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Teaching speaking : Implementation
and importance for EFL learners.
The case study of CEG Dowa

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DEDICATION

- I dedicate this research work to my parents Ibrahim YEKINI, Nana Awaou KOSSOKO.
- I also dedicate it AGOSSOU Edwige for her supports.

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INTRODUCTION

GENERAL INTRODUCTION

English language is a key language in the whole world nowadays. So, teaching English is very necessary and requires many strategies, activities, abilities for EFL learners. Among them, we have the speaking skill. It is generally asserted that the speaking skill is the most important in the process of teaching and learning any language. I made many remarks during my practical training in secondary school. I noticed that EFL learners cannot speak easily English even accurately. Now, the final objective of teaching EFL learners is to enable them to solve real life communication problems.

So, we should find out the different speaking activities, the strategies, procedures to be used for the purpose. Indeed, teachers of English should be aware of the way they should teach in order to enable learners to solve real life communication problems.

Another aspect is the social background of learners. The different local languages, the way of living influence mainly their abilities to speak foreign language. This phenomenon is due to the fact that they may not find people with whom they can speak the foreign language.

So it is up to teachers to increase their learners' communicative abilities in the English language.

My research work would be useful in such a way that it contributes to more efficiency in teaching to succeed in teaching EFL. It would help teachers of English language to succeed in achieving their goals.

The present research work is focused on the speaking skill only. It is not extended to the other language skills. I carried all the researches in secondary schools in Porto-novo only.

This document is structured in five chapters. The first chapter deals with the problem statement, the purpose, the significance, the scope and limitation of my study. The second part is about the clarification of concepts, the analysis and critics of the theories about speaking skill. The third part deals with the process

of data collection. The fourth part is about the data presentation, the analysis and critics of the results. The fifth part about the recommendations, the suggestions to EFL teachers. Finally, there is the general conclusion.

CHAPTER ONE: DEFINITION OF THE **PROBLEM**

CHAPTER ONE: Definition of the problem

This first chapter deals with the problem statement, the purpose, the significance, the scope and limits of my research work.

1) Problem statement

The focus of teaching English language to non-native speakers is to bring their focus on grammar, vocabulary, the pronunciation and mainly their ability to speak the language accurately and fluently in order to solve the real life communication problems. But for long time, that objective has not been reached efficiently. Then the focus is about the speaking skill since many years, researches, studies are led to improve and to make teaching speaking skill efficiently. So, many strategies are to be adopted by both teachers and learners. For that purpose, the competency-based approach is conceived in order to improve students' ability to solve real life problem. In this approach EFL should be taught with a focus on speaking so that the teaching goals would be reached.

2) Purpose of the study

First of all, my research work aims to help EFL teachers to be aware of some strategies and activities in order to improve their teaching. My purpose is to bring something far from perfection but something more helpful to them in order to help them reach their goals with less difficulty.

3) Significance

The present research work is significant in such a way that it raises the role, the implications for teachers of EFL classes. It helps them to improve their teaching process as far as speaking is concerned.

Then my research provides some strategies, activities and processes to be used by teachers in order to increase the communicative abilities of their students.

4) Scope and limits

My research work is about the speaking skill only. I put the focus on speaking skill because my purpose is to help teachers of EFL increase their learners' communicative ability.

All my research is limited to the first cycle of the secondary schools in Porto-Novo. My sources of information are teachers, learners, documents about teaching speaking skill for EFL learners.

The following chapter deals with the literature review.

CHAPTER TWO: LITERATURE REVIEW

CHAPTER TWO: Literature review

I) Clarification of concepts

A) Definition of speaking skill

a) Speaking

According to Oxford Dictionary of current English, speaking is the action of conveying information or expressing one's thoughts and feelings in a spoken language. It is also the activity of delivering speeches or lectures to a public. It is the ability to communicate in a language. Moreover, Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

b) Skill

A skill is the ability to do something, to perform an activity efficiently. Then we can explain a skill as a competency of doing something well till satisfaction. For example, a language speaker is said to be skilled when he/she succeeds in expressing himself/herself fluently and accurately and makes sense to the audience.

In conclusion, speaking skill is the ability to communicate in a specific language efficiently. So speaking skill is the competency to construct meaningful words and expressions to convey a message or a thought to an audience.

