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THEME

*USING MOTIVATIONAL ACTIVITIES TO
HELP EFL BEGINNERS SPEAK ENGLISH IN
BENIN SECONDARY SCHOOL: THE CASE
STUDIES OF CEG PAHOU AND CEG OUANDO*

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DEDICATION



I dedicate this research work to:

- The Almighty God
- My dear mother Baïe VODOUNNON

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List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second language

SLA: Second Language Acquisition

L2: Language 2 or Second Language

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INTRODUCTION

Teaching is an honourable occupation 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.

Moreover, discussions on instruction are frequently limited to the interactive process between teachers and learners. But such discussions overlook the design on instruction, an integral part of professional teaching. Instructional design includes out-of-class teaching activities like planning, marking papers and preparing materials for instruction. These out-of-class thoughts and actions clearly affect what happens during class and what students learn. Teaching includes the complementary processes of instruction and instructional design.

As foreign a language in the Republic of Benin, English is nowadays genuine means of communication, information and formation and a lot of countries are investing a great amount of money to train their people to be fluent English speakers. But unfortunately, English teaching in our countries embodies a lot of biases making the learning and teaching process ineffective and therefore, hampering the true acquisition of the language. In addition, teachers, when planning their lessons, focus on students' acquisition of grammar, thus sacrificing the language skills. These defects prevent them 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 are experiencing in our classrooms, fear, panic, anger and mental uncertainties due to the classroom atmosphere and the way lessons are planned and conducted in our secondary schools. This situation not only affects the students' ability to speak the English language, but also influences their attitudes in society in the long run if nothing is done.

Besides, the primary expectation of any teacher is to facilitate student learning. Indeed, in the process of learning any kind of human activity whatever it

may be, the learners are expected to be involved 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 motivated learning. This makes trainers and teachers say unanimously that without motivation there is no learning and without a motivator there is no motivation. That is the reason why this research work is entitled: using motivational activities to help EFL beginners speak English in Benin secondary schools: the case study of CEG PAHOU and CEG OUANDO.

Some teachers do not handle their students with care and the target language is taught in a bad climate. Besides, the time that is allotted to classroom activities is not sufficient and even not scheduled so as to help tackle the four skills and teachers focus the whole course on grammar. The use of motivational activities can help find solutions to some of the shortcomings that come in the way of students' learning and acquisition.

I would have carried out my research throughout the country but I have limited it to only two secondary schools of Benin Republic which are CEG Pahou and CEG OUANDO. My objectives in conducting this study are firstly, to enable students to be motivated to learn English. 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.

CHAPTER ONE: THE INTRODUCTION TO THE STUDY

1.1. The Significance of the study

Motivation is of a great importance because it is one of the important forces that guide a student's actions. So, our study will:

- enable teachers to make their students enjoy learning activities performed in their classes;
- make English learners participate in the learning process;
- contribute to the professional growth of English teachers in the sense that it displays strategies, which teachers can use to motivate their students;
- make the learning process more attractive and effective;
- show the way to future research oriented to motivation.

1.2. Problem statement

When an individual decides to become a teacher, he or she must have a desire to behave in a supportive and encouraging manner. After all, students deserve the right to have a teacher who makes them feel comfortable within the classroom walls and even outside and makes them acquire knowledge and good attitudes.

Fortunately, many students in our secondary schools are interested in learning English. Usually when a student starts the secondary school, English is the subject he is eager to learn because it is a new language. But after some courses, they are bored by the learning activities and begin to complain. Since a language is taught to spoken, emphasis should therefore be laid on speaking skills. That's why I chose to deal with a research on the use of motivational activities to help EFL beginners speak English in Benin secondary schools.

1.3. The purpose of the study

In some classroom settings, anxiety may prevent students from functioning normally. Teachers have to give much attention to classroom atmosphere likely to create a meaningful interaction among the students so as to help them speak the language fluently.

By carrying out this research work, my expectation is to make teachers become aware of some learning/teaching problems and their solutions in order to help them become efficient English language teachers and as a result motivate learners to speak.

1.4. The limitation of the study

Human activities need motivation to survive successfully. This study is limited to beginner learners in Benin secondary schools. The way science teachers motivate their students may be different from the way EFL teachers can motivate their students. My work will deal with the way an EFL teacher performs his work.

Motivation may come from not only EFL teachers but also from parents, school authorities and from social and school environment. This work lacks the aspects of motivation that should come from parents, school authorities and the social environment of the students. All these aspects should reinforce the teacher's job and give chance to the students to learn the language and show pleasure to speak it. A lot of authors have worked on the motivation field but in my research work I will deal with only a few of them.

In the next chapter I will deal with the literature review about the topic under consideration.

Chapter two: Literature review

This study is about student motivation to speak English and a presentation of some techniques to be followed by teachers for learning facilitation.

To reach this objective, and in order to get more information to deal with my topic, I have read some books and articles. This chapter gives an account of these readings.

2.1. Presentation of various aspects of motivation

2.1.1. Motivation in second language Acquisition (SLA)

The term motivation, "as defined by MC Donough (1986) *tends to be used as a general cover term, dustbin to include a number of possible distinct concepts, each of which may have different origins and different effects and require different classroom treatments*" (P.471). Motivation is considered as an affective factor like personality or emotion. Motivation is grouped together with affect and attitude and the distinction is ambiguous, especially between motivation and attitude.

According to Gardner (1985) motivation is "*the combination of effort plus desire to achieve the goal of learning the language plus favorable attitude toward learning the language*" (P.509). Attitude is the determining factor of motivation.

Attitudes towards a language setting or a target culture certainly affect the degree of motivation learn a language. However, attitudes are just one of the determinants like reward or punishment which influence the amount and the direction, approach or avoidance, of the effort. According TO Naiman (1978) "*Positive attitudes to language learning appear to be necessary but not a sufficient condition for success*", though "attitudes to the language learning

situation play an important role in successful learning" (P.100). Gardner overemphasizes the role of attitudes in motivation. Of course, motivation alone is not sufficient, but a necessary condition for the successful language learning. What is the psychologists' point of view about motivation?

- **Motivation in psychology**

In comparison to how motivation is generally recognized in current SLA research, current psychology offers a more general and a precise definition. Keller (1983) prescribes that motivation *“refers to the choice people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect”* (P.481). Here, attitudes are not included in the definition. Motivation is simply the direction of desire and the intensity of somebody to do something.

There seems to be confusion in discussing motivation in SLA, which leads us to confound motivation with attitudes. In psychology, *“motive”* means *a state* and *“motivation”* means *the process during which motive occurs*. That is, motivation accompanies a behavior and that sense, *“effort”* is *an inevitable factor to realize the desire*, that is, motive. Motive is a mental state which directs behaviours and attitudes. The difference between these two concepts is that motive refers to do something and attitude refers to affects toward something.

Gardner (1991) claims that orientations *“refer to reasons for studying a second language, while motivation refers to the directed, reinforced effort to learn the language”* (P.58). Then, he concludes that motivation influences a second language learning and can predict achievement, but orientations do not.

- **Intrinsic motivation and extrinsic motivation**

There are many motives which derive from intrinsic motives. Interest is one of them. Competence and self-determination are central concepts of intrinsic motivation and seem to explain those motives.

Deci & Ryan (1985) state that *people are “intrinsically motivated” when the purpose for doing an activity is “doing it for its own sake rather than because of external pressure or promise of reward or doing it”* (P. 35). The activity isn't a means for a purpose but a purpose itself. Many activities are intrinsically motivating.

People tend to pursue a novel stimulus and approach a moderately discrepant stimulus from an accustomed level. This motivation is called *“inquisitive motivation”*, more generally *“interest motivation”*.

When people are curious to know something out of curiosity, they are inquisitively motivated. Montgomery (1954) names it *“exploratory drive”*.

People are intrinsically motivated to react to the outside world with the body and manipulate objects by the action. The motivation is called *“manipulation motivation”*. Harlow (1950) names it *“manipulation drive”*. This notion is similar to that of *“inquisitive motivation”*, which emphasizes the novelty of stimuli. The only

difference is that inquisitives expect mental satisfaction, but manipulation motives expect physical satisfaction.

These two major motivations are seen in Ausubel's work (1968) identifying six needs which lay the training for motivation: The need for activity (both mental and physical, seeking for stimuli), the need for stimulation (more generally seeking for stimuli), the need for knowledge (a kind of inquisitive motive), and the need for ego-enhancement (the need for approval) (P.152-153). The first four needs elaborate on the two motivations above. The need for knowledge partly comes from interest, and partly from self-actualization. The need for ego-enhancement is a motive to be approved and identified by others.

Many approaches try to explain these diverse aspects of "intrinsic motivation" altogether. White (1959) emphasizes that people are motivated to pursue competence through interacting with surroundings and he defines "competence" as the potential ability to interact with surroundings effectively. In that sense, the feeling of competence is a significant factor in the successful interaction with society or a language learning. This motivation is called "effectance motivation", which is differentiated into mastery, cognisance, or achievement and more specialized motivations as people get additional experiences.

Deci (1995) examines "Festinger's cognitive dissonance theory" and reports that *when people do something they don't want to do and have insufficient justification for doing it, they feel dissonant*. They then tend to modify positively their cognitive evaluation for doing it, namely, they become motivated to do it and feel it is interesting or worthwhile to do, because they think that the effort they put into it must be balanced by some kind of values. If they take responsibility for doing the activity and the reward is trivial, this modification will happen. Otherwise they can attribute their effort to compulsion from others or a reward for doing it. They do not want to believe that they have worked in vain.

When a teacher gives students assignments, part of them should be free tasks. If students do the free task (the responsibility is due to themselves) with a small reward, students will be motivated to learn. They believe they are engaging themselves in the task by their own will, not because they are ordered to do so.

In cognitive dissonance theory, people are motivated to do the activity since they want to feel competent and self-determined by believing that they chose to do the activity not because they were forced to do it but they thought it was worth doing.

Those who have a strong intrinsic motive to learn a language may not be motivated to learn, hindered by the surrounding condition such as task difficulties or monotonous classes. We cannot tell whether learners have a motive or not by a simple observation from outside. On the other hand, those who seem to be motivated to learn a language may not be intrinsically motivated to learn. Learners may just want praise or some rewards when they learn.

