



UNIVERSITE D'ABOMEY-CALAVI (UAC)



FACULTÉ DES LETTRES, ARTS ET SCIENCES HUMAINES

Excelsior Semper Excelsior

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OPTION : DIDACTIQUE DE LA LANGUE ANGLAISE

**USE OF AUDIOVISUAL AIDS IN THE TEACHING
AND LEARNING OF ENGLISH AS A FOREIGN
LANGUAGE IN BENINESE SECONDARY SCHOOLS**

Rédigée et soutenue publiquement le 13 mai 2015 par :
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Année Académique : 2014-2015



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LANGUAGE IN BENINESE SECONDARY SCHOOLS**

Dedication

To my wife Nina Germaine Ablawa Kodjo Sonou née
Ouinkoun, who has been a pillar of this academic journey

and

To my precious gifts of God, my dear children
who gave me the joy of fatherhood.

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May God bless them all.

Abstract

The rapid development of technology, electronics and audiovisual aids i.e., audiovisual materials and equipment in the past four decades has made the Audio and Visual Communications as well as Information and Communication Technology (ICT) media, a working tool in all areas of human endeavours, such as education, knowledge acquisition i.e., learning, teaching, economics, administration, transportation, information and so on. These electronic devices have almost conquered the world as they have had significant impact on almost every human work. Today, people live in the electronic age, particularly audiovisual age. This illustrates the usefulness of audiovisual materials and equipment's in our daily lives. But, are these devices used efficiently to really boost the teaching of English as a Foreign Language in Beninese secondary schools? This is the main question that this research work intends to address by observing, analyzing, and examining the problems surrounding the effective use of audiovisual aids in the teaching and the learning of English as a Foreign Language in Beninese secondary schools.

The purpose of this research work is to investigate and analyze how the usefulness of audiovisual aids can positively impact the teaching and learning of English as a foreign language at the secondary schools level in Benin. To achieve this objective, two questionnaires were established. One for the teachers, and the other one, for the students for data collection. Each questionnaire is made up of 10 questions that is a total of 20 questions in the two questionnaires distributed in 30 schools.

A total of 1050 questionnaire sheets were distributed across the country, and data collected. In each school, 35 questionnaire sheets were distributed to 10 teachers and 25 students. In all, 300 teachers and 750 students received and effectively responded to my demand by filling the questionnaire and returning them to me for data collection.

The data obtained through the questionnaire sheets, were stratified and the random sampling technique was used to select 1000 respondents' questionnaire sheets, out of a population of 1050 students and teaching staff who received the questionnaire sheets distributed in the 30 schools visited across the country. So, the 1000 respondents data obtained were used to carry out the appropriate

analysis. The result obtained from the data analysis shows that the same law established both public and private schools in Benin. The only difference is the funding: the government funds state schools while the promoters, that are individuals or groups, fund private schools. It was also observed that in the private schools, there are more audiovisual aids than the state schools. In the school where audiovisual aids are available, students learn and speak English language better. I, therefore recommend that public schools should be equipped much better with audiovisual aids than they are now, so that English as a foreign language can be taught and learnt effectively for much better results. Teachers of English as a foreign language should be trained in the use of audiovisual aids so that their efforts in teaching can benefit the learners more effectively.

Keywords: Audiovisual aids, EFL teaching and learning, Beninese secondary schools, materials, devices, efficiency, oral communication, performance, students, learners, teachers.

Acronyms

AAI:	Audience Appreciation Index
ABC:	American Broadcasting Company
ACE:	American Cinema Editors
ACTT:	Association of Cinematographic, Television, and Allied Technicians
AD:	Artistic Director
ADC:	Analogue Digital Converter
AIT:	African Independent Television
AV:	Audiovisual
AVA:	Audiovisual Aids
AVME:	Audiovisual Materials and Equipment
BAFTA:	British Academy of Film and Television
BBC:	British Broadcasting Corporation
BFC:	British Film Institute
BAPES:	Brevet d’Aptitude Professionnelle à l’Enseignement Secondaire
CALICO:	Computer Assisted Language Institution Consortium
Canal 3 TV:	Canal 3 Television
CAPES:	Certificat d’Aptitude Professionnelle à l’Enseignement Secondaire
CATV:	Community Antenna Television
CBAA:	Cost Benefit Analysis Approach
CBRST:	Beninese centre for technological and scientific research
CCTV:	Closed Circuit Television
CD:	Compact Disc
CD-Rom:	Compact Disc Recorder
CD-Text:	Compact Disc Video
CEG:	Collège d’Enseignement Général

CFTC:	Commonwealth Fund for Technical Cooperation
CNN:	Cable News Network
COL:	Commonwealth of Learning
CPDI:	<i>Centre Pédagogique de Documentation de l'INFRE</i>
CREDIF:	Centre for Research and Study for French Language Propagation in France
CSP:	Cours Secondaire Protestant
CTIS:	<i>Commission Technique d'intervention spécialisée</i>
DEC :	Direction des Examens et Concours
DFS:	Department of Finance and Supplies
DOB:	Direction de l'office du Baccalauréat (Directorate of Baccalaureate)
DRM:	Density Ratio Method
EFA:	Education for All
EFL:	English as a Foreign Language
ENS :	<i>Ecole Normale Supérieure</i>
EOM :	Employer Opinion Method
ESL:	English as a second language
EUROCALL:	European Associating for Computer Assisted Learning
FLASH :	<i>Faculté des Lettres, Arts et Sciences Humaines</i>
FLEAT:	Foreign Language Learning Education and Technology
GNP:	Gross National Product
GTC:	German Agency for Technical Cooperation
IALL:	International Association of Language Learning
ICM:	International comparisons Method
ICT:	Information and communication technology
ICTM:	Information and communication technology med
IDA:	International Development Association

IIEP:	International Institute for Educational Planning
ILOR:	Incremental Labour Output Ratio
INFRE:	<i>Institut National pour la Formation et la Recherche en Education</i>
L2:	A Second Language
LC2 TV:	<i>Lagnidé Christian 2 Télévision</i>
MITV:	Mini Television
MRA:	Manpower Requirements Approach
NTA:	Nigerian Television Authority
ODA:	Overseas Development Administration
OECD:	Organization for Economic Cooperation and Development
ORTB:	Beninese Radio Broadcasting and Television Office
PMRPM:	Parnes Mediterranean Regional Project Method
RRA:	Rate of Returns Approach
RTS:	Radio et Télévision Sénégalaise (Senegalese Radio and Television)
SAA:	Synthetic Aggregative Approach
SAP:	Structural Adjustment Programme
SDA:	Social Demand Approach:
TNP:	Third National Plan
TEFL	Teaching English as a foreign language
TOEFL:	Test of English as a Foreign Language
TV:	Television
UAC:	<i>Université d'Abomey-Calavi</i>
UNDP:	United Nations Development programme
UNESCO:	United Nations Educational, Scientific and Culture Organization
UNICEF:	United Nations International Children's Fund
VCD	Video Compact Disc

VCR:	Videocassette Recorder
VOA:	Voice of America
VTR:	Videotape Recorder
WAIS:	Wide Area Information Service (Related to Computer)
WAP:	Wireless Application Protocol (Related to Computer)
WWW:	World Wide Web

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Chapter One: General Introduction

1.0. Introduction

Language is the most natural means used by human beings over the centuries to communicate with one another. Considering the complexity of communication, language teaching in general, and the English Language teaching or learning in particular, some specific conditions are required. Language is used for many communicative purposes and any language user develops different abilities. People may need to read, speak, write, and listen to items relating to a particular function of language. The roles played by both indigenous and foreign languages in the whole world cannot be overemphasized. As Fabiyi (2009:53) notes, « Language is the vehicle through which concepts, ideas, thoughts, facts can be conveyed from one person to another.» Ogunsiji (2007:68) defines language as « the cement of society. » It enhances our living together as human beings. Without language, communication would have been impossible and if that were the case, there would not be any difference between human beings and animals. Human beings communicate in a meaningful and understandable way with the help of language. Success and progress in the area of science and technology, was possible through language. Hence, language occupies a unique position in the human society. Emenanjo (1988:10) captures language as: « The device which employs vocal symbols as to give and to hide information, to give illustration of love and to create realities of hate, to build and to destroy. Language is employed to encode and to decode the most intricate computation. »

Over the past decades, especially after the Second World War, priority has been given to education to rebuild the destroyed world. This situation has created the development of English language as a worldwide language. As a matter of fact, language teachers continue to seek means to improve the effectiveness of language learning through improvements on their own skills of teaching. Audiovisual equipment and materials are the most useful devices used in teaching and learning today. Most of the secondary schools in

Benin have not adopted audiovisual materials and equipment means to assist the teaching and learning of English as a Foreign Language.

In general, five different skills are clearly identified in language learning: listening, speaking, reading, writing and comprehension. Often, English as a Foreign Language is concerned with a combination of all the five. The use of audiovisual aids enriches and makes teaching much easier.

This research work focuses on the use of audiovisual aids which comprise audiovisual materials, equipment and devices. The expression “audiovisual aids” means, the general use of all the technical materials and equipment of audiovisual in the teaching and learning process. Audiovisual materials are consumables or accessories such as a flash drive, audio and video tapes, cables for connection, and so on. Both device and equipment use audiovisual materials to function. The audiovisual equipment is an electrical and electronic machine that needs energy to be powered. Television sets, video cassette recorders, radio sets, are audiovisual equipments. Any equipment needs consumable materials as to function. Audiovisual device is also an electrical and electronic machine that operates the same way equipment operates. Equipment could be just a device or many devices put together. These expressions are used in their appropriate context in this research work which intends to study the impact of the use of audiovisuals on teaching and learning English as a foreign language.

