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EFL SPEAKING PROMOTION IN AND OUTSIDE THE
CLASSROOM: A CASE STUDY OF CEG ANAVIE AND CEG
KINTA

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DEDICATION

I dedicate this research work to:

All my parents who helped me carry out this research work in various ways.

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INTRODUCTION

There is no use learning a language if one can't speak that language. Very few students in our secondary schools dare to speak English in the classroom. As far as speaking EFL outside the classroom is concerned almost any of our learners never do it .So, to reverse the court of things, particular attention should be given to the teaching of speaking in our secondary schools.

First of all, it will be good to notify that Beninese English teachers have been using their second model of teaching. The first model is the traditional model which advocates the teaching that puts the teacher in the center; he is the only actor in control of everything, this is the magisterial method. This method does not help in any circumstances learners to practise the language, to speak .The second and the current model is the modern one. Contrary to the traditional one, the modern model places the learners in the center of the teaching. Here, learners are the first and the main actors of the teaching whereas the teacher is a simple facilitator, a guide for the learners.

While facing the traditional model, learners are sometimes discouraged, thinking that the language is very difficult to learn especially to speak .It is in this vision that our topic puts a particular accent on the teachers effort to make learners communicate and participate in the class session. By participation and motivation to make learners communicate in EFL, we mean teachers should devote an important place to oral practice while teaching reading, writing, listening and especially speaking. But these terms of participation and motivation in speaking EFL should necessary be extended until outside the classroom. If nothing is done to motivate learners to speak English outside the classroom, students will almost never learn to speak EFL .That is why, at the end of our first cycle in the Advanced Teachers Training College, we decided to work on the following topic: **EFL SPEAKING PROMOTION IN AND**

OUTSIDE THE CLASSROOM: A CASE STUDY OF CEG ANAVIE AND CEG KINTA .We organized our work on the following points:

CHAPTER ONE includes the statement of the problem, some prominent objectives of our study, the scope and the significance of the study.

CHAPTER TWO deals with the literature review in which we talk about the rationale of learners inability to speak, teachers roles in promoting speaking and some ways to set a relaxed classroom atmosphere to facilitate speaking.

CHAPTER THREE is about the methodology we use to collect the data for our research work.

CHAPTER FOUR deals with data we collected from students and teachers and their analysis.

CHAPTER FIVE presents the findings of our study, our new results, suggestions and their implications in the teaching and learning speaking EFL.

Chapter One: The Identification of the Study.

1.1 Problem Statement

“EFL speaking promotion in and outside the classroom: a case study of CEG ANAVIE, and CEG KINTA” is not a topic preferred at random. It proves essential in so far as the English language is taught every time for at least 7 years whereas a major part of our students are unable to speak it. How can teachers promote EFL speaking in and outside the classroom? Sometimes, students do not know what to say. They may know enough words and grammar but still it is impossible for them to speak because they don't know what to say. .Some students would be shy to speak in front of the class. Others would be anxious to speak. If the teachers truly motivated the students, they would like to speak English. Many teachers would never use storytelling and games to foster learners' participation and to attract their interest to speak EFL. We can't neglect the fact that most teachers would never imagine what to do so as to help them develop the ability of speaking outside the classroom. It goes without saying that after getting 4 hours of English in a week, students think that it is enough. So, they have nothing else to do outside and that is where the shoe pinches. Another problem is that instead of speaking English inside the classroom, some students deliberately use their mother tongue or French to communicate in the classroom. Giving the fact that a language is first spoken than written, teachers are well placed to motivate their students to speak. We shouldn't forget that the greatest conferences in the world and the big organizations such as UN, UA , ECOWAS mostly use English to communicate ,we are in Africa and we know that the first two economic countries of our continent use English .All these reasons should give us an eagerness to put a strong accent on teaching oral practice not only in the classroom but also

outside the classroom .It is up to teachers to do all their best to favor students interaction in and outside the classroom. It is now crucial for us as teachers to change our traditional method of teaching which consists in filling student's copy-books with separated and disparate grammatical rules. They know grammar but they can't use it as it is not taught in integrated way. We need to teach grammar but in communicative way so as to make them speak. What matters here is how much we make them use the language and not how many tasks we performed. Apart from that, let's point out that most of our students would be afraid of making mistakes consequently they choose to keep quiet .We have to put in their mind that those who make mistakes are those who want to go forward and the ones who don't are those who want to stay where they are. The teachers 'role here is to set a friendly and relaxed classroom atmosphere which is not too formal, where interaction is very easy to settle.

1.2 Purpose of the Study

The main purpose of this Study is to draw the attention of teachers on some essential and important techniques that they can use to foster the speaking skill of their students. The goal of this study is to highlight how they can mobilize adapted resources to teach effectively this skill. Another purpose of our study is to deal with the rationale behind student's inability to speak EFL that is to say the fundamental reasons which prevent them from speaking Shakespeare's language in and outside the classroom. Aware of that, the present study will try to solve some of the obstacles in the promotion of speaking. Our following aim is to define teachers 'roles in the promotion of speaking .It is proved that language is acquired more through communication or interaction than teaching. Putting all this into account, our study will show how teachers can become facilitators, motivators, guides for discussion and not the sole master or the encyclopedia of the classroom. This study will be also a new orientation for the teaching of speaking in BENIN, since speaking in BENIN is mainly assessed

after their success, as result, students don't seriously care about it ,they assume that in any case they have already succeeded .To reverse the trends, our study will lead teachers to give more importance to speaking or oral practice while delivering their lessons and to stop putting it in second rank. This study can also suggest the way speaking can be assessed during the different exams. If learners know that they can fail in their tests for ignoring the importance of speaking, they will do everything to improve their speaking skill even outside the classroom.

1-3 The Scope of the Study

EFL speaking promotion is a serious task which deserves being carefully dealt with. As a building that only gets a strong foundation can stand, our study will mainly focus on the basis field of English that is the first years of English study especially the first cycle of secondary schools in other words 6è, 5è, 4è and 3è of CEG ANAVIE, and CEG KINTA. Since English is taught in BENIN as a foreign language, our study will take only into account this aspect of the language in other words we only take into account English as a Foreign Language. We know that English language has four skills which are listening, speaking, reading and writing but the present research work aims at specializing in the second one .Among the numerous accents of the English language , the British accent is taken into account here all the more that we are in teaching field. The main actors around whom the study will be done are English teachers and the students in the secondary schools we talked about above. But what is the significance of the study?

1.4 The significance of the study

Our study is significant and very important in so far as it aims at giving some orientations to promote effectively EFL speaking not only in the classroom

but also outside the classroom. It is significant because it will help the teachers who make use of it by opening new ways, techniques and methods of teaching speaking in easy way. It can bring them to promote speaking and putting it at the first place. As they are confronted with a lot of problems while teaching speaking, our research work will try to solve in some extent these problems .Our work deals with EFL speaking promotion in the classroom but also outside the classroom because most students think that if they use English in class section, it is enough. At last, our research work is so important that it can improve the Beninese educational system if our authorities take it into account as it should be.

Chapter two: Literature Review

Through this chapter, we will deal first with the rationale behind students inability to speak Shakespeare language, then we will talk about the teachers 'role in the promotion of speaking and finally we will discuss the way teachers can set a relaxed atmosphere in the classroom.

