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*The non-achievement of the
general objective in teaching
speaking in an EFL class: The
case study of CEG Koutongbe*

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DEDICATION

- This work is dedicated to the Almighty God who by his grace has given me the vocation of the noble job of teaching and the chance to be trained in the teachers' college (Ecole Normale Supérieure) of Porto-Novo.

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Lists of ACRONYMS

CEG means College d'Enseignement General

CBA means Competency Based Approach

EFL means English as a Foreign Language.

WTC means Willingness to Communicate

TTT means Teacher Talking Time

STT means Student Talking Time

TL means Target Language

GENERAL INTRODUCTION

English is the most prevalent language in the world, and it has been spoken by people from various countries. It is no longer limited to its native speakers Americans and English men, as the number of the people who use English as a means of communication exceeds much more than the number of its native speakers.

Meanwhile, English is now used by millions of people for communicative purpose. It has become the most used language and whatever domain one is interested in, or one is working in, one cannot do without English. Aware of its usefulness, English is required whether in education, health service, science or technology, industry, banking and in other domains. Apart from these fields in which English is required, people need English for their daily life problem solving such as expressing ones idea or giving feeling, information, asking service...

All these facts of English need bring many countries where English is not their first language to integrate English teaching in their school. Benin, a French country is one of those countries that put a stress on the teaching of English to enable its population to speak it correctly.

People noticed that despite the fact that Beninese learners are taught English in school they do not reflect it when needed in real life situation. No importance for knowing a language if people are not able to speak it.

Effective communication in real life situations depends on how good a learner is in the four skills of a language especially in speaking, which is taught by the EFL teachers in a methodic way to incite the learners. But unfortunately, teaching speaking in secondary schools focuses on vocabulary and reading and activities orientated for examination purpose. As a matter of fact it has been taught poorly to students due to some factors that I am going to raise in my

thesis. So many other researchers in the same optic have attempted to identify the medium problem and give some solutions to this problem. Mine will be carried out on CEG KOUTONGBE EFL teachers and learners. My investigation will be developed in five (05) chapters.

Chapter one provides information about the research problem, the purpose of the study, the research questions and the significant of the study. The second chapter presents the literature review related to the topic under analysis. The third chapter deals with the methodology used during the research for the data collection. Chapter four is all about the presentation and the analysis of the collected data and the conclusive points from the findings of the study. The last chapter presents the summary, discussion and the suggestions.

CHAPTER 1: INTRODUCTION TO THE STUDY

This chapter provides information about the statement of the problem, purpose of the study, research questions, and significance of the study and the definition of key concept.

1-1-Statement of the problem

The general objectives in teaching speaking in an EFL classroom is said to be achieved when students are able to communicate efficiently in English in real life situation. Aware of the need of learners, in Benin, secondary school teachers conduct some speaking lessons in their classes to speed up learners' speaking ability. For this, teachers plan their lesson in which they set objectives subdivide into other specific objectives which will finally help to design activities for their learners. Chapelle and Hegelmhier(2004) in the same logic assert that "teachers need to design learning tasks with clear objectives and consider what learning tasks materials are to benefit student's acquisition of both the target linguistic and pragmatic knowledge (p.19)

What we notice is that in many cases learners outcomes do not fit with what their learning is supposed to be. As a consequence, they had a lot of difficulty to express their opinions or ideas correctly. Some learners complain that they lack words, they are afraid of being mocked by others if they make a mistake, they seem not to be interested in what the teacher is saying. Other learners will be disrupting in order to be chased out and those who are willing to make an effort make a lot of mistakes by willing to control their grammar rules. Some of them are used to mix French with English what we call **Franglais**.

1-2-Purpose of the study

Since English has been required in whatever job people want to go into, some teachers give the best of themselves to satisfy this need of learners by teaching speaking. But they seldom succeed to achieve it. As a matter of fact students in Benin learn English in school for many years but they are not able to speak it. In case they need it for some of their purposes they are obliged to refer to their dictionary in order to translate from French into English or mix their English with French words. In front of such a situation, i personally think that the general objective of teaching speaking in an EFL classroom is not achieved. I have decided to work on this topic to find out teachers' attitude towards the teaching of speaking to EFL learners.

My research aims to point out the general objective of the teaching English as a ForeignLanguage to learners.

In addition, one of the main goal of this research, I mean the most interesting part for me is to determine the way teachers teach speaking to EFLlearners in classes and the different factors that prevent the effectiveness of this teaching.

And finally, the last purpose of my study is to make some suggestions based on the findings of the study.

1-3- Research questions

My concerns are:

- 1- What are teachers attitude towards the teaching of speaking?
- 2- How do they teach it?
- 3- What are learners' attitude towards the teaching of speaking and do they succeed to use English for communicative purpose?

1-4-The significance of the study

This topic worth being developed because I find it very obvious for students after learning English for so many years be unable to speak it correctly. Meanwhile my study will help teachers be aware of the learners need outside class to use English orally and how to transpose the need in class context and teach students.

As said in the first paragraph, my study will no doubt be useful for teachers because they are most of the time blamed to be responsible for problem that learners encounter to speak English. So it will help them to know what to teach students.

Moreover, learners even in secondary school may also benefit from it because to achieve the general objective of speaking, there should be both adequate learning and teaching strategies. Teachers have to make students know the general objective, they have to acknowledge, what they are expected to do, by so doing there will be conscious of the usefulness of what they will be taught. Motivation is a very powerful instrument in the teaching and learning process. If students are motivated through the usefulness of the target language they do assignments given by their teachers and definitely improve their performance.

In addition, any student in university or even any prospective teacher can make profit from my study in case he or she chooses a related topic.

CHAPTER2: LITERATURE REVIEW

As a proverb stipulates, it is at the end of the existing thread that a new one is woven. As a matter of course, this research cannot be carried out without the clarification of the topic. Therefore this chapter aims to give more explanation about the usefulness of the general objectives in an EFL classroom. I will also focus on some author's viewpoints to get more information to enrich the content of my research.

