



REPUBLIQUE DU BENIN



**MINISTRE DE L'ENSEIGNEMENT SUPERIEUR ET DE LA
RECHERCHE SCIENTIFIQUE**

UNIVERSITE D'ABOMEY-CALAVI

ECOLE DOCTORALE PLURIDISCIPLINAIRE DE LA FACULTE DES LETTRES ARTS
ET SCIENCES HUMAINES
« ESPACES, CULTURES ET DEVELOPPEMENT »

FILIERE: ETUDES ANGLOPHONES
OPTION: DIDACTIQUE

MEMOIRE DE DEA



LEARNING ENGLISH FOR THE PROMOTION OF TOURISM: THE CASE OF HIGHER EDUCATION IN BENIN

PRESENTED BY:
Perpétue Mensah

UNDER THE SUPERVISION OF:
Professor. Augustin Aïnamon
Dr. Prosper Atchadé

Academic Year 2010-2011

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DEDICATION

To God Almighty, the most Merciful for leading me every
Step of the way and for inspiring me in the pursuit of my
Academic goals, and most particularly,
Throughout this work

To my beloved mother for her tender loving care, and for

Nurturing me, and serving as a pillar of support

In everything I undertake.

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Every research work is, to some extent, a collective effort. Indeed, many people have assisted me invariably in the completion of the present thesis, and it is definitely impossible to list them all in here. However, I wish to single out the following people for special mention.

First and foremost, I would like to express my heartfelt thanks to two great men, Professors Aïnamon and Atchadé for willingly supervising the present work beyond the call of duty. Truly, Professor Aïnamon and Dr. Atchadé took time out of their busy schedules to guide me through this work. May God reward them manifold for their assistance throughout.

I also want to express my gratitude to my maternal uncle, Dr. Abel Couao-Zotti, who, in spite of his hectic professional and academic timetable, managed to lend his helping hand in the completion of this work. Thank you very much indeed, uncle.

Honestly, Dr. Albert Tingbé-Azalou and Mr. Moïse Gbénou have been two great benefactors in my life as a young student, and for that I want to express my full gratitude.

My sincere appreciation also goes to Mr. Daniel Dossou, who has been very instrumental in my search for secondary sources – books and articles in completing this work.

I would be remiss if I fail to mention my sister, Jocelyne Guillaume née Mensah who has always been there for me. Actually, more than a sister, Mrs. Guillaume has always played the part of a second mother in my life. Saying she has been all for me is an understatement.

Last but certainly not least, I wish to acknowledge school officials at various levels, as well as all my other university lecturers, particularly, Dr. Leonard Koussouhon and Dr. Thomas Houessou-Adin, for their efforts in teaching me and making me the young graduate student and budding teacher of English that I have become today. May my friends and colleagues also find here, my sincere appreciation for their honesty and kindness.

INTRODUCTION

INTRODUCTION

Over twenty years till now, the Republic of Benin has opted for a new course of governance – democracy and the market economy. Year after year, changes have been taking place and a new generation of young people is emerging with new values inspired by western countries. Business in general and the private ownership of means of production has led to the gradual withdrawal of the state from the vital sectors of production. For this new generation of Beninese, globalisation brings about the use of new technologies such as computer tools, mobile items, and a large advertising of the western lifestyle.

In the developed countries, the English language, which is also the language for international business plays a key role in worldwide communication. Even in the developing countries, the model that is now common is inspired by western countries' ideals.

In the field of education, the English language is given more and more credit. French speaking countries are also keeping up with the new changes since political and economic freedom and global business are the key tools leading contemporary societies.

To that end, tourism – the business activity connected with providing accommodation, services and entertainment for people who are visiting a place for pleasure or while on vacation – is now considered a determinant factor in the process of business venture and the enjoyment of freedom. Therefore, with democracy and the relatively peaceful atmosphere, Benin Republic is able to attract new investors, businesspeople, and curious folks, who eagerly want to discover this famous country, the torchbearer of democracy in Africa.

Indeed, despite their different social origins and/or ethnic backgrounds, these visitors are either native speakers of English or able to communicate and understand English fairly well because the English language has swept the whole world, particularly the world of business, technology, science, and among others, tourism. Hence, even French-speaking

countries, like the Republic of Benin need to take the learning of English seriously, if they want, at all to enjoy the benefits of tourism.

With great changes in political and economic fields, readjustments of priorities have been performed in social fields. In education, the first priority goes to primary school, the second to technical and professional schools (vocational schools), and the third to the secondary schools and the last to universities. Consequently, through education at the university level, the government has been trying to devote two and at most four hours per week to English.

As far as Tourism as a subject of academic study is concerned, English is sometimes considered to be a subsidiary subject despite its importance in the field as noted above, and teachers are just asked to teach learners the basics relevant to Tourism. Thus, at the University level to which my study will be devoted, reforms are underway. Private universities are now expanding whereas no public university exists that offers courses in Tourism.

Since reforms are underway, they must be applied to each subject, including English. It is in light of this that I have decided to carry out this research work to encourage learning English for Tourism in Benin higher schools. Thanks to my school background and to newly acquired experience in a field close to Tourism, that is, Catering, I have explored the conditions of teaching English as a Foreign Language (EFL) in Benin. Actually, students are only concerned with scoring high marks or grades in English classes, while competence in speaking or communicating effectively is left aside. As a result, learners make poor performances on communication tests and examinations.

Therefore, I have suggested some strategies to reinforce learners' capacities. I am mainly interested in how EFL teachers can conduct their classes in Benin in general, and their English for Tourism Business, in particular. This concern leads me to the art and techniques to be used to facilitate English language learning. Great attention should be paid to the school

curricula in order to find out how to improve on the teaching strategies in the process of learning the English language.

In order to meet my objectives, I have structured my work in five chapters that form the backbone of this thesis: **Chapter One** entitled “Rationale of the Study” clearly states the problem while addressing the socio-cultural difficulties encountered by EFL/ESP students and particularly those difficulties related to the English related to Tourism in the learning process in Benin. This chapter also figures out some approaches to improve English learning after observing the way it is fulfilled today, and ends with a discussion on the significance of the study. **Chapter Two** is the Literature Review in which I have started with the definition and significance of a review of the literature to every research work, on the one hand, and critically commented on selected existing literature on the topic at hand. **Chapter Three** deals with the methodology of the study. In this chapter, the different instruments I have used to collect data for my study have been discussed. As such, I have described how these instruments have been used and how the data have been collected. In **Chapter Four**, I have dealt with the findings of the research. Indeed, in this chapter, I have presented and analysed the results generated by my investigations. Finally, **Chapter Five** includes my recommendations, suggestions, and my overall conclusion.

CHAPTER ONE

RATIONALE OF THE STUDY

RATIONALE OF THE STUDY

1- The Purpose of the Study

This research work aims at finding out methods to be used for fostering the speaking skill in Benin EFL and ESP classrooms and figuring out which ones of these methods are appropriate for teaching English for Tourism. My study focuses on the university level. Indeed, after graduating from high schools, students who are willing to specialize in Tourism start two to three-year training in that field of study. At the end, they are oriented to meet customers in order to satisfy their needs. So, while these students were going through their secondary education, teachers should focus their attention on how to encourage these students to speak the target language, that is, English fluently with tourists.

The problem, here, is that there is a big gap between what teachers expect of the students and what the students perform. This is due to the fact that teachers are not fully versed into what they are expected to teach. So, the lack of well-qualified teachers in the field under consideration affects the teaching/learning of English for specific purposes.

The teacher of English for this specific purpose, which is Tourism, should master the relevant concepts and vocabulary related to Travels and Tourism. For, communication is the exchange of messages between two or more people. Teachers should do their best so that students could be motivated to speaking English every chance they get. By doing so, quality can be reached and speaking skills can be developed. As a result, these students may feel at ease while communicating with tourists and other customers. To reach this level, the first purpose of my study is to reveal to teachers and students that specific English terminology is needed to be more efficient in Tourism.

This study also concerns itself with enabling teachers to know which strategies to use to foster speaking skills with regard to Tourism. Moreover, I intend through this work, to raise students' awareness about their roles in the process of learning English as Foreign Language as it relates to Tourism and to stress the importance of mastering English in Tourism, nowadays known as globalisation era.

Indeed, with globalisation, people are expected to move and travel throughout the world, in quest of new opportunities. Besides, English is nowadays an international language, the business language, so people need to understand English to cope with their everyday realities in social communication and the world of business.

This study intends to favour, facilitate, and contribute to the promotion of the English language in our country, Benin Republic and why not in all French-speaking countries. Another purpose of this study is to pave the way for future researchers in the field under consideration as fewer studies are devoted to the area.

My study reveals how communication can facilitate understanding in Travels and Tourism on the one hand, and on the other hand, develop appropriate English to the field for business purposes. To end with purposes, it is worth mentioning the fact that the choice of this topic was motivated by some problems. The following section sheds light on these problems.

2/ The Statement of the Problem

In this section, I have focused my argument on some questions that are designated as key or minor questions according to their importance in the understanding of the problems, which have led me to carry out this study.

a/ The Key Questions

1/ what strategy to use to raise the level in English of students reading Tourism since this level is generally poor?

2/ Since English related to Tourism is a specific one, how can teachers of English get required competences to run their classes successfully?

3/ Learning should take place in accordance with specific criteria. But, are these conditions appropriate established criteria by school officials?

4/ To what extent can promoting Tourism help develop our country?

b/ The minor Questions

5/ Most of the students are from poor social backgrounds and keeping body and soul together is not easy, and school tuitions and related fees are astronomical; how can these students be motivated in English classes?

6/ What strategies to be used to foster the English language in that field where teachers are not even convinced of their doings and where the lack of professionalism is obvious?

c/ Hypothesis

- The infernal learning conditions and students' origin clearly account for students' poor level in English.

- English lessons in various universities in this country do not always focus on training nor do they stress on the way students should acquire knowledge.

- It is evident that the prevailing learning conditions will help find out the gap between the realities and the appropriate conditions and will lead me to carry out this experiment.

- It is known that mastering a language is second to listening to mother tongue from infancy and gradually speaking it in a given environment without schooling and regardless of

any grammatical rule and any particular effort. And as we grow up fluency is improved. In addition to that process, language may be learned. A target language may be learned following a long process of training based on grammatical rules and vocabulary building. The new language generally comes with its cultural features and social values. It is through these two processes that one can acquire the oral ability to communicate easily (to convey a message and to persuade listeners).

The poor performance of English learners in regard to oral fluency that I have noticed at the university level results from many factors among which the educational system and the learning environment.

d/ The Bright Side and the Dark Side of the Educational System in Benin.

The educational system came along with colonisation; a period when Benin people had no opportunity to speak the English language as the settler was France. The curriculum, therefore, focused on the French culture. Furthermore during that era, schooling generally ends at the primary level. Students then just had some competences to act as interpreters to satisfy their masters' needs in social and political settings. This system paves the way for the poor speaking of the English language today.

After this period, the aim of the postcolonial school shifts from "serving the master" to the formation of the "elites", according to the will of their former masters. Thus, colonial policies have continued to influence new curricula. In fact, English is learned only after the primary school in this country.

For students in Tourism, only some three hours at most are devoted to English classes weekly. These hours cover grammar, vocabulary, listening, questions and answers, reading comprehension, and scarcely speaking activities.

Moreover, teachers who are appointed to teach these classes do not belong to the field. In such situations, what concepts or themes could they develop? What syllabus to be designed? And, what kind of background knowledge do these teachers have? In fact, there lies the failure that occurs in the oral fluency in English.

Apart from these rhetorical questions, another question calls for itself, that is, in what environment do the English courses take place in those schools?

- The physical Environment

There is no state-owned university in Benin that teaches Tourism as an area of specialization. As far as the physical environment is concerned, students' number has to be mentioned. The number is generally between ten and twenty. Classrooms are free from heat, and in some cases, air conditioning is used. I have also observed that none of these universities have a laboratory designed for listening comprehension. Laboratory facilitates the development of speaking and listening abilities. Besides, teachers do not use tape recorders; so, the only teaching material teachers use is their own voices.