2.1 The rationale behind students' inability to speak EFL

2.2. 1 The fear of making mistakes

As far as the fear of making mistakes is concerned, J. Willis(1981) p 20-22

writes:

Remember that the main aim of learning a language is to learn to communicate in that language; if you understand what a student says despite his mistakes, and then he has communicated successfully. Encouraged by his success, he will try again, again more practice, and his mistakes will gradually disappear.

This quotation emphasizes on the first challenge of every teacher which is to promote EFL speaking in the mind of his learners until the latter reach the level of fluency. Many students like English but they are unable to join a conversation, to speak. Learners regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. There settles the big effort each teacher must do to make his students freely speak English. With the same vision, Julia said:

Quite often they are afraid of losing face by making mistakes in English. If you explain that we learn by our mistakes, shy students may become more willing to join in the conversation.

Julia Dobson p12. So, the fear of making mistakes is one of those reasons which can justify students 'inability to speak English as a Foreign Language. First of all, they usually lack confidence in themselves. They are afraid of making

mistakes. Learners realize that when they speak with mistakes, their classmates will surely laugh at them. About the questions of mistakes Jane WILLIS said:

Students will not want to practise if they are afraid of making mistakes which results in interruptions and corrections then they never learn how to communicate in English.

In Jane's vision, we can say that teacher should change his learners' attitude about mistakes. He or she should explain to them that it is through mistakes that they will learn a language. In the same trend of thought, John Norrish (1983) said that learners reluctance to speak is attributable to the fear of being laughed at and he added that many people will agree that one of the most inhibiting factors in any formal learning situation is the fear of making mistakes and being thought ridiculous either by native speakers, one's classmates or by the teacher p1. Therefore, it is important for teachers to convince their students that making mistakes is not a wrong or bad thing because students can learn from their mistakes. It's no use making fun of the one who dares to speak a language and particularly a foreign one. "Teachers should encourage students to realize that they learn from making mistakes thus preventing them from feeling afraid to give wrong answers" *J.B.Heaton* (1981) ,p 78. What about the teacher? The teacher should avoid too much correction especially in speaking or when learners are discussing on a given topic. He or she should avoid it because the target here is not accuracy but it is fluency. Then, students must be advised that they shouldn't worry about mistakes because the important thing is that learners should understand and be understood. J.B Heaton adds that:

Mistakes should be kept to a minimum or your students will lose confidence and give up. Correction should only occur during the presentation and practice stages of the language: if you understand what a student says despite his mistake then he has communicated successfully. Encouraged by his success, he will try again, again more practice.

According to Jane's opinion, teachers should know what, how and when to correct. As far as corrections are concerned, teachers can use gentle correction by reformulating the sentence made by the learners, to show where the incorrection occurs and helps them to realize the things which went wrong. While dealing with communicative activity, teacher can record the mistakes of the learners and when the activity is over, he or she can now correct the mistakes of students in anonymous way so as to avoid saying **you said this and that** which is chocking and frustrating for learners .It does not mean that we should never correct on spot but it may occurs in particular occasion. Mistakes cannot be forgotten. In the same line, Leo Jones (2007),p 12-13 said:

If we ignore the mistakes we hear students making, they may start to believe that mistakes don't matter at all and develop a style of speaking in incorrect. English that is very difficult to improve. We need to take notes while we are monitoring students so that we can give them feedback afterward.

How can we perform effective and authentic correction? As for Leo, we also need to be systematic in our correction strategies. Pointing out lots of unrelated mistakes can lead to confusion or dismay. Instead, it's more helpful to focus on different kinds of errors in different lessons: modal verbs in one lesson, tenses in another, articles in another, and so on. Or we can focus on vocabulary or pronunciation mistakes – on communication problems such as misuse or under-use of conversational gambits. Grouping errors into different types is much more helpful than pointing out errors at random because it provides a theme to the feedback, and students can feel they're being helped to improve specific aspects of their accuracy. It's more motivating to look forward to fewer mistakes than back at the mistakes that are still being made. But how can teachers try to overcome this awful situation? In terms of possible solution to overcome students' fear of mistakes, Zua (2008) gives several suggestions. First, she suggests that emotional bonds between students and teachers should be built.

Teachers should set a close relationship with students so that students can feel free to speak and to confine themselves to their teachers. In this way, the students are expected to feel comfortable with their teacher and believe that the teacher will help them if they make mistake. Second, Zua further states that the teacher should improve the students' concentration when learning English. This can be done, as she suggests, by creating a supporting learning atmosphere. Finally, the last suggestion is that the teacher creates a harmonious atmosphere that can reduce students 'nervousness. In this context, how to deal with errors in conversational English of students is worth discussing and emphasizes that mistakes in communication are keys to carry out a communication. Then, they also must keep notes on student conversations in a formal notebook so teachers have a permanent record of the class' performance and finally focus systematically on different categories of mistakes in each lesson; and avoid trying to point out all the mistakes we've heard.

2.2.2 Students shyness about speaking

Another rationale behind students' inability to speak English is shyness. what does shyness mean? According to Oxford Advanced Learner's Dictionary the 8th edition, 2010 shyness **means nervousness, embarrass about meeting and speaking to other people.** What very often makes students shy? With regard to the cause of shyness, we can say that some learners' shyness is caused by their nature that they are very quiet. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. So, students 'shyness is their perception on their own ability. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English. Can teachers help their students to solve the problem of shyness to speak? It is happily possible. In terms of possible solution to overcome shyness, Pesce (2011) says that it is urgent that teacher creates a friendly and open classroom

environment. By doing this, shy students are hoped to feel fine of making mistakes in their learning. In this way, students will not worry of their imperfect pronunciation and grammar. As a result, they dare to speak in their speaking class. In order to help students to be more confident in their speaking, teacher should convince students to look upon shyness as a thing to overcome and do not fear failure or success. The above solutions to reduce shyness are worth doing.

2.2.3 Students anxiety,handicap of speaking

Apart from shyness, anxiety is another important factor which hinders students speaking. Anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language (Horwitz et al, 2001) .It can influence the quality of oral language production and make individuals appear less fluent than they really are. This explanation suggests that teachers should make an attempt to create a learning atmosphere which gives students more comfortable situations in their learning activity. Regarding the causes of anxiety, Horwitz and Cope (1986, in Zhao Na, 2007) based on the findings of their study, found out three main causes of students' anxiety i.e. communication apprehension, test anxiety and fear of negative evaluation. The communication apprehension refers to the students 'ability to communicate in the target language. The second cause which is test anxiety deals with students' fear of being tested. The last cause is about other students' evaluation. In this case, as mentioned above, very often that other students' evaluation causes anxiety among students themselves. It goes without saying that understanding students better and being skillful in managing classroom should be part of the teachers' concern. It is clear that lack of confidence is also part of students' reluctance to speak English. Thus, student who lacks confidence about themselves and their English necessarily suffers from communication apprehension. This shows that building student's confidence is an important part of teacher's focus of attention. But Brown finds another cause related to lack of confidence which is the lack of

encouragement from the teacher. Let's point out that students want to be praised and encouraged to realize that they have the support of their teachers when they do well. This suggests that encouragement becomes a vital thing in order to build the students' confidence. To reverse the course of this situation, Kubo (2009) suggests that to build students' confidence to speak English, teachers can provide regular opportunities to practice proper pronunciation and intonation, and to converse freely. By doing this, students will experience a greater sense of ability to speak English.

