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**TEACHING TECHNIQUES IN EFL CONTEXT : THE CASE
STUDY OF CEG DOWA**

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DEDICATION

I dedicate this work to my lovely parents Daniel OGUIDI and Elise ETCHIHA for their support, encouragement and their prayers. May GOD bless them and give them strong health.

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LISTS OF ACRONYMS

CAEB : Conseil des Activités Educatives du Bénin

CEG : Collège d'Enseignement Général

CLT : Communicative Language Teaching

EFL : English as Foreign Language

ENS : Ecole Normale Supérieure

ESL : English as Second Language

INFRE : Institut National pour la Formation et la
Recherche en Education

INTRODUCTION

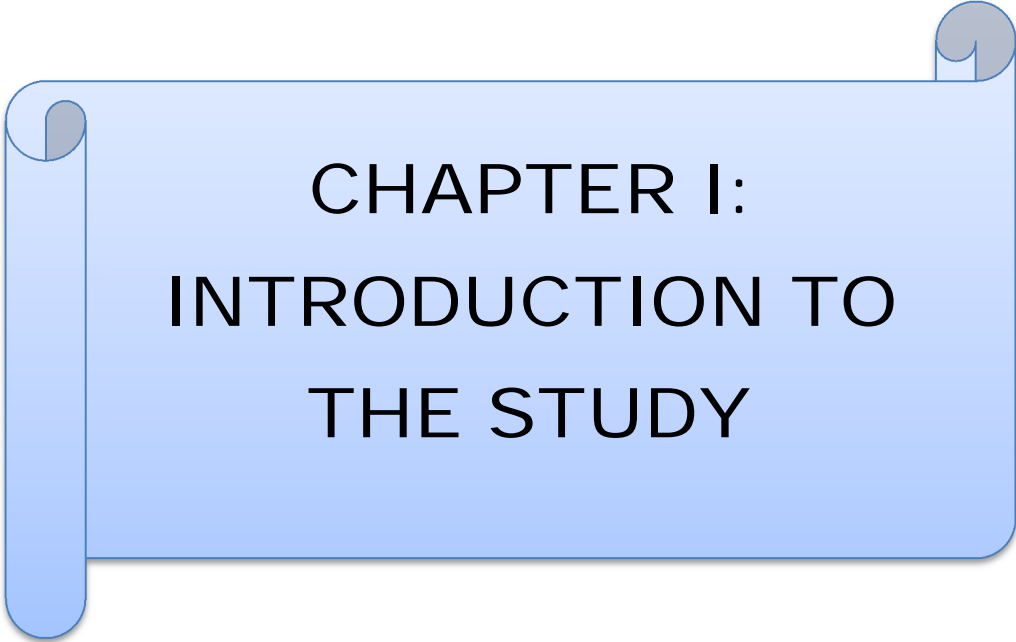
To teach a foreign language in a country where French is the official language is not an easy task. However to cope with this difficulty, teachers are provided with some teaching methods that are supposed to help them so as to succeed in their noble task. In BENIN, where, though English is considered as foreign language, students have it in their program as subject. So their teachers have the duty to teach them the language appropriately.

To make their teaching effective and successful, the English teachers have to use the several teaching techniques related to the teaching methods so as to achieve this goal and arouse students' interest.

Unfortunately the use of those teaching techniques raises some problems among teachers who most of the time don't use them appropriately or ignore them and as a result, the process of teaching-learning English is no more effective and makes the students hate the language.

By dealing with this topic "*teaching techniques in EFL context: case study of CEG DOWA*", this research work aims at presenting the different teaching techniques and show their impact on students' motivation and marks.

To end this work, some suggestions will be made so as to allow English EFL teachers to use appropriately the different teaching techniques.



CHAPTER I:
INTRODUCTION TO
THE STUDY

This first chapter entitled *INTRODUCTION TO THE STUDY* will deal at first with the problem statement which introduces the purpose of the study. After those two steps will follow the research questions and the significance of the study. Then the definition of key concepts will end this chapter.

1-Statement of the problem

Taught a foreign language in a francophone environment where French is the official language and the government doesn't know the importance of foreign languages mainly English, and put few means at the disposal of English teachers who are most of the time untrained amateurs dooms the language teaching to failure.

However the English teachers try their best in order to make their teaching successful and effective through a variety of teaching techniques that are supposed to help them so as to make their students learn the language easily.

But what have been noticed in the field is that most English teachers are not aware of the different teaching techniques or misuse them. This problem rises up the lack of training of some English teachers. This incompetence of the teachers has a negative impact on students' motivation to learn English and the marks they get during the tests in class are relevant of this fact. Moreover, through the investigations made, the role of the government here as far as providing English teachers with good teaching materials and training so as to apply the teaching techniques and the English teachers recruitment cannot be let aside.

2- Purpose of the study

It is hoped that this study will be beneficial in many ways. First this research work proposes to put light on some teaching techniques as far as English is concerned. Second, it aims at showing that untrained teachers are not aware of those techniques. Third, this work will show that the ignorance of teaching techniques creates classroom management problem

Fourth, this research work will also show that the non-use of those teaching techniques is one of the cause of most students failure in English learning and draw the attention of the government on the need to train English teachers and to supply them with

good materials which would help them after being trained so as to make their teaching effective and successful and to improve their teaching level.

3- Research questions

Research questions in the qualitative and quantitative approach guide the focus and directions of the issues to be investigated. The questions help to frame the aspects or domains that the researcher is interested to explore.

There is a possibility that in the process of investigating the issues under study, some pertinent questions may arise in the course of the study. As noted earlier research questions serve as a guide to the study undertaken, therefore, it is hoped that the following research questions will guide the researcher to explore and investigate the phenomenon under study.

- Are teachers who never attend teacher's training school aware of the teaching techniques?
- Does the ignorance of the teaching techniques by some teachers create lack of motivation to learn English among students?
- Does non-variation of teaching techniques create classroom management problems?
- What should the government and education leaders do to help English teachers to make their teaching effective?

4- Significance of the study

The aim of any research work is to be useful so as to settle a specific problem. So this research work is an appeal for " a new deal" for English teaching in EFL context. So this work aims at presenting the different teaching techniques so as to allow English teachers to make their teaching successful and arouse their learners' motivation so as to create a good teaching/learning atmosphere in their class on one hand.

On the other hand, this work's concern is to draw the government and education leaders 'attention on the need to recruit professional English teachers and train those who want to teach so as to make sure that they use good teaching techniques. They should also give the appropriate materials to teachers to allow them do successfully their job.

