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TOPIC :

**IMPACT OF SOCIO-ECONOMIC ENVIRONMENT ON SPEAKING IN
THE CONTEXT OF THE COMPETENCY-BASED APPROACH: CASE
STUDY OF CEG DANTO.**

Présenté par :

SATA Eric

Sous la direction de :

Dr. Ibrahim YEKINI

Maître Assistant
De littérature Anglaise
(CAMES) ENS (UAC)

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DEDICATION

I dedicate the research work to the almighty God. May the glory be his!

I also dedicate the work to my parents.

Mr. Simplicite SATA;

Mrs. Philomène KPAKE

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List of Acronyms :

CBA : Competency-Based Approach

ICT : Information and Communication Technologies.

VOA : Voice of American

TTT : Teacher Talking Time

STT : Student Talking Time

BEPC : Brevet d'Etude du Premier Cycle, French equivalent of 'O ' level

ENS : Ecole Normale Supérieure for Advanced Teacher Training College.

CEG : Collège d'Enseignement Général

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

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

GENERAL INTRODUCTION

In any country, education is the basis of development. English plays a major role in educating people and is an important communication tool. It is taught in Benin secondary schools. But the reality is that the majority of the students generally and those of the CEG de Danto particularly, after four to seven years of learning, are not capable to show any efficiency in this language that rules the world today.

Normally, if teachers teach their subject in a condition that allows learners to achieve and when schools emphasize the importance of different tasks without any entertainment, students should learn with efficiency. It means that teachers also have their responsibilities in learners' failure especially in speaking. This situation has led me to ask the following question: what are the causes of learners' poor performance in speaking English knowing that many factors contribute to this lack of efficiency?

My research work mainly aims at showing how everybody and everything involving teachers, students, parents, school authorities, the school environment and the government, share the fact that most of the learners fail in speaking.

Moreover, the Competency-Based Approach (CBA), a new approach of teaching /learning and evaluation process, is one of the reforms Benin's educational system has known. The new approach requires a strong financial support and wants learners to be more active and involved in learning activities.

They are in center of the learning process. Now, the question is: Can they be active and build their own knowledge as the CBA requires when their economic condition is critical?

In addition, learners' lack of performance in speaking is broadly determined by the frequency of their communication in this language. Then, those who because of their social environment are permanently in contact with

the language speakers succeed better in speaking this language. But the questions that follow need answers.

- 1- Can students speak English when their environment is unfavorable?
- 2- Can they achieve in speaking particularly if poverty is the essential key factors that hinder their social and economic environment?

It is in the same stream of interest that I decided to work on the “Impact of socio-economic environment on speaking in the context of the Competency-Based Approach. Case study of CEG de DANTO”.

In short, my work includes five chapters displayed in five main parts:

Chapter one deals with the introduction to the study. It mentions the rationale of the problem, the impact this study will have on community. Thus, it limits the area of my study. As such, it includes the statement of the problem, the purpose of the study, its significance and its scope and limitations.

Chapter two refers to the literature review. Here, I review books and documents related to my study. But my objective is to bring my contribution to the literature review in order to favor my vision or my position on the impact of socio-economic environment on speaking in the CBA context.

Chapter three shows the procedure I used to collect relevant data. This procedure made up of the questionnaires elaborated and addressed to school actors to get their view point; the interview carried out with some pedagogical advisers and teachers.

Chapter four displays the finding of the survey. As such, it lies on a general and deep analysis and interpretation of collected data in order to put forward the outcome of my study.

Finally, chapter five deals with recommendations and suggestions. This chapter aims at providing appropriate advises school authorities, teachers, students, and their parents to attain the purpose of good speaking performance

The section that follows is the introductory section.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1-5 Problem statement

Speaking skills are an important part of the curriculum in English as Foreign language learning. But it is not surprising that learners after four to seven years of learning are not able to show any efficiency in speaking due to their socio-economic environment. We can notice that few of these learners have access to libraries, to extra-school activities useful to speaking skills developing like American Corner's activities and to the Information and Communication Technologies (ICT). Moreover, teachers and schools' economic conditions hinder the teaching/learning process. The few days of my training courses provide me all these news. I also discussed with learners who are helped for their dinner, transport, photocopies even for paying school fees. These discussions allow me to realize whether the students really live in appropriate conditions to achieve in English speaking. Indeed, most of the students are walking to cover a long distance before going to school, without eating.

Taking into account all these aspects, can we only blame students for their failure in speaking?

Many research works on learners' academic achievement has shown that their academic achievement is often affected by the socio-economic status of their parents, their teachers, their school authorities, their school environment and learners themselves. Now, the problem is: what are the key factors that affect learners' speaking performance?

This question led me to formulate a research topic "Impact of socio-economic environment on speaking in the context of the Competency-Based Approach .Case study of CEG de DANTO".

I have chosen the CEG de DANTO because I notice that students from that school are mostly from unfavorable environment and learn in inadequate conditions.

The following part of this section will display the purpose of my survey.

1-6 Purpose of the study

The purpose of this work is to investigate on the socio-economic causes of learners' poor performance in speaking. In other words, it aims at showing how learners' socio-economic environment affects their speaking performance.

Data from this study might serve as an impetus for school policy-makers to reflect upon practices that do not seem to enhance developing speaking skills for all students. They may move forward with practices that are perceived by the learners' parents and teachers as essential for improving students' speaking and all academic success.

Another purpose of my research work is to study learners' socio-economic environment and situate responsibilities at all level regarding their performance in speaking, since there are many actors (teachers, school environment, government, students and their parents) involved in the educational system; all this taking the current teaching/learning approach into account.

My research work will allow teachers to know that all the learners are not from the same socio-economic environment and that learners' socio-economic status affects their performance.

1-7 The significance of the study

This part states the importance of the study and its interest for me, as a researcher, for the teaching career, for the students and their parents, for the teachers and future researchers on similar topics. So, this research work is significant in many regards as a whole because in reading this work , teachers

should take into account learners' conditions in the teaching/learning process and stop sending them out for not having learning materials .

