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***THE TEACHING OF ENGLISH IN
EFL BEGINNERS' CLASSES :
TEACHERS' PERCEIVED
DIFFICULTIES***

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DEDICATION

I dedicate this research to:

- God, the Almighty who protects me during this work;
- My parents whose moral supports made me go ahead;

May God bless and reward all of them.

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This research work is not my exclusive achievement. Many other people have taken part in its completion through their advice, encouragement and support. So I would like to express my sincere gratitude to:

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May the Lord supplies for your need for all you have done.

ACRONYMS

- **Licence:** Bachelor of Art (degree obtained after three years of study at university);
- **Maîtrise:** degree obtained after four years of study at university;
- **BAC:** Final year Certificate of the secondary school or a level Certificate;
- **DEA:** Advanced level studies degree at university (five years at university)
- **EFL:** English as a Foreign Language
- **GNP:** Gross National Product
- **TEFL:** Teaching English as a Foreign Language.

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GENERAL INTRODUCTION

INTRODUCTION

Taking into account the permanent changes of the society, the rapid evolution of the science and technology, the new political and economic order of globalization, the loss of moral values, etc., Benin educative system has known many reforms in the teaching/ learning of English as Foreign Language (EFL).

Then, from 1960 to today, Benin went through the Teacher-Centered Approaches and the Competency-Based Approach. This implementation of one or other of the approaches has its objectives; which means that the objectives are not the same.

Thus, in the Teacher-Centered Approaches, the teacher is the one who knows everything. He is the magister dixit. This leads him to teach in a masterly way. The teacher transmits the knowledge to the learners. The way to learn is memorization.

Contrary to the teacher-centered approaches, the learner-centered approach aims at leading the learner to construct his/her knowledge under the control of his/her teacher. Here, the teacher just acts as a guide, a monitor, a facilitator. This approach seems to be the most appropriate, but it requires investment of both teacher and learners. So, for the teaching/ learning of EFL to actually take place, a certain number of factors have to be taken into account: the class size, the appropriate materials, the classroom management, the teaching/ learning environment, the contextualization of the teaching/ learning materials etc. This supposes that if the conditions are met, the teaching/ learning will be easy. But are these conditions fulfilled?

Unfortunately no; this makes the task difficult for both teachers and learners. It is from this perspective that I have decided that my topic should be:

THE TEACHING OF ENGLISH IN EFL BEGINNERS' CLASSES: TEACHERS PERCEIVED DIFFICULTIES.

In order to be successful in dealing with all the aspects of these difficulties, this research work is organized into five chapters.

The first chapter is about the introduction to the study followed by the second chapter entitled literature review. The third is devoted to the research methodology I use to gather relevant informations related to my work. The last but not the least chapter deals with the findings of the study. The last chapter is about the discussions of the findings and suggestions.

General conclusion

CHAPTER ONE

Chapter one: INTRODUCTION TO THE STUDY.

1.1 BACKGROUND TO THE STUDY

Some researchers, years ago dealt with the difficulties that teachers perceived in the field of teaching English as Foreign Language (EFL). Using multimethod, qualitative research procedures, the researchers discovered that the perception of students sometimes surprised their teachers, and that the students' perceived difficulties caused by Communicative Language Teaching (CLT) had their source in the differences between the underlying educational theories of Benin and some western countries. The results suggest that to update English teaching methods, EFL countries like Benin need to modernize English teaching, that is to combine the "new" with the "old" to align the communicative approach with traditional teaching structures. So many researchers have dealt with the same topic. In other words, I'm not the pioneer in carrying out this research work.

1.2 RATIONALE FOR THE STUDY

The main objective of the Competency-Based Approach to EFL teaching is to help learners develop the skills that will enable them to function with the language in a variety of real life communicative situations. This implies that the learner is the one to construct his/ her knowledge under the supervision of his/her teacher.

But unfortunately, I realize that once in form 1, most of the learners seem to be disconcerted since very few of them succeed in getting a good result in English.

What is this bad result due to?

Some people think that this bad result is due to the difficulties encountered by both teachers and learners in the implementation of the Competency-Based Approach.

Others rather suppose that the bad result is due to beginners' casualness (lack of interest) in English.