Deci & Ryan (1995) distinguish between extrinsic motivation and intrinsic motivation. Extrinsic motivation *“refers to learning situations where the reason for doing a task is something other than an interest in the task (or broader learning endeavour) itself. In addition, undertaking the task may be something the person feels pressured to do rather than genuinely wants to do”*(p.169). People are extrinsically motivated by external incentives, or extrinsic rewards or punishments.

Another aspect of extrinsic motivation, according to Dickinson (1987), *consists in “offering rewards to learners who were previously intrinsically motivated which can have the effect of reducing intrinsic motivation”*(p.170). Rewards or punishment (e.g. ; constraints like assignments) make learners feel that they are forced to learn and reduce the feeling of self-determination. They then lose their intrinsic motive to learn.

Deci & Ryan (1995) also notice, however, that extrinsic motivation is predominant *“when children are being introduced to learning knowledge and skills which they have no intrinsic wish to learn. In introductory foreign language learning in formal settings, for example, it is usually necessary to use extrinsic incentives and controlling events to coerce children to learn sufficiently the language to develop intrinsic motivation”* (P.170). Furthermore, “inducement” in the cognitive dissonance theory by extrinsic “high” rewards / punishment.

Although intrinsic motivation is a fundamental motivation which gives a strength or energy to an activity, intrinsic motive is always mediated by cognition toward self and surroundings.

One of the most commonly accepted in the psychological field is “attribution theory” concerning the effect of cognition against motivation suggested by Weiner, B. (1972). He explains the way people perceive their success or failure and attribute the causes to the events. The causes are categorized into four basic parts: ability, task difficulty, effort and luck according to two dimensions: stable/unstable and locus of control (internal or external).

Whereas the locus of control against the result is referred to in the attribution theory, the locus of control against the reason for learning is referred to in this theory of personal causation. The stability is based on their own cognition and

learners can perceive themselves to be in control of learning and can enhance their motivation by changing their cognition.

De Charms, R. (1968) organized a program *“to help children to reduce their pawn behavior and build up their origin behaviour”* (p.173). De Charms directed the Carnegie Project *“to enhance the motivation of low income, black, elementary school children in S^t Louis, USA”* and found six origin traits. De Charms points out that origin trait can be developed in warm human relations. Each learner *“adopts the aims of realistic goal setting, planning, persuading learners to adopt personal responsibility for their learning, and each attempts to encourage feeling of personal causation and self-confidence”* and enhance their motivation. This result supports the importance of self-determination to motivate students.

As stated above, students' perceptions influence their learning to a great extent. For Crooks & Schmidt (1991): *“student expectations of self-evaluation of likelihood of success appear to have important motivational effects”* (p.490). What, if students come to have negative self-perception? Seligman (1975) found that *“through repeated failures or through being in situation in which they cannot influence the contingencies of reward conditional on their behaviour”*, students *“have learned that they cannot bring about comfort or success through their action”* and this *“learned helplessness”* leads them to have low-estimate of their future success and to be less motivated. The locus of control is outside themselves and the result is stable. There is no possibility of control, so that, at length, they cannot be *“competent and self-determined”* and their motivation is deprived.

Abramson (1978), incorporated the attribution theory, analysed the learned helplessness from three dimensions: internal (personally) / external (anyone), stable (always) / unstable (sometimes) holistic (everything) / partial (only one thing). When learners perceive their failure to be internal, stable, and holistic, their pride gets hurt more seriously and their helplessness gets stable and enlarges.

Students can overcome their helplessness by making themselves aware that the reason for their failure is external, unstable, and partial. With this perception, students can raise origin traits.

2-1-2 the features of motivation

- **Integrative motivation**

Gardner (1991) states that *“motivation to learn a second language is influenced by group related and context related, attitudes, integrativeness and attitudes toward the learning situation respectively”* (p.58). A person who has positive attitudes to the target culture and people is thus considered well motivated.

“Integrative motivation” is basically a motivation to be a member of a target society in a foreign setting but it also includes a motivation arisen from an interest or a favourable feeling to a target culture or people. In a foreign language setting, learners rarely have a chance to integrate into the target culture and society and don’t feel integrative motive but rather “interest motive” such as the desire to learn a language in order to know about or to get in touch with a language, culture, or people who speak it, but not so much as to identity with them.

Mc Donough (1986) notes that there are two types of integrative motivation. One is strong motivation to “belong” to the target of group and acquire psychological character, or “assimilative motivation”. The other weak motivation, a general desire for wider social contact with target language speaker, or “affiliative motivation”. So, we can divide “affiliative motivation” into three types: “assimilative motivation” to participate in a foreign society, “affiliative motivation” to be friend with a foreign people or to travel and stay in a foreign country, and “interest motivation” to know about foreign culture or just yearn for it.

It must be noted however, that while intrinsic/extrinsic construct depends on whether one can take responsibility or their actions and self-determinant, Gardner’s Integrative/Instrumental construct deals with social aspects/whether learners learn a language to integrate into the society or just to achieve goals. According to Brown (1994), *“While many instances of intrinsic motivation may indeed turn out to be integrative, some may not. For example, one could, for highly developed intrinsic purposes, wish to learn a second language in order to advance in a career or to succeed in an academic program”* (p.157).

- **Instrumental motivation**

In contrast with integrative motivation, Gardner & Lambert (1972) describe “instrumental motivation” as a motivation to acquire some advantages by learning a second language. A learner with instrumental motivation regards language as an instrument to get a reward.

For Gardner & Macintyre (1991) though “instrumental motivation” also influences second language learning, “to the extent that an instrumental motive is tied to a specific goal”, “its influence would tend to be maintained only until that goal is achieved”. Once any chance for acquiring a reward disappears, the learner will stop making any more efforts. *“On the other hand, if the goal is continuous, it seems possible that an instrumental motivation would also continue to be affective”* in learning (p.70).

Those who are extrinsically motivated to learn recognize rewards or punishment as the reason to participate in an activity and their perceived locus of casualty shifts

from inside to outside, or their original intrinsic motives are deprived. However, extrinsic motivation has a greater impact and manifestation than intrinsic motivation in here-and-now situations.

- **Integrative motivation versus Instrumental motivation**

In discussing motivations, it is worth considering the difference between a second language setting and a foreign language setting, that is, whether learners learn a language as ESL or EFL. In a second language setting, learners live in a target culture and have chance to be in contact with the speakers of the target culture. Meanwhile they have many troubles to assimilate and to identify themselves with the culture. On the other hand, in a foreign language setting, the target culture is not directly connected with the learners' life and learners have less chances to use a target language and expose themselves to it. Generally, integrative motivation is likely to occur in a second language setting and instrumental motivation in a foreign language setting.

Macintyre (1991) argues that both motivations are effective. *“Both integrative motivation and instrumental motivation can influence second language learning. Both individual difference factor of integrative motivation and situationally determined one of instrumental motivation had consistent and meaningful effects on learning, and on behavioural indices of effort.”* (p.115). These two motivations cannot be compared on a line. Each motivation has its effect on learning. They occur under totally different situations.

- **Machiavellian motivation**

Oller & Perkins (1978) suggest that “some learners may be motivated to excel because of negative attitudes toward the target language community”. *“These learners have a desire to manipulate and overcome the people of the target language”* (p.96). They labelled this pattern of motivation as “Machiavellian motivation”. It's a good example to explain the mechanism of motivation. Motivation is a directed effort to learn a language and the direction is to approach or avoid the goal.

Integrative motive is a desire to assimilate to the society. People in a foreign language setting are running a risk of losing their identity because of the language barrier. They cannot feel competent in such a situation where they have difficulty in communicating with others. Learners who have integrative motivation avoid the danger by approaching the society and identifying themselves with it. On the contrary, learners who have Machiavellian motivation avoid the danger by avoiding

assimilation and protecting their identity. They learn a language so that they could control the danger and finally eliminate it.

Similarly, in contrast to instrumental motivation, learners are motivated to the opposite direction. Gardner describes instrumental motivation as a motivation to acquire some advantages by learning languages. But learners are also motivated to avoid punishment, e.g. so as not to get a bad grade and be punished as they are motivated to learn so as to receive a reward. Both rewards and punishment cause instrumental (extrinsic) motivation.

- **Resultative motivation**

There has been a controversial argument whether motivation should be seen as the cause or the result of success in second language learning. Gardner (1991) claims, on the basis of the large amount of data he collected, that *“There is no real evidence of any such interaction, and that there is no evidence that different success influences attitude and motivation”*. Though he claims motivation is a causative variable, he also suggests that *“some modification of learners’ attitudes can arise as a result of positive learning experiences”* (p.65).

Resultative motivation is complemented by attribution theory. As Dickinson (1987) suggests, success in learning *“appears to lead to greater motivation only for those students who accept responsibility for their own learning success, that, is who recognize that success arises from personal effort, rather than simply from their ability or chance”* (p.171). Whether the result is success or failure, only the ones who can perceive the result as being under their control and attribute the cause to effort are resultatively motivated to keep learning.

2-2- Students’ involvement in the learning process

For a real communication to take place, English teachers who are the most important resource for advanced learners, have to manage for objectives and to motivate learning while improving the techniques of oral communication.

2-2-1- Interactions in language class

Rivers (1987) affirms that primary function of the interaction is to maintain social relationship. For this author, being able to interact in language is essential. Therefore, language instructors should provide learners with opportunities for meaningful communicative behaviours about relevant topics by using learner-learner interactions as the key to teaching for communicative purpose, because communication derives essentially from interactions.

My work shares Rivers' point of view, that is, to maintain social relationship as it urges students to work in groups. In fact, group work is the best setting for students to interact and share ideas or practice dialogues.

Littlewood (1981) presents the communicative approach as an approach where learners work in pairs or in groups, using available language resources in problem solving tasks. He also claims that language is acquired through communication. Like some other authors, Littlewood rejects the way language is taught at school, through unrealistic situations where students are not involved in learning process. Littlewood tries to convince the reader that only the communicative approach is worthwhile to make students acquire spoken language.