2.2.4 Motivations for students participation

It has been proven in many studies that students with a strong motivation to succeed can persist in learning and gain better scores than those who have weaker motivation of success. This fact shows that building students' motivation to learn is urgent for every teacher. With regard to the issue of motivation in learning, Nunan (1999) stresses that motivation is important to notice in that it can affect students' reluctance to speak English. In this sense, motivation is a key consideration in determining the preparedness of learners to communicate. In response to the issue of motivation, Babu (2010) adds that lack of motivation in learning provokes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English, in other words, students' motivation is really influenced by the teachers' teaching performance. Therefore, it is important that teachers also show enthusiasm in their teaching performance. Some teachers are still using the traditional method of teaching by taking themselves as the same actor or orator of the classroom. If throughout the class the teacher is the main or only actor during the presentation without giving the floor to the learner, his teaching does not facilitate under no circumstances EFL speaking. Here, we have too much teaching but little learning. At this stage, we use to say that the teacher talking time is superior to the student talking time.

Of course, it is not refused to talk especially while introducing a new course but apart from that, all the learning should be through exchange and communication. It has been proved that a language is mainly learned through communication. To apply this, teacher can start asking some questions to students to get their viewpoint about the lesson and to check if they have understood or not. This can bring them to feel involved in the lesson because questioning arouses pupils' interest and encourage their active participation in the lesson and to form their own ideas as for J.B.Heaton,p36.Not only question encourages student' free participation but it also shows to teacher his students degree of comprehension about the lesson .Leo Jones (2007) p 14,says:

Questions are only the starting point for a discussion, and they need to be open-ended enough to stimulate an exchange of ideas. Questions such as Do you enjoy going to the movies? Are not very stimulating because some students may just say yes! And leave it there. By contrast, why do you enjoy going to the movies? is a much more productive question because it encourages students to be creative.

This helps teachers know if they have to move forward or go back in their teaching. While referring to the teaching of the Greek philosopher Socrates, we can see that questioning is very important because it is through this question that he makes his learners discover the truth or the answer. Learning is more effective when students have an opportunity to fully participate discussing ideas and information. What does participation mean? Participation means that students ask and answer questions, make comment and join discussion. Because we habitually learn speaking skill by doing and not by studying. Moreover, using of pair or group work is an excellent way to foster student's participation and to create interactive classroom communication. Then, group work provides opportunities for students to be involved in cooperative classroom communication and help to create a comfortable and motivation atmosphere in the classroom. It also brings students in interactive communication and negotiation of meaning that develops respect of others' words, opinions, ideas

and thoughts. Teacher's first mission is to teach English well enough to bring learners to converse spontaneously and naturally with native or non-native speakers. He can use: role-plays, class discussion on latest news, problem solving and questions-answer activities .Questioning for Socrates brings more effective learning by inducing positive thinking. Teachers have to use it while talking with his learners. Asking question to students usually sparks hot, interesting and vivid discussion which attracts every student to speak even those who were hostile or reluctant to speak English. A question must normally be followed by a pause and through this, teacher may be rephrasing or repeating the question so as to give learners time to think themselves before answering. Giving examples while delivering the lesson is very interesting for them. Moreover, many students are still unable to speak English because their teachers don't motivate them to do so. First of all, he or she should tell them that they are not speaking English in vacuum. All this helps the teacher encourage his students to learn how to speak English as much as possible inside and outside the classroom .After explaining all this to their learners, teachers can motivate their student by asking them to write a class report on their recent class trip and present it in front of the class. He can also tell them to conduct a debate on topical issues as the **revision of Beninese Constitution** for instance or ask for one student to prepare and deliver to the class a speech of welcome .All this is necessary for the development of the speaking skill. To motivate the students to learn, teachers should plan activities which are interesting, attracting since learners love the activities which attract them especially if they are playing, and entertaining enjoying themselves. Activities in this sense are: songs, chants, stories, games and Total Physical Response (TPR) activities. All these activities can affect young learners and enhance their learning the language. Using games is an excellent way to make pupils speak English because they include many factors such as competition, relaxation, and learning which are all useful in promoting speaking. Games are useful because they offer situations that lower

students' stress and give students chances to engage in real communication. Teachers should keep in mind that students want to learn when they are talking to each other, interacting, working at their own without the order or command of the teacher. Of course, teacher can prompt them when his help is needed but he should not dominate. To motivate students, teachers can give them some routines and tell them in which situations they occur. Some of these routines are: **I don't believe a word of it, as I was saying, let me think about it.** Let's point out that to motivate the students, teachers have to let them work by themselves this will help them to increase their speaking ability. Interaction is an important factor to promote students to learn a foreign language. Group interaction creates a situation free of anxiety and reduces inhibitions of L2 learners when they use the target language. In doing so, students were more relaxed, had less anxiety and had more confidence in language learning, especially speaking, while participating in the tasks. To attract the student's interest, the teacher can make them watch English movies. In this way, they easily use the language .It is true that video can show learners how to use language in socially appropriate ways and demonstrate conversation strategies and especially since students enjoyed learning by watching an English movie. By watching video, students are serious, captured by images and people words and actions. So they will learn naturally. We have to recognize that English speaking films and television programs provide a rich source of real, natural English. Film can also allow many more characters speaking at the same time than an audiotape. Students also need to develop more confidence in their ability to make informal guesses about what people are actually saying in English. What can be done to motivate students to speak English outside the classroom? One of the excellent ways of promoting English outside the classroom is the foreigner interview. It helps the students learn naturally the language without making too much effort. It is a type of short, focused interview. The aspects of the tasks promote language learners to contact speakers of the target language. Therefore, it is very important for teachers to

create tasks which bring students to have the opportunity to speak with foreigners outside the classroom and learn from them unconsciously. They can introduce themselves and others at that time. It means that they could apply knowledge they learned in the class in the real life situation. Teachers can also use Total physical Response to encourage learners to speak. Total Physical Response method to involve all the senses as well as their minds in learning. Students are given simple commands as “Raise your right hand.” Students respond with the action. As students progress, the commands become more complex. In English, the verb forms used for commands are in simple form and students don’t have to consider tense changes. All the students respond to the commands and students can see and learn as a group.

It provides an environment where people can listen to others, share ideas and information. Nunan (1996, p. 142) described the advantages of using small groups and pair work: One of the major changes to the dynamics of classroom interaction wrought by student-centered teaching has been an increasing emphasis on pair and group work. Pair and group work can greatly increase the amount of active speaking and listening undertaken by students in the class. But we cannot forget that when students are doing their group or pair work, teacher should be monitoring them group by group, to see if they are speaking English, if they need some help or especially encouragement for doing more. We have to point out that the way grammar is taught constitutes another handicap to speaking.