5- Definition of key concepts

✓ Teaching techniques:

-Teaching:

According to the Oxford Advanced Learner's Dictionary (8th Edition), teaching is defined as the work of the teacher. According to GAGE, "teaching is a form of interpersonal influence aimed at changing the behaviour of another person". As far as Edmund AMIDON is concerned, he defines it as " an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during a certain definable activity.

So teaching is a process that improves the student's seeking level

-Techniques:

According to The Sage's English dictionary and Thesaurus, it is a practical method or art applied to some particular task. It is also Skillfulness in the command of fundamentals deriving from practice and familiarity.

So the phrase teaching techniques is a set of methods used to teach knowledge to students so as to improve their level

✓ EFL

This acronym is known as English as Foreign Language, meaning that English is taught to students whose first language is not English.

After having dealt with this first chapter which is an introduction to the study, it will be useful to see the point of view of some authors who have already work on teaching techniques in EFL context so as to know the techniques they set up.

So the second chapter of this research work will present us the literary review which will be helpful in to know those authors point of view.



CHAPTER II: LITERATURE REVIEW

To succeed in this research work, some books and articles of authors who somehow have dealt with teaching techniques in EFL context have been read so as to know their point of view. These books have been mainly found at INFRE, CAEB and National library of Porto-Novo. Here are their summaries

2- The different teaching techniques

2-1- Techniques of Grammar Translation Method

The Grammar-Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical languages, Latin and Greek (Chastain 1988). Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better. Finally, it was thought that foreign language learning would help students grow intellectually; it was recognised that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway.

✓ Translation of a literary passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may excerpt from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

✓ Reading comprehension questions

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that the first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage according to their own experience.

✓ Antonyms/synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking Students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible.

✓ Cognates

Students are taught to recognise cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memories words that look like cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

✓ Deductive application of rule

Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

✓ Fill-in-the-blanks

Students are given a series of sentences with words missing. They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

✓ Memorisation

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorise them. Students are also required to memorise grammatical rules and grammatical paradigms such as verb conjugations.

✓ Use words in sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

✓ Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

2-2- Techniques of direct method

As with the Grammar-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar-Translation Method was not very effective in preparing students to use the target language communicatively, the Direct Method became popular. The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to the students' native language (Diller 1978).

✓ Reading aloud

Students take turns reading sections of a passage, play, or dialog out loud. At the end of each student's turn, the teacher uses gestures, pictures, regalia, examples, or other means to make the meaning of the section clear.

✓ Question and answer exercise

This exercise is conducted only in the target language. Students are asked questions and answer in full sentences so that they practice new words. They have the opportunity to ask questions as well as answer them. Then the teacher gave the students directions to answer questions on geographic feature for instance. Each student could have a turn giving the teacher instructions for finding and labeling on a geographical feature.

✓ Paragraph writing

The teacher asks the students to write a paragraph in their own words on the major geographical features. They could have done this from memory, or they could have used the reading passage in the lesson as a model.

✓ Getting students to self-correct

The teacher simply repeat what a student has just said, using a questioning voice to signal to the student that something is wrong with it. Another possibility is for the teacher to repeat what the student said, stopping just before the error. The student then knows that the next word is wrong.

✓ Conversation practice

The teacher asks a certain number of questions in the target language, which the students have to understand to be able to answer correctly

✓ Dictation

The teacher reads a passage three times. The first time, the teacher reads it at normal speed and the students just listen. The second time, he reads the passage phrase by phrase, pausing long to allow students to write down what they have heard. The last time, the teacher reads again at normal speed and the students check their work.

✓ Map drawing

The students are provided with a map with geographical features unnamed. Then, the teacher gives directions to locate a specific point on the map. Each student could have a turn giving the teacher instructions for finding and labeling one geographical feature.

2-3- Techniques of audio-lingual method

The Audio-Lingual Method, like the Direct Method we have just examined, is also an oral-based approach. However, it is very different in that rather than emphasising vocabulary acquisition through exposure to its use in situations, the Audio-Lingual Method drills students in the use of grammatical sentence patterns. It also, unlike the Direct Method, has a strong theoretical base in linguistics and psychology. Charles Fries (1945) of the University of Michigan led the way in applying principles from structural linguistics in developing the method, and for this reason, it has sometimes been referred to as the 'Michigan Method.' Later in its development, principles from behavioral psychology (Skinner 1957) were incorporated. It was thought that the way to acquire the sentence patterns of the target language was through conditioning-helping learners to respond correctly to stimuli through shaping and reinforcement. Learners could overcome the habits of their native language and form the new habits required to be target language speakers.

✓ The Backward build-up (expansion) drill

This drill is used when a long line of a dialog is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

✓ Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

✓ Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds,

and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill allows some controlled communication, even though it is limited. A chain drill also gives the teacher an opportunity to check each student's speech.

✓ Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots of a sentence.

✓ Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time that fit into different slots in the dialog line. The students must recognise what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. Then the teacher say the line, fitting the cue phrase into the line where it belongs.

✓ The transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

✓ Question-and -answer drill

This drill gives students practice with answering questions. The students should answer the teacher's questions very quickly. It is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

✓ Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words

and later to be able to say the two words. The teacher selects the sounds to work on after he/she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

✓ Complete the dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

✓ Grammar game

Games like the supermarket alphabet game are used in the Audio-Lingual Method. The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

2-4- Techniques of the silent way

Although people did learn languages through the Audio-Lingual Method (and indeed it is still practiced today), one problem with it was students' inability to readily transfer the habits they had mastered in the classroom to communicative use outside it. Furthermore, the idea that learning a language meant forming a set of habits was seriously challenged in the early 1960s. Linguist Noam Chomsky argued that language acquisition could not possibly take place through habit formation since people create and understand utterances they have never heard before. Chomsky proposed instead that speakers have knowledge of underlying abstract rules, which allow them to understand and create novel utterances. Thus, Chomsky reasoned, language must not be considered a product of habit formation, but rather of rule formation. Accordingly, language acquisition must be a procedure whereby people use their own thinking processes, or cognition, to discover the rules of the language they are acquiring.

The emphasis on human cognition led to the establishment of the Cognitive Approach (Celce-Murcia 1991). Rather than simply being responsive to stimuli in the environment, learners were seen to be much more actively responsible for their own learning, engaged in formulating hypotheses in order to discover the rules of the target language. Errors were

inevitable and were signs that learners were actively testing their hypotheses. For a while in the early 1970s there was great interest in applying this new Cognitive Approach to language teaching and materials were developed with deductive (learners are given the rule and asked to apply it) and inductive (learners discover the rules from the examples and then practice it) grammar exercises. However, no language teaching method ever really developed directly from the Cognitive Approach; instead, a number of innovative methods emerged.