Since language is fundamentally communicative, my work takes into account Littlewood's point of view, that is, language is acquired through communication. In my opinion, during the systematic oral activities, pair work and group work have to be set up to give students the opportunity to use English in private face-to-face interaction and help them to get used to real oral communication.

Underwood (1980) talks about harmonious class organization, the teacher's roles, how to organize group and pair works more effectively in the classroom, and the seats arrangement. This scholar shows that students in a given disposition are able to learn faster and better than in another one. So, some dispositions are favourable for learning.

My interest is to focus on the conditions for learning to take place well and on the role of the teacher dealing with his / her class. The student's disposition in back-to-back can help learning to take place, but the face-to-face positions or small group dispositions can favour learning better.

2-2-2- Motivation and classroom dynamics

The signs of positive motivation are many and varied, but it is fairly easy to recognize when a group of students is well motivated.

If students are motivated, there is a good chance that they will learn the language they are studying and which we are attempting to teach them. But if students are not motivated, learning and teaching will be an uphill struggle and the results are likely to be disappointing, for our students and for us teachers too. In the same way, Felicien Baloto (1993) states: "*if motivation is present, learning can be facilitated, but without it, learning becomes difficult*" (p.31).

This means that motivation is the basis of learning, and this is true with young learners as well as with adult learners. For this reason, the question of how to motivate advanced learners is one of the fundamental concerns in my research work.

Indeed, motivation pays. It pays in the short term, within the framework of a given course or study programme; it also pays in the long term with respect to the number of people who initiate or pursue language learning. Motivation is, therefore, a concern for both practicing language teachers and many educational and political bodies which are concerned with promoting the learning of languages.

In much the same way, Cross (1992) urges that in real life we should not react to errors which do not interfere with the comprehension of the message, but we should react to “global” errors, that is, those which impede the comprehension of the message, simply because they create gaps in the ongoing conversation. If we are engaged in activities which aim at developing speaking skill, we must choose not to respond to specific errors at all, or at least immediately. Otherwise, we will cause frustrations and bring students not to react and participate in the activity.

Besides, Julia M. Dobson (1992) affirms that most students study English because they believe it will benefit them in one way or another. For her, English is seen as a means to earn more money and fulfill some education requirements, to travel abroad, to gain access to the culture of English speaking nations or simply to meet more people. This initial motivation under the strain of learning the language, with its complexities of pronunciation, syntax and vocabulary may wane. The responsibility of EFL/ESL teachers is then to revive motivation, because without strong motivation, students will no doubt “*fail their attempt to bridge the gap between the manipulative and communicative phase of language learning*” (Julie M. Dobson, 1992). EFL/ESL teachers own personality and outlook may provide students with fresh motivation. If the teachers have genuine interest in the students and their welfare, smile and often given praise where desired, and are responsive to the students’ difficulties showing faith to their abilities, they will try harder to succeed in learning.

2-3- Different views contributing to promote fluency in English

2-3-1- Natural Method (late 1970s-early 1980s)

This teaching method was created by Tracy Terrel at the University of California at Irvine for foreign language instruction at the university and high school level. It suggests that most (even all) class-time be devoted to giving students input for acquisition. According to this method, the teacher should only speak the target language. But students may use both their first language and the target language, and their errors should not be corrected as long as they do not seriously impede communication. This method does not exclude formal grammar, but suggests it should solely be dealt with in homework’s. The aims of this method are mainly

semantic. In fact, activities may include some structures, but students are basically given oral opportunity to talk about ideas, to perform task and solve problems. The whole activities are then focused on meaning rather than on form.

With Natural Method, teachers use realia, pictures and learners' previous knowledge to make their speech comprehensible input than the previous methods. In fact, learners are not only asked to practice dialogues and to mimic them (refer to Audio lingualism), but also they are given opportunities to speak, to solve problems and share ideas.

In addition, this method seems to reduce, even to eliminate, sources of anxiety. Since the students are not systematically corrected in class and since efforts are normally made to discuss topics of their interest, the "affective filter" is lowered. And according to Krashen's "Affective Filter Hypothesis" theory, when the affective filter is lowered at the level of the learner he/she quickly acquires the L2 (language 2).

If we observe carefully the way Africans acquire the different languages they speak, we cannot say that they take a considerable time to listen first and then start to speak. So, when you really need to learn a language in order to integrate a human community, you have no time to separate listening time from oral production time, because you need to survive in that community; we speak of language for survival.

In conclusion, the suggestion of Natural Method, according to which teachers should not force or encourage students to make oral production from the earliest stage, seems inefficient, especially in such learning environment as Benin, where learners are very little exposed to the target language.

2-3-2- Community Language Learning (1976-1978)

In this method, the learner is considered as a client and the teacher as a Counsellor. The role of the teacher as a counsellor (adviser) is to create around the learner an atmosphere of "warmth" and "acceptance". If the conditions of warmth and acceptance are met, there is in the learner a deep sense of security which will help him/her overcome the natural anxiety which occurs in the mind of most learners. In Curran's words (1976), the actual methodology was therefore devised so as to create a relationship with the language counsellor, which enabled the client to grow: linguistically from a series of dependency, insecurity and inadequacy to an increasingly independent, self-directed and responsible use of once or more foreign languages.

In this method, students are put in discussion groups of between six and twelve persons. A student is chosen as the client, and she/he has the teacher as a counsellor in the L1 and then turns to the whole group to start sharing ideas.

The counsellor is there to help him if she/he hesitates or turns to ask for help. Progressively, she/he will directly speak to the group without consulting his counselor, but the latter may intervene to correct grammatical errors.

We can see that community Language Learning has some similarities with silent way in that they aim at responsabilizing the learner. But the former seems better because it goes from a kind of dependency (on the counselor) to a progressive independence. It is also important to say that in correcting the “client’s” errors, the counsellor should not go against the primary goal of the method (anxiety reduction). In fact, the correction, if not carefully made, may create inhibition and anxiety. The “client” will then feel frustrated and will not be willing to speak to the group. We then suggest that the counselor should correct in an indirect way by giving them advice.

2-3-3- A revolutionary pedagogy

Paulo Freire has brought a really new and revolutionary pedagogy. He is a famous Brazilian educator who has developed a new pedagogy based on “dialogue” and “communication”. His pedagogy stems from the analysis of the relationship that should exist between peasants and agronomists in Chile where he recently lived and worked. Paulo Freire thinks that an agrarian reform in Chile failed because of the pedagogy used by agronomists to teach peasants new agricultural methods. In fact those agronomists come to the peasants as their superior bringing them knowledge. As pointed by Denis Goulet (1993), Freire insists that methodological failing can always be traced to ideological errors. Behind the practice of agricultural extension, he sees an implicit ideology of paternalism, social control and non-reciprocity between experts and helpes.

Freire then negates any kind of superiority relationship between the educator and the educated. And Goulet remarks in Freire’s work that if on the other hand, one is to adopt a method which fosters dialogue and reciprocity; one must first be ideologically committed to equality, to abolition of privilege, and to non-elitist forms of leadership. So, the educator who tries to break fear and superiority barriers between himself and his educatees will quickly pass his message.

I have chosen to talk about Freire’s pedagogy because I think it can be successfully applied in Benin’s educational system. In fact, our society is very (even too) hierarchical.

A fearful respect has established barriers between the youth and the elders so that the former never dare to question or have a critical look at what the latter say. This puts the youth in a situation of frustration. So, a good teacher gets down to the

level of his pupils. But it must be mentioned that a great care should be taken in order to avoid skidding. In fact, the application of this pedagogy presupposes that the learners know what limit he should not exceed. The risk, in fact, may be a kind of indiscipline on the part of the learner who may lack the minimum respect towards his teacher; so, at the same time as the educator is seeking to set up a dialogue and communication, at the same time, he should try to maintain a minimum of discipline without which no knowledge can be gained.

2.4. Some Useful ways of Motivating Beginner Learners

2.4.1. Use of Songs to Motivate Students

Songs play an important role in motivating students especially beginners. While singing, they feel happy and are free from pressure and stress. The value of songs in motivating students to learn English and enhancing learners' involvement is widely acknowledged by teachers.

Songs provide a non threatening atmosphere for students, who usually are tensed when speaking English in a formal classroom setting. Songs are most of the time used as a warming up activity to make the atmosphere relaxed. When students are relaxed in this way they are more attentive and therefore, more receptive to learning. As an EFL teacher, when you find that your learners seem to be tired or bored try to make them sing a song they like, and you can easily continue your activity. Beginner learners like songs, for they allow to draw their attention to the learning activities performed in the classroom. Songs also relax them and they are excited sometimes after singing a song.

2.4.2. Use of Realia

Realia refers to the use of real objects in the classroom. The words pen, ruler, slate can be easily explained by showing students a pen, a ruler or a slate. The use of realia is limited to things that can easily be taken into the classroom. It motivates them in the sense that they are eager to know the name of these words in English and are more attentive.

2.4.3. Use of pictures

Pictures are clearly indispensable for the language teacher since they can be used in so many ways. By pictures, we mean blackboard drawings, wall pictures and charts, flash-cards etc. Pictures can be used to explain the meaning of vocabulary items.

2.4.4. Use of Mimes, Actions and Gestures

It is often impossible to explain the meaning of some words and grammar either through the use of realia or in pictures. Actions, in particular, are probably better explained by mime. Thus, concepts like running and smoking are easy concepts to explain if the teacher pretends to run, or takes a drag on an imaginary cigarette. Gesture is useful for explaining words like 'from' 'to' 'under' etc...

2.4.5. Use of Enumeration

Sometimes enumeration is required to show the meaning of a word. For example the word vegetable is a difficult word to explain visually. If however, the teacher rapidly enumerates a number of vegetables the meaning will become clear. The same is true of a word like 'clothes'. It is a real occasion to teach about some vocabulary items.