2-1- Definition of Terms

“Objective” is according to oxford dictionary, 2005, 7th edition, something that you are trying to achieve. So general objective is something that you are trying to achieve as an ultimate goal. UNESCO explains that general objective is a statement of the trend of the learning activity that describes the general orientation of a learning curriculum

“To speak” is to say something to someone, to use oneself's voice to utter a word or sentence to a person or a group of person in order to be understood or to convey a message. So speaking is the ability of a person, native or non to use a target language to communicate. In school context, speaking is one of the four skills teachers use to teach a foreign language to learners.

To achieve is to succeed in reaching a particular goal, status especially by making an effort. So non- achievement means the failure to reach a particular goal even If so much effort has been involved.

General objectives in teaching speaking in an EFL classroom is the ultimate goal that a teacher has to reach in teaching speaking, the usefulness of setting objectives to teach speaking. It leads teachers to set learning point for student in

order to teach efficiently English as a foreign language and make them speak it fluently and with accuracy.

Being in a classroom without knowing the direction of teaching and learning is like roaming around or taking a purposeless trip to an unfamiliar place. So teachers can set objectives to ensure students journey with purposeful learning. This reassures students that there is a reason for learning and provides teachers with a focal point for planning instruction. In the past, before the introduction of the CBA, teachers only emphasize accuracy by spending the whole time teaching grammar and vocabulary in a traditional way. But since they have understood that learners must not be only prepared for exam, university entrance but also for communicative purpose many of them make English Language instruction more communicative.

So we can conclude that general objectives of teaching speaking in an EFL class aims to enable students use English for communicative purpose.

2-2-Motivation

In the same way, general objective should be split into specific objective which represent at the same time student learning objective. As a result, this will make them be aware of the language usefulness and they are motivated to learn the TL. Sano and Harmer (2001) for instance, point out that the Japanese students did not feel pressing need to use English, therefore they find no usefulness in the TL. Unlike ESL learners who need to use the TL in everyday life for surviving in the target culture, EFL learners generally do not have adequate access to the TL outside of the classrooms and normally return to the real world speaking their mother tongue as soon as they leave the classroom (Campbell, 2004). Without a clearly established need or goal, students without a specific personal interest in speaking English will lack motivation especially

with the more pressing need of passing entrance exams (Poza), and when this need evaporates after entering university, so will the motivation to maintain the skill and to expand upon it.

There are numerous daily life situations where people need speaking, such as talking to someone face to face, communicating through the phone, answering questions, asking for direction, in shops, meetings or chatting with our friends, to name a few people and each of these situations requires a different register according to the formality of the moment. We speak for many reasons – to be sociable, because we want something, because we want other people to do something, to do something for someone, to express our feelings or opinions about something, to exchange information, to refer to an action or event in the past, present, or future, the possibility of something happening and so and so on (Lindsay and Knight, 2006).

Teachers can motivate students through the way they assess them. This is what Fengying (2003) explains in *motivating students by modifying evaluation methods* “The English teacher must be aware that learning a foreign language is a long and complex task. Learners need constant encouragement, and one of the best forms of encouragement comes from sense of achievement, an admiring eye for efforts and a tolerant eye for differences and individuality, a skillful teacher can manage to enable the majority of his student to enjoy learning. A shift in the way we calculate learners can do wonders.”

Teachers should also use the opportunity to praise learners for getting something right, doing something right well, trying hard and showing a positive attitude towards learners. They can do an amusing role-play, make an interesting contribution to a discussion, or show that they can use a new item of vocabulary. It is more difficult to decide when to correct. Teachers can choose to correct as soon as the mistake is made or at the end of the activity. The advantage of immediate correction is that the learner can correct the error and

use the correct language for the rest of the task. The disadvantage is that it can frustrate the learner or break the flow of communication.

One of the great things that we can do to greatly motivate our students is to modify our evaluation methods. EFL teachers can also do summative evaluation orally. Norris and Ortega (2000) distinguished four types of measurement:

Meta linguistic judgment (e.g., a grammaticality judgment test)

Selected response (e.g., multiple choice)

Constrained constructed response (e.g., gap-filling exercises)

Free constructed response (e.g., a communicative task)

Free constructed response is best by means of communicative task because it boost learner's ability to speak. An example would be a spot-the-difference task, where learners are asked to interact in order to find a specified number of differences in two similar pictures. In this task, assessment would consist in establishing whether the learners were able to identify the differences and assessing different qualities such as accuracy, and fluency. However, a great number of EFL teachers do not have such a skill, so they prefer to adhere to the traditional methods with their standardized, objective tests that mainly measure learners' knowledge about language (Ellis, 2008).

In addition teachers should be fair when judging learners performance because they may be demotivated and decide not to attend English class anymore.

All these arguments and more can help teachers to motivate their learners by showing the usefulness of TL. As a matter of fact, motivation is the reason of learners' willingness to communicate in English.

2-3-Different types of speaking activities

A survey shows us that learners' ability to speak outside the class is firstly their ability to practice it in the classroom. Meanwhile there should be suitable and interesting activities to draw their attention on what they are expected to do and enable them to learn how to take the floor and speak in the TL. Here are some activities that can promote students oral skill:

a- Oral Communicative activities

These types of activities are divided into 2 categories:

-Topic based activities

Here learners are asked to talk about a subject (topic). The main objective of these kind of activities is the discussion itself.

-Task based activities

These are activities in which learners are asked to perform something (task) where the discussion process is a means to reach the goal.

b-Discussion activities

They are probably the most commonly among the speaking types of activities. Learners are put into groups, given a topic, a clear task and time to prepare. Two (2) kinds of topics can be given in discussions activities.