✓ Sound-color chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, point to blocks of color on the chart to form syllables, words, and even sentences. Sometimes the teacher will tap a particular block of color very hard when forming a word. In this way the teacher can introduce the stress pattern for the word. The chart allows students to produce sound combinations in the target language without doing so through repetition. The chart draws the students' attention and allows them to concentrate on the language, not on the teacher. When a particular sound contrast is new for students and they cannot perceive which sound of the two they are producing, the sound-color chart can be used to give them feedback on which sound they are making. Finally, since the sound-color chart presents all of the sounds of the target language at once, students know what they have learnt and what they yet need to learn. This relates to the issue of learner autonomy.

✓ Teacher's silence

The teacher gives just as much help as is necessary and then is silent. Or the teacher sets up an unambiguous situation, puts a language structure into circulation (for example, 'take a __ rod'), and then is silent. Even in error correction, the teacher will only supply a verbal answer as a last resort.

✓ Peer correction

Students are encouraged to help another student when he or she is experiencing difficulty. It is important that any help be offered in a cooperative manner, not a competitive one. The teacher monitors the aid so that it is helpful, not interfering.

✓ Self-correction gestures

We already examined some self-correction techniques when dealing with the Direct Method. Some of the particular gestures of the Silent Way could be added to this list. For example, in the class observed, the teacher put his palms together and then moved them outwards to signal to students the need to lengthen the particular vowel they were working on. In another instance, the teacher indicated that each of his fingers represented a word in a sentence and used this to locate the trouble spot for the student.

✓ Word chart

The teacher, and later the students, points to words on the wall charts in a sequence so that they can read aloud the sentences they have spoken. The way the letters are colored (the colors from the sound- color chart are used) helps the students with their pronunciation. There are twelve English charts containing about 500 words.

✓ Fidel charts

The teacher, and later the students, point to the color-coded Fidel charts in order that students associate the sounds of the language with their spelling. For example, listed together and colored the same as the color block for the sound /ey/ are ay, ea, ei, eigh, etc., showing that these are all ways of spelling the ley! Sound in English (e.g. in the words 'say,' 'steak,' 'veil,' 'weigh'). Because of the large number of ways sounds in Englishman be spelled, there are eight Fidel charts in all. There are a number of charts available in other languages as well.

✓ Structured feedback

Students are invited to make observations about the day's lesson and what they have learnt. The teacher accepts the students' comments in a non-defensive manner, hearing things that will help give him direction for where he should work when the class meets again. The students learn to take responsibility for their own learning by becoming aware of and controlling how they use certain learning strategies in class. The length and frequency of feedback sessions vary depending on the teacher and the class.

2-5- Techniques of Desuggestopedia

The originator of this method, Georgi LOZANOV believes as does Silent Way's Caleb Gattegno, that language learning can occur at a much faster rate than ordinarily transpires. The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. One result is that we do not use the full mental powers that we have. According to Lozanov and Rodgers (1986), we may be using only five to ten percent of our mental capacity. In order to make better use of our reserved capacity, the limitations we think we have need to be 'desuggested'. Desuggestopedia; the application of the study of suggestion to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying and, thus, to help them overcome the barriers to learning.

✓ Peripheral learning

This technique is based upon the idea that we perceive much more in our environment than that to which we consciously attend. It is claimed that, by putting posters containing grammatical information about the target language on the classroom walls, students will absorb the necessary facts effortlessly. The teacher may or may not call attention to the posters. They are changed from time to time to provide grammatical information that is appropriate to what the students are studying.

✓ Positive suggestion

It is the teacher's responsibility to orchestrate the suggestive factors in a learning situation, thereby helping students break down the barriers to learning that they bring with them. Teachers can do this through direct and indirect means. Direct suggestion appeals to the students' consciousness: A teacher tells students they are going to be successful. But indirect suggestion, which appeals to the students' subconscious, is actually the more powerful of the two. For example, indirect suggestion was accomplished in the class we visited through the choice of a dialog entitled. "To want is to be able to".

✓ Choose a new identity

The students choose a target language name and a new occupation. As the course continues, the students have an opportunity to develop a whole biography about their fictional selves. For instance, later on they may be asked to talk or write about their fictional hometown, childhood, and family.

✓ Role play

Students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation. In the lesson observed, the students were asked to pretend that they were someone else and to introduce themselves as that person.

✓ First concert (active concert)

The two concerts are components of the receptive phase of the lesson. After the teacher has introduced the story as related in the dialog and has called students' attention to some particular grammatical points that arise in it, he/she reads the dialog in the target language. The students have copies of the dialog in the target language and their native language and refer to it as the teacher is reading. Music is played. After a few minutes, the teacher begins a slow, dramatic reading, synchronized in intonation with the music. The music is classical; the early Romantic period is suggested. The teacher's voice rises and falls with the music.

✓ Second concert (passive concert)

In the second phase, the students are asked to put their scripts aside. They simply listen as the teacher reads the dialog at a normal rate of speed. The teacher is seated and reads with musical accompaniment. The content governs the way the teacher reads the script, not the music, which is pre-Classical or Baroque. The class of the day ends with the conclusion of this concert.

✓ Primary activation

This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialog out loud, as individuals or in groups.

✓ Creative adaptation

The students engage in various activities designed to help them learn the new material and use it spontaneously. Activities particularly recommended for this phase includes singing, dancing, dramatisations, and games. The important thing is that the activities are varied and do not allow the students to focus on the form of the linguistic message, just the communicative intent.

2-6- Techniques of Community Language Learning

✓ Tape recording student conversation

This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. By giving students the choice about what to say and when to say it, students are in a good position to take responsibility for their own learning. Students are asked to have a conversation using their native language as the common language of the group. In multilingual groups, other means will have to be employed. For instance, students can use gestures to get their meaning across. After each native language utterance or use of a gesture, the teacher translates what the student says or acts out into the target language. The teacher gives the students the target language translation in appropriate-sized chunks. Each chunk is recorded, giving students a final tape recording with only the target language on it, after a conversation has been recorded, it can be replayed. Since the students had a choice in what they wanted to say in the original conversation, it is easier for them to associate meaning with a particular target language utterance. Being able to recall the meaning of almost everything said in a first conversation is motivating for learners. The recording can also be used to simply listen to their voices in the target language. Recording student conversation works best with twelve or fewer students. In a larger class, students can take turns being the ones to have the conversation.