In the classroom, whenever the teacher plays the video tape or the Video Compact Disc, students listen attentively to it and learn greatly from it. This also helps the teacher to explain his / her lessons better. The experience could be the same anywhere the audiovisual devices are available and put into contribution for teaching and learning. The teaching and learning of English as a foreign language must be assorted with audiovisual materials and equipment so as to make the teaching, as well as the learning tasks easier for both the teacher and the student. In fact, an effective language teacher or specialist who has

to deal with learners from diverse linguistic backgrounds needs to be versed in several areas, among which the effective use of audiovisual materials and equipment (AVME). Though, I am conscious that the availability of these devices may vary from one school to another, my aim is to show and explain this necessity through interviews, and the questionnaires that I have distributed in selected schools so as to collect data, for analysis for the purpose of this research work.

To achieve this goal, I have carried out my research, focusing on thirty (30) selected secondary schools, among which eighteen (18) public schools and twelve (12) private schools in the twelve (12) Administrative Districts of Republic of Benin. Among the thirty (30) secondary schools selected, there are five (05) in the Littoral District, four (04) in the Oueme District, and three (03) in the Borgou District. Other nine (09) Districts share the remaining, giving eighteen (18) secondary schools across the country that is two (02) per District. This chapter generally introduces the study by presenting the background to the study, the statement of the problem, the purpose of the study, the significance of the study, the scope of the study and finally definitions of some key terms of the study.

Futhermore, I discuss the objective of educational research approach vis-a-vis the use of audiovisual aids in teaching and learning English as a Foreign Language. The most important issue in the research is the fact that audiovisual resources that are available for English language education, and indeed for the successful execution of the plan of the use of audiovisual aids in Beninese secondary schools, whatsoever, are very limited. Consequently, activities directed at their use need to be carefully and rationally designed in order to avoid wastage and maximize the benefits that will accrue from such use. Thus, the objectives of audiovisual aids use in Beninese secondary schools to teach and to learn English are predicated on these realities and include, according to Agabi (1995), « Ten different factors or realities. Each of these realities is to be considered for the effectiveness of the research

work. » Purchase of audiovisual aids, planning the teachers training and the use of the audiovisual aids with students. The ten realities are as follows:

- 1) The establishment of educational goals and objectives and activities for achieving them is an important thing in school management. Here the goal is to make students learn English language appropriately through the use of devices. The rational allocation of scarce resources required for education to satisfy as far as possible the various competing demands; making the resources financially human to be available.
- 2) The determination of space, personnel and materials required to achieve educational goals, identifying a classroom where facilities are made available for the achievement of the goal.
- 3) The harmonization of interests and demands of stake holders (students, parents, employers of labour, governments, institutions of learning, and so on.) with those of the society in terms of needs, capacity and constraints. The teachers should guide students by showing them only educative films that are useful to them and not films that will destroy them and make them have bad dreams.
- 4) The channelling of the efforts and activities of the operators of the education system toward the achievement of set educational goals.
- 5) The collecting, collating, analyzing and interpreting of data and information on the education system.
- 6) The insurance of adequate investment in education.
- 7) The avoidance of resource wastage or enhancement of internal and external efficiency in the education system.
- 8) The enhancement of educational growth and development
- 9) The facilitation of the production of skilled manpower required by the economy.

It is important to note that objectives of the research work can also be limited to availability of resources, needs factors, data collection, planning, and so on.

«The scope of educational planning is vast and comprehensive in the range of topics, issues and problems which it deals with. » Fadipe (1997:22). Educational planning, while focusing essentially on the entire education system, including the goals, objectives, inputs, processes and outputs, also assists in policy formation as well as the translation of educational goals and objectives into programmes and projects. For effective use of audiovisual aids in Republic of Benin secondary schools, the school authorities might have seen the importance of this and discuss it with the appropriate authorities for budgeting and purchase of the materials and equipment.

1.1. Background to the Study

The concept of using audiovisuals in the teaching of English as a foreign language is defined as the use of audiovisual materials and equipment such as videotapes, audiotapes, compact discs, videocassette recorders, television-sets, overhead projectors, audiocassette recorders, and among other things, computers for teaching. Kodjo Sonou (2009:313) supported that, « Using these materials and equipment has great advantages as they facilitate the teaching of phonetics, grammar and especially, oral communication skills. Audiovisual equipment is a perfect companion for language teaching, particularly a foreign language. » Audiovisual equipment as a pedagogical aid consists of the use of recorded audio and visual messages by the teacher in an English as a foreign language (EFL) classroom. These messages can be recorded on audiotapes, videotapes, compact discs, diskettes, etc, thereby reinforcing the learners' training through repeated listening to these audiovisual messages. Kochhar (2007:11) asserted that « Audiovisual aids are considered effective tools especially for language teaching and learning. »

Indeed, the use of audiovisual aids in an English as a foreign language (EFL) classroom provides the teacher with many avenues for reinforcing and supplying rapid teaching. Their application to the different programmes put in place for stimulation through

fun activities makes teachers' work subtle and efficient. Kochhar (1995:50) is of the opinion that « A resourceful English language teaching and learning with audiovisual aids is favorable for effective language learning. Studies show that visual aids enhance the effectiveness of teaching learning process in a classroom. »

They report that these aids are not only a source of help for the teacher but also provide stimulus variation that is indispensable to sustain learners' attention. The use of audio visual aids makes the task of learning a second language easier.

For Lewis (2009), « teaching students the use of technology as a learning tool enhances their learning. It facilitates learning by giving exposure to native speakers' correct pronunciation and interesting conversations between them. » Fabiyi (2009:54) identified some of the problems encountered by English as Foreign Language (EFL) learners in classrooms. They include, « demonization, less exposure to English language, lack of emphasis on pronunciation and the interference of the sounds and rules of the first language.» These issues can be solved by introducing audiovisual aids in the classroom.

Wilson (2001:10) examined different trends of using visual images in the foreign and second languages classroom with English as a Foreign Language and English as second language learners. She concluded that « the use of visuals enhances language learning on the one hand and increases the use of target language on the other. » The same kind of findings was reported by Warshauer and Meskill (2000), who studied three case studies and investigated how the processes of language education are reshaped by the use of new technologies. They concluded that « advanced technologies build linkages among bilingual and ESL learners; consequently, the use of audiovisual aids helps learners to have a good command of L 2 language within less time. »

The above mentioned studies show the importance of using audiovisual aids in different parts of the world and the benefits of their usage. Denouncing the non intensive use of audiovisual aids in the Republic of Benin Secondary Schools, Kodjo Sonou

(2009:312), observed that, « Although the term, audiovisual, is not new in Beninese educational system, its usage is sporadic. » This research work revealed that in Beninese secondary schools the use of audiovisual aids is rare despite the usefulness of the aids. So, there is need to give more chance to the use of audiovisual aids in English as a foreign language teaching and learning. Thus, the teaching and learning approaches with these aids must be pragmatic, flexible, interactive, elastic, and responsive and result oriented. Ayodele (2004:25) stated that « teaching and learning of the English Language should not be static. Rather, it should be elastic and responsive to changes being brought about in our new increasingly globalized world. » In the words of Mansaray and Amosun (2002:9), « societal values and goals, the nature of knowledge and learning among others are all factors that are undergoing rapid changes especially in this era of globalisation. English Language studies especially in English as a foreign language environment needs to respond to these changes.»

The use of audiovisual aids in teaching and learning English as a foreign language is part of the positive changes that leads to modernizing teaching and learning. Thus, the use of audiovisual aids in improving students' communicative skills in Beninese secondary schools is necessary. It is also necessary to appropriate the vast quality of new information and knowledge unleashed on the world courtesy of the internet. This means that the utilization of the audiovisual aids and information technology for improvement of English language teaching and learning. Moribund and ineffective teaching methods should be jettisoned totally or modified in order to achieve greater and better results.

The use of the audiovisual aids and modern information technology in language instruction is not a magic game. It is an interaction between human beings and equipments. Notwithstanding, the success of teaching language with the appropriate audiovisual aids depends on some key factors among which are the mastery of the subject matter, objective, and preparedness on the part of the teacher and the learner.

It is no longer news that English language has been adopted as the Beninese very first foreign language taught and learnt in schools. The adoption has encouraged Beninese to show interest in learning the language. In virtually all Beninese secondary and tertiary institutions more students study the language than ever before. However, English as a foreign language, teaching and learning must also not be limited to the markers, chalk and talk method i.e. written and spoken. There should be other additional methods to facilitate the teaching and learning of the subject. Therefore, this research looks at how the audiovisual aids (electronic media like television, cassettes both audio and video) and other language equipments could be used effectively to enhance the teaching and learning of English in Beninese secondary schools despite the problems that may occur here and there.

This research work, as nobody in this country has really discussed it, analyses and examines generally the use of audiovisual aids in the process of teaching and learning English as a foreign language in Benin. Of most of the research carried out in the audiovisual domain in Benin to date, none has generalized the use of audiovisual aids in their research work as those research work, talk about audio only, that is the use of audio materials and devices, or the use of visual materials and devices or the use of both audio and visual materials and equipment in the teaching and learning of English.

1.2. Statement of the Problem

Many problems rise and even militate against the use of audiovisual aids in Beninese secondary schools. Most of the teachers in Benin are not trained in the teachers' training schools to use audiovisual aids to teach. This lack of training does not give the teacher the courage to even request devices for better results, in their field. And sometimes when these devices are available, the teachers are afraid handling them properly and using them to their performance. They are afraid simply because during the use of the devices where they exist, damage may occur. Government and school authorities put no money into the school budget

as to purchase audiovisual devices for smooth study of English language even though they see that the language is a very useful. Lack of education is another factor that discourages and also militates against the proper use of audiovisual materials and equipment in the teaching and learning of English. But there is hope since this research work is to encourage teachers as well as learners to use audiovisual aids. It gives them necessary informations that will guide them in their will to use audiovisual aids to teach and to learn.

