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Teaching speaking through motivating
activities in EFL classes: a case study of
CEG LES COCOTIERS

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DEDICATION

I dedicate this research work to my mother Edwige YEHOUESSI and my father Omer FAVI for their daily support and affection for me.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

BAPES: Brevet d’Aptitude au Professorat de l’ Enseignement Secondaire

CAPES: Certificat d’Aptitude au Professorat de l’ Enseignement Secondaire

ESL: English as a Second Language

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENTS.....	ii
LIST OF ABBREVIATIONS.....	iii
TABLE OF CONTENTS.....	iv
INTRODUCTION.....	1
<u>CHAPTER ONE: THE IDENTIFICATION OF THE STUDY</u>	3
1-1-The statement of the problem.....	3
1-2- The purpose of the study.....	3
1-3- Significance of the study.....	4
<u>CHAPTER TWO: LITERATURE REVIEW</u>	5
2-1.Students’ motivation in the EFL class.....	5
2-2.Classroom reality and motivation	7
2-3- Motivation in FL acquisition theories.....	11
<u>CHAPTER THREE: METHODOLOGY OF THE STUDY</u>	13
3-1 Instruments of data collection.....	13
3-1-1-Setting.....	13
3-1-2-The research population.....	13
3-1-3-The library research.....	14
3-1-4-Class observation.....	14
3-1-5-Questionnaire to EFL teachers.....	15
3-1-6-Questionnaire to EFL learners.....	15
3-1-7-Feedback.....	15
<u>CHAPTER FOUR: THE FINDINGS OF THE STUDY</u>	16

4-1 Presentation of the tables related to the questionnaires.....	16
4-1-1-Learners’ responses.....	16
Table1: Learners’ responses.....	16
4-1-2-Interpretation and analysis of the learners’ answers.....	17
4-1-3-The teachers’ responses.....	21
Table2: Teachers’ responses.....	21
4-1-4-Interpretation and analysis of the teachers’ answers.....	23
CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS	29
5-1 Discussion.....	29
5-2- Recommendations.....	36
To educational and school authorities	36
To EFL teachers.....	37
5-3- Suggestions.....	37
To EFL teachers.....	37
To learners and parents.....	44
Conclusion	46

BIBLIOGRAPHY

ANNEX PAGES

INTRODUCTION

A teacher is a highly valued personality in a society and teaching is considered as the most sacred and distinctive profession that contains elements of both art and science. Teachers, like students, are not inanimate objects; they are continuously learning while interacting with one another, with other professionals and the school environment itself.

In fact, English is the most influential language all over the world, and every country is investing great amounts of money to train its people to be fluent English speakers. But unfortunately in our country, the Republic of Benin, the teaching of English as a Foreign Language faces a lot of flaws making the teaching and learning process ineffective and therefore, hampering the real acquisition of the language. In addition, teachers, while planning their lessons, focus students' acquisition more on grammar than speaking. These flaws prevent learners from having a good command of the language and understanding native and non-native speakers' conversations live or on the radio and on television. As a result, a lot of our learners experience fear, panic, anger and mental uncertainties due to the classroom atmosphere and the way lessons are planned and conducted in our EFL classes. This situation not only affects the students' ability to speak the English language, but also influences their communicative attitudes in society in the long run when nothing is done.

Besides, the primary expectation of any teacher is to facilitate students learning. Indeed, in the process of learning any kind of human activity whatever it may be, the learners are expected to be motivated in the task. Their real involvement which is then necessary so as to enable acquisition to take place is, no doubt, related to a high motivating activity. They are not demotivated by a new language, but by activities proposed by teachers. That's the reason why this

research work is entitled: teaching speaking through motivating activities in EFL classes: A case study of CEG “LES COCOTIERS”.

I could have carried out my research work throughout the country but I have limited it to one secondary school of Benin Republic which is CEG “LES COCOTIERS”. My objectives in conducting this study are firstly, to enable students to be motivated to learn English Language. Secondly, to analyse the role of teachers as motivators of English learning and thirdly, to analyse the place of materials in the process of motivation and provide teachers with suggestions they can sometimes put in practice while doing their job.

In order to be able to deal with this topic efficiently, I have structured the research work into five (5) chapters: a first chapter dealing with the identification of the study and a second one about the literature review. Chapter three deals with the research methodology and chapter four gives an account of the findings of the study, and finally , chapter five is devoted to the discussion, recommendations and suggestions.

CHAPTER ONE: THE IDENTIFICATION OF THE STUDY

1-1 The statement of the problem

Once new students start secondary schools in our country Benin, they are very happy and are eager to discover the new subject which is the English language. They are then intended to master the new language and speak it for different purposes. For some, it is just to show their friends and parents that they can speak a foreign language. For others, it is to exchange with their friends, family living in an English speaking country or for their businesses. But unfortunately, those learners, who have such a motivation at the beginning, are disappointed for the learning activities are boring and they feel unsatisfied after some courses. As the aim of any language's teaching is first of all to be spoken, emphasis should therefore be laid on speaking skills as well as the activities promoting them. That's why our work is entitled "Teaching speaking through motivating activities in EFL classes".

1-2- The purpose of the study

In some classrooms, settings and anxiety may prevent students from functioning normally. Teachers need to give much attention and considerations to classroom atmosphere likely to create a meaningful interaction among the students. Doing so, teachers will help the learners speak the English language fluently in the classroom and in the real life communication.

By carrying out this research work, my objectives are:

- to show the reasons why EFL learners are so inefficient when it comes to speak the English language fluently,

- to make teachers become aware of some learning/ teaching speaking problems and their solutions in order to help them become efficient English language teachers and as result motivate learners to speak.

1-3- Significance of the study

This study is significant because it intends to explore the issue at hand with accuracy in order to reach a conclusion which has reliable data for better use and consultation. It is still significant since it can attract the attention of school authorities on the factors which easily and quickly jeopardize the teaching and learning of English speaking. In fact, it is an opportunity for Benin to promote the English language both in urban and rural areas so as to develop transactions and commercial activities with other English countries such as Nigeria, Ghana etc.... It is indeed important for Beninese students to master English language in order to facilitate insertion and exchange with the other English speaking countries in the world. Teachers are the first ones who should benefit from this research work. Teachers who get the chance to read this work can start reflecting on the factors which play a significant role of students' involvement in their speaking lessons. Very few EFL teachers pay attention to their speaking activities in their classes because they may not be aware of the influence of those activities on students' attitudes to learning English speaking.

But for this work to be more reliable and relevant, it is worth discussing the related literature produced by several authors. The next chapter then deals with the literature review.

CHAPTER TWO: LITERATURE REVIEW

This research work is far from being the first in the field under study. In fact several scholars, educationalists and researchers have already dealt with the matter. That is the reason why I found it necessary to go through some of their works in order to improve my own work.