✓ Transcription

The teacher transcribes the students' tape-recorded target language conversation. Each student is given the opportunity to translate his or her utterances and the teacher writes the native language equivalent beneath the target language words. Students can copy the transcript after it has been completely written on the blackboard or on large, poster-sized paper, or the teacher may provide them with a copy. The transcript provides a basis for future activities. If poster-sized paper is used, the transcript can be put up in the classroom for later reference and for the purpose of increasing student security.

✓ Reflection on experience

The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. As students give their reactions, the teacher understands them shows that he has listened carefully by giving an appropriate understanding response to what the student has said. He does not repeat what the learner says, but rather shows that he understands its essence. Such responses can encourage students to think about their unique engagement with the language, the activities, the teacher, and the other students, strengthening their independent learning.

✓ Reflective Listening

The students relax and listen to their own voices speaking the target language on the tape. Another possible technique is for the teacher to read the transcript while the students simply listen, with their eyes open or shut. A third possibility is for the students to mouth the words as the teacher reads the transcript.

✓ Human Computer

A student chooses some part of the transcription to practice pronouncing. He is "in control" of the teacher when he tries to say the word or phrase. The teacher, following the student's lead, repeats the phrase as often as the student wants to practice it. The teacher does not correct the student's mispronunciation in any way. It is through the teacher's

consistent manner of repeating the word or phrase clearly that the student self-corrects as he or she tries to imitate the teacher's model.

✓ Small group tasks

The small groups of students were asked to make new sentences with the words on the transcript. Afterward, the groups shared the sentences they made with the rest of the class. Later in the week, students working in pairs made sentences with the different verb conjugations. There are a lot of different activities that could occur with students working in small groups. Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups. Also, small groups allow students to get to know each other better. This can lead to the development of a community among class members.

2-7- Techniques of Total physical response

✓ Using commands to direct behavior

The commands are given to get students to perform an action; the action makes the meaning of the command clear. Since the teacher suggests keeping the pace lively it is necessary for a teacher to plan in advance just which commands he will introduce in a lesson. If the teacher tries to think them up as the lesson progresses, the pace will be too slow. At first, to clarify meaning, the teacher performs the actions with the students. Later the teacher directs the students alone.

The students' actions tell the teacher whether or not the students understand. The teachers try to vary the sequence of the commands so that students do not simply memorise the action sequence without ever connecting the actions with the language. It is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher presents three commands at a time. After students feel successful with these, three more can be taught.

✓ Role reversal

Students command their teacher and classmates to perform some actions. Students will want to speak after ten to twenty hours of instruction, although some students may take longer, Students should not be encouraged to speak until they are ready.

✓ Action sequence

At one point we saw the teacher give three connected commands. For example, the teachers told the students to point to the door, walk to the door, and touch the door. As the students learn more and more of the target language, a longer series of connected commands can be given, which together comprise a whole procedure.

2-8- Techniques of Communicative Language Teaching

✓ Language games

Games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

✓ Role play

As already encountered, the use of role plays as a technique when we looked at Desuggestopedia. Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles. Role plays can be set up so that they are very structured (for example, the teacher tells the students who they are and what they should say) or in a less structured way (for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say). The latter is more in keeping with CLT, of course, because it gives the students more of a choice. Notice that role plays structured like this also provide information gaps since students cannot be sure (as with most forms of communication) what the other person or people will say. Students also receive feedback on whether or not they have effectively communicated.

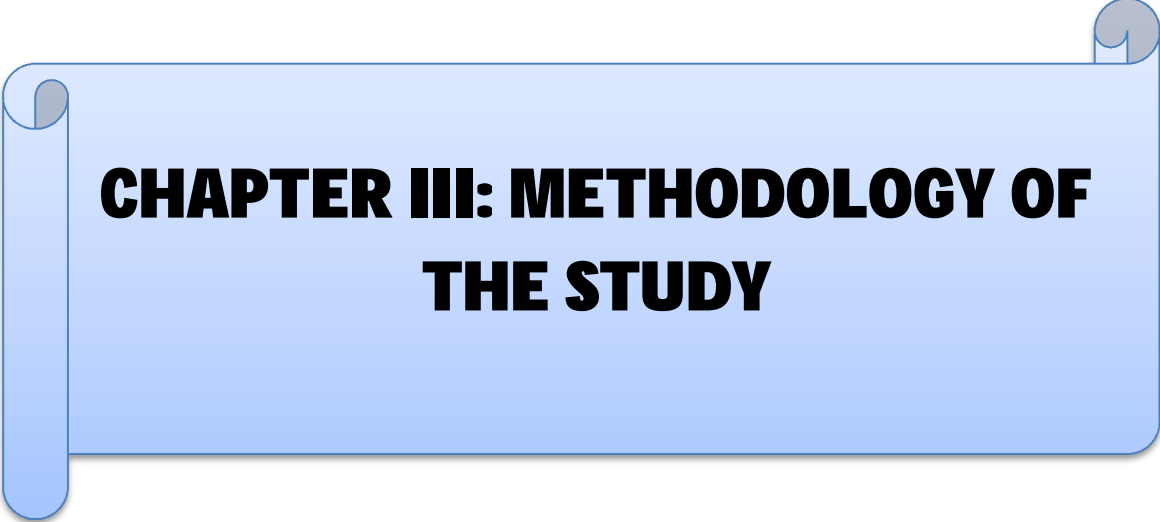
2-9- Techniques of Content Based Instruction

The basic philosophy of Content Based instruction is to use the target language to learn it rather than learning it to use it. In other words, it believes in teaching through communication rather than for it, for example, learning geography or religion in English. By using good content taken from various disciplines, Content Based teaching exposes its learners to the process of language, not pre-determined linguistic content.

According to Richards and Rodgers, there are no specific techniques or activities associated with content based teaching, as it is an approach rather than a method. An approach "describes the nature of the subject matter to be taught"(Richards-Rodgers). The materials and exercises of the courses are usually chosen according to the subject matter, but students have to have minimum idea about the target language from before.

Steps that are usually followed in this method:

- Discussion of grammar and vocabulary and activities related to the lesson already taught.
- Activities previewing vocabulary of that lesson.
- Reading or listening to the materials based on the lesson.
- Discussion on the lesson.
- Students read or listen to other articles or related tape.
- Students may present their ideas using the target language.
- Discussing or reviewing the subject matters of the lesson.