For other people, this would be linked to the use of inadequate techniques or strategies by the teacher to convey his/ her messages.

For another category of people, the bad result would have to do with the large size classes or lack of adequate infrastructures, which prevent the teachers and learners from working in good conditions.

All these hypotheses lead me to think about my topic entitled: 'The teaching of English in EFL beginners' classes: teachers perceived difficulties'. During my work, I will confirm or reject the hypotheses and find other difficulties if necessary.

1.3 STATEMENT OF THE PROBLEM

In Benin Republic, English is chosen and taught as a foreign language after French, owing to its importance in our daily life. However teachers are confronted with some difficulties when dealing with beginners' classes. In fact, it is noticeable that the majority of beginners' learners badly utter words in English. In addition, most of them do not show any interest in full participation during class activities. And others prefer staying at home than attending English courses. According to them, English seems to be an incantation. In other words, that universal language, spoken fluently and nicely by people who are so fond of it, becomes, for those non-

English speakers a kind of dream. They continue adding that English course is more difficult to understand than mathematics, the science of number and shapes.

The fundamental causes of this problem in beginners' classes, especially in rural areas, are deeply enrooted in students' lack of motivation, teachers' lack of training and good qualification and the linguistic environment. All those problems are surprising for the simple reason that nobody can believe that more than half English learners fail in speaking English as foreign language in Benin Republic.

Furthermore, there is no room in our secondary schools that contain special equipment to help students learn English easily. The impossibility to listen to tapes, to watch videos, to record themselves, etc are examples that illustrate the absence of language laboratory in colleges. Only students' book is the teaching material used in secondary school.

Although those one English documents belong to the old curriculum, the education's authorities should succeed in creating good atmosphere in that foreign language classes. In spite of the lack of those English teaching materials, teachers are obliged to spend their poor salaries before creating good atmosphere in their classes.

Nevertheless, important effort is made by those teachers who cannot avoid overcoming English teaching difficulties in beginners' classes. But my research work, by dealing with the difficulties of English teaching as foreign language in beginners' classes, can help shed light on the issue of concern.

1.4 PURPOSE OF THE STUDY

This research work main purpose is to shed light on the actual difficulties faced by teachers and learners in EFL teaching/ learning

1.5 RESEARCH QUESTIONS

Most learners seem to be disconcerted since very few of them come to obtain good result in English, whereas others have bad results. Basing on this, a question should be asked:

- What difficulties are EFL teachers faced with in their teaching?

1.6 SIGNIFICANCE OF THE STUDY

This study is significant in so far as it reveals some factors contributing to teachers' difficulties in teaching EFL in beginners' classes. In fact, if you do not know the disease one is suffering from, you cannot find the appropriate remedy to it. By being aware of the study, light will be shed on it and the teachers will know the basis of the difficulties they faced with. The significance of the study also lies on the fact that after analyzing its different contours, appropriate solutions will be found to solve it. And this will be up to teachers to know how to conduct their classes to similar situation not to make the same errors or mistakes. If teachers know appropriate materials to apply to a given situation, students, who are not conscious enough and have no motivation, will become aware and take the learning seriously. The teacher from there will know that training is very important in the teaching/ learning field.

CHAPTER TWO

Chapter two: LITERATURE REVIEW

These days, there is no doubting about the fact that the English language is becoming very important in global communication. It is a language of choice in most countries of the world. A good volume of the services rendered through the internet is in English. Thus English is playing a very significant role in bringing the world together.

Therefore, many people are involved in the job of teaching English to people of foreign origin. In spite of the heightened interest in the English language, teachers often face difficulties and challenges in teaching English as a foreign language.

In my research work, I will have to read what writers said on the matter.

So after reading what they wrote about my topic, I will try to give my own analysis on that reading.

2.1 REPORT OF THE READING MATERIALS

Learning a language requires many things, then for Raja (2002, p: 28) ``learning a language includes becoming familiar with the situation in which the speaker of the language use it, as well as with the sounds, words and grammatical system''. This means that learning a language requires many aspects. Since language is a means of communication, it contains a system of symbols by means of which one can refer to entities in the physical world and can express more abstract concepts.