Today, be it in cultural, educational, scientific, or political sectors, the influence of audio-visual techniques is unquestionable and even indispensable. As was stated by Fredrikhov & Movnine (1982:2), « electronic equipment is a powerful stimulant of progress in all sectors of science and techniques. » It is no exaggerated to say that audiovisual is a referential tool in educational sector. As Adewoyin (1998) observes, « the media reinforces and augments the efficiency of learning. ». For him, the media aids are to individualize instruction. In the past, the teacher used to be a source of knowledge. Today, he/she plays the role of facilitator of knowledge acquisition. He/she is a motivator and a guide. If the teaching of English is properly handled, people will be interested in learning it, knowing that there will be a need for the language. For example, Benin is a neighbor to the economic giant of Africa, Nigeria. That is why this research stands to stress that the teaching and learning of English as a foreign language should not be limited to chalk and talk alone. Because of language barrier, economic and other educational activities have been very limited between the two countries. Other methods that can enhance its teaching and learning should be adopted. The most important access people ought to get from learning a language is to be able to speak it well and fluently. But, it is noticeable in Beninese secondary schools that, after many years of learning English language, the overwhelming majority of students are still unable to communicate orally in natural conversation occasions outside classroom situations. Even within the classroom situation, they fail to participate actively in free conversation activities, having great difficulty expressing their minds. They simply prefer to

speak French during those conversation activities and teachers' efforts to keep them speaking English are most of the time unsuccessful.

The same situation often occurs when there is a guest speaker, whether native English speaker or not, during classes. Ahehinnou and Bada (2012:5) regretted the situation and state that « Students find it very difficult to follow the speaker, stretching their ears all the time. They dare not utter a simple single sentence to ask or to answer a question. One more sign of the students' inability to use the English language orally is rather noticeable during oral examinations which appear to the students as challenging and troublesome situations to cope with. In fact, it is frequent that during those oral exams, the students really start shaking, quivering and then fail to utter a single sentence. Their minds simply go blank and they keep stammering in front of the examiners. » This is a very regretful situation. As a result; such a failure to speak the language leads many students to require of their English teachers to speak French during classes. They would like any single word or sentence to be translated into French, and thus consider any reluctant teacher as a bad one. The end of the English lesson is then a great salvation, and they readily burst into speaking French or their native languages. But, what is very paradoxical about the students attitudes is that they do not have the same behavior if the English session is mainly devoted to practising grammar drills, or if they are asked to write down what they think about such and such situation or issue. A great number of students really do very well when dealing with linguistic competence during written tests, which shows that they quite master the grammar patterns of the language and yet they are unable to make use of those patterns in live communication situations.

It is important to say here that the intensive practice and use of audiovisual aids would have assisted the student to correct the communication deficiencies and to reinforce student's abilities to effectively communicate in English language. The biggest problem here is that in Beninese secondary schools, English language curriculum is more oriented to

the acquisition of grammar competences than to oral communication skills. It is common to see students that have some competences in English language grammar but who are not capable of speaking the language correctly. The situation is so, simply because they have not been practising the language effectively. To solve this problem, the use of audiovisual aids is necessary. School activity planning should take into account the use of audiovisual aids in the training of teachers. The number of hours used in English classes. The large number of students in the classroom particularly in the public schools, for example Lycée Behanzin, Porto-Novo; JSS₁ (6^e), 100 students; Lycée Mathieu Bouke Parakou, in the same classroom, 80 students, and CEG Akpakpa Centre, Cotonou almost 90 students in a classroom compare to 30 students at College Père Aupiais, Cotonou, a private school.

The analysis of all those contradictory attitudes has led me to take it that there must be some weaknesses or pitfalls somewhere in the English language teaching and learning process; and from my investigations, I have found out the following factors as the causes of the learners' deficiency in oral communication skills acquisition. English as foreign language teachers need training; suitable and relevant teachers training programs should be developed and conducted. Teacher training colleges (*Ecoles Normales Supérieures*) should be endowed with audiovisual aids generally and more specifically at least a language laboratory, the new information and communication technologies such as the internet. Moreover, trips for linguistic immersion in some English-speaking countries like England, Ghana, or Nigeria is necessary for both English teachers and students. It may also be necessary to create a National Institute of English Language (NIEL) for English language studies and the language communicational capacity acquisition. In that institute, all the workers must speak English.

1.3. Purpose of the Study

The aim of my research work is to show the technical and didactic values of the use of audiovisual materials in English teaching and learning classrooms. The study has two main objectives. The first one is to draw attention to the improvement of the acquisition of oral skills in English as a Foreign Language in Benin through the use of audiovisual materials. In fact, taking into account the scope of that problem of deficiency, one can deduce that the goal normally aimed at in learning the language is being missed, since it is of no use that students learn the language for many years without being able to function in it. This is to say that the means and the methods applied in the language teaching / learning process are not yet effective enough to train the learners as good oral performers. Here upon, it is obvious that something more is required; and this is an appeal for more effort to operate a positive change for the benefit of the English learners in our secondary schools. In this regard, my second aim in this work is to suggest a remedy as a contribution that can help solve the ongoing problem. As already accounted for in the background study, many factors stand for its causes; and to effectively solve it, it is necessary to find solutions to those causes. In fact my concern is to elaborate on a method that has such attributes to improve the current situation in English language teaching and learning.

1.4 Significance of the Study

Due to their audio (sound) and video (visual) aspects, audio-visual materials are used by the English as a Foreign Language teachers to facilitate their work and to make it more practical. The practical use of audio, video materials and equipments in a class will help the English teachers at all levels to know how they can handle the practical aspect of English as a Foreign Language (EFL) teaching. The use of audiovisual materials and equipment will effectively and efficiently ameliorate their teaching.

When a videotape is played in the classroom, it helps students' practical work. I am also convinced that the research work will help to modernize students' ways of learning

English. A skilful use can be made of the material and equipment in the classroom. By dealing with audiovisual materials and equipment in the educational sector, I intend to sensitize the political authorities and school administrators to provide the schools with the necessary audiovisual materials and equipment in Benin

For any teaching and learning process to be successful, it is of paramount importance to take great account of the learners' affective domains and their learning styles and strategies. Affective domains are the emotional sides of human behaviours. Learning styles are internally-based characteristics of individuals for the intake or understanding of new information; and learning strategies are techniques or steps individuals use to enhance their learning. Much attention should be given to these dimensions while designing methods and choosing means; and this is particularly true as far as teaching a foreign language is concerned.

In fact, what satisfactory attitudes or results can we really expect or get from the learners if nothing really attractive and rejoicing prompts them to use the language and hook them to it?

It is important to supply strong and adequate motivational factors; and in the context of the English language teaching and learning process in Beninese secondary schools, we think that supplying strong and adequate motivational factors will greatly help solve the problem of learners' deficiency in oral skills, since with strong motivation, nothing is impossible. Thus, taking into account the great affective and attractive impact that music, songs, movies, films, etc, have on the youth nowadays, the use of audiovisual devices during English classes has a great role to play if we really seek to satisfactorily transform the learners from poor oral performers into fluent English speakers. Under this headline, I will firstly define what I mean by audiovisual materials, then elaborate on the rationale for using those devices in foreign language classes, and then, show the importance of those devices in the context of Beninese English classes.

1.5. Scope of the Study

The study will be limited to the practical use of techniques and technologies that is, the art of using audiovisual materials and equipment for effective teaching and learning of English as a Foreign Language in Beninese secondary schools. It gives room to supply of useful information, through audiovisual aids, to students and suggests an adequate training to teachers about the types and use of audiovisual materials and equipment for teaching English as a Foreign Language in Benin secondary schools. The study focuses on the survey, the planning and the effective use of audiovisual aids in teaching and learning English as a Foreign Language (EFL) in Beninese secondary schools. Students, teachers, schools authorities and government are at the centre of the study for better English language teaching and learning in Benin through audiovisual aids, due to the role each and every one of them plays in the English as a foreign language, teaching and learning in Beninese secondary schools.

1.6. Definition of some Key terms of the Study

In this section, I define some key terms used in my work. These terms are as follows: audiovisual aids, teaching, learning, survey and planning.

1.6.1. Audiovisual Aids

The concept of using audiovisual in language teaching and learning is defined as the use of audiovisual materials and equipment such as video tapes, audio tapes, compact disk, video cassette recorders, television sets, over-head projectors, audio cassette recorders, computers, and so on for teaching and learning. The use of these materials and equipments have great advantages they facilitate the teaching and learning of phonetics, grammar, oral communication skills, and so on. Audiovisual is a perfect companion in language teaching. Audiovisual as pedagogical aid consists of the use of sound and visual messages by the

teacher in a language class. These messages can be recorded on audio tapes, video tapes, compact disks, diskettes etc, thereby reinforcing the learners training through repeated listening of these audiovisual messages. Indeed, audiovisual in a language class provides the teacher with many ways of reinforcing and supplying rapid teaching. Its application to the different programmes put in place for stimulation through play activities in a language class makes teacher's work efficient. Audiovisual is a combination of audio and visual that is the sound and the image. In the following lines of this work I define what audio and visual stand for in teaching and learning processes.

Audio means sound. According to Fafoumi (1999:3), audiovisual expression is made up of two distinct words "**audio**" and "**visual**". Then a tool can be only "Audio" that is auditive while the other one is only Visual. But only one tool can be combined with the audio and visual. The two words derive from the verbal form. In deed "Audio" is the first form person of singular of the present indicative verb "**Audire**" that means "**I listen**" or "**I hear**". It is then clearly stated that audio stands for listening or hearing. It is based on the sound. For the dictionary Oxford (2010:83), Audio is connected with sound that is recorded: audio and video cassettes. An audio cassette is a cassette of tape on which sound has been recorded. Audio is something that can be heard. Audio is sound. For example a radio gives sound while working. A radio produces sound.