CHAPTER III: METHODOLOGY OF
THE STUDY

This chapter presents an overview of the research methodology. It contains an account of the procedures used in the study, including research design, selection and description of the participants, setting, instruments used for data collection and the data analysis.

3-1- DESIGN OF THE STUDY

Since the present study aims to respond to the research questions of qualitative and quantitative nature, data collection and analysis techniques from both methodologies were implemented, thus mixed-method approach was chosen as the methodology of this research.

Mixed methods research may be defined as the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research

Mixed method approach enables the researchers to draw on all possibilities and provides a broader perspective to the study as the qualitative data helps describe aspects the quantitative data cannot address. Using both forms of data allows researchers to simultaneously generalise results from a sample to a population and to gain a deeper understanding of the phenomenon of interest.

In this study, the mixed methodology helped explain the way teaching techniques are very important in EFL context so as to motivate learners with the help of the survey questionnaire, and with the help of the classroom observation.

Data were collected through written questionnaires and classroom observation.

3-2- THE SETTING

Created in 1981, the secondary school of DOWA, formerly called CEG OUANDO till 2012, is located in the department of OUEME, precisely in the 5th district of the township of PORTO-NOVO. This school is delimited in the north by the valley of Boué,

on the south by the squares of Tokpota 2 and Houinvié. In the east boundary of CEG DOWA, there is the square of Tokpota 1 and on the boundary west, we have the square of Louho.

The school is run by an administration of ten members.

3-3- THE PARTICIPANTS

The participants for this study were twelve (12) English teachers teaching English in the 1st cycle in CEG DOWA among which four women and eight men with various educational levels and experiences. These participants were asked to complete the questionnaire put at their disposal. Three of these teachers have been recruited by the government and the nine others are part time teachers and only the three recruited by the government have a professional degree.

There are sixty (60) students involved in this study but unfortunately only fifty (50) of them fulfilled the questionnaire and gave it back. They are in 6^{ème}, 5^{ème}, 4^{ème} and 3^{ème} in CEG DOWA. They live for most of them on the boundary of DOWA square.

3-4-DATA COLLECTION INSTRUMENTS

In this study, two mainly types of data collection methods were used: a written questionnaire and classroom observation

3-4-1- Questionnaire

The written questionnaire used in this study was designed for CEG DOWA English teachers and the students of the first cycle of the same school. Questionnaire were given to twelve (12) English teachers and sixty (60) students to fill and return them.

The teachers questionnaire is composed of seventeen (17) questions dealing mainly with teachers degree, experience, training, the teaching techniques they use, the reasons why their teaching demotivate students and the problems which go along with it.

The students' questionnaire is designed into five questions so as to know the reasons why their level decrease in the language, their expectation from their teachers and the impact of the teaching techniques on their motivation.

3-4-2-Classroom observation

At this stage, eight English teachers of CEG DOWA have been observed during two academic years (2013-2014 and 2014-2015). The students involved in this observation are about five hundreds (500). I have sat at the bottom of the classroom behind all the students to observe in order not to distract them.

This classroom observation has taken place during the two years of my internship at CEG DOWA.

3-5-Data collection procedure

Just after the choice of the theme of the study by ENS administration, the potential participants were contacted via their phone number and the nature of the study was explained to them. The researcher highly encouraged the participation of the English teachers of CEG DOWA by elucidating that the present study would give them an opportunity to voice concerns about their teaching techniques, as well as to reflect upon issues arising from this it for their own professional development. Towards the students, it has been explained that this research work will allow their teacher to give them motivation to learn the language and make it vivid for them.

Then the questionnaires have been given to the teachers and students in their house for some or at some appointment place decided by the participants. The participants were informed that their participation in this study was strictly voluntary and any information obtained in connection with this study and that could be identified with them would remain confidential and would be disclosed only with their permission.

Furthermore, it was highlighted that there was no cost to the participants for participation in this project. Finally, it was explained to the participants that their decision

whether or not to participate would not affect their future relations with the administration of their school for the teachers and with their teachers for the students.

After that, a period of two weeks has been given to the participants to fulfill the questionnaires that have been collecting back by going to their homes.

For the classroom observation data, short vignettes have been written for each of the teachers observed. One then coded and analyses the observation data by developing themes in the same way as for the questionnaires. In this way two sets of data combined for the overall analysis and interpretation.

3-6-Data analysis procedure

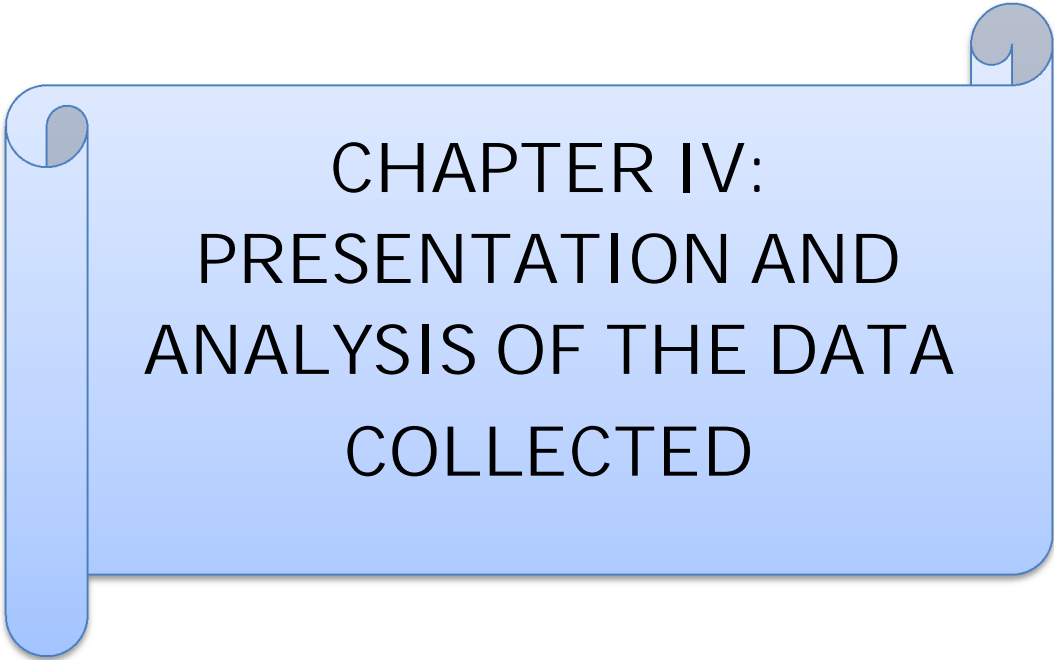
According to Burns (2000), data analysis means to “find meanings from the data and a process by which the investigator can interpret the data” (p.430). Similarly, as noted by Marshall and Rossman (1999), the purpose of the data analysis is to bring meaning, structure, and order to the data. Interpretation requires acute awareness of the data, concentration, as well as openness to subtle undercurrents of social life.

