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***EFL TEACHERS' TEACHING BEHAVIOR AND ITS
IMPACT ON LEARNERS' DESIRE FOR LEARNING
ENGLISH IN BEGINNER CLASSES. A CASE STUDY OF
CEG AHOGBEYA IN COUFFO REGION.***

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DEDICATION

I dedicate this research work to my mother Germaine KINHOUENOU and to my late father Gilbert BOSSOU.

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INTRODUCTION

In the world, where over seven thousand languages exist, one language has become dominant. This dominant language is English, the first language of science and advanced technologies. It is the most commonly used language among Foreign Language Speakers. English is taught in almost every country in the world because people have found out that it is a passport for better career, better pay, and advanced knowledge and for communication with the entire world. English is also learned for its literature, variety of culture and the rich experience it provides...

Aware of a myriad advantage of English language, the Benin authorities in charge of education have decided to include it among the subjects taught in different universities and in secondary schools of Benin.

But very few people are able to communicate fluently in this target language. Most learners have found it as a very difficult language and have no desire to learn it. English language acquisition is still, therefore, a great problem for the learners in our secondary schools in spite of multiple efforts for its promotion in our country.

In this case, the first people to blame are the school authorities and particularly the EFL teachers. The latter are supposed to ensure effective teaching-learning process for good student performance. Unfortunately this is not always the case. The students' standard is getting lower and lower; for instance, their results in different tests and exams are often very low and poor.

It is then to carry out some analyses about this situation in order to find adequate solutions to it, that we judge necessary to make our research work on the topic : The EFL Teachers' Teaching Behavior and its Impact on their learners' desire for English: a Case Study of CEG AHOGBEYA in COUFFO Region.

Our research contains five main chapters:

- Chapter one deals with the purpose of the study, the statement of the problem, the significance of study, and its limitation.
- Chapter two is the literature review. This section is devoted to the appropriate materials I have read in collecting my data. It also contains some analysis in comparison with my work.
- Chapter three is about the methodology of my study; I mean here, the way I collected the data using some key instruments such as class observation, questionnaires and interview.
- Chapter four deals with the presentation and analysis of the data collected which leads me to some generalization and conclusion based on the problem stated in the first chapter.
- Finally, my recommendations, suggestions and general conclusion are dealt with in chapter five.

Chapter one: Identification of the study

This chapter is subdivided into four sections

I-1-Statement of the problem

I- 2- Purpose of the study

I- 3-Significance of the study

I- 4- Limitations of the study

I- 1- Statement of the problem:

Knowingly or unknowingly we are using other languages even in the premises of the school in spite of our teacher instruction. As we all know, English is one of the most important language in the world. It is the most commonly used language among foreign language speakers. Therefore, learning English in a country may provide countless benefits.

For instance, learning English in Benin can make foreign powerful English countries such as: The United States of America, Great Britain, South Africa and Nigeria to be more interested in business in our country.

Moreover, English is the first language in which science is more developed than others. So, every country needs it in order to excel in science. Then learning English language in our country can improve our international relationships, allow us to excel in science and give people the opportunity to travel everywhere in the world and get good jobs...

Aware of necessity of English nowadays, the authorities in charge of education in Benin have made English learning an obligation to students in all the departments of our national universities and at all levels in secondary schools. But I think this authorities' ambition to make English learning a necessity cannot be achieved if English teaching is not efficient. In this case, both authorities and EFL teachers should be aware of their real implications in effective English teaching/learning process, and then assume perfectly their responsibility. For, good teaching-learning of English depends necessarily on good EFL teachers, that is to say teachers who have teaching skill.

To have teaching skill does not necessarily mean to know well all about the English language, in other words, you can have a solid academic background but fail your teaching. Then, the EFL teachers' pedagogic and socio affective dimension are good factors which may make them successful in EFL beginner classes.

The latter qualities base more on EFL teachers' professional aptitude and human dimension, patience, humour, comprehension, cooperation, and enthusiasm with which an EFL teacher needs to teach in beginner classes and so on. Then, EFL teachers classroom behaviours are to privilege these qualities in EFL beginner classes having regard to the age at which the children reach secondary level, their conduct in classroom and their number per class these days. They need their teachers professional aptitude, patience, discipline, and the sense of humour, in order to be involved and interested in English language learning.

According to S.A.JIMOH (2002), a good teacher's teaching behavior requires more teachers' patience and humour so that he or she can gradually find the potentiality in each and every student, and stimulate them to develop their strong sides, making them willing to work and reach the level they never thought was possible. But in Benin unfortunately, few teachers behave so.

In fact it's not uncommon to see most of our teachers even some of our professional teachers who are used to mis-treating their learners during teaching/learning process. They insult and scoff at their pupils when the latter do not work hard during the class activities or when they don't give the expected answers to their teacher's questions. For instance, I was very shocked to see during my class observations, when one EFL teacher was very harsh with his EFL learners of first form (6^e). He beat them with a big stick. He laughed at them, terrified and frustrated them with insults. Here are some of his words: "les shoemakers, les mecaniciens, les paysans, doukpoto, les promotions de terminales". Despite his menace, 90% of his learners don't work at all in his subject. Some of them preferred staying out during the English classes and others come to the class with reluctance. Therefore I would like to link the EFL learners' lack of interest and poor result in English to EFL teachers' classroom attitudes.

I-2-The purpose of the study

Nowadays, the rate of EFL learners' failure is getting higher and higher. They are little interested in English language learning and are unable to hold a conversation in this target language after many years of learning it. This disastrous situation noticed in education sector should worry every education actor and should make them check the possible causes of this situation in order to find out adequate solutions to remedy it.

Hoping to contribute to the resolution of this situation, the first purpose of our study is to establish relationship between the EFL teachers' teaching behaviors and the students' lack of interest for English. Secondly we want to check whether EFL teachers are aware of positive or negative influences of their personality on their learners academic performance; we also want to diagnose the fundamental causes of the failure of EFL teachers' teaching in CEG AHOGBEYA in Couffo region and check

if it is a part of causes of learners failure. And finally, we will try to give some solutions to that situation in AHOGBEYA.