2.4.6. Use of Riddles

Riddles can be defined as the use of word puzzles. It can be used in EFL teaching. According to Oxford Advanced Learner's Dictionary 1995 "*Riddle is a question, statement or description not easily understood at first, that has a clever answer*". Riddles, likewise songs and games, contribute to the learning of EFL in that they help students to apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create criticism, and discuss print and non-print texts. Nevertheless, teachers often use riddles in the form of jokes in EFL classroom to teach culture, grammar, and vocabulary. Referring to Benin's context of EFL, students most of the time, do not have the ability to speak and construct very good English sentences. So, riddle is another activity to help them know how to construct meaningful sentences and develop fluency ability.

2.4.7. Use of Games

In large classes like the case of Benin situation, games can play various roles depending on the way they are used to illustrate sounds or functions. Games are regarded as activities which involve accuracy which purpose is to strengthen and possibly extend what has already been taught. To provide Benin EFL learners with opportunities to interact, to practice the target language or improve their level, the teacher can organize activities in which students play games. With games in EFL class, students will feel very free from boredom due to the weight imposed by the current methods of teaching. Through the use of games, student can be able to learn and study the target language without effort.

2.5. Some Obstacles to Motivation in EFL classes

It is important to know these obstacles as an EFL teacher in order to find ways to overcome them.

According to Brother Majella Hegarty (1967), they have three kinds of obstacle: obstacles in the subject matter, obstacles in the student, obstacle in the teacher.

2.5.1. Obstacles from the subject Matter

- ❖ Unimportant and worthless subject matter, proves to be a waste of time
- ❖ Boring material, obvious, mere busy work in class, in assignments.
- ❖ Unimaginative lesson planning
- ❖ Dry, uninteresting, monotonous classroom procedure that kills interest.
- ❖ An uninterested teacher, bored with the subject matter, with the group
- ❖ Teaching that is addressed to the hearing only, making students mere spectators and, listeners.

2.5.2. Obstacles from students

- ❖ Student's lack of ambition. No realization of the importance of high school education and of the diploma in later life.
- ❖ Physical and/ or mental laziness.
- ❖ Ignorance of how to study (ineffective study habits).
- ❖ Defective background of prerequisite in knowledge and skills required for students present work.
- ❖ Students' chronic discouragement
- ❖ Students' lack of self-confidence

2.5.3. Obstacles from the teacher

- ❖ Unfriendliness or lack of friendliness toward students. Rigidity, coldness, strictness, reacting emotionally-with suspicion, frustrations anger dislike, vengefulness- to students' bad manners and misbehavior
- ❖ The teacher being a faker that is uninterested in his work; evidently lazy or neglectful in planning lessons; imposing assignments that are uninteresting or worthless; seldom or never correcting and returning tests or other work on time.
- ❖ The teacher being unimaginative in his /her teaching, using boring subject matter or staying too long on it, giving boring assignments, providing boring classroom activities.

The next chapter deals with the research methodology.

CHAPTER THREE: THE RESEARCH METHODOLOGY

This chapter will deal with the methodology and techniques used for the collection and the analysis of the data. It includes:

- The presentation of the population
- The research instruments

3.1. The Population

To carry out this investigation the target population is the school actors that are teachers and students. I chose them because they are the right persons worth giving real information related to my topic. I dealt mostly with students of 6ème and 5ème in the following secondary schools: CEG OUANDO and CEG PAHOU.

I also addressed EFL teachers teaching in 6ème and 5ème in the same secondary schools. I choose teachers because they are the one to give real information about the way they motivate their students to get better performance from them. I decided to address students because they are the real persons that can judge their teacher's performance. I randomly distributed 100 questionnaires to beginner students and to EFL teacher who teach in 6ème and 5ème as well. I had got 69 questionnaires from the teachers that is 69 percent and 94 from the students that is 94 percent.

3.1.1. Teachers

A teachers is the one who guides the students in the learning process; he/she is the one who drives students to the knowledge.

As far as English teachers are concerned, they are those who help student learn and acquire the language.

3.1.2. Students

Our investigation focused on students, mostly on students of 6ème and 5ème. They have different needs and interests. This affects their motivation to learn English as a foreign language. They aged from ten (10) to fourteen (14) years.

3.2. The Instruments

I used different instruments to collect data. I addressed questionnaires to EFL teachers and students, I have used interview and carried out class observation in some of the secondary schools.

3.2.1. Questionnaires

I have used two kinds of questionnaire: one for the teachers and the other for the students.

3.2.1.1. Questionnaire to Teachers

Teachers' questionnaire is composed of sixteen questions.

- The first question is related to the length of service of the teachers.
- The second question is related to teachers' qualification
- The third and fourth questions are to know if the teachers is trained or not.
- The fifth question is to know if the teachers like teaching in 6ème, 5ème or not
- The sixth question is about the reasons of liking teaching in 6ème, 5ème or not
- The seventh question is to know if the teacher has in mind that motivating students is part of his job.
- The eighth, ninth and tenth questions are to know if the teachers' students like English language.
- The eleventh question is related to the material used to foster the learning of English as a foreign language.
- The twelfth question is to know the teachers' relationship with their students.
- The thirteenth question is to know about the way teachers organize feedback.
- The fourteenth question shows the ways teachers evaluate themselves
- The fifteenth question is to reveal if the teacher is aware that the students' sex social background interests have to be known to motivate them.
- The sixteenth and last question is to know if the teacher is aware that his/her dressing, behavior in and out of the class, facial expression, voice quality, sense of humour are parts of students motivation.

3.2.1.2. Questionnaire to students

Student's questionnaire is composed of seven questions. I directed questions to them because they are the one who are able to appreciate the degree of motivation coming from their teachers. They are the one to tell us how competent a teacher is.

- The first question deals with the number of years they have been learning English.
- The second question is to know if they like English or not and reasons for liking it or not.
- The third question deals with their objective in learning English
- The fourth question is to know the reasons that put them off in English classes.

- The fifth question deals with the ways they want English language to be taught to them.
- The sixth question is to show the relationship they have with their teacher in and outside the class.
- The seventh and last question deals with the teacher's attitude to motivate students.

3.2.2. Interviews

To collect data related to our investigation, apart from questionnaire we interviewed some teachers and students of the secondary schools to whom the questionnaires were not handed out. I also interviewed students and teachers of other secondary schools apart from the one we had chosen. I directed the interviews through the questions of the questionnaires to students and questionnaires to teachers. Those I interviewed, collaborated frankly and their contribution is of a great importance. When comparing their answers with those of the teachers and students who got written questionnaires, I noticed that the answers are almost the same apart from the fact the interviewed people gave more details.

3.2.3. Classroom Observation

To have practical information about our research topic, to witness the students' reaction during an English class and the way EFL teachers motivate their learners, I decided to negotiate with some EFL teachers in some of the chosen secondary schools. I made the class observations, checking the different point: use of warming up activities, the grouping of students, the strategies used to motivate them, the material used to present vocabulary or new lesson, and the giving of instructions. I paid special attention to these points in order to know if the students always understand the given tasks. During each classroom observation, I stayed at the bottom of the class. It allowed us to see everything about students' reactions and teachers' way of teaching.

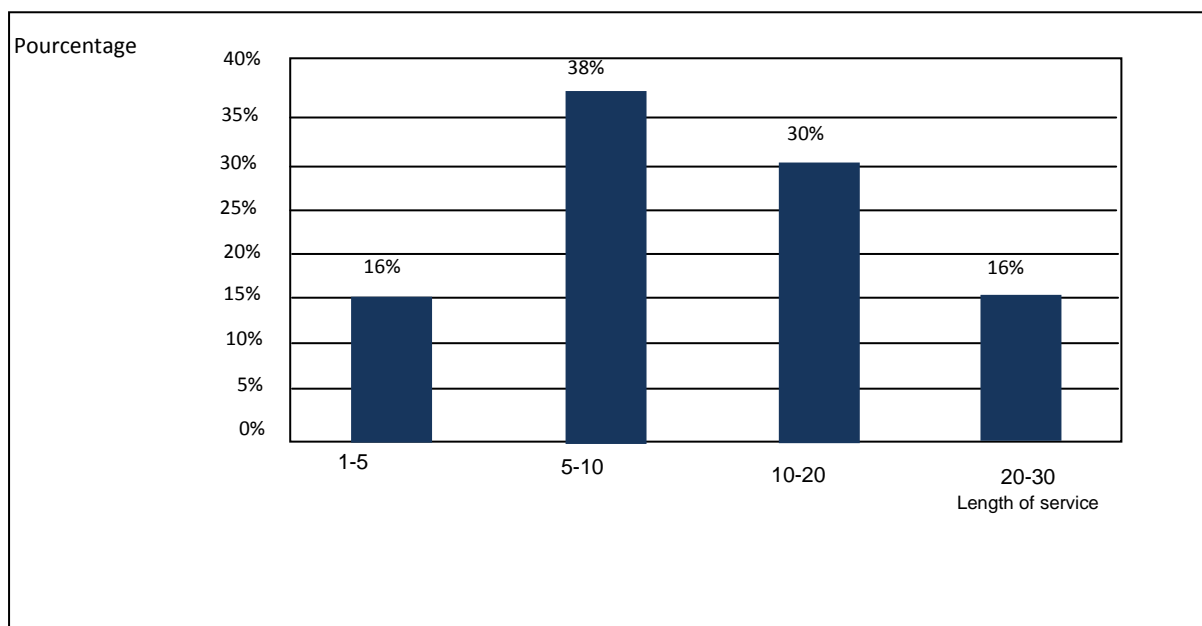
CHAPTER FOUR: THE RESULTS OF THE STUDY

In this chapter of my research work I displayed the collected data and make discussion on it.

4.1. Teachers' responses

4.1.1. Length of service

Graph 1: Length of service



The results in graph 1 show the length of service in EFL teaching. 38 percent of the respondent teachers' length of service is between 5 and 10 years. 30 percent is between 10 and 20. So most of the teachers are relatively young in the profession.