-Controversial topic

The students are given a statement and they are asked to reflect on it and to choose a position then they compare their answers in pairs or in groups.

-Debate

EFL learners are given a controversial proposition, they are then put into two groups to prepare arguments either in favor of the proposition or against it. When the arguments are ready, each team selects one member (reporter) who makes formal speech to argue their case, the other learners can take part in short intervention.

c-Relaying instructions

In this type of activity, learners have to give each other some instructions. The success of this activity depends on whether the students to whom the instructions are given perform the task successfully or not.

d- Communication games

This kind of activity can be played in 2 different ways

-In the first case, students are put in pairs. In each pair(the pictures are similar but not the same), student A is given a picture and student B is also given a picture which is similar but different in aspects. They should not look at each other's picture.

- In the second case, student A is given a series of pictures and he or she should not show it to student B. Student B is also given the same pictures but in disorder. It is now student B's job to arrange the pictures in the same order as Student A's one.

e- Problem- solving

The aim of this activity is to enable students find solution to a particular problem after being given a topic. Here teacher does not need to put them in group, student can do it individually.

f-Talking about oneself (Personalizing)

Learners talk about their own experience, about their life. For example, they may be asked to say a memorable event of them that they have liked or disliked.

g-Dialogue

Students are taught a dialogue from the book that they learn by heart and perform orally in front of other students.

h- Simulation

In simulation, (the) students speak and react at themselves but the situation and the task that they are given are imaginary. It can be done individually or collectively with learners.

I- Role-play

In a role play, the students are given the situation and the task as in simulation but they are also allotted individual role which may be written on card. Factors that contribute to the role-play are the following:

- * The language demanded is within the student's capacity
- * Careful and clear presentations and instructions
- * The student's enthusiasm to play the role-play
- * Preliminary rehearsal.

2-4-Interactive communicative skill

Many English teachers claim that the best way to speed up learning communicative skill is by interacting. This objective is fulfilled by means of communicative language teaching and collaborative learning. Communicative language teaching is based on real-life situations that require communication. Following this way of designing activities in an EFL class, there will be opportunities for the students to communicate with their partners in the TL. It is for the teacher duty to create situation in class where students have real-life communication, activities related to their daily life and meaningful tasks that give them the chance to practice oral language. The advantage of these activities is to increase the STT (student talking time) than the TTT (teacher talking time).

Deckert (2004) found that the failure of general objective in teaching speaking in an EFL classroom is caused by excessive teacher talking time. Observations showed that excessive teacher talk in explaining to and correcting students causes them to miss opportunities to actively participate using English in communication.

2-5-Vocabulary

Yang (2000) wrote in his article *Learning Words* “words are the basic unit of language form. Without a sufficient vocabulary, one cannot communicate effectively or express ideas. Having a limited vocabulary is also a barrier that prevents students from learning a foreign language” (p.21). This passage shows that the general objective in teaching English as a Foreign Language cannot be achieved without a good vocabulary planning lesson. It is through this lesson that students can acquire words they need to communicate. So teachers have to take this aspects into account in designing activities for learners and must also

be knowledgeable enough to provide words whenever students are in need. Teachers can also go beyond expression in “student’s book.

In addition, research allows us to state that with a fair degree of confidence that English learners best acquire English when language forms are explicitly taught and when they have many opportunities to use the language in meaningful contexts (Goldenberg, 2008). Through this author’s idea we can assume that learners improve their speaking when they have the opportunity to practice it with common words they need to say things related to their daily life. For example, a student in the first grade will improve his speaking if he is taught words related to vocabulary like football, dressing, Christmas, games. And improve better if he is taught how to say: I like football, Chelsea is my best team or I like black shoes, my mother bought me a pink dress for my birthday. Brief, they are more likely to speak when they are concerned, a profit in what the teacher is teaching them.

Furthermore Mercer (2005) testified the importance of vocabulary in her book (2005) *Vocabulary Strategy Work for Advanced Learners of English* sustains that “Vocabulary is a key concern to successful language learning”, any learner who hold this key could speak English even as not easier as his mother tongue. If we wish to see student learning efficiently outside classes and to be able to scope confidently without teacher support they should be taught vocabulary in class first in such a way that they feel comfortable with teacher’s feedback. They should have more opportunities to activate various elements stored in their brain several times then they will become more automate in using the element. As a result they gradually become autonomous language users.

It is not enough to have well-written objectives that promote language acquisition if the lesson is lacking in tasks that support the objectives. Teaching efficiently speaking is not limited to setting teaching and learning objectives but to design suitable activities that will take into account learners need. Krieger

Daniel (2005) in *Teaching ESL Versus EFL principles and practices*, advises teachers to maximize fluency practice, to get the students to use the language as much as possible in class because they lack the opportunity where to speak English frequently outside the classroom. To end, teachers need to be judicious in their selection of speaking activities to ensure that student are interested.

To help students take ownership of their learning, especially in English as a foreign language, learning objectives can be stated at beginning of the lesson and reviewed with learners at the end so that they realize what is expected from them and allow them to asses if they have met the objective (Echevarria Vogt and Short, 2008).

2-6-Pronunciation

According to the competency based approach learners should be able to use the knowledge of the TL they acquire to solve problem in real life situation. This approach focus on three (3) competencies, one of the language competencies consists in communicating orally in English. This implies that students should normally be prepared to speak English. Knowing a word is important, but pronouncing well is essential. This leads Wahba Essam (1998) in his article *Teaching Pronunciation- Why?* to assert that learners need to develop an awareness of the way words are pronounced. He adds that learners must be taught that content words (eg: nouns, adverbs, adjectives, question words and demonstratives) are usually stressed; whereas function words (eg: articles, prepositions, auxiliaries, pronouns, conjunctions and relative pronouns) are usually unstressed. To express what learners exactly mean, pronunciation is an important factor. Learners sound bizarre and are most of the time misunderstood when they mispronounce a word. Their mispronunciation can also change the meaning of what they want to say.