- The Social Environment

Unlike in English-speaking country, in Benin, people do not have the opportunity to speak English in their offices, in work places, or in their mundane communication. Opportunities to practise English are minimal and learners' interest is lessened. Also, many students are not aware of the real necessity to learn and correctly speak English today. There is therefore no need for them to "waste time and energy to develop competence in acquiring fluency in English as a subject. English is like a "doom, settled on them."

According to these students, learning English requires phonological features that characterise every language and they found it too difficult to readapt their speech organs. As a

matter of fact, they avoid contact with those who should assist them in speaking English. Even in the classroom, they fail to overcome their shyness to hold conversation with their teacher and classmates. Whenever the opportunity arises, they are afraid of making mistakes. Laughing at them seems to be a shame or pity. Such behaviours induce an enlargement to learning English. This situation is not irreversible; series of exercises and sensitisation may overcome that failure.

In some families, for instance, people speaking English fluently do not practise it with the other members. Learning English is held at school, not at home. They have no will to devote efforts to the language. Generally, whenever they are asked to speak English, they just try to translate their local language or French into English, which is, most of the time, clumsy or irrelevant. To illustrate this situation, here are some examples:

-I eat now (I am eating now)

-I have five on twenty (I have scored five out of twenty) on my English exam

-I have hungry (I am hungry)

-I have 16 years (I am 16 years old).

Most of the students get truly disappointed when they realise that they still have these basic subjects to carry along with. Thus, they decide to select subjects in which they should make efforts from the beginning of their training. They prioritise their main subjects, that is, those directly related to their future profession without paying any particular attention to the English language.

- The Economic Environment

- At the Government and Schools' Level

The economical environment is characterised by the non-existence or insufficiency of acceptable educational tools. In the field, language learning does not always benefit from

extra care. In Benin, educational priorities are granted to primary school; technical and vocational schools come far after. Teachers and students are not supplied with literature materials. Preference goes to the equipments such as computer. We should mention the lack of pedagogical trips organised by the schools for linguistic immersion in neighbouring countries, such as Ghana, Nigeria, or in any other English-speaking country to acquire the ability to develop fluency and overcome the fear of making mistakes. With sustained practice, mistakes are kept to a strict minimum. As mentioned by Narcy and Rabelo (1985) “if the learner is vigilant and motivated observer, mistakes will disappear gradually”

These trips allow students to be more confident and trustful of their own potentials in mastering the language, in acting situation. And that may work more in Tourism. Thus, students will have more information about the target language and assimilation will be easier in real situation.

- Teachers’ and Students’ Concerns

As mentioned earlier, the economic environment in Benin does not help students to buy English books. Indeed, school tuition and related fees are really high; on top of this, with the international crisis, parents have to make great efforts to afford these. Some of the students are really unable even to Photostat the required documents. Thus, photocopying takes long time mainly when it is done during the running of the course.

For teachers, in view to their modest purchasing power, they just try to acquire the minimum of the materials. Most of them choose to conduct their teaching the way they can. In this environment, the concern still remains and the desired ones are left aside.

e/ Inventory of Tourism Sector in Benin

Based on an interview with professionals in Tourism, I have come to the conclusion that, after slavery, colonisation, currency devaluation, neo-colonialism, and other negative experiences that Africa was submitted to with its settlers, our culture is the only power, the

only resource we cannot be deprived from. Culture cannot be devalued or submitted to the colonisers' sudden impulse.

The first fuel of tourism is culture, and thus this sector is the only one people are able to master. Benin may even build its development based on tourism if and only if investments are made. Besides, many countries in Europe, with the levying of custom duties, choose to develop tourism to overcome loss of earnings. Information from the *Direction du Tourisme* in Benin, shows that Benin receives almost 200,000 tourists a year and that in 2010, 3000 Americans visited this country. What are, therefore, the advantages to be derived, and what is, if anything at all, to be improved to promote tourism in Benin?

I/ Attempt to Identify Benin's Resources in Tourism

A – Tourist Presentation of Benin

The Republic of Benin, former Dahomey, notorious slavery center, is located in West Africa, and is one of the coastal states of the Gulf of Guinea. This country covers a surface area of about 114,763 sqkms, with a total population estimated at about 9,000,000 inhabitants, 12 departments and 77 communes. It is presented as an extended territory of about 670 km of length but with variable width: 330 km in the northern part, and about 125 km of its southern seaboard. This sub-Saharan country, which looks like a “hand coming out of the ocean”, is bordered in the north by the Niger River, which is the border with the current Republic of Niger, in the Northwest by Burkina Faso, in the West by Togo, in the South by the Atlantic Ocean, and in the East by Nigeria. Thus, Benin is entirely located within the tropical belt between parallels 6° 30' and 12°30', Northern latitude. Its geographic relief is composed of mountains, hills, plains, plateaux, and valleys.

B/ Natural Tourist Resources

1/ Wildlife Parks: in the northern part, Benin has the two most populated wildlife parks in West Africa: the National park of Pendjari and the park W.

- *The Park of Pendjari:* it is located in the Atacora department, in the midst of a mountain -- the Atacora mountain” and a river -- “the Pendjari river.” That park has a surface cover of 477,802 ha and is populated with over 20 species including lions, elephants, panthers, buffalos, rhinoceros, hippopotamuses, hartebeests, sable antelopes cob antelopes, and other cobs, warthogs, bush pigs, etc.
- *The Park W:* is spanning Benin, Burkina Faso and Niger with a surface cover of about 1,000,000 ha including 550.000 ha for Niger. This park, shared by three countries, is as rich as the first one in terms of diversity of its fauna.

2/ Water Bodies: Benin is endowed with a rich and diversified landscape: coconuts beaches with their fine sand, 125 km of coast, rivers, lagoons and lakes, especially meant for lagoon boating, the *Bouche du roi* in Grand-Popo, and villages entirely built on stilts, stilt villages, the famous one being the village Ganvié.

3/ Typical Housings and Famous Places

Ganvié: “Ganvié” [meaning “We are saved” from slavery], the stilt village, also referred to as the African Venice, represents one of the major tourist attractions in the Republic of Benin.

- *The Tata Somba:* These are original strong huts with terraces, generally built in groups of about ten units forming small villages each of which corresponds to a clan, especially in the northern part of the country.

- *The Tanekas*: These are circular huts located at the foot of an escarpment with different levels.

Old buildings in Ouidah, Porto Novo, Grand-Popo, Agoué, and famous places, such as the *Etoile Rouge*, *Place des Martyrs*, and *Place Lénine* (Cotonou), *Place Bayol* (Porto-Novo), *Place Goho* (Abomey), *Place Toussaint Louverture* (Allada), and many markets and shopping malls, with the Dantokpa shopping mall being the largest one in West Africa.

C/ Tourism Sociocultural Potentials

It appears as the result of the history of the peoples and civilisation. The major events attracting tourists are as follows:

- **The Vodun Religion and other Belief Systems**

Benin is the cradle of Vodun religion. Besides monotheistic religions such as Christianity and Islam, African traditional religions (ATRs) play an important part in the life of all Beninese. The most known and popular one is Vodun, which has been exported throughout the world, particularly to Brazil and Haiti. Molefi aptly called the ATR, PTARE (Popular Traditional African Religion Everywhere). Vodun temples and convents can be found everywhere in the Southern part of the country, especially in Ouidah with the sacred pythons where the Vodun festival takes place every January 10th. There are several popular celebrations and traditions during which the Benin cultural and religious diversity can be discovered.

- **Kingships and Museums**

Benin is a land of kingship and traditions. In most of the localities, there are royal palaces, monuments and historical sites, relics of a rich past. The most famous palace in terms of

importance is the royal palace of Abomey displaying antiques such as thrones, jewellery, altars, etc. The royal palaces in Porto Novo, Kétou, Allada are no less important.

- **Slave Route**

It is a route that reminds people of the worst human tragedies ever. Tourists going along this route have the opportunity to discover the various stages of slave trade (from their kidnapping, or so-called “purchase” to their departure for an unknown destination).

- **Arts and Handicrafts**

Local handicraft is characterised by a few features. It is typical of the population and reflects the customs and habits of the native populations. There are craftsmen in every part of the country. The most known crafts products include:

- The Guélèdè Masks from Kétou and its surroundings, recognized as UNESCO intangible heritage.
- Other cult statues, including Egungun, carved twins etc
- Basketwork and drum from Cotonou, Ouidah, Abomey, Porto Novo, Come.
- Carved armchairs from Gbanamè and Allada.
- Copper, bronze, golden or silver bracelets, swords, and others walking sticks in other regions of the country.
- Pottery in Sè (Mono) and Adjarra (Ouémé).

It should be mentioned that there are a great number of travel agencies, from one star to five stars hotels, night clubs, different means of transport, telephone, electricity, water, etc..

Above all, Benin diversified and rich gastronomy is worth to be discovered.

II/ FORCES AND WEAKNESSES

Simply put, without being exceptional, tourism in Benin has a lot of interests and originality allowing it to face its rival, mainly as far as natural resources, diversity of people with their hospitality, culture, tradition, and histories are concerned. Furthermore, Benin climate is a pleasant one. Political stability topped with acceptable infrastructure are available to welcome tourists. The “zémidjan”, the local motor taxi should not be overlooked.

Nevertheless, according to a sample of tourists, the following may be concluded:

- lack of efficient promotion, Benin destination is hardly known
- lack of seaside resort even if wonderful beaches exist.
- poor maintenance of some places, mostly Ganvié
- low quality of services in hotels and lack of hygiene in restaurants
- insufficiency of existing means of transport.
- As far as workers are concerned, not all are professional. Besides, English-speaking tourists point out the lack of good interpreters and complain that this situation lowers their satisfaction.

Hopefully, the various suggestions at the end of this work will help to improve those situations.

3/ The Significance of the Study

This study is significant because few research studies have been carried out in the field. Then, I hope that my investigations can open new doors to researchers. The study is also significant because it reveals to schools' actors what to do to foster speaking skills. This

research work also illustrates the importance of the mastery of English in a global world. Through this research, I point out the role learners should play in the process of learning English language to promote Tourism.

Above all, in Benin, Tourism is considered after cotton production as the second activity that provides ways and means to the country. Then, its development is said to be one of the state's priorities, and the ministry in charge has planned different programs in that respect. My work then is a contribution to the building and the implementation of this ambitious project.

CHAPTER TWO

LITERATURE REVIEW

LITERATURE REVIEW

Definition and Significance to Research

Drawing on the information contained in the book, *Prolegomena to Critical Literary Analysis and Text Explication* (2011, pages 12, 13, and 83) by Houessou-Adin, a review of the literature is an imperative prewriting procedure most often associated with academic-oriented disquisition or research works, including theses and dissertations. Basically, a literature review calls for a brief and careful evaluation of what has already been written by other people in a given area of study. It is a written critical comment on the various sources that a researcher has used and/or is going to use in his or her study. And to properly write said review, the researcher must be highly selective and choose the works that are most significant to his or her study and comment critically on their authors, contents, styles, and most importantly, on the relevance of such works to the research topic at hand. Particularly important in a literature review is the researcher's emphasis on what is new in his or her treatment of the subject of his/her study and his or her overall contribution to knowledge in that area of scholarship.

A good literature review is significant to every research work in many respects: it gives the researcher further insight into the topic to be discussed and, among other things, brings the reader up to date with available literature on the topic; it also helps the researcher readjust or modify his or her views on some aspects of the topic; finally, a review of the literature shows that a lot has been done and said already on every research topic. As Houessou-Adin (2011, p.12) emphatically put it in his *Prolegomena*, a primal purpose of a literature review is to show that some people "have been there and done that." In fact, it is the same idea that the French writer, Jean de la Bruyère (1645-1696) had echoed three hundred

years back when he asseverated that: *“Tout est dit, et l’on vient trop tard depuis plus de sept mille ans qu’il y a des hommes, et qui pensent.”* [After above seven thousand years, that there have been Men, and Men have thought, we come too late to say any thing which has not been said already (In Houessou-Adin, 2011:83)].