2-1- STUDENTS' MOTIVATION IN THE EFL CLASS

Despite a long tradition of research on human motivation and the myriad contributions which have been made to it from various perspectives over the course of several centuries, it was only thirty years ago that this concept began to be systematically investigated from psychological and educational viewpoints. Nevertheless, it is still a complex area to approach or tackle. (**Brown**, 1989 and **Burstall**, 1975). The term motivation is usually defined by psychologists as *the set of processes which involve the arousal, direction, and sustaining of behaviour (conduct)*. It is employed to indicate, for instance, a subject's persistence and his/her pervasive work on certain tasks and not on other activities.

For **Gardner**, (1983) When we employ the term "*motivation*", we should be aware of its limitations and problems:

1. We cannot directly observe a person's motivation; all we can observe is that person's behaviour and the environment in which he or she acts. Motivation is something inside the individual, and it acts reciprocally with the environment. In general, we consider that it stimulates, directs, and sustains behaviour.

2. We often seek to explain why individuals behave in a specific manner, although in fact, we can only describe their behaviour when they act reciprocally

with their environment. After all, we can only describe individuals' behaviour with the help of certain instruments of control: direct observation, questionnaires, interviews, reactions to certain stimuli, etc.

3. It is also worth remembering that motivation is merely one more element – and not the only one – which determines behaviour. Furthermore, it is above all a question of degree, hence the fact that we often speak of “degrees of motivation”. Motivation involves several processes. In order to obtain a deeper insight into the underlying processes by means of which children begin to learn in class, pay attention to certain activities more than to others, and are persistent despite distractions, we must carry out an extensive overview of theory and research.

4. By manipulating and controlling the students' motivation in the classroom, the teacher is helping to shape the child's personality. The teacher's behaviour as well as his / her way of organising the class cause changes in the student's motivation (cf. also **Alonso Tapia** and **Caturla Fitos**, 1996).

5. The study of motivation begins and ends with the study of behaviour. Historically, the study of motivation has been associated with internal processes such as needs, intentions, or objectives. The apparent choice among a series of possibilities of action is an initial indicator of motivation. We can deduce that an individual is motivated in a certain way when he or she pays attention to something to the detriment of something else. Motivational deductions are suggested by the individual's choices between different alternatives of behaviour. Choice is the designation or attribution of preference of alternatives which suggest motivational deductions.

Two further instances of strong behaviour are the return to a previously initiated activity when there is no apparent external coercion and perseverance. Observers deduce the existence of a greater or lesser degree of motivation when

an individual focuses his/ her attention on the same activity for a longer or shorter span of time. In the classroom, it is the student's tendency to persevere with an activity without getting distracted which leads us to deduce that he or she is highly motivated.

Many authors have termed this model "continuous" or intrinsic motivation. Another instance of behaviour which suggests differences in the degree of motivation is variation in performance. Although the level of attainment is not a pure measure of motivation, it does seem to be the product of a variety of factors, including a combination of motivational models. In other words, it may well be that choice, persistence, and continuous motivation are reflected in the level of performance.

2-2- Classroom reality and motivation

The following points are some issues related to motivation in the classroom of the present study.

- **Clarity of purpose and motivation**

Burden (2004) found that *students need to realize that the purpose of using the target language is not for studying purposes only but also for effective communication*. Moreover, **Dorneyi** (1990) and **Ghaith** (2003) found that *when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community*.

- **Positive learning experiences and motivation**

Research has shown that one's positive experiences and achievement in the foreign language impacts one's confidence in using it. **Clement's** (1980) model

focused on the influence of the social context on one's motivation in second language learning. He found that *positive language learning experiences increase learners' self confidence in using the second language and further motivation to learn it*. This even applies to contexts that do not provide direct interaction with native speaker communities.

Gardner (2004) agrees that *language learning in the classroom and in language clubs and activities help increase 'knowledge, fluency and familiarity ...with the language'* (p. 3) and shape attitudes to language learning and future use. **Dorneyi** (1994) argues that language learners are motivated differently according to their achievement and self-confidence, and that the learning situation provides motives through the language classroom (course, teacher and group aspects).

- **Attitude, anxiety and motivation**

Learner's attitude to the learned language impacts the learner outside the classroom (**Csizer & Dorneyi**, 2005a, 2005b). A favorable attitude would motivate learners to reach their learning goals as found by **Burden** (2004) who studied attitude change of Japanese university students in an English conversation class.

Gardner (2004) also argues that *affective factors influence language acquisition and achievement...* The researchers suggest that educators should introduce specific teacher strategies that would increase students motivation and reduce language anxiety.

Interactive communicative methods and motivation

Another significant dimension to language learning is providing learners with opportunities to interact freely and learn from each others' mistakes (**Lightbrown & Spada**, 1999, **Davis**, 2003; **Ghaith**, 2003). Students prefer more communicative approaches in teaching and learning English.

Interactive teaching methods for teaching English as a foreign language to students, improve comprehension and communicative competence as found by **Morell** (2004), who compares conventional non-interactive methods with minimal student interventions with interactive classes that use entertainment, students' oral presentation and student interventions.

In interactive classes, teachers are aware of their students' needs to understand and improve their communicative competence and of the importance of students' involvement. In non-interactive classes, teachers felt pressured by time and course syllabus and commented that more time and preparation would be needed if they are to convert to interactive teaching methods.

- **Impact of teaching strategies on motivation**

Instructional strategies can also enhance students' engagement or involvement in the learning process. Cooperative group learning (**Ghaith**, 2003) and the use of technology (**Al-Jarf**, 2004; **Ramachaudran**, 2004) shift the focus from teacher controlled classrooms to student centered ones. **Udvari-Solner** (1996) argues for teaching strategies that extend further than delivering instruction to include content that is relevant to the student's lives.

Udvari-Solner, Villa, and Thousand (2005) stipulate corrective feedback as part of teaching strategies and designing a teaching-learning process that can promote meaningful participation for all students within the classroom.

- **Acknowledging learning styles and motivation**

In deciding on the content that addresses the interests and needs of diverse students, **Gardner's** Theory of Multiple Intelligences (**Gardner**, 1983) may be considered to understand and identify strengths in all students. Students' previous

learning and knowledge should also be considered as course content is selected. In cases where all students learn the same content, instructors can require different modes of responding to the content such as a variety of oral and written activities. Thus, students may select from several options such as written reports, debates, power point presentations, graphic presentation of comparisons and contrasts, and persuasive and personal position essays. **Dorneyi** and **Csizen** (2005b) similarly point out the importance of individual differences in second language learning.

Fortini and **Fizpatrick** (2000) suggest re-designing the curriculum to cater for students' differences and help them make sense of what they encounter in their courses which would maximize learning. This may be achieved by adopting a universal design thus creating and designing products and environments for particular purposes. **Meyer** (1995) adds that *in education, a universal design for learning aims at providing students with multiple ways of representation and facilitating engagement and expression. This improves students' access to curriculum content, process, and product.* What instructors want students to learn and how they learn and demonstrate what they have learned. It follows that students are provided with a variety of materials, of means to engage them in learning and expressing what they have learned (**Tomlinson**, 1995a, 1995b).