“Phonology is taken into account during the learning process, because phonetic and phonologic items should be mastered in order to acquire a new word, a new expression”; Rolland (2003) in *Anglais a l'Ecole* p177.

Moreover, what makes students unable to speak correctly English efficiently is their tendency to speak what we call broken English, they mispronounce and use words mistakenly. So the teacher can emphasize her or his teaching pronunciation on “RP” which is the one used by the instructed English people of England and mostly the one used by the speakers of BBC and the one used by English teachers all over the world.

2-7-Teachers' behaviors

Teachers' behavior influence a lot in the effectiveness of teaching speaking to EFL learners, the way a teacher speaks, his position in the class, his personality and the affection he shows learners.

Some teachers do not know how to speak to learners, they shout instead of speaking aloud in order to be heard by all students. But there are times when teachers can be silent, for instance when a learner asks his teacher to repeat a question, an EFL teacher must not get annoyed by shouting to take the question again, he must say it with a normal voice and even more explicitly. But there are times when their voice be firm are loud to call the students back to order.

The way the class manager, the teacher, manages, the classroom environment is also an important thing in teaching effectively English. Where he stays when learners are working in group or speaking to the whole class, does he stay in the front or sit down on his chair? Or at the back of the class? To make student practice well the TL in classes, teachers can stay once a while beside a learner who is afraid of being mocked by others, to encourage him and to prompt him words when needed.

“One of the key elements of success in a foreign language class is the possibility for that class to be not only an instance of learning, but also a moment of fun”. This statement is made by Tosta (2001) in his article *Laugh and Learn: Thinking Over “The Funny Teacher” Myth*. According to him, teachers can shift from the class learning task and tell students a funny story or discuss a football match or anything that can make them laugh in order to chase the stress in them away. This part of warming up activity can make students love English class. And if the teachers make them love the TL there will be more chance for them to speak it in class and definitely outside the classroom.

Nursaule (2005) in *English for Fools* has written that teaching a foreign language successfully does not depend only on one’s knowledge from books, on methodology. Of course it will be good to be aware of methodology as much as possible, but unless a teacher is creative, he or she will not be able to give a class an extra spark that inspires the learning process and make it something they love. Students like innovation, something new and they expect that from their teachers. Teachers can work with idioms and proverbs that deal with the theme of the lesson. In addition, they are not obliged to cramp on activities in students’ book, they can design another activity by using adequate materials, to make it more suitable and vivid for learners.

2-8-Social cultural factors

Liao (2004) adds that the Asian cultural context assumes the teacher as the central figure that must be honored and that students must passively listen to. Some Beninese learners also behave such a way and prevent unintentionally teaching speaking ultimate goal. The relationship between teacher and student where the teacher is assumed to be a superior, omniscient figure while the students are a group of individuals who must obey and receive the teacher’s

explanations does not create a communicative learning environment. The high-considerateness nature of this communicative patterns where students are not encouraged to interrupt, must respond positively, and speak in a flat intonation, also make it less likely for learners to speak. Due to this way of perceiving things, some students wants the teacher to be an information provider and if he does not, it seems to them that he knows nothing. It all comes down from the family and it is this concept that has also come down to the classroom and the students see the teacher as their guardian, one who would truly guard them and give them all the answers to their questions and queries (Chowdhury, 2010).

As this chapter has revealed, the general objective of teaching speaking in an EFL classroom by which learners should speak English and correctly for different purposes in real life situation has been far to be achieved. This situation is due to the fact that learners are unable to speak the TL itself in the classroom related to factors I have exposed through this chapter.

CHAPTER 3: METHODOLOGY OF THE STUDY

This chapter is about the presentation of the method used for data collection in order to further the analysis of the topic under investigation. Meanwhile, the description is composed of the design of the study, the setting, the participants, the data collection instruments and procedures used in the analysis.

3-1-Design of the study

Two methods were used to carry out my research: quantitative and qualitative. The quantitative method has to do with numbers of people who will respond to question and qualitative method will provide descriptive information through questionnaire, class observation and interview. My research aims to investigate problem related to teaching speaking in classes.

3-2-Setting

The study has taken place at CEG Koutongbe in Porto- Novo, not far from Complexe scolaire Pyramide. The name of CEG Koutongbe current school head master is Mr Idelphonse FANOUE and the current vice- principal is AFFOIGNON Armand.

3-3-The participants

The number of EFL teacher was 17 from CEG Koutongbe. Among the 17 teachers, 5 are professionally trained. As far as learners are concerned, they are 42 in numbers in the fourth grade with 19 girls and 23 boys.

3-4-Data collection instrument

Questionnaires, Class observation and interviews were the techniques used to understand or examine the issue of learners' inability to use English as Foreign language in their daily life situation.

3-4-1- Questionnaire

The Questionnaire is a set of questions on a paper asked by a researcher in order to get information from his respondents. And it is commonly used by many researchers because of its low cost. In my case here, I had the chance to get my questionnaire papers back because it was distributed during the Pedagogical activity "Animation Pedagogique". So, as soon as they finish answering to the questions they return it automatically back to me. And my questionnaire is made of close-ended questions and open-ended questions. An open-ended question is a question for which respondents are asked to give their point of view whereas a close-ended question is a question for which respondents are provided a suitable list of answers to choose. My questionnaire was addressed to both teachers and learners of CEG Koutongbe.

3-4-2- Classroom observation

The observation was carried out only in the class of fourth grade in Koutongbe secondary school. The observation consists to examine students' ability to answer to the teachers' questions, their ability to interact among themselves and at the end things that occur during a speaking class.

3-4-3- Interview

The Interview is a systematic way of exchanging verbally with people in order to collect information. It was carried out to get knowledge from the EFL teachers of CEG Koutongbe. Interviews allow the teachers to get involved and talk about their views. It implied only teachers, with my tape audio I could record their saying.

