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THE USE OF ICT IN TEACHING LISTENING COMPREHENSION TO EFL BEGINNERS' CLASSES: A case study of some Secondary schools In Ouémé Region.

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DEDICATION

I dedicate this research work tomy Mother Alimatou SOULE and my Father Yacoubou KHADIRI.

Seidou KHADIRI

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Seidou KHADIRI

List of Abbreviations

BAC : Baccalauréat (Advanced Level Certificate)

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

CAEB: Conseil des Activités Éducatives du Benin

CALL: Computer -Assisted Language Learning

CAPES : Certificat d'Aptitude Pédagogique à l'Enseignement Secondaire

CD: Compact Disc

CEG: Collège d'Enseignement Général

DEA: Diplôme d'Etudes Approfondies

DUEL : Diplôme Universitaire d'Études Littéraires

EFL: English as a Foreign Language

ENS : Ecole Normale Supérieure(Advanced Teachers' training College)

IBT: Internet Based Teaching

ICT: Information and communication technology

LAB: Laboratory

License: Bachelor of Art

TEFL: Teaching English as a Foreign Language

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GENERAL INTRODUCTION

The very first and most important objective of learning any language is communication. Thus, speaking remains the ultimate target in the process of Teaching English as a Foreign Language (TEFL). In Benin; with the era of Competency Based Approach, students are more asked to develop skills and life ability. Students are then expected, during or in the end of their English language learning, to be able for example to communicate efficiently in English. Unfortunately, students despite the long years of learning English in secondary school (at least seven years) they come out to be so inefficient while it is about holding a conversation in English.

This failure in speaking proficiency on the part of Benin learners is due to the fact that some very important steps are biased if not forgotten and are given little place in language teaching event. In fact, very little importance is given to listening. Scarcely, no listening activities, if not, very few listening activities are done with learners, and if ever done, with which tools?; Then, in this way, how can we expect our learners to be good at speaking if we all know that in the process of language acquisition a child would never speak before listening for a given period to the target language output. Learners, especially beginners of the English language should have a permanent exposure to a large variety of the natural output of the target language through listening. This will make them have the required background to decode native speakers' speeches when it comes to real life communication and interaction management.

To succeed in this, the Information and Communication Technology is the best way through which learners will have contact with real and authentic materials of the native speakers of the language. This world of globalization made the use of this powerful tool of communication vital as drinking water every day is for human being. The large range of opportunity of this technological tool will not only motivate learners to learn the English language in its natural dimension and have fun, but also will boost their self-learning and consequently, improve the teaching of English language in Benin.

Many reasons make me choose as topic of my research: **THE USE OF ICT IN TEACHING LISTENING TO EFL BEGINNERS' CLASSES: A CASE STUDY OF SOME SECONDARY SCHOOLS IN OUEME REGION,** among these reasons may be cited, the inefficiency of Benin learners of English in terms of speaking English, the reasons of such inefficiency, the factors hindering the efficient teaching of listening and the wide

opportunity that ICT can bring to the teaching of that skill which is after all the most important and fundamental skill in language acquisition.

This study is divided into five main chapters: the first one (The Identification of the Study) deals with the Purpose of the Study, The Problem Statement and the Significance of the Study. The second chapter (Literature Review) consists in the books, articles and websites read in the framework of the work. Then, comes next the third chapter which is about the Methodology of the Study, the fourth chapter (The Findings of the Study) shows the result got from the study followed by their analysis. The last chapter and surely not the least deals with the recommendations, suggestions and the General conclusion.

CHAPTER ONE: The Identification of the Study

1.5.Statement of the Problem

English language is taught and acquiredthrough the four main skills which are: listening, speaking, reading and writing. This implies that all the four skills should be equallypromoted. But I unfortunately notice that some English as Foreign Language (EFL) teachers put more emphasis on the last three skills. They seem not to teach much listening and if ever, it is not taught with appropriate materials for students to acquire the language in its natural dimension. In Benin, it is much more frequent to come across students who studied English language for at least seven years in secondary school and yet are unable to decipher a native's speech let alone utter a sentence in English and manage interaction fluently. This situation had been my permanent wonder for so long:

Firstly, as student, all my seven years long in learning English language in secondary school, I have never been taught a listening comprehension class. Even though I was exposed to my teachers' words (voice) in class situation (asking and giving instructions to students); teachers who have as only one material, a book and nothing else, once out of the secondary school to emerge in my university's studies, I find it difficult and sometimes unable to decode and understand a native's speech (be it on the air or face to face or over phone….).

Secondly, as a prospective teacher of English, sent to internship, the remarks are similarly the same as I experienced when I was student. Observing all my supervisors in their teaching practices, none of them ever taught listening to students. The skills most focused on are rather reading comprehension (regularly), speaking (sometimes) and writing (sometimes).After many years of studying the English language students are inefficient when it comes to decode a native speech and utter a correct and fluent sentence in English. This is obvious since the materials we use to teach English Language are outdated and inadequate. Such a thing raises my attention to check the main reasons undermining the effective teaching of this skill which is after all the second most important skill in language acquisition process to beginners.

1.2. The **Purpose of the study**

The effective teaching of EFL especially to beginners, demands not only efficient and interesting strategies but also good materials. Facing this, anyone should know that the use of Information and Communication Technology (ICT) devices will be of great benefit. Not only that, It also requires the immersion of the learner in the environment where the language is

spoken, meaning an exposure to the target language. This is much truer for Benin which is a French speaking country. Hence, from the general assumption that one acquires a language by listening first to the sounds of this language and trying to reproduce it; the purpose of my study is to first find out the reasons why listening comprehension is not given important focus in the process of language acquisition in Benin secondary schools. It is also to know the reasonswhy Students come to be so inefficient when it comes to decoding a native or near native speakers' speech.

It also has as purpose to shed light on the ways it is taught in some cases.

Next, this study aims at finding out ways and means to make the listening comprehension more interesting and effective for English as Foreign Language (EFL) learners as well as EFL teachers through the use of Information and Communication Technology (ICT).

Therefore, throughout this study, answers should be given to the following questions:

First, what makes learners so ineffective when it comes to understanding English language and speaking it nearly the way natives speak it?

Next, what are EFL Teachers' opinions about the contribution to teaching listening comprehension in beginners' classes?

What can be the impact of the use of Information and Communication Technology in teaching listening?

1.3.The Significance of the Study

This study is significant in so far as it provides a deeper overview of the new approaches to listening comprehension teaching assisted by ICT in EFL beginners' classes.

The results of this study will raise EFL Teachers' awareness of the importance of the listening comprehension in language acquisition process at beginners' level. It will give EFL Teachers tools in teaching Listening Comprehension with ICT to Beginners.

This research work is also significant since it will bring curriculum designers to promote more listening comprehension by designing listening activities to Beginners because in Students' book, listening activities are rare and the few existing are not suitable and motivating.

It also finds its significance in the fact that it will prompt authorities of Educational system to take serious decisions to provide Schools with relevant ICT devices in this Technology-based world.

1.4.Clarification of Key Concepts

To achieve my objectives, some Key concepts need to be clarified:

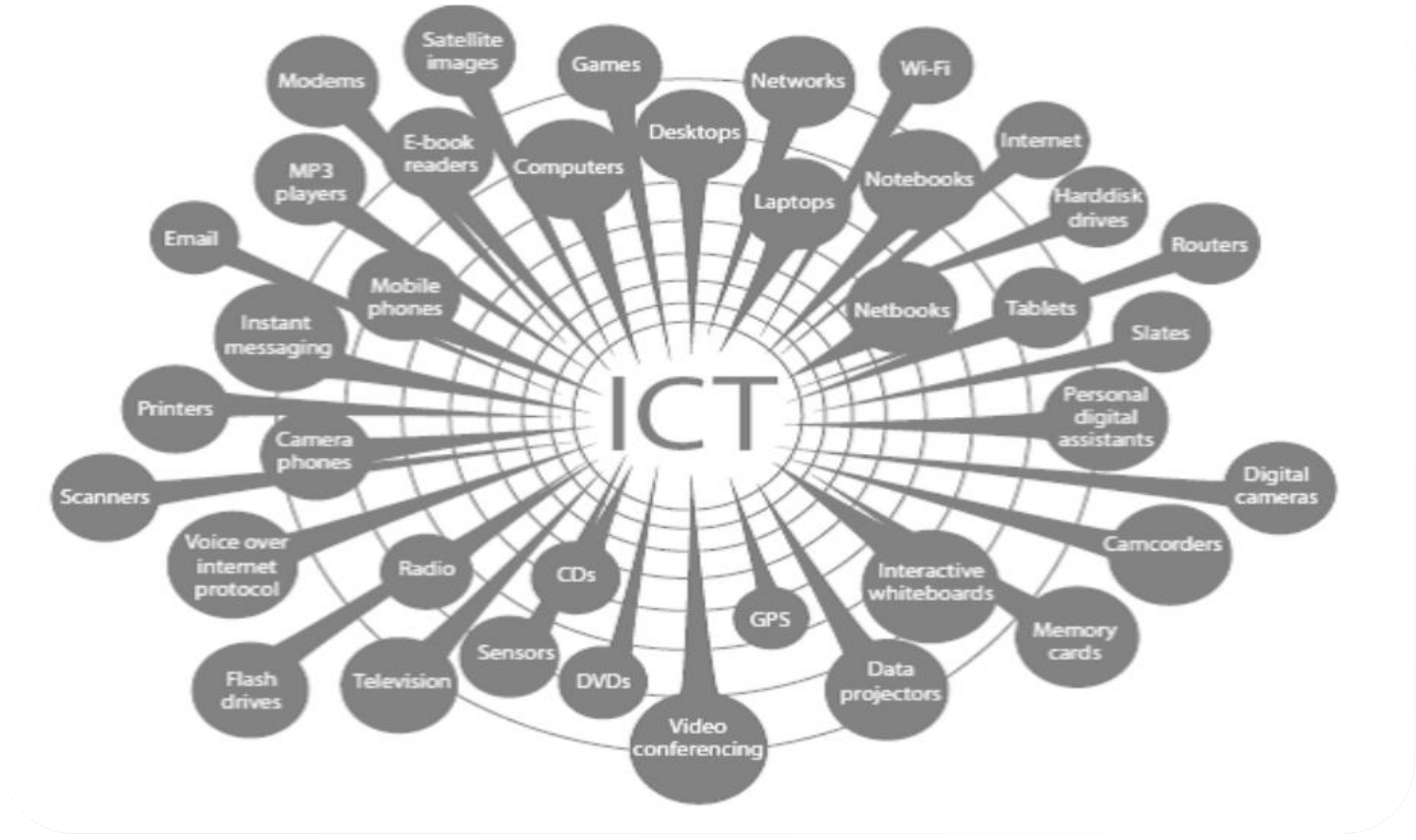
Information and Communication Technology (ICT)

Information and communication technology (ICT) is usually defined as the use of technology in managing and processing information with the use of electronic computer system and computer software to convert, store, protect, process, transmit and retrieve information.