The objective of teaching a language is to enable the learner to behave in such a way that he/she can participate to some degree and for certain purposes as a member of a community other than his own. We do not teach a language for the

pleasure to teach it. That is what Byrne (1980, p: 39) argued that `` Teaching language is (...) developing a set of performance skills in the learner".

How to use classroom is a difficulty teachers come across. Thus, because of the size of the classroom available, the teacher finds it difficult to circulate in the classroom as he should. Then he/she is used to circulating in a unique direction. Learners who are far from this area find that they are not part of the classroom and are interested in reading a novel for example or discussing about something else which has nothing to do with the teaching that is going on. Edward T-Hall talks about `` proxemics" in *Analyse de la relation educative by Boko* (2012, 35-36).

Teaching/ learning environment should attract both teachers and learners and foster their motivation. But, unfortunately, in Benin secondary schools `` most schools are not well equipped “Djossou (2008).

English language teachers cannot live without English language students. They cannot do without their learners either. Here are the first two of the English language learning classroom's most critical problems teachers faced in beginners' classes.

Firstly, it is noticed that learners lack of motivation. In fact, motivation in the case of this study is all strategies, methods, etc. used by the teacher to give learners a stimulus to encourage them to be good at English as a foreign language. It is clear that motivation is an essential factor in any aspect of students' performance in schools, and its lack constitutes a great obstacle for an effective learning. Experienced English teachers faced the problem of learners who are not motivated. One key to increase motivation is to use activities matched with the personalities, learning styles and characteristic of the learners as often as practically possible.

The second problem is concerned with over-crowded classes. The number of learners in the classroom can range from one, for those who teach individual private learners, to 15 or 20 learners in a typical classroom up to 35 or 40 even 50 or more learners packed into a language learning situation. Any small "individual attention" in degree must not be forgotten. The large number of learners gathered together in the classroom constitutes one of the most difficulties teachers perceived in teaching English as a foreign language.

Teaching English as a foreign language is a challenging yet rewarding career choice. As EFL teachers, they must learn to constantly adapt to their students' needs. Many times, this means dealing with a variety of problems in the classroom, many of which are common occurrence. A good EFL teacher must be able to recognize these common problems, and try to find solutions to them.

Many times, students become overly dependent on their teacher. Then, they will automatically look to the teacher for correct answers instead of trying it by themselves. If the teacher obliges them with the answer each time, it can become a detriment problem. Instead, he must keep on giving positive reinforcement to students. This will help to make students more comfortable and more willing to answer even if it is not correct.

In classroom, the persistent use of first-language can be observed when teaching English as a foreign language. However, if students begin conversing in their first-language, the teacher must move more closely to the students. When teaching English as a foreign language, teachers can always count on students' full participation during a lesson.

Sometimes, students don't know what to do or they do wrong thing concerning an activity. This happens far too often when teaching English as a foreign language. The fact is often the fault of the teacher.

In order to solve this problem, English language teacher must be strict and discipline the students if needed.

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2.2 ANALYSIS OF THE READING MATERIALS

From all that has been said above, teaching/ learning has to obey rules without which, it will never be effective. The materials used also have a very important role to play in the teaching/ learning. So for the teaching/ learning to be successful, both teachers and learners must be aware of their roles.

Thus , if the learner asks himself/ herself why he/ she is at school and what he/ she must do to achieve/ reach the aim, he will be completely and actively involved in the learning. I think and discover that the difficulties lie not only on the lack of appropriate materials, strategies or methods used but also the low level of the learners and how to motivate them to be conscious enough to follow the teaching.

To be more explicit, the document that we have, is not neat enough to be dealt with as it should be.

Motivation is another problem. Teachers must know the interests and needs of the learners he has to do with and adapt his teaching to their language level, he must know how to congratulate them, consider each learner and try to know what particular problem each of them has.

Moreover, the teacher should know which strategies or techniques he must use that will fit the activity he is going to carry out. Not all the activities go with the same strategies or methods.

Personally, I think that the problems are numerous and must be studied reasonably.