2-3- Motivation in Foreign Language Acquisition Theories

Several theories of FL acquisition have acknowledged the importance of motivation. The first of them is **Krashen's** Monitor Theory (1981, **Dulay**, **Burt**, and **Krashen**, 1982), which includes the Affective Filter Hypothesis, based on the significance of emotional factors and motivation as key elements which control language acquisition processes.

For **Dulay**, **Burt**, and **Krashen**, (1982) *"When a student is exposed to a new language, the first internal hurdles are posed by the individual's emotional state and motivations... filtering sources are the individual anxiety levels, peer*

*identification, and general motivation to learn a language. Together, they make up what we have called the “Affective filter” or simply “Filter”. The Filter acts to control entry to further mental processing”. Secondly, **Carroll’s** conscious reinforcement model (1981) uses reinforcement as an efficient motivating resource which facilitates learning through successive habit formation: “... reinforcement involves an increment to an individual’s perception of the appropriateness of the behaviour to a specific context” (**Gardner**, 1985).*

Reinforcement has two consequences: on the one hand, it increases the probability that the response be repeated in similar situations and become habitual, and, on the other, it provides information on the suitability of the responses in the situations in which they are used. In third place, in **Bialystok’s** (1978) model on the role of strategies in second or foreign language learning, motivation once again has a key role in the transformation of explicit linguistic knowledge into more intuitive, spontaneous, and automatic implicit linguistic knowledge. Such a transformation is intensified in motivated subjects, as they seek out more communicative situations in which to participate. In turn, **Krashen** (1981) acculturation theory considers that social and affective factors, such as the degree of assimilation of the foreign culture, personality, and motivation, affect the level of competence in the second language. Amongst the most relevant social factors, **Krashen** (1981) cites motivation, defined as “*the reasons the learner has to try to learn the Foreign Language or Language 2*” (p. 32). Two further models – **Lambert’s** (1974) psycho-social one and **Clément’s** (1980) social context one – include motivation as a central factor in L2 learning. The extent to which the Language 2 is learnt is held to depend on the subjects’ anthropological inclinations, on their attitudes towards the foreign community and towards Language 2 learning, and on their degree of motivation. **Clément** even goes as far as to claim that motivation determines the level of competence achieved by the subjects.

CHAPTER THREE: METHODOLOGY OF THE STUDY

This chapter deals with the different instruments used to collect the required data in the framework of my investigation.

3-1- Instruments of data collection

3-1-1- Setting

The study has taken place at “Les Cocotiers” secondary school in Porto-Novo (Republic of Benin). This was created in 1995 and is currently led by Mr. Janvier LAWANI. The school has two women vice principals, three prefects, two secretaries and two librarians. The school is made up of 1828 learners during the academic year 2015-2016.

3-1-2- The research population

The theme of my research involves all the users of school and includes the political and educational authorities whose part of responsibility is obviously important in any issues related to the educational system. Indeed the implementation of my investigation has taken into account EFL learners and teachers. I have chosen them because they are the right persons worth giving real informations related to my topic. I dealt mostly with students of 4ème and 3ème in “LES COCOTIERS” secondary school. I also addressed teachers dealing with 4ème and 3ème in the same school. I have chosen them because they are the one to give right informations about the way they motivate their learners as far as speaking activities are concerned. I decided to involve students because they are the right persons to judge their teachers’ performance. Such a choice of population is relevant and appropriate since this research work deals with the teaching of English as a Foreign Language.

In fact, some considered the questionnaires as traps. As a result, many respondents were reluctant to fill in them. But after some explanations given to them in order to convince them and have their confidence, all the respondents accepted to cooperate. I explained to them that their identity would be kept

confidentially and that only their answers would be used as illustration in the research work. Indeed, the purpose, the interest and the importance of the study were explained to them, which generated a trustful atmosphere.

3-1-3- The library research

My library research includes a number of visits to some important libraries in order to make a list of available documents and materials related to the topic. Indeed, I was in the search of books, dissertations, journals, articles, etc, dealing with teaching speaking and motivating speaking activities. In order to gather these data, I visited the library of the Ecole Normale Superieure of Porto-Novo. I also went to look for information at the library of the American corner, and the one of the American Cultural Center. Moreover, this library research was completed by the internet resources which constitute nowadays an important source of information through various websites. Thus, the work of the authors found within this framework were carefully read to enable me to gain an in-depth knowledge about the literature related to the topic for more relevant appreciation.

3-1-4-Classroom observations

In order to succeed in finding a serious and clear result for my research work, I observed the way several teachers of English work in their EFL classes and the way their learners get involved in their lessons. In “LES COCOTIERS” secondary school, a public secondary school in Porto-Novo, I carried out my professional training in a friendly atmosphere. The objective of the class observation was to get in touch with EFL teachers and learners in the teaching /learning process of English in the secondary school. I made the class observations, checking the different points: use of warming up activities, the grouping of students, the activities used for speaking, the strategies used to motivate them, the materials used to present vocabulary or new lesson, and the instructions given. I paid special attention to these points in order to know if the

learners always understand the tasks given, if they are interested in the speaking activities and if they really perform the activities actively. During each classroom observation, I stayed at the bottom of the class. It allowed me to see everything about students' reactions and teachers' way of teaching.

3-1-5-Questionnaire to EFL Teachers

This questionnaire is especially designed for EFL teachers. The objective of the questionnaire is to gather and analyze the way EFL teachers teach speaking and the activities they use. The teachers have to give their opinion about the use of drama to motivate learners as well.

3-1-6- Questionnaire to EFL learners

This questionnaire is set up for 3rd and 4th forms secondary schools learners. It aims at getting their view points about how they find English classes, the way speaking activities are structured. It offers students the opportunity to reflect on the reasons that explain their love or hatred for the English language. Nevertheless, the learners to whom the questionnaires were submitted have not been chosen at random. In fact, I have decided to question this fringe of students of the secondary school "LES COCOTIERS".

3-1-7-Feedback

In the process of shedding more light on the way speaking is taught and the activities teachers use in their EFL classes in CEG "LES COCOTIERS", I distributed the questionnaires to 15 EFL teachers who teach in 4^{ème} and 3^{ème} and 100 EFL learners of 4^{ème} and 3^{ème}. I had got all the questionnaires from the teachers that is 100 percent and 89 from the students that is 89 percent. The answers provided by those EFL teachers and learners are presented and interpreted in the following chapter.

CHAPTER FOUR: THE FINDINGS OF THE STUDY

In this chapter, I have shown the findings of the study as well as their interpretation. The results of my research work are presented through two steps. The first one is concerned with the presentation of EFL learners' questionnaires and the second one deals with the questionnaires to EFL teachers.

4-1- Presentation of the tables related to the questionnaires.