According to Cambridge online Dictionaries, ICT is "*the Abbreviation for Information and Communication Technology*, it is also in Education field, "*a school which students learn to use computers and other electronic equipment to store and send information*". In this very first context, the term is used to designate the whole interconnection between audio-visual and telephone networks with computer networks (Wikipedia 2013). According to the Oxford Advanced Learners' Dictionary (2010), ICT is "*the study of the use of computers, the internet, video, and other technology as a subject at school.*" It is, to finish,

> *[…….].an umbrella term that includes any communication device or application, encompassing: radio, television, cellular phones, computer and network hardware and software, satellite systems and so on, as well as the various services and applications associated with them, such as videoconferencing and distance learning. ICTs are often spoken of in a particular context, such as ICTs in education, health care, or libraries (online dictionary,*(online definition) Www.dictionary.reference.com.)

The Picture below shows the large devices ICT is made of



Picture 1: ICT comprise many technologies for capturing, interpreting, storing and transmitting information. (Anderson, 4) as cited by (MOUSTARISoumia 2011/ 2012)

English as a Foreign Language (EFL)

It stands for English asa Foreign Language and is the study of English by nonnative speakers living in a non-English speaking environment (Cambridge online Dictionaries). As stated, Benin is a French speaking country, so all teachers of English teaching in Benin or any country where English is not their spoken language are said to be EFL Teachers.

Listening Comprehension

Listening is the term derived from the verb to listen meaning to pay attention someone or something so that you can hear, perceive a sound with your ear. It is to make an effort to hear a sound.

It is then clear that listening demands more effort from the listener. It requires a considerable attention and effort which are important for the listener in order to perceive, decode and interpret the sound (the message). This process of understanding speech in a first, second, or foreign language is what is referred to as listening comprehension: (Longman Dictionary of Language Teaching and Applied Linguistics '2002').

According to online dictionary, Www.dictionary.reference.com retrieved on Tuesday, 14 JULY, 2015

> *"Listening Comprehension is more than just hearing what is said. It is a child's ability to understand the meaning of the words he hears and to relate to them in some way"*.

From this definition, it should be noticed that listening is far from being a passive skill (Longman Dictionary of Language Teaching and Applied Linguistics '2002')

Since it demands a great effort to decode and; understanding requires a permanent attention.

CHAPTER TWO: Literature Review

2.1. Definition of listening comprehension

Before tackling this issue, definitions from many sources of listening comprehension should be provided. Then, many definitions ranging from the simple to the expansive have been proposed by various scholars:

Rankin (1926/1952) defined listening as "… the ability to understand spoken language" (p. 847). Johnson (1951) expanded the definition to be "…the ability to understand and respond effectively to oral communication" (p. 58). Jones (1956) defined listening as "... a selective process by which sounds communicated by some source are received, critically interpreted, and acted upon by a purposeful listener"(p. 12). Nichols (1974) shortened the definition of listening to "the attachment of meaning to aural symbols" (p. 83). Underwood (1989) simplified the definition of listening to "the activity of paying attention to and trying to get meaning from something we hear" (p. 1). Purdy (1997) defined listening as "the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal), needs, concerns, and information offered by other human beings" (p. 8). Listening is not simply hearing or perceiving speech sounds. It can be concluded, from reviewing a number of proposed definitions, that listening is an active process involving four interrelated activities: receiving aural stimuli (Jones, 1956; Petrie,1961/1962; Steil, Barker, & Watson, 1983; Wolvin&Coakley, 1988), attending to the spoken words (Barker, 1971; Petrie, 1961/1962; Underwood, 1989; Wolvin&Coakley, (1988), attaching meaning to the aural symbols (Nichols, 1974; O'Malley, Chamot, &Kupper, 1989; Spearritt, 1962; Wolvin&Coakley, 1988), and responding to oral communication (Johnson, 1951; Purdy, 1997; Steil et al., 1983); (as cited by MetineeThanajaro 2000).

2.2. The importance of listening Comprehension in language Acquisition

Listening had been for so long left asides in the history of language acquisition. It was only really at the turn of the 1970s that listening comprehension began to be explored (Osada 2004:53), conducing to a shift in listening skills being viewed as a passive skill to being viewed as elements which students should actively acquire.. It is what NatachaWalker(2014) meant by:

It seems that, for a long time, the skill of listening didn’t receive adequate acknowledgement as a skill in its own right, but rather was long “regarded as a passive skill, [...] an ability that would develop without assistance” (Osada 2004:53).She went even further showing the

absurdity of such lack of regard for developing listening skills when she asserted that such lack of regard for developing listening skill may seem quite absurd and she justified her point by showing that according to Burley-Allen (in Flowerdew and Miller 2005:22-23) more than forty percent of our daily communication time is spent on listening, with thirty-five percent being dedicated to speaking, sixteen percent devoted to reading and only nine percent of our daily communication being occupied by writing.

In this process of effective language teaching, focus has been put on the importance of promoting listening skill in language teaching and consequently, it has been stated that:

> *While traditional approaches to language teaching tended to underemphasize the importance of teaching listening comprehension, more recent approaches emphasize the role of listening in building up language competence and suggest that more attention should be paid to teaching listening in the initial stages of second or foreign language learning[……] ibid.*Daniel Sohouhe(2012)

This assertion went farin the same perspectiveas to show that:

Listening comprehension plays a critical role in both communication and in language acquisition (Cook, 1991:81) as cited by Susana Gómez Martinez (2010).

In the same view, the principle in curriculum designing also pointed out the importance of listening in language acquisition: This goes without saying, since quite naturally, a child in the process of acquiring his/her first language would never speak before listening; but indeed, learn how to perceive and decode somehow quite a considerable number of sounds phonologically an semantically before he/she can somehow start producing them. This principle successfully applies to beginners of any language with special reference here to EFL Beginners. Those novice learners of Shakespeare Language should be totally and fully immersed into the different utterances and ways of speakingi.e. the sound, the rhythm, the intonation, the accent and many more other factors carried by the authentic way the language is spoken. As for the Language researcher Walter Loban, he expresses the importance of listening in a very straightforward way: "*We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year*" (cited in Erickson, 1985, p. 13) *ibid* online listening journal chapter 2 p.43.

As argued by Linse (16), a main reason for the teaching of the listening skill is that, listening may be a foundation for other language skills. The following statements, (16, p.27) help us to understand how other skills are built on the listening ability:
"You need to hear a word before you can say it; you need to say a word before you can read it; you need to read a word before you can write it». These last two illustrations clearly show how important the listening skill is in the process of language acquisition.

In their article "Teaching Listening (2009), DjodiEtmanand NurZaida recognize listening as fundamentals for any language acquisition and pointed out that:

> *Listening is the basis for the development of all other skills and the main channel through which the student makes initial contact with the target language and its culture. Through active listening, students acquire vocabulary and syntax, as well as better pronunciation, accent and intonation. Though listening skill is very important, for some language learners it is considered to be the most difficult language skill. Ibid Daniel* Sohouhoue*(2013)*

Phillips (15) as cited by Mustafa ŞEVİK, Mehmet AkifErsoyÜni., EğitimFakültesi, Yabancı Diller EğitimiBölümü, and Burdur(2012 p.330) go the same way and put that*:*

> *Listening tasks are extremely important in the primary language (foreign language) classroom, providing a rich source of language data from which the children will begin to build up their own idea of how the language works. This knowledge forms a base or resource which they will eventually draw on in order to produce language themselves. (p.15)*

2.3. Listening, a difficult skill

Giving proof to that latter sentence**, Jack C. Richards** in his book *Teaching Listening: From Comprehension to Acquisition*, pointed out some Common listening problems that are:

•Speakers speak too fast.
•Listeners listen word for word.
•Listeners lack cultural or background knowledge
•Speakers use too many unfamiliar words.
•Listening takes too much effort and concentration.
•Recordings are not always clear and are difficult to follow.
•Speakers accents are unfamiliar.
•Tasks are too difficult.
•Listeners cannot recognize words they know when they hear them.