Even the fact that the teacher must use only English in beginners' classes, is a serious problem. We have to review things. For EFL to be efficient in beginners' classes, the following realities which influence teaching and learning in Benin

secondary school, have to be studied and solved since they constitute problems: lack of infrastructure, large size classes, lack of teaching materials, lack of teacher's training, teacher's living conditions... To all these, the Competency-Based Approach demands much to the teachers. So a non-experienced teacher finds it difficult as far as timing, group forming, the Teacher Talking Time and the Student Talking Time are concerned. In fact, in forming groups, teacher must not put of the same sex, same socio- cultural background students together. But what I notice is that learners consider group forming as favoring discussion about their own problems. The interest in group forming is that the teacher will teach in a single unit.

But the problem he faces is that he has to consult all the groups so as to motivate everybody to work as said by Byrne (1980, 75) `` good motivation leads not only to perseverance but to a heightened concentration or intensity of attention that produces more rapid learning".

Visual aids also play a very important part in the teaching/ learning. But teachers do not always use them to teach, which leads them to talk too much and explain much. The use of visual aids is very important in teaching a foreign language.

CHAPTER THREE

CHAPTER THREE: Methodology of the study

This chapter gives detailed description about the methodology I use to gather relevant information necessary for the study. It is made up of the research instruments dealing with the questionnaire to EFL teachers, the interviews.

3.1- Design of the study

At this level, I deal with concrete aspects of my work specially the participants, the data collection which includes the questionnaire to EFL teachers and the interview with them and the data analysis procedure.

3.2- The participants

The topic of this research work sheds light on the difficulties teachers perceived in teaching English as a foreign language in beginners' classes. In order to achieve this investigation, I have only considered the EFL teachers of the beginners' classes who help me to have suitable information about my research work.

3.3- Data collection instruments

This part deals with the instruments I use to get information from the EFL teachers. One part is devoted to the questionnaire I addressed to the EFL teachers and the second part deals with the interview I have with them.

3.3.1- Questionnaire to EFL teachers

They were addressed questionnaires. I made a photocopy of those questionnaires composed of eight questions and I distributed them to thirty five EFL teachers of beginners' classes twenty EFL teachers effectively answered. Each question deals with a particular point of my topic The sample of the target population is therefore composed of twenty teachers. All those people involved in this research work have been offered a suitable time for finding answers to the questions emphasized the difficulties each faced while teaching English as a foreign language.

3.3.2 - Interviews with EFL teachers in beginners' classes.

After the questionnaire, I also have oral interviews with EFL teachers. I interviewed 8 EFL teachers with the following three guide questions

- How do your learners feel towards the English language?
- Do you teach in a good atmosphere? If not why?
- are your learners good at English language skills?

The results of those three questions are interpreted in the next chapter.

3.4- Data analysis procedure

I went to see secondary English teacher of beginners' classes. I addressed them the questionnaire they are concerned with. I enlightened them the way to fill in those questionnaires after their distribution. Some teachers stick the boxes corresponding to their answers but the other teachers who were busy doing something else took times before giving back their answers.

The information I got through those teachers' answers from the questionnaire only help me present the findings, but their mostly help me to analyze the data. Considered as the last part of my research work, the analysis of the findings collected from teachers help me go through suggestions for the betterment of English teaching as a foreign language in beginners' classes.

CHAPTER FOUR

Chapter four: The finding of the study and its analysis

This chapter is devoted to the presentation of the results and the analysis of the different data collected from my investigation.

4.1 The teachers' perceived difficulties

The presentation of the finding is based on the answers collected by means of the questionnaires submitted to the EFL students and to the EFL teachers.

4.1.1 Difficulties that emerge from their reponses to the questionnaire

This part of my research work is concerned with twenty EFL teachers who are in charge of beginners' classes. The information for this study is gathered through nine (09) questions. Each question deals with a particular point of my topic. I use a table to present the result concerning each question.

Question I: what degree do you hold?

Suggested answers	Number of teachers	Percentage (%)
a- BAC	00	00
b- DUEL	00	00
c- LICENCE	10	50
d- MAITRISE	04	20
e- BAPES	04	20
f- CAPES	02	10
Total	20	100

This table shows that only 30% (20%+10%) of the EFL teachers are professional teachers. And the majority of them (70%) represent non-qualified teachers. Among

those teachers with no professional qualification, 50% have Licence and 20% hold Maîtrise.

Question II: Do you think that teaching English is important in Benin?

