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*The use of ICT for an effective listening
teaching in EFL beginners' classes: case
study of Lycée Róhanzin*

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DEDICATION

I exclusively dedicate this research work to the almighty God for his grace and to my late adored father Mr. ABDOULAYE Alidou who made me discover the way to school and whose blessings are still making me successful in my life.

May the Almighty God bless you!

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LIST OF ACRONYMS

- BAPES**: Brevet d'Aptitude au Professorat de l'Enseignement Secondaire
- CAPES**: Certificat D'aptitude Professionnelle de l'Enseignement Secondaire
- EFL**: English as a Foreign Language. It refers to the teaching of English to people for whom it is not the first language.
- ICT**: Information and Communication Technology 'the study of the use of computers, the internet, video, and other as a subject at school.
- LC**: Listening Comprehension
- LICENCE (BA)**: Bachelor of Arts
- MAITRISE (MA)**: Master of Arts

GENERAL INTRODUCTION

Nowadays, English has changed the world into a planetary village where all the nations can communicate and exchange through the help of English which is considered as the first universal language. That fact explains why English is taught all over the world in its different aspects and domains. But this English Language Teaching (ELT) is an area that has changed over the years, moving from very teacher centered approaches to learner-centered ones (Richards, 1985, p.6). ELT projects have been introduced throughout different parts of the world (Markee, 1997; Rea-Dickins and Germaine, 1998) and innovations have brought changes in materials (supplementary, self-study, authentic, etc) and technology devices (language laboratories, tape recorders, video recorders, computers, etc). *More recently, the use of technology as a tool to develop the different language skills has received great attention* (Dudenney, 2000; Chapelle, 2001; Young, 2003; Melor Md Yunus, 2007) so that ELT teachers are frequently exposed to new practices. The rapid growth in Information Communication and Technologies (ICT) have brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. ICT is becoming increasingly important in our daily lives and in our educational system. Realizing the effect of ICT on the workplace and everyday life, today's educational institutions try to restructure their educational curricula and classroom facilities, in order to bridge the existing technology gap in teaching and learning. This restructuring process requires effective adoption of technologies into existing environment in order to provide learners with knowledge of specific subject areas, to promote meaningful learning and to enhance professional productivity (Tomei, 2005, p.17). The emergence of ICT offers a variety of opportunities. The various kinds of ICT products available and having relevance to education have been used in education for different purposes. Here in the case of teaching English, they are used for an effective teaching of the different language skills such as reading, speaking, writing and particularly listening which plays an important role in daily communication and educational process. In fact, *Listening takes up 40-50%; Speaking, 25-30%; Reading, 11-16% and Writing about 9%* (Mendenshon 1994). So, listening occupies a great place in our communications.

Unfortunately, despite the importance of listening and the evident impacts of ICT on it in EFL countries, many teachers, here in Benin still continue with their current assumptions and practices concerning the teaching of that fundamental language skill. For instance, despite BENIN government's great efforts for the integration of ICT in teaching in general and listening and Comprehension in particular, LC has always been neglected and poorly taught in EFL classes of Lycée Béhanzin. And at the same time a lack of performance as far as learners' oral

communication is concerned is noticeable. Learners have a lot of problems concerning oral communication in classroom and in real life situations. Why this non effective integration in LC teaching? Why are learners not fluent in English? Is there any link between ICT integration and learners' oral communicational performances? Such questions incite the choice of the topic of this research work namely related to the integration of ICT in listening and comprehension teaching in EFL beginners' classes of LYCEE BEHANZIN, and the factors that barricade the successful integration of those materials which could best determine the efficiency of the activities that are being carried out in the classroom in order to form good listeners and speakers.

For the achievement of the objectives of this research, the work is organized in five chapters structured as follows: the first chapter entitled introduction to the study comprises the statement of the problem, the purpose of the study, the research question, the significance of the study and the scope and limitations. As far as the second chapter is concerned, it deals with the Literature Review related to this topic where some researchers who have worked on this topic have been mentioned. The third Chapter is related to the methodology used during the research especially for the data collection. As for chapter four, it is about the presentation and analysis of the collected data. Chapter Five lends itself to the presentation of some suggestions that take account the findings of the study.

CHAPTER ONE: INTRODUCTION TO THE STUDY

1-1-Statement of the study:

People who speak well normally listen well. If this is so, the key to speaking well is learning how to listen effectively. Listening is a fundamental skill in a language acquisition. It is an important skill because it is how we naturally learn a language. Children hear words, see gestures and formulate vocabulary in a social context from those around us. Thus, we begin to learn our first language by repeating what we hear others say. Listening is a complementary skill to speaking and therefore it is important to stress listening when teaching English if students are to become good speakers. In essence if students are to become good speakers, they should be trained to become good listeners first. So, the effective teaching of listening skills should be emphasized on through the use of necessary means. Then, it is not a secret to nobody that the Information and Communication Technologies (ICTs) offer a wide range of means to EFL teachers helping them to make their listening teaching more interesting and more pleasurable for the learners. ICT, through its various tools, helps students develop their listening skills in a rapid, modern and vivid way. So, normally, learners should no more have oral communication problems in this technology age.

But, unfortunately, EFL teachers of Lycée Béhanzin, still continue teaching listening comprehension through their current assumptions and practices and leave students with earnest oral communicational problems. That is, they teach it in rudimentary ways such as: only textbooks-based learning, dictation.etc...It does not mean all those methods they use are to be abandoned. But those EFL teachers need to select a wide range of materials to increase listening content besides using textbooks. Students need to listen to different levels of English in order to be exposed to natural, lively, rich language, such as listening to English songs, seeing films with English text. In these ways, it is possible to raise students' enthusiasm, cultivate their listening interests, and then achieve the goals of learning English.

Taking into account all those facts, a crucial study is needed at LYCEE BEHANZIN in order to examine EFL teachers' attitudes towards listening comprehension teaching and especially their attitudes towards ICT and their actual use of it as a pedagogical tool in that crucial language skill. And then, as one of the important goals of this research, we will seek out whether there is a relationship between ICT integration in LC teaching and learners

performances in aural and oral communications. That is the rationale for this research entitled: the use of ICT for an effective listening teaching in EFL beginners' classes: case study of LYCEE BEHANZIN'.

1-2-Purpose of the Study:

It is obvious that despite the huge positive impacts of the use of ICTs on listening teaching, a great number of EFL teachers is still reluctant as far as the integration of ICT materials in teaching listening and comprehension is concerned. Consequently, students face oral communication problems not only in classroom but also in real life situations. So, with respect to this, the first purpose of this research work is to seek why after many years of Benin government's great effort about the integration of ICT in education learners have still serious problems in developing their listening skills.