3-5- Analysis of the data collection

As this saying goes, no pain no gain. The procedure to collect data information was not as easy as I thought. Anyway I used questionnaire, class observation and interview to achieve it. Both teachers and learners were given the questionnaire, a sample can be found in the appendices. As far as class observation is concerned some teacher were not happy to allow me to discover and realize the way they conduct their lesson. Moreover it even seems to me that they underestimate me. Coming up to the interview, they refused to answer me because they thought it was a trap, I explained to them the purpose and importance of their participation in my study. I also let them know that their identity matter less before they could cooperate.

In a nutshell I could assert that the data collection has not been an easy task, yet the goals set have been reached. Though some of the respondents were reluctant in the beginning, they ended up cooperating and giving me the answers to the questions I asked them.

CHAPTER 4: THE FINDING OF THE STUDY

This chapter presents data collected through the questionnaire, class observations and interviews addressed to teachers and learners. The result from these analysis are presented here.

4-1-Presentation of data

4-1-1 Presentation of the questionnaires addressed to teachers and learners.

Table n*1:CEG Koutongbe EFL Teachers degree.

Degree		Respondents	Percentage
ACADEMIC	Doctorate	01	05.88%
	Master	07	41.17%
	Licence	04	23.52%
PROFESSIONAL	CAPES	02	11.76%
	BAPES	03	17.64%
TOTAL		17	100%

This table shows that many teachers do not have a professional degree. Only 29.4% of English teachers in CEG KOUTONGBE are professionally trained whereas the remaining ones teach in a traditional way.

SECTION 1

4-1.1.1-Teachers' attitudes towards the teaching of speaking to EFL learners:

Table n*2: Language skill teachers mostly focused on

Question' s content		Numbers	Percentage
What language skill do you mostly focus on for your teaching?	LISTENING	02	11.76%
	SPEAKING	03	17.64 %
	WRITING	07	41.17 %
	READING	05	29.41 %
TOTAL		17	100%

As far as the language skill that EFL teachers of CEG KOUTONGBE favored in their teaching, the findings of the table clearly reveals that 29.41% of the teachers focus their teaching on reading, 41.17% for writing, 11.76% for listening and 17.64% for speaking. We can conclude that in this school, teachers focus on writing skill and reading. They pay few attention to speaking which could best develop their oral communication.

Table n*3: The frequency of time devoted to the teaching of speaking activities

Question' s content		Respondents	Percentage
How often do you deal with speaking activities in a month with your learners?	Once in a month	09	52.94%
	Four times in a month	03	17.64%
	At every English class	01	5.88 %
	Never	04	23.52%
TOTAL		17	100 %

With the result of this table we can clearly see that 52% of CEG KOUTONGBE teachers confirm that speaking activities are taught once in a month. We can also notice that only 5.88% of them find it important to submit students to speaking activities which will finally enhance their oral skill in both classes and outside classes. What is astonishing is that 23.52% among those teachers devote has never teach speaking to their students. This percentage really shows at which extent speaking is neglected at CEG KOUTONGBE by some teachers.

Table n*4: Teachers’ consciousness of speaking activities effectiveness

Question's	Content	Numbers	Percent
Do you believe that speaking activities can help EFL learners use English for communicative purposes?	Yes	11	64.70%
	No	06	35.30%
Total		17	100%

Through the results of the table, we can attest that 64.70% of teachers are conscious of the effectiveness of speaking activities. They acknowledge that adequate speaking activities can help learners speak English but why do they not take it seriously? There may be another reasons that we are going to find out.

4-1-1-2-Teachers' ways of teaching speaking to EFL learners of CEG KOUTONGBE:

Table n*5: Teachers' choice of activities to teach speaking.

Question' s content		Respondents	Percentage
Among these activities which one seems relevant to you and that can help learners speed up their oral skill?	Controversial topic	02	11.76 %
	Communication games	00	00 %
	Storytelling	02	11.76 %
	Problem-solving	04	23.52 %
	Dialogue	06	35.29 %
	Simulation	03	17.64 %
TOTAL		17	100%

After the investigation about the choice of activities in CEG KOUTONGBE, we found out that among the series of activities such as controversial topic, communication games, storytelling, problem solving, dialogue and simulation, dialogue is the most taught in classes. As far as controversial topic and storytelling are concerned only 11.76% deal with it. For problem solving activities we have 23.29% of teachers who prefer it. With simulation activities we have 17.64% of teachers who pay few attention to it.

Tablen*6: Teachers' opinion about student book

Question' s content		Numbers	Percentage
How do you perceive speaking activities already conceived by other teachers in student book?	Good	03	17.65 %
	Fairly good	04	23.52 %
	Merely efficient	08	47.06 %
	Very efficient	02	11.76 %
	Empty	00	00 %
	Bad	00	00 %
	Total	17	100 %

The results of this table reveal that 47.06% of teachers find speaking activities already conceived in student book merely efficient, 17.65% of them find it good, 23.52% of them find it fairly good and 11.76% of them find it very efficient. Brief speaking activities already conceived by other teachers in student book seem not to be relevant as far as using English for communicative purpose is concerned.

Table n* 7: Teachers' opinion about speaking activities planning

Question' s content		Respondents	Percentage
As an English teacher, what do you think about speaking activities planning?	Time consuming	09	52.94%
	Adequate materials non available	06	35.29%
	Very easy to plan	02	11.76%
TOTAL		17	100%

In the above table, we can notice that 52.94% of teachers confirm that speaking activities planning is time consuming and 35.29% of them say that adequate materials are not available in order to design suitable speaking activities for learners. Only 11.76% of teachers attest that speaking activities are very easy to plan.