1/ English for Specific Purpose

According to Hutchinson and Waters (1987) quoted by Fanou “The purpose of an ESP course is to enable learning” (P 9). Indeed, they had just tried to answer some interrogations raised in 1960s’ by English actors about the content to be given to the language to make it useful. In addition to those interrogations, Johns (1991) points out some anxieties such as what students should be doing with English when they finish classes? As answer, they think that they might be reading technical manuals, listening to academic lectures, selling products etc. Then comes the second question: what should be taught to learners?

In designing ESP programs, the designers of such programs expect to provide the learners with specific and technical information relevant to their field, information that will be useful and appropriate to their professional growth. In Benin, ESP is generally taught in technical and professional schools. Thus, we have: English for business, for economics, for tourism, etc. It means that the program is specially designed for the fields under consideration and that the content must vary from one field to another to meet learners’ expectation.

Unfortunately, though the content seems to contain the main topics, learners just consider English as an academic subject to be studied in class for evaluations and exams. Once in their job, they totally forget what they were taught. This situation is favoured by the fact that Benin is a French speaking country and that English is just used occasionally.

According to Swales and Najjar (1987), there are major discrepancies between advice given in teaching materials and expert text occurring in real world. Thus, instead of having textbooks units which are organised grammatically and titled, for instance “present perfect”, Munby (1978) quoted by Ann M. Johns (1991), suggests chapter headings such as: “agreeing and disagreeing” or “paying compliments” etc in which students are provided with sample dialogs taking place in different context and among different people through which grammatical features are taught.

As far as I am concerned, I may say that only having a well-established program cannot guarantee success in language learning. It deserves the use of appropriate strategies. Among them, the material used, the content of the texts, the way they are taught are essential factors. I have noticed a crucial lack of documents in English for Tourism. Nevertheless, I have discovered some interesting books; most of them associate grammar to job topics. But real textbooks that can be useful for learners once with customers are not available, as they should. Then; it is important to provide teachers with those books and to give them information about their use. These teachers have no training in the area of tourism English. Some teachers merely continued to teach grammar or tried to use technical passages when need be.

Learners are not given the occasion to practise the language. Teachers haven't got enough time to take either students' levels or their involvement into account. Texts are read and briefly explained. But, what tourism professionals really need is communicative abilities. So, to reach this objective, teachers' role deserves to be deeply analysed. I truly think that an important motivation work must be undertaken when teachers meet their students for the first time.

Kang Shuming (1997) thinks that learning a foreign language requires more than knowing its grammatical and semantic rules and one must be able to use the given language in context, and interpersonal exchanges.

Simply put, learning a foreign language requires using it very often. What teachers are supposed to do is to apply this foreign language to a technical subject in relation to the ESP field. The advantage here is that, a professional study can arouse students' interest. Students can be highly motivated through professional study.

To increase success in ESP, recent material was designed: "the process – based syllabus" best identified with Breen (1984). In this approach, the teacher makes preliminary decisions before the course starts about how participation should take place in the classroom (i.e., the tasks to be undertaken, and in which order) and in the subject -matter. It is a kind of agreement between the teacher and his students.

Breen's approach used in English learning for Tourism context, with less motivated students, I am quite sure, will be successful. It is a strategy, which considers them as partners and not only as learners. This method will give them the feeling to be useful and will encourage them to make effort in order to play their role. In addition to this strategy, teachers must add a system which encourages learners and which really takes their viewpoints into account. But generally, teachers judge this approach as a "waste of time" and prefer to come and deliver their course using traditional (authoritarian) approach since they have a program to finish.

Johns (1991) thinks that practitioners must constantly develop new techniques to examine the tasks students have to perform in English. So, they should improve different approaches and strategies already used. A teacher who is anxious to contribute to his learners' success is always in endless reflexion on the strategy to use to interest not only each of his classes but also each of his students. He tries strategies after strategies to meet his learners' expectations.

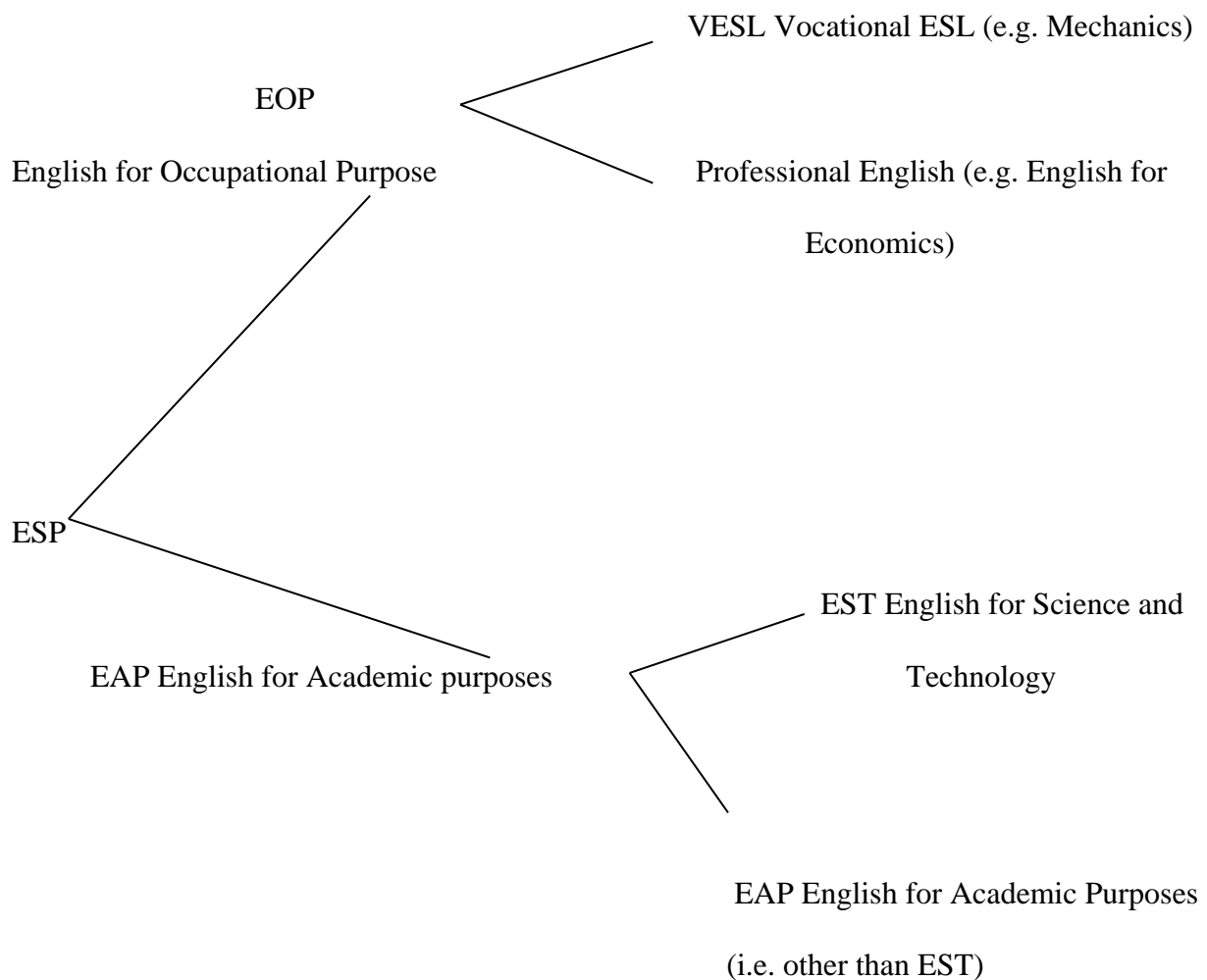
Using realia in teaching is a strategy appropriate to tourism, which facilitates teaching and learning. But very few teachers use it in their classes.

To help students to improve their speaking competences, Bardovi – Harlig Hartford et.al., (1996) quoted by Melinda Edward and Kata, highlight the importance of pragmatic competence and point out the consequences of lack of competence: they think that speakers who do not use pragmatically appropriate language may appear uncooperative at the least or even rude or insulting...But, how can learner acquire pragmatic competence?

To answer this question, Kasper (1997) argues that competence can not be taught and that what teachers have to do is to provide learners with opportunities to develop their pragmatic competence. Boxer and Pickering (1995) underline the importance of providing classroom input with real world materials, such as recording of native speakers' conversations, radio programs etc. What is important in ESP learning is pragmatism as a language is always used in situation. The priority should therefore be to stress speaking competences with situational texts. It is then teachers' role to select appropriate aids to achieve this goal.

In Tourism for instance, the first place must be given to speaking. Then, Bardovic-Harlig Hartfor et.al; are right when they point out the importance of pragmatism, highlighted by Kasper, boxer and Pickering. To give more information about ESP, Strevens proposes a chart as English for Specific Purpose is in full expansion and is increasing in number with textbooks. It became necessary to identify and categorise them according to real life situations in which particular groups of learners use the language.

Here it is



Through this diagram, it clearly appears that not all the subcategories of ESP are mentioned. Some authors have particularly been interested in English Teaching in Tourism; they deserve to be quoted. Their work is valuable and will certainly enable me to expand my knowledge about the topic under consideration.

2-English for Tourism

Tourism is a complex “phenomenon”, and it is appropriate at the outset, to define it, for, the definition adopted influences the types and meaning of the data to be collected. According to Mathieson and Wall (1982), Tourism is the temporary movement of people to destinations outside their normal places of work and residence, the activities undertaken

during their stay in those destinations, and the facilities created to cater to their needs. Then, how can future professionals in Tourism be trained to satisfy each customer whose language is English?

For the prosperity of any business, I think that customers' welcoming is a major factor. During my investigations, I have discovered that, very often, Benin receives English speakers. Unfortunately, most of the time, it is not easy to find someone who can understand and satisfy their needs in order to make their stay agreeable. They are sometimes obliged to look for somebody outside to understand their customer's needs.

This situation is not for the promotion of Tourism industry in Benin. The only solution is then to have professionals, able to interact with customers whose language is English so that they could come back to the country whenever they want and perhaps with others. Aware of this situation, some of the travel agencies have elaborated a leaflet in English, presenting Benin as an attractive place. This is not only a tool for guides but it is also for tourists as it allows them to discover and understand better Benin history. It can also be used by English teachers so that learners could have the basic tools in their future jobs.

Apfel (1997) aware of the professional needs focuses on "functional illiteracy" in the work place and he suggests "in house program". This program should be applied not only to in-service training but also to learners during their schooling days to gradually reduce their workplace illiteracy and to build in them self- confidence. During the implementation of this program, language should not only be practised in classroom as an academic subject but learners should also be given the opportunity to go to any English speaking country during the holidays with the assistance of the school administration at least for a month, each year. The related fees should be included in the school fees. This approach can contribute to raise learners' interest and facilitate their English speaking. To be successful in this program, English teachers have to cooperate with technical teachers to meet students' needs.

As suggested by Ira Apfel (1997), operators should be involved in the given program. Moreover, Government, Schools' Administration, and parents must be associated. According to Apfel (1997), when American professionals have been confronted with similar language difficulties, they have created "in house programs" to teach workers. They usually receive instruction on site, before, after, and even during working hours. In this kind of program founded since 1981 in United States, lesson plan must be specific. Students must be provided with reading materials and workbooks. Learning materials have to deal with their job. In each classroom, there are 12 employees; they have 90 minutes per week during 32 weeks.

Celebration of accomplishments at the end of the year and awards will be useful. In addition, learners should read menu frequently, using highly technical documents and guidelines. I think that this kind of program may be a solution to solve the problem of foreign language learning in Benin. But, our Government and operators feared to spend money on training. Government has to undertake a study to measure the drawbacks of deficiency in English at work and help to solve the problem in order to increase its foreign currencies.

Before starting any program, Apfel (1997) thinks that employees should accept that they have a problem and as such, require their training. But they usually hide their weaknesses. Operators and managers should encourage them to require their training as suggested by Monfort quoted by Ira Apfel (1997).

According to the latter, it may be hard to quantify results, but professionals witness that when employees have a trained team, this improves their performance. He concludes that workplace illiteracy program benefits both employers and employees: operators get a better workforce and workers get something much more precious: an education which is also a learning experience.