4.1.2. Teachers' qualification

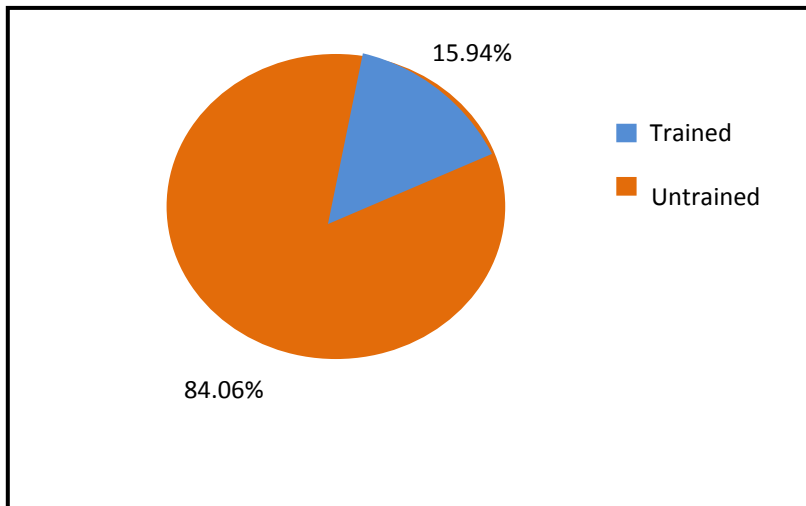
Table 1: Teachers' qualification

Teachers' qualification	Frequency	Percentage
Baccalaureate	0	0
DUEL	4	5.80
Licence	42	60.87
Maîtrise	12	17.39
DEA	0	0
Doctorat	0	0
BAPES	2	2.90
CAPES	9	13.04
TOTAL	69	100

The results in table 2 show that the highest academic qualification of the teacher is Maîtrise and they are only a few, 17.39 percent compared with Licence holders 60.87 percent. As far as the professional qualification is concerned, we noticed through the table that they are not enough: for those who hold CAPES 13.04 percent and those who hold BAPES 2.90 percent.

4.1.3. Teachers' training

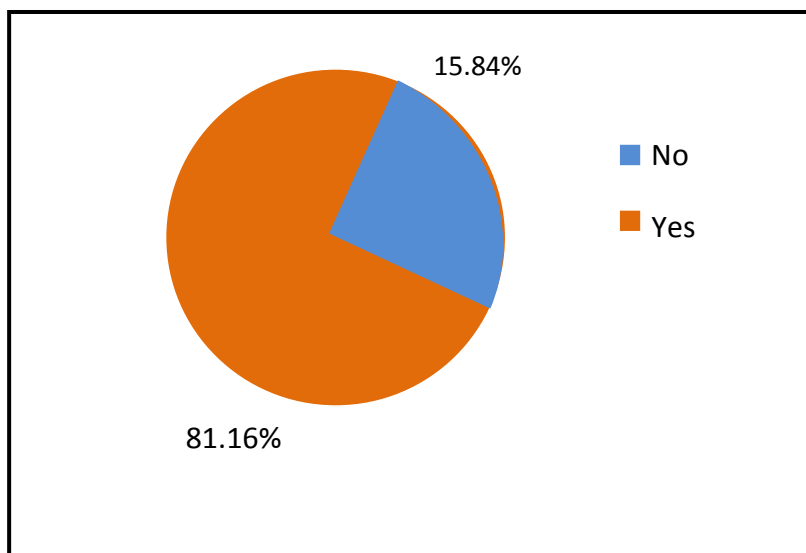
Figure 1: Teachers' training



The results in figure 1 show that 11 Teachers out of 69 are really trained that is 15.94 percent of trained teachers. The remaining 84.06 percent are untrained. So, the majority of teachers are untrained.

4.1.4. Teaching in "sixième"

Figure 2: Teaching in "sixième"



The results in figure 2 show that 18,84 percent do not like teaching in 6ème. It is important to notice that all the 13 teachers who do not like teaching in 6ème have a length of service less than 5 years. The reasons they gave are: *“because the students are not very interested in the learning of English; they do not understand the given tasks; they do not do homework regularly; they do not concentrate in class they do not participate actively in classroom activities, speaking English language is too difficult for them”*. For those who like teaching English in 6ème 81.16 percent, they also gave their reasons: the students are very enthusiastic about English language and are eager to learn and speak it, they regularly do their homework, they do not miss class, and they are most of the time all participative.

4.1.5. Teachers’ Relationship With Students

Table 2: Teachers’ relationship with students

Teachers’ relationship with their students	Frequency	Percentage
Show the same interest in all student	69	100
Try to be fair to all students whether good or bad at English	69	100
Are interested in their person problem	22	31.88
Try to couple learning English with entertainment	69	100
Try to build in their class a relaxed warning and anxiety-free atmosphere	69	100
Rarely lose temper	33	47.83
Believe that student making mistakes is positive in the process of language learning	39	100

The results in table 2 show that all the teachers that is 100 percent admitted that they show the same interest in all students, they try to be fair to all students whether good or bad at English, they couple learning English with entertainment, and finally they build in their classes a relaxed, warning, and anxiety-free atmosphere, but only 22 teachers out of 69 that is 31.91 percent are interested in their students’ personal problems, and this is not all the time. 33 teachers out of 69 that is 47.83 percent admitted that they often lose their temper. All the teachers that is 100 percent believed that students’ making mistakes is positive in the process of language learning.

4.1.6. Ways of organizing Feedback

Table 3: Ways of organizing feedback

Ways of organizing feedback	Frequency	Percentage
Through classrooms discussions	51	73.91
Outside the class with individual students (s)	16	23.19
With students parents	9	13.04
Through anonymous students' evaluation of their teaching	51	73.91

The results in table 3 show that 51 teachers out of 69 that is 73.91 percent organize feedback through classroom discussions and anonymous students' evaluation of their teaching, 16 teachers out of 69 that is 23.19 percent organize feedback with individual student (s) outside the class. 9 teachers out of 69 that is 13.04 percent organize feedback with students' parents.

4.1.7. Belief in Teachers' Self Evaluation

Table 4: Belief in teachers' self evaluation

Belief in teachers' self evaluation	Frequency	Percentage
Yes	63	91.30
No	06	08.70

The results in table 4 show that 91.30 percent of teachers believe in their self evaluation whereas 8.70 of them do not.

Table 5: Ways of making self evaluation

Ways of making self evaluation	Frequency	Percentage
By making sure their teaching aids are effective	69	100
By using a good classroom management	69	100
By taking good classroom management	69	100
By demonstrating a good command of the target language	69	100

The results in table 5 show that all the respondent teachers make sure their teaching aids are effective, they use a good classroom management, they take good care of their personality, and demonstrate a good command of the target language.

4.1.8. Importance of the knowledge of Students' characteristics.

Table 6: Importance of the knowledge of students' sex social background, interests, needs to teacher's role of motivating students

<i>Importance of the knowledge of students' characteristics</i>	<i>Frequency</i>	<i>Percentage</i>
Not importance at all	00	00
More or less important	00	00
Very important	69	100

The results in table 6 show that all the teachers, that is 100 percent admitted that the knowledge of students' sex social background, interest are very important to motivate them.

4.1.9. Teachers' personality

Table 7: Minding dresses

Minding dresses	Frequency	Percentage
Not important at all	09	13.04
More or less important	40	57.97
Very important	20	28.99
Total	69	100

The results in table 7 show that 13.04 percent of teachers find that it is not important at all to mind one's dressing, 57.97 percent find that is more or less important 28.99 find that it is very important.

Table 8: Supportive behavior

Having a supportive behavior in and out of class	Frequency	Percentage
Not important at all	00	00
More or less important	00	00
Very important	69	100
Total	69	100

The results in table 8 show that 100 Percent of teachers find that it is very important to have a supportive behavior in and outside class.

Table 9: Facial expression and voice quality

Facial expression and voice quality	Frequency	Percentage
Not at all important	00	00
More or less important	22	31.88
Very important	47	68.12
Total	69	100

The results in table 9 show that 31.88 percent of teachers find that their facial expression and voice quality are more or less important and 68.12 percent find that they are very important.

Table 10: Sense of humour

Sense of humour	Frequency	Percentage
Not at all important	00	00
More or less important	32	46.38
Very important	37	53.62
Total	69	100

The results in table 10 show that 46.38 percent of teachers find it is more or less important to have a sense of humour that can relax the atmosphere in their class and 53.62 percent find that it is very important

Table 11: Avoidance of peculiar mannerisms

Avoidance of peculiar mannerisms	Frequency	Percentage
Not important at all	00	00
More or less important	69	100
Very important	00	00
Total	69	100

The results in table 11 show that 100 percent of teachers find that is more or less important to avoid peculiar mannerisms

4.2. Students' Responses

We distributed 100 questionnaires to the students: 70 to students of 5ème and 30 to students of 6ème

4.2.1. Length of English Learning

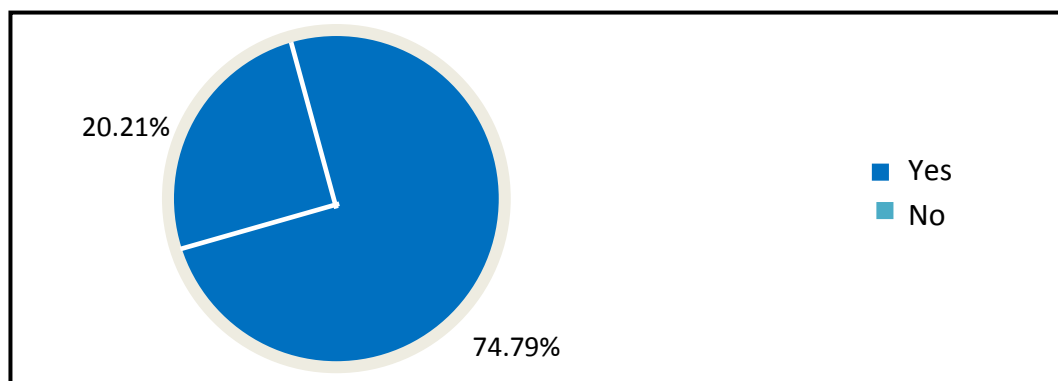
Table 12: Length of English learning

Length of English learning	Frequency	Percentage
[1-2 years]	26	27.66
[2-3 years]	68	72.34
Total	94	100

The results in table 12 show that 27.66 percent of the respondent students have been learning English for 1 or 2 years (some students of 6ème may repeat the class) and 72.34 of them have been learning it for 2 or 3 years (some students of 5ème may also repeat the class)

4.2.2. English preference

Figure 3: English preference



The results in Figure 3 show that 74.79 percent of students like English whereas 20.21 percent of them dislike English. All of them give their reasons of liking or disliking English. It is important to notice that all the students of 6ème that is 100 percent like English and 48 students of 5ème that is 70.59 percent of 5ème students also like English among the 68 students of 5ème.