And to do so, one of the main goals of this research work is to inquire about EFL teachers of Lycee Behanzin attitude towards the use of ICT in their teaching of listening and comprehension, and factors that blockade it. It is also important to check learners' contact with ICT tools in listening classes and their actual performances in English oral communication. The last purpose of my study is to make some suggestions based on the findings of the study.

1-3-Research Questions:

To achieve that purpose, the main research question is the following: "Is there any relationship between the integration of ICT in listening comprehension teaching and the students' aural communicational performances?" But the specific questions related to the main one are the following:

- What are teachers' attitudes towards listening comprehension teaching in their classrooms?
- How do they teach it?
- What are learners' attitudes towards listening comprehension classes?

1-4-Significance of the Study:

This part of chapter one that deals with the significance of the study tells for whom the study will be meaningful and gives some indications of its value for others. So, this study is significant in so far as it will help, through the findings of the study, all the school managers, educational decision-makers and every actor of the educational system to be aware of the poor integration of ICTs materials in listening teaching. That will also help them to give other directions or more emphasis to way listening comprehension is taught in classrooms; the way textbooks should be designed in order to make listening teaching more effective.

Moreover, this research work is also significant for EFL teachers because it will make them aware of the consequences of their negligence or bad way of teaching listening comprehension. So, they will be able to improve their teaching through the suggestions based on the findings. What is interesting is that, that improvement will have a positive impact on the students learning. They will in turn improve their performances and become both good speakers and good listeners not only in the classroom but also in real life situations.

In add, as a prospective teacher, this work is significant for me because it will help me to explore and be aware of the issues so that I shall know how to cope tactfully those challenges as far as the integration of ICTs tools in the teaching of listening and comprehension is concerned.

Finally, researchers who deal with topics similar to mine can be inspired by the findings of this study.

1-5-Scope and Limitations:

This research work related to the use of ICT in listening comprehension teaching in EFL beginners' classes is a national and even an international issue. But, it is unfortunately limited by many factors as follow: Firstly, the area of investigation of this study is limited to Lycée Béhanzin especially to the 1st cycle. Secondly, financial problems don't allow me to go beyond Ouémé region and even beyond my country in order to make an analytical comparison. In add, the period required for the implementation of this work is too short. Finally, the level we are concerned with here is the BAPES which limits me only in the first cycle of the secondary school. All these facts prevent me to develop this topic in all its aspects.

CHAPTER TWO: LITERATURE REVIEW

This chapter aims to provide an exploration of the existing literature related to the topic under analysis. So, it is question here to bring out what authors who discussed the issue of ICT tools integration in the teaching of listening have mentioned according to the need and their standpoint.

2-1- DEFINITION OF LISTENING COMPREHENSION:

Before talking of the integration of ICT in listening and comprehension teaching, it is fundamental to know what listening and comprehension really mean.

According to Anderson and Lynch (1988), arguing what is successful listening, *'understanding is not something that happens because of what a speaker says: the listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means'*(p.6). Underwood (1989) simplified the definition of listening to *"the activity of paying attention to and trying to get meaning from something we hear"* (p.1). Whereas Mendelsohn (1994) defines listening comprehension as *"the ability to understand the spoken language of native speakers."*(p.22)

Moreover, O'Malley, Chamot, and Kupper (1989) offer a useful and more extensive definition that *"listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement"*(p.19).

As Mendelsohn (1994) pointed it out, we should retain that in listening to spoken language, a competent listener should have the ability to decipher the speaker's intention, to process the linguistic forms like speech speed and fillers, to understand the whole message contained in the discourse, to comprehend the message without understanding every word, and to recognize different genres. (p.37)

As far as Purdy, M (1997) is concerned, he defined listening as *"the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings"*(p.8).

So, Listening is the ability to hear attentively and to understand what others are saying. When we define listening it is necessary to consider listening components such as: understanding of the accent; the way words are pronounced; grammar rules; and learning vocabulary which

helps us to understand the whole meaning of what the emitter is saying in context. Effective listening depends entirely on the relationship between these components. A disconnection amongst these factors would make listening less effective. If one listens to a certain message he/she must combine such factors in context to more accurately react to what he/she is listening to. Harmer (1983) states that “*What a good listener is able to do is to process what he hears on the basis of the context it occurs in*” (P.15).

2-2- THE DIFFERENT LISTENING PURPOSES:

There are many different listening techniques available to use in the classroom. Brown (1990) says that “*In normal life we have reasons for listening, and interests and purposes which our listening serves*” (p.147). If people listen with a purpose in mind they are more interested in what is going to be said. When we teach listening skills it is essential that we identify the technique that suits the specific communicative purpose. We can listen for: general information; specific information; taking notes; imitation or reproduction, and to infer opinion and attitude.

2-2-1- Listening for General Information:

Most of the time listeners pay attention to what is being said with the purpose of getting general information. They listen to get a general idea of the main points given. The listener must be able to listen solely to what is fundamental and to discard what is detailed. “*The ability to get the general picture from spoken language is often more difficult than from written language*” (Harmer, 1983, p.190).

2-2-2- Listening for Specific Information

When the listener is listening for specific information, he/she must discern the important details to be remembered. This means that the listener does not pay overall attention to the whole text but to specific aspects he is interested in. Harmer (1983) states that: “*The ability or skill of listening to extract specific information is as important for listening as it is for reading*” (p.181). This may take place inside or outside the classroom. Inside the classroom the teacher’s goal is to simulate a real-life listening to make student become a competent listener in real-life situations.

2-2-3- Listening for Note Taking

Taking notes is another reason for why we listen. When listening to take notes, the listener is not expected to write down long sentences but the most important words. They are called content words and can be nouns, verbs, adjectives or adverbs. For good note-taking it is necessary to listen well. The purpose of taking notes during a lecture, for example, helps the listener to concentrate on what is being said and if he/she is concentrated, he/she is able to select the words he/she needs to write down. According to James, K., Jordan, R.R., & Matthews, A.J. (1979), "*The general principle in note-taking is to reduce the language by shortening words and sentences.*"(p.76).Undoubtedly by shortening words and sentences it is possible to take notes in an efficient way.

2-2-4- Listening for Imitation or Reproduction

When we listen to something we want to imitate what has been said as correctly as possible, then we have to listen very carefully. The listener must be efficient in listening skills to help him/her to repeat exactly words or sentences that he/she hears.