Visual means image. It is something one can see. "**Visual**" derives from a verbal form of "**supin visu**". It is an impersonal form of the verb video, « **videre** » that means to see "**visu**". Visual is anything that can be seen. Recorded visual means images on television, video Compact disk, Digital Video Disk or Tapes, Black or white board etc. for example, audiovisual aids for the classroom. Visual aids usage refers to a picture, video etc, used in teaching to help people to learn or understand something better. Audiovisual application in teaching and learning means the assistance given by audiovisual Aids in the process of teaching and learning. The use of Audiovisual also includes listening to Radio

and watching a programme on television or a film from a projector. The purpose of using audiovisual aids in teaching and learning is to be assisted by the devices and the materials to facilitate or make easier the teaching and learning activities. The use of audiovisual aids is very important in the modernization of teaching and learning. Having explained what audio is, what visual is and what audiovisual is, we can say that the meaning of audiovisual is hearing and seeing. Hence, audiovisual is both sound/voice and image or what can be physically seen, thus, the importance of audiovisual in teaching and learning can be equated to a human being as it involves voice and image. It should be noted that audiovisual aids take into consideration anything useful as to be of work in teaching without exception computer etc.

1.6.2. Definition of Teaching

Teaching is a process through which one transmits knowledge to another person. Oxford (2010:1518) informs that « teaching is considered to be an art. » Learners are the raw material which the teacher has to deal with, as to make them learn. Kochhar (2007:23) points out that « as sculpture is to a block of marble, education is to the human soul. The teacher unconsciously designs the learners entrusted to him. The teacher has a purpose and he modifies the learners accordingly. » With the teaching practices, the teacher is like an artist. Nathaniel Cantor in Kochhar (1985:23) supported that « teaching is a sublime art. It is impossible to separate the teacher from teaching. The teacher, in fact, mirrors himself into the child; he puts an indelible stamp on the young, tabular razreder growing plastic mind of the learners. The learners generally take after the teacher. » There is however a difference between the teacher and the artist. Nathaniel's views here are taking the teacher closely to any artist. He gives any shape he likes to the material. He gives expression to his own ideas. He imposes his will on the material with which he works, and creates an object. The teacher cannot give any shape to the living material he comes into contact with.

The learner is a growing, developing human being. He reacts to teaching. He cannot touch the child yet he is to make an impact felt, introducing changes in the behaviors pattern and ultimately the personality of the child. His influence should prevail even when he is not there.

Teaching is an art and the teacher is an artist so far as he creates learning situations, motivates the child to learn, arranges for a condition which helps in the growth of the child's mind and body, utilizes the initiative and plays with the children to facilitate learning, turns the children into creative beings, inspires them with the nobility of thoughts, feelings and actions, makes them self- reliant and resourceful, and helps them to be what they can be.

The teacher then has to be a very careful artist. He has to create a new life pattern full of producing desired changes in the behaviour of the children, and when these changes have taken place, we say, the child has learnt. Whether the teacher is teaching in the top levels of the university, in a school for adolescents or in a school for children, good teaching demands skill in the same basic elements of good teaching. Much is being expected from the teacher today. Just as in medicine, once a matter of pills and potions has become a tremendous tangle of symptoms and specifics, so teaching has become complicated by the increasingly intricate phases of human personality and society. Whereas this is true of all teaching, it is truer as far as teaching children in the school is concerned. Here, the teacher deals with the best of humanity, the young, the more open, more easily pleased, less sophisticated and as yet, less disillusioned than the old. In the schools, teaching provides an opportunity to the teacher for doing something creative, that is for molding personalities and minds. The teaching process has some principles of good teaching which should be borne in mind by the teacher while he is dealing with learners. Since the goal of teaching is desirable learning, the quality of teaching can be tested only in terms of the quality of learning to which it leads. Nathaniel Cantor in Kochhar (2007:34) identified fifteen (15) principles of teaching as follows: « principles of individual

differences among learners, principles centred on the learner's needs, principles of improving the quality of living of every learner, principles of kindness and sympatheticness, principles of challenging the learners to learn, principles of the sense productive moments, principles of creating the learning situation, causing, facilitating and promoting learning principles. » Each of these principles is discussed on the next page.

1.6.3. Principles of Teaching

1.6.3.1. Principles of individual differences among Learners

Each child has an inbuilt pattern of growth. His temperament, reaction time, size and co-ordination control are unique. As stated by Kochhar (1997:35) « the range of potentialities and interests is as wide as the population. Consequently, the variability of achievements in any field is tremendous. » The teacher can obtain most effective results by working with the child's individual qualities. If he treats each learner as a unique personality, he will realize that there can be no mould into which all children can be pressed. He must discover the growth patterns and the individuality of each learner, and then try to find acceptable ways for this individuality to be needed to enhance learning. He will recognize that individual differences bring strength, zest and more opportunities to a group.

For Olivier (1993:35), « the teacher's concern with uniqueness will lead him to help each child secure the nourishment his soul requires. » To cater for various types of pupils is one of the important elements of good teaching. Only in this way can equality of opportunities be provided for all learners. Standardized procedures do not fit everybody. If patterns and directions are followed to the letter, the results can be disastrous. The teacher should see that this need is satisfied so that the individual learner is not lost in a mass. This is one determinant of good teaching.

1.6.3.2. Principles centred on the learner's needs

Learning can take place if there are felt-needs on the part of the learners. The teaching pioneer started out with no map of the trail. He is content to know the direction. His experience will never be wide enough to cover all his needs. He will hardly have started before he discovers that, in spite of all that he knows, he lacks certain specific knowledge. He may be an expert in one course, only to find out that his learners are enquiring about another specific thing. The response of his students will not be as anticipated. He will be forced to study his learner's response and adjust himself to them. He must show them their need and himself recognize that need to make his teaching effective.

1.6.3.3. Principles of improving the quality of living of every learner

The teaching profession is becoming mature enough to evaluate its efforts in terms of human behaviour. As Fafunwa (2000:81) said: «There is only one subject-matter of education, and that is life in all its manifestation. » The mastery of knowledge and skills should not become an end in itself. It is essential, for example in language, that students form and retain proper reading habits. In social studies, the central purpose is to teach learners to be good citizens. Talking about subject, it is common to hear people say dull subjects and interesting subjects, this has nothing to do with the subject. A subject cannot be dull or interesting; it is the duty of the teacher and especially of his interest in the subject and his learners that has got something to do with the feeling of the subject. The Youth are interested in games, pictures, film stars, and hero worship. According to Kodjo Sonou (2009:233), « the appropriate use of audiovisual can help learners take them there easily and they will learn better. » This is what my research work advocates. The teacher should know their interests, and put one of them in his teaching. Things have to be tied up with what learners already know, what they have done, what they have seen. The teacher should know the magic of creating interest and maintaining it.

1.6.3.4. Principles of kindness and sympatheticness

The teacher should not be too critical or discouraging. The teacher should see that no work should go unrewarded. Pupils like to be recognized, to be approved by their fellow beings, to feel that they have, according to Kochhar (1995:50), « place in the class. » The worst of learners has some qualities. The teacher should recognize them and use them even if at times he has to invent almost purposeless jobs and situations. The teacher should have sympathetic understanding of those he teaches. When the learners failed to do well, the teacher has to see his faults first and those of his learners after that, before asking them again to do something else. He must try and explain what he has taught again in a different way. This persistent effort will breed in them something of the same kind, a determination to stick it out. A good teacher always hides his disappointments from the learners and shares the distinction to learners as to encourage them. Good teaching demands courage to withstand those who are apathetic, cynical and obstructive. Thus, good teaching must create an atmosphere of acceptance, understanding and sympathy.

1.6.3.5. Principles of challenging the learners to learn

Learning occurs when there is an overlapping of interests and concerns. Kochhar (1997:36) states, «It is doubtful if a teacher teaches learners anything except that which is his concern. » Like interlocking circles, the overlap is the significant, part, for that is where learning occurs.

1.6.3.6. Principles of the Sense productive moment

A great teacher realizes that there are teachable moments, and senses when these moments are going to occur. They also cause them to happen. The sensing process does not necessarily occur on the conscious level; but the sensitive teacher tries to be on hand when the time is ripe for that flash. He sees the hands go up that never shot up before. He

contrives a situation that draws out the little one who has been shy and diffident, who has learnt to distrust his own common sense. He senses the moment when a comment may be telling.

1.6.3.7. Principles of creating the learning situation

Learners will learn by participating in purposeful activities for example watching a video film for example. So, the teacher must keep learning alive and zestful. Childhood is the time of adventure, wide-eyed speculation, and activity. The teacher must help to sustain it. One cannot keep youngsters immobilized and expect them to learn. They must be active. The teacher must see that they have activity, good humour, in each day's activities. Video films, radio programmes or even self produced films can help to start a teaching situation. Any audiovisual aids programme in the class makes the class lively and very interesting when it is well conducted. But these aids must be educative.

1.6.3.8. Principles of causing, facilitating and promoting learning

If the pupil, who is learning, is working either for himself or for the teacher, it can be said that learning is being promoted. The child's conformity to a prescribed classroom programme is no sure mark of learning. Most pupils are clumsy at learning because they have not been properly instructed. It should be a part of a teacher's talk to create conditions as to enable the pupil to learn and learn well. Good teaching is stimulating. It is just exciting enquiry and preparing the mind by making it up to a desire to know. It is not giving to a child the results before they are desired or they have been sought for. It is necessary that learners' purposes, planning, recitations and discussions are properly motivated through rightful procedures. If it is good teaching, the child should have the adventure of the intellectual hunt which opens new windows in his mind, stimulates his imagination, stirs his

interests, encourages his curiosity, and gives him confidence. Bad teaching on the other hand, will freeze the child's intellectual eagerness and convert him into an efficient parrot.