I totally share his opinion and I think that this kind of program should be applied for students as well as workers.

Hermelin and his colleagues (1989) are interested in Hotel Management, a part and parcel of Tourism industry, and they state that business cannot do without communication and then, in the case of Hotel business, EFL must lead students through an established program including listening comprehension, speaking and writing.

Thus, they propose and develop topics they find can be useful in Hotel Management. Among these topics, we have:

- Public relations
- Telephone (call receiving)
- Reception and front office management (welcoming, room reservation, providing travel information etc).

They suggest to teachers some strategies to use to succeed in their teaching. For them, as no one can communicate without understanding, a particular accent should be put on listening comprehension in an autonomous way. For assimilation, they think that the teacher has at the end of each session to evaluate pronunciation, grammar, physical facility, vocabulary, force of conviction, volume of the voice etc; through diverse activities such as role playing, debates, note taking, etc on factual situations they can help learner to assimilate.

Still to increase communicative abilities, Hermelin et.al, (1989), suggest face-to-face activities such as presentation, post meeting activities, etc. During such activities, learners are organised in small groups and are given the opportunity to speak their mind about a given topic they will present to the whole class. For evaluation, learners may be recorded and allowed to listen to their production. There is another activity in which learners are asked to express their idea as rapidly as possible in a small group. At the end of the given time, the best idea appears and the group secretary reports the work. Still in their quest to improve fluency in Hotel Management, the same authors suggest “buzz session”, designed to elicit information from the participants. It is a technique specially recommended to gather information, plan

solution, etc. Another technique they propose is “audience representative panels”. But what does it stand for?

It is a session during which teacher selects some members of the group to take part to a discussion. Thus, the audience finds it attractive; they find expression through them as they are considered as peers rather than leaders. Hermelin et al. (1989) like other authors, point out role play. It consists in acting out a professional situation and constitutes a significant opportunity in language learning.

They think that role play stimulates realistic conversation on the one hand and effective communication in a foreign language learning on the other hand. It fosters interaction in the class as the learners free themselves from social constraints that hamper the development of their communicative and linguistic skills.

For my concern, these techniques allow the audience to identify the situation they will face in their job. Therefore, I share most of these techniques since they allow students to work out their mind and since they supply them with opportunity to express themselves and to have an idea on what kind of language they will have in their future job. But for a real success, the provision of more attractive conditions such as adequate audiovisual materials, trips and well-trained teachers are needed.

Vedel (1998) as for him shows that professionals in catering should be able to share with their English speaking customers, their gastronomy and the delicious meals they can offer. They can add the pleasure to make their customers know what the delicious meals are made of.

During my investigations, I have noticed that a great number of tourists who speak English visit our country. They come from Nigeria, Ghana, the United States, England and the other English speaking countries. Most of the time, they complain about the quality of the services in our hotel and restaurants and they also mention the lack of English interlocutor.

I agree with Milan (1996), when he thinks that every customer must be welcomed and treated warmly. Strategies should then be developed in order to better understand and satisfy their needs. But how can this happen if professionals are not able to capture those needs?

Professionals must try to improve their comprehension in order to be able to communicate with their customers. There is no doubt today that English is a global and commercial language. In this respect Larroche (1998) proposes a well-established program through which the student will go either himself autonomously or with the teacher.

This process is composed of a dialogue on varied technical topics with their translation in French. Students read English text once, helped by the French text. A second reading is necessary to ensure that the text is understood. After these careful readings, students have some exercises made of key sentences to be translated into English to control vocabulary and structure mastering. Learners are then provided with some notions about English civilization.

According to Larroche(1998), at the end of this process, students should be able to understand the essential themes related to each topic. She proposes a series of technical topics and a bilingual method for students, trainees, and professionals. Among these topics, we have: tourism, hotel industry, hotel services, advertising and marketing, complaints and no-shows etc.

In my opinion, this method is not sufficient to expect to reach the goal of communication in the area of Tourism management. It may just be used as a base for training. Success depends on the way those units are taught. That is why I share Hutchinson and waters' (1987) view when they assert that in this kind of ESP, what must be focused is to enable students to act conveniently in a real situation. Then, teachers must endeavour to get learners' needs and try to find the best methods to lead them to success as suggested by Johns ((1991). This raises the problem of adequate books in the field and the way English teachers carry out their role. Thus, I agree with Swales and Najjar (1987) when they said that there is a big gap between books and

students' needs. It is true that today, there are a few books available in English Teaching with regard to Tourism in Benin but it is far from been sufficient.

Widdowson (1979) is then right when he thinks that communication is not a compilation of items in memory but a set of strategies and procedure to use to develop student's ability to make sense as a participant.

The teacher must lead his or her students through a gradual process of reading. This aims at allowing students to improve their pronunciation and their ability to speak. Thus, the use of reading texts with cassette will be efficient. As the reading will be related to Tourism, they will learn the translation of the words they are studying at the same time in technical matters to make the course more interesting. For instance, they will be interested in learning different means of transports while studying this chapter in transport course or reception lexical while having it in their main courses. That is why the English teacher must always work with other teachers to increase students' motivation. All over the year, teacher has to devote a lot of time to study learners' reaction, to have their complicity and to benefit from their precious friendship even outside the classroom so that they could start to consider English course and trust him. As a motivator, he must not be tired of reminding them of the necessity for them to improve Speaking skill, always being in quest of new strategies to convey their message without annoying the learners. It is not to exaggerate to say that teacher should manage to raise learners' eagerness in English courses, but how can this be possible when they have no material to work with at school or at home? In this respect, school administrators should be aware of the importance of teaching resources such as:

Lexi- hotel Anglais written by specialists in Hotel Management and Tourism, in which they have most of the appropriate words arranged according to the topic to facilitate learning in class and at home.

- *Anglais Tourisme (vocabulaires et expressions)* a reference tool for professionals in which typical expressions and lexical items are suggested for the different kinds of job situations (reception and general information; making reservations, culture holidays etc). It may be easily used by students as well as by workers with their customers (with translation from English into French and vice versa)
- *Conducting tours*; a practical guide for professionals and non-professionals. It is organized in 10 chapters with an overview of knowledge to be gained while reading and a summary at the end. This book is designed to learn the job while speaking English.
- *English for Tourism, Catering and Hotel Management (l'anglais du tourisme de l'hôtellerie et de la Restauration)*.

These kinds of books are necessary, for, they allow teachers to find strategies to design their courses, in order to convey their messages, and help students to better understand what they are learning in French. It should be mentioned that all those books will be useless if they are not readapted to Benin context and if they are not accompanied with training in an English speaking country as mentioned earlier and if teachers are not trained. When teachers are trained and are aware of their learners' problems, they may develop strategies accordingly. It is only after this preliminary training that the program designed by the ministry and applied all over the country will be given.

Students are then asked to give their opinion about how the courses can be conducted. Doing this can allow learners to increase their success and it is better to have motivated students to convey one's message in the classroom. To achieve this, the teacher should act as a good observer, a perfect organiser, a counsellor, a source of stimulation. Among the different factors that can lower students' motivation, we have the moment where the course takes place. If it is in the afternoon or after a practical course, learners may be tired and

though they have the will to follow the course, they won't be able to do so. It is then the teacher's role to negotiate with the Administration to have his course in the morning for instance.

It is in the second year that speaking may be focused on Role-playing, debates, call receiving, public relation, tourism, hotel-booking.... Through such activities students can acquire the relevant lexical knowledge. Role-playing should be performed in pairs or in groups. For those groups to be efficient, they should take into account students' affinity to create a joyful atmosphere during work time. At the end of this kind of activities, which may be presented to the class at the end for evaluation and understanding, two groups are chosen; the best group is rewarded. The second group must be given another challenge in order to avoid frustration. Otherwise, as they were not quite motivated, they may avoid speaking, fearing to be laughed at. This activity offers shy students opportunity to share their opinion about a job topic. What is important for the teacher is not to finish the program but to give his students a solid background to be sure that they must be able to understand messages and to participate to a conversation in their future work place on different topics. In fact, to succeed, Speaking, listening and reading should not be neglected. As far as Grammar and Vocabulary are concerned, they must not be taught separately for, what students need is to acquire Tourism language, taking into account grammatical features as underlined by Mumby (1978) quoted by Johns (1991)

To sum up, I am tempted to say that in Tourism industry, learner should be associated to the construction of knowledge. In fact, he is considered as a major actor as well as the teacher. Learner's needs, feelings and opinions must be taken into account. Teacher then acts as an organizer, necessary to bring parts into a whole to enable the group as well as the individual to function effectively together.

CHAPTER THREE

THE METHODOLOGY OF THE STUDY

THE METHODOLOGY OF THE STUDY

This chapter deals with the methodology I have used to carry out this research work. But before presenting it, I would like to describe the environment where the fieldwork took place and the sample population.

1- The Research Setting

In Benin, universities teaching Tourism are concentrated mainly in Cotonou. Nevertheless, there are some in Porto Novo. This scarcity is due to the recent introduction of the subject in Benin educational environment.

To make my analysis understandable, it is important to present my method of investigation as well as my description of the instruments I have used to collect my data.

2- The Research Participants

Schools	Departments	Visited classes	Number of students in the class visited
Agence Africaine de Tourisme (AAT)	Littoral (Cotonou)	1st year (BTH)	14
Centre de Formation Touristique et Hôtelière (CFTH)	Littoral (Cotonou)	2nd year (BTS)	- 14
		1st year (BTS)	- 06
Haute Ecole de Commerce et de Management(HECM)	Littoral (Cotonou)	2nd year (BTS)	07
Haute Ecole de Commerce et de Management(HECM)	Ouémé (Porto Novo)	2nd year (BTS)	08
TOTAL		05	49

TABLE N°1

3 – The Research Instruments

To collect data, I have used many instruments of investigation, mainly questionnaires, class observations, and interviews.

A- Questionnaires

Two questionnaires were designed: the questionnaire to the students and the questionnaire to the teachers to collect information about the way English courses are conducted at the University level in Tourism classes. Both will be found on the annex pages.

- Description of the Questionnaires

Questionnaire to ESP Students.

From the first question to the fourteenth, my interest and expectation while asking each of them are revealed.

- 1- Before the other questions, I thought it necessary to know learners' appreciation of the language; otherwise, it will not be worth asking any question ignoring their feeling about the subject. With this question, I may have an idea about the kind of learners I have.
- 2- One may like a language for diverse reasons. It's not enough to know if yes or no learners have an interest in English. Knowing their motivation may be complementary information and may help to direct the investigation and to make later suggestions and recommendations accordingly.
- 3-4 The frequency as well as the duration of English courses is one of the factors which determine language learning.
- 5-This question is motivated by the quest of the reason why some learners are disappointed by English courses. Sometimes, the method used by the teacher may constitute a break for learning. This question is one of the hypotheses to be verified.
- 6-Learners hate a subject because they don't like the teacher himself. They make an effort to support him during the course. This can be due to his dressing, the marks he

gives etc.... Moreover, we all know that any message can't be conveyed if they feel embarrassed in the conveyer's presence.

7-This question is related to the fourth one. It is to have more details on the way learners would like the language to be taught.

8-Students prefer sometimes one skill to the others though the four skills are linked. This question is aimed at knowing the speaking skill place in students mind.

9-The books are the main documents to be used by learners and teachers, for reading, exercises and many other activities. Without them, learning may become painful. Through this question, I will discover if there are enough books related to Tourism.

10-This question is complementary to the precedent and is aimed at knowing if students could afford those books if they are available.

11- My aim is to improve speaking fluency. It is then evident to know if learners have any disposition for the subject.

12-It comes to precise the reason that handicap English speaking in order to orient suggestions.

13- English for Tourism is an ESP; it is then aimed at serving learners in real situation. Through this question, I hope to discover what is relevant in Benin.

14-School administration being a part and parcel of the educational system, any language learning can't do without it. It is the administration that can provide the material and organise successful conditions necessary to reach the target point.

Questionnaire to ESP Teachers

Teachers' questionnaire is designed to collect their opinion about English-speaking teaching in Tourism as they are major actors in language learning.