In addition to that, the work may bring the government to pay more attention to learners' failure in speaking English and prepare some resources to face it.

Moreover, it will allow the students to know that they have a great role in their own speaking performance. It will bring them to be more determined and very dynamic at school.

Then, it may be useful to future researchers whose topics will relate to mine. If only the suggestions and recommendations in the work can be taken into account, the students' English speaking will be improved.

1-8 Scope and limitation

My research is mainly focused on the secondary school of DANTO in AKPRO-MISSERETE. In order to make my research work more efficient, I cannot investigate on all the causes of learners' poor performance in speaking but I will deal with those related to social and economic facts.

In addition, my study does not involve the four skills but it has to do with only speaking skill. The work covers about 45 pages and is divided into five central chapters.

Furthermore, this survey uses data collected from only the first Cycle of DANTO secondary school. One can think that the two Cycles of secondary school should be taken into account since both are facing the problem of poor performance in speaking. But my next researches can take it into account.

At last, to carry out my research work, I need to visit some prestigious secondary schools in Paris and London in order to see their learners' living and learning conditions, their performances in order to compare them with those of CEG de DANTO. Unfortunately, my limited time and financial means put a limit to it

The next chapter is about the literature review. This literature review gathers the writings and experiences related to my work.

CHAPTER TWO

LITERATURE REVIEW

This research work aims at showing how learners' socio-economic environment can affect negatively or positively their performance in speaking in the context of the Competency-Based Approach. I have explored many books and relevant educational papers. This section as such will be about the review of literature related to:

2.1. Definition of terms

2.2. English speaking skill in the context of the CBA.

2.3. Poverty

2.4. Parents responsibilities and socio-economic status

2.5. Teachers responsibilities.

2.1 DEFINITION OF TERMS

- Environment

According to *Collins electronic dictionary*, it is the condition that affects the behavior and the development of somebody or something, the physical condition that somebody or something exists in: a pleasant learning or working environment.

- Poverty

The French dictionary *le Robert* defines it as condition of living or being without adequate food, money, etc. It is the insufficiency or lack of minimum amount of means, required for a specific purpose.

- Socio-economic

“Of, relating to, or involving both economic and social factors”

- Parent

It can be defined as a father or a mother. It is often defined as a person acting as a father or mother. In our context, any person who has learners' needs in charge. Others can define it as an organism or organization that has produced one or more organization similar to itself.

- Impact

It is the act of one body, object,... striking another. It is the force with which one thing hits another, with which two objects collide (*Oxford english Dictionary*). It can also be defined as the effect, the consequence that somebody, something or a situation can have on somebody, something or a situation other.

- Learner

It is generally somebody who is learning something, a beginner or a school pupil. In this work, it is assimilated to the word student. It is then considered as a person following a course of study, as in a school or college.

2-2 English speaking skill in the context of the CBA.

Speaking is one of the four skills developed in English as foreign language (EFL) classes. It is nowadays very important in learners' life for three main reasons. Speaking provides learners rehearsal opportunities or chances to practise real life speaking; it provides for teacher and learners feedback; and it provides learners with opportunities to activate the various elements of language they have stored in their brains. In the Competency-Based Approach, learners are in the center of their own learning. In his research work, Mr. D.F.C ALAVO (2011) says:

The study of language from its first beginning to its stage of speaking is a long process that depends not only on the teaching method used but also on the learners' own contribution (P.15)

He means through this statement that both teachers and learners are involved in the process of developing speaking skills and that the process is not automatic. It shows that learners' mentality, psychology, sentiment and behaviors are factors that condition the accomplishment of the methods used by the teacher. Speaking learning is the complex process including various elements determining the quality of language used by learners. The elements determining learners' language level can be factors related to their society and their economic status. As the Competency-Based Approach wants learners to be more active and as it states that Students Talking Time (STT) should be more than Teacher Talking Time, (TTT) learning activities should go over class ones.

Learners should take part in extra-school activities like Clubs of English, American Corner of Porto-Novo's activities. Learners are supposed to look for more information through internet and use other Information and Communication Technologies devices like Audio-Visual aids, Voice Of American (VOA) and Smart phones as Mr. C.F.D. ALAVO (2011) has shown through the chapter two of his research work.

In short, in the Competency-Based Approach, learners' motivation and feeling are very important in the teaching /learning process. It results that parents, teachers and other actors of educational system have their responsibilities. Learners' performance depends on their socio-economic status.

On other hand, students' contact with the language in their real-life conversations is useful to their speaking. The best way to learn a language is to practise it. That is why the learners from towns making border with Nigeria like KETOU and POBE perform better in speaking.

2-3 – Poverty

As Mr. G. Aimé (2013) has defined in his research work, it is an absence, insufficiency or lack of minimum amount of means required for a specific purpose. However, it is sometimes materialized by the lack of financial

resources, which is one of the reasons accounting for the low students speaking performance. David CRYSTAL, quoted by DJESSOUMONDJI R. (2011) in his research work on ‘Familial socio-economic conditions on student’s performance in the secondary school of Canan’ stated:

In a well-supported environment, resources will be devoted to helping people have access to the language and to learn it through the media, libraries, school and institutions of higher education. There will be an increase in the number and the quality of teachers (P.36)

Indeed, poverty often makes students suffer a lot due to their inability to have school equipments or to pay school fees. Through the statement above, the author deals with the problems that affect learners’ academic results including mainly their social and economic environment. There is appropriate library neither for teachers nor for learners and the existing one are not well equipped. This shows that poverty is the main factor that hinders the learners and teachers’ socio-economic environment. As we can realize, the Competency-Based Approach itself is not an obstacle to the success of the educational system in Benin as many people have been claiming. It is rather the financial means that could lead to a good academic result which are not available. Learners of CEG de DANTO in AKPRO MISSERETE are facing the same problem. My surveys help me to know that about 75% of AKPRO-MISSERETE populations are farmers, “taxi-moto” drivers and illicit fuel sellers with critical incomes.