I-3-Significance of the study

It is to make teaching/learning process efficient and lively that our research aims to solve the problems which are undermining a perfect teaching/learning of English in Benin secondary schools.

This study is significant because it deals with the close relation which is between the EFL teachers' behaviors and their learners' enthusiasm for English language learning in beginner classes

This study is significant because it will make EFL teachers be aware of the importance of human dimension in the teaching/learning process for their learners' enthusiasm for English and success in beginner classes.

This study is significant because it is hoped to provide teachers with some guidelines which can enable them to sustain the learners' interest for acquisition and practice of English language.

My study is also significant because it expands on previous researche and will help future researchers as well.

I-4-Limitations

My research work is mainly about the junior classes (6^e, 5^e, 4^e) of CEG AHOGBEYA where I did my first cycle of secondary school.

Moreover, since English is taught in Benin as a foreign language, I want to study it as such. I am attempting to prove that students often lose motivation because of EFL teachers teaching behaviors. Then, I would like show the role EFL teachers and

school authorities should play in order to motivate their learners and sustain their zeal for English. Therefore my investigation is mainly based on EFL teachers' classroom attitudes. And my investigation and the sample of population are mainly limited to CEG AHOGBEYA in Couffo.

To sum up, this work is interested in English as a foreign Language and above all, in the development of teaching strategies to motivate learners.

To achieve this goal, I have read some books to expand my knowledge about the topic I am dealing with. The next chapter is the report and the analysis of my reading.

CHAPTER TWO: Literature review

My aim in this research work is to investigate how English teachers teaching behaviour can help and foster effective teaching/learning process in our respective schools. As it was necessary for me to broaden my knowledge about the topic under consideration, I have read some materials produced by knowledgeable authors in my field of research. This review comprises different parts.

II- 1- Meaning of behavior

According to the Oxford Advanced Learner's Dictionary, behavior is the way that somebody behaves, especially towards other people; or the way a person, an animal, a plant behaves or functions in a particular situation. Watson (1981) goes further when he states that behavior is an action which can be seen and observed in an objective way.

Behavior is observed and also measured in an objective way. We can then say that behavior embodies human capacities, thoughts, and moods. As a matter of fact, in the teaching of English as a Foreign Language, it can be said that a teacher's teaching behaviour is how EFL teachers show efficiently or unpleasantly their academic knowledge and pedagogic dimension on which effective teaching/ learning process is based.

In Psychology of learning, Travers, J.F (1970) observes that it is through the teaching behavior that a solid academic background and pedagogic dimension of a teacher can be gauged. That argument really put an accent on the importance of EFL teachers' teaching attitudes. At the same time, the pupils' desire of learning and improvement depends on the positive perception they have towards their teacher. But is every EFL teacher aware of the influence of their behavior of teaching on their learners' desire to learn English? Let's see some kinds of personality of teachers we have

II-2-Types of teacher's personality

In the process of teaching/learning it is not only what you know that matters, but your classroom behavior matters too. Because as Travers, J.F has stated, it is through behavior that a teacher's solid academic background and pedagogic dimension can be gauged. In fact there are different types of teachers' personality according to the social environment, cultural and religious background. In *The Role of Teachers and Learners*, Wright (1963) distinguished six main categories of personality which he considers as tendencies rather than absolute descriptions.

Authoritarian: This category of teachers shows tendency for liking authority and exercising excessive power. They want to dictate and impose everything to their learners. They are not flexible at all.

Affiliated: They have tendency for preferring to form close relationship with their learners. They are sympathetic and flexible. They are like mothers in families.

Conformist: This category of teachers shows a tendency for wanting to think and act as others do. They always follow the spirit of the group.

Aggressive: Those who have a tendency toward aggressive behavior in order to achieve aims, belong to this category of teachers.

Cooperative: cooperative teachers show a tendency to work closely with others in performing tasks. They are participants and motivators in the teaching/learning process.

Achieving: They show a tendency towards wanting to achieve status, power and success. They have creative spirit.

He finally said that certain personality types are attracted to certain roles. These personalities expect that the role will enable them to fulfill their needs. For example cooperative type will develop creativity and autonomy in the teaching learning process.

Biddle (1964) and Prostic (1979) carried out some research work in the Minnesota Teacher Attitude Inventory (MTAI). They classify EFL teachers into three main categories which are:

> Anxious teachers

- > Serene teachers whose best quality is self-control and
- > Impulsive teachers.

They then added that different types of teacher have different degree of acceptance according to the category of learner they have. As we can see above, EFL teachers have different types of personality; therefore different kinds of teaching attitudes. Moreover few of our EFL professionals are aware of the fact that the job of teaching is a matter of vocation and sacrifice which, after the mastery of one's subject, requires more teachers' human dimension.

II-3- Necessity of teachers' socio affective dimension in EFL beginner classes

Nowadays, the children under the age of ten reach secondary school. In addition, the classes of the first cycle are often overabundant. In this condition, the first role of EFL teachers should be how to manage to get and keep students attention and make English interesting to them, because English is a new Foreign Language (FL) that they have never got in contact with or hardly started learning. The EFL teachers need to develop more their socio affective dimension in their teaching behavior so as to involve each learner in learning the new language. Then authoritarian; aggressive and anxious EFL teachers cannot promote effective teaching/learning in beginner classes even if they have a good academic background. Chauhau, s.s(1981).States, teaching is an art and the quality of teaching depends on the love, dedication and devotion of the teacher towards the subject of the knowledge. EFL teachers in beginner classes ought to teach with patience and with much humor so that they can sustain the children's interest for English Language Acquisition (ELA). According to Professor DATONDJI, the EFL teacher's socio affective dimension in teaching/learning process is more important because of the age the children reach secondary school level these days. And he added that it is better to be a friend more than a teacher in today's classes because students nowadays do not accept those teachers who want to show that they are the masters with all the authority of the world in hands. But teachers should not be so lenient otherwise things fall apart. So in order to make teaching learning effective in EFL beginner classes, EFL teachers, firstly, need to make their learners be interested in learning English. But this aim cannot be achieved in beginner classes if we don't research in our teaching behavior, the patience and the sense of humour. Maslow, A.(1954) in Psychological Foundation of Education

esteems that English teachers' lack of patience and sense of humor are mainly the responsible of pupils' lack of interest and responsible of pupils' failure; for funny teachers are always the best in the eyes of learners, and if your learners like you as a teacher, they would probably like the subject. However In the context of Benin, it is well known that there is a negative attitude among students toward learning languages, and if you manage as an English teacher to make your learners like the subject, you have certainly done a great deal. It should be noted, then, that as a teacher you should always have the teaching ability to manage your classroom: being funny when you can be and being serious when you need to.

