with two. Someone is working and the other is helping to achieve it. Follow me do it!

TdpE18-A4: Ok.

Students used the student teacher's explanation and demonstration to perform the gymnastics element themselves.

Excerpt 1: Interactions between teacher and students during the execution of task 1 of sequence 3 (S3-1). This excerpt shows us that the teacher has made the so-called strong students responsible for the small groups he had to train (TdpP13 and TdpE14). Following instructions from the teacher, the students went back to the workshops to get to work. In the workshops, the student-teacher made corrections to his friends in difficulty through explanations and demonstration (TdpE17-M3). Students used the student teacher's explanation and demonstration to perform the gymnastics element themselves. The analysis of the interactions highlights not only the principles of the strategy used but also the position of the actors for the realization of the roundtable. The different positions of the actors (student in learning and students in support of learning) reveal the dynamics of co-construction between peers.

However, we will question the relevance of the instructions given by the student tutor (TdpE17-M3). In order to check the conformity of tutors' indications to the norm, the teacher makes sporadic turns. The following excerpt shows us the interactions between the teacher and the students during the execution of the task.

TdpP17: What did we say earlier? To make the round, what should we do? You have to put the feet up, make a half rotation and come back on both feet. Is not that what we said?
 TdpE18: Yes sir
 TdpP19: Ok. Go back to the workshops and you continue with the work while respecting everything that has been said.
 TdpE20: Ok sir.
 The students went to the workshops to continue the work. Thanks to the intervention of the teacher, some students who still had difficulty despite the help of the tutor were able to know the beginning of success.

Excerpt 2: Interactions between teacher and students during supervision. This aspect respects the principle of supervised work during learning following the design of Vygotsky's ZPD (1978).

Observation and didactic analysis of the teaching practice of T2 during the 3 course sessions

- **Task S2:** make a mini-concatenation from gymnastic elements such as: rondade; gluteal balance without hands; tripod departure legs gaps; bridge start-up; grouped jump.
- **Duration:** 1h

The objective of the task is to realize the elements cited in a context of linking. To achieve this goal, the teacher used several strategies including peer education strategy, individual work, group work and pair work. The following excerpt shows the instructions given by the teacher and the typical behaviors of the students during the implementation of the peer teaching strategy.

TdpP15: Ok. You're going to do groups of 5 people and you work with your classmates designated to help you. You organize yourself as observers and performers. Get help from comrades who are designated. Okay ?
 TdpE16: Yes sir
 TdpP15: Join the workshops. You have 30 minutes of exercise to master the elements. OK ?
 TdpE16: Yes sir.
 The students joined the workshops and were helped by their designated classmates. The interactions between them are as follows.
 TdpE17-M1: To realize the elements, you do what sir said earlier. And when someone has difficulty, I will help him do that. Is it good ?
 TdpE18-A2: Yes.
 TdpE19-M3: I will make the tripod and you will see. Did you see ? Gently pushing on tiptoe to bring the legs up. After, we harden the belly and buttocks. Is it good?
 TdpE20-A4: Yes
 TdpE-M5: We start two by two. Someone is working and the other is helping to achieve it. It helps him hold his partner's legs once his legs up. Go for it !
 TdpE21-A6: Ok
 Despite the intervention of the student teacher, students with real difficulties could not make the tripod.

Excerpt 3: Interactions between teacher and students during the execution of task no. The analysis of the extract shows the same practices as those observed during the observation of Session 1.

- Formations of groups of 4 to 5 students
- Statement of the objective of the task
- Indication of the instructions for carrying out the task followed by an ostensive practice of the tutor (TdpE-19-M3).

The analysis of pupil-student interactions seems to highlight their respective roles and how they play, revealing the different positions occupied by the protagonists of the didactic action. However, do these actions help to achieve the objective? That of the mastery not only gymnastic elements but also and especially their sequence.

Observation and didactic analysis of the teaching practice of T3 during the 3 course sessions: From the analysis of this table, it emerges that the strategy of teaching by peers, object of our study, was only implemented during the execution of the tasks S1-1. and S2-1.