2.2.5 Grammar teaching instead of speaking teaching.

“Grammar is the system of rules by which words are formed and put together to make sentences.” Microsoft® Encarta® 2009. © 1993-2008 Microsoft Corporation. Learners think that that they can use grammar as an instrument to form a meaning. But grammar is not an ideal factor to form a

meaning .We usually see children who learn a language very easily because they don't bother about grammar. The same thing can be applied to those who learn local languages. I personally have never learnt any grammar in my maternal language which is Fongbé. Through interactions with my parents and friends, I can fluently speak fongbé. According to Nunan (1989: 13), some linguists maintained that it was not necessary to teach grammar, that the ability to use a second language would develop automatically if the learners were required to focus on meaning in the process of using the language to communicate .From this experience, teachers have to make students interact, to try to speak naturally. So, it is not advisable to load students head with disparate grammatical rules. In this way, students can learn English and not grammar. Learning speaking cannot be a great deal of memorization for students. These insights led to the following set of assumptions: Language is speech, not writing .A language is a set of habits. Teach the language, not about the language. A language is what its native speaker says, not what someone thinks they ought to say. Languages are different. What matters is to practise the everyday English. Learners relate grammar to a set of rules that they consider as boring and a great deal of memorization .To know how to teach speaking, let's ask how does little child learn a new language. It is proven that a child learns through objects in which he interests and actions and not in separate words. A child never hears a word spoken alone. If he is interested by an object, he hears people use the name of the object in singular and in plural . So, grammar is not a separate subject like Mathematics but it is a small part of the whole work in English .In this way, grammar must go hand-in-hand along with talking and interacting. Of course, grammar is very important to teach speaking but it should never be more than helping students' interaction .It is advised that teacher can use audiolingual method in the intention to increase student's ability to speak the English language. Audiolingual method (ALM): In the ALM lesson, students begin with a dialogue which includes a particular

structural pattern. The exercises and drills following the dialogue would be designed to give the students more practice with the structure being studied. The emphasis is based on development of oral language. For example, in a single slot substitution drill, the teacher would hold up a pencil and say, “This is a pencil. ” Students repeat. Then, the teacher would hold up a pen and students would repeat “This is a pen.” The emphasis is on syntactic patterns rather than on meaning.

Attention is also paid to correct pronunciation. Because behaviorist psychology described learning, including language acquisition, as a matter of conditioning—responses to outside stimuli, it was considered that one learned a language through mimicry and memorization.

2-2 The teachers’ roles in the promotion of speaking.

First of all, teacher is somebody who helps students learn. His fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. Teachers play the role of controller as soon as he is totally in charge of the class, in other words when he is introducing a new language. But he or she cannot be controller throughout the class. Apart from accurate stage when this role is important, it is quite inappropriate to be controller during communicative activities. Not only do teachers play the role of controller but they also play the role of assessor. It occurs when teachers correct student’s mistakes and errors. It is crucial to notice that this correction helps learners to realize what has gone wrong and put it right. In this correction, teachers normally should focus their feedback on the content feedback. This means that learners have been encouraged, told how well they perform in terms of coherence, strong arguments and example they use to back their viewpoint. After that, form feedback can occur basing on mistakes. In addition, teacher is also an organizer. Here, he or she tells them what to do by giving clear instructions to make learners express their thoughts. He can start by lead-in

activity as introduction to the subject. Then, he explains to them what they should do and he gives the final check that students have understood and are ready to work. During the communicative activities, teacher can play the role of prompter by giving them the necessary help they need to progress. He can all the same play the role of participant by joining them in simulation and plays a role. This encourages students to take it very seriously. Finally, he can play the role of resource person. At this stage, teachers should be knowledgeable, to be in the position to give precious information to learners. Among the role that teachers play in L2 classes we have initiator, facilitator, and motivator, ideal model of the target language speaker, consultant, and mental supporter. As far as the promotion of the speaking skill is concerned, teachers have some capital roles which can be summarized in ten commandments as follows : teachers should set a personal behavior example, make sure that the class atmosphere is relaxed and pleasant, present task properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, ensure that the language class is interesting to the students, promote as much as possible learners' autonomy, personalize the learning process, increase learners' goals, and make sure that learners are familiar with the target language culture. Oxford and Shearing (1994) proposed five implications for the role of the teacher in understanding motivation, suggesting that teachers should (a) figure out learners' real reasons for learning the L2; (b) help students build challenging but achievable goals; (c) show students the benefits of learning the L2; (d) create a safe, welcoming, and non-intimidating teaching environment; and (e) motivate students to develop high but realistic intrinsic motivation. But what is intrinsic motivation? It is this kind of motivation coming especially from students themselves, an eagerness to learn the language. Teachers are in the position to settle safe classroom environments which are the most productive in involving the learners in the learning process. In such environments, students are

encouraged to express their opinions and perspectives on different issues because they feel safe and protected from embarrassment and sarcasm. Teachers must show their tolerance of learner's mistakes and viewing them as something positive which may contribute to improvement and an indication of learning new information. And then, teachers should promote the learners' expectation speaking in the L2. This notion is based on Atkinson and Raynor's (1974) achievement motivation model. The theory conceptualized that students will have a greater tendency to do an activity if they feel they will succeed in that particular activity. It is proven that students never learn to speak English if they know that they will surely fail. Hence, it is unlikely to aim for something if we know that we will eventually fail. Then, teachers should orient the students toward particular goals and to work together to realize these goals. The learners should know the reasons why they are learning to speak a language; this raises their interest to learn. More importantly, many students have been reported that they do not understand why they are given a particular activity. As a result, it is the role of the teacher to steer the class towards a particular goal and explain to the students the purpose of each activity and help them achieve that goal. Mobilizing adequate materials for teaching the speaking skill is an urgent task to the teachers. By supporting this idea, Dörnyei (2001) suggests that teachers should make materials as relevant as possible to the students' lives and, if necessary, teachers should supplement some activities in textbooks with more relevant materials that can motivate students to learn because they can apply it to their own experiences. In this author's vision, while looking for speaking activities, teachers can replace what is in the textbook by another one which is more relevant to stimulate students desire to speak. In addition, it is also the teacher's role to build the learners self-confidence, to put in their mind that they have a lot of potentials to do more than they are able to speak fluently. In transmitting the knowledge, the teacher may also assist the student to interpret it using one of a

variety of educational strategies by which the teacher explains the subject matter to the student. He usually uses his quality of lecturer when students are trying to speak, by giving them the right expression or word. He has also to involve parents in supporting the objectives of their children through provision of information and guidance to schools on ways to establish parental support for student learning.

2-3. Setting a relaxed atmosphere in the classroom.

Setting a relaxed atmosphere is very important to promote speaking in the classroom. Effective teachers believe that all students can learn and be successful. Effective teachers consciously create a climate in which all students feel included. We recognize that all humans have a very strong need to be liked and included. Classrooms everywhere must foster an inclusionary climate. It is essential that students bond with one another and with the teacher to form a positive learning community. Teachers should not set a strict or formal class atmosphere, because it is source of anxiety. Classroom should not be a place where every mistake should be corrected. This kind of classroom is frustrating and hostile enough for learning. It brings some students to keep quiet as they are blamed by teachers for mistakes. This means that everything the teacher can say like putting pressure on them, imposing his or her authority on them even his way of shouting at them will have their drawbacks on students. Aware of, that teachers should set a relaxed atmosphere to help them speak freely and promote speaking outside the classroom where they feel more relaxed and are not afraid of making mistakes. In addition, students are under stressed in the class environments that follow the traditional method of teaching. For instance, students don't learn many things in the classroom where learners as a whole constantly drill or repeat the learning task like machine .Briefly, students learn more in a classroom that follows the theory of Constructivism where they learn by collaborating and interacting with their mates and teacher through activities