1 – This question is aimed at precisising teachers' opinion about the English language nowadays.

2 – My study focuses on English speaking; my purpose then while asking this question is to know exactly the place of speaking in their teaching.

3- It follows the 2nd question to seek if teachers are aware of speaking fluency importance for learners since they will have to interact with customers in their future job

4 – The fourth question's objective is to have teachers' appreciation about students' attitude toward speaking skills.

5 – It is complementary to the former and is aimed at knowing the reasons which prevent learners from speaking.

6 – It is to have teachers' appreciation about the curricular.

7 – After giving their appreciation about the teaching curricular, teachers' experiences may represent interesting suggestions.

8- To be efficient in technical English, it is important for teachers to have in addition to their academic studies a specific training in the subject under consideration. This question will help to know the situation in the case of Tourism in Benin.

9- Any suggestion can't be made to improve English speaking without knowing exactly the kind of difficulties teachers have in their job and mainly in Tourism.

10 – One of the factors impeding language acquisition is the lack of teaching material. This question is asked to have an idea about the available materials in English for Tourism.

11- Schools' administrations must facilitate the building of knowledge by organizing the work and providing necessary materials. This question's purpose is to know the kind of assistance they grant for English learning.

12 – Pedagogically, a lesson deserves an efficient planning to raise learners' interest. It is necessary for the teacher to use various documents to enrich his course. Through this question, I will have an idea about the materials used by English teachers.

13 – It concerns evaluation system to know the priority about tests grading.

14 – From time to time, learners need to be motivated and it is teacher's role to do so. The strategy used may determine success.

After giving explanation on questionnaires, let us move to class observation.

B- Class observation

Questionnaire results do not always display the entire information needed in a research work. To have more details about the topic, as English teacher, I find it worthy witnessing a class in progress to grasp the practical aspects of teaching. Class observation allows deepening and appreciating the information provided by questionnaires mainly as far as behaviour toward the language is concerned. Let us mention that it is also the opportunity to interview students and teachers to ask for their collaboration, and to understand their opinions.

It aimed at having a clear idea about:

- Teaching methods
- Teaching strategies (pair works, grouping, etc)
- The availability of books and equipment
- Learners' motivation and awareness of the utility of the language
- Etc.

The Classroom Observation Description

During the classroom observation, the researcher has the opportunity to witness the progress of an English course. Thus, he is then able to have an idea on the method used by the different teachers, the working conditions, the atmosphere, learners' participation, the

available material, etc. Visiting many classes help to make a comparison about teachers' priority as far as the teaching skills are concerned. All the above information is essential to build a rich research work and to make suggestions and recommendations as contributions to the improvement of English teaching in Tourism. In the following chapter, more details will be given about fieldwork, which will be analysed at the same time.

C– Interviews

Concerning the interview, I have chosen the informal method engaging face to face communication. In some schools, students were interviewed individually and in others, collectively. It was a relaxed discussion and students were keen on answering questions.

They showed a great interest in the developed topic and their availability to contribute to this study.

Description of the Interview Results

It is an essential instrument in any research work for, it creates an occasion for the researcher to meet his sample in order to grasp the missed points in his work. It is a complementary job to the questionnaire in the case that some aspects and elements are forgotten.

The interview is a face-to-face contact, which offers the researcher the opportunity to cash his population's feeling and expectations. For instance, through the interview with teachers, one may have an account of the real situation in the field with more details. It is a pleasant exchange or debate about the subject.

As far as learners are concerned, the interview may be an opportunity to collect their difficulties and at the same time, motivate them.

CHAPTER FOUR

THE FINDINGS OF THE STUDY

THE FINDINGS OF THE STUDY

The fourth chapter displays the analysis of the field data and a discussion inspired by the study of those data. My data collection about English Speaking in Tourism in Benin University has generated some important results. These results are compared with what should normally be with regard to; what is suggested in the light of researches carried out by

specialists in language teaching and in Tourism. In other words, this chapter has enabled me to point out the gaps between the acceptable standard of tourism English of ESP available. But what are the findings of this research work?

1 – The Different Findings

1-1 The Findings Related to Questionnaires

A- Questionnaire to Teachers

The sample here is composed of five teachers, all teaching English for tourism at the University level.

Question Main focus	Majority Answer	Rate	Minority Answer
Question 1 Importance of English today	They are convinced of its importance today	05/05	
Question 2 Speaking place in the teaching process	They think that speaking is the most important in any language learning	05/05	
Question 3 Advantage of English fluency in tourism	Learners in this field really need to be fluent in English in order to interact with their customer	05/05	
Question 4 Students enthusiasm to speak English	They generally don't like to speak	03/05	Some are willing to speak
Question 5 Justifying students attitude	They fear to be laughed at	04/05	They lack self-confidence
Question 6 Appreciating the curriculum	It is irrelevant	03/05	It is relevant
Question 7 Suggestion to improve the curriculum	It may be kept with some modifications	04/05	It must be changed for improvement
Question 8 Teachers' experience in tourism	They haven't any experience	03/05	They have a solid background in tourism
Question 9 Difficulties related to English teaching in tourism	Lack of teaching material and learners' attitude	03/05	Lack of background
Question 10 Availability of teaching materials	There is hardly one or two books in use tourism in Benin schools	05/05	They have an English book in Tourism
Question 11 Assistance expected from administration	Three types of assistance: -Provision of teaching material -organisation of in service training -allocation of more teaching time	03/05	Only provision of teaching material will help
Question 12 Materials used to prepare courses	Books and computer	05/05	
Question 13 English tests marking	Listening comprehension is focused on English tests making	05/05	
Question 14 Strategies to enhance learners' interest in English Speaking	Creating friendly class atmosphere	03/05	Using activities that meet their expectation

Table 2

- Providing answer to question one dealing with English place today, 05 teachers out of 05 involved in the English for tourism have pointed out English prominence, for, it has swept the whole world.
- As response to question two all of the teachers show their agreement to the fact that speaking is the most important skill in any language learning process as it leads students to communicate effectively.
- As far as question three about English fluency is concerned, 05 teachers have recognized that tourism readers have to be fluent to succeed in their future job.
- About learners' will to speak English, 03 teachers out of 05 have noticed that learners don't like to try. But 02 of them declare that some of their students have a vivid will to do it.
- According to 04 of the respondent teachers, learners' unwillingness to speak is due to their fear to be laughed at. The remaining one thinks that it is mostly related to the lack of self-confidence. These are obviously debatable data that shall be fully analysed later on.
- Considering the curriculum in use today in English for Tourism, 03 teachers find it irrelevant, 02 think that it is insufficient.
- To improve the curriculum, 04 teachers propose that it may be kept with some modifications; the remaining one thinks that it should be changed for improvement.
- To question eight about English teachers experience in tourism, 03 of them have never had any particular knowledge in the field. 02 of them have some knowledge in tourism.
- Asked to list the crucial problem hampering the efficient speaking teaching, 03 teachers have insisted on the lack of teaching material and on students' attitude. 02 others think that it is related to the lack of background in the field.
- For question ten, about teaching tools availability, all of the 05 teachers agree to say that there are usually one or at most two books available.
- As for the kind of assistance they are expecting from schools administration, 03 teachers think that material provision, in-service training organisation coupled with the allocation of more teaching

time should help them to achieve their goal. On the contrary, 02 of them point out provision of teaching material as their priority.

- For question twelve dealing with the material they really use to prepare their courses, all of them use books and computer.
- In English marking, all of the teachers focus on listening comprehension instead of grammar.
- To promote speaking skill, 03 out of the 05 respondents prefer to create a friendly atmosphere and 02 others suggest the increasing of activities that meet learner' expectations. In addition to this strategy, one must permanently motivate students.

On the whole, the data resulting from the questionnaire to teachers are worth being analysed and exploited so as to enhance communicative abilities in English for tourism.

B- Questionnaire to Students

As the questionnaire to teachers, questionnaire to students table is made of five parts, each of them displaying the question main focus, majority answers followed by its rate, the minority answers followed by its rate. But, the base of the data is 70.

Question Main focus	Majority Answer	Rate	Minority Answer	Rate
Question 1 Students' will to learn English	They like to learn English	67/70	They don't like English hours at all	03/70
Question 2 Reason motivating English learning	It is very important nowadays	55/70	English is compulsory at school	15//70
Question 3 Frequency of English classes	Once a week for two hours	54/70	Twice a week for three hours	16/70
Question 4 English class duration	Two hours	54/70	Three to four hours	16/70
Question 5 Appreciating the learning methods	They like the way their teacher teach English	62/70	They don't appreciate the strategies used by their teacher	08/70
Question 6 Feeling about their English teacher	They like their English teacher	60/70	They really dislike their English teacher	10/70
Question 7 Appreciating teaching method	They like their English teacher To implement communicative approach	65/70	They prefer traditional approach	05/70
Question 8 Place of the different skills in English learning	They like their teacher to stress on speaking	52/70	The four skills should be stressed on	18/70
Question 9 Learning material availability	There is no available book for learners	50/70	There is only one available book	20/70
Question 10 Owing of these books	They don't owe any book	64/70	They have an English book in Tourism	06/70
Question 11 Oral communication fluency	They can not speak English fluently	65/70	They manage to speak as they can	05/70
Question 12 Reason for poor Speaking	lack of self confidence	34/70	fear to be laughed at	36/70
Question 13 Ability to exploit English lesson in job situation	English lessons can help them	62/70	They are not sure English lessons can help them in job situation	08/70
Question 14 Administration assistance	They don't benefit from any assistance	60/70	They provide them with books	10/70

Table3

- While providing answer to question one focusing on learners' pleasure for attending English classes, 67 out of 70 informant learners from the first to the second form has stated that they initially enjoy attending English classes. On the contrary, 03 of them blankly affirm that they deeply dislike English classes for English bothers them.
- As far as the second question is concerned, 55 students justify their will to follow English courses by the fact that it is an international language but phonetic and vocabulary difficulties are the main obstacles affecting them. 15 out of 70 attend English classes because it is compulsory at school.
- For question three about English course frequency, 54 students respond that it takes place once a week for two hours. The sixteen others have English courses twice a week for three or four hours.
- Asking to appreciate the teaching methods, 62 students out of 70 declare that there is no problem about the way Teaching is implemented while 08 others dislike the strategy used by their teacher to convey his messages.
- As for their feeling about their English teacher, 60 students like their English teacher and only 10 really hate their English teacher.
- To make suggestion to improve teaching methods, 65 learners would like their teacher to implement and enhance communicative approach while 05 enjoy the traditional way
- As for Teaching Skills, 52 of them prefer their teacher to stress on Speaking. 18 learners suggest the four skills to be stressed.
- To answer question nine about books availability, 50 students affirm that there is no available book at their disposal. At the same time, 20 out of the 70 recognize that English for Tourism books are available.
- 64 of them are not of course able to acquire those books. Six of them declare that they have at least one of those books.

- For question ten, 65 students recognize that they are not fluent at English 05 of them endeavour to speak as well as they can.
- To find a reason for this poor speaking, 36 of them think that it is due to their fear to be laughed at. 34 others affirm that it is due to the fact that they don't really trust themselves.
- About their ability to exploit English lessons in their future job, 62 students are sure to succeed. Eight others are not sure to be helped by class lessons.
- Speaking of the Administration help, 60 students overly declare that they receive no assistance as far as English learning is concerned. Ten of them agree that sometimes they borrow English books or at least, they make copies of the prescribed textbooks.
-

1 –2 The Findings Related to Class Observation

A- Teaching Conditions

To analyse class observation, I consider elements such as the teaching conditions, the ongoing process of teaching, as well as some information about tourism industry.

The Teaching conditions here stand for: “every condition in which teaching takes place (physical, economical, social etc)”

a – Teaching Environment

- ***The Physical Environment:***

The different classes I have visited generally offer a pleasant atmosphere. It is important to mention that all of them are private schools, and I have noticed that most of them are spared from heat and space problem. Some are even air conditioned. This is possible because Tourism is still an unknown field in Benin. People don't jostle to learn it. The students' number varies from seven to fourteen.