II) Speaking activities and strategies for efficiency

It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So teachers have a main role to do in order to enable EFL learners to solve real life communicative problem in English language.

First of all, there are teaching and learning methods useful. There are the inductive and deductive strategies. The first consists in giving and explaining

tasks to students the practicing them. The second one is based on practicing the activity first and after giving the rules.

a) Characteristics of Successful Speaking Activities

We can perform a spoken language without more, but, in some ways, it is difficult. Successful speaking requires some characteristics of successful activities such as:

1. Pre-speaking activity

This activity is an introduction that aims to put the students' attention to the main topic they are going to discuss about. For that purpose, the suggested methods are the use of realia, pictures, small topics about a sport, movie etc...

2. While-speaking activity

It is the main body of the activity. It is composed all strategies, activities, with clear tasks designed. The teacher plays the role of a guide for learners. Here the students should speak more than the teacher. The students have to be manager properly in order to feel at ease during the speaking session. The timing should be fixed and students should be very involved and express themselves about the topic.

3. Post-speaking activity

In this part of the activity, the teacher assesses his/her learners. The aim is to know the students have acquired the notions taught during the session. At this stage, the learners' speaking level is assessed either it has increased or not. The assessment shows if the teaching and learning goals are reached.

Speaking activity requires an appropriate organization. Learners need to understand what is required from them. According to Jeremy Harmer (1983), the organization of an activity aims to tell learners what they are going to talk, to give clear instructions about what their tasks are, to pursue the activity, to organize feedback at the end.

b) Speaking situations

According to Canale (1983) there are many situations in which speaking activities, lessons can be taught. Those situations are:

Visual/spatial: it is focused on explanation and comprehension through the use of the pictures, graphs, maps etc... This type of learning gives students visual clues to help them remember language.

Body/ Kinesthetic: this is about the ability to get along with others, work with others to accomplish tasks. Interpersonal skills are important in language learning as they are related to the ability of communicating effectively. Group learning is based on interpersonal skills. For this reason, group work needs to balance with other activities.

Logical/Mathematical: the use of logic and mathematical models to represent and work with ideas. Grammar analysis falls into this type of learning style.

Many teachers feel that teaching English syllabics are too loaded towards grammar analysis which has little to do with communicative ability.

Nonetheless, using a balanced approach, grammar analysis has its place in the classroom.

Musical: it is the ability to recognize and communicate using melody, rhythm and harmony. This type of learning is sometimes underestimated in EFL classes.

If a teacher keeps in mind that English is a very rhythmic language because of

its tendency to accent only certain words, he/she will recognize that music plays a role in the classroom as well.

Environmental: the environment intelligence relates to understanding of the words around us. Similar to visual and spatial skills, environment intelligence will help students master English required to interact with their environment.

c) The Eight Secrets of Successful Speaking

Efficient speaking requires many things to do to reach the communicative goals. For instance, humor is an effective tool in the process of speaking perfectly in a language. Humor does many things: relaxes the audience, makes your speech more enjoyable. Here are some steps written by Yulia Morozova in Translation Journal, Vol 17; N°1, January (2013) for a successful speaking:

1. Spend plenty of time preparing your talk so it will be effective.
2. Hook the attention of your listeners early in a speech so they will listen to the rest of it.
3. Tell the audience why you're speaking to them at the beginning, the middle, and the end of your talk.
4. Overcome stage fright by making it work for you.
5. Use stories and anecdotes to bring your talk to life.
6. Evaluate each talk you give so you can constantly improve your skills.
7. Never stop practice.

d) Speaking activities

Discussion

Discussion is an activity that consists for EFL learners share their feelings, ideas, thoughts about a topic in groups. Now, first of all, the teacher needs to set the main aim of the discussion activity. In such a way, the components of the discussion activity should be related to that aim or purpose in order to make sure that learners would chat about other topics. For instance, the discussion can be about point of view, agreement and disagreement. Here the teacher may form 04 groups of students, some for agreement and others for disagreement. So, each group works about its topic in a précised time by the teacher. After this, each group its results to the class. Now, the class decides the best group that has well disserted about the topic. This type of activity focuses on learners' ability to make critics and to make decision about a topic. It is required for teachers to form small groups for the efficiency of students' contribution. They should also make sure that all students participate to the activity.