because a language is more learnt through acting and doing than through teaching. Teachers normally should work on these rules in the classroom to set a real relaxed atmosphere; their mottoes must be: There is no wrong opinion. No put-downs or sarcasm here. Everyone must be heard. Mistakes are learning points. Every teacher of English should know that students dare to speak English if and only if they are free to do so, free to speak, free from all outside pressure. It is clear that students who live in fear will never learn .We sadly notice that some English classes are too formal in other words, teachers impose their authority so much so that the whole class is afraid of speaking. Frankly speaking, students are not relaxed. Let's tell the truth learners can never learn in this poisonous atmosphere. It is particularly important for educators to understand the effect of rewards and punishments on students' states of mind. Research shows most applications of reward and punishment in the behavioral mode inhibit creativity, interfere with intrinsic motivation, and reduce the likelihood of meaningful learning. (As cited in Caine & Caine, 1997, p. 123).To make the class relaxed, teachers can ask students to applaud their mates who give best answers. Teachers can encourage students to applaud one another and cheer for each other's successes. Using energizing cheers .So, although each learner in the classroom is very different, everyone needs to feel safe and comfortable. In classrooms, good atmosphere plays an important part in the learning process. Anything teachers can try to create a risk-free supportive environment where students can feel safe and where they can thrive needs to be considered and implemented in classrooms. Building a community of learners who care for and support one another is essential in a differentiated classroom. Students who know and respect each other are more tolerant of differences and more comfortable when tasks are different.

Chapter Three: The Methodology of the Study

The present chapter aims to deal with the methodological procedure we chose to do our research work. It also enabled us to know the speaking activities

they use to motivate and foster student’s participation in the lesson especially to encourage them to speak the language inside as well as outside the classroom.

In the intention to fulfill our task, we have chosen to do our investigation taking into account only the key actors of the education like teachers and the students. For this purpose, we made use of some instruments such as questionnaire and class observation.

3.1 The target Populations

As we said above, the target people who are involved in this investigation are teachers and learners. In order to undertake the difficulties which occur in teaching and learning EFL, teachers and students are undoubtedly in the right position to be questioned and to be observed in a real class situation. Frankly speaking, most of teachers we gave questionnaire to fill welcome us willingly although our meeting was difficult to be held because of their lack of time. Those who were available collaborated with us like father and his child .With their help, we succeed to collect valuable information about their way of teaching speaking and the means used to motivate their learners to speak. To be totally in touch with how they have been taught the English language, we questioned students first to know their attitude about speaking English and second to know the activities which motivate them to learn freely to speak English. The principal actors around whom this research is carried out are: learners and teachers .They are from two secondary schools: CEG ANAVIE and CEG KINTA.

Schools	CEG ANAVIE	CEG KINTA	Total
Population			

Teachers	10	10	20
Learners	25	25	50

3-2 Method of investigation

Apart from the target population we just talk about, we tried de design questionnaire to both teachers and students in order to get valuable and interesting data. We also have class observation during this research work in the selected secondary schools.

The sample population around whom the present research work is carried out consisted of twenty (20) English teachers and some (50) fifty learners .

3-2-1 Questionnaires

For this research, we design two kinds of questions: one for the students and the other for the English teachers.

The questionnaire that is addressed to teachers is particular in this sense that it is mainly about the teaching of speaking skill. It is also about methods and activities that teachers can use to promote EFL speaking in and outside the classroom.

This first questionnaire comprised nine (9) questions that required wonderful answers. The teacher in anonymous way is called to answer each question in a few lines.

As far as the first question is concerned, it deals with the student's state of mind while they are called to speak English in the classroom.

The second and the third questions are intended to deal with the place of speaking skill in the lesson plan and the way grammar can be taught in communicative way, in such a way that they can freely and naturally speak English.

Through the fourth question, it is asked to teachers to talk about the kind of correction they use to assess their learners ability to speak the Shakespeare

language.

We design the fifth question to identify the classroom atmosphere which is appropriate to the teaching and the learning of the speaking skill.

Our intention to design the sixth question is to know how teachers manage to promote EFL speaking outside the classroom because most students think that if they learn English in the classroom that is all they have nothing to do outside the classroom. There is a misunderstanding to be corrected.

Question (07) and (08) put an emphasis on some excellent ways to foster speaking skill which are: organizing hot discussion on topical issues and usage of games plus stories telling to encourage student participation.

The final question which is number 9 is about the way to evaluate students' ability to speak the English language.

The second type of questionnaire is especially constructed for students .These ones are about (10) ten questions which handle some techniques to motivate learners to speak in fearless way .To facilitate the task to learners ,we made them in such a way that students can fill them by ticking anonymously in the frame of YES or the one of NO.

The first question of the learners aims to check if learners effectively speak English in the classroom.

Through the second question, students are asked to say if they are motivated to speak English or not.

Like the second question, the third one is intended to know if the one thirds of the class can speak EFL or not.

Always with the learners, we design the fourth question to realize if teachers use attractive speaking activities to stimulate the interest of students to speak English with eagerness.

Question (05) towards students tried to verify if learners in general like to speak English.

Question (06) highlights the aspect of mistakes correction by teachers when their students are speaking in the classroom.

As far as the seventh question is concerned, the objective is to check if teachers like motivating students for instance by making them discuss about latest news for at least (03) minutes.

The question (08) points out the student's viewpoint about speaking teaching through storytelling.

Question (09) brings students to say if they are encouraged to speak English outside the Classroom too.

The tenth question helps us to know if the English teachers of these secondary schools most of the time vary their method and technique of teaching to avoid boredom.

3-2-2 Class observation

After using questionnaires so as to get information about the teaching of the speaking skill, we draw the conclusion that they are very useful for conducting a research work of this genre. But as many fish never spoil the sauce, we judge interesting to make also use of class observation. This class observation taught us a lot about our new job that is teaching. We witnessed with our eyes the difficulties EFL students have to speak the English language and the effort teachers are vainly making to bring learners to speak in Benin secondary schools in general and in CEG ANAVIE and KINTA in particular.

To succeed in doing this class observation, we had the opportunity to be sent in Porto Novo secondary schools. So, we started last year with CEG Agbokou to finish this year in CEG ANAVIE. Let's point out that the administrative authorities were kept in touch by our school and by us. When we exchanged phone number with the English teachers, we agreed with him to call us the day they will carry out speaking lesson. Frankly speaking, all the teachers who accepted to welcome us in their classrooms were the kindest teachers we

have ever seen in our life. When we entered in the classroom, they gave us seat at the bottom of the classroom where we could easily see what was going on the classroom. When We finished our observation, we usually had a little time for discussing about what we have just observed. They freely share with us their technique of teaching. There was also an occasion for us to ask them some questions related to students' carelessness about speaking.

Chapter four: Data collection and Analysis

In this chapter , we are going to deal with the data we got from students and from teachers .These data aim to reveal some reasons why students are

unable to speak the English language and the possible strategies teachers can use to promote the EFL speaking in and outside the classroom. After collecting them, we will proceed to their interpretation and analysis.

4-1 **Data collection**

As we said above, our research work focuses on two main people: students and teachers .First of all, we will collect the students' answers in table 1 and then we will deal with the ones of the teachers in table 2.Finally, we will deal with class observation.