2-2-5 - Listening to Infer Opinion and Attitude

Sometimes a listener has to listen to a passage and be able to express a speaker's opinion or attitude. This becomes difficult when the opinion or attitude is not directly stated. It is necessary that the listener has a lot of experience to help him/her gauge whether the speaker approves or disapproves. The listener must pay attention to the speaker's clues. Interpreting clues is not always easy and therefore this technique is not recommended for first cycle but for third cycle students. Harmer (1983) states that: "*The ability to recognize a speaker's attitude and opinion is of a high level skill and involves the listener's understanding of the speaker's register as well as of function he is performing*"(p.196).

2-3-GENERAL PRINCIPLES IN TEACHING LISTENING COMPREHENSION:

Listening comprehension (LC) lessons must have definite goals, carefully stated. These goals should fit into the overall curriculum, and both teacher and students should be clearly aware of what they are about to do.

- Listening comprehension lessons should be constructed with careful step by step planning. This implies, that the listening tasks progress from simple to more complex as the student

gains in language proficiency; that the student knows exactly what the task is and is given directions as to what to listen for, where to listen, when to listen, and how to listen.

- LC lesson structure should demand active overt student participation. The most overt student participation involves his written response to the LC material, and that immediate feedback on performance helps keep interest and motivation at high levels.
- LC lesson should provide a communicative urgency for remembering in order to develop concentration. This urgency, which along with concentration is a key factor in remembering, should come not from the teacher, but from the lesson itself. This is done by giving the students the writing assignment before they listen to the material.
- Listening comprehension lessons should stress conscious memory work. One of the goals of listening is to strengthen the students' immediate recall in order to increase their memory spans. Listening is receiving, receiving requires thinking, and thinking requires memory. There is no way to separate listening, thinking, remembering.
- *"Listening comprehension lessons should teach not test. This means that the purpose of checking the students' answers should be viewed only as feedback, as a way of letting the students find out how they did and how they are progressing. There should be no pass/fail attitude associated with the correction of the exercises"* (Paulston & Bruder, 1976, p.99).

2-4-THE INTEGRATION OF ICT IN CLASSROOM LISTENING ACTIVITIES:

The use of ICT resources that include aural and visual comprehension activities can make a significant difference to a learner's development. Pupils have to acquire listening skills, which they will need in all areas of their curriculum. But if the only voice they ever hear is the teacher's, this can prove difficult. Then, as language users we are exposed to a variety of listening materials that are used as a part of communication. Authentic materials are those that are designed for native speakers. This includes: films, TV commercials, cartoons, news, comedy shows, dramas, and soap operas; radio news, dramas and ads, audio taped short stories; pop and rock music, documentaries, etc. An English newspaper and even an English radio program are examples of authentic English. It is not easy to teach English at first through authentic materials but it is not impossible. The teacher should select material according to the aims he/she intends to achieve and the student's interest. According to Ur (1984) *"Some authentic material can of course be adapted for classroom use, but usually only after careful selection and editing"* (p.23). Many products are available that offer paper-based comprehension activities alongside

sound, animations and videos. Most listening skills activities have many ICT tools that are congruent to them and that can be integrated in order to have an effective teaching. They also use technological tools such as PCs, laptops, or mobiles in the classroom for instructional delivery very effectively and frequently. *“Learning applications prepared by teachers/students or commercially produced ones such as drills, tutorials, and computer-based tasks are used in the classroom to promote collaborative learning of English skills”*(Beatty & Nunan, 2004, p.21). Furthermore, *“EFL teachers use computer-mediated-communication (CMC) or software as a tool for making authentic and meaningful communication”*(Mahfouz & Ihmeideh, 2009, p.12). In this way technology can provide learners with a range of authentic materials and tasks that have a positive influence on their autonomy. Among these, we have the following:

✓ **LISTENING TO STORIES**

Students naturally love stories because they contain something of interest. Celce-Murcia and Hilles (1988, p.51) state that *“stories are used in contemporary ESL materials to promote communication and expression in the classroom”*. This suggests that stories are important, even in the classroom. Thus, when the teacher selects a story to be told it is necessary that he/she has the student's interest in mind. Listening to a story in the ELT classroom requires on the part of the teller a clear and loud voice, if not the listener may lose interest for the story. The teacher is the first resource that students have in the classroom; therefore the teacher must have the necessary skill to be a good story-teller. This helps students to become effective listeners. However, to avoid such problems sound recording devices (such as MP3 or MP4 formats) can help recording the stories instead of teacher' voice in order to make the story-telling more effective

✓ **DRAMA:**

Another successful listening activity is drama. Drama permits teachers to match structures and functions when they teach grammar, for example. Dramatic activities are believed to be vital and an effective tool when teaching second- language communication and phonology. Drama can be integrated with role-play and simulation, which makes it even more effective. Johnson and Morrow (1981) state that:” *Drama can stimulate the imagination and motivate the student to use and experiment with the language he has already learned”* (p.131). Activities based on drama are helpful because they increase students' motivation, raise their self-esteem, and make them feel integrated. As we can see, these factors are necessary if the teacher wants his

students to get more involved in the class in the listening-speaking process. And to do so, an ICT-based drama is recommended because it allows learners to be experimental, reflects on their learning and reshapes their ideas after reflection. . Digital cameras, capturing moving and still images can greatly aid drama processes, particularly the development of dialogue. Capturing drama moments by using freeze-frame functions on camera and displaying the images on the Interactive whiteboard (IWB) allows for ease of sharing, evaluating and extending understanding.

✓ **LISTENING TO MUSIC:**

Music is a way through which languages are spread worldwide. Music contributes to enrich the culture of learners because it expresses their feelings. In EFL countries many students listen to music/song with English lyrics. There are two types of listeners: those who listen because they have some knowledge of the language and want to improve it and those who have little or no knowledge of the language and want to listen to the music simply for the fact that the singer's voice is nice or the melody is beautiful. Even a pupil with no knowledge of English tries to understand the pronunciation of the verses and sings as the music is being played. For example here in BENIN, young people are very influenced by Nigerian, Ghanaian and even American RAP music. Music normally reflects real life situations and therefore can be very useful in the classroom. Music motivates language learners. When student sings he/she repeats the lyrics. This repetition suggests that he/she is listening attentively. So, teachers can once again use MP3 or MP4 player to make their learners listen, repeat and sing lyrics during their listening class and accompany it with gaps filling.

✓ **DIALOGUE:**

Dialogue can be considered as one of the most important activities in practicing listening. It is an active way to practice listening because during this activity the listener has to listen carefully to what the speaker is saying so that he/she can respond to what he/she hears. Dialogue is a kind of role-playing activity in which the listener and the speaker change roles according to the dialogue's needs. The use of dialogues brings the following advantages:

.The spoken language is presented directly in the most common situations;

.The student feels motivated to practice the language;

.When the teacher uses dialogues in class; students are encouraged to active participation in the lesson.