Last but not least, a good teacher should be competent enough, first to handle his course effectively. At the human level, a good teacher should be patient, friendly, helpful and comprehensive in EFL beginner classes. Establishing a good relationship full of respect and understanding is needed to motivate learners especially the beginners and to encourage them to like and appreciate the teaching material. In addition, a good teacher is the one counselor, the advisor, the helper, the adviser and most importantly the facilitator of the process of learning. In fact, who is able to vary their methods and techniques of teaching according to the classroom level, learners' needs and curriculum? By doing this, the teacher creates an enjoyable environment for learners because they will not feel bored when exposed to the same "style" of teaching. Finally, a good teacher must know in advance that students do not have the same profile and traits of character; accordingly, they will not behave in the same way. As a matter of fact the teacher should know how to respond with each student to promote discipline and order.

II-4- Characteristics of a good EFL teacher in EFL beginner classes:

Here is a list of some traits that excellent EFL teachers have in EFL beginner classes according to Wiki foundry (2011):

1- Knowledge of the subject matter

You cannot teach what you don't know. All teachers need not be experts in their fields, but it is important to have knowledge. Teachers must continue building their understanding of their subjects throughout their career.

2- Patience with students who are learning, however, is part and parcel of the teaching profession. Impatience with students is an indication of the teacher's own shortcomings.

3- Achievement

Experienced teachers have clear thoughts on what their students should know at the end of the term, and they understand what they must do along the way in order to reach those goals.

4- Awareness

Teachers in elementary and secondary schools must have eyes in the backs of their heads. They need to be aware of everything that happens in their classrooms and in adjacent hallways. Teachers who are awake are able to stop nonsense before it starts and keep students on track.

5- Mentorship

Teachers often serve as mentors to their students positively is a core motivation of many teachers when they enter the teaching profession.

6- A sense of humour is also essential. Being able to laugh at yourself as well as laugh with the students is an essential part of teaching. Laughter or joke can break the most reluctant students and bring joy back into the classroom. It is so important to not only managing the stress of educating, but also to helping people learn. As Herbert Gardner once said, "Once you get people laughing, they're listening and you can tell them almost anything".

7-Enthusiasm

Excellent teachers never lose enthusiasm for their profession. Teachers who project it are much more successful than those who do not.

8- Context

Every subject has a context, and teachers are responsible for proving it to their students. Since no one learns in vacuum, teachers must show their students how the information they are learning might lead to the development of some other useful skill...

According to the *American Association of Higher Education Bulletin*, 1987

Good teachers know how to bring out the best in their students, but it's not magic and it's not just about popularity. Here are some of the "tricks" good teachers use:

Encourage high expectations

- Set challenging goals for learning.
- Make expectations clear both orally and in writing.
- Set consequences for non-completion of work.
- Encourage students to write and speak well.
- Discuss class progress.

Encourage cooperation among students

- Ask students to explain difficult concepts to each other.
- Inquire into students' interests and backgrounds.
- Encourage students to prepare together for class.
- Allow students to criticize each other's work.
- Create study groups and project teams.

Emphasize timeliness

- Expect students to complete assignments promptly.
- Estimate and communicate the amount of time to be spent on tasks.
- Encourage rehearsal of oral presentations.
- Encourage steady work and sensible time management.

Give prompt feedback

- Provide sufficient opportunities for assessment.
- Prepare classroom activities (for example, active learning exercises) that give immediate feedback.
- Return graded assignments within one week.
- Give detailed evaluations of work starting early in the term.
- Give a pre-test at the beginning of the course to assess students' background in the subject.

Encourage student-instructor contact

- Adopt a demeanor that communicates that you are approachable.

- Welcome students to drop by your office. Respect diverse talents and ways of learning.

Encourage student involvement

- Use diverse teaching activities. Encourage active learning. Ask students to present work to the class.
- Ask students to relate outside events to class material.
- Give students real-life situations to analyze.
- Use simulations and role-playing in class.
- Encourage students to challenge course material.
- Be sure to make clear that showing disrespect to you or other students is not appropriate.

CHAPTER THREE: Research methodology

Chapter four deals with the methodology procedure I have used in the course of my investigations. I then, used descriptive and evaluative methodologies in order to recognize the different problems teachers of English encounter in their classes in terms of sustaining desire of their learners for English. It also enabled me to check the different manners of classroom attitude that EFL teachers use to ensure an effective teaching-learning process.

To reach my goal, I have investigated mainly on the EFL teachers and the EFL beginners. I have used some instruments such as questionnaires, interview and class observations.

III-1-The target population

The achievement of this investigation has mainly taken into account, EFL beginners and EFL teachers in CEG AHOGBEYA. I focus my attention on the learners of first, second and third forms.

Most of the teachers I have met and those whose classes I have observed were much open to me. They accepted to cooperate and to help me in gathering data relevant to the topic under consideration.

The sample population of the study consisted of fifteen (15) EFL teachers in CEG AHOGBEYA and eighty one (81) learners.

III-2- Method of investigation

After identifying the target populations, to collect reliable data, I have proceeded to an interview, class observations in the selected school and then I have designed questionnaires to the respondent teachers and learners.