4.1.1. Learners' responses

Table1: Learners' responses

Nbers	Questions	Answers	Nber of students	%
1-	How long have you been learning English	From 3 to 5 years	67	75.28
		From 6 to 8 years	22	24.71
		Total	89	100%
2-	Do you like English?	Yes	75	84.26
		No	14	15.73
		Total	89	100%
	If yes, why	English is an international language	75	100
		I like the way my teacher teaches	12	16
		I like the warm and enthusiastic atmosphere at English class times	7	9.33
		English is a melodious language	19	25.33
	If no, why not?	I hardly understand English intructions	6	42.85
		I am not interested in English activities	6	42.85

		My English teacher is too strict and harsh	2	14.28
3-	What are your objectives in learning English?	To have good marks	17	19.10
		To be able to speak it fluently with people from English speaking countries	26	29.21
		To have a better job prospect	32	35.95
		No objective	14	15.73
		Total	89	100%
4-	How do you wish speaking lessons were taught to you?	Through pictures	18	20.22
		Through pair and group works	19	21.34
		Through visual and audio aids	25	28.08
		Through drama (role play; simulation.....	27	30.33
5-	Do you get involved in speaking lessons?	Yes	30	33.70
		No	59	66.29
		I fear the class laughing at me if ever I made mistake	16	27.11
		My teacher does not give me time to practice the language	7	11.86
		The speaking class is boring	59	100
		I don't know how to express my ideas	16	27.11
		Always	00	00

6-	How often do you speak English?	Usually	00	00
		Sometimes	31	34.83
		Rarely	58	65.16
7-	How close do you believe your teacher is to you?	He knows and makes use of my name	89	100
		He is really to keep good relationship with our parents	00	00
		He is kind, helpful and humble	30	33.70
		He is interested in my problems in and outside the class and even helps me solve them	4	4.49
8-	How far drama activities are important to motivate you speak English?	Not important	00	00
		Harly important	2	2.24
		More or less important	20	22.47
		Very important	67	75.28

4-1-2-Analysis and interpretation of the learners' answers

In table1, the answers to question 1 show that 75.28 percent of the respondent students have been learning English from 3 to 5 years (some students having repeated some classes once or twice) and 24.71 percent of them have been learning it from 6 to 8 years (those students may have repeated some classes many times). This means that the learners have been experiencing English for an important length of time. Why do they find the language strange and are unable to speak it fluently then? The answers to question 2 show that 84.26 percent of the learners like English whereas 15.73 percent of them dislike the language. This is a good indication to the fact that students of CEG “Les Cocotiers” will warmly welcome their English teacher in order to learn a lot from him or her. All of them

give their reasons of liking or disliking English. For those who like English, all of them admitted that English is an international language. According to 25.33% of them, English is a melodious language whereas 16% like the way their teacher teaches and 9.33% like warm and enthusiastic atmosphere in English class times. It is then necessary that English teachers make an effort so that those reasons could keep on having the same meaning and degree of importance in learners' mind because a teacher can unconsciously discourage or smother the desire a learner has to study English. It is therefore important that teachers strive to satisfy the needs of their learners. 42.85 percent of those who dislike English affirmed that they hardly understand English instructions and are not even interested in the activities. 14.28 percent of them said that their English teacher is too strict and harsh. Moreover, the answers to question 3 show that 32 students that is 35.95 percent out of 89 students, are learning English in order to have a better prospect and 26 students out of 89 that is 29.21 percent have the objective to speak the language fluently with people from speaking countries. 17 students out of 89, representing 19.10 percent are learning English in order to get good marks whereas 14 students out of 89, that is 15.73 percent have no objective. This means that the majority of students of 4^{ème} and 3^{ème} of "Les Cocotiers" secondary school is learning English for a specific purpose.

In addition, from the answers to question 4, we can notice that 27 students out of 89 that is 30.33 percent want their teachers to teach them speaking through drama (role play, simulation...). 28.08 percent want speaking activities through visual and audio aids whereas 21.34 percent prefer speaking activities through pair and group work. 20.22 percent want their teacher to teach them speaking through pictures. This means that learners want to perform on a stage, to play and learn through joking. Those students who prefer learning speaking through drama may have their favorite actors or actresses from some movies they watch on television. They may have in mind to behave as their favorite actors or actresses

through the drama presentation. We can also notice that the students really want to practice the language. They want to be more active than passive as far as the language speaking is concerned.

As for the answers to question 5, the result shows that 59 students out of 89, which is 66.29 percent don't get involved in speaking activities performance. Only 33.70 percent confessed that they participate or get involved in speaking activities. The reason provided by the learners who don't get involved in speaking activities performance show that all of them find the speaking class boring. We can easily conclude from this reason that the teacher may either lack strategies of teaching speaking activities which could make students get involved in their performance. 27.11 percent of them fear the class laughing at them if ever they made mistake and other 27.11 percent don't know how to express their ideas. This means that the teacher does not create a good atmosphere in the class to enable learners express themselves and they lack words, vocabulary to say what they mean. In fact, 11.86 percent of the students admitted that their teacher does not give them time to practice the language. This can lead us deduce that the teacher does not succeed in managing the class successfully. This means that his talking time is longer than the students'; and for that, the students don't really find opportunity to speak. The answers to question 6 show that 58 students out of 89, which is 65.16 percent speak English rarely, whereas 31 students out of 89, which is 34.83 percent speak it sometimes. But unfortunately, the students don't get the opportunity to speak English. The result provided by them shows that they speak English neither always nor usually. This means that the students speak English only when they have English class. But some English teachers don't consider the target language and make the use of other languages like French and even local languages (Fon, Goun, Yoruba...) during English class time. They reduce then the chance of students as far as speaking English is concerned. We have to keep in mind that teachers work on the human brain and perform a delicate job. If you

do it correctly, learners might love the English language forever and even major in English studies at university. But if you do it the wrong way, smothering the zeal they have to learn English, it could be a factor leading to their eternal lack of interest for English classes and the English language in particular. And they will forever keep in mind that it is because of you.

As far as the question 7 is concerned, 55 students out of 89, which is 61.79 percent believe that their teacher is close to them as he knows and makes use of their respective names. According to 33.70 percent of them, the teacher is kind, helpful and humble. 4.49 percent said that the teacher is interested in their problems in and outside the class and even helps them solve these problems. Nobody said that the teacher is ready to keep good relationship with their parents. Throughout this result, we can notice that the teacher does not play his role deeply. In fact, a teacher is an educator as well. And as an educator, you need to consider not only the students' school lives, but their social lives as well. A good teacher has to cooperate with students' parents in order to know how well or bad the students do at home. Students generally build confidence in teachers who try to involve themselves in their social life. This cooperation has to be very clear and fair without having any other interests than the students' success. The answers to question 8 show that the students of "Les Cocotiers" secondary school are very interested in drama. 67 students out of 89, representing 75.28 percent said that drama activities are very important to motivate them speak English. 22.47 percent of them confessed that they are more or less important to motivate them whereas 2.24 percent found them hardly important. None of them found the activities not important. We can conclude that the English teacher of "LES COCOTIERS" secondary school can make their learners of 4^{ème} and 3^{ème} involved in their speaking lessons through the use of drama activities.