- **TaskS1-1:** Perform the following gymnastics elements: roundness, buttock balance without hand laying; full winding in a dorsal layer; tripod leaving legs apart; pike jump.
- **Duration:** 35min

This task was proposed in order to master the mentioned elements. For this purpose, the teacher used a combination of strategies including the strategy of teaching by peers, the individual work and the collective work. The following excerpt shows a piece of class life (Schubauer, 2006) related to the task.

TdpP19: Now, those who have just been appointed, spread over the workshops. The rest, divide them equally among them. Okay ?

TdpP19: Now, those who have just been appointed, spread over the workshops. The rest, divide them equally among them. Okay ?
 TdpE20: Yes sir.
 TdpP21: You are helped by those who have just been empowered. You follow their instructions.
 The students joined the workshops and worked with the help of their classmates. Their interactions during the execution of the task are as follows.
 TdpE22-M1: We will realize the elements taking into account what sir said. I am coming to help you.
 TdpE23-A2: Ok.
 TdpE24-M3: Follow me. To make the tripod, you have to push on the tips of your feet to get people up. We harden the buttocks and belly. We will work together. Someone is working and the other is helping to achieve it. It helps him hold his partner's legs once his legs up. After, you realize that without being helped. Go for it !
 TdpE25-A4: Ok.
 Following the instructions and the tutor's explanation, the students went to work. At the end of this task, most students were able to master the tripod.

Excerpt 4: Interactions between teacher and pupils during the execution of task no.

- **Task S2- 1:** Learning new gymnastics elements such as: forward roll-up high-end gap; crowned; departure bridge; stitched back roll; grouped jump.
- **Duration:** 35min

This task has been proposed in order to master the elements mentioned which are new elements. The teacher used several strategies including peer education strategy and individual work. The following excerpt shows the instructions given by the teacher and the typical behaviors of the students during the peer teaching strategy.

TdpP19: Those who have just been empowered are here to help you master the elements. . You follow their instructions.
At work
!TdpE20: Ok sir. Please sir, Roger insulted us last time inh, when you designated him to help us.
TdpP21: I already refused him that. He will not insult you anymore. Okay ?
TdpE22: Yes sir. Following instruction from the teacher, the students will be assigned to the workshops to complete the task. The following interactions show the didactic actions of the learners during the execution of the task.
TdpE23-M1: We will realize the elements taking into account what sir said. I am coming to help you.
TdpE24-A2: Ok TdpE25-M3: Okay. I've seen people who have problems making the front roll up high. For that, we work in pairs. Someone knelt and another rolled over it without touching it. Without momentum, we try to go higher and far by pushing on tiptoe. After, do you realize only the element Ok?
TdpE26-A4: Yes. Following the tutor's intervention, the students worked with help and then alone. Thanks to the tutor's effort, some students were able to pass the high forward roll.

Excerpt 5: Interactions between teacher and students during the execution of task S2-1. We note from the analysis of extracts 4 and 5 that the didactic actions are identical during the two sessions (sessions 1 and 2). The teacher has set up a system of help work between learners through the formation of small work groups. He formed small groups proportional to the number of students who had mastered the element of gymnastics and the size of the class. The number of students per group varies from 7 to 8. Within the groups, it has empowered the gifted students previously identified (TdpP21 for session 1 and TdpP19 for session 2). Students with difficulty were able to work with the help of tutors. The latter had to explain the task to their comrades through corrective measures. For example, they had to make corrections to their classmates in difficulty to make the tripod while explaining the progress for the realization of the element (TdpE24-M3 Extract No. 4 and TdpE25-M3 Extract No. 5). Following the instructions and the tutor's explanation, the students went to work. At the end of this task, most students were able to master the tripod (session 1) and the roundabout (session 2). This positive change in the motor behavior of student learners explains a cognitive gain compared to their initial representation of the task. The role played by the student-teacher in helping his comrades in difficulty testifies to the contractual dimension that Brousseau (1986) explains through the concept of the didactic contract.

Observation and analysis of the teaching practice of E4 during the 3 course sessions: This table shows us that the peer teaching strategy was set during tasks S1-1 and S2-1.