But I have to mention the lack of modern pedagogical tools like laboratory, computer etc. In one word, language teaching is not a priority in those Universities.

- ***Economical and Social Environment***

As mentioned earlier, it is characterized by the lack of teaching materials. Teachers and learners cannot afford or even Photostat text books. Thus, very often, students are asked to follow with their mates; sometimes they are four or even five for a book. Concerning teachers, they are obliged to do with their own books; only one book or at most two to prepare their courses. This situation contributes to prevent them from broadening their knowledge in Tourism. In short, teachers' materials equation is not yet solved.

Moreover, the economical environment in the country does not allow neither in-service training for teachers, nor linguistic trips which are occasions during which teachers and students could develop their oral fluency and self-confidence.

With their low salary, teachers are not able to afford the prescribed books. They just manage to use what they have. For some courses, they need visual aids, and photography to illustrate social life in English speaking countries, as Benin is not an English speaking country, once at the end of the class and out of the classroom, learners naturally use their mother tongue or French.

b - Level and Motivation of Teachers and Students

As far as Benin learners of Tourism are concerned, they have class evaluation and a final examination, which is "BTS" "High Technician degree" at the end of the two year training. Their motivation is then oriented toward their success for the final examination. They use their own strategies to obtain qualification. About learners' motivation to learn English, I have noticed during my class observation that most of the learners have a small will

to have good marks in classroom tests and final examination; but very few have a clear idea of the place English speaking can have in their job. Indeed, English is not considered as they consider the other subject matters in their areas of specialisation. The reason is that technical coefficient is 3 or sometimes 5 while English is only given 2 for coefficient. Some students think that with a good mark in these subjects, they don't need to make an "extra effort" in English to succeed.

During English lessons, only some students follow teacher's explanation; the majority of them seem to be bothered. They come just not to be punished. In their mind, there is nothing to do to improve their level in English. It sometimes happens to see learners busy doing something else during English class. Meanwhile, some students are aware that having a good mark in English may help them fill the gap created by the other subjects; they endeavour to make exercises to improve their mark.

Some others, unfortunately the majority, think that despite the efforts they will make the improvement of their fluency is not guaranteed. Once they get English place in their field, they promise to go to Ghana at the end of their training to improve their speaking.

To sum up, I may say that apart from class marks, the majority of learners haven't any deep motivation to speak English or does not seem to be aware of English place in the field. Nevertheless, far from those students, there is a hope; some very few students have a solid background in Grammar. Among them, some are motivated and willing to improve their marks and are ready to have deeper knowledge to help tourists. I have noticed that truly motivated students are generally good in the technical subjects too.

To end up with motivation, let us say that teachers can not succeed in changing students' attitude unless they have a strong will to fulfil their task, ready to make sacrifice to lead their students to success with the support of the administration.

B –Teaching Method Used by Teachers

The only real occasion learners have to speak is reading. Very few of them answer teacher's questions.

This situation is on the one hand due to the fact that in his authoritative explanation, teacher does not always take students' level into account, mainly to design their questions so as to enable the students to elicit communication from them. On the other hand, I have to point out the fact that the chosen texts are most of the times too long, boring and they prevent learners from actively participating in the class exchanges.

After a silent reading, one or two students are asked to read the text aloud, then, the teacher reads and at the same time gives some explanations; some in French and others in English. In the second case, most of the students seem not to understand until the word is explained in French. By doing so, they expect to have students master gradually the appropriate vocabulary.

1 –3 Data Related to Interviews

After class visit, I have discussed with teachers and with students. Teachers were very pleased to do it and find the occasion to complain about the vivid lack of material and in-service training. However, they manage to acquire the material by themselves and organise their lessons as they could. No effort is made either by the state or by the school to improve the situation despite their multiple complaints. This enhances and increases students' negative attitudes as they were not interested from the beginning. They have also mentioned the necessity of training in ESP. According to them, the training will help them to learn new skills so as to improve the way their ESP should be taught.

As for students, they clearly show their low interest for the subject and most of them even think that they may do without English; since they never succeed to improve their mark

despite their “efforts”. They would like to be able to speak English fluently but the price to be paid is too heavy.

Let us present now the English program in Tourism.

It is only some years ago that an official program was designed for the field by the ministry in charge of higher education.

Here is the content of the program for the two years.

1 - Interpretation of the Findings

2-1 The Analysis of the Results of Questionnaires

The aim here is to analyse the results from teachers’ and students’ questionnaires.

A– Looking into Questionnaire to Teachers

The data resulting from teachers’ questionnaire are worth being fully analysed and exploited so as to contribute to enhance communicative abilities to English for Tourism. A look into the components of the teachers’ questionnaire shows that despite the prominent function of speaking in any language learning, it is not really implemented in English for Tourism in our country. I have noticed that speaking does not benefit from a particular attention in the learning process.

This means that with efficient teaching tools, support from the administration and creative devices, teachers may get rid of “necessary” curriculum pressure in order to design, adapt and implement true communicative activities of high interest for Tourism students. This will help to raise learners’ fluency and allow them to face more confidently their future job.

The insufficiency of good teaching conditions does not enable teachers to stimulate learners’ personal endeavouring to speak English spontaneously.

As far as I am concerned, I have noticed a clear lack of communicative activities aimed at increasing learners' attention to acquire more information and knowledge in their field.

Teachers' lack of appropriate background knowledge is one of the factors preventing learners from oral message comprehension. Only an adequate training is necessary to help teachers to broaden their knowledge about Tourism. But it will never happen if they don't benefit from a powerful assistance in terms of training. So, once teachers are aware of the strategies that can be used to develop learners' speaking skills, their shyness, lack of interest will gradually disappear and learners will be more confident.

In addition, it is worthy to mention the pressure of the curriculum which does not enable teachers to practise true communicative activities with their students.

Finally, I should also add the insufficiency of teaching time to follow each student, to assure the effectiveness of speaking activities and thus to give each of them the opportunity to speak fluently, accurately and confidently.

The basic components of the teachers' questionnaire show that the success in English Speaking in Tourism must focus learners' participation. Therefore, to assure fluency, it is worth implementing at regular intervals activities compelling learners to speak English communicatively through dialogs, role playing, etc.

All these activities associated with a yearly training in an English speaking country will help them.

B – Looking into Questionnaire to students

While analysing students' questionnaire responses, I may point out learners' recognition of the major role played by the English language in the world civilization in general and specifically in Tourism industry.

But although they are aware of its impact on their job, most of them refrain from making the necessary endeavouring to speak. So, despite their apparent eagerness for communicative opportunities, they are dominated by a fear to be laughed at or lack of self confidence. In other words, a mere mistake may lead to an out-break of laughter which demoralizes, confuses and even hampers the normal out -flow of ideas. So, with such a feeling of confusion and uncertainty, students make almost no effort to increase their knowledge to have the assurance to reach self-confidence.

Without any doubt, I could affirm that even the best strategies and techniques could never work unless they are exploited wholeheartedly.

ESP teacher should fight against the fact that only a tiny minority of learners benefit from communicative opportunities they are offered. One must try tirelessly to raise their interest in English. This measure could help to devote a reasonable time to personal studies outside the classroom oriented toward enhancing knowledge and linguistic competence to promote English speaking in Tourism.

Then, it is necessary for teachers to discipline their classes without discouraging students. It seems that there is a lack of learners' awareness about the fact that repeated mistakes obviously pave the way to improvement.

Some resourceful linguists have openly stated that the more mistake willing learners make, the more broaden their background grows when the teacher skilfully corrects them.

Among the different problems English teaching is confronted with, it is worthy adding that some learners are so keen on having the course delivered in French that they would make almost no effort to understand and grasp their teacher's message.

I think that this method is not advisable, as learners could not strengthen their knowledge of English words if the lesson was entirely delivered in French. Besides, in Tourism, it is important to understand technical words.

Above all, English session dominated by English speaking with real explanations provides basic tools for auditory training and facilitates a convenient grasping of oral messages. It enables students to develop spontaneous reflex in Speaking. Looking into students' questionnaire, I dare say that speaking skills in general and in Tourism in particular requires learners' investment.

There is still lot to do to prompt learners to speak English through communicative activities mainly as far as motivation is concerned.

2-1 Interpreting Class Observation Findings

(Teaching conditions and motivation)

As I said earlier, students' number in this field constitutes an advantage for the message conveying since the atmosphere in this kind of classes seem to encourage cooperative behaviours and gradually eliminate negative motivations characterised by the success of a minority.

With such a size, learning is easier for anyone and it should become a challenge to make efforts to succeed as the teacher tries to follow each student. Unfortunately, it is not the case.

According to what is observed in the visited classes, I have to mention the lack of modern pedagogical tools: books, laboratory, computer, tape record, etc, and this lack does not favour an efficient learning and teaching.

But, this situation cannot justify the need for some teachers to choose the authoritative way of teaching instead of giving priority to interaction between learners and themselves. As

for computer, it is necessary today in the educational system as it allows student to be a real actor in knowledge acquisition.

Moreover, the observations reveal that most of the target language learners are neither instrumentally nor integratively motivated to learn English.

Motivation is a strong will we develop to realise something or to reach a goal; it determines behaviours. What activates these forces is the aim focused by an individual in a giving situation. It is worth mentioning that there is two kinds of motivation: instrumental and integrative motivation. It is instrumental when it refers to “wanting to learn a language because it will be useful for certain instrumental and practical goals as getting job, reading foreign newspaper or texts, passing an exam or obtaining a promotion.

. On the contrary, the motivation is integrative when the will for learning a language is based on the reason of understanding related to communicating with people of the culture who speak it. This last type of motivation is the most appropriate for readers in Tourism as they will face English Speaking customers in their future job.

For my concern, motivation, either instrumental or integrative is vital and necessary, the former to interest students in the English language and the latter to raise their will to be fluent at English, things which are necessary in the Tourism industry.

To the teachers who are discouraged by unmotivated students, I will suggest the development of activities such as roleplay, personal encountering etc.

In fact, with roleplay, learners being placed in an unusual situation for a while will be allowed to acquire new attitudes and as they repeat this activity, they may show progressively interest in the language. But, for this activity to be successful, it should be playful and should benefit from teacher’s total involvement encouraging students to eliminate gradually their fear for mistake and make them speak abundantly.

I have noticed that ESP is taught as a technical matter through reading comprehension and learning by heart, expecting to succeed in teaching vocabulary related to a given topic. They think that the difference between a common language and an ESP is the specialist terminology.

Specialized vocabulary can actually not be taught mechanically, i.e. without a text. In our classes, reading comprehension is generally based on a text. But just reading a text in a foreign language and explaining some words cannot ensure vocabulary acquisition.

Remembering tourism learners' motivation in English, I dare say that acquisition of words cannot allow them to communicate in a factual situation. This constitutes one of the factors lowering learners' motivation since they merely forget about those new words just at the end of the lessons.

Vocabulary teaching must then be associated with other language components for in the process of LSP, we expect the following factors: grammar, vocabulary and science to be shared between teacher and students.

Frankly speaking, teachers monopolize speaking to explain the new words students don't seem to understand. The only occasion learners have to speak is reading in chorus or repeating. Very few of them are interested in answering teacher's questions. Most of the time, teachers focus their attention on those students forgetting the unwilling ones.

On the one hand, this situation is due to the fact that in his authoritative explanation, teacher does not always take into account his students' level, he exclusively speak English. Thus, the majority of the students are not able to grasp his message. On the other hand, I may point out the fact that the chosen texts are not always interesting and are sometimes too long.

As learners active participation matters, interesting and short texts about technical topics can motivate learners as specialised and simple texts allow learners to broaden their

background raising their interest and at the same time allowing them to overcome grammatical and lexical difficulties.

It is noticed that despite their real will to succeed in teaching new words, teachers are not always able to organise their courses. The organisation of educational trips outside the country will allow students to share their knowledge with their counterparts in other countries. And this approach will facilitate English learning for Tourism.