Simulation

In this activity, learners are asked to bring materials, items in order to create a real life situation in the class. For example, a learner may come with the Bible and acts as a pastor etc... This activity creates motivation, interest for learners. They are excited. So it is very useful for speaking purpose.

Role play

This type of activity rises up learners' motivation to speak. The teacher involves students in some social context in which they are given a role. The teacher chooses students and gives them a role they perform. For example, the teacher chooses a leaner and asks him/her to represent a police officer and he/she will direct a foreigner to a particular place. So, the role play makes the learner think

about the specific vocabulary he/she needs and it motivate him/her to speak. It helps learners to be able to solve real life communication problem.

Information gap

This activity consists for learners to share information. It requires pair work. Each learner should give to a partner, information that he/she does not get about a topic. It aims to enable learners to solve problems, to explain, to give information. It is useful because it allows learners to have the opportunity to speak in front of the mates and also in real life.

Brainstorming

The brainstorming is an activity about a topic. It requires production of ideas from learners. Here students feel free to give their thoughts about the topic. So, it generates motivation for learners to speak.

Reporting

In this activity, the teacher asks learners to read a magazine or book before coming to class. Once in class, the learners should tell what they have read in the book or in the magazine to the class. In other hand, learners can tell the class about their experiences about a situation.

Narration

This activity emphasizes on the ability to narrate a situation. The teacher may present different situation to the learners. The teacher may use pictures, film projection etc...

Description

This activity seems to be like the narration. But, in this case, learners will work on pictures or a realia. Students may form groups and each group would describe a given picture or object. This activity enables learners to be more creative and imaginative for class purpose and for social speaking achievement.

e) Motivation for EFL learners

EFL learners have many problems dealing with speaking skill. One main of those problems is the lack of motivation. Motivation is a key for the success in anything. EFL learners dislike often English. So, they do not find important to be involved in the different activities related to English. William Littlewood (1987:53) says: *“In second language learning as in every other field of human learning, motivation is the critical force which determines whether a learner embarks, on a task, how much energy he devotes to it, and how long he preserves. It is a complex phenomenon and includes many components: the individual’s drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on”*. Cited by HOSSOU D. W. Alfred in his dissertation: *“Students’ motivation for the learning of English for specific purposes: Case of Lycée Technique Commercial de Porto-Novo”*; pp 8.

In fact, motivation is raised up by behaviors, assertions feelings in something. So, learners lack motivation because of the behaviors, attitudes of their teachers. For instance, when a teacher designs uninterested activities for speaking skill, when he/she does not speak well and conducts debates or dialogue wrongly, learners would dislike the subject because of the lack motivation. So, teachers of EFL classes have necessarily to create motivation for learners.

In order to reach the prominent purpose of motivation, there are many steps to be followed. Atkinson & Feather (1966) stated that a person’s motivation

accomplishment focuses on the individual's predisposition to achievement, his chance to succeed and his perception about the given tasks.

Learners are characterized by the need to succeed in everything related their learning. They try to avoid failing in achievement of the given rules. Now, learners feel two emotions when they face a task. They may feel easy to accost the task; otherwise they may fear to approach it. Indeed, in the first case, it is clear the learners would succeed in doing the task; but the second situation shows a failure. The motivation is then the main determinant of the success of students in achieving a task. Now, in the context of speaking skill, the tasks should be comprehensible for all students. As soon as they understand the tasks, there is a probability for them to be motivated and to reach the learning purpose. Now the main stimulus is an interesting topic for speaking skill. Teachers should design necessarily topics that would make them feel like expressing their minds. So, teachers have to design speaking activities based on an interesting topic, the tasks should be clearly stated for learners.

f) Communicative skill : Need and Importance

The prominent goal of teaching speaking skill for EFL learners is to enable them to communicate effectively. In the same way, according to Oxford English Mini Dictionary, to teach means to give knowledge in a particular subject to a group of learners. It is about how to do something. Now, in the context of speaking, the concept is about enabling EFL learners to speak the English in order to solve real life communicative problems. Krashen says: "*our responsibility goes beyond the language classroom; our task is to provide students with tools they need to continue improvement without us*" (1980: 76).

Effective communication skills are a must whether it is individual or a group. So, in order to communicate effectively we must understand the different stages of interpersonal communication.