Table n*8: CEG KOUTONGBE learners' motivation

Question' s content		Respondents	Percentage
Do students show motivation when it comes to take the floor	Yes	05	29.41%
	No	12	70.59 %
TOTAL		17	100 %

Teachers in CEG KOUTONGBE do not hesitate to say truly what they are facing in classes with students. This table shows us clearly that only 29.41% of the learners are motivated to talk in class. The remaining ones do not voluntarily take the floor to say something maybe simply because they lack of vocabulary to express their idea or they are shy to be mocked by in case they make mistakes.

Table*9:Factors that prevent teachers to teach effectively speaking in an EFL class

Question' s content		Respondents per reason	Percentage per reason	TOTAL PERCENTAGE
According to you, what are the factors that can prevent the effectiveness of teaching speaking in classes?	• Students' lack of motivation	17	100%	100%
	•Unsafe classroom	15	88.23%	100%
	• Lack of time	15	88.23%	100%
	• Learners' shyness	14	82.35%	100%
	• Inadequate and unavailability materials	15	88.23%	100%
	• Non awareness of good teaching strategy	09	52.94%	100%
	• Lack of training teachers	06	35.29%	100%
	• Non encouragement of school administration	11	64.70%	100%
TOTAL RESPONDENTS		17		

When glancing at the table below, we can find out that all the English teachers who have received the questionnaire admitted that learners lack of motivation. We also discovered that 88.23% of them attested that unsafe classroom, lack of time and unavailability of adequate materials have been a serious problem for teaching effectively speaking in their classes. And only a minority among the teachers (35.29%) realized that some of them lack of a professional training.

SECTION 2:

4-1-1-3: learners' attitudes towards speaking comprehension learning and their oral ability

Table n*10: CEG Koutongbe students' Years of learning English

Question' s content		Respondents	Percentage
How long have you been learning English?	1-4 years	37	88.09%
	1-6 years	5	11.90%
TOTAL		42	100%

The results of this table show that the EFL learners are not learning English for the first time, 88.09% of them have been learning it for 04 years at least whereas 11.91% have been learning it for 5 to 6 years because they may have repeated some classes in the past. So every students to whom my questionnaire papers were distributed to have been learning English not for the first time.

Table n*11: CEG KOUTONGBE learners' capacity to speak English

Question' s content		Respondents	Percentage
Can you speak English?	Yes	12	28.58%
	No	30	71.42%
TOTAL		42	100%

This table shows that only 28.58% of student feel capable to say something in English contrary to others who are conscious of their ignorance. This means that 71.42% of the CEG KOUTONGBE learners in fourth grade A cannot speak English.

TABLE n*12:Language skill that is mostly taught to students

Question' s content		Respondents	Percentage
What language skill is mostly taught to you?	LISTENING	09	21.43 %
	SPEAKING	11	26.20 %
	WRITING	15	35.71 %
	READING	07	16.66 %
TOTAL		42	100%

Considering this table, we can find out that writing is mostly taught by 35.71% of CEG Koutongbe EFL teachers. Speaking follows with 26.20%, listening with 21.43% and then reading with 16.66%. The percentage of speaking confirms that speaking is taught in EFL classes but the question is how is it taught to the extent that learners cannot speak English either in or outside class?

TABLE n*13:Students obligation to speak in class

Question' s content		Respondents	Percentage
Do you feel the obligation to say something while dealing with speaking activity?	Yes	13	30.95%
	No	29	69.05%
TOTAL		42	100%

This results prove that while CEG KOUTONGBE learners of fourth grade, are dealing with speaking 69.05% of them do not find the necessity to speak may be because the instruction of the activity do not motivate them or they are always

put in group for speaking assignments. By always be put in group only the smart students speak, write his or her answer and report it to the whole class.

TABLE n*14: Students' appreciation of speaking class

Question' s content		Respondents	Percentage
What appreciation do you encounter for your speaking class?	Boring	33	78.57%
	Interesting	09	21.42%
TOTAL		42	100%

Here it is clear to us that the majority of the students confess that speaking class are boring for them. Only 21.42% of the learners find it interested. Why should the majority of the learners have no interest in the activities? We are going to find out the reason through their choice of activity.

TABLE n*15: Students choice of speaking activity classes

Question' s content		Respondents	Percentage
What speaking activity do you wish your teacher organize?	Solving problem about an interesting topic	02	04.76%
	Giving controversial idea	13	30.95%
	Dialogues/Role play followed by questions	11	26.20%
	Simulate a play read or video projected	08	19.04%
	Communication games	05	11.90%
	Telling a story about oneself	03	7.14%
TOTAL		42	100%

It is no doubt clear that 30.95% of fourth grade learners in CEG KOUTONGBE school are more interested in giving controversial idea. May be

in this type of speaking activity they are free to support their idea. After that 26.20% of the learners are motivated in Role play activity. Few attention is paid to communication games, telling a story about oneself, solving problem about an interesting topic activities. I can't say the reason why.

4-1-2- Presentation of class observation

In a class of the fourth grade in Koutongbe secondary school, the learners cannot express their idea or answer to questions asked by the teacher in English. The majority can read but cannot say what they think freely unless they are given the chance to write it first in their books. And when it happened like this the teacher is obliged to take the floor himself and talk. They are more likely to speak French and even their mother tongue when the teacher have his or her back turn to them except some who strive to speak the TL. Overcrowding of classes is also a problem that teachers face to conduct a speaking task. Sometimes there is not enough of space where teachers can move freely. And this give opportunity to student to be disruptive and noisy. At the end of the day only those who are following the teacher are given the chance to speak. Another aspect I noticed was that the majority of student do not have textbook or photocopies that deal with the D day lesson. When it happened like that the teachers are obliged to write the activities from the book unto the board to let all of the student follow him, what make them waste time. Frequently, two or three instructions are given in a same task what should not be.