Another strategy to be used by teachers is to convince learners of the importance of English today. Unfortunately, it does not always work. Teachers complain that, telling them for instance, that being fluent at English will allow them to improve their salary does not seem to change their attitude. Teachers need to be motivated and this can be done on the following basis:

- Their low salary should be increased
- Low coefficient, insufficient teaching time, lack of documents should be properly analysed for improvement
- In-service training should regularly be organised for them.

2-3The Interpretation of the Interview

To analyse the program, I will say that it seems to foster somehow learners' needs. But after a brief analysis of its implementation, I have noticed that it is just an appearance. It takes into account imaginable situations in which learners may find themselves in their future job.

But beyond this appearance, I have the impression that the great number of the themes cannot be studied in 60 hours per year if they are to be really studied.

Furthermore, the program focuses on more business English than on English for tourism in the first year. For the second year, there are only grammar lessons and the last year when students need more technical and more practical matters. There is no activity suggested for the

implementation of the units. Some authors have argued and I think that if topics are not clearly designed, teachers are lost and while trying to understand these topics they may not be capable of reaching their teaching goals.

For a real success in English for tourism teaching, the program deserves to be improved, nationalised and teaching conditions improved. In-service training is also essential to give teachers a background in the field and mostly to guide them as far as the implementation of this kind of ESP is concerned.

CHAPTER FIVE

RECOMMENDATIONS, SUGGESTIONS, AND CONCLUSION

RECOMMENDATIONS, SUGGESTIONS, AND CONCLUSION

As shown by the title, this last chapter focuses the different recommendations and suggestions inspired by the analysis of English Speaking Teaching in tourism in Benin. Looking critically at the data featuring English Teaching and Learning in the area under consideration, I realise that various factors compromise the normal accomplishment of that pedagogical assignment.

These negative factors include:

- The light involvement of the Ministry in charge of Technical Education
- The curricular insufficiencies
- The problem of teacher training and teacher working conditions
- The lack or the inadequacy of Teaching aids
- The faulty evaluation system
- Learners' ignorance of English impact on Catering and on Hotel Management

All these challenges should be taken into account to improve the learning process, mainly speaking skills.

Thus, after pointing out the difficulties related to the above factors, I will make some recommendations and suggestions as my approach to solve the problem of fluency related to English speaking in our country.

1- RECOMMENDATION TO THE GOVERNMENT

1-1 Ministry Involvement in the Promotion of Tourism

The study of tourism is the study of people away from their usual habitat, of the establishment that respond to the requirements of travellers, and of the impacts that they have on the economic, physical and social wellbeing of their hosts. It involves the motivation and the experiences of tourists, the expectations and adjustments made by residents of reception

areas, and the roles played by the numerous agencies and institutions that intercede between them. Heath and Wall (1992). They think that some questions deserved clear answers such as who are our major customers? Are they tourists? What is our value to these customers.

In our country, it is only by these recent years that tourism is being viewed as part of National Economy as it represents with craft industry 12% of the Gross Domestic Product that interest many banks, European Union, etc. Most of the time, when People move to Africa, they are interested in history, tradition, and life of people who visited and their building or housing. In this regard, we have to acknowledge the fact that our country has almost the same advantages as other competing areas in West Africa (Togo, Ghana, Ivory Coast, Senegal etc) as far as tourism interests are concerned.

Nevertheless, Benin detains the undisputed supremacy as far as “Vodun” in the southern region is concerned with some famous temple in Ouidah, Abomey, Porto Novo, etc. It is then possible for the country to increase the awareness of Tourism as a factor in economic development and therefore improve infrastructures and eco tourism to attract tourists. This will increase the number of investors using the international conferences held in Benin, and promoting tourism abroad through the Ministry in charge of Foreign Affairs. Furthermore, like Ghana and Senegal, Benin is a major actor in the slave trade with colonization vestiges.

Let us point out royal palaces, mountain chain, water falls, wild animals reserve in the northern part and Dantokpa market, the biggest one in West Africa, lakes and above all the different varieties of gastronomy over the country.

Finally, we cannot deal with Tourism today in Benin without speaking of the famous “Route des pêches” which is a governmental plan to realise a touristy village on the shore from Togbin to Ouidah. About 50 km; through this project, they intend to make tourism a leading light providing currency. But it seems not to be an easy matter. Anyway, coherent actions must be planned, organized, managed and evaluated to reach tourism flourishing in

Benin. Indeed, tourism is a set of activities, which involve travel agencies, tour operators, transportation, hotel management, catering, entertainment, museum guidance, etc. Then, human resources deserve to be trained and investment should be made available to improve those activities. Most of the workers in this area stopped their studies early; and this explains why most of them have only a specific training with CAP, BEP, BTH, and very rarely BTS.

Considering this, how can we expect them to reach excellence and provide efficient services they are supposed to render? There lies the question. The authorities of the ministry in charge of tourism should stress on training tourism staff and on paying attention to the market needs.

My goal for this research is to show the interest for our country to improve tourism in order to increase foreign currencies. Moreover, generally speaking, tourism organization should be analysed critically (threats and opportunities), its production reviews from time to time to find new strategies to face rivals.

1-2 The Promotion of Hotel Management

People travel for diverse reasons. It may be for:

- Professional reasons (business, missions, meeting, etc.)
- Pleasure (leisure, sport, visit, pilgrimage, etc)
- Other reasons (study, transit, etc)

During their journeys, they need a hotel to welcome and accommodate them in order to make their stay comfortable. Hotels then receive them and restaurants offer food.

In Benin, we have different types of Hotels and according to their standing we have:

- 5 stars Hotels (Benin Marina Hotel)
- 4 stars Hotels (Hotel Aledjo, Hotel du Lac)
- 3 stars Hotels (Novotel, Hôtel Croix du Sud, Hôtel du Port, etc.)

- 2 stars Hotel (Hotel de la Plage, Hotel de l'union, Vickenfel Hotel, etc.)
- 1 star and simple Hotels (Hotel Babo etc)

We have to note that Hotels represent a heavy weight in Tourism. In 2005, for instance, Tourism had generated 39,11 billions with 50% from hotels which employ about 3500 waged workers at restaurants, and they represent 15% of the firms existing in the country (formal and informal). Most of these firms' workers have stopped their studies at most at the primary school. Only 7 % have a specific training with CAP; BEP; or BTS.

Exposing the above information, my goal is to show the interest for our country to improve Tourism, Hotel Management and Catering in order to attract foreign currencies.

Obviously, achieving this level means that some activities should be undertaken. Among these is the improvement of interaction with customers. And since English is the best interactive language, learning it must become a priority. In this regard, I would like to add some recommendations to better the situation.

The ministry in charge of Tourism should settle a partnership with the ministry of technical Teaching so that they could organise a forum to formalize their partnership and find concrete action to be taken to succeed in tourism improvement in Benin.

In addition to this partnership, actions and measures should be taken with regard to school curriculum linked to tourism.

1-3 Curriculum Drawbacks on English Learning

In the light of the analysis of the basic data from teachers' questionnaire, it is worthy tackling the problem of irrelevancy of English syllabus. For most of the teachers, syllabus does not meet learners' needs. It is so demanding that many of them simply teach grammatical rules, ignoring sometimes the communicative purposes attached to any language.

As a result, despite long years of painstaking English studies, many learners are incapable of holding verbal interaction. Therefore, I agree with DOBSON (1974) when he states:

EFL/ ESL Administrators expect the teachers to cover on an unrealistic number of pages in the text, allowing little or no time for conversation practice. They demand that the class period be spent entirely on patterns practice or in other manipulative activities and regard conversation practice as a waste of time (P26).

Success in English for Tourism learning will be achieved if we adopt the type of newly shaped and balanced syllabus advocated by Freire (1987) to promote the teaching of communicative English in the area.

This kind of syllabus will allow teachers to have full proven to make a mature judgement to take risk in their fight for leading learners to English fluency through communicative skills. This strategy focuses teachers' creative and artistic capacity to enable students to broaden their aptitude to carry out successful verbal interactions, mainly in their future job as professionals in Tourism with their customers. This means that teachers take time to observe and analyse the kind of students they have, and then choose the strategy to be used to convey their messages.

To succeed in setting up such a strategy, authorities should:

- Have teachers take actively part in decisions making about Teaching
- Enrich English for Tourism syllabus and make it more pragmatic
- Provide them with adequate materials and teaching aids
- Make the syllabus realistic and short.

All these points offer guarantee for an efficient teaching. Thus, learners will be given opportunities for full practice of oral message conveying and prepare them to face more confidently their future job. Yearly training in English speaking countries and cooperation with tour operators and travel agencies will help.

1-4 The Problem of Teacher Training and Teacher Working

Conditions

With the data from classroom observation and questionnaires, I dare say that in Tourism, English teachers' deficiency is first of all due to the lack of training and their language standard. Indeed, as pointed earlier, they are recruited after 4 or 5 years of study at the university. Most of them have any pedagogical training. Moreover, they benefit from no technical training in English for Specific Purpose.

Consequently, pedagogically and technically teachers are not always skilful to play the role they are intending to play. They just try to manage as they can. In addition, living conditions are so hard that ESP teachers cannot afford themselves immersion trips in neighbouring countries. My recommendation then is that Government should create favourable conditions for the organization of such trips.

For a long time, teaching has been wrongly regarded as the study of all scholars. This means that people believe that all scholars are teachers. This situation has caused a lot of damages to education in our country.

The critical ignorance of key psycho- pedagogical requirement compels such scholars to create great anxieties and frustrations due to the violation of learning laws, error correction, inadequate classroom management, learners' harassment and shaky communicative skills. So, I recommend that English teaching be the job of specialists that is those who have achieved a good language standard and have been submitted to adequate training in psycho-pedagogy as well as in the techniques, which are appropriate to ESP.

In addition to that, schools must organize periodic meeting for English teachers from all our Tourism training Universities. During these meetings, they may share their experiences and benefit from others' success.

1-5 School's Administration Interest for English Teaching

Through the analysis of data from class observation, questionnaire and interview, I have noticed that very little care is paid to English teaching in this kind of professional training.

Indeed, the first place is given to technical subject, which is normal. But what schools' heads have to do to improve learners' fluency is first of all to be aware of the impact students communicative ability may have on their professional life. Thus, teachers will no more be the only people to face this war of motivation.

As a consequence of this consideration, teaching time should be increased and training organised at the school's level.

Moreover, teachers should be provided with adequate teaching material.

1-6 Teaching Materials for the Promotion of Speaking Skill

Data from everyday class observation show that the existing teaching materials are insufficient.

In fact, many learners will be enjoyed or would rather get the notions they are being taught with realia, that is practical teaching aids, which help them to acquire and store knowledge. These learners fail to get the real life implications in the lessons when taught in the traditional way.

To remedy those weaknesses, new and modern materials should be provided for teachers to help learners succeed in filling the gap between the artificiality of textbooks and their real expectations.

That is certainly why, Datondji (1998), quoted by Fatima Idohou, points out in his lecture: "Teaching English as a Foreign Language" Learners need the support of other kinds of learning approach to understand the meaning of words, master the materials and medium, memorise the message and express themselves creatively".

Therefore, teachers should be provided with the most useful and recent visual references and textbooks containing efficient speaking techniques needed for holding satisfactorily verbal interactions.

So, teaching aids appropriately used could enhance efficiently their learning through concrete images. In fact, teachers' drawing, commercial wall charts, filmstrips, silent films, overhead projectors; radio cassettes, video tapes, computer, documented libraries and even linguistic trips are key instruments for creating a motivating mood or setting students conversing actively. Therefore, those materials adequately used could broaden learners' knowledge. They could then gain self-confidence in communicative situation so as to exchange their views on highly interesting topics.

2- SUGGESTIONS

One of the causes, which affect learners' achievement, is the quality of teaching they are provided with. That is why English teaching in the field of Tourism must be assigned to ESP specialists who are aware of class management techniques. Thus, they would be able to prompt and foster their communicative abilities. Indeed, a good teacher must be able:

- To arrange tables and benches in order to create a convenient spatial setting enabling learners to send and get message through verbal interactions.
- To combine the brilliant learners with the poor ones to favour knowledge sharing within the group.
- To play the role of learners controller, a conversation leader getting the language effectively spoken while performing activities.
- To evaluate how much and how well the activities are being carried out so as to take eventual measured to reach the settled purposes.
- To guide the learners to use special expressions which are to be internalised.