The sample population of the study consisted of fifteen (15) EFL teachers in the selected school and eighty one (81) learners.

III-2.1. The interviews

For this instrument, I have politely asked a series of relevant questions about the topic. I chose five (5) of the EFL teachers who I am friend. I interviewed some of them through my phone. Indeed, this strategy made me save time. It also helped me to guide my interview to what I want from them. In doing so, I want to know if teachers are aware of the possible negative aspect their classroom behaviour may have on the result of their students. Secondly I intend to discover ways that EFL teachers should do to encourage their learners to get and maintain positive attitude towards English.

III –2 . 2. Class observations

I judged important to take into account class observations during my research work. Then, this instrument has enabled me to discover different teaching behavior and personality of EFL teachers in EFL beginner classes.

However, in order to succeed in this work, I negotiated with one of my colleagues in CEG AHOGBEYA where I did my first cycle. He willingly accepted me to follow him and observe him during his classes.

As I was in training in second and third year, this was also a great opportunity for me to make some observations in the two classes in which I carried out my training (first and second form) in LYCEE BEHANZIN for three months.

The observations concern the size of the classroom, the number of students in each classroom, the teachers' teaching strategies to motivate the students. I also paid special attention to socio affective aspects with which the teachers are used to managing their classroom.

All the teachers with whom I have worked were very cooperative with me. Whenever I paid them a class visit, they gave me a seat at the back of the classroom. And from my seat, I could observe everything going on during the learning situations.

At the end of each observation, I spent a few minutes to discuss with the teacher on issues that concern my research work.

III-2.3. QUESTIONNAIRES

As far as questionnaires are concerned, I have tried to design two clear types of questionnaires: one to EFL teachers and another to the EFL beginners composed ten questions. I confided ninety (90) copies of students' questionnaires to one of EFL teachers who accepted to help me. He has distributed the 90 questionnaires to the learners in first, second and third form who filled them with his help. But I have been given back eighty one (81) questionnaires well filled.

As far as questionnaires for teachers are concerned, fifteen teachers of English in CEG AHOGBEYA were required to fill them. Only two of them have CAPES, four BAPES, six license, and four a DUEL. My aim is to know the link is there between EFL teachers' teaching behaviors and of relations the EFL teachers and learners have and the impact of these relations on their teaching-learning process.

CHAPTER FOUR: PRESENTATION AND DATA ANALYSIS

This chapter includes two parts:

IV-1 Presentation and analysis of the data and

IV-2 Summary of the findings.

IV-1-Presentation and data analysis

IV-1-1- Interviews

During my investigation, I have used interviews. I have interviewed the EFL teachers with whom I am more familiar in CEG AHOGBEYA. Most of the questions I have asked are about classroom management for a real teaching-learning process. I realized that 40% of these EFL teachers were not aware of the fact that the physical classroom management could help reduce pressure on students. They thought that in a classroom, the teacher should distinguish himself from students and to be in front of them is the best way to do it. Furthermore, they argued that for discipline reason, to be effective, a teacher must impose himself regardless of the tension in the classroom. On the other hand, 30% of them had recognized that a friendly atmosphere was necessary for a Foreign Language (FL) teaching-learning process. But they expressed their fear that some students will take it as opportunity for lack of respect to their teachers.

In addition, 30 % obstinately said that the most important thing for a teacher is his or her competence, if he or she has this competence, everything will go well for him. For the first interview with the respondent teacher, I ask him to tell me about the way he used to deal with discipline problem. He said: "I when my students disturb me, I punish them. Sometimes I send them to the general supervisor who gives them some punishments too. But students are stubborn and I am sometimes tired of giving them punishments". Thus, this situation reflects the inefficiency of our punishment. Why not make learning joyful and school meaningful for the students by making projects.

Finally, another respondent teacher simply replied "I often give advice some troublesome learners. I rarely punish them. This is reason why they obey me. I

am used to making some rules of conduct with my pupils at the beginning of each academic year. It is this way that I always solve discipline problem". So from my interviews, I have come to the understanding that EFL teachers' teaching behavior has to be improved in order to avoid many discipline problems. During the teaching session, EFL teachers need to be flexible enough in beginner classes. Rather they must create a pleasant climate to arouse learners creativity and participation with little humor is preferable to harshness.

IV-1-2- Classroom observations

I remarked during my Classroom observations that each EFL teacher has his own teaching behavior. Some of them succeed very well their teaching-learning process when they vary their teaching style according to the type of class they have to deal with. In terms of percentage of the teachers whose classes I visited, I noticed that 30 % of them tried to be partners of the students by greeting them when they entered the classroom. Some didn't use soft expressions like: how are you? Are you ready for today's lesson? Hello! in order to make their learners relax at the beginning of the course. But when used these expressions, students were very happy to give their answer that they were ready to learn. And the atmosphere became more relaxed when some of teachers called some students name just to say "are you ready?" those students show a great delight and I could see that they were seen as important to be in the class. Such classes have been very interesting. Nevertheless, the class showed an interest in the English language learning.

On the contrary, 70 % of the teachers I observed began their classes directly by what they had to teach. They didn't mind any motivation or any conditions to reinforce their students' comprehension. Some even did not have time to ask questions on their previous lessons to check out understanding before they began the new lesson. In this percentage of teachers, some even told the students that they were not in the classroom for them. Sometimes, when pupils asked questions, instead of answering, they just ordered the learners to sit down under the pretext that they did not see what was difficult that needed an explanation or clarification. Some teachers, during their lessons, have never called a student by his name. They just said "you" and most of the time students were confused because they did not know exactly which student the teacher had pointed to. And as a result, the students

who were good at the subject did not feel like giving answers because their teacher seemed to be indifferent to good reactions. Consequently, the teachers all the time were obliged to copy down. In most of these classes, teachers did not seem to realize that there was something wrong in the class which did not enable the students to fulfill the objectives if anything is not done. But I also saw that some of these teachers did not really have objectives to reach before they came to the classes.