4-1-3- The teachers' responses

Table 2: Teachers' responses

Nbers	Questions	Answers	Nbers of teachers	%
1-	What is your highest qualification?	Licence	8	53.33
		BAPES	3	20
		Maitrise	2	3.33
		CAPES	2	13.33
		Total	15	100%
2-	How long have you been teaching English?	1 - 5 years	5	33.33
		6 – 15 years	10	66.66
		11 - 15 years	00	00
		More than 15 years	00	00
		Total	15	100%
3-	Do you like teaching in 4 ^e and 3 ^e ?	Yes	15	100
		No	00	00
	If yes, Reasons for “Yes”	Because learners have some knowledges in English already	15	100
		Because they are not kids and may less difficultly understand instructions	15	100
	Do you think your learners are interested in your subject?	Yes	5	33.33
		No	10	66.66

4-	Evidence for “yes” answers	They do participate actively in class	3	60
		They do their homeworks	2	40
	Evidence for “no” answers	They don’t react in class	5	50
		They don’t do their homeworks	5	50
		Total	10	100%
5-	As an English teachers, on which lesson do you usually emphasize in your class?	Listening	00	00
		Reading	00	00
		Speaking	00	00
		Writing	00	00
		Grammar	15	100
		Total	15	100%
6-	How often do you teach speaking skill in your class?	Always	00	00
		Usually	00	00
		Sometimes	9	60
		Rarely	6	40
		Total	15	100%
7-	Do you agree with this statement: “the first aim of teaching or learning any language is to be able to speak it”?	Yes	10	66.66
		No	5	33.33
		Total	15	100%

		Total		
8-	Do you believe that motivating activities can help students speak English?	Yes	14	93.33
		No	1	6.6
		Total	15	100%
9-	What types (s) of speaking activities do you teach in class?	Presentation	5	33.33
		Given topic	5	33.33
		Discussion	3	20
		Debates	2	13.33
		Role play	00	00
		Simulation	00	00
		Total	15	100%
10-	Do you have the impression that your students like your speaking lessons?	Yes	6	40
		No	9	60
	If no, why not?	They don't really do the work (not active)	4	44.44
		They just chat and disturb	5	55.55
		Total	9	100%
	11-	Do you mind the relationship between you and your students?	Yes	15
No			00	00
Total			15	100%
Reasons		To avoid problems later with female students	5	33.33

		To choose appropriate materials and activities.	5	33.33
12-	Do you think activities can influence students' acquisition of speaking as far as English is concerned?	Yes	15	100
		No	00	00
		Total	15	100%
13-	Do your learners often practice the speaking activities?	Yes	5	33.33
		No	10	66.66
		Total	15	100%
		They are not even interested in the subjects	5	50
		They can't express their ideas in English correctly	00	00
		They don't understand the instructions	00	00
		They are shy to speak English	5	50
Total	10	100%		
14-	According to you, why don't your learners succeed in speaking English?	They fear errors and mistakes	4	26.66
		They are shy to express themselves	6	40
		They dislike the subjects	5	33.33
	Do you think that teaching speaking through drama can	Yes	15	100

15-	motivate learners speak English?			
		No	00	00
	Reasons	They want to be actors /actress (to perform)	9	60
		They want to joke, play	6	40

4-1-4- Analysis and Interpretation of the teachers' answers

To the first question which aims at checking the highest qualification of EFL teachers, the results in table 2 show that the highest academic qualification of the secondary teachers is Maîtrise and they are only a few, 13.33 percent. As far as Licence holders are concerned, they are 8 teachers out of 15, which is 53.33 percent. For the professional qualification, only 2 teachers out of 8, that is 13.33 percent are CAPES holders. For those who hold BAPES, They are 20 percent. To sum up, 5 teachers out of 15, which is 33.33 percent hold professional qualification therefore are trained. The remaining 10 teachers that is 66.66 percent are academic qualification holders, which means that they are not trained for the job. In addition to this, question 2 helps us check teachers' length of service. Indeed, 33.33 percent of the respondent teachers' length of service is between 1 and 5 years and 66.66 percent is between 6 and 10 years. So most of the teachers are relatively young in the profession.

The question 3 whose purpose is to discover the liking or disliking teaching in 4ème and 3ème helps find out that all the teachers, which is 100 percent like teaching in 4ème and 3ème and their reasons are the following: because the learners have some knowledges in English already, because they are not kids and may less difficultly understand instructions.

Moreover, as far as question 4 is concerned, only 33.33 percent say that they think their students are interested in their subject. The majority of the EFL teachers that is 66.66 percent has the impression that their students are not interested in their subject. Those who assert students are interested in their subject give the following evidence: the students participate actively in class, they do their homework regularly. As far as teachers who think their students are not interested in their subject are concerned, they complain about learners' reaction during class times. Some argue that students do not react in class and others admit their students do not do their homeworks. We can notice that the responsibilities are shared by both teachers and learners. It may be the activities provided by the teachers which do not interest the students, or the ways or strategies they use to teach do not fit with the learners' expectation of English learning. The other side may take into account the laziness of the students themselves. It is not a secret for anybody that nowadays, our learners are lazy and devote more of their time in playing than in studying. Anyway, it is necessary that teachers play their role correctly by making an effort to carry out activities which aim at maintaining students' attention in the classroom.

Answering the question n°5 which inquires about the lesson on which the EFL teachers usually emphasise in the classroom, 15 teachers out of 15, which is 100 percent assert they usually emphasise on grammar lessons in classroom. This means that skills such as speaking, reading, listening, and writing are not much considered in the teaching process. The results to question 6 show that 60 percent of the teachers teach speaking skill sometimes in their classes. 40 percent of them teach it rarely. This gives the proof that speaking skill is neglected and the EFL teachers are teaching the students to be good at grammar. As result, we can notice that the students are unable to express themselves in English. They fail because they are not prepared to that.

As far as the answers to question 7 are concerned, 66.66 percent agree with the statement: “the first aim of teaching or learning any language is to be able to speak it”. Only 33.33 percent of them disagree. We can notice that the majority of the teachers gives favorable answers to the statement. But the asked question is why they don’t want to prove it through their teaching by making the students speak the language they have been learning for years. This may also be one of the reasons why some learners find English subject very difficult because it is not possible to be learning a language for at least 3 years and not to be able to make a meaningful sentence in it. The answers to question 8 show that the majority of the teachers believes that motivating activities can help students speak English. Those who agree are 14 out of 15, which is 93.33 percent. Only 6.66 percent disagree. This shows a very interesting aspect because one thing is to think of speaking activities, but the other and most important one is to propose activities that can motivate students to speak. That is, learners cannot feel at ease, participate into the lessons if they are not interested in. We can, thereafter establish a link between the interesting aspect of the lessons and the type of activity prevailing in EFL classes.