Answers	Number of teachers	Percentage (%)
a- Yes	20	100
b- No	00	00
Total	20	100

This table clearly reveals that all EFL teachers know that their profession is very important in Benin Republic. None of them answers negatively.

Question III: why do you teach English to learners?

Answers	Number of teachers	Percentage (%)
a- To help learners master English language	20	100
b- To help learners get good marks	20	100
c- To encourage the proliferation of English in Benin	20	100
Total	20	100

Through this table, we notice that all EFL teachers say that they help learners not only to master English language and have good marks. But they also encourage the proliferation of that foreign language in our country.

Question IV: what difficulties do you encounter while teaching English in beginners' classes?

Answers	Number of teachers	Percentage (%)
a- lack of language laboratory	20	100
b- lack of appropriate documents	16	80
c- overcrowded classrooms	20	100
Total	20	100

The above answers clearly show that all EFL teachers accept working with difficulties in overcrowded classrooms where there is no laboratory language. But the majority of those teachers (80%) suffer from lack of appropriate English documents.

Question V: Are your students interested in your English classes?

Answers	Number of teachers	Percentage (%)
a- Yes	05	25
b- No	00	00
c- A little	15	75
Total	20	100

From this table, only 25% of the teachers say that their learners are really interested in their English classes. The majority (75%) of them say that they show a little interest in learning English.

Question VI: what difficulties do you have to make your students get your message in classes?

Answers	Number of teachers	Percentage (%)
a- The instructions are difficult to understand	00	00
b- Students are poor in vocabulary items	18	90
c- Students don't know	02	10
Total	20	100

The above answers reveal that almost all beginner learners have difficulties in understanding the message of their teachers. 90% of those teachers notice that although their instructions are clear, learners don't succeed in dealing with English activities because they are poor in vocabulary items.

Question VII: What difficulties do you have while preparing your lessons at home?

Answers	Number of teachers	Percentage (%)
a- I take many days to prepare a lesson	11	55
b- I respect learners' culture while preparing a lesson	03	15
c- I respect learners' needs while preparing a	06	30

lesson		
Total	20	100

Through this table, we notice that the majority of EFL teachers take many days to prepare a lesson. 15% of them prepare a lesson taking into account their students' culture while 30% of them respect their students' needs while preparing their lessons.

Question VIII: How do you motivate your students?

Answers	Numbers of teachers	Percentage (%)
a- To offer a piece of chalk to students who give a good answer	05	25
b- To clap for every student who works hard	10	50
c- To appreciate them	05	25
Total	20	100

The above answers show that EFL teachers differently motivate their learners. 25% of them use to offer a piece of chalk to praise students who give good answer, 50% of them clap for those who work hard and 25% of them appreciate students who give good answer.

4-1-2 Difficulties that emerge from the interview data

This part of my research work is concerned with EFL teachers who are in charge of beginner's classes. I have oral interview with them and all of them are agree that they go through difficulties while teaching English in beginner's classes. The major problem some of them had 90% the students did not have the book and said that

they do not have money to buy it. So the teacher would do as he could. The teacher had to stay in the front to show them the pictures, but the students who were behind could not see, so they had to move forward, by doing so, the classroom become noisy and the teacher could not control them. The problem they also encounter was the lack of motivation and the lack of initial training. Some of the teachers said that students think that English is very difficult to understand and therefore are not good at English language skills. Another problem they also faced with was the overcrowded classes.

4.2 Analysis of findings

This part of my research work emphasizes the detailed study of the answers collected from the questionnaire addressed to EFL teachers, the analysis of the oral interview and classroom's observations.

4.2.1 The analysis of the findings from EFL teachers

My researches help me discover that the EFL teachers are the persons chosen by the government or by college's authorities. They aim at helping foreign language learners develop knowledge and skills able to offer them the opportunities to practice that language exactly like a native speaker. In addition, teachers sent by the State are well trained and cannot help giving the best of themselves in their classes. On twenty (20) EFL teachers, only six (06) of them are qualified teachers. They show their good performance through well prepared lessons, clear explanation of courses and activities, respect of students' culture and needs, the gain of their learners' confidence, and through good motivations. The easiness and the good working atmosphere always enjoyed by those qualified teachers with their learners, simply reveal the great advantages of holding the postgraduate teaching certificate before going to any classes. Unfortunately, as English is not our mother tongue, many students find difficulties in properly learning it. This situation is due

to the fact that the number of the trained teachers is not considerable to cover all classes.