- **Task S1-1:** to realize the gymnastic elements of the families of the rotation and the jumps not and turns.
- **Duration:** 30min

The objective of the task is to master the elements of the mentioned gymnastic families. To do this, the teacher used several strategies including peer education strategy and individual work. The following excerpt shows the instructions given by the teacher and the typical behaviors of the students during the implementation of the peer teaching strategy. gymnastic elements. Subsequently, some students who were struggling were able to master the high forward roll.

TdpP13: Ok. Spread again on the workshops. Those I have to design will help you realize the elements in the workshops. At my whistle, you make a rotation. Are you going to work? TdpE14: Yes sir.
The students spread out on the workshops while working with the help of the designated ones. Their interactions are as follows.
TdpE15-M1: We will realize the elements taking into account what sir said. I am coming to help you.
TdpE16-A2: Ok.
TdpE17-M3: Okay. I've seen people who have problems making the front roll up high. For that, we work in pairs. Someone knelt and another rolled over it without touching it. Without momentum, we seek to go higher and far by pushing on the feet. And we do that alone afterwards. OK?
TdpE18-4: Yes.
The students followed the instruction and explanation of the student teacher to achieve the gymnastic elements. Subsequently, some students who were struggling were able to master the high forward roll.

Excerpt 6: Interactions between teacher and students during the execution of task no.1: The analysis of this table shows that the teacher also used the peer teaching strategy, which is the subject of our study only in task S2-1.

- **Task S2-1:** Realize the gymnastic elements of ATR families and maintenance.
- **Duration:** 30min

The task is to master the elements of the gymnastic families mentioned. To achieve this, the teacher used several strategies including peer education strategy and individual work. The excerpt below shows the contractual dynamics that prevailed during this co-construction.

TdpP13: Ok. Spread again on the workshops. Those I have to design will help you realize the elements in the workshops. You follow their instructions and you respect them. At my whistle, you make a rotation. Are you going to work? Okay ?
TdpE14: Yes sir.
The students shared the workshops to work with the support of their resigned classmates. The following turns of speech show the interactions between them during the execution of the task.
TdpE15-M1: Sir explained the things we must do to succeed the elements. We will follow his things and do the elements. Let's go !
TdpE16-A2: Ok.
TdpE17-M3: People have problems to achieve ATR. Watch me do it. You did see ? Now, we will work together. Someone is working and the other is helping to achieve it. It helps him hold his partner's legs once his legs up. At this moment, the one who works squeezes his buttocks and sends his head behind. To roll, one sends the eyes towards the chest and one bends the arms.
Following the tutor's demonstration, explanations and instructions, the students were able to work with the help of their classmates. Subsequently, some were able to succeed ATR.

Table 1. Number of subject teachers in the study

Department	Schools	Status	Teachers	Number of sessions
OUEME	Djègan-kpèvi Malé Cocotiers	Trainee	E1	3
		Trainee	E2	3
		Trainee	E3	3
		Trainee	E4	3
Total	3		4	12

Table 2. Days and hours of observations

Days	Hours	Sessions	Teachers
Tuesday 9th May 2017	4pm- 7pm	1st session	
Tuesday, May 16th, 2017	4pm- 7pm	2nd session	T1
Tuesday, May 30th, 2017	4pm- 7pm	3rd session	
Wednesday 3rd May 2017	7am-10am	1 st session	
Wednesday 10th May 2017	7am-10am	2ndsession	T2
Wednesday 31st May 2017	7am-10am	3rdsession	
Thursday 4th May 2017	4pm- 7pm	1 st session	
Thursday 11th May 2017	4pm- 7pm	2ndsession	T3
Thursday 25th May 2017	4pm- 7pm	3rdsession	
Thursday 4th May 2017	7am-10am	1 st session	
Thursday 11th May 2017	7am-10pm	2ndsession	T4
Thursday 25th May 2017	7am-10am	3rdsession	

Table 3. Condensed Synopsis of the Tasks Studied over the Three Sequences of (T1)