It is important to mention that during my observation the minimum number of students was 54. In other classes, the number of students reached 67. Thus, I noticed some teachers were addressing their questions only to the students who were in front in the classroom. Some teachers preferred to work only with the brilliant students to the detriment of others who were shy. In addition, the teachers knew only some names and any time they want to call students by names, they called the same names. In such conditions the class became boring to the majority of learners. And the students who could be given the floor showed a great disinterest in the lessons and have the impression that the teacher excluded them willingly exactly like I used to feel when I was in secondary school in beginner classes.

IV-1-3 - a - Questionnaires for teachers

Questionnaires have also been an instrument I have used to collect the data for my work. Two types of questionnaires have been designed, one for teachers and the second one for students. Fifteen teachers of English in CEG AHOGBEYA and CEG YAHOHOUÉ were required to fill in the forms composed of twenty-one questions related to the topic under analysis.

As far as questionnaires for teachers are concerned, 41 % of teachers thought that besides our method of teaching, motivation was very important and 41% thought that it was a good atmosphere that should be used to enhance our way of teaching. Only 18 % of teachers thought that the content to teach should be the second element after method in teaching/learning process.

In addition, 45 % considered that a relaxed teaching behavior was crucial in EFL beginner classes and the same percentage of the teachers thought the contrary. Only 10 % of them did not think really that atmosphere was important but that it was possible that it influenced EFL beginner classes. As to know how teachers view their students, 75 % considered their students as co learners, 08 % took them as partners and 17 % thought that their students made a great difference from them in

the classroom situations. As far as content to teach or plans in classes were concerned, 33 % often associated their students in planning the content to teach, 37 % always did it and 30 % rarely did it.

Another important feature in teaching/learning process in EFL beginner classes apart from materials, method and motivation were social interaction according to 62 % of those teachers. For 30 % of the teachers it is personal relationships and for 20 % of them it is physical environment, the organization of the classroom for classes, how students can sit to feel at ease and the place for the teacher to become a co-learner for example. And this is true as 62 % of the teachers concerned recognize that the teacher's knowledge and skills are not sufficient for an effective learning-teaching process. But 4 % thought these are sufficient whereas 32% thought these are sufficient but not always. Nevertheless, to the question what should be added to the teacher's skills, 3 % of the teachers did not fill in any of the proposed solutions. So out of 15 teachers, 47 % thought that to the teaching skills should be added the teacher's friendly teaching attitude in his/her classes, whereas 42 % thought that EFL teachers should add the teacher's effectiveness to the skills and 11% estimate that it is the teacher's warmth which is to be added to the teaching skills for a successful teaching-learning process in EFL classes. Then, as such, the effectiveness of a teacher may be measured in terms of knowledge of grammar according to 4 % of the 15 teachers who answered these questions. For 92 % of these teachers, a teacher is effective when he/she has the method of how to make his classes interactive, and 4 % thought that the knowledge of other skills is necessary for a teacher's effectiveness.

As for the teaching technique, 75 % of the teachers concerned said that they sometimes appropriately utilize techniques and drills which give less talk to teachers and much more talk to students. That is to say these drills enable students to be at the beginning and the end of lesson and to be really active. 25 % always use these techniques. In addition to these techniques, 92 % of the teachers thought that in classes, the teacher should be a simple guide developing good relationships with his students and their teachers and the same percentage believe that the teacher is the key figure and as such, he/ she is not approachable. It means that there should not be any collaboration between teachers and students in EFL classes. Nevertheless, 92 % of the 15 teachers who filled in these questions declared that a relaxed atmosphere teaching behavior can much help positively in EFL beginner classes;

whereas 9 % thought that it is not important to seek to create a friendly atmosphere in EFL classes.

Filling in the questionnaires form, 79 % of the teachers concerned thought that an English teacher's teaching behavior can influence positively or negatively a student's attitude towards the English language according to the teacher's behavior towards his/her learners and in his classes and 21 % of them thought that it is not always true. As to know how a teacher can provide a warm atmosphere to his /her students, 8 % of the teachers thought that it is by eliminating pressure on students, 8 % also thought that it is by behaving well towards students whereas 84 % estimate that it is by collaborating with them in a helpful way. As to demonstrate interest in and concern for each student, 4 % thought that EFL teachers should show equal interest in all student, 21 % believe that it is by calling students by their names and 75 % think that EFL teachers have to encourage students when necessary.

Out of 15 teachers who answered this question, only 13 chose one of items. And the question was to know which place they reserve for classroom environment when preparing their lessons. 91 % of them said the first place but they do not usually respect it but they bear it in mind, 4 % resort to classroom environment to the last place when dealing with their lessons whereas 4 % of those teachers did not consider this factor as important for the conveying of their messages in EFL classes, that is, they are not aware of it frankly speaking. For them, material and curriculum must be conveyed regardless of the necessary conditions for a real teaching-learning process. According to 13 % of the teachers concerned with the questionnaires form, teaching EFL classes is best understood as a negotiation where the teacher is viewed as a co-learner whereas 87 % of them think that teaching EFL classes should be understood as a situation where the teacher has to be flexible and develop a relaxed classroom atmosphere through his teaching behavior.

Only 61 % projected a friendly positive attitude in their classroom. 38% of them did not see the necessity of doing so because they thought it is to be "weak" or "easy" to seek to develop a friendly positive attitude in one's classrooms. The teachers who project the positive attitude do it by being enthusiastic in their lessons and they are 30 %, others did it by their enthusiasm and their interest in the English language and they are 70 %.

As far as tasks are concerned, 25 % of teachers rarely gave tasks to students whenever possible, 5 % always delegate tasks, and 70 % sometimes delegate these tasks to students. Even if it is difficult to distribute turns to all students in EFL classes, 16 % try to do it, 25 % often do it, and 59 % do it from time to time. As such, most of the teachers concerned recognize that their classes are not interactive and only 38 % of them say their classes are a bit interactive. By doing classroom observations I noticed that 62 % of the classes were not interactive.