But another way of dealing with dialogue is bringing recorded dialogue of native speakers and to make learners listen to it and then answer to some based-questions. The ICT tool used here may be an audio-visual one. Audio material contains the native speaker's voice and this is also important for a student who is learning English as a foreign language.

✓ **LISTENING TO THE RADIO:**

Radio is a medium that permits us to listen to news, dramas, advertisements, sports, music etc. People have different interests in listening to the radio. When we listen to the radio we have to double our attention because in case we do not understand what is said, there is not a second chance for repetition. However it is fundamental that we focus our attention on the most important words that will provide us an image of what we need to listen to. When we listen to the radio we listen mainly for general understanding. The activities broadcasted on radio require a lot on the part of the student to understand once there is no image just sound to help him/her with comprehension.

The teacher can plan a lesson based on a radio program that will be broadcasted during class time. If it is impossible to do so, the teacher should use a recorded program. With recorded material, the student has the opportunity to listen more than once to understand the activity, but as soon as he/she familiarizes him/herself with this type of activity he/she should be able to perform a task by listening once or twice. Krashen and Terrell (1988) reinforce this idea by saying that: "*Some students will understand the recorded material after two or three repetitions; others may need up to thirty repetitions*" (p.154). Despite what has been said above, it is important to admit that human beings learn differently, so it is normal that sometimes a student needs to listen more than once, especially if he has to listen to the radio. In addition the number of times needed for a listening activity varies from the lowest to the highest level.

✓ **WATCHING FILMS:**

Watching films is a demanding yet interesting listening activity. In any listening activity teacher considers student's level and this aspect may bring success to the ELT class. While student listens to the radio he/she has to make a great level of effort to understand what is being said because he/she only listens to different people speaking but when he/she watches a film the level of effort is less because he/she has a set of images that helps him/her understand what is heard from the characters. Moreover student is able to understand most of the details in the film given that he/she can hear what a character is saying and see how the character expresses him/

herself. According to his/her body or facial expressions and tone of voice the character provides the listener better comprehension. When there are visual images the listening activity is more interesting and the student feels more involved in such an activity. Ryan (Journal, Vol. IV, No. 11, November 1998) points out that “*Students will often express an interest in using movies as a medium for language learning...*” (p.2). Watching films is not an easy task because our students are not so used to viewing/listening to films but reading the translation in French. So, the teacher can ask his/her learners to watch movies and verify their understandings through a set of questions based on the movies.

✓ **LISTENING ON THE TELEPHONE:**

The telephone is an effective tool for practicing listening. It requires more effort on the part of the listener because there is no face-to-face communication. He/she cannot see the speaker's gestures or facial expressions that are helpful in listening comprehension. However, not like the radio, conversation on the telephone can be controlled because the listener can ask for repetition or clarification if he/she does not understand any point. When listening to the radio, for example, the listener has to double his concentration because there is no repetition of misheard words or utterances. It is possible that many students have a mobile phone; therefore they can use them for practicing communication during class.

2-5-FACTORS THAT BLOCKADE THE SUCCESSFUL INTEGRATION OF ICT IN TEACHING IN GENERAL:

The act of integrating ICT into teaching and learning is a complex process and one that may encounter a number of difficulties. These difficulties are known as barriers. “*A barrier is defined as any condition that makes it difficult to make progress or to achieve an objective*” as cited in (Schoep, 2005, p.2).

Several studies have divided the barriers into two categories: *extrinsic and intrinsic barriers*. However, what they meant by extrinsic and intrinsic differed. Etmer, P. (1999) referred to extrinsic barriers as first-order and cited access, time, support, resources and training; and intrinsic barriers as second-order and cited attitudes, beliefs, practices and resistance. Whereas, Hendren (2000) as cited (in Al-Alwani, 2005) saw extrinsic barriers “*as pertaining to organizations rather than individuals and intrinsic barriers as pertaining to teachers, administrators, and individuals*” (p.33).

Another classification found in the literature is teacher-level barriers versus school-level barriers. Becta (2004) grouped the barriers according to whether they relate to the individual (teacher-level barriers), such as lack of time, lack of confidence, and resistance to change, or to the institution (school-level barriers), such as lack of effective training in solving technical problems and lack of access to resources. Similarly, Balanskat A, Blamine (2006) divided them into micro level barriers and, including those related to teachers' attitudes and approach to ICT, and macro level barriers, including those related to the institutional context and wider educational framework.

Another perspective presents the obstacles as pertaining to two kinds of conditions: material and non-material Pelgrum, W.J. (2001). The material conditions may be the insufficient number or absence of computers or copies of software. The non-material obstacles include teachers' insufficient ICT knowledge and skills, the difficulty of integrating ICT in instruction, and insufficient teacher time.

CONCLUSION:

The use of ICT in education in general and particularly in listening comprehension is very important for providing opportunities for students to learn to operate in an information age. But the matter is that perceived barriers come against its integration. So, EFL teachers have to take into account all those listed obstacles in order to overcome them and become technology adopters in their teaching in general and listening teaching in particular.

CHAPTER THREE: METHODOLOGY OF THE STUDY

This chapter is about the methodology used for data collection in the implementation of this work. Then the chapter is composed of: the design of the study, the setting, the participants and the data collection instruments.

3-1-DESIGN OF THE STUDY:

To carry out the investigation of this research work, both qualitative and quantitative methods are used. The former has been chosen because this is a descriptive survey based on the respondent's attitudes towards the use of ICT in LC teaching.

Before giving the rationale for the quantitative method use in this research, let us glance at how it is defined. According to Aliaga& Gunderson (2002) a quantitative method is described as *“explaining a phenomenon by collecting quantitative (numerical) data that are analyzed using mathematically based methods such as statistics”* (p.3)

In this research work, a quantitative approach in a form of questionnaire have been chosen in order to simplify the comparison of the respondents' s different answers about the issue of integration of ICT in LC teaching in Lycée Béhanzin. Then, standing in the main idea of my research question, I described, examined, and analyzed the standpoints of my subjects throughout statistics.

3-2-SETTING:

This research work has taken place in Lycée Béhanzin of Porto-Novo. Lycée Béhanzin is geographically located in Djassin-Daho area. It got its name “LYCÉE BÉHANZIN” in the 31st July 1961. Lycée Béhanzin trains students from sixth grade to twelfth grade and in different series such as A, B, C and D. Its current principal is called: Mr. Marcellin GODONOU.