1.6.3.9. Principles of conforming to the aims of teaching

Society invests in schools in order to get more and better answers to many questions that perplex it. In a world that changes so rapidly, the methods adopted in the classroom should be in tune with progressive trends in education. The teacher cheats the child of a part of his education unless he permits him to engage in all three of the closely related aspects of a learning situation namely, planning the experience, execution and evaluation. Autocratic method of teaching is not in line with modern democratic aims of education.

1.6.3.10. Principles of encouraging general development

The teachers, most admired by the students, are those who take a personal interest in them. Pupils have been asked by many investigators to tell which teachers helped them most, and why. Invariably on the list of qualities are phrases like these: "He approaches us as if he considers us intelligent"; "He makes you feel you can do the work;" "His class is like a happy family". Pupils do not mean insistence on their best effort, but they want the teacher also to recognize their difficulties and help them meet the standards. A teacher, who sets the pupil's eye on a peak and helps him select a path that gets him there, is always liked and appreciated. So study technique and method by all means, study psychology and philosophy, but remember that in the end education is something to do with boys and girls and not only with the tricks of a trade or the theories of pundits.

1.6.3.11. Principles of the Consideration of the social background of the learners

It is a hard fact that the learner cannot be considered aside from his environment. In the words of Spears in Kochhar (1985:38), « He always has his feet mired in his own

particular environment. Some of its elements are common to the soil of others in the class, but many of the features are peculiar to his world alone. Environment is not a cloak that is shed upon entrance to the school house. It is the mud on our feet that we carry around with us, the mud that we cannot shake off. » Good teaching must integrate or rather weave the social and physical environment with the subject-matter. It must draw from a rich experience varieties of settings; only then will teaching become alive.

1.6.3.12. Principles of not being tied to any one method

It may be pointed out here that method per se is no guarantee of the quality of instruction. All methods under certain circumstances will result in poor teaching. The nature of the subject, the ability of the teacher, the status of the pupils, and the availability of instructional materials, all these determine which method will achieve the best results. Good teaching adapts methods to purpose, content, pupil status, and teacher ability. It permits and encourages the use of a variety of methods. It does not seek perfection in any single method.

1.6.3.13. Principles of Dynamism

If the teacher has to get something accepted, he has to persuade. He has to give off sparks as the Americans say. He has to make the pupils teach his enthusiasm. He should be able to relax and laugh. A doctor sometimes taps a patient to get a reaction from him or her when he or she is unresponsive. A teacher similarly has often to use a shock tactic to shake up confused minds to cure boredom in a single stroke. The teacher should know how and when to inject his shock and when to do just nothing.

1.6.3.14. Principles of Reducing the distance between the teacher and the students

Teachers should come out of the ivory tower, with its intoxicating sense of power, down to the realities of life. The teaching - learning process is a human affair between a unique teacher and a unique learner. Alexander and Halverson in Kochhar (1985:38) state

that, « Let that unique tie be established as the teacher need not only be a worshipper at the shrine of learning but a missionary in the service of youth. »

1.6.3.15. Principles of Well-planned and systematic teaching

A good teacher should study the mental make-up of the pupils he teaches, study their requirements and attempt to match his teaching to their mental and physical needs. Only then will there be effective learning and will pupils enjoy their work and take pride in it.

1.6.4. Definition of Learning

Learning is a process through which one acquires knowledge. We expose the learners to certain experiences that produce changes in their behavioral patterns. We designate such changes by the general term “learning”. So, learning is a natural outcome of the individual’s attempts to meet his or her basic and normal needs. Learners want to learn, to know and to “be able.” The learner is not the passive victim of his environment. Learning can only take place in response to the felt need of the child. Learning is a complex process. To put it in simple words we can say that it is the process by which an organism, as a result of its interaction in a situation, acquires a new mode of behavior which tends to persist and affect the general behaviour pattern of the organism to some degree. It consists of a more or less permanent modification of behavior. Kochchar (1997:50) states that « Changes in manner of acting, ways of expressing one’s thoughts, attitudes and feelings are called learning. In short, learning is an emergence of a new experience. In school, the major problem before the teacher is to cause learning in the learners. In the school situation, various elements are involved in the process of learning. » In Benin secondary schools, for effective teaching and learning of English as a foreign language with audiovisual aids, all these elements are very useful to both the teachers and the learners. I have, following Kochchar’s statement, identified four elements involved in the learning process.

In the application of the first element, the learner, the pupil or the student, is fully involved. Unless the student is prepared or enabled to learn, learning cannot take place. Learning is a very personal experience. We cannot give this experience to a student. He or she has to go through. For the use of audiovisual aids here, the student is involved in the audiovisual documentary that is shown as this is addressed to him to wide the horizon of his knowledge. Rogers (1995:10) says, « I have come to feel that the only learning which significantly influences behavior is self-discovered, self-appropriated learning. » In the process of the practical learning situations, experiences entail learning. Also, as Nathaniel (1993:26) has put it, « Learning situations are provided by the school in the form of subjects, activities, atmosphere and the teacher organizes them for the students. » Practicing English words pronunciations for example. These experiences must meet the psychological needs of the learners. They should be meaningful for the learners. Greater understanding of what is taught produces rapid learning, better retention, and better adaptation to new conditions.

For the third element, the teacher is the key person in the learning process. He is to organize learning experiences for learners and the learners would learn by reacting to such experiences. The teacher cannot make a student learn. He can only facilitate the learning process by properly organizing experiences and creating a favourable climate for learning. For example, arranging facilities, like an appropriate environment, providing materials and gadgets, such as audiovisual aids, managing social relationships and activities which promise rich, worthwhile productive living for students and make them learn better. The fourth element provides that, the climate or the environment is an important element in learning in the school. It can stimulate or retard learning.

1.6.4.1. Conditions of learning

What conditions in the learning process can induce effective learning is an important question to decide. As we know, learning varies in its effectiveness. Let us see the

conditions which can ensure good learning, which include motivation, psychological security, experimentation, feedback, practice, belonging, configuration and integration.

1.6.4.1.1. Conditions of Motivation

Learning, as discussed earlier, can only take place in response to the felt needs of the learners. All learners learn more when they involve not merely their heads but their hearts also. The fire of a true interest in literature or art or mathematics will result in more pupil devotion to work, more reading, more study than anything else. Learners soon learn to make effort where they have their interest. Strong motivation is, thus, a precondition for effective learning. The thoughtful teacher devotes himself to motivating the child in various ways to increase the interest. A strong and continuous desire to learn from the situation leads to sustained learning. Learners have interests and needs, which continually steal their attention. It is necessary that teachers arrange work which permits students to satisfy unintellectual needs while they learn ideas.

1.6.4.1.2. Conditions of psychological security

For learning to take place, participation of the learner is essential. The learner would not participate freely unless he feels secure. The teacher cannot teach the child by threats.

The learner must be given the stimulating environment only in this environment; the learner is encouraged to try and, therefore, more likely to learn. According to Akinola (2009:283), « most of the studies show that learners give high ratings to teachers who respect their rights and wishes and encourage their growth towards independence. » Fafunwa (2000:80) observed that « An authoritarian teacher, who is strict with his pupils, does not usually inspire confidence, gives no chance to plan, to make errors, and then to learn to plan better. Too much freedom also does not ensure psychological safety as it leads to frustration. »

Good discipline does not require every student to be in his place silent and, everyone focused on the speaker. In such a classroom, the listeners may be learning. Kochhar (2007:50) supported that « discipline has not failed when six eager children burst out with an idea at once, so long as they are willing to listen to each other. » It is, therefore, necessary for the teacher to find out how freedom is useful, threatening or unfruitful, and how it contributes to developmental learning. The orderly, systematic teacher gives the best form of psychological security. He can create an appropriate climate for good learning.

1.6.4.1.3. Condition of experimentation

Learning is an active process; no learning is effective unless the learner exposes himself to the learning situation. Learning is exploring, conceptualizing, experimenting, interacting. Experience with the concrete situation is the basis for understanding. Learning cannot be given to the learner, he or she can only learn by being an active participant. Learning is unenforceable. Only doing can bring learning. A student learning writing can only learn by writing himself. A student learning sums in mathematics learns better by trying out the sums himself. In any learning process practicing by experience is the best way to learn. Audiovisual aids in EFL class put the students in constant practice of the language by playing one tape or the other.

This is true not only with the practical subject but also with concepts, and abstract relations. Images of concrete objects and events are a necessary background for comprehending an abstract relation. Whenever an activity puts the pupil into intimate contact with real objects, he amasses experiences that can clarify theoretical concepts and principles. The child with a garden watches it closely everyday and builds up intimacy with soil and insects and plants. He knows from digging that water is stored beneath dry top soil. This illumines facts in his geography which otherwise would have little significance. Again, take the example of a rainbow. It defies description. Only experience with the real thing acquaints a person with its characteristics. Rather than laying emphasis on memorizing facts

and principles, the child should be helped to discover principles and concepts. This will lead him to creative learning which will be more interesting and effective than mechanical or rote learning.

1.6.4.1.4. Conditions of feedback

A student learns more rapidly and more thoroughly because he is forced to concentrate on material before him and because he gets immediate feedback on his progress. Results of the achievement of the children must be fed back to them from time to time. It will keep the pupils motivated and interested to learn.

1.6.4.1.5. Conditions of practice

Another important condition in the process of learning is practice. «Practice makes perfect»; this proverb implies the importance of repetition in bringing certain habits up to a point where they come naturally to him.

The factor of practice is particularly true of skill learning. No amount of theoretical reading can make us good at spinning, wood work or agriculture. Their repetition is hardly adequate for the response to occur certainly, quickly and accurately. Fixation occurs in using the principle involved in several similar situations. Thus, it is essential that the teacher plans the learning situation in such a way that practice is built in it, to make learning more effective and meaningful.