IV-1-3-b- Questionnaires for learners

The second type of questionnaire was addressed to students. I am not going to expand on it, but I will rather point out the necessary ones.

Samples of eighty one students from AHOGBEYA secondary school were required to answer my ten (10) questions. The first item of the questionnaire is to know whether the learners consider English as a good subject. The following table gives details about their responses.

NO	Question	Answers	Students	Percentage
1	Is English a good subject?	yes	77	95%
		no	1	1%
		Not at all	3	4%

Table 1: Students perception of English language

NO	Questions	Answers	students	percentages
2	Why do you like English?	Teacher's good explanation	21	26%
		Teacher's good classroom behavior	47	58%
		English is a good language	13	16%
3	Why do you dislike English?	Teacher's bad explanation	33	41%
		Teacher's bad classroom behavior	41	51%
		English is not an interesting language	7	9%

Tables No 2, questions 2 & 3: Reason for their love and hate towards English language

N0	Questions	Answers	Students	Percentages
4	How do you feel when coming to your English class?	happy	20	25%
		afraid	42	52%
		frustrated	19	23%
N0	Questions	Answers	Students	Percentages
5	What makes you feel so?	Your teacher	46	57%
		The English language itself	23	28%
		Your classmates	12	15%

Tables 3, questions 4 & 5: the EFL beginner's opinion about what they feel when coming to school and what makes them feel so

No	Questions	Answers	Students	Percentages
6	Does your teacher call you by your names in the class?	sometimes	20	25%
		Not at all	43	53%
		always	18	22%
7	Is your teacher often interested in all students, a group of students or nobody in the class?	All the students	14	17%
		A group of students	65	80%
		nobody	2	2%

Table 4, questions 6 & 7: The consideration of human dimension in teaching in CEG AHOGBEYA.

No	Questions	Answers	Students	Percentages
8	Does the teacher develop a good and friendly environment during lessons?	Rarely	42	52 %
		Sometimes	19	23 %
		always	20	25 %
9	Do you feel comfortable and relaxed with the teacher and your classmates during lessons?	no	43	53%
		yes	18	22%
		sometimes	20	25%
10	Do you participate to the lessons or are you passive?	participate	25	31%
		passive	41	51%
		none	15	18%

Table 5, questions 8, 9 & 10 Students feeling about their teachers' ways of teaching

The first question to the students is to know whether EFL beginners are aware of the importance of English language. Out of 81 learners who answered the question, 77 know the important of English language? Only 5 students ignore the importance of English language. So the majority of learners are aware of the importance of English.

The second and the third questions are to know what can make these EFL beginners like or dislike the English language. As it is presented in table 2, most of EFL learners like English just because of their teachers' good classroom behavior. Out of 81 learners, 58% of learners like English and 41% of learners dislike English because of the teachers' classroom behavior (questions 2 and 3). Thus, in the EFL beginner classes, the teacher classroom behavior is a very important factor that can facilitate teaching-learning process.

Sometimes, learners refuse to come to school or are frustrated when coming to school because their teachers are very harsh with them. Out of 81 learners who answered questions about their feeling when coming to school, 42 or 52% learners said they feel afraid. 57% of learners put the blame on their teachers (table: 3, questions 4 and 5).

Therefore, some teachers do not consider all their learners during teaching-learning process. Students' opinions about how their teacher call them (by their names or not): many students (53%) answered not at all, 25% answered sometimes and 22% answered always (table: 4, question 6). And then, the results of questions 8 in table 5 are going to deepen how some EFL teachers omit the majority of their learners during the classes. 80% of learners recognized that their teachers are interested only in a group of students during their teaching. These results confirmed that some EFL teachers unfortunately are not used to taking in consideration each of their students during teaching-learning process.

As we can see, many students (52%) answered the question 8 that their teachers rarely develop a good and friendly environment during lessons, 20% answered that their teachers always develop a good and friendly environment during lessons and 19% said their teachers did it sometimes. The impact of this result is that the majority of learners, out of 81 learners, 53% do not feel comfortable and relaxed during the English classes and 51% out of 81 learners are passive during the English classes (questions 9 and 10).

Regarding students' answers analysis, we can conclude by saying that before a teaching-learning process being effective in EFL beginners classes, the EFL teachers should try to be cooperative and affective with their learners in order to encourage their learner to English Language Acquisition.

IV-2-Summaryofthefindings

The analysis of data led us to conclude that the zeal and desire of EFL beginner to learn English depend on the teaching attitude of the EFL teachers in these classes. They particularly need the EFL teachers' care and affection but these latter are not all aware of that.

So it is not easy for a teacher to be successful in EFL beginner classes because of the age at which children reach the secondary level these days and the number they constitute in a classroom in our schools. Then, to be a good teacher in beginner classes, teachers should try to get some qualities. An EFL teacher must know how to have good relations with his/her students. Yet, at the same time, an EFL teacher in beginner classes must teach his/her students how to respect him/her. He/she must set clear limits for the students to respect. In other words, students must know when their teacher needs hard work on their part and when the time is for having a little fun in class. An EFL teacher must also do his/her best to draw all of his/her students' attention. He/she must be original, creative, understanding. All of this will install a good learning atmosphere where both the students and the teacher will feel at ease. Sometimes a teacher has to play the role of social adviser.

Indeed, when we deal with human beings, we cannot help but deal with their problems as well. And I think this is a large part of the teacher's job. The students should be able to trust their teacher who will in turn advise them on any of their problems. Put together, a teacher must of course have much patience and a good educational level. For, what makes a good teacher in beginner classes is his/her humane side. This is what makes a difference because getting the required intellectual level is at reach (it is something we can learn as students, trainees, and teachers eventually), whereas being a good person, and therefore a good teacher, is much more difficult to reach.