The first is the Phatic Stage. This is the initial stage, which determines the course of the conversation. Next is the Personal Stage. This is the second stage in which the individuals bring more personal things into the conversation. The third stage is the Intimate Stage. This stage is mainly meant for conversations between friends, family and relatives, where those involved in the conversation share a higher level of intimacy with each other.

Thoughts automatically keep floating in our mind, but there are very few of us who know how to express these thoughts and influence the audience. We can speak about our ideas and feelings but it is very difficult for some people to communicate these ideas effectively. Experts in the field of training have found innovative ways and have provided interesting methods to improve your communication skills. The first thing you need is to understand the purpose of your communication and understand the process of communication. Be aware of what others feel and be aware of what is happening around when you are communicating.

Good communication skills are respected and welcomed by all. Good communicators are always popular with their fellows. Gestures are also of vital importance in communication skills. Use gestures and expressions as often as possible but they should be a natural part of your communication. These gestures should not be intrusive in your communication.

So, all these strategies are up to the teachers. They should first master those keys in order to be efficient themselves. Then they need to teach the speaking skill with emphasis on all those keys.

CONCLUSION

Speaking is one of the skills that have to be mastered by students in learning English. Speaking is an essential tool for communication. The teachers of English language should pay attention to the teaching materials they use. So, the students can connect their speaking ability and experience in their daily.

CHAPTER 3: METHODOLOGY OF THE STUDY

CHAPTER 3: Methodology of the study

This chapter is about the methodology I used during my investigation. I will present the processes for the data collection, the sample population, the setting, and the instruments I used.

1) Sample population

I designed the questionnaires to students of 5e and 3e. I chose those classes because I have some experienced in them during practical training. I also investigated about teachers of EFL classes. The number of students questioned are 90 and that of 20 teachers.

2) Setting

I led my investigation at CEG DOWA during my practical training. I noticed many situations helpful for my research work. My experience during my training has been meaningful for the efficiency of my thesis. CEG Akpro-Misserete is also the setting where I conducted my investigation in order to vary the results.

3) Instruments

In order to carry an efficient investigation, I designed some elements. The elements are:

- **Questionnaire for students**

Students' questionnaire is composed of 08 questions about their experiences, objective, their motivation, and feeling about English subject. Some questions are about their need and difficulties they face in the process of learning English.

- **Questionnaire for teachers**

It is composed of 05 questions. The questionnaire focuses on importance that teachers give to the speaking skill; the strategies, the activities and the methods they use while teaching speaking skill to EFL learners. The first question is about the experiences they have in teaching English subject. I noticed that most of them have at least 02 years of experience in teaching. The second question is about their professional qualification. That question is designed to know if they have the

professional training required before teaching. I put the emphasis on the question of importance, the strategies required for teaching speaking skill. The different results I received from the teachers revealed that there are problems related to school systems that have a negative influence on their job. I also asked them if they always achieve the teaching goals.

- Questionnaire for parents

I designed some questions to some parents in order to have information about learners' attitude at home. The questions are about the interest of students to English at home and the idea of parents about the language.

- Interviews

I designed some oral questions to students to know about the level of speaking they have and to know if they are interested in the English subject and to know if the learning objectives are often reached. The majority of students talked about a lack of motivation to speak English. Learners considered the English language as a useless language for them. Some revealed the problem of lack of money and means necessary to learn and even speak English. So, students raised problems of lack of motivation, lack of means. The interview helped me to compare the results I got from the questionnaires and then I stated hypotheses. Teachers I interviewed focused on the problem materials, the sizes of students, the difficulties they face for the class management.

- Class observation

During my practical training at the secondary school of Dowa, I observed students for a month. I observed the teaching procedures used by teachers while speaking sessions. I observed the types of activities, the class management, and the results after the speaking classes and if the main purpose of teaching speaking skill is really reached. I also observed the kind of feelings of learners in the different classes. I realized the learners' level has not risen for a month. So I noticed that there are more problems related to the teaching and learning process.

CHAPTER 4: ANALYSIS AND PRESENTATION OF FINDINGS

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I) Questionnaire to Students

Q1: For how many years have you been learning English language?

Suggested answers	Numbers	Percentage
Two	40	44,44%
Three	10	11,11%
Four	28	31,11%
Five	12	13,33%
Total	90	100%

This results show that the majority of the questioned students has at least 02 years of experience in learning English subject. So, their speaking level in English should normally be acceptable. They have been taught grammar rules, some vocabulary.