3-3- PARTICIPANTS:

Two categories of participants were involved in the study. Firstly, 20 EFL teachers of Lycée Béhanzin who are intervening from sixth to third forms were involved. My second

category of participants includes 50 EFL learners from sixth to third forms. They are 33 boys and 17 girls. 05 of the students are from sixth form, 05 others are from fifth form, 16 are from fourth form and 24 are from the third form. The number of learners from fourth and third forms is highest because they are supposed to be more mature to provide me with answers expected from them. Nevertheless, the problem is a general issue and its study should involve all the levels but since the one I am concerned with is the beginners' level, I limited myself in the sixth to the third forms.

As far as participant EFL teachers' background is concerned we can say that all of them teach in the first cycle. As we are dealing with beginners, this percentage is very congruent with our analysis for; this cycle is composed of only beginners. But, only 35% of them have a professional qualification. So, the remaining 65% have never been trained professionally. They don't know what teaching really is and they won't take it seriously. Consequently this can have a negative impact on their teaching methods and then on students' learning. The following table gives more details about those EFL teachers' qualifications:

TABLE 1: Teachers' highest qualification

Question's content	Highest qualification		Respondents	Percentage
What is your highest qualification?	Academic	BAC	00	00%
		DUEL	02	10%
		LICENCE	06	30%
		MASTER	05	25%
	Professional	BAPES	04	20%
		CAPES	03	15%
TOTAL			20	100%

3-4-DATA COLLECTION PROCEDURES:

3-4-1-QUESTIONNAIRE:

In the implementation of this research work, a questionnaire is addressed to each category of participants. The EFL teachers' questionnaire included closed-ended questions and just one open-ended. Whereas the learners' questionnaire is exclusively composed of closed-ended

questions. The questionnaires have been of capital importance for my research because they helped me gather a great number of opinions from both teachers and learners.

A sample of teachers' questionnaire is composed of a set of 07 close-ended questions and 01 open-ended question. So in section 1, through the items 1 and 2, I intended to seek out teachers' attitudes towards listening comprehension teaching and especially towards the integration of ICT in the teaching of that crucial skill. Whereas, throughout the items 3, 4, 5, 6, 7, 8 and 9 I aimed to find out how EFL teachers of Lycée Béhanzin practice listening activities with their learners.

In section 2 which is composed of (05) five close-ended questions, I sought out learners' attitudes towards listening comprehension learning and the chance they are given as far as having access to any ICT tool in listening comprehension class is concerned.

Also, the questions were so clear that the respondents answered to them without any trouble. They were given 07 days for answering to the questionnaires. I distributed 22 copies of questionnaires to 22 EFL teachers of Lycée Béhanzin but only 20 copies have been given back. As far as learners' questionnaires are concerned, 60 copies have been given to them but only 50 have been given back. Let us notice the percentage of the questionnaires that I got back is 90.90% for the teachers and 83.33% for the learners. Those percentages are sufficient enough for the implementation of this research work.

3-4-2-INTERVIEW:

The interview I hold is an informal one because with it there are no predetermined questions so that I can remain as open and adaptable as possible to my interviewee' natures and priorities. For the implementation of this interview, I intentionally chose the representative of first cycle EFL teachers of Lycée Béhanzin. She is supposed to be able to provide me with information about all the EFL teachers of Lycée Béhanzin attitudes towards the use of ICT in their listening and comprehension classes. As I explained the purpose, the interests and the importance of that interview, she accepted my request with smile. Then, two days after her agreement she was given 07 days for gathering her colleagues' opinions. After all, we hold the interview without any trouble and it contributed a lot to the achievement of my research goals.

3-5-Data analysis procedures

After having collected data, statistics have been recorded. Data related to each question have been immediately displayed in a table under the related question. Those tables are followed by interpretations and analysis. And finally, based on the findings, conclusions have been made.

CONCLUSION:

This chapter has dealt with information about the procedure for data collection. It was not easy while dealing with this data collection because the respondents were reluctant at the beginning. But they finally offered me a frank collaboration that helped me achieving my objectives. The next chapter deals with the presentation and analysis of the collected data.

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

This chapter deals with the presentation and analysis of the collected data. And it is divided into two sections. The results of these analyses explain this research work.

SECTION 1

4-1.1. Teachers' attitudes towards the teaching of listening comprehension in EFL classes:

TABLE 2: Language skill teachers mostly focused on

Question' s content		Respondents	Percentage
What language skill do you mostly focus on for your teaching?	LISTENING	04	20%
	SPEAKING	06	30%
	WRITING	03	15%
	READING	07	35%
TOTAL		20	100%

As far as the language skill EFL teachers of Lycée Béhanzin favored in their teaching, the findings of the table clearly reveals that 35% of the teachers focus their teaching on reading, 15% picked for writing, 30% for speaking and only 20% for listening. Considering the findings, we can conclude that in this given school, most teachers preferred develop their learners' reading and speaking skills to the detriment of the listening one which could best develop their aural communication. The following table will give us more ideas about teachers' attitudes about listening and comprehension teaching

TABLE 3: Teachers' annual devoted time to the teaching of listening comprehension

Question' s content		Respondents	Percentage
How much of your annual teaching time do you devote to listening comprehension?	More than 75%	00	00%
	Between 50% and 75%	00	00%
	Between 25% and 50%	04	20%
	Less than 25%	16	80%
TOTAL		20	100%

When glancing at the above table, we can see that , among EFL teachers of Lycée Béhanzin, 00% devote neither more than 75% nor between 50% and 75% of their teaching time to listening class .But, 20% of them find it important to spend between 25% and 50% of their teaching listening. What is astonishing is that 80% of those teachers devote less than 25% of annual teaching time to listening class. This percentage really illustrate at which extent listening skill is neglected .The remaining tables will help us examine the integration of ICT in listening and comprehension practices in Lycée Béhanzin.

4-1-2-Teachers' practices in listening comprehension classes:

TABLE 4: Available ICT tools in Lycée Béhanzin

Question' s content	Respondents	Percentage	
What are the ICT tools available in Lycée Béhanzin?	MP3 or MP4 player	00	00%
	Computer labs	00	00%
	Radio	00	00%
	Audio-visual projector	00	00%
	CD-ROMs	00	00%
	None	20	100%
TOTAL	20	100%	

After an investigation about the availability of ICT tools in Lycée Béhanzin, it is found out that neither ICT materials (MP3 or MP4 player, audio-visual projector, radios, CD-ROMs...) nor computers labs are available in this school. This fact can greatly contributes to the non-effectiveness of the integration of ICT in this Lycée especially in listening and comprehension teaching because it supposes no ICT resources for teachers. Now, the next table will divulge us whether teachers themselves are in contacts with ICT.