However, the fourteen (14) remaining EFL teachers belong to the category of non-qualified teachers. These groups of teachers with Licence and Maîtrise level are useful although they are not trained by the government. They do not have a high knowledge and skills in teaching English, all the same, they clearly know the importance of that language all over the world. But many teaching difficulties become the daily problem they befriend with. So, they do not feel relax and confident for the simple reason that they have no experience about English teaching requirements.

In addition to their professional bad conditions, their difficulties become great in overcrowded classes. There, the result from my research reveals that they do not have language laboratory. The learner's textbooks even the teacher's books are not in sufficient number. For these reasons, the non-qualified teachers do not totally succeed in satisfying their learners' needs. They are not determined and most of them hide their incompetence under their students' poverty in vocabulary items. They never accept that the instructions be easy to understand. This bad behavior observed in the group of non-qualified teachers is due to their lack of English techniques.

4.2.2 The analysis of the interview with EFL teachers

EFL teachers recognized that they encounter many difficulties during the teaching and learning of English.

In addition to that, they seem to show learners that English is a difficult language to understand, to read, to speak or to write. This leads learners to make no effort to follow their classes.

Some students try to seduce their teachers to get good marks. This means that learners do not facilitate the task to their teachers. If the learners are not willing, they will never become good students in speaking, reading and writing.

The overcrowded classes also constitute a serious difficulty because in a class of 70 students, it is difficult to a teacher to test each student efficiently.

To sum up, I can say that EFL teachers are aware of the difficulties they encounter from the teaching to the elaboration and administration of an assessment.

For these reasons, they wished to change their way of teaching and assessing to help their learners become powerful in speaking, reading and writing.

CHAPTER FIVE

CHAPTER FIVE: Discussion of the finding and suggestions

5.1 Discussion of the finding

Teaching English in Benin Republic is highly accepted and encouraged by the government, the education authorities in particular. However, through the exercise of this profession in secondary schools, most of the English teachers do not feel at ease in their classes, owing to many difficulties underlined in the precedent chapters. By considering the study through my research work, very hard will it be to have eyes shut on that situation which surely and progressively could have serious consequences on the proliferation of English language speaking and writing in Benin republic

The problem of teaching English as a foreign language in beginners' classes, enumerating in my research work, can help inviting us to draw the attention of the government of Benin Republic on solving them.

- The urgent need to train non-qualified teachers

The problem of the considerable lack of qualified English teachers in Beninese secondary schools, largely opens doors to the entrance of English teachers, freshly coming from universities with DUEL, Licence or Maîtrise and having no teaching experience in the educative system. This phenomenon is observed nowadays because, having found no other solutions, the school authorities accept them in order to avoid having classes with no EFL teachers. Hence, the beginning of any profession is always too difficult for any new comers. In fact, practice is harder than theory. Thus, any English graduate cannot teach English after university's level, with easiness. This situation has negative impacts on the beginner's language learners. It totally damage their level in such a way that, after seven years of

English language learning, impossible is it for them to communicate well in that foreign language.

Only skillful and competent teachers can develop wonderful teaching methods in their classes. Without training, teaching English language as a foreign language is meaningless in our secondary schools. That is why we try hard to persuade the government to give most important place to the teachers' training, specially the one of the EFL teachers. They may encourage the opening of secondary training schools and recruit teachers at the end of their training. This clearly illustrates the case of Ecole Normale Supérieure (ENS). Such Advanced Teachers' training schools have to be built in each department for covering the number of Beninese EFL teachers.

- The need of well-equipped EFL classes.

The secondary school English language teaching in Benin Republic necessitates important materials that can help both teachers and learners achieve any goals. Then, a survey through the "National direction of literacy" must be carried by the government in order to provide EFL teachers with appropriate documents dealing with that universal language. Some examples of these documents are the text books, the dictionaries in French and in English, short stories, interesting novels with easy and understandable sentences, the collection of pictures and their names, any other useful books related to the learning situation of each class. All those documents and books should be gathered in appropriate libraries that must be built and well organized by the government. Consequently, EFL teachers and learners could have the opportunities to borrow this material from the libraries according to their choice and return them back when they no longer need them.