Q2: What is your objective while attending English classes?

Suggested answers	Numbers	Percentages
Marks to pass in superior class	60	66,66%
Mark to pass and to speak well	30	33,34%
Total	90	100%

This result shows that most of EFL learners learn English language only to have marks to pass into superior classes. They do not care about the utility, the importance, the real purpose of learning the language.

So, the problem is about the mind of learners. Then, teachers have to sensitize their learners about the necessity of speaking English language today.

Q3: Does your teacher focuses on speaking skill in class?

Suggested answers	Numbers	Percentages
YES	43	47,77%
NO	47	52,23%
Total	90	100%

The results show clearly that there is a matter concerning teachers. Most teachers of EFL classes do not help students speak the language effectively. Now, the aim of their job is to make students solve communication problems in class and mainly in real life. So, teachers are one of the responsible of their learners' inability to express themselves in English.

Q4 : do you have difficulty to speak English in front your classmates?

Suggested answers	Numbers	Percentages
YES	57	63,33%
FEW	19	21,11%
NO	14	15,55%
Total	90	100%

The result shows us that teachers do not control if either or not they have reached their goals. This is due to the fact that they do not regularly access their children. Learners do not find easy to express themselves in front of their mates. It proves that teachers do not give opportunities to learners to dialogue, to discuss about topics...

Q5: Do you regularly attend English classes?

Suggested answers	Numbers	Percentages
YES	66	73,33%
NO	24	26,67%
TOTAL	90	100%

This result shows that an important number of students do not attend English class. It is the lack of interest for the subject. That is the basis of students' inability of learners to speak in English. The responsibility of that situation is up

to teachers, school authorities who are supposed to control learners' attendance at classes. The way teachers teach the subject may also discourage students. So, there is a problem of pedagogy.

Q6: While speaking activities, does your talking time more than your teacher's one?

Suggested answers	Numbers	Percentages
YES	69	76,67%
NO	21	23,33%
Total	90	100%

Some teachers do not give the appropriate time to students while speaking activities. Necessarily the STT has to be more than the TTT. If the STT is less than the TTT, there could not be a way for learners to increase their speaking ability. So, teachers have to be sure that they do not speak more than learners while speaking sessions.

Q7: Are you interested to the speaking activities designed by your teacher?

Suggested answers	Numbers	Percentages
YES	56	62,23%
LITTLE	14	15,55%
NO	20	22,22%
Total	90	100%

This result shows the value of the speaking activities designed by teachers. Teachers have to make sure that their speaking activities stimulate learners. Without motivation there could not be interaction. So, teachers have to design interesting speaking activities.

Q8 : Can you speak with a native speaker of English without difficulty?

Suggested answers	Numbers	Percentages
YES	13	14,45%
NO	77	85,55%
Total	90	100%

This results show the inability of students in solving real life communication problems. It clearly means that the purposes of teaching speaking are not reached. So, teachers and students have to think about how make speaking efficient.

II) Questionnaires to Teachers

Q1: For how many years have been teaching English?

Suggested answers	Numbers	Percentages
02-03	08	40%
03-05	12	60%
Total	20	100%

This result proves that most teachers I questioned are experienced teachers as far as teaching English is concerned. They have at least 02 years experiences. They know about many things concerning teaching speaking skill in secondary school.

Q2: How important do you find teaching speaking for EFL learners?

Suggested answers	Numbers	Percentages
Very important	16	80%
Little important	04	20%
Total	20	100%

It shows that most of the teachers pay a great attention to teaching speaking skill to EFL learners. But there is a few number who finds it not more important than other skills. Now, it is sure that they all consider teaching speaking skill as a key to succeed in reaching their goal.

Q3: What is your professional qualification?

Suggested answers	Numbers	Percentages
BAPES	10	50%
CAPES	03	16,66%
MAITRISE	05	25%
LICENCE	02	08%
Total	20	100%

This table shows that most of the teachers I questioned are qualified. So they got professional training before and while teaching.

Q4: Are your learners much motivated to your speaking activities?

Suggested answers	Numbers	Percentages
YES	11	54,16%
NO	09	45,84
Total	20	100%

The results of this table show that an important number of learners are not motivated into speaking activities. The cause is the type of activities teachers designed, the strategies they used to teach the speaking skill. So, there is a problem of lack of competency of teachers to design and to teach appropriately the speaking skill.