According to (Fan Yagang), evidence that shows why listening is difficult, comes mainly, from four sources: the message to be listened to, the speaker, the listener, and the physical setting

The Message

Or Content. Many learners find it more difficult to listen to a taped message than to read the same message on a piece of paper, since the listening passage comes into the ear in the twinkling of an eye, whereas reading material can be read as long as the reader like. The listening material may deal with almost any area of life and the content is usually not well organized.

Another important issue worth mentioning is what FanYagangpointed out as Linguistic *Features*: Liaison (the linking of words in speech when the second word begins with a vowel, e.g., an orange /@nOrIndZ/) and elision (leaving out a sound or sounds), e.g., suppose may be pronounced /sp@uz/ in rapid speech).....

Another problems is related to the speaker himself,

(As cited by Fan Yagang in his article *Listening: Problems and Solutions* p.2) Ur (1984:7) points out that “in ordinary conversation or even in much extempore speech-making or lecturing we actually say a good deal more than would appear to be necessary in order to convey our message. Redundant utterances may take the form of repetitions, false starts, re-phrasings, self-corrections, elaborations, tautologies, and apparently meaningless additions

such as I mean or you know. Moreover, learners tend to be used to their teacher's accent or to the standard variety of British or American English. They find it hard to understand speakers with other accents. He finished this issue related to the speaker by saying that:

> *Spoken prose, as in news broadcasting and reading aloud written texts, is characterized by an even pace, volume, pitch, and intonation. Natural dialogues, on the other hand, are full of hesitations, pauses, and uneven intonation. Students used to the former kinds of listening material may sometimes find the latter difficult to understand*.p.3

Concerning the difficulties related to the listener, Fan Yagang asserted that:

Foreign-language learners as the case of Benin in our present context are not familiar enough with clichés and collocations in English to predict a missing word or phrase. Not only that, but also, the Lack of sociocultural, factual, and contextual knowledge of the target language can be an obstacle to comprehension because language is used to express its culture (Anderson and Lynch 1988). Adding to that, the problem of time allotted to teaching listening and the focus put on the reading activities by foreign language teachers have been raised in this way: *"Foreign-language learners usually devote more time to reading than to listening, and so lack exposure to different kinds of listening materials"*.

This lack of permanent exposure to the target language makes things difficult to EFL Learners since only four hours; if not, free hours per week are devoted to English language teaching in Benin secondary schools. The last difficulty the listener can be faced with is that both psychological and physical factors may have a negative effect on perception and interpretation of listening material. It is tiring for students to concentrate on interpreting unfamiliar sounds, words, and sentences for long periods.

The last but not the least factor in the framework of problems related to listening is the Physical Setting:

Noise, including both background noises on the recording and environmental noises, can take the listener's mind off the content of the listening passage.

Listening material on tape or radio lacks visual and aural environmental clues. Not seeing the speaker's body language and facial expressions makes it more difficult for the listener to understand the speaker's meaning. To this stage, we can use the internet to download some video files as well as audio files to teach learners listening comprehension.

Unclear sounds resulting from poor-quality equipment can interfere with the listener's comprehension.

All those facts together should be real evidence to teachers who should try their best to teach listening since the beginning level so that when they (beginners) grow up, they could be shaped, and their ears accustomed as to be able to successfully decode natives' speeches.

Fortunately enough, Fan Yagang provided solutions to some of those problems at each level:

For the message,

1. Grade listening materials according to the students' level, and provide authentic materials rather than idealized, filtered samples.
2. Design task-oriented exercises to engage the students' interest and help them learn listening skills subconsciously. As Ur (1984:25) has said, "Listening exercises are most effective if they are constructed round a task. That is to say, the students are required to do something in response to what they hear that will demonstrate their understanding."
3. Provide students with different kinds of input, such as lectures, radio news, films, TV plays, announcements, everyday conversation, interviews, storytelling, English songs, and so on.
4. Try to find visual aids or draw pictures and diagrams associated with the listening topics to help students guess or imagine actively.

For the speaker,

5. Give practice in liaisons and elisions in order to help students get used to the acoustic forms of rapid natural speech. It is useful to find rapidly uttered colloquial collocations and ask students to imitate native speakers' pronunciation.
6. Make students aware of different native-speaker accents.
7. Select short, simple listening texts with little redundancy for lower-level students and complicated authentic materials with more redundancy for advanced learners (Chaudron 1983) as cited by Fan Yagang.
8. Provide background knowledge and linguistic knowledge, such as complex sentence structures and colloquial words and expressions, as needed.
9. Give, and try to get, as much feedback as possible.
10. Help students develop the skills of listening with anticipation, listening for specific information, listening for gist, interpretation and inference, listening for intended

meaning, listening for attitude, etc., by providing varied tasks and exercises at different levels with different focuses.

11. A variety of exercises, tasks, and activities appropriate to different stages of a listening lesson (pre-listening, while-listening, and post-listening) should be given. Good classroom activities can themselves be effective solutions to listening problems.

2.4. The importance of ICT in education and teaching listening

As shown above, in teaching and learning foreign languages, it is precisely the listening skill one of the most difficult to teach and acquire, and that is why proficiency levels tends to be very low (Gómez, 2005 & 2008b). In order to overcome this difficulty, to improve our students´ listening skills and prepare them to be real listeners who can cope with real listening situations, the ICT (Information and Communication Technologies) have become an excellent help for both teachers and students in this technology-based world.

In this sense, debate of the impact of ICT In teaching had been flourishing:

Ramzi N. Nasser(2008) as cited by Virginie Blanche NGAH(2009) in her article *multimédia et enseignement/apprentissage des langues*p.3 said : " *in educational terms, the existence of ICT hardware and software in schools allows students to transact and enjoy a new form of literacy than those that may not be able to afford the use in and outside schools*". Laura czerniewicz(2005) as cited by Virginie Blanche NGAH(2009) on her part asserts: those technologies are more than a mere help to learning(translation mine); citing as example the (South African National Plan of Higher Education, National Department of Education 2001,S1.1), she confesses: "In addition , ICTs can accommodate differences in learning styles and remove barriers to education policy argues that the appropriate use of new media can support curriculum transformation and improve educational quality". In the range of those tools, we notice that the Laptop has a special place in the process of language acquisition. This usefulness grown even higher to the point that student can self-train himself thanks to computer that helps him test his level at the end of each section of a lesson. This is the point Davies(1992:113), as cited by Virginie B.N(2009) was making when he said:

> "Step-by-step, *the computer presents the essential vocabulary and structures. They accompanied, where appropriates, by still and animated graphics images, photographs and video recordings. As new words and phrases are introduced, authentic male and female voices pronounce them and the learner repeats them [….]. At the end of each presentation*

sequence, the computer tests the learner's grasp of new vocabulary and structures, marking and recording those words and phrases which have been imperfectly recalled and offering feedback on points of grammar that the learner appears to have misunderstood or mispronounced".

For Xuan Thu Dang, Howard Nicholas, Ramon Lewis (ICTEV 26/05/2012 Melb) Of Faculty of Education, La Trobe University, the benefits of internet resources are:

•The existence of extensive and diverse resource of materials

•The availability of resources 24/7

• The Suitability for different levels

• The Authenticity of materials

• The availability of audio and video resources

•Time- and cost-saving for teachers and learners

• There exist useful tools

For many years, audio tapes have been a very useful material most teachers have chosen for their everyday teaching. However, these tapes played by what was considered the "ideal playback machine for teachers´ use" (Rixon, 1986:132) are being used less and less and are therefore giving way to the new technologies, a step beyond which represent the big improvement and the new trend in the teaching and practicing of listening comprehension nowadays (cf. Gómez, 2008a, 2009). Computers support a meaningful learning environment for listening comprehension by combining visual, auditory, and textual information with interactivity. The computer and interactive technologies will allow teachers to select materials of all kinds, support them as learners´ needs dictate, and use the visual options of screen presentation or the interactive capabilities of computer control to help students develop good listening techniques (Garrett, 1991).

Several are the advantages that have been claimed for multimedia materials (cf. Gómez, 2008a, 2009). Tony Lynch summarizes them in his book *Teaching Listening Comprehension* and points out the main strengths are that they offer students greater choice and control and allow them to adapt the materials according to their own needs and preferred learning styles in the areas of content, mode (video/audio), activity, task type, difficulty, support (subtitles/hypertext), sequence, time and pace and advice (Lynch2009:9).

CHAPTER THREE: Research Methodology

This chapter mainly deals with the methodology used to collect relevant information about the listening skill in EFL as well as the use of ICT to ease the teaching and learning of listening comprehension in EFL beginners' classes. As methodology of research, I decided to use the mixed method since both figures and literary interpretation are going to be used throughout this research work. This choice implies the use of both quantitative approach and qualitative ones. The quantitative approach involves statistical items to interpret the results whereas the qualitative approach refers to collecting non-numerical data through interviews. Creswell J.W.2002 (as cited in Parfaite YINDEHOUE 2015).

This chapter includes first of all the Research Setting, theTarget population (Participants); secondly the research instruments used will be specified; thirdly, it exposes the research design and in the last position, the research procedure.

3.1. The Research Setting

This research work has been carried out in two Secondary Schools in Porto-Novo: CEG Les Cocotiers located in Tokpota II in Porto-Novo and Lycée Toffa 1er in Davié and it is important to emphasize that the last one is a girl boarding school.

3.2 Target Population (Participants)

3.2.1. EFL Teachers:

The forty (40) Investigated EFL Teachers are not all teaching in the same school, this choice is due first to the fact that sufficient EFL Teachers could not be found in only one school, then, to have relevant information, it has been decided to distribute questionnaires of fourteen (14) questions during exam papers' marking of June, 2015 at CEG Application marking center. This choice also found its significance since they all teach Beginners and most of them are qualified Teachers. Twenty seven out of forty (27/40) received Professional training. Another thing to mention is that some questionnaires have been taken back on the spot, and the remaining on the following day.