Then when we look at the data collected to question 9, which aims at finding the type(s) of speaking activities the teachers teach in class, we can notice that the predominant activities are presentation (33.33%) and given topic (33.33%). 20 percent teach through discussion whereas 13.33 percent use debates. For question 10, the results show that the majority of the students are not interested in the speaking lessons. 60 percent of the respondent teachers confess they have the impression that their learners dislike their speaking lessons. To justify their answers, some say that the students don’t really do the work; that means they are not active during the speaking activities. For others, it is because learners, instead of doing the work they are asked to, rather chat and disturb one another. Another category of students speaks their mother tongue or French. Only

40 percent of the teachers admit they have the impression that their learners like their speaking lessons. Answers to question 11 show that 100 percent English teachers mind the relationship between them and their students and argue that this is: to avoid problems with female students later, to choose appropriate material and activities. I think those teachers are right in their choice. It is also important to point out that teachers need mind their relationship with their students in order to play efficiently their role as teachers.

The results to question 12 show that all the respondent teachers, that is 100 percent are in agreement with the fact that activities can influence students' acquisition of speaking as far as English is concerned. This means that teachers need to think deeply, consider their learners, their reaction, their level of understanding, what they like or dislike before choosing any activity they want to teach, the kind of activities used by any EFL teacher in his/her classroom determines the nature of the atmosphere that would be prevailing inside. This can be shown through the answers provided by the teachers for question 13. The results prove that 66.66 percent of the respondent teachers assert that their learners do not often practice the speaking activities. Only 33.33 percent admit their learners often practice the speaking activities. This means that those teachers succeed in choosing the appropriate activities that motivate their learners. We have to keep in mind that the choice of motivating activities is very important and necessary for an effective teaching and learning of English to take place. Even if the teacher is motivated to teach and the learners too are full of motivation but the activities they want to carry out are not motivating ones, the work can eventually fail. The reasons used by the teachers whose students do not often practice the speaking activities are the following ones: the students are not even interested in the activities, they are shy to speak English. We have to understand that learners are not only shy to speak English, but they also fear mistakes and errors. It comes

now to the teachers to make the students feel at ease to speak by creating a good atmosphere in the class.

The last but one question in the questionnaire to the EFL teachers is to check the reason why their learners don't succeed in speaking English. The data collected is a proof owing to which learners fear errors and mistakes, they are shy to express themselves and for others, learners dislike the subject (English). Indeed, there are other aspects that can hinder the students' success in speaking English. The level of our students today is very low and this may be because many pupils of primary schools get access to secondary schools without deserving this. This causes the problem of classrooms at secondary schools and students lack rooms for classes. For that, school authorities are obliged to use their means to work. That is the reason why in most of our public secondary schools, students are over the normal size of a class, and many teachers face problems to reach their objectives.

Answers to the last question in the questionnaire to EFL teachers, all of them agree with the use of drama to motivate learners speak English. This point of view is largely shared. According to them, students want to be actors or actresses to perform, they want to joke, to play.

CHAPTER FIVE: DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS

5-1- DISCUSSION

As shown by the results from my survey, students' inefficiency in communicating in English is due to many factors among which, we have the following ones:

- very few teachers consider speaking skill and also use uninteresting activities, unclear instructions while teaching it. For that, learners hardly understand those instructions and find the speaking class boring.
- Some EFL teachers don't consider the target language (English) and make the use of French and even local languages (Fon, Goun, Yoruba...) during English class times.
- Others don't give opportunities to their learners to express themselves and their talking time is longer than their students'.
- Some learners fear the class laughing at them if ever they made mistakes and errors. For that, they feel shy to participate in the speaking lessons. This raises the problem of classroom management since the teachers are unable to create a stress-free atmosphere in the classroom. However, as EFL teachers, how can we motivate EFL learners to speak the English language fluently?

In fact, we have to know that EFL teachers need to teach speaking through motivating activities. If learners find the speaking activities interesting, they will participate in the lesson, and consequently speak English.

The experimentation at « Les Cocotiers » secondary school with the students of 4^{ème} and 3^{ème} clearly show that drama activities are very important to foster English. That is the reason why I have decided to show at this level, the advantages of drama, show how it can be taught in EFL classes.

- **The advantages of drama**

Drama is a powerful language teaching tool that involves every student interactively all along the class time. It can also provide the means for connecting students' emotions and cognition as it enables students to take risks with language and experience the connection between thought and action. Teaching English as a Foreign Language inevitably involves a balance between receptive and productive skills; here drama can effectively deal with this requirement. Through drama, a class will address, practice and integrate reading, writing, speaking and listening. Drama also fosters and maintains students' motivation, by providing an atmosphere which is full of fun and entertainment. In so doing, it engages feelings and attention and enriches the learners' experience of the language.

It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for EFL learners to use the language in concrete situations. Besides, drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time and I think this fits with the learners of « Les Cocotiers » secondary school whose wish is to play and joke while learning. There are activities which give the students an opportunity to use their own personality in creating the material in which part of the language class is to be based. Drama is any kind of activity where learners are asked either to portray themselves or to portray someone else

in an imaginary situation. In other words, drama is concerned with the world of "let's pretend"; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person". How can we then use drama in an EFL classroom?

- **Through Mime**

Mime is a non-verbal representation of an idea or story through gesture, bodily movement and expression. It helps develop students' power of imagination and observation and can also be quite simply "a source of great enjoyment" with students tending to be very enthusiastic about this aspect of drama. To the language teacher, one could generally say that mime is acting out an idea or story through gesture, bodily movement and expression, without using words. Mime can help to fix language in the minds of the students, and the following activity demonstrates how vocabulary items can be revised and reinforced.

Placing a box in front of the class, the teacher mimes taking something out of it and asks students to take a guess at what it could be. The teacher then invites a student to approach the box and whispers the name of the object to him/her, who in turn mimes taking the object out of the box while the rest of the class guesses.

If the mime involves pair work or group work, learners normally find it easier and more motivating to produce language when they have to accomplish a task. Working in pairs or small groups, students are given topics to work on which are to form the basis of a three minutes mime (a burglary that goes wrong, an incident at a bus stop, an argument at the cinema, for example), five minutes are allowed for preparing and rehearsing. Students perform their mime in turn, and after each performance the teacher asks the class to interpret what it has been.

- **Through role Play**

Role play is a method for exploring the issues involved in complex social situations. Role play prepares EFL learners for EFL communication in a different

social and cultural context. It enables participants to deepen prior experience and to translate it into characters for the plot. The main benefit of role play in the context of EFL teaching is that it enables a flow of language to be produced that might be otherwise difficult or impossible to create. Role play can also help recreate the language students used in different situation, the sort of language students are likely to need outside the classroom. By simulating reality, role play allows students to prepare and practice for possible future situations and its ideas could be obtained from situations that teachers and learners experience in their own lives, from books, television programmes and movies or from their daily interactions with other people at school or anywhere.