4-1.1 Data collection on questionnaires

Table1: learner's answers

Statement	Learners' answers	
	Yes Number %	No Number %
1-Do you speak English in your classroom?	17%	83%
2-Does your teacher motivate you to speak English?	26%	74%
3-Can you say that the one thirds of the students in your class speak English?	34%	66%
4-Does your teacher use interesting speaking activities to attract your interest to speak English?	24%	76%
5-Do you particularly like to speak English?	84%	16%
6-Does your teacher correct your mistakes when you speak in the class?	57%	43%
7-Are you used to discussing in English about latest news for about 03 min?	9%	81%
8-Do you enjoy story telling?	81%	9%
9-Are you encouraged to speak English outside the classroom?	3%	87%
10-Does your teacher vary his method or technique	31%	59%

of teaching to avoid boredom?		
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Table 2: Teachers answers

Statements	Teachers' answers	
	Yes number%	No number%
1-Are your students afraid of speaking English in the classroom?	80%	20%
2-Do you habitually plan speaking lesson for your students?	30%	70%
5-Is your classroom atmosphere too formal?	40%	60%
7-Do you often spark hot discussion on topical issues with your students?	20%	80%
8-Do you use games and stories telling to foster students participation?	25%	75%
9-Do you evaluate your students ability to speak English language?	30%	70%

The following questions cannot be collected in the table above, so we are going to deal with them separately. They are questions 03, 04 and 06.

Question N°3: This question is about how teachers teach grammar. For this question, about 67 % of teachers said that they usually give some rules to students and ask them to learn. But 33% of them said that they put some sentences on the board and ask students to draw the grammatical rules by themselves?

QuestionN°4: It deals with the kind of correction used to assess the students.

About 56% of teachers said that they correct on the spot. But 44% said that they use gentle correction or peer correction to assess the learners.

Question N° 6 : Here, it is asked the teachers effort to promote speaking outside the classroom. For this question 20 % of teachers said that they try to motivate students by telling them stories, making them use the language orally and organize English club with them. But the 80% other teachers declared that they didn't have any idea about promoting speaking outside.

4-1.2 Data collection on class observation

During our period of class observation in the selected secondary schools, we've seen a lot of things related to the classroom management. As far as the speaking skill is concerned, we first notice that most of students are reluctant to speak English. They said that they are afraid to be laughed at by their classmates and the teacher himself. Instead of speaking English, some students deliberately speak French. They also have very poor vocabulary which justifies their fear of speaking English. Another aspect of their low ability to speak English is that they answer to their teachers' questions with mispronunciation and with the reactions from peers discourage the students to try again. While observing, we watch these students who chat but their chatting is only in French or in Goungbé and fongbé. Other students think that English language is difficult enough to speak because of the accent and the pronunciation. In some classes we observe, teachers have habit to correct every mistake on spot and orally. Once the class ends, students get back in touch with their French or Goungbé. So, throughout our observation, we never see any students speak English outside the classroom, they don't even think about it. To tell the truth, teachers don't care about speaking outside , they don't plan lessons or exercises about it. We also see that they teach more reading comprehension than speaking .Let's say that some students are absent-minded while taking the course. Students ignore the importance of the speaking skill in the learning of a language and especially the English language. The only thing which matters for most students in French

speaking countries is how they can manage to get good mark in their exams or tests.

4-2 Data Analysis

4-2-1 The Analysis of students' answers

Our analysis first will deal with student's answers and then with the teachers ones .As far as students answers are concerned, we notice in the first question that very few learners speak English, about 17% of them. Considering this low ability of students to speak EFL, teachers should double their effort in encouraging their students to speak every time without being afraid of making mistakes or being laughed at by students. Aware of this, teachers should reassure learners that making mistakes is not bad but it is when we are making mistakes that we try to do better. In the second question, learners answers show that most of their teachers don't motivate them to speak because our table shows that only 26% of teachers motivate their learners to speak, 74% of teachers don't do it .This means that they do the same activity from time to time or they don't vary their method of teaching which brings boredom in the students. The third question is about if the one third of students speak. The emphasis is always on the promotion of speaking inside the classroom. The answers show that 34% of them speak but 66% don't speak any more. Moreover, the fourth question is about using interesting activities to attract learners to speak. Learners like the class which deals with their daily life. Teacher's responsibility is to make their course interesting so that their learners can learn naturally. The fifth question checks if learners like English. And the answers are prominent 84% like English ,only 16% dislike it ,so students like the language ,it is time for teachers to help them get the importance of speaking English and explain to them how much they can gain their life while speaking English. The correction of mistakes is very essential in teaching speaking. Learners' answers show us that some of their teachers correct them a lot when they speak English. As an illustration, 57% of teachers correct a lot on spot when their learners speak and only 43% of

them don't use to correct on spot. Correction on spot discourages and frustrates learners. They lose confidence in themselves and are chocked. Another factor which can improve student's ability to speak is discussion about topical issues for 03 minutes. The seventh answer shows that only 9% of teachers do it but the 91% don't do it. To build in learners the ability to speak very often and easily, teachers should get their learners used to discussing on topical issues. Do students appreciate story telling? The results to the eighth answer demonstrates that students in their majority enjoy it .It's a proof that 81% of learners enjoy it and only 19% don't enjoy it. By telling story to his learners, this increases students ability in vocabulary, grammar etc.

The best way to develop the student's ability to speak English is to perform a lot of exercises about speaking outside the classroom. It is amazing, because the students answer number 09 shows that many teachers ignore the importance of promoting speaking EFL outside the classroom, 97% of teachers never talk about it and only 03% try something. This means that conscient teachers should design a lot of speaking activities to be performed outside the classroom. This will reduce learner's fear of making mistakes, their anxiety and their shyness about speaking and will increase their eagerness to learn the language. The tenth answers from the students shows the necessity of variety to make them interest in the course. Only 31% of teachers vary their method of teaching and 69% of them use the same method again and again which is very boring.

4-2-2 The Analysis of teachers answers

Teachers' answers are mainly related to their way of teaching English and the learners attitude about it .The first answer is asked to see if learners are afraid of making mistakes. It is proven that a lot of students are involved 80% of learners are afraid of making mistakes and only 20% of them are not. This shows the great task teachers have to overcome the fear of making mistakes. As

far as speaking activities are concerned, many teachers don't plan it, they think that it is embedded in every lesson. Only 30% of teachers plan speaking lesson, the 70% of teachers don't do it .Students will never learn if authentic lessons are not planned. They have to plan it from time to time so as to make them speak. The next answer (05) is about the classroom atmosphere. Many classrooms are still too formal that is the distance between students and teachers is still too high. The authority of the teacher is too strong so much so that learners are not relaxed to learn. The answer shows that 40% of teachers classroom are too formal. This means that those teachers should try to make their classroom atmosphere relaxed to favor learning like the 60% of their colleagues. The answers 07 and 08 are about sparking hot discussion on topical and using of storytelling to build learners ability to speak and foster their participation in speaking. Only 20% and 25% of them do it but the 80% and 75% don't do it .To draw the attention of students on the importance of speaking skill, teachers should evaluate their students ability to speak English. What they rarely do it, only 30% do it, the 70% of teachers don't do it. If students know that they are evaluated they will quickly learn it .It is advisable for teachers to evaluate their learners ability to speak English. The third answer is about how teachers teach grammar. Numerous are those who fill learners head with disparate rules. More than 67% of them do that and only 33% make learners discover the rules by themselves. Here, teachers should teach grammar in communicative way so that they will be speaking while learning grammar. The answer 04 is about the kind of correction used to assess learners. Many teachers correct learners on spot (56%), and 44% use gentle correction, peer correction or correction at the end in anonymous way. This last way of correcting mistakes brings more confidence and the desire to learn. The final answer is about promoting speaking outside the classroom. At this stage, the task is very big because 80% of teachers never talk about promoting speaking outside and only 20% try to do something improving learners oral practice to get them ready to speak outside but they don't design activity

specifically to be performed outside which is not good for the level of the students.