3.2.2. EFL Learners:

One hundred and ten (110) Learners have been addressed questionnaires of thirteen (13) questions. But only ninety five (95) of the sample population gave back their questionnaires. They were mainly students of 6è and 5è as they are the very beginners in English Language learning. To check the importance of listening comprehension in language acquisition, some questionnaires have also been distributed to students of 3è ;this simply to see if the problem of speaking they are faced with is not due to a lack of listening activities at the beginning level. The table below gives further information about the investigated students:

Grade level	Schools		number of students
	CEG les Cocotiers	Lycée Toffa 1er	
Form 1	25	15	95
Form 2	20	18	
Form 4	10	07	
Total	55	40	

Table 1: Questioned learners and schools

3.3. Research instruments

Research instruments relate to the essential tools for the collection of the data during this research work. They are ofthreemain categories: the EFL class observation, two questionnaires: oneaddressed to students and the other, to teachers; and the practical experiment.

3.3.1. Questionnaire

The collection of data through questionnaire has been one of the essential modes of investigation in this study. With a number of varied questions, basic information has been gathered about students and teachers' experience, their feeling as well as their perspectives on the specific case of teaching/learning of EFL listening comprehension at beginners' level. The questionnaire also brings this population of the study to consider how important is the role of Information and Communication Technologies materials for an effective teaching of listening skills.

Taking into account the questionnaire addressed to teachers, it is composed of fourteen (14) questions (as mentioned above) which cover both the aspects of effective teaching of listening

skills and the use ICT devices to easily reach this objective. Concerning the students, the objective of the questionnaire addressed to them was to know about their opinions on listening in EFL. Therefore, questions have been submitted to them focusing on their attitudes towards listening comprehension, their use of some ICT devices outsides classes and their acquisition of the listening comprehension skill through native speakers' language.

As mentioned above, the population of this study includes 40 teachers and 95 students. I have succeeded in investigating all this number of students not only in CEG les Cocotiers where my Internship took place, but alsoin lycée Toffa 1er where my experiment has taken place. For teachers,since it was not obvious and reliable for me to gather all the 40 teachers in only one school, I have decided to submit my questionnaire to EFL teachers of other secondary schools as well and then paper marking time helped me get contact with a large range of EFL Teachers in Ouémé region.

3.3.2. Class observation and practical experiment

Class observation has been fundamental for this study. It has been the opportunity to see real-life teachers in real-life teaching context, to focus on the particular attitudes of the different participants (teachers and learners) in the process of EFL teaching and learning and to consider the EFL class behaviors through direct contact. The observation has been during the whole period of my internship at CEG Les Cocotiers. At this level, several elements have been taken into account. These include: the setting (form and time), the purpose for the observation, the specific observational focus. From all these, it has been possible to get data about the EFL teaching/learning events. Therefore, it has become obvious to notice that in beginners' classes (and even at higher level), teachers waste quite a considerable time trying to make themselves understood (sometimes in vain) when they try to conduct the class only in English. In such a situation, one of the main concerns is to wonder if these novice students have actually been given the basic tools to effectively decode the English language, since we all know that many of them if not all have never been into contact with this foreign language before.

Within the framework of this observation and with the concern to collect relevant data regarding the importance of listening skill in the learning of English as a Foreign Language, an experiment has been initiated on Thursday may,22, 2015with students at beginners' level as well as those in form 3 and 4 in Lycée Toffa 1er . This experiment consists in making the students listen to an audio file: a dialogue. Then, the students are given a copy of the dialogue with gaps to be filled. The sample of participants involved in this study is composed of 24 students: six (6) in each form. An essential point here is that six (6) among these students (2 in

form1, 2 in form2, 1 in form3 and 1 in form4) have gone through a special training to listening at Conseil des ActivitésEducatives du Bénin(CAEB) Laboratory for the whole holidays.

During the training, a focus has been put on listening and pronunciation as far as written texts are concerned. Some interesting texts are also chosen just to make them listen to the pronunciation of their facilitators. Not, only that; Students are also asked to read the texts aloud with a focus on the right pronunciation; some dictation sessions are also carried out.

Another point worth mentioning is that students are also exposed to some listening comprehension activities and games(Trace Effect, Sniper….) assisted by computer, Where each student seats in front of a computer with an integrated software to enhance listening and speaking skills. Briefly, it is a Computer Assisted Language Learning (CALL).(see pictures in appendix)

Some audio and video files from English speaking websites and channels are also played or projected and activities are designed on that to help students acquire the language in its most natural and funny dimension. Students even have free access to internet at CAEB Laboratory. In short, CAEB LAB is a very well equipped language lab with very good facilitators.

Coming back to our experiment, another thing worth mentioning is that the audio file used (in the framework of this experiment) is quite at the level of students of form 1. The words or phrases skipped and listed as key vocabularies are the ones they have dealt with during all the period of the training and are common to them. The file is played three times. First, they just listen; secondly, they listen by following the text; and thirdly they fill the gaps in the text with the words they think is appropriate among the ones proposed as key vocabularies. But at this point, after each sentence, there is a pause so that they can have time to write the words. Moreover, the missing word or phrase can be played several times again to make sure that they have heard them clearly.

CHAPTER FOUR: The Findings of the Study

Throughout this part of the work, focus is put on the presentation of the data collected with the different modes of investigation. So, the questionnaires will first be dealt with and then after, comes the findings of class observation, and finally the practical experiment with students.

4.1. Data Presentation:

4.1.1Data based on Teachers' questionnaires

Questionnaires have been distributed to both teachers and learners. First, the findings collected from the questionnaire addressed to teachers are presented. The main purpose of the questions is to inquire about the teachers' perceptions as far as teaching listening comprehension in EFL classes is concerned; the use of ICT in teaching this language skill, and some problems hindering the effective teaching of this skill.

The very first question is about the grade of teachers, this just to help us determine trained and qualified teachers, which will give relevancy to the data collected.

Qualification	Respondents	Percentages
CAPES	2	05%
MAITRISE	9	22.5%
BAPES	25	62.5%
LICENCE	3	07.5%
OTHER	1	02.5%
TOTAL	40	100%

Table2: Teachers' qualification

From this table, it has been noticed that the majority 25/40(62.5%) of the questioned teachers owns at least the first grade of teaching that is BAPES, two (05%) have CAPES meaning they are highly qualified in the field of teaching. The remaining are whether **Maitrise**owners (09), **Licence**owners (03) or other degree (01). We can draw as conclusion here that the great majority **BAPES+CAPES** owners make an average of 27/40(67.5%) which implies that we are dealing with the professionals of the teaching.

The second question of the questionnaire is to know about teachers' opinions on the skill they think the most important to be promoted in beginners' classes. Then the table below shows their choices.

Language skills	Respondents	Percentage
Speaking	21	52.5%
Listening	11	27.5%
Reading	06	15%
Writing	02	05%
TOTAL	40	100%

Table 3: The skills to mostly be promoted at beginners' level

At this stage, it has been shown that 52% of the EFL Teachers think Speaking to be the most important skill to be promoted at the beginners' level. This has been followed by listening chosen by 11 respondents' teachers making a percentage of 27.5%. Reading and writing are respectively placed at the third with 06 respondents (15%) and fourth position with only 05%. So the very first purpose of learning any language is to be able to speak it. Then how can we speak a language without beforehand listening to the different utterances of this language? This question will have its answers in the analysis of the data.

To the question 3, asking if Listening Comprehension has ever been taught by questioned teachers; answers given are displayed in the following table:

Question	Answers		TOTAL
3- Have you ever taught listening comprehension to your beginners' classes?	YES	NO	
Respondents	28	12	40
Percentage	70%	30%	100%

Table 4: Teachers' experience in teaching listening

This table helps us find out the number of EFL Teachers who ever taught listening to their beginners' classes. The data shows that a very important part 28/40 (70%) of the questioned Teachers agrees to have ever taught once listening to their beginners classes. This is opposed to the 12(30%) of those who recognize to have never taught listening to their beginners.

To have further information about the frequency of teaching this skill by respondents YES to question 3, the question 4 has been asked and answers have been displayed as follow:

NB: The respondents **NO** to question 3 are 12 in number, and their answers to question 4 are **"never"** (12) but those answers are not displayed in the table below.

Frequency of teaching listening	Respondents	Percentage
Often	05	17.86%
Sometimes	07	25%
Rarely	16	57.14%
Total	28	100%

Table 5: Frequency of teaching listening

The results from this table shows that even among the 28 respondents YES to Question 4, Twenty eight 28(25%) of them assert to teach this skill rarely, meaning a great majority of them. Seven 07(25%) agree to teach it Sometimes and comes in the last position 05(17.86%) who often teach it.

The question 5 is concerned with the methods used in teaching Listening, here are the answers provided:

The methods used by teachers to teach listening	Respondents	Percentage
a- My own voice recorded	02	07.14%
b- Natives' video/Audio files	00	00%
c- Reading aloud for students	26	92.86%
Total	28	100%

Table 6: Different ways of teaching listening by teachers

This table shows us that the great part of the investigated teachers who assert to teach listening, use their own voice i.e. they read the text aloud to students thought we know that they are not native speakers of the language.