TABLE 5: ICT tools owned by EFL teachers of Lycée Béhanzin

Question' s content		TOTAL RESPONDENTS	RESPONDENTS PER TOOL	Percentage
What ICT tool do you own?	MP3 or MP4 player	20	11	55%
	Computer	20	01	05%
	Mobile phone	20	19	95%
	Radio	20	10	50%
	Audio-visual projector	20	00	00%
	CD-ROMs	20	10	50%
	None	20	00	00%

Concerning ICT tools owned by Lycée Béhanzin EFL teachers, the table demonstrates that more than the half of the teachers own MP3 or MP4 player, CD-ROMs and mobile that they can use in their listening class in order to enhance and make it more interesting. But they don't. Many of the respondents claimed that those materials are for homes .The table also shows that 10% of them own Radio, 00% for audio-visual projector and only 05% have their own computer. Let us notice they all argued that their salary is so insignificant to an extent that they are not able to afford a computer. The table bellow shows another aspect of the issue.

TABLE 6: Frequency of teachers' actual use of their own ICT tools

Question' s content		Respondents	Percentage
How often do you use your own ICT tools in your LC class?	Always	00	00%
	Sometimes	00	00%
	Rarely	02	10%
	Never	18	90%
TOTAL		20	100%

As far as the frequency of teachers' actual use of their own ICT tools in listening class, the above table illustrates that just 10% of the concerned teachers use ICT materials in their listening classes. All the remaining 90% have never been in touch with ICTs in their Listening classes. This is really serious. It is quite logical and probably that the lack of training and the

teaching experience has to do with their lack of interest in the use of ICT in their beginners' classes.

TABLE 7: Types of activities that EFL teachers of Lycée Béhanzin mostly organize during their listening comprehension class

Question's content		Respondents	Percentage
What activities do you mostly organize during your listening class?	Listening and repetition of terms or texts based on the textbooks	12	60%
	Dictation followed by questions	03	15%
	Dialogues/Role play followed by questions	05	25%
	Listening and comprehension based on MP3or MP4 followed by Gaps filling	00	00%
	Listening to Radio followed by questions	00	00%
	Watching movies followed by questions	00	00%
TOTAL		20	100%

As seen in this table, 00% of Lycée Béhanzin EFL teachers we are concerned with don't integrate ICT in their teaching.100% of the activities they organize are the textbooks-based ones. They organize dialogues which occupies 25% and then listening based on teacher's voice occupies 75%.This explains how much ICT is put aside while dealing with listening class.

TABLE 8: Necessity of ICT materials in listening and comprehension teaching

Question's content		Respondents	Percentage
Do you think that the teaching of listening comprehension requires the use of ICT to be effective?	YES	17	85%
	NO	03	15%
TOTAL		20	100%

In the above table, we can notice that the majority (85%) of EFL teachers of Lycée Béhanzin are conscious of the great importance of integration of ICT in the teaching of listening

and comprehension. But, despite their consciousness about the issue they don't care of it. Why don't they integrate it then? Their following standpoints will give us an idea about that issue.

TABLE 9: Teachers' opinion about the non-effectiveness of the integration of ICT in Education

Question' s content	Respondents per reason	Percentage per reason	TOTAL PERCENTAGE	
According to you, why is the integration of ICT in Education especially in LC teaching non-effective?	• Students' low level in English	20	100%	100%
	• Lack of teachers' training as far as didactical use of ICT is concerned	20	100%	100%
	• Unavailability of infrastructures in schools	15	75%	100%
	• Lack of devotion of teachers	16	80%	100%
	• Teachers' non-mastering of ICT	16	80%	100%
	• Teachers' inability to afford ICT tools	10	50%	100%
	• Learners' non-mastering of ICT	05	25%	100%
	• The non-encouragement of Beninese Government	18	90%	100%
TOTAL RESPONDENTS	20			

As shown in this table, after an investigation of teachers' opinions about the causes of the non-effectiveness of ICT in teaching and particularly the one of listening , we found out that 100% of the teachers took students' low level in English and the lack of teachers' training as far as the didactical use of ICT is concerned as the main causes of the non-effectiveness of the integration of ICT in their teaching. 75% of them claimed that they don't use ICT tools in listening class because there is no available infrastructures in their school. Whereas more than 80% of those EFL teachers of the given Lycée recognize their lack of devotion and the one of their non-mastering of ICT tools as the basis of the issue. As far as their inability to afford ICT tools is concerned, only 50% of them agreed with the point. Let us notice that a single 25% accused learners' non-mastering of ICT. 90% of those EFL teachers stated Beninese government

has his part of responsibility in the non-effectiveness of the integration of ICT in Education and especially in LC teaching.

SECTION 2:

4-2-1. Learners' attitudes towards listening comprehension classes:

TABLE 10: Students' experience period in learning English

Question's content		Respondents	Percentage
Since when have you been learning English?	Since the primary school	03	05%
	Since the sixth forms	57	95%
TOTAL		60	100%

The table above shows that only 03% of the students we are concerned with in our research have an experience in English since their primary. Whatever their experience in primary school, they are still considered as beginners. We can also notice that 95% of 60 students have started their experience in English only in the secondary school, a percentage that is very comfortable for our research because they are all beginners in first cycle.

TABLE 11: Language skill that is mostly taught to students

Question's content		Respondents	Percentage
What language skill is mostly taught to you?	LISTENING	14	23.33%
	SPEAKING	15	25%
	WRITING	06	10%
	READING	25	41.66%
TOTAL		60	99.99%

Considering this table, we can find out that reading is mostly taught by 41.66% of Lycée Béhanzin EFL teachers. Speaking follows with 25%, listening with 23.33% and then writing

with 10%. These numbers confirm how much teachers are reluctant to the teaching of listening and comprehension. The following table will provide us with details about their attitude about ICT and their LC classes.

TABLE 12: Materials students are asked to use in listening class

Question's content		Respondents	Percentage
What material does your teacher ask you to use during listening class?	ICT tools	03	05%
	Textbooks	57	95%
TOTAL		60	100%

Relating to materials students are asked to use during their listening classes, the table shows that the great majority of learners (95%) deal with textbooks-based listening class. Whereas only 05% recognize that they are sometimes asked to use ICT tools mainly MP3 players in their LC class. Now, the following table will help us to know whether this way of teaching (the textbooks-based one) takes into account the interest of learners.