4-1-3 Presentation of interview

A question was asked to some English teachers to know their view point about teaching speaking issue. The interview last five (5) minutes massively. Here is the question: What do you think about the way speaking is taught to learners in classes and how can you help your students be able to speak English?

The data collected from interview at CEG Koutongbe was firstly with a female English teacher who confirmed that many teachers want to help learners be able to speak English and why not fluently but the period of time given by the administration is not sufficient. She argued that true speaking activities are time consuming, that teachers are only given 4 hours in a week for 2 lessons class and they are not sure to have 4 hours of class every week due to strike, national feast day etc.... Furthermore student text book is not too appropriate. Secondly, a male English teacher from the same school asserted that the school administration influences negatively sometimes. He explained that when he asses learners orally, he was asked not to consider that note for learners. One of the interviewee revealed that apart from speaking activities, teacher should expose EFL learners to classroom interaction. He added that classroom interaction especially between learners help shy Students to talk freely to their mates provided the teacher gives an interesting topic and clear instruction; once they are used to speak English freely in class they will transpose it out of the classroom for their different needs.

After analyzing the results of the questionnaire, the results of the interview and the results of the class observation, I remark that they are inter-related.

4-2- Analysis of findings

With the responses of questionnaire, I collect from teachers and learners, interview and class observation in CEG Koutongbe it is clear to us that teachers teaching is far to achieve learners need for using English to solve daily life problem.

On one hand as we can notice in the first table of teachers' questionnaire only 29.41% of English teachers at CEG Koutongbe had a teacher training certificate which are BAPES and CAPES. Meanwhile many teachers have academic certificate (Licence and Master), without teaching training they may not be well informed about adequate activities and authentic materials in order to teach speaking in EFL classes. And those who are trained and are aware of it do not make it a serious issue because of students lack motivation and time consuming of speaking activities planning.

On the other hand, instead of creating in class situations in which students may find themselves in real-life that will make them practice the TL teachers teach speaking through vocabulary and grammar. As a result, students focus on grammar and vocabulary because they know that they will be no doubt assessed on it especially that their goal to learn English in class is to get a good mark. Furthermore learners are more likely to speak when they find a personal interest in the topic and when materials are authentic and surprising. And also, words are easier to be acquired by practice. They find no very urgent need to speak English outside class because their surroundings are used to communicate in French, Goun, Fon, Yoruba, Bariba etc. In spite of the amount of years learners of CEG Koutongbe have been learning English for, they still encounter problems to use English for communicative purpose because they are not taught correctly how to speak. They mispronounced words with no control. Class overcrowding and inadequate activities in student's book do not give teachers the chance to assume their teaching job efficiently.

CHAPTER 5: SUMMARY, DISCUSSION AND SUGGESTIONS

This chapter deals with the summary, discussion and suggestions addressed to teachers, learners and school community. Suggestion are made in order to resolve problem that block learners

5-1- Summary

After the analysis of the data I collected for my research work, I have come to conclusions that most of the EFL learners in CEG KOUTONGBE secondary school, are unable to speak English for both learning and communicative purpose. Although they are taught in classes even in a traditional way they seem to get no interest in learning the language. The data collected in the previous chapter shows that students' inability to speak English properly is due to the importance speaking activities are given in classes by the teachers and the way it is taught to them. Many teachers need a professional training in order to be aware of what should be provided to learners to teach them speaking. This problem also includes learners lack motivation. Learners themselves are fossilized in some psychological factors that make them learn English for exam and good mark purpose. They find no very urgent need to speak English outside class.

5-2- Discussion

At the very outset, this study has attempted to examine the factors that prevent the achievement of general objective in teaching speaking an EFL class in CEG KOUTONGBE. Based on the studies presented in the chapter four, the problems in teaching speaking effectively to learners could be categorized into three (3) main problems. They are (1) teachers' attitude towards the teaching of speaking, (2) the way teachers teach it and (3) learners' attitude towards the learning of speaking for communicative use.

Concerning teachers' attitude, the majority of the teachers focus their teaching on writing although they know the importance of speaking. Teachers' attitude also involves their training, whether they have been trained to teach or not.

The second problem is about the way teachers teach EFL learners. Speaking activities should not be viewed as just a subject but should be considered as a practical skill, a tool that can be used to incite or to motivate learners to activate their oral ability. From our studies in chapter four we noticed that many teachers are not informed about the appropriate speaking activities to teach. The speaking activities which a teacher have to design has a lot to do with the kinds of learners he or she has to do with and the learning objectives of the lesson. So learners are not obliged to be summited to a particular activity. Besides teachers can also shift from activities already conceived and designed their own provided it profits the learners. Much time should be allotted for speaking instead of teaching it once in a while.

The last problem deals with EFL learners' attitude towards the learning of speaking and their ability to speak. Students generally learn English language as a subject they need to pass their exam. This situation is due to the fact that the speaking activities tasks are not communicative and interesting. Sometimes they are asked to memorize functions' formula or terminologies and this cannot

make learners know its usefulness because they hadn't used it in an authentic context. Moreover EFL learners do not show motivation.

So, EFL teachers' should understand learners need of speaking in English and not only writing it.

Similar findings were achieved by Li and Liu(2011) who examined the issue of limited participation and anxiety in Chinese setting. A range of factors have been identified. Among those These factors included learners' lack motivation, lack of self-confidence, social cultural aspect and teachers' teaching strategy. The environment and family background plays a vital role in the EFL learning process and specifically on how the EFL learners perform their oral speaking. In most cases, learners who are raised within family background tend to passive speaking performance, not to say lower willingness to communicate in English. Same case happens from those who come from less advantaged economic background. On contrary, the EFL learners who coincidentally grow up in more educated and well-established economic background tend to be more assertive in their speaking. Latha (2012) discusses that rural background of learner where English is generally not used is another cause affecting the leaning process. Most of the learners coming from rural background are first generation learns of English language. Their parents being farmers and uneducated often results in the lack guidance the EFL learners receive from their elderly. When learners of such background are asked to do a speaking activity, the end up in saying nothing. Even if they try to speak. They often to use their mother tongue, resulting in the failure of the learning speaking process.