N°	Tasks	Strategies	Duration	Goals
S1-1	Perform gymnastic elements such as: Jumping grouped; two arms wheel; ATR passenger; gluteal balance and standing start.	Individual work Teaching by peers Group Work	35min	Mastery of the elements mentioned
S1-2	Make a mini-concatenation from the elements learned	Individualwork Pairs Work	25min	Realize the elements learned in a context of concatenation.
S2-1	Perform gymnastic elements such as: 1 lap jump; facial crushing; high front roll; crowned; tripod	Individual work Teaching by peers Group Work	35 min	Mastery of the elements mentioned
S2-2	Combine the gymnastic elements learned until then.	Pairs Work	20 min	Realize the elements learned so far in a context of linking.
S3-1	Realize the gymnastic elements such as: rondade; gluteal balance; full winding in a dorsal layer; ATR leg scissors; pike jump.	Individual work Teaching by peers Group Work	30min	Mastery of the elements mentioned
S3-2	Perform a concatenation composed of at least one element per gymnastic family and / or two free elements under the regulatory conditions.	Individualwork Pair Work	30min	Realize the elements learned so far in a context of chaining according to the rules.

Table 4. Condensed Synopsis of the Tasks Studied over the Three Sequences of (T2)

N°	Tasks	Strategies	Duration	Goals
S1	Make a mini-concatenation from gymnastic elements such as: two-arm wheel; crowned; facial crushing; ATR leg scissors; pike jump.	Individual workPairsWork Group Work Teaching by peers	1h	Realize the elements learned in a concatenation context
S2	Make a mini-concatenation from the gymnastic elements such as: rondade; gluteal balance without hands; tripod departure legs gaps; departure bridge; grouped jump.	Individual workPairs Work Group Work Teaching by peers	1h	Realize the elements learned in a concatenation context
S3	Perform a concatenation composed of at least one element per family gymnastic under the regulatory conditions	IndividualworkPairs Work	1h	Realize the elements learned in a context of complete concatenation and in the regulatory conditions.

Table 5. Condensed Synopsis of the Tasks Studied over the Three Sequences of (T3)

N°	Tasks	Strategies	Duration	Goals
S1-1	Realize the following gymnastic elements: roundness, buttocks balance without laying of hands; full winding in a dorsal layer; Tripod starting legs apart; pike jump.	Individual work Teaching by peers Collective Work	35min	Mastery of the elements mentioned.
S1-2	Make a mini-concatenation from the learned gymnastic elements.	Group Work Individual Work	25min	Realize the elements learned in a context of concatenation.
S2-1	Learning new gymnastics elements such as: high forward roll forward arrival gap; crowned; departure bridge; stitched back roll; grouped jump.	Individual work Teaching by peers	35 min	Mastery of the elements mentioned.
S2-2	Learning the composition of a sequence of elements learned today and those of the past session.	Individual Work	25 min	Realize the elements learned so far in a context of chaining according to the rules.
S3-1	Realize all the gymnastic elements chosen for his own sequence.	Individual work Repetitive exercises	30 min	
S3-2	Run his sequence in a 12m / 12m frame in a relatively short time.	Individual work Repetitive exercises	30 min	Realize one's own chosen elements in a context of concatenation and in regulatory conditions.

Observation and analysis of the teaching practice of E4 during the 3 course sessions

Table 6. Condensed Synopsis of Tasks Studied in Sequence 1 (E4)

N°	Tasks	Strategies	Duration	Goals
S1-1	To realize the gymnastic elements of the families of the rotation and the not jumps and turns.	Individual Work Teaching by peers	30min	Mastery of the elements of the gymnastic families mentioned.
S1-2	Perform a mini-sequence based on learned gymnastic elements.	Individual Work Repetitive exercises	30min	Realize the elements learned in a context of concatenation.
S2-1	To realize the gymnastic elements of the families of the maintenance and the ATR.	Individual Work Teaching by peers	30 min	Maîtrise des éléments des familles gymniques citées.
S2-2	To realize a mini-concatenation based on the gymnastic elements learned until then.	Individual Work Repetitive exercises	30 min	Realize the elements learned so far in a context of linking.

Elements of discussion: From the analysis of the sessions observed at the level of the four teachers invested, there are highly crystallized elements that reflect their way of thinking about the implementation of the peer teaching strategy highly recommended by the official PE texts in Benin. These elements are articulated in relation to the objective of the study around three determinants: the structuring of the teams, the choice of student-tutors and the didactic actions of the actors (teachers, student tutors and students performing).