TABLE 13: Students' views on listening class

Question's content		Respondents	Percentage
How do you find your listening class?	Very interesting	00	00%
	Interesting	00	00%
	Reasonably interesting	03	05%
	boring	57	95%
TOTAL		60	100%

The table demonstrates that only the 05% who are used to having ICT-based listening classes find their courses reasonably interesting. But the remaining 95% of the learners (those who are used to having textbooks-based classes) claimed that their listening classes are boring.

TABLE 14: Students' preferences in Listening classes

Question' s content		Respondents	Percentage
What listening activity do you wish your teacher organize?	Listening and repetition of terms or texts based on the textbooks	04	06.66%
	Dictation followed by questions	01	01.66%
	Dialogues/Role play followed by questions	03	05%
	Listening and comprehension based on MP3or MP4 followed by Gaps filling	18	30%%
	Listening to Radio followed by questions	07	11.66%
	Watching movies followed by questions	27	45%
TOTAL		60	99.98%

When glancing at the table bellow, we can find out that the great majority of learners (86.66%) opted for listening activities based on ICT materials. They prefer ICT-based listening classes. Let us imagine effectiveness of the listening classes if teachers took into account the interest of all those students. Only 13.32% of them feel comfortable in listening activities based on textbooks and teachers' voice. The latter will for sure change their standpoints once in touch of ICT in classes.

4-2-2- INTERVIEW:

Let us precise that the representative of EFL teachers of lycé Béhanzin has talked on behalf of all the concerned teachers the qualified and non-qualified included. So, she was just a reporter of opinions in the following interview:

- ✚ “Do you, EFL teachers of Lycée Béhanzin, use ICT in your listening or speaking teaching?”
 - The representative: *We are conscious of the great importance of ICTs in education even if we don't use them; but it is so because we are prevented by many factors as far as it integration is concerned....*
- ✚ Then, according to you what are those factors that prevent you integrating effectively ICT in your teaching in general and specially in the one of listening?
 - The representative: *Thank you. First of all “We have never seen a lesson fully designed with ICT tools, so how can we conduct an ICT integrated lesson for our students? “In an exam-based system, it is very difficult to learn something practical. We really wish to teach our students an ICT-based lesson but how?” “We teach what we are required to teach. If we are required to base our teaching on ICT, we will do so but the matter is that students won't be tested this way in the exams.” “The language skills that mostly need ICT aids are listening and speaking but since they are not tested in exams we don't waste our time in the issue.*
- ✚ Ok, anything to add?
 - The representative: *Yes of course! Insufficient technical supports at schools and little access to Internet and ICT prevent us to use ICT in the classroom. Shortage of class time was another important discouraging factor for us to integrate ICT into the curriculum. Moreover, time needed to learn using ICT prevents us to use ICT”. However, among us, colleagues' negative attitudes and school views about ICT do not influence our perceptions of using ICT in the classroom. What's more, society views about ICT and requirements of qualifications do not hinder us to use ICT applications in the classroom. In general, ICT do not influence the teachers' perceptions of using ICT applications in the classroom. Few ICT technical supports at schools discourage us to use ICT in classroom. Little access to ICT prevents us to use ICT.*

Throughout the interview, we can notice that all the EFL teachers of Lycée Béhanzin are conscious of the importance of the integration of ICT in Education especially in Listening classes. But they don't integrate it because of many problems standing at the following levels: teachers' level, students' level, schools administrations' level and the government's level. So, all the actors of the educational system have their part of responsibility in the non-effectiveness of

the integration of ICT in education and particularly in the teaching of Listening Comprehension.

4-3-SUMMARY OF DATA ANALYSIS:

In sum, we can retain that Lycée Béhanzin is out of the technology world. Considering the analyses above, there is no real or effective integration of ICT in this school especially in ESLT where learners have serious problems with oral communication. Listening is neglected and taught without any integration of ICT tools. In add, learners are up to deal with ICT-based listening classes for; they find their interests on it but they are unfortunately deprived of it. And as consequence they are not able to develop their aural and oral skills. However, according to EFL teachers of Lycée Béhanzin, ICT as a teaching aid seems to be more complicated in that it demands more specific skills from the teachers. Moreover, teachers are faced with some barriers that prevent them to employ ICT in the classroom or develop supporting materials through ICT. This issue is not only limited in Lycée Béhanzin but also at the regional and even the national level. So, Beninese Education is still rudimentary and solutions should be found in order to make it more effective and modern.

CONCLUSION:

In nutshell, not only Listening teaching is neglected but also the integration of ICT in it is put aside in Lycée Béhanzin. But many reasons coming from the teachers of that Lycée explain the issue. According to some of them, lack of exposure to lessons fully-designed with ICT tools, lack of opportunities to try ICT use, the need to practice in a technology laboratory, lack of educational technology teachers, exam-driven education system and studying to learn only what is to be tested were some of the underlying reasons for the negative perceptions of ICT use in the language learning or teaching process. The following chapter will give suggestions based on the findings of the presentation and analysis of collected data.

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS

5-1-Discussion:

“ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability for tomorrow's workers, as well as strengthening teaching and helping schools change” (Davis and Tearle, 1999; Lemke and Coughlin, 1998; cited by Yusuf, 2005) (p.13).

From this statement cited by Yusuf, 2005, we can understand that ICT a lot of opportunities not only to teachers but also to learners. It becomes an accelerator, a motivator and a modernizer of the teaching and learning process. ICT changes and strengthens ways of teaching and developing our students' different skills.

Conventional teaching has emphasized content. For many years course have been written around textbooks. Teachers have taught through lectures and presentations interspersed with tutorials and learning activities designed to consolidate and rehearse the content. Contemporary settings are now favoring curricula that promote competency and performance. Curricula are starting to emphasize capabilities and to be concerned more with how the information will be used than with what the information is. *“Contemporary ICTs are able to provide strong support for all these requirements and there are now many outstanding examples of world class settings for competency and performance-based curricula that make sound use of the affordances of these technologies” (Oliver, 2000) (p.34).* The integration of information and communication technologies can help revitalize teachers and students. This can help to improve and develop the quality of education by providing curricular support in difficult subject areas. To achieve these objectives, teachers need to be involved in collaborative projects and development of intervention change strategies, which would include teaching partnerships with ICT as a tool. According to Zhao, Y. & Cziko, G. A. (2001) *Teacher adoption of technology: a perceptual control theory perspective; Journal of Technology and Teacher Education, Vol. 9, No. (1), (p.9.)*

“Three conditions are necessary for teachers to introduce ICT into their classrooms: teachers should believe in the effectiveness of technology, teachers should believe that the use of technology will not cause any disturbances, and finally teachers should believe that they have control over technology”.