Moreover, it is necessary for an EFL teacher to create a good environment in beginner classes whatever the situation may be. And this is urgent for EFL teachers so as to develop positive attitude and interest in the language in their learners. It is clear that on their effectiveness depends their ability and attitude to install a relaxed classroom atmosphere through their classroom behavior. EFL teachers in beginner classes should be forever patient, social and seekers of alternatives in this domain because there lies the teaching-learning process. It only in doing so that they can reach their objective which is to really make students learn and understand the language by motivating them and raising level.

Finally, the EFL teachers cannot achieve high scores with their students if students are provided with an unhealthy learning atmosphere which certainly does not motivate them. This shows the need for teachers to be motivators for their students by breaking the dumbbell attitude EFL students have towards English language. Teachers must get them to know that they can do better in the language and that they are capable of learning English.

CHAPTER FIVE RECOMMENDATIONS AND SUGGESTIONS

V-1-Recommendations

V-1-1-Recommendations to school authorities

The school authorities should be involved in the smooth running of the implementation of competency based approach. Anyway, that is their job so they have to help the teachers inquiring about their needs. They must therefore provide them with appropriate teaching materials.

Building English language laboratory should be their priority. School authorities should also equip these laboratories with appropriate materials so that teachers can combine the four language skills (listening, speaking, reading and writing) in their activities. For instance, they can buy a video tape, cassette player tape recorder and computer.

Finally they should also build and equip the school library with necessary documents. Besides they have to support the head-teachers, the general supervisor to play their role. That will grant them more authority and consideration from their colleagues.

Furthermore, English learning success also depends on discipline so efficient measure out to be taken at school level to discourage in discipline.

EFL teachers should participate to in-service trainings regularly which are work shop, seminars and conferences. Those are opportunities of frank collaboration and exchange.

V-1-2- Recommendations to teachers

I would like strongly to recommend to EFL teachers that knowing well all about a language does not necessarily mean being a good language teacher. What makes a good teacher is his/her humane side. This is what makes a difference because getting the required intellectual level is at reach (it is something we can learn as students, trainees, and teachers eventually), whereas being a good person, and therefore a good teacher, is much more difficult to reach. But being successful in EFL beginner classes requires more EFL teacher's human side, that is to say teacher's

socio-affective dimension. Because these learners are still very young and their classroom are often overabundant.

So, the EFL teachers in these classes, who are judged to be good, must first provide a relaxing atmosphere for their students through their teaching behavior so that the flow of learning could run spontaneously and at ease. Second, in order for teaching to be adequate and effective, the teacher must fulfill multiple roles at the same time: she/he is the counselor, the advisor, the helper, the adviser and most importantly the facilitator of the process of learning. In fact, a good EFL teacher should be able to perform and to adjust their role for the common benefit of students. Third, establishing a good relationship full of respect and understanding is needed to motivate learners especially beginners and to encourage them to like and appreciate the teaching material. In addition, a good teacher is the one who is able to vary their methods and techniques of teaching according to the specificities of the classroom level, learners' needs and curriculum. By doing this, the teacher creates an enjoyable environment for learners because they will not feel bored when exposed to the same "style" of teaching. Furthermore, to be successful with the EFL beginners, teachers must know in advance that students do not have the same profile and traits of character; accordingly, they will not behave in the same way. As a matter of fact the teachers should be friendly, helpful and comprehensive and should know how to respond patiently with each student to promote discipline and order.

Finally, EFL teachers should be aware of the role they have to play in students' education and future. They are supposed to be references to their learners. They should remember that they teach not only what they know but also what they are. Consequently, teachers have to endeavor to get pleasant personalities to achieve their goal. Learners' results are partly teachers' responsibility. Besides, teachers ought to have professional and pedagogical competences in order to create a warm environment and a good working atmosphere as well.

V-1-3- Recommendations to political authorities

The result of English teaching depends not only on EFL teachers' classroom behavior but also on the human condition that the government offers to the schools and its users. That is the reason why my research work proposes some recommendations for the success of learning and acquiring English in general and creating relaxed and autonomous atmosphere for students in particular. Although

our country Benin is now undergoing the consequence of the world economic crisis and the democratic revolutions in the Maghreb, some efforts are being made in the teaching education enterprise. But there it is not enough comparing to the effective needs of school users.

Indeed, teachers need appropriate materials and teaching equipment to be in a perpetual in-service training. At each of these levels, I made recommendations to the government.

.The government of Benin Republic must build classrooms which:

- should have twenty five (25) feet long and 35 feet large,
- should be well ventilated and attractively decorated,
- should be equipped with removable furniture, comfortable chairs and closed cupboard.

Besides, the government should build not only laboratory for scientific purpose but also a language laboratory in each secondary school. Other school materials the government should supply include bilingual dictionaries, the students' special interest books for example how to seek and get a job, what opportunity we have when we speak English fluently. In other words government should build up an up to date library in each department. To solve the specific problem of AHOGBEYA secondary school, the future government should:

- reduce the number of students to 30 learners by creating the second secondary school of AHOGBEYA.

- build more and comfortable classrooms

. It would also be benefic to teach some didactic lessons at the faculties since the first year in the English department because many people start teaching just after their university graduation. This will help part time teachers to control and better conduct their classes.

Moreover, it would be interesting to organize some special phonetic lectures in order to avoid the difference of pronunciation which put learners in confusion. These phonetic sections will also help teachers to master the articulation of the various English sounds. They must know the different suprasegmental aspects

such as rhythm, stress and intonation of English language. Apart from that the government must organize very frequently in-service trainings for teachers in order to be at the standard of the task assigned to them. In specific case of EFL teachers of AHOGBEYA, they need training through pedagogic workshops, seminars and conferences. This can motivate teachers by organizing immersion trips to English-speaking countries such as Nigeria and Ghana during holidays. This would permit EFL teachers of Benin to exchange with their colleagues in those countries where English is second language. It can also help them to acquire new pedagogical tools as far as the competency-based approach is concerned.