The language laboratories also play an important role in teaching and learning English as a foreign language in secondary school, especially in beginners' classes. They attract English language learners' attention and help them quickly master English. Those foreign language laboratories should also be built and equipped with electricity light, video, computer, radio, television, recorders, etc. So they will enable teachers to teach in good conditions.

- The need for the motivation of EFL teachers.

To stand in a class and to teach English as a foreign language is not an easy game in overcrowded forms. The government should build many classrooms in order not only to diminish the number of learners, but it will mostly the opportunities to EFL teachers to work in a less numerous class and, to know the competence of each EFL learners in mastering English and to help solving their problems in speaking and writing.

Moreover, necessary is it for the government to facilitate teaching English in Benin Republic by organizing tests through which as many EFL teachers as possible should be sent to secondary schools. This recruitment would contribute to the betterment of our school's final results and will also highly motivate English teachers.

Furthermore, the government should increase teachers' salaries in general and EFL teachers in particular in order to ameliorate their living conditions. Because underpaid civil servant never achieve the good results of their work. So the government should necessarily improve EFL teachers' working conditions

5.2 Suggestions

My suggestions go to the EFL teachers, learners and to parents.

5.2.1 Suggestions to English language teachers

In a secondary school, it is very necessary that English language teachers help each other by working hands, because unity is strength. Their first and main aim should be the success of their learners. They should be ready and able to solve students' difficulties in learning English language, despite the disagreements caused by their mother tongues on their profession. For this reason, they should try to prepare well their lesson plans, activities, exercise at home before going in front of their students. They should rather not follow blindly the Go for English of any form. English language teachers have to make researches in many books or on internet for having more detailed information able to help them to easily pass their message and to immediately satisfy their students' preoccupations, through good and interesting explanations and illustrations. During the exercise of their profession, EFL teachers should try to develop good teaching methods. They must make their speech more understandable and more pleasant in order to keep learners' close attention. English language teachers should like practicing oral communication through speaking, reading and listening activities, in order to help learners have good accent and improve their fluency. They should also encourage learners' accuracy through writing without forgetting good techniques of dealing with grammatical structure and vocabulary activities.

Senior secondary English teachers should try to be a good model through developing good behavior in or after English classes. They should be well clad in order to avoid changing their classes into theatrical rooms. Male EFL teachers had

better dislike falling in love with their female learners in order not only to be responsible for their failure, but to mostly lose learners' respect and consideration.

They should encourage working in good atmosphere by gaining learners' confidence. They had better enjoy motivating any student, male or female who tries to give answers in English. They could clap for them, appreciate them or offer a piece of chalk in order to stimulate their learning interest. The English language teachers should try being a guide, a facilitator and a suitable model for English language learners.

The non-trained English language teachers should avoid eating very expensive food. They should economize their income by tying their bellies, in order to have a good teaching qualification from the advanced teachers' training schools, like the one of Ecole Normale Superieure of Porto novo. Better would it be for the non-trained EFL teachers to spend money for improving their teaching methods and to gain the success and happiness hidden in teaching English as a foreign language.

5.2.2 Suggestions to English language learners.

English language learners should consider English language as the easiest subject of their school curriculum. They should encourage attending regularly English classes, taking notes, asking questions for explanation , and doing everything ask by their EFL teachers in order to overcome that universal language learning difficulties. They should avoid speaking their mother tongues while giving any answers. Wherever they may be, they should enjoy English speaking by practicing it without being shy and ashamed. They should try to speak English with the native speakers who live in Ben n Republic, the Nigerian or the Ghanaians for instance. They have to buy English documents, carefully read them at home and during their free times, in order to sharpen their mind with helpful words and expressions

necessary for their speech and writing. They should ask their teachers to help them learn English songs, interact dialogue without holding a support, tell short stories and set up an English club. At home, they should watch English films or movies, listen to English information on BBC radio or attend churches where English is spoken. They should practice English every day and like translating sentences from French into English.

5.2.3 Suggestions to English language learners' parents

English language learners' parents should highly motivate their children by providing them appropriate English documents such as short stories, text- books, dictionaries, etc. They should buy them radio, computer, video cassettes , any audio- visual materials in order to help them watch pictures and listen to English songs and information. These materials could help them master English and speak it as the native speakers.