In his work on the same school, Mr. K. Maurice (2015) revealed In French: “aujourd’hui, l’appauvrissement des sols, les difficultés liées aux techniques de production, de transformation, de stockage et de commercialisation rendent les parents pauvres”, translated as “today, the

impoverishment of the lands, the difficulties related to the technics of production, of manufacturing, of storage and of commercialization make parents poor. We can then derive that most of CEG de Danto's learners are from families with poor economic status. I even realized during my training courses that learners are not able to bring their learning materials to class in this school, which is not without negative impacts. All these are confirmed by professor MIGNANWANDE when he shows in his book: *Déterminismes du succès et de l'échec scolaires* (2010) that school failure is not in a random way but it is with respect to socio-economic origin of students. It heavily and regularly hits the children of popular disadvantaged background. We can therefore derive that poverty takes a great part in the learners' failure in speaking at secondary school of DANTO.

2-4 Parents responsibilities and socio-economic status

The problem of learners' lack of performance at school has been raised in many research works. In his study, Aimé S.G (2013) stated that learners' socio-economic environment affects their achievement in the CBA context. The difference with my work is that he dealt with learners' performance generally whereas I deal with their speaking performance in English. Furthermore, K. Maurice (2015) working on: "Facteurs déterminants du rendement scolaire des apprenants au CEG DANTO" translated in English as "factors determining the school results of the learners in CEG DANTO", shows that learners parents' income, profession and social status determine their failure at school. In the book "Notre Beau Métier", F. Macaire (2006) has proved that learners speaking performance is related to their parents' status. He stated in French :

Les enfants des milieux cultivés ont une avance verbale sur ceux qui viennent de familles ayant un niveau d'instruction élémentaire. Ils parlent mieux (P. 44)

Translated as “the children from high family background have a verbal advance on those who are from families with elementary academic level. They speak better...,” It means that learners from higher socio-economic environment perform better in speaking due to their parents’ socio-economic status. Those learners are provided with speaking opportunities and useful materials. Their parents’ educational level plays a tremendous role in their speaking performance. Families with a lower socio-economic status often struggle to provide academic supports for their children. Limited time and financial resources make it difficult for parents to create a home based learning environment. They cannot afford learning materials to their children. It is in the same stream of view that Aimé S. G. (2013) in his research work stated,

Students from lower socio-economic status often face additional challenges including a dearth of learning resources, difficult learning conditions and poor motivation that affect their performance at school (P.11)

When children do not have positive learning materials at home this negatively affects their academic performance level at school. Olufemi O. O, (2009) citing Uvaifo (2008) stated that, although the school is responsible for experiences that make up the individuals experiences, parents socio-economic status plays an important role in the learners’ academic achievement she also deals with the ideas of Wiseman (1979), Sogbetan (1981) and Hassan (1983) who have examined the cause of poor academic performance among secondary school students. Some of the factors identified are intellectual ability and low socio-economic status of the family.

2.5. Teachers responsibilities

Teachers play an important role in the educational system of a country; everybody cannot be teacher. Professor MIGNAWANDE in his book

“Determinismes du succès et de l’échec scolaire” says, «Tout cadre n’est pas enseignant; est enseignant qui sort d’une école normale » which can be translated as ‘ every intellectual is not a teacher; is teacher only he who comes from a teacher training college ‘. He wants to mean that teachers must be trained. Teachers themselves must show minimum of consciousness and responsibility towards their career by operating consequent self-preparations. Even if an employment forces many to join the profession of teaching, today, these teachers are bound to adapt themselves to the prevailing situation. Therefore, teachers must endeavour to make their knowledge and competency approach or for the required standard in order to deserve their respective positions. It is essential that they display a minimum of personal implication and self-determination. So, they must primarily look for moral satisfaction from their professional activity and not necessary for salaries. Their motivation must be integrative and not instrumental, if not they would be turned into slaves. They should be at work with one purpose in mind: the success of their learners. Their work does not stop at school, they work everywhere: at home, on their ways, etc. They deserve a better living standard so as to do a good job. Schools like CEG de DANTO suffer a lot since most of them don’t have opportunities like those working in big towns. However, the performance of those virtue demands the availability of a minimum of means and conditions. Even if the teacher is said to be a facilitator today, he is still a model for students. Teachers then should be good at English speaking avoiding mispronunciations and other mistakes in the class.

In a nutshell, teachers are the first actors of the learners’ formal education. They also have their part in learners’ poor performance. That is why Rothstein (2004 P.16) revealed that when teachers teach their subjects well and if schools emphasize the importance of academic tasks and permit no distractions, children should be able to learn.

CHAPTER THREE

Methodologies of the study.

This chapter has to do with the procedure used to collect data during my research. This part of the research work is interested in the real objective of the study that is the identification of the different factors that disturb the efficacy and the stability of students' social and economic environment and that contribute to their poor performance in speaking. To arrive at this goal, I have found it necessary to focus my attention on all the elements or factors of the learners' socio-economic environment to collect some data which are essential for the sake of my survey. Before dealing with those data, let us have a look at the methodology I has followed to collect the given data.

3-1- Design of the study

To reach the objectives of my research, I have used mixed approach of research. I have precisely used a mixed of triangulation of data and information collection. This technique can be justified for the participants involved. We need the opinion of the school actors, teachers and students. The qualitative data have been used to explain and explore the quantitative data. The quantitative data have allowed me to obtain the point of view of the school actors face to the socio-economic factors that contribute to learners' poor speaking performance as well as their preoccupations and their suggestions. I have made some surveys, some interviews with school actors, some documentary research in libraries and on internet. Teachers of English and learners of the given school (CEG de DANTO) were given questionnaires to which they provided answers. I was obliged to translate and explain the entire questionnaire before learners could answer correctly.

In addition, this sampling is guided by the fact that only learners who are involved in the system for at least three years can provide reliable information

about the topic. They are supposed to be aware of the difficulties or problems they have suffered from in their social and economic environment. That is why my questionnaires are distributed to learners of the third and fourth forms.