From the structuring of the class groups to its operation according to the principles of the strategy: a little reflective conformity: all of the observed teachers structured the class group according to the principles that underpin the implementation of the peer education strategy. Indeed, teachers formed small working groups. They had 5 workshops. The students had spread over the workshops to learn the elements. The number of students per group varies from 8 to 9. Within the groups, they have respectively empowered students with mastery of gymnastic elements (Tdp-p13 Excerpt # 1 for E1, TdpP15, Exit # 3 for E2, TdpP19 for E3 extract n) 5; TdpP13 for E4 both sessions). Thus, these student-tutors helped their comrades in difficulty while providing them with necessary corrections (TdpE17-M3 for E3 as an example). This practice is consistent with the definition proposed by Slavin (2010) and Mattatall and Power (dir).

According to these authors, the peer-assisted learning strategy is a pedagogical approach in which students work in pairs, during which each person takes turns in wearing the hat of the teacher and the learner. Similarly, this is consistent with the logic of Slavin, 1995; Sharan and Sharan, 1992; Johnson D.W. and Johnson R.T., 1989; when defining the peer-assisted learning strategy as a method of forming heterogeneous teams of four members for a common educational purpose. Indeed, thanks to the intervention of the student-teacher, some students who had difficulty performing the gymnastics elements such as ATR: tense backs, high forward roll, pike jump etc.) were able to succeed. This testifies to the role played by the tutor in the institution and refers to the concept of Brousseau's position (1986) which is defined both as the place occupied in the institution (pupil-teacher) and the points of view resulting from the occupation of this place. Also, this logic that aims to use students with a high level of mastery of the task to help their comrades in difficulty, she answers the theory of the ZDP Vygotsky (1978). However, is the involvement of student tutors in the construction of new knowledge in accordance with the contractual dynamics that should characterize the implementation of this strategy? If the tutors have the motor reference that can help them to help their peers, what about the didactic actions of regulation of the teacher responsible for the class?

Didactic actions of teacher regulation: According to the literature review, student tutors should be so-called strong pupils (Leutenegger, 2003) or chronogenic pupils (Sensevy, 2007). In this perspective the choice of guardian actors seems to be a reasoned choice. Do these actors seen in this position assume responsibility in accordance with the principles of the strategy? Indeed, this strategy stipulates that the number of actions that the teacher must carry out during its implementation is to ensure that the actions of the tutor conform to the standards required by the motor operations of the gymnastics elements performed or their linking. To a certain extent, the tutors have succeeded in helping their comrades to overcome some of their difficulties in performing gymnastics, but the teacher's help has sometimes been lacking. The few sporadic turns they had to make on some of the workshops proved to be insufficient. The other aspect of the problem is also at no time the roles of student master has known permutation. This poses a problem not only of the organization of the class group but also of the management of student tutors. Although research has highlighted the effectiveness of the peer learning strategy in terms of learning gains (Crouch and Mazur (2001), Hake (1998), it seems essential to us that the two aspects listed above should not be overlooked.

Conclusion

This study, which aims to analyze the implementation in context of the peer education strategy in a ground gymnastics class, is a case study that highlights the possible adaptations made by four PSE teachers in three middle schools in the city of Porto-Novo in the Republic of Benin. The use of a composite theoretical framework, namely Vygotsky's Proximal Zone of Development (1978) and Brousseau's (1980) situations, allowed us to problematize our initial question. And to answer our research questions, we adopted the instrumented observation methodology (Leutenegger, 2003). Results from the analysis of observed class sequences show that:

- the teachers observed do not make systematic and unilateral use of the peer education strategy. Other strategies recommended by the official texts serve as support;
- the tutors chosen if they are of a sustained assistance for their comrades are not always followed by the teachers and no change of roles of the tutors is noticed;
- the didactical actions that the observed teachers must put in place for the proper implementation of the teaching peer strategy are sometimes lacking due to the large number of students to manage.
- the teachers, however, sporadic turns on some workshops to assist the tutors, even if these aids are insufficient.

- In the end, the use of the peer teaching strategy is certainly essential; but its implementation context sometimes seems to be a hindrance to its effective application.

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