1.6.4.1.6. Conditions of Belonging and configuration

Repetition, practice or drill whatever we may call it, will not result in learning, unless and until some sort of accepted relationship is formed. Learning, in its very essence, is a restructuring of experience, which means that processes and structures are perceived in a new relation, a new pattern. Unless the experience is restructured, no learning takes place. Only after restructuring, can the learner integrate and organize the experiences in certain required relation. Only then will learning take place.

Comprehension, understanding, new insights are large in human learning. Sometimes, we work long hours on the solution of a puzzle only to have its solution flash into our consciousness and become easy and permanent.

1.6.4.1.7. Conditions of Integration

Integration comes in perfecting the learning process that much short-circuiting in the process may take place and the process easily held in mind and carried through to a successful solution in much less time.

1.6.4.2. Some characteristics of learning

Learning is characterized by many important inferences. Learning is: growth, adjustment, organizing experiences, powerful, individual and sound product of the environment. This last inference is very important, as everything one can do is based on it.

1.6.4.2.1. Learning is growth

Learning is actually a form of growth. It is something that is natural, and inevitable. It is this growth factor in learning that gives its drive and push. Through his daily activities, the child grows both mentally and physically. Akinola (2009:284) states that « great educators once laid their emphasis on this organic characteristic of learning. » Learning is growth can be compared to a tree, a garden or a pine branch as all these. Thus, learning is growth through experience.

1.6.4.2.2 Learning is adjustment

Learning is basically an attempt to adjust ourselves to our environment. Learning helps the individual to adjust himself adequately to new situations. In the words of Oliver (1993:80), « Learning may be thought of as the progressive change in behaviour which is associated on the one hand with successive presentations of a situation, and, on the other,

with repeated efforts of the individual to react to it effectively. School learning can only take place if there is a definite adjustment toward the goal of learning. » The adjustment is determined by the general attitude which a student has towards school, his work in school, his particular teacher on the one hand and the immediate problem on the other. Unless there is some direction given to his experiences by adjustment, very little learning takes place. This factor of adjustment, in fact, affects the whole process of learning. It is related to the materials brought out of one's past experiences. It decides what is fitting for the occasion: and helps the pupil know when he has solved the problem. Learning, in short, means adjustment to new situations. When we find ways of adjusting our behavior satisfactorily, we are learning something.

1.6.4.2.3. Learning is organizing experience

Learning is not just an addition of new experience nor is it an old experience summed up, rather it is a synthesis of the old and the new experiences which result in a completely new organizational pattern of experiences. The organization of experiences involves the elimination of many unnecessary habits in the final consummation of the act. Facts are arranged and rearranged in proper relation and then appropriate learning takes place.

1.6.4.2.4. Learning is purposeful

All true learning is well directed purposeful goals. When the learner finds that his desires are fulfilled, learning is effective. The studies on forgetting show that irrelevant material is more rapidly forgotten than relevant material. Similarly, meaningless repetition does not produce permanent learning. Learning takes place when an insight is gained and the processes are understood. Only understanding and intelligent repetition can ensure lasting results in learning. Furthermore, learning is the natural outcome of the individual's attempts to his basic and normal needs. All genuine learning is self-learning. So the individual must become an active participant in the learning process.

1.6.4.2.5. Learning is both individual and social

Learning is more than an individual activity: it is a social activity too. No one can deny that the social agencies like the family, the community, the gang, the films, the religious places, and other institutions do not have a tremendous influence on the child and are always affecting his/her behavioral pattern. Individual mind is affected by the group mind consciously as well as unconsciously.

In the same Human learning is a matter of human action; it cannot be enforced upon the human beings. Most pupils are, generally, able to comply with normal expectation. But when any child is not, the teacher must wait for that child to be ready for learning, or he will destroy the very work which is being attempted. It is a characteristic of learning that it is unenforceable.

1.6.4.2.6. Learning is a product of the environment

Learning cannot take place in vacuum; rather it can only take place in relation to the environment. The environment should be healthy and rich in educative possibilities. It must be conducive to learning. Absence of electricity in a school for instance can paralyze the teacher's plan to use audiovisual with his students. Noisy environment for example is not conducive for learning language or even any other subject.

1.6.4.2.7. True learning affects the conduct of the learner

True learning produces changes in the conduct (behavioral pattern) of the learner. Every experience produces a change in the mental structure of the learner which in turn affects the conduct of the learner. This, in short, is the goal of learning.

In fact the human organism as the amoeba functions as a whole. Wholesomeness, as distinct from splitting, is a central principal of life. The concern of the school for learning subject-matter and skills can be realized only as subject-matter and skills function genuinely

and realistically in the life of the teacher. At all stages of development, learning activities must be seen as to the learner to be related to his real concerns and his genuine needs.

1.6.4.2.8. Learning frequently depends upon insight

Insight has sometimes been described by Kodjo Sonou (2009:50) as the flash of understanding.’’ It occurs when a situation, originally without meaning, suddenly becomes charged with meaning, or when the situation to a problem or the way to a goal, becomes apparent. The ability to gain insight depends upon interest, previous knowledge, and intelligence. In the case of a dull learner, it will be necessary for the teacher to give more than usual assistance to enable him to grasp the meaning underlying a situation.

1.6.5. Definition of Survey

Survey is a prospective work. It is concerned with research and looking for something. It involves investigation, presenting the real situation of something for example, a proposal, a land, and so on. The *Oxford Dictionary of English language (2010:1120)* states that « Survey is an investigation of the opinions, behavior, and so on.»

In this study, I survey the use of audiovisual Aids in teaching and learning English as a Foreign Language in Benin secondary schools. I carried out the prospection of the prospective work on the use of audiovisual aids in the teaching and learning of English as a foreign language. The survey presents:

- The status of English language in Republic of Benin secondary school.
- The content of the available decree and order that regulate the English language teaching and learning in Republic of Benin.
- The historical background of the use of Audiovisual aids in Republic of Benin secondary schools.
- The overview of the English language teaching and learning in Republic of Benin secondary schools.

After surveying the English language teaching and learning situation, the next term I define is planning.

1.6.6. Definition of Planning

Planning is a systematic process by which a decision to be taken is methodically discussed and programmed in such a way that things are arranged sequentially. For example building a house starts from the foundation; each activity from the beginning to the completion of the house is planned and programmed. The same applies to the use of audiovisual aids in language teaching and learning. Planned and programmed steps may be:

- Searching for the devices¹ which are the equipment and the materials to use for what population of students, and of what quality. The assistance of a specialist may be necessary.
- Knowing the cost of the devices and materials to purchase
- Getting necessary funds to purchase the devices and the materials.
- Installing the devices and materials and powering them i.e get electrical source to make them work.
- Training the personnel designated to handle the devices and materials
- Training or giving necessary information to the learners on the use of the Aids so that they will not damage them.

The Oxford dictionary of English language (2010: 1108) defines planning as « the act or the process of making plans for something. Example: financial planning, family planning, town planning, school planning. » Good planning leads to good use of audiovisual Aids. But it is important to know what audiovisual Aids are.

¹ Device: A device is a machine. I refer to equipment that is, Audiovisual hardware Aids here as device-e.g. television set, Radio cassette recorder

1.6.7. Difference between English as a Foreign Language (EFL) and English as a Second Language (ESL)

A foreign language is a language that is different from the one a given person speaks. A language is called foreign when that language is the language of a community, a society or a nation different from a particular one. French language is the language of French people whereas English language is the one of English people. Language is the means by which one expresses and demonstrates the values of the culture of a given person. According to Kodjo Sonou (2009:323), « A foreign language is an imported language. » A foreign language is also the language that one has learnt after one's maternal and official language (the case of a Beninese for instance). In France for example, the maternal language is also the official language. Ahehehinnou and Bada (2012:15) state that, «learning a foreign language is not simply a matter of learning linguistic and phonologic patterns, but it is also important to learn about issues dealing with the sociological and cultural aspects of the native speakers' lives and behaviors. » In Benin, French language is the official language and English is a Foreign Language.

Dealing with a second language, Tanko (2009:335) states that « learning a second language means that the language that is being learnt is not the mother tongue of any group or community within a country, but then it has some internal social functions. A second language is a second to first language that one has learnt. » A second language is the language one speaks after the person material language. Both foreign and second languages are defined by a special status like other languages for example. The official language of Benin is recognised as such by section 1 of Benin constitution of 11th December 1990. The other languages that I qualify as second languages are the Beninese materials languages that are used to render information to the people by radio, television after French language. But the English language is a foreign language as its acquisition is to use the language as another person's language that is used to communicate with the external word.

The great difference between English as a foreign language (EFL) and English as a second language (ESL) is that English as a second language is closer to the users or learners of that language than the context of English as a foreign language. For example in Benin, French is the official language that is the language of administration that stands like our 74 maternal languages which defacto are now the country's second languages. Benin constitution (Law N° 90 – 32) of 11th December 1990, clearly stated in the preamble, that « French language is the official language of Benin. »

In section I, sub-section II, Beninese languages were presented as the national languages of inter-communication. Thus, French is the official language of Benin, national languages that is the maternal languages, second languages where the English language is a foreign language in Benin. The law classified languages taught in Benin schools as follows:

1. English language (Langue vivante, L1);
2. Spanish (Langue vivante, L2) ; and German (Langue vivante, L3).

It is important to recall that all these three languages are foreign languages that are learnt in Benin schools. As we can see, English language is the first foreign language taught and learnt in Benin secondary schools.

1.7. Conclusion

By presenting the general introduction to the study, this chapter has discussed the background of the study, the statement of the problem, the scope of the study, and the significance of the study; it has also given the definitions of some key terms of the study. It has examined the relevance of audiovisual aids to modern education while putting at the centre teaching and learning of English as a foreign language in Benin secondary schools. Notable among the audiovisual aids, which comprises audio media such as radio, telephone; visual media that is posters, image with sound, language laboratories as well as the audio and visual that is audio materials and equipment like television, internet, videoconferences, multimedia projections, and so on; have been discussed to introduce the study.