The EFL teachers' parents should contribute to the success of their children in English by regularly following their studies. They have to choose and pay a qualified English teacher who can offer good English knowledge and skills for learning, speaking and writing very well that language. They could offer them the opportunity to have a trip to Ghana or Nigeria during holidays for the betterment of their fluency and accuracy.

EFL learners' parents should not think that despite their effort, their children come back home with bad results in English. They should keep on motivating their children, searching the root of their failure and trying to put them in good learning English conditions. They should well feed their children, because a hungry student cannot do anything at school. They should take care of their health in order to avoid their absence from classes. They should pay their children bicycle or a motorbike in

order to avoid their coming late to school. Parents should keep in mind that tomorrow, those children will become very important personalities and make them feel proud of themselves.

In general, the teaching of English language should do several things for boys and girls. First, it should give them considerable power of self-expression, that is, power to think clearly and to say simply and effectively, either orally or in writing, whatever they have occasion to say, but primarily to express their own thoughts and feelings. Next it should give those learners power to appreciate literature, that is, power to get from the printed page all that was in author's mind and heart when he was writing, much of which is not in the words themselves but between lines suggested. Finally, it should give them habits of accuracy in both oral and written word and so through a mastery of a small body of grammatical and rhetorical principles.

GENERAL CONCLUSION

GENERAL CONCLUSION

Teaching is not an easy matter neither is learning. But, we cannot separate one from the other. In order to favor and to be update, Benin educative system has gone through different approaches.

The one called Competency-Based Approach seems to be the most efficient and appropriate. But, since Benin has not analyzed the different aspects related to its implementation, many problems are at stake. In order to avoid some of these problems, I try to suggest some cues.

Through my work, I have noticed that the recurrent failures in our schools today are linked to the difficulties encountered by the different actors of the educative system. So, for learners in general and beginners in particular, the condition in which they are once in the secondary school, favor their casualness in all the subject in general and in English in particular.

As teachers of English, we have not only the role of teaching but also the role of educating learners. Since they are new and the English language is very new to them, it is up to us to bring them to be interested in it. But the problems the teachers are confronted with, let them to forget about their learners.

So, for the teachers to effectively and efficiently do their job, some conditions are required both for learners and teachers.

The different information I have got from my data collection revealed that many things should be corrected if we want beginners to succeed effectively in the teaching/ learning of EFL.

The difficulties I found out in my research work are to be situated and every part should think about what to do to avoid them. If this is not done, education will no more have its value in Benin context.

The Competency- Based Approach is not bad as such, but it is its implementation that causes problems. How to adapt it to Beninese context is the acute problem. If this approach fails, which approach must we try again? Things have to be adjusted to fit our realities, since it is an education which brings learners from darkness to light.

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APPENDIX

APPENDIX

QUESTIONNAIRE TO EFL TEACHERS

Dear English teachers, the questions below are designed to help me get your ideas and opinions about my research work based on the difficulties teachers' perceived in EFL beginners' classes. Please stick only the appropriate box which expresses most your answer.

1- What degree do you hold?

a- BAC

b- DUEL

c- Licence

d- Maîtrise

e- BAPES

f- CAPES

2- Do you think that teaching English is important in Benin?

a- Yes

b- No

3- Why do you teach English to learners?

a- To help them master English language

b- To help learners get good marks

c- To encourage the proliferation of English in Benin

4- What difficulties do you encounter while teaching English in beginners' classes?

a- Lack of language laboratory

b- Lack of appropriate documents

c- Overcrowded classrooms

5- Are your learners interested in your English classes?

a- Yes

b- No

c- A little

6- What difficulties do you have to make your learners to get your message in classes?

a- The instructions are difficult to understand

b- the students are poor in vocabulary items

c- Students don't know

7- What difficulties do you have while preparing lessons at home?

a- You take many days to prepare a lesson

b- You respect learners' culture while preparing lessons.

c- You respect learners' needs while preparing lessons

8- How do you motivate your students?

a- You offer a piece of chalk to students who give good answer

b- You clap for every student works hard

c- You appreciate them.