3-2- Setting: Presentation of CEG de DANTO

This school was created in September 2002 with only two classes and was firstly headed by Mrs. GOUTCHOWANOU Abègnonhou Léocadie.

Today, it counts 3652 students of both genders, 276 teachers.

The school is now managed by a Headmaster called Raïmi AKLE, a teacher of geology and biology (SVT); two principales; three supervisors and an accountant. The CEG de Danto is at Danto in the district of VAKON, in the commune of AKPRO-MISSERETE. It is limited in the North by the district of AKPRO-MISSERETE centre, in the south by the commune of Porto-Novo and the commune of Aguégué people, in the east by the commune of AVRANKOU and by the commune of Dangbo in the west; in OUEME department.

3-3- Participants

The target population is all the students of the CEG de DANTO and the English teachers present during the school year 2015-2016.

The investigation is based on the English teachers of the secondary school of DANTO. They are the first groups of my research and they have all been investigated. They are 20 men and women. Their age varies from 27 to 48 and their seniorities vary from 01 to 26 years. The second group is constituted of the learners from the first cycle. The sample made of 121 boys and 79 girls from 10 to 21 years old. I also have some interviews with the members of the administration and some class observations.

3.4 Data collection instruments

Classes	Sampled students	Collected Responses	Percentages (%)
4rd Form	120	96	80
3th Form	80	60	75
Total	200	156	78

To collect data about the study, we have used instruments like:

Questionnaire, interviews and school observation.

3.4.1. Questionnaire

3.4.1.1. For learners:

Let us have a look at the dispatching of the questionnaire

Tableau N°1: Sampled students and data collected.

Generally, I distributed two hundred (200) questionnaires to learners. Out of the one hundred and twenty (120) questionnaires to the students of the fourth form only ninety six were collected. The remaining eighty (80) were distributed to learners of the third form (4è) and sixty (60) were collected. These questionnaires include fifteen (15) questions related to learners private life.

The very first question addressed to the students is to know about their father's and mother's profession.

The following two (02) questions are stated to see the distance from their home to school and what they use to attend school in terms of materials.

The following three (03) questions aim at getting more information about the quality of the socio-affective conditions of the students' environment.

The question N°7 aims to see if students learning conditions are favorable to good academic results.

The questions N°8 and N°9 look for information related to the involvement of the students' parents in their achievement at school.

Questions N° 10, N°11 and N°12 seek to know if learners are provided with opportunities useful to elevate speaking performance.

Question N°13 aims at knowing if learners' social environment motivates them for economic reasons.

Question N°14 intends to see whether learners perform well in English speaking or not.

Question N°15 is stated to see how learner's socio-economic environment affects their speaking performance.

3.4.1.2. For the teachers

As my topic is especially related to the English subject, the questionnaires are distributed to teachers of English Only. In the CEG of DANTO there are twenty (20) teachers of English, men and women. Each of them received a questionnaire to which they are supposed to provide answers. I have collected only fifteen (15). The teachers' questionnaire is made of eleven (11) questions.

The first question addressed to the teachers is to see the distance which separates their home from the school.

Question N°2 and Question N°3 are stated to see if teachers are really motivated with economic incomes provided.

Question N°4 looks for the professional qualification or level of the teachers.

Question N°5 aims at knowing whether teachers are part-time teachers or full-time teachers.

Questions N°6: and N°7 are formulated to see if the condition is appropriate for teachers to teach well.

Questions N°8 and N°9 aim to know if learners do their home works and if they bring their learning materials to class.

Question N°10 intends to see if the school climate is suitable for developing speaking skills.

Question N°11 is formulated to see if learners perform in speaking or not. The last one is not numbered. It is stated as follows: “ what do you think of the impact of socio-economic environment on learners speaking performance?” This question is looking for teachers’ point of view or comments about the topic under investigation.

3-4-2- **INTERVIEWS**

In order to cross check the results of the questionnaires, I have conducted some interviews. Interviews are shown to be the instrument which consists in having direct contact with the interviewees and asking questions related to the topic under consideration. To achieve this goal, I have conceived a series of three (03) questions. At the end of each question, a blank space is provided for the school authorities, as to allow them to answer freely with all the possible details to the questions.

3.4.3 **School observation**

This method is very important in the completion of my work. It allows me to see the condition in which learners are put to learn, to see if the school environment is appropriate and well equipped for teaching/learning speaking. Moreover, the approach has enabled me to know teachers’ qualification and how students are motivated during speaking activities.

To achieve this goal, I have got the permission of school authorities to visit the school and some English classes. In addition, I have elaborated with them a planning and also agreed on what was to be observed.

This research instrument was used in the secondary school of DANTO. It allows me to check:

- if the school climate is favorable for teaching speaking;
 - if the teachers' implication is of adequate level;
 - if the teaching approach is accurate;
 - if the teaching materials required are available ;
- if the students are interested in speaking activities.

CHAPTER FOUR:

PRESENTATION OF THE RESULTS AND DISCUSSIONS.

4.1 The presentation and analysis of Results.

This section includes the presentation of the data I have collected through the questionnaires, the interviews and the discussions of the finding.

4.1.1 Data from the teachers

1- Is your home far from the school?

Table n°2 : Distance from home to school

Question	Yes	%	No	%
Is your home far from the school	15	100	00	00

All the respondent teachers said that their homes are far from the school but they have their personal means of transport. So, this has no serious impact on them.

2- Are you satisfied with your salary?

Table n°3: Teachers' feeling about their salary

Question	Responses			
	Yes	%	No	%
Are you satisfied with your salary?	1	07	14	93

About 93% of English teachers of DANTO don't agree with their salary. The question now is to know if this situation is without effect on learner's performance.

3- Is your salary sufficient to provide relief for your family?