So as to have their opinions about the methods they consider the most effective in teaching listening to beginners, these are the answers given to question 6:

The most effective method in teaching listening comprehension	Respondents	Percentage
a- Use of Natives' video/Audio files	26	65%
b- Playing My own voice recorded	10	25%
c- Reading aloud for students	04	10%
Total	40	100%

Table 7: The most efficient method of teaching listening

For this question, it is obvious that the method they think the most effective is the (a) (using the natives' video/audio files) since the majority 26/40(65%) agrees on that issue, even the teachers who assert that they never taught listening comprehension and those who teach it by reading the text aloud for students to listen. Only 10 making a percentage of 25% have chosen b- Playing My own voice recorded and the 4(10%) remaining have to put their choice on the C- Reading aloud for students.

To see if teachers are aware of the advantages of ICT in teaching, teachers are asked question7. The following are the answers provided

	YES	%	NO	%	Respondents	Percentage
07- Do you know that ICT can help you teach listening efficiently?	40	100%	00	00%	40	100%

Table 8: Teachers' awareness of the importance of ICT in teaching

The total majority (100%) of the questioned teachers recognizes the importance of ICT in teaching. Now that they all recognize the importance of ICT, do they have any knowledge in it, more, do they use it in teaching?

Questions 8 and 9 are respectively asked to answer these questions and data are presented in this table:

QUESTIONS	ANSWERS				TOTAL	
	YES	%	NO	%	RESPONDENTS	PERCENTAGE
8- Do you have any knowledge in computing?	36	90%	04	10%	40	100%
9- Do you use computer for teaching purpose?	24	60%	16	40%	40	100%

Table 9: Knowledge in ICT and use in teaching

Data presented in this table show first of all that for the question 9 about their knowledge in computing, 90% of respondents EFL Teachers answer that by a YES. Then it shows that they know how to use a computer, now what next; do they really use it in teaching? This is the purpose of question 9.

And lastly at this level, the table shows at the level of question 9 that 24/40 teachers answer YES making the 60% of the sample population with only 14(40%) who have as answer NO.

Still in the framework of the presentation of the questionnaires addressed to EFL teachers, the question 10 aims at finding out the kind of task they use ICT for in Teaching. To that question the answers provided by the 24 respondents YES to question 9 are presented in this table:

Purposes for using ICT in teaching	Respondents	Percentage
Teaching in class	01	04.16%
Planning teaching	07	29.17%
research in teaching	16	66.67%
TOTAL	24	100%

Table 10: Purpose of the use of ICT in teaching by teachers

From the analysis of this data, one can notice that teachers use ICT but mostly for research in teaching since 66.67% affirm that. This affirmation has been seconded by the use of ICT in planning teaching with 07 respondents and in the last position, comes the use for teaching in class, only one person 01/24 (04.16%) of the sample population.

To the question 11wanting to know if teachers know some websites and applications (softwares), radio/TV programs likely to help them teach listening, here are the answers given:

QUESTIONS	ANSWERS				TOTAL	
	YES	%	NO	%	Respondents	Percentage
11- do you know any applications/websites/ Likely to help you have Relevant audio-Video files?	14	35%	26	65%	40	100%

Table 11: ICT devices in teaching listening

Here, we can clearly see that among the forty teachers, 26(65%) confess not to know any applications, software, and websites, likely to help them have relevant audio or video files in teaching listening. This result is opposed to a minority of 14 with a percentage of 35% who answers YES.

The question 12 aims at having teachers' opinions about the necessity of the use of ICT in teaching practice in general and with special reference the teaching of listening comprehension. Below are their answers:

The necessity of ICT in improving teaching listening	RESPONDENTS	PERCENTAGE
YES	40	100%
NO	00	0%

Table 12: Necessity of ICT in language teaching

The total majority of the questioned teachers recognize the necessity of ICT in teaching even those who confessed to have never used it before and those who have no knowledge on it at all.

EFL teachers have been asked at the level of question 13 if their students are given opportunity to meet native or near-native English speakers, and these are their answers displayed on the following page:

Opportunity to meet native or near native by students	Respondents	Percentage
YES	00	00%
NO	40	100%

Table 13: Opportunity to meet native speakers

For this table, No teacher has ever given students opportunity to meet native speakers this surely because as we are in a French speaking country, those opportunities are rather scarce.

Our last, but not the least question 14 is asked so as to make a diagnostic of some problems that may hinder the teaching of listening and the use of ICT in our environment. At that point, answers are of many sorts and varied:

Some teachers pointed out

- ✓ the lack of materials in our schools
- ✓ the non-mastery of ICT by some teachers,
- ✓ the bad pronunciation of some teachers,
- ✓ teachers' lack of motivation,
- ✓ the scarcity of listening activities in the schools' curricula,
- ✓ the absence of listening test in the curricula,
- ✓ Benin environment as being a French speaking country,
- ✓ large classes
- ✓ listening is time consuming,
- ✓ teaching listening is difficult,
- ✓ Lack of qualified teachers,
- ✓ Lack of adequate material
- ✓ Time constraint, little time is devoted to teaching English language.
- ✓ Lack of energy/outlets in some schools
- ✓ The bad quality of the Internet connexion

4.1.2. Data based on students' questionnaires

First of all, students are asked to specify their grade level.

The second question focuses on how they feel about EFL classes.

Do you like English classes?	Respondents	Percentage
Yes	90	94.74%
No	05	05.26%

Table14: students' perception of the English language

As response to this question, students at 90% claim their appreciation for EFL classes.

At the third level, the students are asked to say if they can succeed in decoding their teachers, a native speech when he/she is speaking. The following table shows the data.

Students' ability to decode a near- native/native/a teachers' speech	Respondents	Percentage
YES	10	10.53%
NO	85	89.47%
TOTAL	95	100%

Table15: Ability to decode native speakers' speeches

The highest majority85/95(89.47%) of the students confess their incapability to decode a native speech if they ever met one, or the one of their teacher. Ten (10) composing 10.53% of them answer yes by affirming their capability to successfully decode a native speakers' speech or the one of their respective teachers.

The following question 4 is asked to inquire about the student's experience of listening class and the frequency of having listening class as well, the answers can be seen below:

Frequency of listening comprehension learning	Respondents	Percentage
Sometimes	07	O7.37%
Rarely	30	31.58%
Never	58	61.05%
Total	95	100%

Table16: Frequency of listening activities in class.

At this stage the remark is straightforward and can be analyzed eye-nakedly. 58(61.05%) respondents, nearly the ¾ of the questioned students, affirm that they**NEVER** did the listening class. Next; this is followed by the results of those who assert that they do listening comprehension. But a point to make here is that even if they do it, 30 (31.58%) does it **RARELY**, and the small amount of those who do it **SOMETIMES** is 07/95 representing a very few percentage of 07.37%

The question (5), then, asks if students would like to do more listening. The findings are presented as follows:

Wish to do more listening activities	Respondents	Percentages
Yes	90	94.74%
No	05	05.26%
Total	95	100%

Table17: wish to do more listening activities

90 out of the 95 students are interested in doing more listening activities against 05 who state they are not. Therefore, 94.74% of these beginners wish to perform more listening activities against 05.26% who are unwilling.

At the Sixth stage, we are eager about the activity most focused on and subsequently the frequent ones by teachers and question number 6 preciselyhelps us have answers to that. In this sense, have a quick look at the following table:

The most frequent skills taught by English teachers	Respondents	Percentage
Reading comprehension	72	75.79%
Speaking	14	14.74%
Listening Comprehension	04	04.21%
Writing	05	05.26%
TOTAL	95	100%

Table18: The most taught skill

This table clearly shows that learners are regularly and mostly taught reading comprehension since 72 students out of 95 (75.79%) assert that they are frequently taught

Reading comprehension. This choice has been followed by speaking which scored 14 answers making 14.74% of the questioned learners. Writing is then placed in the third position with 05 respondents before Listening 04 (04.21%) which is the last skill chosen by learners.

At this seventh level, students are asked In question 7 if any of their teachers ever taught them with any ICT devices and question 8 inquires about their wish of having an ICT assisted listening class. These are their answers as displayed in the table below:

	YES	%	NO	%	TOTAL	
					R	%
7- Students' experience in learning with ICT	00	00%	95	100%	95	100%
8- Wish to have listening assisted by ICT	95	100%	00	100%	95	100%

Table19: students' experience in learning with ICT and wish to learn with ICT

The top majority 100% of learners answer to question 7 with a big and eye-catching **NO.** The same thing happens for question 8 except that here the total majority gives a 100% **YES** to the question.

At the ninth level, the students are asked to specify the language skill they like the most and subsequently, the one they find the easiest for them. The following table shows the data.

Language skills	Respondents	Percentage
Listening	10	10.53%
Speaking	39	41.05%
Reading	20	21.05%
Writing	09	09.47%
don't know	17	17.89%
Total	95	100%

Table20: the most liked skill

From the students' responses, it is noticed that 'speaking' is positioned on the top of the scale by 39 beginners, making 41.05% of the total number. This is followed by 'reading' which is the choice of 20 students: (21.05%) of the whole sample. 'Writing', selected 09 times (09.47%), comes at the third level while 'listening' is placed in the last position with only 10

learners (10%). 17(17.89%) beginner learners state they have no idea about their preferred skill. this is even higher than those having chosen listening.

Students have been asked at the level of the tenth question to choose between three types of listening activities according to their preference: (1) teachers read aloud, (2) teachers play a record of their voice, (3) teachers use native speakers' speech.

Types listening activities	Respondents	Percentages
Teachers read texts aloud	18	18.95%
Teachers play a record of their voice	13	13.68%
Teachers play files of native speakers	64	67.37%
Total	95	100%

Table21: the preferred types of listening methods

Through this table, beginner learners prefer the type of listening activity using the native speakers' speech at (64%), 18 (18.95%) of the students have chosen teachers' reading aloud and (13) 13.68% select the teachers' recorded voice.