Q5 : Do you think that you achieve your goals after a speaking session?

Suggested answers	Numbers	Percentages
YES	09	45,84%
NO	11	54,16%
Total	20	100%

This table shows that teachers realized that they do not reach the purpose of teaching speaking skill. So, they have to change their ways of conceiving activities and the strategies of teaching in order to increase students' speaking level.

Questionnaire to parents

Q1: Do your children often try to speak English at home?

Suggested answers	Numbers	Percentages
YES	03	30%
NO	05	50%
SOMETIMES	02	20%
Total	10	100%

This table shows that students do not often try to revise, to read or to speak English at home. So, are not motivated and do not give importance to English language.

Q2: Do your children get materials to the practice and to increase speaking level in English at home?

Suggested answers	Numbers	Percentages
YES	06	60%
NO	04	40%
Total	10	100%

The results shows that some parents buy materials to children but they do not even learn them. So, the lack of motivation is a problem that ever disables learners to increase their speaking level. But some parents do not provide materials for their children. So, they do not have the means to learn and increase their level.

Q3: Do your children used to watch English programs on TV?

Suggested answers	Numbers	Percentages
YES	04	40%
NO	06	60%
Total	10	100%

It shows that many children do not like English. There is the lack of interest. Parents may sometimes advise them to watch English programs.

Q4: Do you control the levels, the marks of yours children in English?

Suggested answers	Numbers	Percentages
YES	04	40%
NO	06	60%
Total	10	100%

Parents do not themselves try to control their children level and how they work at school. Parents do not have interest for English language; that is why learners do not find important to be focused on English subject.

CHAPTER 5: SUGGESTIONS AND RECOMMENDATIONS

Chapter5: Suggestions, recommendations and General conclusion.

At the end of my research work, I noticed many problems related to the process of teaching EFL classes. So in this chapter, I make some recommendations and suggestions to EFL teachers, the authorities of the educational system of our country in order to reach teaching goals.

I) Suggestions to EFL teachers

First of all, a teacher of any subject has to be professionally qualified. That's the first main characteristic of a teacher. Now, in addition to the professional

qualification, teachers need to be updating the knowledge every time in order to be in contact with the realities of the language.

Apart from that point, there is the matter of the ability to speak fluently and accurately English. A teacher of English has to master the language he or she teaches. The level, the type of teachers' speaking influence learners. In such a case, if teacher speak badly the language, the learners cannot speak well too. Some of them would dislike the teacher and so be uninterested in the subject. So teachers must necessarily be good as far as fluent and accurate speaking is concerned.

Now, an effective teaching of speaking skill requires many things other than those cited above. There is the self preparation, the lesson planning before teaching any class, a good class management in order to have favorable environment for teaching, the elaboration of the strategies to be used for the teaching of speaking skill, and the type of activities have to be flexible and varied. The use of real materials in order to make activities more interesting.

a) Self preparation

The self preparation requires that a teacher knows what is going to teach, how to teach it and be sure that he or she has achieved the teaching goals.

b) Lesson planning

It is very essential in teaching process. A teacher must always plan lessons before teaching. Lesson planning helps teacher to be ready with all methodology, means, and procedures necessary to achieve his/her goal efficiently. Lesson plan shows if a teacher is sure to motivate learners to what he/she will teach and assure they will reach the learning purposes.

c) Class management

Class management is the organization of a classroom and processes used to ensure a safe for teaching and learning purposes (Wong, 2003).

No class, no lesson can be well done if a teacher does not know how to manage his or her class. The class management depends on the size of the classroom and the size of the learners. So teachers should have a clear idea about how to order his or her learners so that he or she has a safe environment for his/her job.

Effective Speaking Skill

An effective speaking skill requires much more strategies, activities.

Learners need to have the good for speaking purpose. They feel free to speak in safe and collaborative situation. They need to work perfect materials, clear and approachable instructions. So, teachers should create that environment for learners.

Teachers need to know how to criticized students' answers in order to avoid hurting them. Learners may lose motivation to speak if their criticized rigorously by teachers. So, feedback should be given properly in a good way.

While group or pair work, teachers should be circulating in the class in order listen to the debates, their work and to interact if necessary.