For those who like English, they admitted that English is an international language; they like the way their English teacher teaches the language, they like the warm and enthusiastic atmosphere in English classes. The one I interviewed confessed that they liked it since 6ème because they had a good and professional teacher in that class.

As far as those who do not like English are concerned, they give the following reasons:

- English is too difficult;
- They don't understand their teacher's instructions;
- Some of them said that English class is boring

Table 13: Reasons for liking English

Reasons of liking English	Frequency	Percentage
English is an international language	94	100
Not knowing English is a sign of illiteracy	00	00
They like the way their English teacher teaches	70	74.47
They like the warm and enthusiastic atmosphere in class	70	74.47

The results in table 13 show the reasons of their preference. All of them that is 100 percent believe that English is an international language, 70 out of 94, that is 74.47 percent like the way their English teacher teaches, and they like the warm and enthusiastic atmosphere in class. None of them said that not knowing English is a sign of illiteracy.

The one we interviewed explained that English is spoken all over the world and most of the time the electronic machines have their manual written in English.

Some of them said that they do not like the way their English teacher teaches and they gave their reasons.

- They do not understand their English teacher's instructions;
- Their English class is too strict and harsh on them;
- Their English class is boring. Some confessed that the teacher always has some discipline problems to solve, and he always shouts at them. He always sends students out; he loses his temper and beats them.

4.2.3. Students' Objectives in learning English

Table 14: Students' objective in learning English

Students' objectives in learning English	Frequency	Percentage	Total
TO be able to speak it frequently	94	100	100
To have good marks	94	100	100
To be able to pursue their studies in English speaking countries	21	22.34	22.34
To have a better job prospect	73	77.66	77.66

The results in table 14 show that all the respondent students have the objective to speak English frequently and to have good marks. 21 Students out of 94, that is 22.34 percent students are studying English in order to pursue their studies in English speaking countries. 73 students out of 94, that is 77.66 are studying English in order to have a better job prospect.

4.2.4. Students' Disaffection of English Classes

Table 15: Students' Disaffection of English Classes

Students' Disaffection of English Classes	Frequency	Percentage
The teacher does not inspire confidence	00	00
The students always get bad marks	37	39.36
The method used by the teacher is demotivating	57	60.64
There are too many students in the class	00	00

The results in table 15 show that 37 students out of 94, that is 39.36 percent of them always get bad marks and this is what puts them off in English classes. The results in the table also show that 57 students out of 94 students that is 60.64 percent thought that the method used by the teacher is demotivating.

4.2.5. The way Students want English to be Taught to them

Table 16: Ways students want English to be taught

Ways students want English to be taught	Frequency	Percentage
Through riddles	94	100
Through visual and audio aids	94	100
Through pair and group work	94	100
Through grammar vocabulary and the four skills (listening, reading, speaking and writing)	94	100

The results in table 16 show that all the respondent students, that is 100 percent want their teacher to teach them English language through:

- Song riddles and games;
- Visual and audio aids;
- Pair and group work;
- Grammar, vocabulary and the four skills (listening, reading, speaking and writing).

4.2.6. Teachers' Intimacy With students

Table 17: Teachers' Intimacy With Students

Teachers' Intimacy With Students	Frequency	Percentage
He knows and calls my name	73	77.66
He often praises	94	100
He is kind, helpful and humble	94	100
He is ready to keep good relationship with our parent	21	22.34

The results in table 17 show that 73 students out of 94, that is 77.66 percent affirm that the teacher knows their name, encourages them and makes them make more effort. This is what those I interviewed confessed to me. All the students like the teacher praising them after. All of them also like the teacher to be kind, helpful and humble. 21 students out of 94 like the teacher to keep good relationship with their parents.

4.2.7. Teachers' Attitude in Motivating Students

Table 18: Teachers' attitude in motivating students

Teachers' attitude in motivating students	Frequency	Percentage
Not important	11	11.70
More or less important	19	20.21
Very important	64	68.09
Total	94	100

The results in table 18 show that 11 students out of 94, that is 11.70 percent of students find teachers' attitude in motivating not important, 19 students out of 94, that is 20.21 percent of student find teachers' attitude in motivating students more or less important and 64 students out of 94 that is 68.09 percent of students find teachers' attitude in motivating very important.

All these results have led me to the discussions of the field results.

4.3. Discussion of results

Our discussion will hinge around the following points:

- Students' problems in learning English;
- Teachers' problems in teaching English;
- The teaching methods and;
- The teachers' attitude and personality

4.3.1. Students' Problems of Motivation in Learning English

From the results obtained through my research work I remarked that all students when starting the secondary school like English language. All the respondent students of 6ème like English but in 5ème 29.41 percent of them do not like English. Some of this category of students confessed that their English classes were not boring; some of them find English too difficult, some said that they do not understand their teachers' instructions. We can conclude that the teachers have some responsibility in this issue and the students as well. As some of them confessed that their English classes were not boring, we can deduce that the teacher had done his work in some ways.

What can be the cause of the failure of these students in learning English language? When questioning some of these students who do not like English language, I realized that it is not only in English that they are poor. Some of them had repeated the class of 6ème before going up to 5ème. Their parents are sometimes illiterate traders and do not have time to devote to their children. These students seem to be neglected in the school fields. Some of these students' parents are divorced and their father's new wife helps imposing on them household chores leaving them little time to concentrate on their studies. Unfortunately, among these students, some have their fathers who are teachers. They are frequently absent at home and their mothers are the one always taking care of them. All these problems affect the students who show little interest in studies. The questionnaire to students shows that 21 students out of 94 that is 22.34 percent of students do not want the teachers to have good relationship with their parents. This shows the laziness of the students. They know that when their parents know about their poor work, they will have trouble at home. Once again the parents' responsibility is questioned.

The size of the class is another problem students have in learning English. Indeed, all the classes I observed were overcrowded. The learners are about

sixty-five. In this condition, the English teacher will have problems to guide all his students; he cannot control regularly homework otherwise he will not be able to complete the programme. When the students are aware that the teacher does not always check their lesson and exercise copy books, they do not regularly do these homeworks and sometimes they do not take note in the lesson copybook. Consequently, the students do not really learn the language.

The lack of materials is another problem students have in learning the language. In the classes we visited all the students do not have the “document d’accompagnement”, that is the prescribed textbook. This lack of textbook prevents students from learning. Since they can’t follow correctly what is going on in the class, they cannot do the given activities and homework. 29,41 percent of 5ème students said that they do not like the language and among the reasons they gave, they said that they do not understand their teacher’s instructions. As they do not have the textbook in front of them it will be difficult to follow the teacher and to understand his instructions. All the respondent students that is 100 percent want English to be taught to them through songs, riddles, games, visual and audio aids. Unfortunately, very few teachers use songs, riddles games and the classrooms conditions do not allow the use of audio materials, because very often there is no electricity.

4.3.2. Teachers’ Problems in Teaching English

My investigation shows that few teachers are trained. Nine (9) teachers out of 69 hold CAPES, that is 13.04 percent and (2) teachers out of 69 hold BAPES that is 2.9 percent. To sum up, 11 teachers out of 69 are really trained that is 15.94 percent. The remaining teachers are untrained. Added to this, most of the teachers are relatively young in the profession. Some teachers confessed that they do not like teaching in 6ème nor in 5ème. These teachers lack teaching strategies and have problems to motivate their learners. They just manage because they are not qualified enough to know the way they can teach English to beginners. The unqualified teachers represent 84.06 percent of the research sample. This is due to the fact that there are a lot of secondary schools and the qualified teachers are not sufficient enough to cover these schools. The school authorities are obliged to recruit unqualified teachers holding DUEL, Licence and Maîtrise as part time teachers. The problem of unemployment has also led a lot of young people in the teaching field without any vocation for teaching.

The results of our study show that 18.84 percent of teachers do not like teaching in beginners' classes but 81.16 percent like it. The former are really honest because it is not easy to show one's weakness. They did not give the palpable reasons why they do not like teaching in beginners' classes. Among the reasons they gave, there is one which needs deep analysis.

A teacher said *"I don't like teaching in 6ème nor in 5ème because students are not very interested in the language. They do not understand lessons in spite of their good will"*. This is what some EFL teachers teaching in 6ème said. We discussed about this and he confessed that it was the first time he had been teaching in 6ème. So he had no experience as DUEL holder. He usually has discipline problems in his class and always loses his temper. He always shouts at students because they do not do homework, individual and group works, and they are always chatting in the classroom. He recognized that the students want to understand lessons, they want to learn but they are not interested. As a result, the learners dislike the language right from 6ème.

According to teachers' responses 70.59 percent of their students like English and 29.41 percent do not like it. Among the reasons given by teachers as far as those who do not like English are concerned, they said that these students have problem in speaking the language. It is important to notice that these students are in 5ème. If they have problem in speaking English, in reacting to instructions, this means their English teacher used to speak too much French in English class and they were familiar with this practice. Those who like to teach in beginners' classes admitted that their students like English. They use effective warming-up activities at the beginning of each lesson, and they use songs, games, slogans and visual aids to teach English in their classes. They are more experienced than the former one; they also praise and encourage their students. They try to be more than a teacher, let us say an elder brother or a father or an educator.

4.3.3. The teaching Methods

In the classroom I visited, we noticed that the learners are not really participative. The English textbook in the context of competency-based approach is in the form of "document d'accompagnement" where we can have different activities the students can perform. Many teachers follow so blindly the document that they make little effort to use other visual aids apart from the pictures in the

document d'accompagnement'' which, most of the time, are not clear, not coloured to allow students to describe them themselves. The teacher just guides them and is obliged sometimes to explain to students what the pictures are about, the problem they raise etc... This aspect does not favor effective learning of the language, and the students are passive learners in such case. When the teacher gives homework in this document, the students make little effort to do it. They just go and copy the answers in the exercise copybooks of their elder brothers, sisters or friends. No debates, no feedback follow the writing of these answers on the board. All this makes the classroom boring sometimes.