Concerning the question 11, it wants to know if the students have ever experienced a listening activity with their teacher using native speakers' conversations.

Using native speakers' speech in class	Respondents	Percentage
Yes	00	00%
No	95	100%

Table22: students experience with natives' speech

From the above table, it shows that none of the beginner learners have ever performed a listening activity through native speakers' language.

Still in the process of exposing students' opinions through the questionnaire, students are asked at the level of question 12 if they use any Mp3-4, mobile phones, and tablets. To deepen the answers, question 13 is about the purpose they use it for and the frequency of the use of such ICT Devices.

Use of ICT Devices(phone, Mp3-4,headphones,tablets) by students outsides the classroom	RESPONDENTS	PERCENTAGE
YES	85	89.47%
NO	10	10.53%
TOTAL	95	100%

Table23: use of ICT by students outside classroom

Only 10 learners out of 95 do not use phones, tablets, mp3-4 outside the classroom whereas the great majority85/95(89.47%) uses those devices outside the classroom.

The last and surely not the least question is to know how often students use some ICT devices outside the classroom. The data collected are presented in the following table:

13- How often Do you use your phone, mp3-4 to listen to music or radio?	Respondents	Percentages
Always	60	63.16%
Usually	15	15.79%
Sometimes	10	10.53%
Never	10	10.53%
Total	95	100%

Table24: frequency of the use of ICT devices by students outside classrooms

It comes out from this table that learners using their phones ALWAYS are great in number 60/95(63.16%) of the sample, but those who use it sometimes and who never use it have the same percentages: both 10.53% and 15 of them assert to always use it.

This fact is an essential opportunity to seize by the teacher in extending listening activities outside the class for learners.

4.2. The analysis of Data

4.2.1. The analysis of the students' questionnaire

The choice of the other three skills except listening by students clearly shows their ignorance of what listening comprehension stands for. Not only that, this is the consequence of the underestimation of listening in the process of language acquisition and the total or partly absence of listening tasks in our curricula. It is even surprising since the responses of learners seem to contradict the assertion of teachers to teaching listening to beginners. In addition, since most of them are interested in performing listening with ICT and they also frequently use their phones and other ICT devices outside the classrooms, teachers should encourage them have access to some relevant files and materials on listening. This will expose them to the native speakers' speeches and will help them be into direct contact with the native language which constitutes one of the efficient ways to make them acquire good pronunciation, appropriate language use in different real life contexts and a cultural awareness of the English people. The acquisition of the EFL listening skills through native language would ensure the communicative abilities and give them confidence to speak the language appropriately. ICT stands not only for an easy and cheapest way of having relevant data on listening , but also as a motivational tool in the acquisition of English language speaking ability through listening.

4.2.2. The analysis of the teachers' questionnaire

From the teachers' responses during the investigation, the very first remark is that, though the majority of them declare to have knowledge in computing, they never use computing for the specific purpose of teaching in EFL classes. They continue anyhow to teach listening with traditional methods though their methods are old fashioned. It is high time we knew that today's problem cannot be solved with yesterday's tool. Moreover they all are in a French speaking country and we all know that French is very different from English language. In fact, French language is a "syllable-timed" language i.e. it is based on a pattern of syllables, each taking roughly the same amount of time. whereas English is a "stress timed" language, this means that the main stresses in an utterance fall into approximately regular intervals, without regard to how many "weak" syllables intervene. Consequently, students, especially Benin ones taught by a non-native, with an inappropriate tool and an "Africanised" stress obviously have all the conditions of their failure fulfilled in listening comprehension. Though respondents' teachers recognize the contribution of ICT in teaching, some do not use it because of some reasons they listed. But shall we continue waving those difficulties without we ourselves making an effort to change the way listening has been being taught? Since we all know that one cannot speak a language without listening to the sound patterns of that

language? Furthermore, in this sense, the respondentEFL teachers have positioned two prioritized English skills, namely speaking and listening on the top of the abilities that computing in teaching can help improve.

4.2.3. Class observation and practical experiment

Many essentials remarks are worthy being pointed out as far as my class observations are concerned. Among these, the very first is the absence of listening activities in EFL beginners' classes; secondly the absolute rarity or absence of listening tasks in students' books; thirdly, a total unavailability of any kind of audio/video files to expose beginner learners to and worse, no test for listening is designed; obviously since there is no activity for that .Teachers most of the time, do not read the text for student to listen and another heartbreaking issue is that most of the time ,beginner learners have no chance to read text aloud in order to practice self-listening and acquire basic performances in pronunciation. Rather, they are asked to read silently whereas we know that English classes are the only occasion where they can practice English.

As mentioned in the methodology, just for the purpose of realizing the scope of the impact of the listening activities as being fundamentals in the process of EFL learning, a practical experiment has led to submit beginner learners to a listening test. The test has not only taken into account beginners, but also has been extended to post beginners in form 3 and form 4. The findings from this experiment are displayed in the table as follows:

In the table presented on the following page, students who have benefited from good listening situation through language laboratory at CAEB have their answers in **red**. The blue italics are for students who have scored the least mark. The **CAPITAL** bold GREEN is for the student who stayed in an English speaking country and is with his Nigerian parents in Benin. The letter**'r'** stands for "Right" and **'w'** stands for "Wrong".

Right order	Respondents in form1						Respondents in form2						Respondents in form3						Respondents in form4					
1-H-I'd like	W	R	W	w	**r**	**r**	w	*r*	***R***	w	**r**	**r**	**r**	w	r	**R**	**r**	w	**r**	**r**	r	r	r	
2-F-nice	R	w	W	*r*	**r**	**r**	w	w	***R***	*r*	**r**	**r**	**r**	w	w	**R**	**w**	w	**r**	**w**	*r*	*r*	w	w
3-C-Pleasure	W	w	W	w	***r***	**w**	w	w	***R***	w	**w**	**r**	**w**	w	w	**W**	**w**	*w*	***r***	**w**	w	w	w	w
4-D-economist	W	w	W	w	**w**	**r**	w	w	***W***	w	**w**	**r**	**w**		w	**W**	**w**	w	**r**	**w**	w	w	w	
5-E- a book	W		W	*r*	**r**	**r**	w	w	***R***	r	**r**	**r**	**w**	w	w	***R***	**r**	w	**r**	**r**	w	w	w	r
6-G-I work	W	r	W	R	**w**	**r**	r	r	***R***	r	**w**	**r**	**r**	r	r	**R**	**r**	w	**r**	**r**	w	r	r	w
7-I- by any chance	W	w	W	W	**r**	**r**	r	w	***R***	r	**r**	**r**	**r**	r	w	**R**	**r**	w	**r**	**r**	w	r	r	w
8-B-Did	R	w	W	W	**w**	**r**	w	w	***R***	r	**r**	**r**	**r**	w	w	**W**	**w**	w	**r**	**r**	w	w	w	w
9-J- ? (question mark)	W	r	W	W	**w**	**r**	w	w	***R***	w	**w**	**r**	**w**	w	w	**W**	**w**	w	**w**	**w**	w	w	w	w
10-A-They're	W	w	W	W	**r**	**r**	r	w	***R***	w	**r**	**w**	**r**	r	r	**R**	**w**	r	**r**	**r**	w	r	w	
Performances	*04*	06	*01*	*05*	**15**	**18**	06	*05*	***16***	08	**17**	***18***	**11**	*08*	*06*	**13**	**11**	*02*	***19***	***12***	*07*	*08*	*06*	*02*

Table25: Experiment

4.2.4. The data analysis of the experiment

Looking carefully at this table it can be noticed that 10 students of the 24 have reached the average of the right answers with the six colored red making the top 6 which means that the students having been trained at CAEB are the top at all levels(except one with 13). Obviously, this performance is thanks to the training they received at CAEB Language Laboratory. But here, the bold green in capital letter is not part of those who received training at CAEB. He is instead a Nigerian born student.

Another important remark On the other hand is that, only three among the 'ordinary' students have recorded the least average marks (11, 11, and 12) while other are quite under the level.

As first eye-catching remark one can make is that level of study does not determine students' performance in listening since the trained beginners in form1and 2 are far above many of their seniors in form 3 and 4

Facing the real problem of not being exposed to an authentic language before, students fail in decoding and understanding a native speaker. They even carry this impediment till higher level of study and this fact is what is making students so weak in speaking English language. As a matter of fact, TEFL will be more beneficial for students if just at the beginner level, students are already immersed in simple inputs of native speakers' speech and their ear accustomed to decoding any written words, when they hear it from native speakers.

CHAPTER FIVE: Recommendations, Suggestions and General Conclusion

5.1. Recommendations

Today's world is undergoing constant change in terms of technology, and none is left apart by this rampant technology in our life especially the young generation It is what Prensky (2001) call "digital natives", i.e., a generation who are very familiar with this "new language" of computers, as cited by Susana Gómez Martínez(in *Encuentro*19, 2010, ISSN 1989–0796, pp. 20-31). Moreover, with the numerous advantages that ICT has, it will be a crime not to be learnt in it nowadays since the whole globe is becoming technology-based. Even if teachers assert to know something in ICT (computing), a focus should, therefore, be put on the training of teachers in mastering computer and acquire real abilities to teach effectively through it. Not only that, efficient strategies shall be used in teaching listening and this will be possible if we have well trained teachers with adequate materials in our schools. Curriculum designers should not only integrate a considerable number of listening comprehension activities with natives' language but also develop the simple strategies for ensuring the EFL teaching effective through computing. Besides, they should also design authentic audio and possibly video files of various texts and dialogues based on different fields of the learning situations in program as we can see in the different books coming from abroad(as *Broadways, Step In, Apple Pie, Take Action*……). Consequently, students' and teachers' book should be followed by Audio and VideoCDto make the learning easier and funny. A variety of native speakers' language inputincluding speeches, debates, discussions, reports, instructions, poems, songs, movies etc., should be put at the disposal of students for their own practice and also for many home assignments and testssince most of them uses phones, mp3-4 to listen to music. For our students to be fluent and interact easily with any native speakers ICT has to be introduced in the teaching of listening comprehension because the technique teachers have been using since is neither efficient nor adequate at this level, education authorities and specialists have a great role to play in this issue.