As the initial step in analyzing the data for this study, all the information gathered from the completed questionnaires have been read through and the short vignettes written during the classroom observation have been compared.

The questionnaires collected have been categorized according to the different issues of this research work. Here the quantitative method has been used through the figures put in statistics by the software EXCEL 2013.

As far as the qualitative approach is concerned, it has been used through the classroom observation so as to measure the way the teaching techniques are demotivating students.

After having presenting the methodology of the study, it will be necessarily to present the results of the research carried out in the field. So the next and fourth chapter will deal with the findings of the study through the presentation and analysis of the data collected.



CHAPTER IV:
PRESENTATION AND
ANALYSIS OF THE DATA
COLLECTED

This chapter displays and explains the findings of the research. In order to find out how the teaching techniques are used In EFL context, data from questionnaires were collected from teachers and students so as to allow each of them to voice about this issue.

Here are the results of the study:

4- Presentation of collected data

4-1- Presentation of teachers' responses

Table 1: teacher's length of service

Length of service	Frequency	Percentage %
1-5 years	6	50
6-10 years	4	33.34
11-15 years	1	8.33
More than 15 years	1	8.33
Total	12	100

Table 1 shows that 50% of the teachers have less than six years of teaching experience whereas 16.66% of them have more than ten years of length of service.

Table 2: Teachers' training

Have you been trained in a teachers' training school?	Frequency	Percentage %
Yes	3	25
No	9	75
Total	12	100

Table 2 indicates clearly that only 25% of those English teachers are trained to be teachers and the remaining 75% are not trained at all to teaching

Table 3: teachers feeling about their job

Teachers' feeling	Frequency	Percentage (%)
Like	8	66.67
Dislike	4	33.33
Total	12	100

Table 3 depicts the fact that 33.33% of the teachers do not like their job

Table 4: Students' interest to the teaching according to the teachers

Students' interest	Frequency	Percentage (%)
Not at all	4	33.33
a little bit	6	60
very much	2	16.67
Total	12	100

Table 4 indicates that 33.33% of the teachers think that their students are not at all interested in their teaching whereas 16.67% of them think that their learners are interested in their teaching.

Table 5: Explanation of results in table 4

Why the result of table 4	Frequency	Percentage (%)
They get bad marks	4	33.33
they are lazy	2	16.67
They are not motivated	5	41.67
they are annoyed during your class	1	8.33
Total	12	100

The table 5 explains that the students' lack of interest is due, according to 41.67% of the teachers to the fact that they are not motivated and to 33.33% of the teachers to the fact that they get bad marks

Table 6: use of play activities (riddles, songs, games...)

use of play activities	Frequency	Percentage (%)
Sometimes	4	33.33
Always	1	8.33
Never	7	58.34
Total	12	100

Table 6 shows that only 8.33% of the teachers deal regularly with play activities

Table 7: The use of visual aids in the class

use visual aids in the class	Frequency	Percentage (%)
Yes	00	00
No	12	100
Total	12	100

Table 7 proves that no one of the teachers use visual aids in their class

Table 8: Explanation of table 7

Explanation of results in table 7	Frequency	Percentage (%)
The school has not ICTs' materials	10	84.23
you think that ICTs are useless in teaching	00	00
You don't master ICTs	02	16.67
you hate ICTs	00	00
Total	12	100

Table 8 testifies that 84.23% of the teachers do not use ICTs in their class because their school has not ICTs' materials.

Table 9: The almost one method used

Grammar translation as main teaching method	Frequency	Percentage (%)
Yes	9	75
No	3	25
Total	12	100

Table 9 indicates that 75% of teachers use grammar translated method to teach.

Table 10: variation of teaching methods

variation of methods	Frequency	Percentage (%)
Sometimes	00	00
Always	3	25
Never	9	75
Total	12	100

Table 10 establishes that 75 % of teachers do not vary their teaching methods.

Table 11: classroom management problems

Students become indiscipline when getting annoyed	Frequency	Percentage (%)
Yes	9	75
No	3	25
Total	12	100

Table 11 confirms the fact observed in tables 9 and 10

Table 12: The reasons why the teachers do not vary their teaching techniques

Reasons	Frequency	Percentage (%)
Your lack of training	10	83.34
the lack of means of your school	1	8.33
students' behaviour toward English	00	00
Your class size	1	8.33
Total	12	100

The results in table 12 point out that 83.34% of the teachers recognise that their non-variation of their teaching techniques is due to their lack of training.

Table 13: the average marks given by the teachers

Do your students often have average marks?	Frequency	Percentage (%)
Yes	4	33.33
No	8	66.67
Total	12	100

This table 13 interpretation leads to the conclusion that 66.67% of the teachers said that their students have not often the average mark in their subject.

Table 14: Teachers 'feeling about their students' marks

Teachers' feeling	Frequency	Percentage (%)
Proud	00	
Guilty	8	66.66
disappointed	2	16.67
you don't care	2	16.67
Total	12	100

Table 13 indicates that 66.66% feel guilty when students get bad marks.

4-2-Presentation of students' responses

From the sixty questionnaires distributed to the students, only 50 among them fulfill them and gave them back meaning a rate of 83.33%.

Here are the results of their questionnaires

Table 1: Students feeling about English

Feeling	Frequency	Percentage (%)
Like	13	26
Dislike	37	74
Total	50	100

Table 1 expresses the fact that 74% of students dislike English whereas only 26% of them like English

Table 2: Explanation of table 1

Why do you dislike English?	Frequency	Percentage (%)
Your teacher does not motivate you	8	21.67
Your teacher's way to teach you is not interesting	10	27.02
You do not understand the language	4	10.81
You get bad marks	13	35.13
Your teacher does not involved you in the lesson	2	5.40
Total	37	100%

This table shows that:

-21.67 of students dislike English because of their teachers' lack motivation

-27.02 of students dislike English because of their teachers' teaching techniques

-35.13 of students dislike English because of the bad marks they get

Table 3: Students behaviour when they get annoyed during the class

Students' behaviour	Frequency	Percentage (%)
You chat	37	74%
you disturb the class	13	26%
You stay quiet	00	00%
Total	50	100%

This third table shows that 74% of the students chat when they are annoyed whereas 26% of them prefer disturb the class

Table 4: Students' expectations of teacher's techniques

Students' expectations	Frequency	Percentage (%)
Through the use of visual aids	13	26
Through play activities	10	10
Variation of teaching techniques	27	54
Total	50	100%

Table 4 bears witnesses of the fact that 54% of the students are expecting their teachers vary their teaching techniques.