- To fulfil the duty of a resource centre by providing survival information liable to stir up learners' imagination, reflexion and analytical skills so as to make them participate actively in the collective meaning building.

- To motivate by encouraging the good performers.

When classes are managed this way, learners end up getting rid of their natural shyness, lack of interest so as to communicate effectively.

One of the techniques teachers can use to develop learners' communicative skills is role playing that must be enhanced instead of making students learn by heart. So, when using this technique, the most motivated students are designated. This arouses the interest of the shy or passive students who should finally decide to join the group.

CONCLUSION

CONCLUSION

The significance of tourism as an economic, environmental, and social force has never been greater than in the global world. Modern methods of transport enable a growing number of people to travel to any area in the world; in the developed world, travel is now regarded as a right, rather than a privilege. According to Murphy (1983), world trade in tourism is greater, by value, than that in iron and steel, petroleum, or armaments. Being the language of international business and in the context of globalisation, English is necessary to interact with people from all over the world. Besides, one must wonder what French value is today when even in France, conferences are held in English.

This study is undertaken to bring out the academic, social and economic advantages related to spoken fluency, to diagnose certain difficulties teachers of English face in teaching Tourism in Benin. It also help people notice that the conditions in which this kind of teaching is delivered are not the best ones to boost learners' standard. This research work reveals the pitfalls related to the educational system in general and teaching English applied to Tourism, in particular.

It is hardly deniable that speaking plays such an important role in communication that no language learning can be enhanced without spoken fluency, for, speaking is the core objective and even the end product of language learning. Indeed, language researchers argue that language is meant to be spoken. And the more we speak a language, the more proficient we grow and the quicker we integrate the community of the target language speakers. Therefore, through learners' speaking, we have a clear view about how adequately they are making best use of all the language resources they have learnt so far. This is the gist of Nunan's (1991) while stressing that most of the thing that is most important in second language learning is the ability to carry out a conversation in this language.

The pedagogical implication of Nunan's stand point is that teachers should busy themselves working for enhancing the learners' ability to interact with customers. Thus, the more learners incorporate these linguistic and sociological data, the more successful they grow in holding conveniently conversation. At economic and scientific level, English remains a powerful element in communication. Our country receives Ghanaians, Nigerians, English, Americans and other English-speaking people who intervene in Beninese offices, in hotels and restaurants, as well as in informal activities. So, the more Beninese Tourism learners would improve their communicative abilities in English speaking the more they would be offered opportunities to get job, even at the international level.

In fact, speaking fluently a target language gives self-confidence and self-pride of being able to express and share one's own conception of life and cultural value with the native speakers of that language. Moreover, the mastering of communicative skills in language learning offers a safe room for getting access to the technological researches and tourists outputs and creates automatically a climate of cooperation or collaboration and set out a joyful atmosphere.

In sum, a proficient language learning calls definitely for the ability to make the best use of linguistic resources to communicate with people by drawing on world knowledge and life experience. So, speaking deserves being enhanced in the process of language learning since it also offers a social insertion if it is efficiently and proficiently oriented to communicative goals. Through my investigations, I have discovered that rude environment in Benin setting and the numerous efforts teachers make, they are disappointed by the results at the end of their teaching. This situation is due to many factors such as "unwillingness to learn, low expectation, organisational impediments, and insufficient time for learning and teaching materials, untrained teachers.

Tourism is a developing field in our country. Being involved in the field, and as an English teacher, I dare say that it is all the ESP teaching system that deserves more care from the different actors. Each of them must play its part to improve the sector of education. The success of this challenge depends on many factors, among which teacher in-service training is necessary to provide them with efficient strategies to be used to motivate learners and then meet their goal of giving learners enough confidence to interact with customers. Furthermore, state and administration involvement in teaching conditions, adequate and sufficient materials, is a must in order to increase teachers' and learners' motivation.

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APPENDICES

Anglais commercial

Filière: GTH (Gestion – Tourisme et hôtellerie)

Masse horaire: 120 H (60 H for each year)

Contenu du programme

A-THEME

1^{ère} Année

1 – Production and shopkeepers

- vocabulaire synthétique sur le thème

- textes d'étude (1 ou 2) sur le thème

2- Types of business units

- vocabulaire synthétique sur le thème

- textes d'étude (1 ou 2) liés au thème

3- Business Management: Staff Organisation and Corporate Governance

- Vocabulaire synthétique sur le thème
- Textes d'étude (1 ou 2) liés au thème

4- Tourism : Definition and types

- vocabulaire synthétique sur le thème
- 3 à 4 textes liés au thème

5- Marketing and advertising tourism

- vocabulaire synthétique sur le thème
- 2 à 3 textes liés au thème

6 – Insurance and transport

- vocabulaire synthétique sur le thème
- 2 à 3 textes liés au thème

7- Tourist attractions: park visits, sightseeing, globe trotting, World wonders, etc.

- Vocabulaire approprié sur le thème
- 2 à 3 textes liés au thème

8- Leisure and Entertainment

- Vocabulaire synthétique sur le thème
- 2 à 3 textes sur le thème

9- Catering and accommodation

- vocabulaire synthétique sur la gastronomie, les chambres d'hôtel, etc.
- 2 à 3 textes liés au thème

10- Tourism: social and cultural impacts

Vocabulaire lié aux problèmes tels que le braconnage, le tabagisme, la prostitution infantile, vols d'objets artistiques recherchés par les collectionneurs d'objets d'arts, dépravation des mœurs, etc.

1 ou 3 textes liés au thème

11- Business correspondence: types of business letters, layouts, letters writing and translation.

- Vocabulaire synthétique lié au thème

1 à 2 textes liés au thème

B - LISTENING COMPREHENSION AND ORAL PRODUCTION

(TOUTES LES FILIERES)

1- Basic pronunciation tips

1.1 Third person singular simple present and nouns plurals (/s/, /z/, /iz/) morphemes

1.2 Simple past and Past participle of regular verbs: /t/, /d/, /id/

1.3 Pronunciation of: would, could, should... etc.

1.4 Difference between graphemes/letters and phonemes in English

2- Listening to cassettes, CDs in English NB/ Stress the full forms of « I'd, he's, I'd better, I'd rather » and how to handle verbs such as “to have”, “need”, “dare” in various usages and presentations on specific themes

C- STRUCTURE REVISIONS (TOUTES LES FILIERES)

The First Year of ESP Learning

1- Sentence forms: Affirmative, negative, interrogative and interro-negative forms.

NB: stress the full forms of “I'd, he's, I'd better, I'd rather” and how to handle verbs such as “to have”, “need”, “dare” in various usages.

- 2- Simple present and simple past: Active and passive construction process writings.
- 3- Review of tenses and tense markers
- 4- Pronouns: personal, relative, indefinite, reciprocal... etc
- 5- Modal auxiliaries and modal expressions
- 6- Question word and question-asking practice
- 7- Question tags
- 8- Agreements and disagreements
- 9- Comparatives and superlatives
- 10- Quantifiers and intensifiers
- 11- Exclamatory sentences
- 12- Active and passive

The Second Year of ESP Learning

Révision rapides de structures étudiées en 1ère année

- 13- Direct and indirect Speech
- 14- Special Structure and their applications to rephrasing
- 15- Reordering sentence and sentences-building with causative structure
- 16- The right verb in the right tense: choose the right verbs for each sentence and put it in the right tense
- 17- Derivation or word-formation: prefixes and suffixes.
- 18- Correction of mistakes and identification of mistakes
- 19- Connectors and sentence combinations
- 20- Compound adjective/nouns and place of adverbs.

SUGGESTIONS (TOUTES FILIERES)

1- Durée des épreuves: 3 heures, coefficient: 3(à l'écrit)

2- Configuration ou structure des épreuves :

Reading comprehension

A- True or false/Right or wrong

B- Answer with information from the text

C- Finding synonyms/ antonyms from indicated paragraphs of the texts

D- Translation into French (6 - 8 lines)

Linguistic performance

A - Specialised vocabulary exercise

B- Based on structures and common to all options

C- Translation into English (2 à 4 courtes phrases ou passage de 4 à 6 lignes)

Composition (topic derived from or related to the text, report-writing, dialogue-writing... etc)

3- Langue du cours: Anglais (à 90 % au moins)

4- Les textes d'étude devront être liés au thème et tirés des revues spécialisées (ou non) : Anglais Economique, Fortunes, Business Week etc.

5- Ces textes devront être étudiés suivant la structure de Reading compréhension proposée ci-dessus

6- Une suggestion de bibliographie pourrait être faite au ministère à ce sujet s'il la juge nécessaire

7- Le professeur initiera les étudiants et futurs candidats au BTS aux techniques élémentaires de traduction : Anglais vers Français (version) et Français vers Anglais (thème)

La version portera sur les textes étudiés en classe. Il ne s'agira pas de demander aux étudiants de traduire systématiquement en français l'intégralité des textes étudiés.

8- Le thème, comme déjà indiqué plus haut, portera sur la traduction de phrases courtes, factures, messages électroniques, lettres ou de courts passages suivis. Ceci permettra d'utiliser le vocabulaire spécialisé et de réviser les points de grammaire essentiels.

Oral d'Anglais : coefficient 1.

Questionnaire to Teachers

Dear fellow teachers, I am carrying out a research work on Learning English for the Promotion of Tourism: The Case of Higher Education in Benin. I need your collaboration. I would be glad if you could answer the questions bellow. Please tick only one box. Be sure that your identity will be kept confidential. It is only your responses that will be used as illustrative elements for this research.

Questions

- 1/ Do you think that English is important today? Yes no
- 2/ Do you think that speaking is important in language learning? yes no
- 3/ Do you think that students in Tourism really need oral fluency? yes no
- 4/ Do your students like to speak English? yes no
- 5/ If no, which factors do you think prevent them from speaking? Unwillingness fear to be laughed at lack of self-confidence
- 6/ Evaluate the curriculum in use today in Tourism. It is appropriate and relevant
It is irrelevant.
- 7/ What do you suggest to improve the curriculum in use? Change it for improvement.
keep it with some modifications
- 8/ Do you have any experience in Tourism? yes no
- 9/ As an English teacher, what kind of difficulties do you have as far as speaking English related to Tourism is concerned? Lack of background lack of teaching materials
students' attitude others
- 10/ Are there enough teaching materials conducive to the completion of your objectives? yes
no

11/ What kind of assistance do you expect from your school administration? Provision of teaching materials organisation of in-service training allocation of more teaching time

12/ How do you prepare your lessons? With books computer others

13/ While marking your tests, what item do you focus on? Linguistic competence
Reading comprehension personal expression

14/ What strategies do you use to rouse your students' interests in speaking? Giving feedback based on affective domain creating friendly classroom atmosphere using class activities, which meet the students' expectation

Questionnaire to English Students

Dear students, I am carrying out a research work on Learning English for the Promotion of Tourism: The Case of Higher Education in Benin. I need your collaboration. I would be glad if you could answer the questions bellow. Please tick only one box. Be sure that your identity will be kept confidential. It is only your responses that will be used as illustrative elements for this research.

Questions

1/ Do you like English classes? yes no

2/ Why do you like English classes?

- Because English is important today

- Because English is compulsory

3/ How often do you have English classes a week? Once twice more

4/ How long is the English class? Two hours three hours four hours

5/ Do you like the way your teacher delivers English lessons? Yes no

6/ Do you like your English teacher? Yes no

7/ Which teaching method do you want your teacher to implement? Traditional approach
communicative approach

8/ What skills do you want your teacher to stress? Listening Reading writing
Speaking

9/ Is there any English textbook available for your option? Yes no

10/ Do you all have the required textbook? Yes no

11/ Can you speak English fluently? Yes no

12/ If no as an answer to question 11, say why: Lack of self confidence Fear to be
laughed at

13/ Do you think that your English lessons could help you in job situation? Yes no

14/ What kind of assistance does the administration give you in learning English? Books

Tape-recorder Trips Others