Table n°4: The quality of teachers' salary

Question	Responses			
	Yes	%	No	%
Is your salary sufficient to provide relief for your family	1	07	14	93

From questions n°2 and n°3, generally, 93% of the respondent teachers of English on CEG de DANTO have do not allow them to buy personal appropriate teaching materials. So, they are not motivated with economic incentives. As many teachers are confronted with this situation, students from low socio-economic environment are unlucky to be helped or motivated because teachers lack means or ressources.

4- What is your teaching qualification?

Table n°5 : Teachers' qualification

Question	Responses											
	Licence	%	BAC	%	Maîtrise	%	BAPES	%	CAPES	%	others	%
What is your teaching qualification?	08	53	00	00	02	13	4	27	01	07	00	00

5- What is your teaching statute?

Table n°6 : Teachers' statute

Question	Responses			
	Part-time	%	Full-time	%
What is your teaching qualification?	1	07	14	93

From the responses to the questions n°4 and n°5, we can realize that many teachers of English in CEG de DANTO are not qualified. Most of them are part-time teachers. This situation may determine mainly the students' performance in English and in speaking especially. Those who are taught by qualified teachers should better achieve academically than the ones who are taught by unqualified or less qualified teachers.

6- How do you get your teaching materials?

Table n°7 : Teaching materials

	Personal means	Gouvernement supplies	Borrow from other teachers	others
Frequency	08	01	04	02
Percentage (%)	53	7	27	13

53% of respondent English teachers revealed that they usually have working materials through personal effort. This situation explains the fact that they are not so motivated for the teaching job. 27% borrow learning materials from other teachers. This can be explained by the fact that the salary of most of them is not reasonable.

7- What is the size of your classes ?

Table n°8 : Classes' size

	Classes' size		
	Less than 40	40-50	More than 50
Frequency	00	1	14

Percentage (%)	00	07	93
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Taking into account this table, it is clear that DANTO's secondary school is highly influenced by the large class size phenomenon.

8- Do your learners complete their home and research works ?

Table n°9 : Home and research works

Question	Responses			
	Yes	%	No	%
Do your learners complete their home and research works ?	2	13	13	87

9- Do your learners bring learning materials to class ?

Table n°10 : Learning materials

Question	Responses			
	Yes	%	No	%
Do your learners bring learning materials to class ?	2	13	13	87

Questions n°8 and n°9 indicate that 87% of DANTO English teachers approved that their learners don't bring learning material to class and don't complete their home and research works. These two facts are linked and can be justified by the low economic status of learners' parents.

10- Is your school climate favorable for developing speaking skill ?

Table n°11 : School climate state

Question	Responses			
	Yes	%	No	%
<u>Is your school climate favorable for developing speaking skill?</u>	06	40	09	60

60% of the respondent teachers said that their school climate is not favorable for developing speaking skill against 40% who think that it is favorable.

11- How do your learners perform in speaking?

Table n°12 learners' speaking performance

	learners speaking performance		
	Bad	Fair	Good
Frequency	7	7	1
Percentage (%)	47	47	06

From this chart, only 06% of the respondent teachers think that learners perform well in speaking against 94% who think learner's performance to be bad or fair. This situation proved that the previous facts like teachers socio-economic status, their qualification, their lack of materials and motivation are not without effects on their speaking performance.

As far as teachers ideas about my topic are concerned, all of them agreed that learners' social and economic environment is the best predictor of their

performance in speaking ; in so far as, if the environment is favorable the students try their best and we obtain a good result ; in the contrary case the results are bad.

4.1.2 Data from the learners.

1- What is your father's and mother's profession?

Table n°13 : Students' parents profession

Profession	Head of International institution	Minister Member of parliament	Teachers, managing Director, Lawyers, Business-men	Civil servants, officers, military	Unemployed	Total
Frequency	00	02	26	92	36	156
Percentage (%)	00	01	17	59	23	100

Students' parents of DANTO are mostly from the low classes. According to this table only 01% of respondent students' fathers are Deputies. Most of students' parents (59%) in this school are civil servants, military and officers. This explains the fact that learners are not well trained at home, because their parents are not rich. MANNONI.P. (1984) believes that students' lack of achievement at school is linked to their social environment failure.

2- How far is your home from the school?

Table n° 14: Distance from learners' home to school

	Distance from home to school		
	Less than 1 km	2 km	Over 3 km
Frequency	56	02	88
Percentage (%)	42	1	57

3- How do you go to school?

Table n°15 : Students' transport means

	Transport means			
	On foot	Personal means	Taxi	Others
Frequency	100	16	00	40
Percentage (%)	64	10	00	26

The questions n°2 and n°3 include that as far as the distance from home to school is concerned, about 43% of learners live near the school and 57% live beyond three kilometers. Among them only 10% have their means of transport and most of them come to school late.

4- What is your family status?

Table n° 16 Learners' family status

	Family status	
	Monogamous	Polygamous
Frequency	96	60
Percentage (%)	62	38

5- With whom do you live?

Table n°17: Person with whom learners live

Person with whom learners live				
	Father	Mother	Both of them	Tutor
Frequency	03	01	104	48
Percentage (%)	2	1	66	31

From the preceding charts, the psychological and moral conditions prevailing in the students' families can be predicted. The most dominant condition is monogamous hood, which may affect children in matter of being cared for if their parents lack the means and have many children. Most of them are with both of their father and mother and with their tutor.

6- Do you have your three meals every day?

Table n°18 : Students' daily meals

Question	Responses					
	Yes	%	Neutral	%	No	%
Do you have your three meals every day?	1	07	23	15	101	65

As far as this table is concerned, it shows that 65% of DANTO's students are not fed at the normal frequency. Through my investigation, I realized that

most of students in CEG de DANTO's foods don't meet their satisfaction with regard to quality and quantity. Most of them complained about their meals.

7- How is your learning condition?