5-2 Suggestions

5.2.1 To Educational authorities and Government

They should create appropriate conditions for foreign language teaching and learning because learning a foreign language is too demanding in so far as materials are concerned. Problems of large classes should be solved without delaying. Trips to neighboring English speaking countries should be organized to allow students to get into contact with natives and their cultures. English club should be created in all schools and attendance made compulsory for students, listening test should also be introduced in the school's curricula. They should ponder over the issue and, why not provide, at least cities' schools with language laboratory. If education is to be the weapon that can change the world as stated by Nelson Mandela, government should reexamine the part of budget allotted to education and better it.

5.2.2. To EFL Teachers

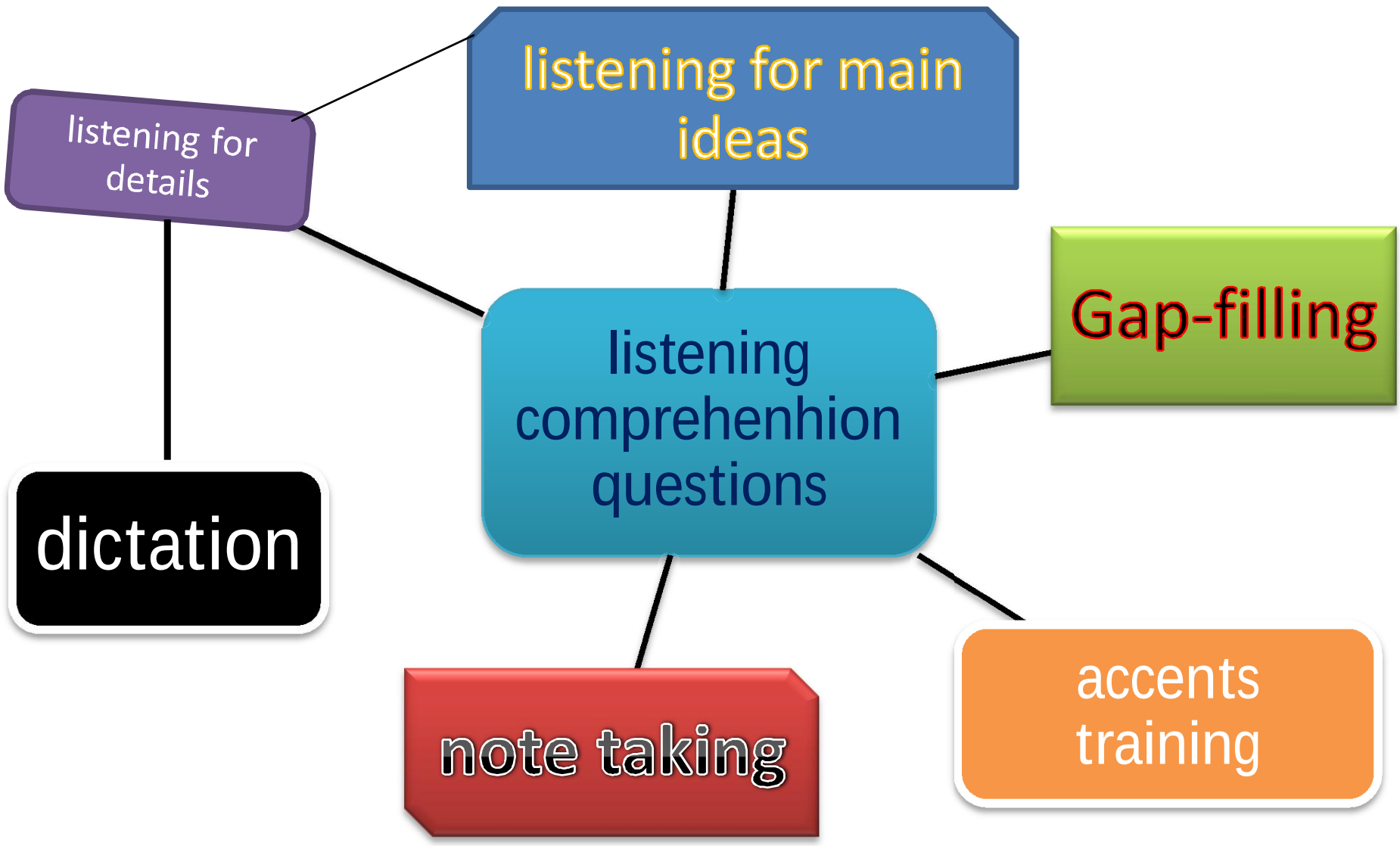
Teachers should vary techniques and strategies in their teaching as variety is a spice in teaching and ICT is there to help them do so. In addition to that as they assert to have a little mastery of ICT, this is an opportunity to use ICT since it does not require a great knowledge in using it to teach listening: Just a laptop, an MP3 or MP4 player, a small high speaker, a little mastery of browsing on internet and good techniques, that's all. Besides, teachers should also encourage students' self-practice in listening by giving them some tasks to do at home. Not only that, some websites and English speaking channels could also be shown to students so that they can have an easy and free access to relevant materials. Those websites are:

Youtube http://www.teachertube.com/ http://www.youtube.com/ **ABC Learn** http://www.abc.net.au/learn/ http://www.abc.net.au/btn/ http://www.abc.net.au/schoolstv/ http://www.abceducation.net.au/ http://www.abc.net.au/radionational/programs/edpod/ http://abceducation.net.au/videolibrary/ http://www.abc.net.au/learn/education-portal.htm **BBC Learning English** www.bbclearningenglish.com **BBC Podcasts** http://www.bbc.co.uk/podcasts **BBC Watch & Listen** http://www.bbc.co.uk/worldservice/learningenglis	**VOA Learning English** http://learningenglish.voanews.com/ http://www.youtube.com/user/VOALearningEnglish **Breaking News English** http://www.breakingnewsenglish.com/ **MIT OpenCourseWare** http://ocw.mit.edu/index.htm http://www.youtube.com/user/MIT?ob=0 **La TrobeUniversity - Webcasts** http://www.youtube.com/user/LatrobeUniAustralia?ob=0 **The University of Sydney - Webcasts** http://sydney.edu.au/podcasts/video/i

h/multimedia/archive_llife.shtml http://www.youtube.com/user/bbclearningenglish **Online Listening Lab** http://www.esl-lab.com/ **Free audio book** http://librivox.org/ **TED Talks** http://www.youtube.com/user/tedtalksdirector?ob=4&feature=results_main http://www.ted.com/	ndex.shtml http://sydney.edu.au/sydney_ideas/lectures/public/index.php **The University of Melbourne - Webcasts** http://upclose.unimelb.edu.au/ http://visions.unimelb.edu.au/episode/132 www.youtube.com/user/unimelb **The RSA** http://www.youtube.com/playlist?list=PL39BF9545D740ECFF http://www.thersa.org/events/video

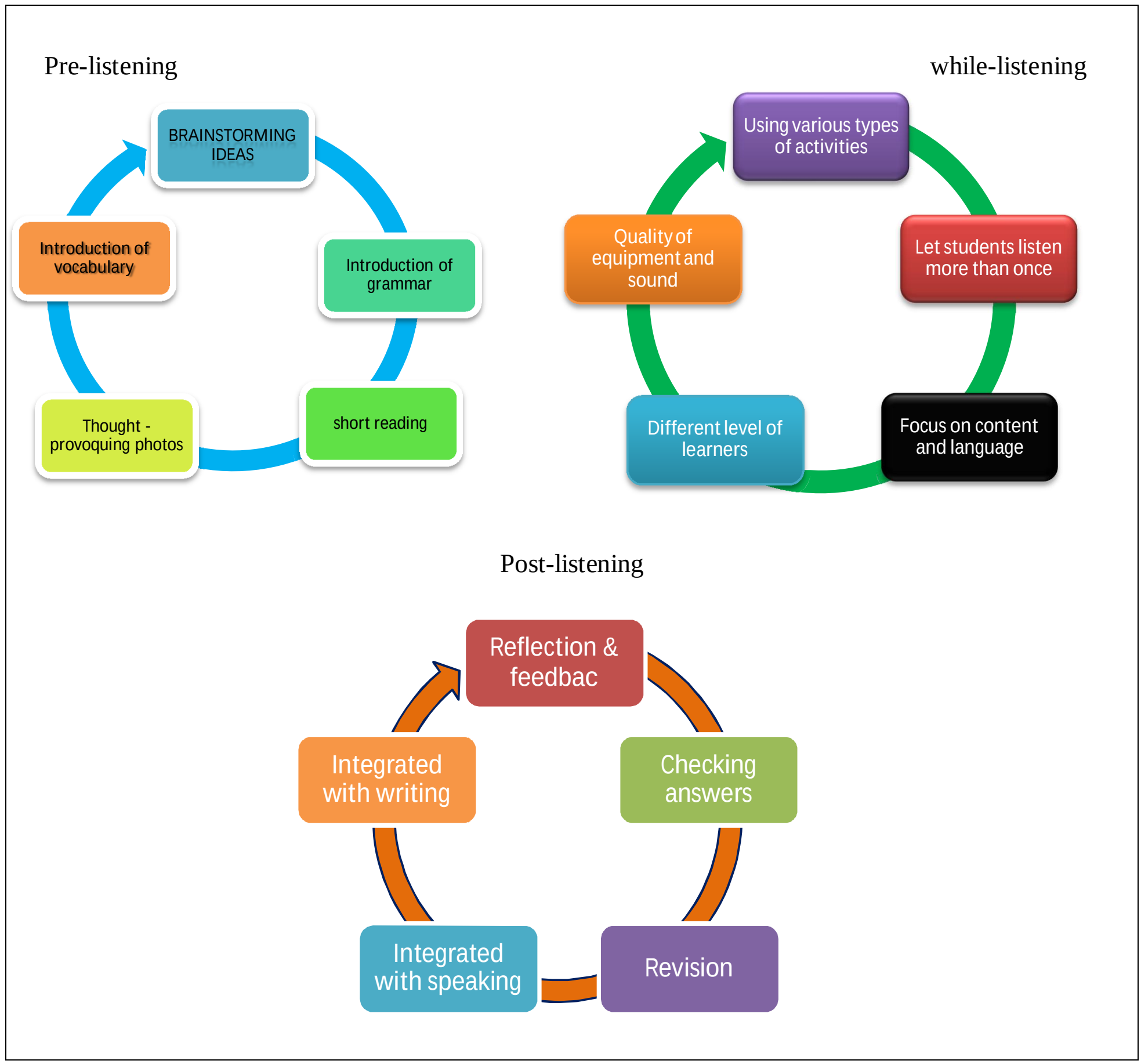
All these links listed so far are very useful as they offer a great variety of authentic material that is frequently listened to by both native and non-native speakers of English.