So, EFL teachers' technology awareness should be raised in order to help them understand educational values of different technological innovations and accurately integrate them into instruction. Moreover, the level of EFL teachers' ICT use awareness and ways to promote this awareness while fast development of ICT infrastructures is taking place across the country and the globe should be developed.

5-2-RECOMMENDATIONS AND SUGGESTIONS:

5-2-1-RECOMMENDATIONS TO THE GOVERNMENT:

If schools have adequate finances, ICT access sustainability will be a guarantee. Government financing is a top prerequisite for the provision of appropriate software and hardware to the schools. Beninese government should create a Suitable ICT Infrastructures Environment in schools. Also, the government should improve teachers' living standards so that they can afford their own ICT materials so that they can be in touch with them every day. It seems to a hard task but since the development of a country depends on it education, the government should take the issue into account.

Moreover, the government should develop ICT training programs for teachers in schools. The ICT trainings should form part of teacher career development. The training materials should include 'technology-supported pedagogy knowledge' that is required when they plan to integrate ICT in the classrooms. By this training, the teachers will increase their confidence with ICT and enhance their ability to teach in a 'student-centered way' and developing 'individual learning program' for their students. Then, The Ministry of Education should develop, manage and control the project of ICT integration in schools. Therefore, the ministry should have competence staff in this domain to integrate sustainability concepts and policies into ICT planning, and design projects. The Ministry can for instance innovate by changing our Beninese EFLT textbooks into ICT-based textbooks.

Trainings for school principals are also required to improve leadership capability and their commitment to successful integration of ICT in their schools. Finally, the government may

support research to develop a low cost interactive whiteboard that is crucial to improve students' learning abilities and encourage them to participate in the learning process in the classroom.

5-2-2-SUGGESTIONS TO LYCEE BEHANZIN ADMINISTRATORS:

At institution or school scale, Lycée Béhanzin should provide specific ICT trainings for teachers with school requirements determining what subjects to take. That given Lycée should hire staff for ICT technical support will enable a 'supportive environment' which will encourage teachers to use ICT and ensure all of ICT components, hardware and software. In addition, facilitating discussion groups is important as a medium of sharing ideas among teachers about integrating ICT into classes. Creating a good timetable and reducing teachers' workload may provide the teachers more time to prepare teaching materials which uses ICT, developing learning program with colleagues, trying new methods to teach in ICT environment, and thinking about better pedagogical practices. All ICT components, hardware and software, should be well maintained, with technical support available when teachers have difficulties to operate it.

5-2-3-SUGGESTIONS FOR LYCEE BEHANZIN EFL TEACHERS:

For an effective integration of ICT in Lycée Béhanzin in general and especially in EFLT, the following suggestions should be taken in consideration by EFL teachers of that school. Firstly, they should take advantage of ICT resources their school would offer by taking up opportunities for offered training and by having self-training (pre-service) in ICT. Then, those teachers should try to have access to ICT at home. In addition, they should be open-minded towards new ways of teaching. Thus, they should acquire skills for self-organizations and time management. Another thing that EFL teachers of Lycée Béhanzin ought to do is organizing interesting activities through ICT tools in their teaching in general and especially in aural and oral communicative activities. Finally, relying on themselves to be able to solve problems in their use of ICT in class is something that EFL teachers of Lycée Béhanzin should do.

GENERAL CONCLUSION

ICT presents a powerful learning environment for learners in the classroom. Many countries make investments in ICT integration as ICT is viewed as an effective tool for renewing educational practice in any field. So, Beninese government have to do the same for; all the integration of ICT in educational system depends firstly and mainly on its finances. The second main actor of the effective integration of ICT relates to teachers because they are the main characters to employ ICT in educational contexts, they should be trained in how ICT can be integrated into the teaching process. Almost all the language teachers are very traditional in that they are less enthusiastic about learning ICT skills. Moreover, if we aim to make future language teachers deploy ICT tools in language teaching we should invest in pre-service teachers' training on ICT integration. As teacher training is at the first zenith and as 'the heat is on' for those who prepare educators for effective use of ICT (Knierzinger et al., 2002), for more effective solutions, special attention should be paid to revising and updating the curricula, equipment and educational materials on a permanent basis in the faculties of education. Then here in Benin, EFLT materials should be ICT ones by for instance updating textbooks which should be designed with ICT basis. When all these factors will be taken into account our learners will become good English speakers and good listeners.

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APPENDICES

APPENDIX A:

QUESTIONNAIRE TO TEACHERS

Dear EFL teachers, the questions below are designed in order to get ideas and opinions from you for the implementation of my research work. Please, tick off the box according to your standpoint. Your answers will be very useful for the illustrations of my research work. Thanks for your understanding.

Question 1: What language skill do you mostly focus on for your teaching?

LISTENING SPEAKING WRITING READING

Question 2: How much of your annual teaching time do you devote to listening comprehension?

More than 75% Between 50% and 75%

Between 25% and 50% Less than 25%

Question 3: What are the ICT tools available in Lycée Béhanzin?

MP3 or MP4 player Computer labs Radio

Audio-visual projector CD-ROMs None

Question 4: What ICT tool do you own?

MP3 or MP4 player Computer Mobile phone

Radio Audio-visual projector CD-ROMs

None

Question 5: How often do you use ICT tools in your LC class?

Always Sometimes Rarely Never

Question 6: What activities do you mostly organize during your listening class?

Listening and repetition of terms or texts based on the textbooks

Dictation followed by questions

Dialogues/Role play followed by questions

Listening and comprehension based on MP3or MP4 followed by Gaps filling

Listening to Radio followed by questions

Watching movies followed by questions

Question 7: Do you think that the teaching of listening comprehension requires the use of ICT to be effective?

YES

NO

Question 8: According to you, why is the integration of ICT in Education especially in LC teaching non-effective?

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APPENDIX B:

QUESTIONNAIRE TO LEARNERS

Dear learners, the questions below are designed in order to get ideas and opinions from you for the implementation of my research work. Please, tick off according to your standpoint. Your answers will be very useful for the illustrations of my research work. Thanks for your understanding.

Question 1: Since when have you been learning English?

Since the primary school Since the secondary school

Question 2: What language skill is mostly taught to you?

LISTENING SPEAKING WRITING READING

Question 3: What material does your teacher ask you to use during listening class?

ICT tools Textbooks

Question 4: How do you find your listening class?

Very interesting Interesting

Reasonably interesting boring

Question 5: What listening activity do you wish your teacher organize?

Listening and repetition of terms or texts based on the textbooks

Dictation followed by questions

Dialogues/Role play followed by questions

Listening and comprehension based on MP3or MP4 followed by Gaps filling

Listening to Radio followed by questions

Watching movies followed by questions