4.3.4. The Teachers' Attitude and Personality

The sort of the relation the teacher has with his/her students depends a lot on the kind of person the teacher embodies. All teachers said that they show the same English. During the classroom observations I remarked that teachers most of the time only called brilliant students. This does not allow weak students to learn the language. They do not also always praise the students. I also discovered during classroom observations that not all teachers are aware that students making mistakes is positive in the process of language learning. Sometimes, they laugh at students who give bad answers. This attitude discourages the other students and they will show little interest in the language. All the teachers that, is 100 percent I interviewed confessed that they are not interested in students' personal problems so as to avoid having other difficult problems to solve, especially with female students. Some teachers, those who are very close to me confessed that they are interested only in young girls' problems but not those in 3ème or 5ème because they are still young. In fact these teachers court young girls. This attitude decreases the teacher's authority and confidence. Students will not trust him, and will not respect him. This will raise serious discipline problems.

The next chapter will deal with the recommendations, suggestions and the general conclusion.

CHAPTER FIVE: RECOMMENDATIONS AND SUGGESTIONS

5.1. Recommendations

5.1.1. To the Government, the Educational and the School Authorities

As 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 this 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”.

- As the majority of those studying English in our universities tend to teach, the university authorities should include didactics items in all sections of English studies.
- Government authorities should find solutions to the problems of infrastructures in building and equipping a lot of classrooms to avoid large class size.
- Government authorities should form a lot of 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 students can be found.
- School authorities should try their best to provide each English class with enough prescribed English textbooks so that the learners who do not have it should use it at least during class time.
- School authorities should set up English clubs and encourage students to be members of them.

5.1.2. To English 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 students like the language and should try their best to reach this objective;
- They should always prepare the lesson before going to the classroom;
- They should seek for adequate materials in order to make their students more participative;
- In planning a lesson teachers should think about the way they will give instructions to allow their students to understand them, so instructions should not be improvised;
- They should seriously mind the sort of relationship they should have with their students whether male or female;
- 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

5.2.1. Suggestions to Teachers

The teachers' own attitude has much to do with students adopting or not good motives to learn English. The teacher's attitude is of supreme importance, so they must have some characteristics. They should:

- Be friendly;
- Be understanding, and tolerant;
- Be a loving fellow;
- Be firm, but fair;
- Recognize effort, and reward it;
- Have vocation and aptitude for teaching;
- Maintain discipline and classroom control;
- Be businesslike, organized, and purposeful;
- Know their subject, know to teach it, and how to make it interesting;
- Be enthusiastic about their subject. If teachers try their best to have these characteristics, students will like them. And by liking them, they will be interested in the language.

They should also:

- **Know each student**

Get to know each of your students as an individual, as soon as possible. During the first weeks, inspect homework and tests as they are handed in, or as these are returned noting names and faces. Any student's behavior and attitudes improve when he knows or believes that he is personally known to the teacher.

- **Establish rapport**

Establish rapport with the individual student is also of great importance in motivation. Greet him cheerfully when you meet him, perhaps using his first name; commend him when you can on a good question he asks, on a good contribution he makes in discussion, on improving his mark or grade:

- **Use parents' cooperation**

Using parent's cooperation to motivate students

- ❖ Keep the parent up-to-date on their child's successes and failures
- ❖ Point out to them how they can help their child overcome certain weaknesses.
- ❖ Get the parents' cooperation and help in controlling distractions that threaten the child's study concentration or study time, e.g, telephone, radio and television, use of motorbike, time spent out with friends.
- ❖ Have the parents become acquainted with their child's accomplishments in school, and urge them to commend him upon these achievements.

- **Use humour**

An EFL teacher is just like a clown. Humour allows to warm the students up. As EFL teacher, use humour but:

- ❖ Keep it brief a word, a phrase etc;
- ❖ Don't pause, go right on with lesson;
- ❖ Use no puns;
- ❖ Never explain
- ❖ Never repeat

- **Use pep talks**

Use the occasional pep talk. Your students may refer to them as your canned sermons, but they will listen, and they will profit them individually and as a group. Such a talk may:

- ❖ Be based on anecdotes or current news about people who overcame obstacles to achieve success;
- ❖ Tell the personal and academic requirements for success in college, and particularly the personality and character traits they need;
- ❖ Show the importance of everything on their individual school record and of the recommendations of the principal;
- ❖ Emphasize the importance of high school graduation to a person looking for a job, and one entering the Armed Forces.

- **Give compliments:**

Remember to compliment and honour those who show improvement as well as those who only just try their best, along with the high achievers. All students work harder when they know it will be noted and acknowledged. To initiate and maintain motivation, a few techniques are suggested.

Motivating the classroom as a group

- Always check the students' knowledge about the last lesson or revise previous knowledge.
- Look fit and sound so as to show you are convinced the course is worth while.
- Begin with the formal announcement of your requirements for the course
- Take measures to see that your students fulfill these requirements. Hold them individually responsible, regularly checking on their work. Keep after those failing to come up to requirements, and demand an explanation.
- Give out penalties as needed to bring the reluctant students into the line
- Study methods. Teach your students how to study the subject matter:
 - ✓ Teach them how to read what is assigned
 - ✓ Tailor the assignments to the group: the younger and slower the students are, the more frequent but shorter the assignments must be;
 - ✓ Teach them how to review in preparation for tests;
 - ✓ Teach them specifically how to do various kinds of homework you give.
- ✓ Establish an atmosphere of hard work and serious study in the classroom, the first essential of which is good order and good behavior, for you cannot begin to teach unless you have discipline in the room.

- ✓ Lesson plan. Plan your lessons for several days ahead. Or for the week, or for the marking period. Give or dictate an outline or preview to show where the various main topics or the units fit in. At the end of each unit or group of lessons, again take the comprehensive glance at the whole topic and the main ideas organized with references to it.
- ✓ Variety. Vary your assignments in order to avoid boredom. You can vary what they are to do, or at least how they are to do it.
- ✓ Lecture of not? Do not lecture your slow group. Do not say what they could be saying for you. Rather, keep them alertly attentive by constant questioning. Do not do what they could be doing: a student can erase the blackboard; another can write on it from a card. Now and then ask various students for their opinions. Have them draw conclusions, without your stating everything. Have them prove or disprove something. Ask them for examples, applications of the past lesson. Lecture your bright group at times. Speak upon an outline placed on the blackboard or distributed on dittoed sheets. Aim at helping the students to organize their thinking. Aim at stimulating thought questions from them, to result in fruitful discussions and further study.
- ✓ Alert class. Keep your students on the alert during class time. Ask the inattentive students questions. Pass one student's question on to another, to be answered by the latter. Do not answer every question yourself. Recognize and commend or reward any especially good answers from students, as well as questions and contributions to the discussion.
- ✓ Vocabulary. Watch your language, your vocabulary. Do not disgust the bright groups by insulting simplicity, or by belabouring the obvious, repeating needlessly. Do not frighten and frustrate the slow groups by being over their heads. To check on whether these slow students are following you, have them do the necessary repeating. Or stop several times during the period to give a brisk oral quiz "to see how much they have learned so far". Or call upon a student to come up front and, for review, teach the points just covered all over again.
- ✓ Praise or blame. Praise the slow students; criticize positively the bright one. In the case of slow ones, only success motivates them; failure frustrates them. The bright students, however, profit more from positive blame and criticisms, for this tells them how to improve.

- ✓ Visual Aids. With slow learners, use visual aids of all kinds; pictures, maps, drawing, blackboard work, movies and film strips, etc., in preference to the “just listening” aids; phonograph records, tapes, reading aloud, being read to.
- ✓ Expect hard work. Expect, require, and demand hard work from each one.
- ✓ This attitude on the teacher’s part is the one most likely to build and maintain in the class a spirit or atmosphere or climate of excellence, which in turn becomes a continuing incentive to cooperative students, while it is at the same time a constant rebuke to any non-worker.
- ✓ Give compliments. Remember to compliment and honor those who show improvement, as well as those who only just try their best, along with the high-achievers. All students work harder when they know it will be noted and acknowledged.
- ✓ Tests. Unfair or poorly constructed tests discourage some students, and disgust others.
- ✓ Plan tests carefully, so that:
 - *Their degree of difficulty will be suited to the students’ range of ability;
 - *Their range of subject matter will be a fair measure of what was taught;
 - *Use matching and other objective items to test students’ knowledge facts;
 - Use some essay questions to test their reasoning organization, and expression.

By dealing promptly with test: do the following:

- ✓ Correct and return them as soon as possible, with comments;
- ✓ Or read off at once upon completion of the test answers-while their minds are in most receptive learning set;
- ✓ Or have the students correct in green ink their blue ink answers, with the chance to question some of the answers when the papers have been handed in; show them where they stand.
- ✓ Always, upon returning a corrected test, tell the students the class average, or the mid-score
- ✓ Enliven. Do not be slave to textbook or notes. Put time and emphasis on the live parts of the subject. Skim through or skip the dead parts, or select for these a learning activity that has proved an attention-getter with the particular group.

Motivating the individual student

- ✓ Know each student. Get to know each of your students, as an individual, as soon as possible:
- ✓ Consult school records regarding group and individual scores on personality tests, general ability on achievement tests, etc. Such scores are good for

comparing with homework and test scores in your class, for discovery of individual problems of students, and sometimes just for further investigation of what may have been rather puzzling results;

- ✓ Talk with school officials, counselors, other teachers, about the outstanding, current problem cases, concerning those in special need of help with their school work. Sometimes it is possible, even necessary, to plan beforehand about how to deal during the first days in class with some problems or situation that you foresee will confront you at once, one to test your ingenuity and your preparedness;
- ✓ Some teachers find it very helpful to get a brief autobiography from each student during the first days of class;
- ✓ Particularly during the first weeks, inspect homework and tests as they are handed in, or as these are returned, noting names and faces. Any student's behavior and attitudes improve when he knows or believes that he is personally known to the teacher.
- ✓ Establish rapport with the individual student by greeting him cheerfully when you meet him, perhaps using his first name;

Motivating reluctant students

To motivate reluctant students, after the teacher tries to adopt attitudes that favour motivation there are some questions he can ask himself: how can I make them study? How can I get them to want to study? For the first question he can do nothing to make them study if they do not want to for some other reasons the teacher may not know. For these students, a penalty system right at the start that fights missed homework and poor recitations can cause many students to begin to study, otherwise they would not.