4-2-3 The Analysis of the Class observation

Class observation is the second instrument we make use in our research work. This period of observation was very profitable for carrying out our research work. All the four skills are effectively taught during our class observation. Since our topic is about the speaking activity, we will essentially talk about it. The teaching of this skill as we observed raises some preoccupying problems related to students such as:

- To build one correct sentence in English.
- Inability to understand the question or what is being explained in English.
- Recurrent French-English or English-French translation of every new words they encounter.
- Incapacity to answer a question because of inability to speak English.

At the side of the teachers, some problems are also noticed such as:

- Too much usage of French in the intention to make learners understand the lesson.
- Monopolization of word what does not help under no circumstance to learn to speak the language?
- Lack of attention in controlling students' ability to speak English during the group work.

Chapter five : The Finding of the Study.

In this chapter, we are going to present the new results which come from our research work. After the results, we will make some suggestions to all English teachers and to the main actors of the Beninese educational system. The following aspect of the chapter is related to the learner's involvement in the teaching field. And in final position, we will deal with some activities teachers can use to attract students 'interest.

5-1 New Results for the Study

Speaking is the main skill every learner of a language can acquire. After conducting our research work, some new results have been found .These new results will help us in improving the teaching and the learning strategies of speaking. As far as the teaching strategies are concerned, our questionnaire reveals that most of students are afraid of speaking EFL, afraid of being laughed at by their peers. So, the pedagogical implication will bring every English teacher to do their best in order to overcome the habitual fear of making mistake learners encounter while they are called to take the floor .They have to select activities in which learners will feel free to speak. It also shows that very teachers plan speaking activity .Indeed, the teacher who intends to increase his learners oral ability should plan very often speaking activities to lead his learners to speak. In addition, most of the students we met told us that their classroom atmosphere is too formal. This poisonous atmosphere cannot bring any learning .Another aspect which comes from our research is that teachers don't use discussion on topical issues and storytelling to foster speaking. Since they are sources of spontaneous speaking .If learners don't speak, it will be because they know that this ability is never evaluated or graded by teachers according to what our research work reveals. So, teachers have to evaluate learners' ability to speak, this will bring the latter attention on the importance of speaking EFL. Through our research work, learners in their great majority like to speak English

but they don't do it, they rarely participate in the lesson. Learners should be taught that while participating in oral activities, they will naturally learn how to speak the English language. It also has been proved that many teacher correct students always on the spot which chock learners and reduces their desire to talk anew during the class session. Variety is the spice of the teacher we use to say but many teachers don't respect the assertion and use the same method since and then which brings boredom in learners mind and their attitude about learning to speak English. The serious and immediate result which comes next is teachers' attitude about promoting speaking English outside the classroom. Here, it seems that almost nothing is done. Some teachers even ignore everything about this way of teaching English as our questionnaire has showed. It is high time teachers woke up from their dream to put an emphasis on promoting speaking outside the class.

5-2 Suggestions

Our suggestions will be addressed first to English teachers and then to our government. After conducting our research, we propose teachers to start teaching English more as a language than as a subject .This means that they will teach English through communication in interactive way, to make students speak. In this way, they discover the language by themselves .They have to foster speaking by asking them to discuss on a topical issues for about 03 minutes. Aware of all this , teachers should do their best to overcome the habitual fear of making mistakes, shyness about speaking, anxiety and lack of self-confidence which characterize all our students and reduce their ability to speak English. They have to treat mistakes as a valuable resource from which students can learn. They must take notes while monitoring so that they can point out mistakes afterward. It is not good to correct students while they're trying to communicate ideas in case you discourage or intimidate them. Teachers should keep notes on student conversations in a formal notebook .So as to have a permanent record of the class' performance and focus systematically on different

categories of mistakes in each lesson. They have to know that not all the mistakes we hear should be corrected. They don't need try to point out all the mistakes they get. In addition, variety and motivation should be the prior preoccupations of all English teachers. They should motivate by their way of speaking and their way of presenting the lesson. However, teachers should avoid laughing at students and try to set a peaceful and relaxed atmosphere in the classroom in order to make their learners at ease, at ease to ask question, to answer and to make remark. A lot of students don't speak because they don't know anything about English phonetics. To solve this in some extent, teachers can make a time to teach some elementary phonetics drills to their learners. As learners are still teenagers, teachers should use encouragement, rewards to make their class interesting. So as to strengthen the learners ability to speak English, teachers can make use of oral weekly report, group presentation, picture description, storytelling about the great African heroes such Behanzin Samori Touré etc., role play, debate on latest news, etc. Let's be sure that if all this is implemented, it will develop the learner's ability to speak in a natural way. We do not forget that teachers must very often encourage his learners to listen to BBC and watch TV programmes in English. By doing this, learners will naturally acquire the native accent and the stress of words. Teachers should also organize English club in their schools to generate students desire to speak English. They should also organize trips towards English speaking countries as Ghana. In this way, learners should discover many new things and will learn to speak too. If they don't have financial means for the trips outside the country, they can do it inside the country by planning a programme to meet at a given place the other students who are studying in a bilingual school. The numerous activities they will perform will reinforce their ability to speak the Shakespeare's language. While applying this, teachers are promoting speaking outside the classroom. As for government en general and the educational authorities of our country, they should take other urgent measures to deal with the teaching of

speaking in our country. Firstly, we ask them to allocate more grade to the speaking ability in our final exams such as BEPC and A 'level (BAC). Students should compose speaking in the normal session. The oral composition can be graded on 10 out of 10 and the written one the same. In this way, learners will put this ability in the first place of their learning. They also should order all our secondary schools to evaluate and grade speaking in their tests. Our authorities should all the same organize yearly tests to select the best students who may be sent to English countries or who may get special privileges from the government for their future studies. This can stimulate the other students to make effort. The government can also equip our schools with adequate materials like audio and video files for the teaching of speaking.

5-3 Learners' involvement in the Teaching field

To involve learners in the teaching field is an important factor teachers should not forget. There are many ways teachers can involve their learners in the teaching process. First of all, teachers before starting a new chapter should normally ask some questions to learners. It is said that they never come in the class empty-headed. They always have something in their mind about every topic. By doing this, teachers can start teaching from the learners level of comprehension. This is so important that students seem involve in the teaching and are more motivated. They have eagerness to learn when a part of the lesson comes from them. In teaching the grammatical rule, teachers can give them sentences in which they will discover themselves the rules themselves. In this way, they can keep them for life. But if the teacher gives it to them, they will keep it for exam only after that they forget almost all of them. Another excellent way to involve learners is pair and group work. While doing pair and group work, learner take an active part in his learning. He or she also has an opportunity to speak, to use the language. In pair or group work, students learn not only to speak English but they also learn how to interact, how to end a conversation, how to cooperate, to exchange ideas. The teacher, in order to