Table 5: Impact of teaching techniques and motivation on students' attitude toward English learning

Will you behave positively if your teacher motivates you and you get bad marks?	Frequency	Percentage (%)
Yes	100	100
No	00	00
Total	100	100

The results in table 5 prove that all the students are ready to learn correctly and freely English as soon as their teachers motivate them.

4-3-Classroom observation

Through what have been observed during two years of internship, it can be said definitely that all the English teachers that have been observed in the field except some of them use mainly the techniques of grammar translated method.

This practice became a routine for the students who feel annoyed during the English class and prefer chatting and trouble what is going on because of their teachers' lack of teaching techniques.

Instead of searching what is really going on with the students and try to cope with it, those teachers think that students are lazy and don't want to learn. So they deliver their course as they want whether the students understand it or not.

4-4-Analysis of the data collected

4-4-1. Teachers' responses

4-4-1-1- Teachers' training and experience

The investigations during this research work show that most of the English teachers of CEG DOWA have just more than five years of teaching experience and they still young in

teaching field. So they don't always know how to handle some class situations to make them effective so as to allow their students to feel at ease with them.

The other striking fact is that the great majority of the teachers have never attended a teacher's training school. This lack of training does not allow them to have a range of techniques so as to make their teaching effective and this is the main reason for which they annoy their students during their classes which are just made with Grammar-Translation Method' techniques which are not always suitable for all their students.

Moreover, their lack of training does not help them to take into account the reasons why their students are not motivated during their class or they have bad marks. As result, they think that either their students are lazy and do not want to make any effort or for those who are conscious of their limits feel guilty of that situation.

4-4-1-2 Teachers' feeling about their job and their students

Some of the teachers recognise frankly that they are not interest in their teaching job and consider it as a "stand by" or a way to survive before getting another good paying job. Since money is their only concern, they do not care for students' comprehension and do not look for improving their teaching methods. In those conditions, the process of teaching-learning is no more effective. That why their students are not so much interested in their subject because they are not motivated.

The class environment is not no more an important factor in the development of interest in and enjoyment for studying a second/foreign language for students. It is then important for language teachers to realise that providing a safe and interesting learning environment is crucial for strengthening and preserving students' motivation.

4-4-1-3- Teachers' use of play activities and of visual aids

The teachers' responses indicate that most of the teachers do not use play activities because they found it useless. This is a big error because those students are in first cycle and

so are still teenagers who are very fond of those kinds of activities which will surely be a source of motivation for them in the learning of the language.

As far as visual aids are concerned, they are crucial in language learning and are very helpful for students but unfortunately the teachers have not at their disposal the visual aids' materials to make their teaching effective and so, they cannot use some of the teaching techniques.

4-4-1-4-The relationship between teaching techniques, learners' motivation and Learners' academic performances

Since motivation is acknowledged as a key factor in determining success in foreign or second language learning academic attainment, techniques that maintain language learners' motivation are of interest to educators. Even if students' aptitude cannot be changed since it is innate, motivation can fluctuate factor over time. The fluctuation of motivation, academic achievement and the amount of the effort exerted may be affected by two main factors; internal and external factors (teachers, peers and community). This means motivation of students is something a teacher can influence.

It then clearly appeared that Students' levels of foreign language proficiency are influenced by attitudes, motivation, teachers and classroom experiences. Students' motivation and proficiency in the development of their foreign language skills are strongly related to experiences they gained in the classroom. Being a significant part of the classroom environment, teachers obviously affect both students' motivation in learning and their academic attainment. Students may be motivated to learn if the teacher provides the students with the appropriate conditions in the classroom and uses motivational teaching techniques. Additionally, Larsen and Dornyei (2008) in their recent investigation into the motivational teaching practices used by English language teachers in South Korea point out that there was significant correlation between the language teachers' motivational teaching practices and increased levels of the learners' motivated behaviour in learning English as the foreign language in this study context.

Teachers' skills in motivating learners should be seen as central to teaching effectiveness so as to allow their students to have good marks because if the students are motivated, the good marks will easily follow.

4-4-1-5- Non variation of teaching techniques as cause of classroom management problems

Through the data collected in the field; it clearly appeared that most of the teachers who took part in this study are not trained for the teaching job. So they are using only the traditional Grammar-Translation Method techniques and this routine annoys students who are no more motivated to learn the language.

When the students start to be annoyed, they just trouble the class because they do not know what is going on in the class and the teacher, who in most of the cases are not trained prefer either punish the students who trouble the class or deliver their course as if nothing happens.

4-4-1-6- Average mark given by teachers and teachers feeling about these marks

As the process of teaching-learning is no more effective because of most teachers' lack of training, the students are not motivated at all and as result the great majority do not have the average mark.

Most of the teachers think that the students are guilty of the decrease of their own level in the language because they are lazy and careless as far as English learning is concerned.

4-5- Learners' responses analysis

The learners' responses show that three main reasons justify the reasons why students dislike English: their lack of motivation, the bad marks and the teaching techniques used by their teachers.

So to cope with this dislike of the language, they prefer trouble the class by chatting most of the time so as to busy themselves. This behaviour may lead to think that they don't want to improve their level in the language.

But they confess that as soon as their teachers will start to vary their teaching techniques and introduce visual aids and play activities in the class, they will try their best and work hard so as to improve their level in the language. So the dream of seeing them improve in the language is not hopeless.

This chapter shows that the teaching techniques are not well applied or are ignored by most EFL teachers. As result, students are not at all motivated to learn the language so as to get good marks. The teaching-learning process is not effective and successful.

That is why the fifth and last chapter of this research will make some suggestions to governments, school authorities, EFL teachers and students so as to make the teaching techniques real for the improvement of the teaching-learning process.



CHAPTER V: SUGGESTIONS

This last chapter is an occasion to make some suggestions so as to allow teachers to be familiar with teaching techniques and by so doing arouse their students' motivation and have a safe classroom environment.