Table n°19 Learning condition state

Students' <u>learning condition</u>			
	Bad	Good	Very good
Frequency	125	26	5
Percentage (%)	80	17	3

About question n°7, 80% of respondent students complained about their learning conditions. They say that their learning conditions are inadequate. As far as the quality and the stability of the school climate are concerned, most of them felt unproud of the standard and environment of their school. Most of the respondent students are not put in a good condition at home as well as at school. They don't have everything to achieve well in speaking. Dr. NEKPO. C. (1998) stated that ‘ ‘ Nowadays as the school institution organizes children holocaust; family themselves prepare their children's failure at school.

8- Do your parents respond for your school call for meeting?

Table n°20: Parents responses for school meeting

	Responses	
	Yes	No
Frequency	32	124
Percentage (%)	21	79

With this table we can notice that only 21% of the students' parents respond to school call for meeting. This certainly helps them to be aware of their children's achievement and to take appropriate resolution, whereas 79% don't respond. It implies that those 79% are not aware of their learner's achievement at school.

9- Who pays your school fees?

Table n° 21 : School fees payment

	Frequency	Percentage (%)
Father	94	60
Mother	35	23
Myself	27	17
Friends	00	00

According to this chart we notice a personal implication of students in their schooling. 17% pay their school fees themselves. This may impact their performance at school. If the parents were more implicated in their children's schooling, they would be more motivated and their result at school would be better. On the contrary, we will notice a bad performance of students.

10- Do you have a club of English in your school?

Table n°22 Existence of club of English

	Existence of a club of English	
	No	Yes
Frequency	156	00
Percentage (%)	100	00

All the respondent students revealed that there is no club of English in their school. This may explain their poor performance in speaking. Through English clubs, learners can improve their speaking performance in English by taking part in activities like News, dramas, song analysis', games and general knowledge.

11- Does your school have a library?

Table n°23 : Existence of library

Question	Responses			
	Yes	%	No	%
Do your school have a library?	00	00	159	100

Through this table we can notice that there is no library in DANTO's secondary school. Learners in this school are not provided with useful books that can help them for developing speaking skill. All those situations explain their lack of performance in English speaking and their lack of experience in matter of general knowledge.

12- How often do you communicate in English with native speakers or during your real life conversation?

Table n^o 24: The frequency of learner's communication in English

	Existence of a club of English		
	Never	Rarely	Very often
Frequency	00	140	16
Percentage (%)	00	90	10

Most of the respondent students are rarely in contact with the English language.

Only 10% very often speak with native speakers or during their real life communication in English. It may be one of the factors that contribute to their poor performance in speaking because any language is learnt when it is spoken.

13- How much do you get for your breakfast?

Table n^o 25 : Breakfast

	Breakfast			
	Less than 100f	100F	200	Over 200f
Frequency	21	92	35	08
Percentage (%)	14	59	22	05

Considering this table, we can realize how much students are fed up with money to satisfy their small personal needs. Only 05% of learners take more than 200F. This is due to their parents' economic status.

14- How do you perform in speaking?

Table^o 26: Learners' performance in speaking

Learners performance in speaking				
	Badly	Fairly	Well	Very well
Frequency	84	46	15	11
Percentage (%)	54	29	10	07

We can remark through this table that learners themselves are aware of their lack of achievement in speaking. 54% of them perform badly in speaking and only 07% are very good. Through my investigation learners related their failure to their poor socio-economic status. They said that their environment is not favourable to developing speaking Skill.

For the question n°15, learners revealed that they would be more efficient if they were living and learning in appropriate conditions. They said that they are not to be blame for their failure but their socio-economic environment. So, for them they would perform well if their socio- economic status were high but in the opposite case they couldn't

4.1.3 Data from the school authorities (interview)

Figure n°1: Annual drop-out, class repetition and pregnancy rate of CEG de DANTO 2015

	Frequency	Percentage %
Drop-out	17	08
Class repetition	158	56
Pregnancy	20	01

Source : School authorities

As the figure indicates, student in CEG de DANTO repeat classes. During the academic year 2014-2015, the pregnancy rate is 01%. The students who fall pregnant stop their academic period.

All these are factors that affect their achievement at school.

Figure n°2 Results of BEPC mock exam 2015 and 2016 in English oral communication (CEG de DANTO)

	English oral communication	
	2015	2016
Numbers of candidates	431	502
Laureates	240	230
Rate	56%	46%

Source : School authorities

From this table, we can understand that only 56% of students get their average in oral communication in 2015. In 2016 46% get their average. It shows how learner's performance in speaking is poor

Moreover, school authorities revealed that learners of CEG de DANTO were facing some serious problems related to social and economic facts, which affect their speaking performance. They confirmed that the school's climate is less favourable for developing speaking skill due to the absence of club of English, the absence of library and the low state of students' parents' socio-economic status.

4.1.4 Class observation

This research method aims at seeing the condition in which learners and teachers are put to work: I have visited the whole school and some English classes. Through this observation, I realize that the secondary school of Danto

has no library, no language laboratory and no club of English. The presence of those learning instruments are very important for teaching, learning speaking. It shows that the school environment is less appropriate for developing speaking skills. Moreover, I notice that most of teachers are not well trained. They are Licence or Maîtrise holders, and few of them hold professional qualification (BAPES or CAPES).

In English speaking classes, both teachers and learners face the problem of lack of learning materials. Learners do not bring their learning materials like the “document d’accompagnement”, photocopies to class. The teachers are obliged to write everything on the board which contribute to time wasting. Another problem is that learners are not motivated and interested in speaking activities. They thought them to be difficult and useless. Teachers complain that learners should be provided with language immersions.

In short, this observation raise the problems of teachers qualification, school equipment and learners economic status. These problems can sufficiently explain learner’s poor performance in speaking in that school.

4.2 DISCUSSION

The major point of my discussion is related to factors in the socio-economic environment that contribute to the students’ lack of performance in speaking.

Students’ achievement at school is generally compounded by the socio-economic status of their parents. That is why Aimé S. GOUDJO (2011) linked student’s non achievement to the social and economic failure of their parents. From data related to the study, we can realize that students in CEG de DANTO live and study in a less appropriate condition and as result they perform less. So,

the socio-economic environment of the parents acts positively or negatively on learner's performance in speaking and at school generally.