It is now clear to people that the aim of teaching English as a foreign language to students to resolve daily life problem has not been reached because of many reasons.

5-3- Suggestions

The suggestions are addressed to the English teacher, the learners, to the school community and to learners' parents.

5-3-1- Suggestions addressed to the English teachers

In order to make EFL learners of CEG Koutongbe use English in class and in real/-life situation, we suggest English teachers to be a model for learners by promoting the English language, show them its importance and usefulness, be aware of learner's anxiety to learn especially to speak English language then find appropriate strategy to motivate them. They should also make learners know what they are expected to do. They should plan true speaking lesson by taking into account learners need to use English communicatively, prepare learners to unpredictable speech. They should create in class situation in which students can find themselves outside classes to use English solve a problem, expose learners to classroom interaction, be knowledgeable, decision maker, creative and provide adequate materials to inspire a true teaching speaking lessons. They should have extra activities in case needed, do some formative assessment orally, set up relevant speaking activities with clear task and set up activities that enhance the chance for learners to succeed. They should provide learners with right words pronunciation (RP) and correct learners' error or mistakes with fairness. They should keep in mind the ultimate goal of English teaching which is to enable students speak in real-life communication and conduct lesson accordingly, initiate discussion in the class about the feelings of anxiety, take measures to reduce the sense of competition among them and encourage students to have the confidence to make mistake in order to acquire communicate.

They should speak English to learners in and outside classroom and set up English clubs to allow learners to practice spoken language.

5-3-2- Suggestions addressed to the toEFL learners.

If CEG Koutongbe learners realize the usefulness of English and wish to speak it fluently and freely, they also have an important role to play in the teaching and learning process. They should know that the ability to speak English has nothing to do with social background, get rid of psychological factors such as fear, confidence, anxiety, shyness and fear of making mistakes. They should show willingness and determination to speak English and try to speak English in and outside the classroom. They should use bilingual and unilingual dictionaries watch English movies and news. CEG Koutongbe learners should make friends with native speakers, speak freely without shivering on grammar rules and accept correction from others.

5-3-3- Suggestions towards school administration.

Teachers cannot achieve properly their teaching mission without the school administration collaboration. So people in CEG Koutongbe administration should assure a safe and comfortable classroom for teaching and learning process, supply school libraries with update documents, story books, audio lingual devices and provide materials such as book, chalk, blackboard etc.... They should make a reasonable repartition of studentin number, sensitize learner's parent to buy book and dictionaries for their children and reward best learners of each session of the school English club. At last they should enlarge English teaching time table to enable teachers have sufficient time to conduct well their lesson.

5-3-4- Suggestions towards learners parents.

Parents are also concerned in students performance. Meanwhile they should be ready to buy school materials for their children, advice learners of the usefulness of the TL and encourage students with gifts. They should be in contact with school leaders in order to be informed of learners' progress and send students to an English spoken country such as Ghana or Nigeria.

CONCLUSION

As Jane Godwin Coury reported in (2001) English is now the dominant or official language in over 60 countries and is used in every continent. From this quotation it is clear to the whole world that English is a vital means of communication and should be taught in countries where it is not the first language. Unfortunately Beninese learners fail to use English whether for learning or for communicative purpose even if they are aware of its usefulness. They find no immediate personal interest to learn this TL apart from learning grammar because they are sure to be assessed on it. English teachers on their sides are not aware of vivid activities that can incite students' willingness to speak, they lack the adequate teaching materials. They teach EFL learners how to speak through grammar and vocabulary. Overcrowding classes is also a factor that prevents teachers to achieve teaching speaking mission. So many possible problems have been raised previously

Taking into account all these points, I have made some realistic suggestions to teachers, learners, parents and to school administration. And I think teachers will achieve the teaching speaking objective if both teachers and learners play their roles.

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THESIS

Appendices

Appendix A

QUESTIONNAIRES FOR EFL TEACHERS

Dear teacher

As an ENS trainee, I need your help to get information about my topic
“the non-achievement of general objective in teaching, speaking in an EFL
classroom: the case study of CEG Koutongbe.”

Please tick off only the appropriate box which express your view point.

Thanks for your understanding.

1) What is the level of your degree?

Doctorat Licence Master
BAPES CAPES.

2) As an English teacher, which lesson do you mostly teach to your
learners?

Grammar Writing a topic Vocabulary
Listen and repeat Read and answer Tell your partner

3) Among these activities, which one do you use to teach speaking?

Vocabulary Grammar
Discussion
Problem solving Dialogue Reading

4) Why while teaching speaking how do they read?

Bad Fairly Good Good
Very good

5) Are your learners able to communicate orally without mixing French to English?

Yes

No

6) Do you think speaking activities can help students use English for communicative purpose?

Yes

No

7) How many learners pronounce words correctly during speaking class?

Few

Some of them

None of them

Many of them

8) Do you correct your learner's when they mispronounce words?

Yes

No

Thanks for your participation

Appendix B

QUESTIONNAIRE FOR EFL LEARNERS

Here are some questions that you are going to answer by choosing among the people answers. Tick the box of your choice. Thanks for your contribution.

1) How long have you been learning English?

Yes

No

2- Can you speak English?

Yes

No

3- What language skill is mostly taught to you?

Listening

Speaking

Reading

Writing

4- Do you feel the obligation to say something while dealing with speaking activity?

Yes

No

5- What appreciation do you encounter for your speaking class?

Boring

interesting

6- What speaking activity do you wish your teacher organize?

Solving problem about an interesting topic
controversial idea

giving

Dialogue/ role play followed by questions
communication games

Simulate a play read or video projected

telling a story about oneself

Thanks for your cooperation.