Teachers also need to give some vocabulary to learners because they often lack expressions to speak.

The teachers should be aware of the fact that while speaking activity, the STT should be higher than TTT. Students need to speak more than teachers. Speaking session is for students so teachers have to leave the floor to students to express themselves.

Now, the speaking activities should be interesting. Learners especially boys are interesting to a topic about football, games, celebrations and girls are much more interested in topic about movies etc... So, teachers should know what kind of activities may interest his/her learners .If the activity is motivating, there is more chance for students to speak and then the teaching purpose would easily be reached. So, teachers have to design activities about discussion, description, dialogue, role play. There are motivating activities that create exchange between learners.

Suggestions to students

It is generally known that English has become one of the most spoken languages in the world. Now, speaking English is the main purpose of learning English. For that purpose, learners have to attend regularly English classes. They need to exchange about many topics in English in order to increase their speaking ability.

Moreover, another aspect is the contact with native speakers. Today, students do not need to travel to English speaking country before exchanging with English native speakers. There are many communication means accessible for everybody today. Learners can befriend with native speakers through internet. Many free sites like Facebook and other chat sites are ways through which students can regularly communicate with native English speakers in order to increase their fluency and more accuracy. By so doing, learners will solve their real life communication problems.

Recommendation to authorities of the educational systems

First of all, the government has to organize frequent professional training for teachers. They need to be regularly trained in order to make them more efficient for their jobs.

In addition to teachers' training, there is the problem of lack of teaching materials. Authorities should think about providing materials necessary for teachers and learners in order to facilitate the job for teachers and to enable students to reach their learning goals. There should be laboratories for English language with many types of equipment.

After all those aspects, there is a real problem with payment of teachers in Benin. Teachers are not encouraged to do their job. Salaries are sometimes not well paid and there is a feeling of poverty in teaching job. So, the Government should do all efforts to pay regularly teachers. More than that, teachers need to be encouraged sometimes by some primes on their salaries. There many things which can help our educational system to be more efficient.

CONCLUSION

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English language is one of the most spoken languages in the world. Speaking English is therefore more than a matter of school purpose. It is up to all real life situations. So, teaching speaking for EFL learners is very essential.

Now, teaching speaking skill requires many things. First of all, teachers have to be well trained. They have to master the language. They need how to create motivation for their learners to speak in English.

My investigation revealed that there are many problems about teaching speaking English skill in our secondary schools. Those problems are the lack of motivation of learners. In addition there is the lack of materials appropriate for the purpose. Moreover, there is also the lack of training for teachers.

So, each of the problems cited above is due to some factors. For instance, there is the lack of motivation of students due to the unavailability of strategies and activities used by teachers to teach speaking skill. About the same problem, learners do not even try to give a n importance to English. Now, the problem of lack of training that causes the incompetency of teachers. Moreover, the lack of materials which is the business of authorities is still a handicap for teaching purpose. So, I find necessary to organize training for teachers, to provide materials of teaching and learning goals.

Teaching is a real demanding and complex job. So, my suggestions and recommendations may help teachers, learners to henceforth reach the teaching and learning goals in order to progress on the way of the development of our country.

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ANNEXE

Questionnaires to teachers

Q1: For how many years have been teaching English?

Q2: How important do you find teaching speaking for EFL learners?

Q3: What is your professional qualification?

Q4: Are your learners much motivated to your speaking activities?

Q5: Do you think that you achieve your goals after a speaking session?

Questionnaire to Students

Q1: For how many years have you been learning English language?

Q2: What is your objective while attending English classes?

Q3: Does your teacher focuses on speaking skill in class?

Q4: do you have difficulty to speak English in front your classmates?

Q5: Do you regularly attend English classes?

Q6: While speaking activities, does your talking time more than your teacher's one?

Q7: Are you interested to the speaking activities designed by your teacher?

Q8 : Can you speak with a native speaker of English without difficulty?

Questionnaire to parents

Q1: Do your children often try to speak English at home?

Q2: Do your children get materials to the practice and to increase speaking level in English at home

Q3: Do your children used to watch English programs on TV?

Q4: Do you control the levels, the marks of yours children in English?

APPENDIX

Acronyms and abbreviations

EFL: English as a Foreign Language

STT: Students Talking Time

TTT: Teachers talking Time

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