After choosing a context for a role play, the next step to follow is to provide ideas on how this situation may be developed. It is important to take into consideration the learners' level of language proficiency when using and implementing role play activities in the classroom. Broadly speaking, role-play involves being an imaginary person usually in a hypothetical situation and sometimes in a real one. Role play is a class activity which gives the students the opportunities to practice the language aspects of role-behaviour, the actual role they may need outside the classroom.

There are many types of role play such as story dramatization and sociodrama, seminar style presentation, debates and interview. Different types of role play demand different approaches, the way the role play is introduced, the description of the roles, the facilitation and debriefing sessions vary accordingly.

- Through Simulation

Simulation is case study where learners become participants in an event and shape the course of the event. The learners have roles, functions, duties, and

responsibilities within a structured situation involving problem solving. Simulations are generally held to be a structured set of circumstances that mirror real life and in which participants act as instructed.

Jones (1982) defined simulations as "*a reality of functions in a simulated and structures environment*". A simulation activity is one where the learners discuss a problem within a defined setting and are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogues. One category would be social formulas and dialogues such as greeting, parting, introductions, compliments, and complaints. Simulation exercises can teach students how to function in a social situation with the appropriate social niceties. For example, students could practice how to turn down a request for a date or a party. Another category of simulated interaction activity is community oriented tasks, where students learn how to cope with shopping, buying a ticket at a bus stop etc. This sort of simulation helps students' communicative participation in the community and at the very least help them in the task of collecting important information. A clear line cannot be drawn between role play and simulation.

Role play is frequently used within simulation. In role-simulation, the participant remains the same individual while reacting to a task that has been simulated on the basis of his own personal or professional experience. In language teaching the differences between role play and simulation are not that important. The function of a simulation is to give participants the opportunity to practice taking on specific roles and improvising within specific situations on the assumption that with practice, the participants will play their roles more effectively when situations involving similar skills occur in real life.

- **Through improvisation**

Improvisation is an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of whom one is, where one is and what one is doing there.

The focus of improvisation is on helping learners to discover their own resources from which their most imaginative ideas and strongest feelings flow, participants gain freedom as self-discipline and the ability to work with others develops. It is a spontaneous response to the unfolding of unexpected situation. Improvisation is an excellent technique to use in the EFL classroom as it motivates the learners to be active participants in authentic situations thereby reducing their self consciousness. At the beginning students will be hesitant and shy to participate in the activities, but after a few sessions they will become more enthusiastic and there will be a phenomenal improvement in their confidence level. Improvisation provides learners with opportunities to not only improve their language communication skills, but also to improve their confidence which will ultimately lead to the development of positive concepts.

Before the improvisation session , the teacher or the facilitator has to involve the establishment of a context which serves to inform the participants where they are and what they are expected to portray in their inter-relationships with other characters. Since this is an unscripted, unrehearsed drama exercise, the participants are free to make their own spontaneous contribution as the play unfold. This means that they have the freedom to add their own words and develop their characters in the ways they would like to. Thus, one of the advantages of improvisation is the level of freedom that the participants are able to exercise during the execution of the creative session. Improvisation exercises could involve an entire class of learners or smaller groups. Once the context has been provided, the learners will participate spontaneously in the exercise. A whole class improvisation exercise could involve the participants at a market where some are the buyers and others the sellers. The teacher's role is to provide the context and

the participants act out their roles spontaneously without any planning. It is important to keep in mind that much of the content for the improvisation activities could come from the participants' own background and experiences.

Here are some examples of improvisation.

- 1- You are a group of people at a party having a good time. Decide who you are and what you are doing.
- 2- You are a group of students complaining about sexual harassment in educational environments.
- 3- You are a group of parents attending a parent meeting who are complaining about the poor facilities and teaching and low level of students.

These activities and their varieties depends on the creativity of the teacher who can think of useful situations where he can generate students communication skills.

What is the role of the teacher then ? In using Drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. Classroom drama is most useful in exploring topics when there are no single , correct answer or interpretation, and when divergence is more interesting than conformity and truth is interpretable. Education should strive not for the acceptance of one voice, but for an active exploration of many voices. Using drama activities and techniques inside the classroom has changed the role of the teacher. The class becomes more of a learner-centered rather than a teacher-centered one. The teacher is merely the facilitator.

5-2- RECOMMENDATIONS

- **To educational and school authorities.**

Since the school regulation is under the government control, in their educational policy, they should reinforce the teaching and learning of English to enable all Beninese to be familiar with the international language. To reach this objective, a number of steps should be taken.

- **Teachers recruitment**

My investigation shows that there is an important lack of qualified teachers. The teaching of English as a Foreign Language is different from the teaching of other subjects. So, to allow a successful process of English language teaching and learning, they should recruit directly those who have been trained in the “Ecole Normale Supérieure”. And untrained teachers should get trained.

Government authorities should find solutions to the problems of infrastructures in building and equipping enough classrooms to avoid large class size.

Government authorities should form enough inspectors to regularly supervise and control classroom practice in all schools as far as English teaching is concerned.

School authorities should try their best to build and equip each school with an English laboratory and a library where useful documents for teachers and learners can be found.

School authorities should try their best to provide each English class with enough prescribed English textbooks so that learners who do not have them should use them at least during English class times.

School authorities should set up English clubs and encourage students to be members of them.

- **To EFL teachers**

As teachers are one of the main actors in the process of successful learning of English language, there are a number of things they should do:

English teachers should know that they are the one to make learners like the language and should try their best to reach this objective;

They should always prepare their lessons before going to the classroom;

They should seek for adequate materials in order to make their learners more participative;

They should vary speaking activities so that learners could be interested in the lessons all the times.

In planning their speaking lesson, teachers should consider their students, who they are, what they like and what interests them much. This will help them in the choice of the speaking activities, in the way they will give instructions to allow their learners to understand them clearly. So, instructions should not be improvised;

They should create a stress- free atmosphere in the classroom;

They should encourage their students to speak English in pair and group works;

They should make instructions very clear as far as tests are concerned.

5-3-SUGGESTIONS

- To EFL teachers

Here are some suggestions to English language teachers while teaching oral language:

-Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.

-Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.

- Reduce teacher speaking time in class while increasing student speaking one. --
- Step back and observe students.
- Indicate positive signs when commenting on a student's response.
- Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
- Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
- Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- Provide the vocabulary beforehand that students need in speaking activities.
- Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

Activities to Promote Speaking

Discussions

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion

points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..."

Simulations

Simulations are very similar to role-plays but what makes simulations different from role plays is that they are more elaborated. In simulations, students

can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, he or she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very

beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Using realia, flash cards, Stories and songs in teaching

Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies such as fruits, vegetables, clothes items, etc... Besides, they are very helpful in drawing especially beginners' attention to follow and match new words to items. In addition, realia is an authentic material that helps the teacher to overcome classroom artificiality. Creating stories with the students is another way of developing speaking and writing skills. Actually, creating stories is grounded in the students' ability to create a story from their personal experience. In creating stories some issues are revealed such as fluency, whether the students have enough language to create the story, and accuracy.