The concepts of survey, planning, audiovisual, teaching as well as learning have been discussed to highlight its general introduction. The next chapter presents the review literature of the study.

Chapter Two: Literature review

2.0. Introduction

This literature review is divided into seven main sections: the first is the literary research work sources review, the second is the concept of teaching with audiovisual aids, the third is the proceedings of teaching with audiovisual aids, while the fourth is beginning to teach with audiovisual aids, the fifth is the process of learning with audiovisual aids, and the sixth presents the authenticity of the research work clarification and finally the seventh section deals with the problems of the use of audiovisual aids in teaching and learning of English as a foreign language in Benin secondary schools. This classification is to help us understand better the concepts of the use of audiovisual aids in Benin secondary schools.

It is important to note that in Benin many scholars have carried out researches, written and published on the use of some aspects of audiovisual aids such as, internet, information technology and communication as well as telecommunications and media for English language acquisition and its teaching and learning improvement. Gnonlonfoun (2014), defended a doctorate dissertation that mainly discussed the usefulness of internet in English Language teaching in Benin. According to him, « the major purpose of his research work is to investigate the extent to which EFL teachers in Beninese secondary schools use the internet for instructional reasons. » Gnonlonfoun (2014:6) is of the opinion that « the research work would help construct a meaningful profile of the status of the internet as an innovation in Beninese EFL instruction. » Also, Dovonou (2014) wrote a doctorate dissertation that focused on oral communication acquisition by the students. Dovonou (2014:35) supported that « the dissertation work is to investigate the reasons for EFLLs failure to develop oral skills though their scores on oral examinations prove the contrary by identifying the ins and outs of such a phenomenon.». But, nobody has really carried out a research on general audiovisual aids that is talking about audio aids, visual aids and both audio and visual.

Most of the research works that scholars have carried out are mainly master and professional certification theses. It may be necessary to point out that I have observed that no systematic research work was carried out at the doctorate degree level on the use of audiovisual aids in teaching and learning English as a foreign language in Republic of Benin. Thus, this dissertation intends not only to provide a wide range of analysis on the teaching of English as a foreign language, but also sensitize the educational authorities on the urgent need to provide audiovisual aids for better pedagogical needs.

2.1. Literary research work review sources.

Under this headline, I discuss the review of the literature on the use of audiovisual in the teaching and learning of English as a Foreign Language.

Dealing with language teaching methods, Numan (1991:100), accounts for the different approaches that have been worked out so far, which account is quite revealing that «language teaching and learning methodology has for long been subject to controversy. Some of those approaches are audio-lingualism, cognitive code learning (developed in the framework of the psychological tradition), community language learning, suggestopedia, silent way (in the framework of the humanistic tradition) and natural approach, affective humanistic activities (in the framework of the second language acquisition tradition). »

But despite this plurality of approaches, one can notice a turning point for all of them. This point is that language teaching and learning process should be viewed as an active process rather than a manipulative one. For instance, after some investigations on the ways people used to learn the English language, the behaviorists and structuralists led by Bloomfield (1993: 230) conclude that the memorizing of rules and grammatical paradigms was not very useful for learning second or foreign languages and that teachers ought to teach the language rather than teaching about it.

Also, from the different approaches mainly developed in the framework of the humanistic tradition, that of the second language acquisition, it is clearly discernable that much emphasis should be put on the learners' affective domains if one really wishes to get the best out of the teaching and learning process. For instance, after investigating different principles of language acquisition, Numan (1991:234) concludes that « success or failure in language teaching depends not so much on whether one inductive or deductive technique for teaching grammar or whether one adopts meaningful practice rather than excels in pattern drills, but in the extent to which one caters to the learners' affective domains. » In fact, focusing on those basic principles is what I am really aiming at in this work.

Dobson (1992:10) advocates, while talking about Effective techniques for English Conversation Groups, that « this manual, devoted solely to conversation techniques, is intended for teachers of English as a foreign or second language who want to give their students opportunities to speak English more spontaneously and creatively. »

The English as a Foreign Language (EFL) teaching and learning process has not yet met the spontaneous communicative objectives; and it is therefore necessary to suggest remedies by providing students with opportunities to use their knowledge of the target language in creative ways, even from the very beginning of their studies. As also noticed by Adechi (2008:27), « our textbooks have not yet caught up with this new knowledge», and his suggestion in this framework is that until they do, teachers will have to look in other places for help in planning ways to motivate their students to use the language creatively. This issue of motivation and teaching with new tools stands as a prior condition without which no success in the implementation of the different techniques suggested can be expected. In the quest for adequate motivational factors, attention has been drawn onto the necessity to take great account of the learners' affective domains, their learning strategies and styles along with their learning objectives and needs.

To this regard, among many other techniques for conversation group activities in English as a foreign language classes, a great importance is given to the audio-visual aids because of the great potential of the latter in stimulating conversation and of their other practical attributes. Dobson (1991:67) clearly focuses on this aspect when she states that « visual aids, like audio aids, can play an important part in English as a Foreign Language (EFL) and English as a Second Language conversation session when they are used as a focal point for discussion and to lend variety to the conversational format. » But despite all the usefulness and importance granted to the audio visual aids, she has not forgotten to draw attention into their limits and those of the techniques or activities linked to them. The use of audiovisual aids in teaching and learning English as a foreign language really encourages, motivates and helps students to have more interest in the language learning. In this particular framework, it is clearly noticeable that the audio visual aids, though greatly helpful, should be used with much care and appropriate skill. The main objective of the use of these teaching aids should remain that of teaching learners toward conversational practice which, I am sure, is probably the most reliable route to true communication. To meet such a goal, teachers should take much care for material selection, lesson preparation at home and class management.

Kochhar (1995:62) draws attention onto the importance of « the target language cultural items for the non-native learners. ». This notion of cultural incorporation is very relevant for the success of the teaching and learning process in non-English speaking localities. For Dobson (1991:62), « film and videos can provide exposure to a wide variety of native speakers of English so as to enable foreign learners to study both language cultural features in context. She further stated that film and videos are flexible instruments for second language learning and instruction. Their values are many: they diversify a curriculum, they add an extra dimension to course design, they provide a rich variety of language and cultural experiences, and they bring an air of reality into the classroom,

thereby stimulating real world language demands. ». But there may be some problems, among which financial ones, in the audiovisual aids use.

However, apart from the problem of financial means which can be very challenging for some schools, it is also important to remember that audiovisual aids should be seen as means to an end, not the ends themselves. This means that the audiovisual aids despite their usefulness should be considered as tools of work and also the presence of the teacher in the class is still a necessity. This is to say that the screening of a film or a video for example should be taken as the catalyst for subsequent language use rather than a simple viewing session that terminates at the end of the video film.

To this regard, the teacher's role is very important as the effective incorporation of video films on video tapes requires much more care. It is the teacher's responsibility to promote active viewing; since, unlike home television viewing for example, which encourages passive and mindless involvement, classroom viewing should promote active participation from the beginning of the lesson to the end. In short, getting the best out of their use, demands substantial time commitments for appropriate film selection, careful film previewing and lesson planning at home, and designing activities and exercise to complement the film or video.

There are some guidelines about the criteria to take into account for the selection of materials and equipment for teaching and learning. It is obvious that not all television programmes or video films are suited to all students, levels of ability, or educational objectives. Therefore, those materials should be selected depending on students' proficiency levels, instructional objectives, curricular themes, and so on. The ideal length of a film or video for classroom activities has for long been the subject for some controversy; so, Vauclin (1993:10) advocates that « the average duration for video film watching in a classroom is 1 to 3 minutes. This can be repeatedly rewatched many times between 10 and 30 secondes, particularly for beginner students. » I suggest that two hours be devoted to an

English language class that is being accompanied with audiovisual aids activities session in a classroom.

Some classroom activities concerning pre-viewing, viewing and post-viewing steps. The teacher must prepare this well. About the pre-viewing step, she suggests such activities as students' interviews or polls about the topic of the film, problem-solving discussion of the video film title and brainstorming. For the viewing step, there are activities like directed listening, information gathering, film interruption. After the viewing step, activities such as oral film summarizing, suggesting alternative ends, comparing characters' attitudes, debates on the film topic, etc, can be held to get the best out of the audio-visual-based English sessions.

It is obvious that one of the most valuable things a student can learn in the use of audiovisual aids is how to communicate. Helping students directly by teaching speaking and listening skills, and helping them indirectly by working with their teachers, contributes to one of the most important educational goals-e-literate population. To meet such a communicative goal in the teaching and learning process, some class activities are suggested. One of them is «Speaking precisely» presented by Hochel (1985:35). The rationale for this kind of class activity, as he explains, is that it “gives students experience in the most common public speaking situation-impromptu speaking as they enjoy being before the class for a short interval without the pressure of preparing a speech. »

Miller (1997:22) clearly shows how the issue of assessing the spoken language is very challenging due to the subjectivity and the complexity of the oral skills themselves. The real trouble is about determining which standards to take into account so as to identify the correct level of English of a student, since for example speaking is a complex skill the simultaneous use of different activities which often develop at different rates. Therefore, one cannot really assess a learner's speaking skill without taking into account such language components as pronunciation (including segmental features, vowels and consonants, stress

and intonation patterns...), grammar, vocabulary, fluency and comprehension. And even for these components, there is much controversy as pronunciation, for example, differs from one region to another. But, despite all those difficulties linked to the assessment of the spoken language, the merit of these researchers is that they try to suggest some basic or overall criteria towards which most of the opinions about the assessment of the spoken language can converge. As a whole, it is suggested that prominence be given to fluency and comprehensibility in assessing the spoken language. And make student to fluency is the maximally effective operation of the language system so far acquired by the student. These include phonetic, lexical and syntactic components when, added to comprehensibility that has to do with the semantic component, they are likely to embrace the gist of what can be required of English as a foreign language (EFL) learners.