involve his learners in the teaching field, he or she has to use songs and games in the teaching. Songs and games in the one hand increases their vocabulary, encourage them to use the language in natural way. In the other hand, they allow learners to learn easily because they are relaxed, happy to learn. We have to know that to effectively involve learners we, teachers have to set relaxed and peaceful atmosphere; this implies that teachers can bring down to level of students to facilitate learning. Teachers have to persuade students to participate in the activities, by making activities easier for them, making them believe that they will be able to speak, if they think they can speak, enabling students to achieve their goals, sympathizing with students' failure while they were participating in the activities and praising them when they succeeded in their language learning, especially in speaking. Let's encourage students to ask questions after each activity. And persuade students to experiment with language .Teachers should put relevant, new vocabulary on the board as it comes up during class so that students can incorporate it into their own conversations. We must not forget brainstorm ideas with the class about how to use more advanced structures and vocabulary, and then sometimes repeat activities incorporating the suggestions. It is useful to make a recording of students doing the same activity at the start of the course and the end to show progress. The teacher is one of the main factors to promote students' confidence in language learning. Therefore, it is very important for a teacher to know theories about psychology, adult learning, learning styles and language teaching. If a teacher does not pay much attention to that, he/ she may face students' responses in terms of unexpected behavior. If a teacher requires respect and trust from students, he/she has to respect and trust them as well. In doing so, it is easier for teachers to make students respect and trust in them.

5-4 Activities to attract students'interest

As the most important role of teachers is to teach learners how to speak, we design according to what we've seen in our research work some interesting activities which can help teachers teach speaking in easy way if they effectively make use of it.

5-4-1 Role-play

So teachers can use role-plays in their class. In using it, students learn naturally and feel deeply involved in the teaching process. Some students feel less inhibited if they have a role to play, and can escape from "being themselves" for a while. Role plays may involve one student playing a tourist/customer/boss, interacting with another student playing a tour guide/sales assistant/post office clerk/employee. Such nonrealistic roles can be problematic for some students, but fun for others they also enjoy acting like great characters. For instance, here is an exercise of role-play. Pair work. Imagine both of you want to meet later. Sit back to back and role-play a phone call. Use these questions and your own ideas.

Where are you? What are you doing?

Who are you with? Where should we meet?

"Hi, this is Yessoufou. Could I speak to Marc?"

– *"Speaking. Hey, Yessoufou, where are you?"*

"I'm still at home. What are you doing?"

After role-play, teachers can teach speaking by using many small songs.

5-4-2 Usage of Song

The usage of songs is very essential in teaching speaking. Before starting a class, teachers can make their learners sing this small song for instance:

Welcome teacher!

Welcome teacher!

How are you? How are you?

We are waiting for you!

We are waiting for you!

We want to work.

We want to work.

5-4-3PROBLEM SOLVING

By solving a problem, learners get a good advantage to speak English. Students have to do it with a partner and discuss how to solve the problems. Students are focused on solving the problems and coming up with the correct solutions, but the purpose of the activity is to make them talk in English. It doesn't matter to us if they can't get the answers – what matters is that they speak English. One example of problem solving is this:

Seven people arrive at a meeting. Each person shakes hands once with each of the others. How many handshakes were there?

5-4-4Questions –answers activities based on general knowledge

These questions –answers activities are relevant because students will first know how to speak and to increase their knowledge in general culture. Let's point out that these questions should be asked in English. Here is an illustration of question –answer activity:

- 1-Who is the fifth President of BENIN?
- 2-How many policemen were murdered last month?
- 3-Where is the third city of our country?
- 4-What happened in BENIN, in January 16th, 1977?
- 5-Who is the famous king of our country?

These questions can be displayed every time learners are tired and confused. Teachers can also divide the class in two teams. At the end, the best team must be applauded and encouraged in various ways.

CONCLUSION

The promotion of speaking is one of the greatest challenge every teacher of English encounters. This can be justified by the fact that learners are still unable to communicate although they have completed 6 or 7 years of English course. It is clear that most students like to speak the Shakespeare language whereas they don't get from the teachers the necessary help to satisfy their expectation. Among the main factors which prevent them from learning to speak EFL is fear of making mistake that should be seriously taken into account. Even though the student starts studying English with the lowest ability of speaking, the teacher can make him or her the fluentest student in the class if he or she teaches the language through interaction, communication and oral practice.

To deal with the question, our research work focused on EFL speaking promotion in and outside the classroom. In the intention to achieve our goal, we extend our knowledge by reading some books, articles and documents about our topic .They are related to rationale behind students' inability to speak EFL, teacher's role in promotion of speaking and about setting a relaxed atmosphere in the classroom. All these materials help us to identify the reasons why learners have difficulties to speak English and the new strategies and activities teachers can use to raise their learners level in English.

The next part of our research work aims at designing questionnaires both to teachers and students in the selected secondary schools. These questions allowed us to obtain the opinions of both of them on the reasons why students have a lot of difficulties to speak English and also about new methods which can be used to facilitate learners speaking ability. It is clear that students will never learn if teachers don't say anything about activities to promote speaking outside the classroom. Apart from questionnaires, we have all the same carried out class observation to get ourselves closer to what really happens during a class session including the difficulties both teachers and learners face in teaching and learning the speaking skill.

So, from the data we collected, we end by finding some reasons why learners don't speak EFL such as fear of making mistakes, lack of motivation and lack of students' participation in the class session and in communicative activities. After that, we make some suggestions about some new strategies to teach speaking in easy way. We can't neglect that we deal with learner's involvement in the teaching field. To put an end to our research; we propose some speaking activities to attract learners interest to speak EFL very simply among themselves in and outside the classroom.

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Annexe Pages

QUESTIONNAIRE to EFL Students

Dear students, my name is Modeste B.YEKPON.I submit you this questionnaire because I'm carrying out a research work entitled: EFL speaking promotion in and outside the classroom: a case study of CEG ANVIE and CEG KINTA. So, I need your help to conduct this work.

Description: Please choose YES or NO according to your feeling and attitude about teaching and learning English. .

1-Do you speak English in your classroom? Yes No

2-Does your Teacher motivate you to speak English? Yes No

3-Can you say that at least the one third of the students in your class speak English? Yes No

4-Does your teacher use interesting speaking activities to attract your interest to speak? Yes No

5-Do you particularly like to speak English language? Yes No

6-Does your teacher very often correct your mistakes when you speak in the class? Yes No

7-Are you used to discussing in English about the latest news for about 03 minutes? Yes No

8-Do you enjoy storytelling? Yes No

9-Are you encouraged to speak English outside the classroom?

Yes No

10-Does your Teacher vary his method or technique of teaching to avoid boredom? Yes No

QUESTIONNAIRE to EFL Teachers

My dear teachers, I'm Modeste B.YEKPON.I'm conducting a research work entitled: EFL speaking promotion in and outside the classroom: a case study of CEG ANAVIE AND CEG KINTA.I need your collaboration to answer these questions about teaching learning speaking. Thank you so much.

1-Are your students afraid of speaking English in the classroom?.....
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2-Do you habitually plan speaking lessons for your students?.....
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3-How do you teach grammar to your students?.....
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4-what kind of correction do you use to assess your students speaking?.....
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5-Is your classroom atmosphere too formal ?
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6-How do you manage to promote EFL speaking outside classroom?.....
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7-Do you often spark hot discussion on topical issues on your students?.....
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8-Do you use games and stories telling to foster students participation?.....

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9-Do you evaluate your students ability to speak English language?.....

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