Benin schools suffer from lack of technical devices and training. Consequently, this acts on students' performance in speaking since developing speaking skill requires material like books, computer, language laboratory ...etc. As a matter of that, most of the respondent learners and the teachers in CEG de DANTO claim that they are not satisfied with their teaching and learning conditions. And if we refer to David Crystal (1998), if the teaching / learning environment does not serve resources, the learners' performance will always fail.

From this study, different factors are capable to influence students' achievement in speaking. Such factors range from family background, socio-economic status of parents and other environment factors like availability of suitable learning environment, adequacy of educational infrastructures at school, well equipped libraries and language laboratories. In addition, the teachers qualification predicts learners' performance.

In the CEG de DANTO, learners really disappreciate their learning environment at home as well as at school and are not proud of it. As the data revealed, there are only 05% in CEG de DANTO who take more than 200f for breakfast. It proves the fact that learners are not able to respond to personal needs.

The other thing concerns teacher's qualification. Some of the teachers on CEG de DANTO are not well qualified and what may be unaccepted is that, in their system there are also people whose training is not yet completed. I can mention the holder of licence and Maîtrise who should be trained to get their professional certificates (BAPES, CAPES). To show the importance of a prior training for a teacher, David Crystal (1998), spoke of the increase in term of

quality and number of teachers able to teach. This is confirmed by Professor MIGNANWANDE who states that teaching cannot be effective if the teachers have not been trained before.

In the high of these facts which tend to hinder school education in our country, I would like to make some recommendations and suggestions to the government and some actors of our educational system.

CHAPTER FIVE

RECOMMENDATIONS AND SUGGESTIONS

5.1 Recommendations

Regarding the impact of socio-economic environment on speaking in context of the CBA, many factors have been dealt with in the conception of my work. To overcome this situation, some recommendations should be taken into account.

Indeed, the government should look after the school resources by avoiding corruption and mismanagement.

The government should supply its nation with a suitable educational system by:

- ✓ Adopting an adequate curricula;
- ✓ Recruiting well trained teachers sufficiently;
- ✓ Providing enough appropriate school resources such as: language laboratories, libraries, teaching materials, nursery facilities, competent school staff...
- ✓ Providing a good motivational system for teachers as well as learners by giving scholarships, prizing the best students and teachers to promote Excellency.

The government should also make pre-service training an obligation. This will bring teachers to have a strong basis toward practice.

For school authorities, they should allow teachers to teach their original subject, because in our schools, we can see teachers who teach both English and French though they are only French teachers. In this perspective, teachers cannot be effective and this will act on students' speaking performance.

Teachers of English should be aware of the primary of their role in our educational system and students' speaking performance. They should show high sense of consciousness, responsibility, self-development, flexibility and sacrifice towards their learners.

As far as the parents are concerned, they should know that they are the basic element of the society. An individual's education has its origin in the family. For this, parents should be involved in their children's home education as well as their formal education.

The result of my investigation shows the low income of students' parents in CEG de DANTO.

This explains their incapacity to provide for their children's needs at school. Some students are often victims of polygamous aspects or the divorce of their parents and these situations impact negatively their school achievement.

Finally, students also have some role in their speaking performance. Indeed, they should be aware of the importance of English speaking today. They should know that it is only through education that they can be an important personality in the society.

5.2 Suggestions

This part is about elements that may be taken into account in order to stabilize the performance of students from different socio-economic backgrounds at school.

My suggestions focus mainly on students' socio-economic aspects that impact most of the time their achievement at school.

5.2.1 Suggestions to teachers

For teachers, in order to reach their goal of teaching efficiently, I suggest to them:

- ✓ The active acquisition of scientific and pedagogical knowledge ;
- ✓ Setting good examples to be followed by learners ;

- ✓ The teacher should pay attention to what he is teaching to students in order to avoid every kind of fantasy. The teacher should also be familiar with the following classroom techniques :
 - Fostering a close friendly teachers' pupils relationship ;
 - Taking note of individual pupils differences ;
 - Using clear instructions.
- ✓ Giving more importance to speaking activities.

Teachers should plan their lesson before entering the class and state the objectives of the lesson. They should also know that variety is the spice of teaching. In a nutshell, they have to be trained or receive an appropriate training.

5.2.2 Suggestions to the learners

Learners should know that they are in the center of the educational system today.

For that, I suggest to them the following:

- ✓ They have to be more active in the learning process ;
- ✓ They should use the education that they are receiving in the society intelligently ;
- ✓ They should learn their lesson and do their home and research works ;
 - ✓ They should be disciplined ;
 - ✓ They should devote their time to school works ;
 - ✓ They should stop cheating and rely on themselves ;
 - ✓ They should subscribe to libraries ;
 - ✓ They should speak English more often ;
- ✓ They should subscribe massively to the different educational clubs in order to rise their speaking performance.

5.2.3 Suggestions to the school administration

Once the responsibility of the school in the improvement of school results is made clear, some suggestions are addressed to school administrations.

- ✓ Punish incompetent teachers ;
- ✓ Sensitize students' parents for school visits ;
- ✓ Encourage and reward best teachers and students ;
- ✓ Show a wide human discussion towards learners ;
- ✓ Reduce school fees ;
- ✓ Avoid increasing problems for parents by stopping the creation of new subscriptions ;
- ✓ Go round the classrooms to collect students' problems ;
- ✓ Deal with students' problems as if it were their own children ;
- ✓ Avoid corruption and fraud ;
- ✓ Accept trained teachers to teach in their school instead of untrained ones ;
- ✓ Avoid expelling students during test for school fees ;
- ✓ Provide students with necessary materials for their studies.

5.2.4 Suggestions to parents

It is very essential for parents to invest in the financial, material and moral education of learners. In spite of their multiple preoccupations, parents have to devote a little bit of their time to care about their children education. They should be aware of their weaknesses in matter of incomes. So they have to plan their family. Parents must cover all the possible needs of their children at school.