Teachers are able to demonstrate techniques of using songs in different ways to teach grammar, vocabulary, pronunciation and community building because the students like songs and they motivate the students to learn the English language in an interesting way. Teachers can elicit students' ideas about the song through activities such as prediction, mind maps, word splashes, etc. Students discuss questions such as the feelings in the song, what will happen next, etc. and

write their responses in an interesting manner. Students may write and present how the song makes them feel and then draw a picture of their feelings while listening to the song. Teachers respond to this presentation and ask questions. Then, feedback is provided from the group.

- To learners and parents

In the process of English language learning, students are the most concerned. So, they must adopt attitudes and behaviors that favour a successful learning of the language. They must be very polite and obedient in order to create a good learning atmosphere they will benefit from.

They must respect the code of conduct and regularly do their homework. They must always learn their lessons before going to school and must convince their parents of the importance of the learning materials, especially the English textbooks in order to facilitate the process of English learning. They must attend English clubs and be more active.

As far as parents are concerned, they must try to put their children in good learning conditions. Some of these conditions include:

- Providing children with the learning materials they need
- Considering the distance between their home to the school
- Giving them opportunities to do their homeworks and learn their lessons
- Supplying them with food, “because a hungry man is an angry man”.
- Checking how well or bad their children are doing at school
- Letting their children go to the English clubs to improve their English

CONCLUSION

“*Teaching is an art and the teacher is an artist*”, **Kochhar** (2006). But the teacher’s job is more difficult than the one of the artist. The role of the artist is to handle inanimate material and impart “life” to it through his work. He gives any shape he likes to the art material. He gives expressions to his own ideas and imposes his will on the material with which he works and creates an object. Contrary to the artist, the teacher cannot give any shape to the “living material” he comes in contact with. The child is a growing, developing as a human being with a will of its own. This is what makes the teacher’s job complex and difficult. To make the process of learning successful, motivation plays an important role.

To have this favorable attitude, the teacher has a lot to do. This has led me to investigate on the topic under consideration to show how he can make learning process, especially speaking English successful. I have to mention that the research work has been particularly focused on the case of CEG “Les Cocotiers” of Porto-Novo. To achieve my goal, I firstly tried to expand my knowledge about the topic by reading some pioneers’ works interested in the role of motivation in the process of English as a foreign language learning. All these materials have led me to get more information about the way the EFL learners can be motivated in our secondary schools. Secondly, I have designed questionnaires for both teachers and students to investigate on this topic.

Next, I have presented the different results of my investigation through two tables. The study has shown that the teachers have a lot to do to make their learners get involved in English lessons and succeed in speaking the language. Finally, we have made some recommendations to the government, school authorities and also to the EFL teachers. Among the recommendations I mentioned that school authorities should directly recruit qualified teachers in order to improve the teaching and learning of English as a foreign language. Part-time teachers should be given some basic training in order to be successful in their job. Some suggestions have also been made to EFL teachers, EFL learners and their parents.

I have suggested some speaking activities EFL teachers can use to motivate their learners speak the language. Parents should also play actively their role by providing their children with the learning materials. I hope that these recommendations and suggestions if taken into account will help our students like English language and be able to speak it fluently.

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ANNEXE 1

Questionnaire to EFL Students

I am a student-teacher at the Teacher Training College of Porto-Novo and want to carry out a research work on the **Teaching speaking through motivating activities in EFL classes**. So I'd like you to complete this questionnaire which will help me have information for my study. Please, try to be as honest and precise as possible.

1-How long have you been learning English?years

2-Do you like English?

Yes No

-If yes, why?

English is an international language

I like the way my teacher teaches

I like the warm and enthusiastic atmosphere in English class times

English is a melodious language

-If no, why not?

English is too difficult for me

I hardly understand English instructions

I am not interested in English activities

My English teacher is too strict and harsh

- Other reasons:.....
.....

3-What is your objective in learning English?

To have good marks

To be able to speak it fluently with people from English speaking countries

To have a better job prospect

No objective

4- How do you wish speaking lessons were taught to you?

Through pictures
Through pair and group works
Through visual and audio aids
Through drama, role play, simulation....

- Others.....
.....
.....

5-Do you get involved (participate) in speaking lessons?

Yes No

If no, why not?

I fear the class laughing at me if ever I made mistake

My teacher does not give me time to practice the language

The speaking class is boring

I don't know how to express my ideas

Others:

6-How often do you speak English?

Always Usually Sometimes Rarely

7-How close do you believe your teacher is to you?

He knows and calls my name

He is kind, helpful and humble

He is ready to keep good relationship with our parents

He is interested in my problems in and outside the class and even helps me solve them

8- How far is drama activities important to motivate you speak English?

Not important More or less important

Hardly important Very important

ANNEXE 2

QUESTIONNAIRE TO EFL TEACHERS

I am a student-teacher at the Teacher Training College of Porto-Novo and want to carry out a research work on **Teaching speaking through motivating activities in EFL classes**. So I'd appreciate it very much if you could complete this questionnaire which will help me have information for my study. Please, try to be as honest and precise as possible.

1- What is your highest qualification?

Licence

BAPES

Maitrise

CAPES

2- How long have you been teaching English?

1-5 years

6-10 years

11-15 years

More than 15 years

3- Do you like teaching in 4ème and 3ème?

Yes

No

- Give your reasons for that

.....
.....
.....

4- Do you think your learners are interested in your subject?

Yes

No

- How do you know it?

.....
.....

5- As an English teacher, on which lesson do you usually emphasize in your class?

Listening

Speaking

Reading

Writing

Grammar

6-How often do you teach speaking skill in your classes?

Always Usually
Sometimes Never

7-Do you agree with this statement: “the first aim of teaching or learning any language is to be able to speak it”?

Yes No

8- Do you believe that motivating activities can help students speak English?

Yes No

9- What type(s) of speaking activities do you teach in class?

Presentation Discussion Given topic
Role Play Debates Simulation

- Other activities

10- Do you have the impression that your students like your speaking lessons?

Yes No

- If no, why not?

11- Do you mind the relationship between you and your students?

Yes No

- Why?

12- Do you think activities can influence students’ acquisition of speaking as far as English is concerned?

Yes No

13-Do your learners often practice the speaking activities?

Yes

No

* If no, what are the reasons?

-They are not even interested in the subjects

-They don't understand the instructions

-They can't express their ideas in English correctly

-They are shy to speak English.

14- According to you, why don't your learners succeed in speaking English?.....

.....
.....

15- Do you think that teaching speaking through drama can motivate learners speak English?

*Yes

*No

-Why do you think so? Give your reasons

.....
.....