Teachers should also design different types of activities with different purposes as shown by the graphics below and on the following page:



Graph 1: listening activities

Here are the steps and process to be followed in teaching listening comprehension through the three stages:



Graph 2: The processes and principles in teaching listening

Moreover, teachers should try to vary activities and strategies in teaching listening, respecting the different stages: from pre, while to post-listening with different purposes as shown by the

graphic above. In this sense, the solutions provided in chapter two; section 3(2.3) page 12-13 2.3**. Listening, a difficult skill** will be of great benefit.

5.2.3. Activities to use in the classroom to develop each of the listening skills

1. **MAKE PREDICTIONS BASED ON KNOWLEDGE OF THE CONTEXT**

This is one of the more straightforward listening skills and is probably the one which will have the most immediate impact on a students' performance in listening tasks. The activities listed below are designed to be used prior to starting a listening activity.

- ✓ The teacher prepares a vocab challenge grid with nouns, high frequency expressions, conjugated verbs or time indicators in either the Target Language or English which appear in the listening extract. Students either recall the English / TL equivalent from memory and complete the grid or use their exercise book, text book or dictionary to complete the grid. MA students are also asked to identify synonyms and alternatives for the original word in the TL.

EXAMPLE VOCAB CHALLENGE GRID

1. Last week	2. Yesterday	3. Tomorrow
4. Next week	5. The week after next	6. The day after tomorow
7.	8.	9.
10.	11.	12.

✓ Students are given a blank vocab challenge grid along with the theme of the listening extract. They make predictions in English and / or in the TL as to the nouns, high frequency expressions, verbs or time indicators which they expect to hear. They can then use their exercise book, text book or dictionary if necessary to fill in any TL gaps. Students compare answers with their partner prior to taking part in a whole class teacher led discussion.

✓ "How do you pronounce number 8?" Whole class, small group or pair work game modelled initially by the teacher making reference to previously learnt phonemes and graphemes. This helps to develop the relationship between the written and spoken word in the

students' mind and creates an expectation as to what they will hear during the listening extract.

✓ If new language has been introduced using this method, students could be given time prior to the listening activity to further memorize the new content.

1- **USE KNOWLEDGE OF COGNATES AND NEAR COGNATES TO WORK OUT CONTEXT AND MEANING**

Cognates and near cognates are easy to identify in reading activities but the same is not always true in listening activities. Whilst the spelling of the cognate or near cognate will be the same or very similar to the English word, the pronunciation may be very different. These activities are designed to build students' confidence as they realise they can understand more words in a passage than they thought they could. They will also help students to develop the ability to listen and write at the same time.

✓ Students are given a list of all the cognates and near cognates within a listening extract. They choose a certain number of cognates or near cognates from the list and then make a tally next to each word, raise their hand or stand up every time they hear one of their chosen cognates or near cognates.

✓ Students make a list in the TL of all of the cognates and near cognates they hear during a specific listening extract. This could be used at the beginning of a topic to introduce or revise vocabulary as well as addressing any false friends. MA students are asked to identify synonyms for the cognates/near cognates where possible.

✓ Students listen to a passage three times. First time they listen generally to the whole passage and are asked to identify the context of the passage from their understanding of the cognates. Second time, they are asked to write down 3 questions which they could be asked about the passage (ie How many times a week does x play football?). Teacher then leads a discussion to identify a set of 5 questions which s/he wants the class to answer. Third time, all students try to answer the questions identified by the class.

USE KNOWLEDGE OF CONTEXT TO WORK OUT THE MEANING OF UNFAMILIAR WORDS

These activities will give students concrete strategies to use when faced with unfamiliar words in listening tasks. Rather than panicking and then losing concentration,

students will know how to deduce meaning from context or at how to make a more educated guess!

✓ Cloze activities. Students are given a transcript of a listening extract which contains a number of unfamiliar but important words. The words which could help to identify the meaning of the unfamiliar words are missing. Students have to listen carefully to identify and fill in the missing word. Once students have completed the cloze activity, they then try to deduce the meanings of the unfamiliar words.

✓ Students are asked to write down 5 unfamiliar words whilst listening to a spoken passage. Encourage them to repeat the word in their head to themselves whilst using their knowledge of phonemes and graphemes to work out an approximate spelling of the word. Once the students have written down the word, ask them whether the word looks familiar and whether they can identify the meaning of the word using the context of the passage and their knowledge of cognates and word families.

USE KNOWLEDGE OF WORD FAMILIES AND HIGH FREQUENCY PHRASES TO IDENTIFY MEANING

The focus on listening specifically for high frequency phrases in these activities will help to firmly embed these structures into a students' vocabulary base with the added benefit of indirectly improving their reading, writing and speaking skills too.

✓ Students are given a transcript of a listening passage. At various points throughout the transcript 3 options of what might be said are shown on the transcript. The three options might be synonyms of the nouns, variations of verbs, conflicting time indicators etc. During the listening activity students underline the word actually used in the extract. Students could be given time prior to starting the listening activity to make predictions as to what they think they are going to hear. This activity encourages students to listen carefully for synonyms and high frequency words as well as reinforcing the actual vocabulary in question.

✓ Students are given a vocab challenge grid which contains 12 synonyms of 12 nouns or high frequency words used during the extract. Students have to identify the actual word which was used during the listening activity and write it in the correct box on the vocab challenge grid.

GENERAL CONCLUSION

In the process of foreign language acquisition, listening plays a prominent role and mostly at the early beginning stage of learning. It is the fundamentals in any language learning and teaching process. Therefore more focus should be put on its teaching at the very beginning level. Not only that, the ICT, with its large range of opportunities intoday's worldcomes out to proveits undeniable usefulness in every domain of life and specifically here in teaching listening. It use is a key factor in motivating learners to learn English language. It provides learners with authentic pronunciation and thus improves their way of speaking.

The main objective of this study is to tackle the problem of listening comprehensionfrom its roots and to find solutions in order to more efficiently this skill in our schools. Considering the different problems of teaching listening, the opportunities of ICT and teaching listening presented so far, school authorities, teachers and governmental authorities should try their best and integrate ICT in Benin teaching system. The failure of our learners in speaking the English language is due to the fact that we underestimate the role of listening comprehension in the process of language learning, we rarely teach listening in our classes and for those rare occasions of teaching it the materials used are outdated (books and non-native reading aloud sessions with bad and varied pronunciations).

If we take action, by changing the way we have been teaching listening since then, this will surely contribute to the improvement of teaching listening and paved the way to speaking which will emerge without much effort since the way have already been paved by Listening and the use of ICT.

If speaking is the place where we are heading to, listening is then, the road that leads us to this destination and ICT represents the road mapi.e.the foundation leading to speaking.

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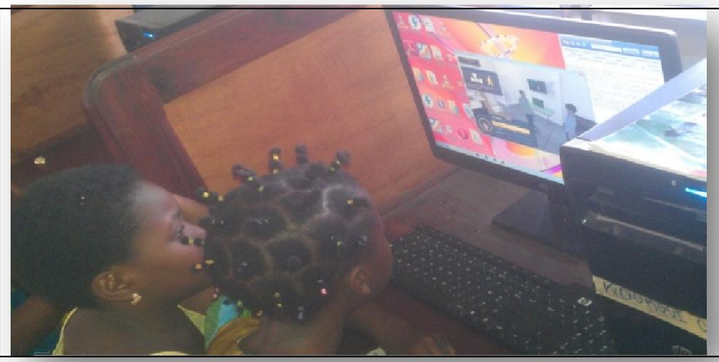

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Pict1: CAEB Laboratory Building
Pict 2: beginner learner doing listening on computer
Piuct 3: beginner learners playing game on computer
Pict 4: middle learner watching movie(cartoon)
Pict: 5 learner listening to an English song(video lyrics)
Pict: 6 Inside the laboratory
Pict: 7 a facilitator giving instructions

CAEB PICTURES