Finally the government should give more value to the teaching profession. Teachers are doing a difficult but wonderful job in the economic and social development of any country. All the human resources are the outcome of teachers. So they deserve more attention and better treatment from the part of the government because their effectiveness and performance depend on their living conditions. Teachers cannot totally depart themselves from their personal problem during their classes. That means that his or her personal feedings can necessarily have a negative impact on the quality of their work. So, a substantial rising of their allowance can foster a desire and Enthusiasm of a well-done job.

V-2- Suggestions

V-2-1- Suggestions to school authorities

In order to remedy the failure of EFL teachers to create a friendly learning atmosphere in AHOGBEYA secondary school, I suggest that the principle and his staff are impartial in taking the category of teachers who have not received any pedagogical training. In other words, they should take the teachers who are really able to do the job and who meet the conditions required to teach English. Once recruited, the headmaster should ask the head teacher in the school to control these teachers for a time and try to supply them with the pedagogical skills they need. It is clear that it is not enough but that can help a lot in the improvement of those teachers in their tasks of teaching. In addition to this, in-service training can be organized by the given secondary school and during these training; the experienced teachers will have a class and use the appropriate skills to make their classes alive and interactive. This will enable those who are newly recruited to have reference

when they are in their own classes. Very often, these teachers begin teaching without any training reference.

Furthermore, in the framework of the recruitment of teachers, school authorities could associate experienced teachers like the teacher advisers, the head teachers, who will have to interview the applicants before a final selection. Besides, the time tables could be planned jointly by the vice-principle and the head-teachers of the schools. To face the harshness of the climate the role of the head-teachers is very important in such a task. Hence, school authorities had better collaborate with them, to make sure that classes have been suitably assigned to teacher. For example, contrarily to what it is observed, the first cycle must be assigned mainly to teachers who have professional qualifications. The principal and the vice principal must regularly have a view on students' results. When results are bad, they could make inquiries to find out the factors which have influenced such results. That way, they would be able to take suitable measures to improve those results. At the same time, when results are good, the school authorities should express their satisfaction to the teachers of those classes by congratulating them publicly. That will be a source of motivation to the teachers.

Let's not forget that learners need to be motivated. Every secondary school should take it for granted: the best students must be rewarded. In that frame of mind, school authorities should take into account the academic work discipline as criteria. Students could be rewarded at the end of each term rather than at the end of the academic year.

V-2-2- Suggestions to teachers

EFL teachers ought to be aware of their responsibility in the success and failure of the EFL beginner. Then, EFL teachers' attitudes of teaching are very important and need a particular care in EFL beginner classes as our research has revealed. In order to reach their goals the teachers should:

- Be patient and kind enough in the beginner classes
- Have a sense of humour
- Be at the same time teacher, parent and friend to their learners

- Show interest in the learners by inquiring about their views, their problems, their cultures, or everything that they regard as important.
- Call them by their names
- Be fair, democratic and firm when necessary
- Correct them softly

Moreover, EFL teachers in beginner classes must make their classes interactive by playing games and putting enthusiasm and motivation in their teaching. They should be aware of four significant areas of classroom interaction in planning a language lesson and analyzing their own teaching: the social climate, the variety in learning activities, the opportunity for student participation and the need for feedback and correction.

To consider all these four facets and then make their classes active and reduce anxiety in their students, EFL teachers

Should enter their classes with enthusiasm and confidence and show a positive attitude towards the English language and towards the learners. They should not enter classes with the prejudice that students are rude and lazy. They should rather help them to develop a positive behaviour and thereby change their attitude towards the English language.

They should then, make their students feel comfortable and should be relaxed with them; demonstrate interest and concern for each student and project a friendly and positive attitude; use the physical environment to enhance language learning and reduce frustration, for example, they can organize their classes in such a way that the teacher and the students sit on the same level ranks. Appropriately utilize techniques and drills that maximize students talking time.

In addition, an EFL teacher must play the role of stimulator. Here, he or she must bear in mind that the reason why he intervenes in an expression activity (fluency work for instance) is to bring students to discuss, exchange during interactions in different groups. Errors are not constantly pointed and corrected because they are considered as a normal process in the learning of a language and in the acquisition of knowledge. Students working then in pairs or groups discuss without the teacher's control. This latter is only there to motivate, encourage, guide and mainly stimulate.

While group work is going up, EFL teachers must contribute to generate ideas from one group to another. Pedagogically well equipped, he or she participates with learners in the activities in each group, helping sometimes learners to perform well the tasks assigned in these activities. He represents a reference mobile library. But he must avoid rigidity and absolutism in teaching-learning process because this can be an obstacle to learners own initiatives.

EFL teachers must also play the role of organizers and monitors. In this way, teachers must plan activities in such a way that learners interact in work or in groups. They must keep control over these group activities to be sure that the instructions and explanations are well followed. But they must be flexible in this role.

Conclusion

In this research work, I tried to study the influence of EFL teachers' behaviors on the teaching/learning process. The EFL teachers' teaching behaviors have positive or negative impacts on the learners. It would be important to point out the EFL teachers' attitudes likely to hinder or to encourage a successful teaching/learning process.

In the first chapter, I have exposed my goals to make people aware of the extent of EFL teachers' attitude in their career. Then I have narrated the events which led me to the choice of the topic, my experience when I was student and my experience during my training.

In the chapter two, I have spoken about the authors who had already made investigations on my topic. This allowed me to have a broad idea in the field of my investigation.

In the third chapter, I have displayed the way I have collected data in order to have further information about how EFL teachers' behavior affect the teaching/learning process.

In chapter four, the interview, the questionnaires and the classroom observations revealed some facets of teachers' teaching behaviors which negatively affect the teaching/learning, the limit of EFL teachers' human dimension in EFL beginner classes at CEG AHOGBEYA.

In chapter five, I made recommendations and suggestions to the school authorities, teachers and political authorities to better teaching/learning process and better our academic results.

All in all, teachers in general and an EFL teacher for the matter must play the role of manager and advisor. In this context his role is to make the students start free expression activities and then be available to help and advise learners when they are confronted with difficulties and need his or her intervention. Then, he or she must give them freedom to practice and encourage them for their effort and contribution.

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