The second question is the right question the teacher can ask himself. But do not ask it in a tone of despair. The following material gives some answers. First he must examine the general types of unmotivated students met in the classrooms and the common obstacles to motivation in the students. He may find in the classrooms the difference between the unmotivated students: we may have the slow, the lazy, and the bright-but-lazy one.

The slow students (of Poor Academic Background)

- Discover his needs: from pre-tests intervenes, office records, other teachers.
- Give aid as needed: an individual assignment at times to supply a student's lack, or after-school aid offered regularly: tutoring by the teacher to aid a student to catch up, tutored by top students.

The lazy students

It is for these students that the usual classroom and school penalties are invented.

- Constant checking is called for. From the start, have such a student know that their negligence in doing their homework is known and noted by the teacher.
- With the first homework or recitation, automatic penalizing is necessary: small penalties, but automatic enough to show you mean business, that the penalties are inescapable.
- At his first offence, see the student after class or after school. Find out why. Sometimes it is effective to have him write a paragraph on “my problem”.
- At his second, third, or subsequent offences, put a system of penalties into operation:

The bright-but-lazy students

- Leave them no excuse, aim at and maintain a high level:
 - Know the subject matter thoroughly;
 - Use live methods alive. Look alive;
 - Show genuine interest in the subject matter;
 - Maintain classroom control or discipline that favours an atmosphere conducive to study in the classroom.
- Hold each student accountable in some way: for his oral or written tests etc., for this outside study and assigned written work. Have some such way of checking upon each of them frequently, regularly, and daily. Make your system of penalties effective, automatic, and inescapable.
- Accept no excuses. React against the student’s salesmanship. Hold no big discussion with him on the matter until he has begun to do what he is supposed to do, in accordance with school policy and classroom requirements.
- Apply policies to him literally, as written, as intended, and without any modifications. Do not make exceptions for him. This student is intelligent. He thinks that despite the mess he deliberately got himself into, he can easily talk himself out of it. For his own good and for the good of the entire class, do not allow him any exception.

5.2.2. Suggestions to students 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 English. They must be very polite and obedient in order to create a good learning atmosphere they will benefit from.

They must do their homework regularly and always learn their lessons before going to school. They 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 their best to provide their children with the learning materials they need. They must at least buy textbooks for their children. They must let their children go to the English clubs to improve their English.

CONCLUSION

Teaching is not an easy job, and learning is a complex process where the teacher is the person to make it successful. As Kochhar (2006) said "*teaching is an art and the teacher is an artist*". But the teacher's job is more difficult than the artist's for, the artist handles inanimate material and imparts "life" to it through his work. He gives any shape he likes to the material. He gives expressions to his own ideas. He imposes his will on the material with which he works and creates an object. The teacher, on the contrary, 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. He reacts to teaching. This is what makes the teacher's job difficult. To make the process of learning successful, motivation plays an important role.

To have this favourable 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 successful. 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 how the beginners can be motivated in our secondary schools. Secondly, I have designed questionnaires for both teachers and students to investigate on this topic. I also interviewed some teachers and students on the same topic.

Next, I have presented the different results of my investigation through tables and figures and made a sound interpretation of the field results. The study has shown that the teacher has a lot to do to make his students like English language right from the first form. Finally, we have made some recommendations to the government and school authorities; some suggestions were also made to teachers, students and their parents. Among the recommendations I mentioned that school authorities should directly recruit qualified teachers in order to improve the teaching and the learning of English as a foreign language. Part-time teachers should be given some basic training in order to be successful in their job. I have suggested some techniques EFL Teachers can use to motivate different categories of students. Parents should also do their best to provide 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 teachers

The following questions are framed in order to know about the ways you motivate your learner's from your teaching experience. This is to help me investigate on my research work entitled 'using motivational activities to help EFL beginners speak English in Benin secondary schools:the case study of CEG Pahou and CEG OUANDO. Your cooperation and collaboration are really appreciated. In advance thank you.

Q1- How long have your been teaching English?years

Q2- What is your highest academic qualification?

a) Baccalauréat d) Maîtrise

b) DUEL e) DEA

c) Licence f) Doctorat

Q3- What is your highest professional qualification?

a) BAPES b) CAPES

Q4- Are you a trained or untrained teacher?

a) Trained b) In trained

Q5- Do you like teaching in 6ème or 5ème

Yes No

Q6Why?.....

.....

Q7- Do you believe that motivating your students is part of your job?

Yes No

Q8- Do you think your learners like the English language?

Yes No

Q9- Give evidence

They are enthusiastic about speaking English

They regularly do their homework

They don't miss English classes

They concentrate in class

They participate actively in classroom activities

Q10-If no, why?.....

.....

Q11- If, yes how do you go about?

By using effective warning-up activities at the beginning of each lesson

By using song, games, riddles, slogans and visual aids

By using topical issues

By using interactional activities through pair and group work

By making students aware of the utmost importance of English language in
our today world

Through praises and encouragement

By being more than a teacher but an elder brother or a father

Q12- What sort of relationship do you have with your students?

I show the same interest in all students

I try to be fair to all students whether good or bad at English

I am interested in their personal problem.

I try to couple learning English with entertainment

I try to build in my class a relaxed warning, anxiety-free atmosphere

I rarely lose my temper

I believe that students making mistakes is positive in the process of language
learning

Q13- How do you organize feedback?

Through classroom discussions

Outside the class with individual student (s)

With students parents

There are too many students in my class

Q14- do you believe in the self evaluation of your own teaching

a- Yes

No

b- If yes how can you do it?

By always questioning teaching procedure (aims, stages, new language and questions to ask)

By making sure my teaching aids are effective

By using a good classroom management

By taking good care of my personality

By demonstrating a good command of the target language

Q15- How important is the knowledge of your students' sex, social background, interests, needs to your role of motivating them. To learn English

Not important more or less important very important

Teachers' skill, characteristics and attitudes favouring motivating

ANNEXE 2

Questionnaire to students

Dear students kindly fill in this questionnaire. Be as truthful as possible. Thank you in advance.

1) How long have you been learning English?years

2) Do you like English?

a) Yes No

b) If yes why?

English is an international language

Not knowing English is a sign of illiteracy today

I like the way my English teacher teaches

I like the warm and enthusiastic atmosphere in English classes

c) If no why,

English is too difficult for me

I don't understand my teacher's instructions

My English teacher is too strict and harsh on us

Our English class is boring

3°) What is your objective in learning English?

To be able speak it fluently

To have good marks

To be able to pursue my studies in English speaking countries

To have a better job prospect

4°) What puts you of (your dislike) in English classes?

My teacher does not inspire confidence

I always get bad works

The method used by the teacher is demotivating

Through anonymous students' evaluation of your teaching

5°) How do you want English to be taught to you?

Through songs riddles and games

Through visual and audio aids

Through pair and group work

Through grammar vocabulary and the four skills (listening, reading speaking and writing)

6°) How close is your teacher to you?

He knows and calls my name

He praises me after

He chats with us even after class

He is kind, helpful and humble.

He is ready to keep good relationship with our parents

6°) How far is your teacher's attitudes important to motivate you to like English

Not important more or less important very important

9) How far are these skills characteristics and attitudes important to you to foster motivation in your students?

a) I should mind my dressing

not at all important more or less important very important

b) I should have a supportive behavior in and out of class

Not all important more or less important very important

b) My facial expression and voice quality

Not all important more or less important very important

c) My sense of humour can relax the atmosphere in my class

Not all important more or less important very important

d) I should avoid peculiar mannerisms

Not all important more or less important very important

Thank you for your collaboration

QUESTIONNAIRE DES ELEVES

Chers élèves, veuillez gentiment remplir ce questionnaire

1- Combien de temps es-tu entrain d'apprendre l'Anglais ?ans

2- Aimes-tu l'Anglais ?

a) Oui Non

b) Si oui pourquoi ?

L'anglais est une langue internationale.

Ne pas connaître l'Anglais aujourd'hui est signe d'analphabétisme.

J'aime la manière dont mon professeur l'enseigne

J'aime la bonne atmosphère dans la classe d'Anglais.

c) Si non pourquoi ?

L'anglais est trop difficile pour moi.

Je ne comprends pas les instructions de mon professeur.

Mon professeur d'Anglais est trop rigide et dur envers nous.

La classe d'Anglais est ennuyeuse

3- Quel est ton objectif en apprenant l'Anglais ?

Pour parler couramment la langue

Pour avoir de bonnes notes

Pour être capable de poursuivre mes études dans des pays anglophones

Pour avoir un bon emploi

4- Qu'est ce qui te fait désertier le cours d'Anglais ?

Mon professeur n'inspire pas confiance

J'ai toujours de mauvaises notes

La méthode utilisée par le professeur n'est pas motivante

Il y a trop d'élèves dans ma classe

5- Comment aimerais-tu qu'on enseigne l'Anglais ?

A travers les chants, les énigmes et les jeux

A travers les objets Ando et visuels

A travers les travaux par pair et de groupe

A travers les quatre composantes de la langue (l'écoute, la lecture, le parler et la rédaction)

6- Comment appréciez-vous votre relation avec votre professeur

Il me connaît et m'appelle par mon nom

Il loue mes efforts

Il discute avec nous même après les cours

Il est gentil, charitable et humble

Il est prêt à entretenir une bonne relation avec nos parents

7- Comment est-ce que les attitudes de ton professeur sont importantes pour te motiver à aimer l'Anglais ?

Pas important

Plus ou moins important

Très important