Generally, parents should:

- ✓ Have a limited number of children in order to face their needs ;
- ✓ Try to face their children's school needs ;
- ✓ Go to school authorities to ask for their children's progress ;
- ✓ Pay their children school fees on time ;
- ✓ Buy learning materials to them ;

- ✓ Keep the children busy working at home in giving them exercises ;
 - ✓ Take care effectively of their children ;
- ✓ Devote a day's time at home to control learners copybooks ;
 - ✓ Encourage children even if they fail ;
 - ✓ Grant breakfast to their children every day ;
- ✓ Provide their children with opportunities to visit English speaking countries or areas during their vacations.

5.2.5 Suggestions to the government

The government has a role to manage a nation formal education system but some time it fails to its mission. For that, we suggest the government to:

- ✓ Endow the schools with efficient and qualified teachers in taking into account the schools' size ;
 - ✓ Increase the teachers training rate ;
- ✓ Equip the schools with language laboratories, libraries and other teaching materials ;
 - ✓ Help school authorities to provide learners language immersion ;
- ✓ Improve students' parents' socio-economic status through relevant social and economic measures.

If these suggestions and recommendations may be taken into account at all level, we can observe learners' good performance in speaking during the following years.

GENERAL CONCLUSION

This research work has helped to determine factors related to learners performance in speaking. Indeed, teachers and parents are used to linking learners' failure to their laziness. This point of view is almost subjective. The present study has shown that there are many factors and agents involved in learners' poor performance in speaking, including teachers and parents themselves. It allows me to point out the weight of materialistic and socio-affective supports on students' speaking in CEG de DANTO. It has also allowed me to better understand the hardship they face at this school. Such students are bound to yield poor results and poor performance in speaking. The school does not fit the goal and demands of the Competency-Based Approach. There, students' training is not relevant and well fanned. Learners' socio-economic environment is not stable and adequate. These two factors coupled with the quality of school climate lead to learners' lack of achievement in speaking.

Thanks to this study, I understand that poverty is the major factor which prevents students from being good learners, since the development of the children's knowledge goes with the soundness of their environment.

In other respects, this study has enabled me to find out that students' success at school and in speaking depends on many factors, such as the role of government, the role of the learners' parents, the role of the school administration staff, the role of teachers and the role of their school community including students own determination.

In fact, many authors and courses have raised the problem of the topic and some of the factors identified are the socio-economic status of learners' parents and their environment factors.

The target population of this study is the students of CEG de DANTO. The responses to the topic of this study are collected through questionnaires

from students and teachers. This study is completed thanks to interviews with schools' authorities.

According to the results of this study, I can recommend certain suggestions to improve the speaking performance of students. The government should help students whose parents cannot provide school needs for them. For the teachers, they have to know that they are the ones in whom students trust the most. So, they should be knowledgeable. Parents should realize that English speaking is necessary for their children; so they should be more implicated in their children's home and school activities that can allow them to be efficient in speaking. Finally, learners themselves should know that they will be responsible for their poor performance in speaking.

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ANNEXES

1- QUESTIONNAIRE FOR TEACHERS OF ENGLISH IN CEG
de DANTO

Dear Sir,

As I am about the end of my professional Training, I am dealing with a research work on „Impact of Socio-economic environment on speaking in the competency-Based Approach. Case study of the CEG de DANTO „ Then, I would like your collaboration. Please, tic only one box which reflects most your personal response.

1- Is your home far from the

school? Yes
No

2- Are you satisfied with your salary? :

Yes No

3- Is your salary sufficient to provide relief for your family ?

Yes No

4- What is your teaching qualification?

Licence

BAPES

Maîtrise

CAPES

BAC

Others

5- What is your teaching statute?

6- How do you get your teaching materials?

With personal money

Borrow from other teachers

Gouvernement applies

others

7- What is the size of your classes ?

Less than 40

40-50

more than 50

8- Do your learners complete their home and research works ?

Yes

No

9- Do your learners bring learning materials to class ?

Yes

No

10- Is your school climate favorable for developing speaking skill?

Yes

No

11- How do your learners perform in speaking?

Badly

fairly

well

What do you think of the impact of socio-economic environment on learners' speaking performance?

.....

.....

.....

QUESTIONNAIRE FOR STUDENTS IN CEG de DANTO

Dear students,

Please answer to the following questions devised for the writing of a research paper on: Impact of socio-economic environment on speaking in the context of the Competency-Based Approach. Case study of the CEG de DANTO

1- What is your father's and mother's profession?

.....

.....

2- How far is your home from the school?

Less than 1km 2km Over 3km

3- How do you go to school?

On foot personal means by taxi others

4- What is your family status?

Polygamous Monogamous

5- With whom do you live?

Father

Both of them

Mother

tutor

6- Do you have your three meals
every day? Yes Neutral
No

7- How is your learning
condition? Bad
Good

8- Do your parents respond for your school call for
meeting? Yes No

9- Who pays your school fees?

Father mother yourself friends

10- Do you have a club of English in your
school? Yes No

11- Does your school have a
library? Yes
No

12- How often do you communicate in English with native speakers or
during your real life conversation?

Never

Rarely

Very often

13- How much do you get for your breakfast?

Less than 100F

100F

200F

over 200F

14- How do you perform in speaking?

Badly

Fairly

well

very well

15- How does your socio-economic environment affect your speaking performance?

.....

.....

.....

INTERVIEW WITH THE SCHOOL AUTHORITIES

With the intention of carrying out a research work on « Impact of socio- economic environment on speaking in the context of the Competency-Based Approach. The case study of the CEG de DANTO », I need your collaboration. Then, please provide answers to the following questions

1- About how many students drop out; fall pregnant or repeat classes last year

.....

.....

2- How did learners of fourth form perform during the last Mock Exam in oral communication?

.....

.....

3- Do you think that your school is favourable for developing speaking skills?

.....

.....

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