5-Suggestions

5-1- To the government, the Educational and the school Authorities

As school is under the control of the government, in their educational policy, they should reinforce the teaching of English so as to make students fond of that language. To reach these objectives, a number of steps should be taken:

- As the majority of the teachers are untrained, the government should recruit directly those who have been trained in "ECOLE NORMALE SUPERIRURE".
- As the great majority of students in English department in our universities tend to teach English, didactics and pedagogy should be included in all the sections of English studies.
- The untrained teachers who are already on the field should be called back so as to be trained.
- Government authorities should train 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 can be found for teachers and for students.
- Government authorities should put at the disposal of EFL teachers all the materials they need to make their teaching effective.

To encourage the English EFL teachers to make their teaching effective and successful, the education authorities and the government should:

- Build enough classrooms and equip school with good teaching materials such as visual aids
- Train more English inspectors because the investigations carried out in the field show that there are few inspectors available

- Send regularly inspectors in the class to inspect English teachers so as to check if they are using the appropriate teaching techniques
- Recruit only those who attend a teacher' training school like ENS so as to encourage the teachers to be to train themselves before start teaching
- The untrained teachers should be sent to teachers' training school
- Reward the teachers who use good teaching techniques to help their learners to succeed

5-2- Suggestions to the EFL teachers

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. Their way of using good teaching techniques has much to do with students adopting or not good motives to learn English and to get good marks. So they should:

- Have vocation and aptitude for teaching
- Maintain discipline and classroom control
- Be businesslike, organised and purposeful
- Be enthusiastic about their subject
- Establish good relationship with students
- Vary their teaching techniques so as to make their teaching vivid and successful because as it is commonly said: " variety is the spice of teaching"
- Use play activities to make their teaching fun and interesting
- Use visual aids as the latters' materials are part of some teaching techniques
- Always warm up their classes with playing activities before starting the lesson
- Teach the students how to review in preparation for tests
- Maintain classroom control or discipline that favors an atmosphere conducting to study in the classroom
- Alert class: they should keep the students on alert during class so as to make sure that all students are following

- Plan tests so that their degree of difficulty will be suited to the students' range of ability
 - Encourage students to speak English fearlessly
 - Know each student because any student's attitude and behaviour improve when he/she knows or believes that he/she is personally known to the teacher
 - Recognize effort and reward it
 - Take into account the human dimension in their teaching
- Know that they are the one to make their students like the language and they should try their best to reach this objective
- seek for adequate materials in order to make their teaching participative
 - Put clearly instructions so as to allow to students to understand it easily as far as tests are concerned
 - busy their students with interesting tasks in order to avoid trouble during the class
 - prepare their lesson and the techniques which go along with before coming in the classroom
 - make the decision to be train to the teaching techniques for those who are not trained at all

5-2-3- Suggestions to the students

In the process of English language learning students are the most concerned. So, they must adopt attitudes and behaviour that favour a successful learning of English. They must be very polite and follow carefully the course in order to learn in a good class atmosphere that will benefit them. By doing this, they will definitely have good marks during the tests

CONCLUSION

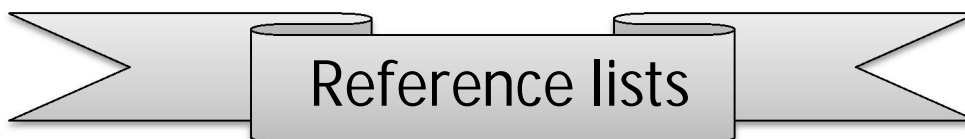
It is beyond argument that different kinds of methods and techniques should be tried out to make teaching better. And, as many teachers have already had used to with the traditional style of teaching, it might be a bit difficult to change the tradition. It is up to the teachers to know how they make good use of the techniques belonging to different methods. Thus the necessity of using different techniques may vary from teacher to teacher, but techniques have to be applied in all the process of learning and teaching.

The teachers who are not trained should also be trained and if all English teachers are well-trained to those teaching techniques, they can easily use them in their classes and by so doing, they will motivate their students who will learn the language and get good marks.

The good use of those teaching techniques prevents the teachers from classroom management problems and makes their teaching effective and successful.

The role of the government through school authorities cannot be let aside because they have to recruit trained teachers so as to be sure that the students are well-trained and the teachers working in the schools are professional ones.

So the use of those different teaching techniques appears as the first step in the motivation of learners to learn English and improve their level and by so doing, they will get not only good marks but they will also make the most of the language and face successfully the challenges of this twenty-first century who is led by the English language who became a key of success nowadays

A decorative banner with a central rectangular box containing the text "Reference lists". The banner has a ribbon-like shape with pointed ends on the left and right sides.

Reference lists

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APPENDICES

QUESTIONNAIRE TO TEACHERS

Dear teacher, I am carrying out a research on the theme "TEACHING TECHNIQUES IN EFL CONTEXT: THE CASE STUDY OF CEG DOWA" for my BAPES degree. I would like you help me to tick the appropriate boxes. Your identity will be kept confidential and please be sincere.

1- What is your service length?

1-5 years

6-10years

10-15years

More than 15years

2-What is your degree?

BAC

DUEL

MASTER

BAPES

LICENCE

MAITRISE

DOCTORAT

CAPES

3-Have you been trained in a teacher's training school?

Yes

No

4- Do you like your job as teacher?

Yes

No

5- Are your students interesting in your teaching?

Not at all

a little bit

very much

6-If they are not at all/a little bit interested, why? Because:

They get bad marks

they are lazy

They are not motivated

they are annoyed during your class

7- Do you use play activities (songs, games, riddles...) in your classes so as to motivate learners?

Sometimes

always

never

8- Do you use Information and communication of technology (ICTs) in your classes?

Yes

No

9- If no, why? Because:

The school has not ICTs' materials

you hate ICTs

You don't master ICTs

10- Do you use mainly Grammar-translation techniques in your classes meaning reading comprehensions, vocabulary, translation, writing and grammar?

Yes

No

QUESTIONNAIRE TO STUDENTS

Dear students, you are asked to tick the boxes in order to help me to carry out my theme on teaching techniques in EFL context. Be as truthful as possible

1-Do you like English?

Yes

No

2-If no, why? Because

Your teacher doesn't motivate you

Your teacher's way to teach you is not interesting

You do not understand the language

You get bad marks

Your teacher does not involved you in the lesson

3- What do you do when you are boring during the class?

You chat you disturb the class

You stay quiet

4-How do you want English to be taught to you?

Through the use ICTs during the class

Through play activities (riddles, songs and games)

Variation of teaching techniques

5- If your teacher varies his teaching techniques so as to motivate you, will you learn freely the language and have good marks?

Yes

No

Thank you for your participation