To this regard, in order to meet this testing goal, it is suggested that tests be skillfully designed by creating fair, relaxing and non-stressing environment for the testers so that they can make spontaneous and non-strictly oriented use of their oral skills. For instance, oral test can take the form of informal interview to put the learners at ease by getting them to talk about themselves, their families and their home or school lives. Learners can also be asked to give their opinions about situations in real life, interpret or talk about posters or movies which offer much more motivational mood. In the same way, checking the learners' listening competence can take the form of making them listen to a piece of recorded passage and explain what they understand from it instead of compelling them to answer questions pre-arranged by teachers.

For everything considered, these researchers have given us a spotlight on the issue of assessing the spoken language and have suggested useful ways in which English as a foreign language (EFL) teachers can afford to cope with the troubles they often have during oral examinations as far as the learners' inability is concerned. This can really help meet the concerns of many teachers who have raised this kind of problem during our field work and

whose opinions are that the audiovisual method should be well conceived and integrated in the language teaching/learning system as a whole by taking into account all the different dimensions. Anderson (1999:2) offers a spotlight on the importance of the attention that “teachers should give to the learners’ styles and strategies when designing curricula, selecting materials and leading activities during classes.” As Akinola (2009:283) advocates, “learning styles are internally-based mechanism of individuals for the intake or understanding of new information and learning strategies are techniques or steps individuals use to enhance their learning.” She shows that a learning style is multidimensional and its elements can be classified into five main categories which are respectively environmental elements (sound, light, temperatures, design), emotional elements (motivation, persistence, responsibility), physical elements (perception, intake, time, mobility), sociological elements (self, partner, team, and so on), and psychological elements (global/analytical, impulsive/reflective). Deriving from these different categories, it is therefore noticeable, as supported by Anderson (1999:6) that «learning styles include not only the cognitive domain, but also the affective and psychological domain. »

The most important issue which is being emphasized is the necessity for English as a Foreign Language (EFL) teacher to adopt well-conceived and well-applied learner-centred teaching methods sustained and enhanced by appropriate materials. As a result, diverse and high interest materials likely to awake the learners’ enthusiasm and motivation should be offered. In thus, Anderson (1999:8) suggests that, « the creative use of video and audio materials. ». In order to enhance learners’ motivation, he advocates that « motivation is one of the most important factors in language learning, which is why teachers of English as a Foreign Language have always tried to find new approaches or strategies that introduce practical usage of English as a foreign language in the classroom. » To this regard, in order to appropriately meet the need for motivation, he thinks that finding the students likes and dislikes concerning English as a foreign language learning and applying new teaching

techniques to improve the command of the language use should be the main goals any teacher who really seeks to help the learners get the best out of the language teaching and learning process. Basing on this experience, Anderson (1999:17) mentions that « audiovisual aids are frequently used by many teachers to enhance the English classroom atmosphere and to encourage learning on the part of learners. » Even though that is not yet the case in Benin, the use of audiovisual aids encourages learning. As Anderson puts it, « because music is also a source of motivation during learning, teachers play it when learners are tired, bored or discouraged. ». The usefulness of audiovisual aids and particularly of songs in English as a Foreign Language classes is very very helpful to the learners. Also, Vauclin (1970:14) sees « songs as a magic tonic » that he often plays in classes to relax the classroom atmosphere sufficiently for learning to take place. For him, learners of a foreign language must participate throughout the learning process; and situations in which learners are inactive while teachers expound on linguistic theories never gone down well for effective learning. Instead, the classroom atmosphere should be sufficiently relaxed so that learners are not frightened of speaking. To this regard, he accounts for his own experience and concluded that « language classroom should be a place where gaiety abounds, not a prison where learners sit passively subjected to an overbearing, domineering, ‘all-knowing’, pedantic teacher. » Vauclin (1970:15).

But, audiovisual materials should not be used in the language classes for the more pleasure of relaxing or reviving the classroom atmosphere. Ogunsiji (2009:246) gave English as Foreign Language teachers a piece of advice in his framework by stating that « songs, like other activities, should be included in your lesson plan only when they promote a defined course objective. »

Ahehehinnou and Bada (2012:31) present « the traditional means of education mainly dealing with the teacher’s voice and printed page which, according to them are no longer sufficient for the most demanding task of a foreign language teaching and learning

process in the modern world. » There are therefore some needs for a new trend which would consist of using the support of other aids whereby a representation of reality could be introduced into classes to provide the visual reference points that allow for easy comprehension of situations, sentences and words. Audiovisual aids have such needed attributes as they have shown by focusing on the use of television programmes or films in English as a Foreign Language classes. But there is need for complete audiovisual aids based lesson planning. The different steps of the lesson preparation at home, is a step by step process. These steps could be grouped in to four. The first step is that the teacher should duly view the whole material at home and prepare appropriate activities. The range of activities includes role playing, topic discussing, intonation practice, setting description, character identification, musical impact assessment, etc. Here lies the teacher's great responsibility in making of such an audiovisual-based lesson a full success.

The second step dimension of the English as a foreign language teaching strategies is a kind of practical exercises to enhance the theoretical aspects. Teaching also covers a wide range of useful class activities linked to the language skills. The teaching strategy here, is that the teacher is regularly exposed to the use of radio-tape and video-tape recorders through various kinds of class activities. Some of them were listening to oral comprehension tape, recording and playing back of speeches, song learning, information gap, and so on. The activities which are mostly challenging to the students among others, were the video tape-based information gap sessions that is the audiovisual aids is presented sequentially. Each sequence has a particular message that makes students to learn either a new work or better understanding of another one. For a typical information gap activity, the teacher has the possibility of dividing the class into two groups which will be appropriately separated from each other. While the first group is being shown the images of the video tape with the sound off, the other group can be listening to the sound with the images off, by means of a connected low-toned loud speaker. After this step, the next is that the students of both

groups pair-worked to explain to each other what they had viewed or listened to; so much so, that each of us had an overview of the whole film.

To provide rooms for self-assessment on our part, both groups were then gathered to view the whole film with the sounds and the images on; and this enabled each of us to assess and correct any wrong information we had kept from the first step of the activity. Finally, discussion was held about different aspects linked to the film such as the main topic, the setting, the costumes, the music, and so on. This typical audio-visual-based class activity proved to be very motivated, and prompted almost all of us to spontaneously make use of our communicative skills. Similar class activities in Benin secondary schools English classes could be very helpful for the learners.

As living environment and conditions are in perpetual change and technology fast moving, it becomes irreversible to also adapt any teaching methodology, and particularly foreign language ones, to the new realities that the learners are facing and the ways in which they most likely learn if one really seeks to get the best out of the teaching and learning process. The literary works which constitute this category are those which deal exclusively with the audiovisual devices and their uses in the English language classes. Through our account, we mainly focus on the aural/oral aspects. Duncan (1985:63) shows the great impact of the audiovisual devices on people's nowadays, and their great usefulness in English as a Foreign Language (EFL) classes in particular. For instance, when elaborating on the attributes and capabilities of the audio-cassette tape recorder, she advocates: «Think of that many ways that music is used by professionals to affect our behaviours in stores, on planes, in restaurants, at ceremonies, and on hold on the telephone. We too can use music to set a particular tone in the class. Songs can also provide a great starting point for discussions on political, historical or cultural issues. »

Not only she elaborates on the attributes and capabilities of each of those devices taken separately, but also she shows that they can be put together in a good harmony to

constitute a performant language teaching and learning tool which is the language laboratory. Duncan (1985:65) presents the design of a typical language laboratory. With the different component devices, its attributes and capabilities through detailed class activities. These are sound identification, following directions, imitation, listening and replying, free speech, etc. It is worth mentioning that for each activity linked to the language lab in general and to each device in particular, Duncan makes useful suggestions to follow so as to get the best out of the audiovisual method. More so, Cable (1977:35) lists the various aids at the teacher's disposal and explains very simply their nature and employment. He provided some brief explanations on the operation and maintenance of the mechanical aids. Then, he elaborates on the use of those audio-visual aids along with some practical suggestions for their successful use. Finally, he suggests some sources of materials which are useful information likely to help EFL teachers or school administrators to know what to do when they wish to get those equipments. Indeed, cable deals with visual aids, aural aids, audio-visual aids. For each aid, he provides useful data like scheme, physical description, operation system, capabilities and limitations. These aspects are nearly the same as those Duncan (1985) accounts for. But Cable (1977:55) presents some additional aids or materials and equipment.

As Cable (1977:55) stated, « to take part in the making of a film not only gives the child a deeper appreciation of the film medium, but the process of film making can drive home the lessons of a subject far more effectively than many of the more conventional activities. »

But, despite the usefulness of the various audiovisual aids, Cable also draws attention on the fact that these aids should not be viewed as ends in themselves; but instead, they should be taken as tools which can yield good results only if they are appropriately exploited.

Byrne (1980:12) deals with the presentation of the magnet board and its materials (accessories) on the one hand, and the techniques and procedures whereby they can successfully be used in EFL classes on the other. The magnetophone board appears as a very practical and useful teaching tool, and therefore, EFL teachers in our secondary schools can use it to help the learners practice and improve their oral skills.

As a visual device, the magnetic board, in its simplest form, is a sheet of metal which is mounted on a sheet of wood, such as plywood, hardboard, or framed so that the sharp edges of the metal are covered. In fact, the metal itself is not magnetic but it must be of the kind that attracts magnetic material. As presented by Byrne, the magnetic board is a very simple tool that can easily be made by its users themselves if they don't have the means to be a ready-made one. When there is need for sharing the magnetic board among several teachers for different classes, a portable one can be purchased or made. The scheme of an example of the reverse side of a portable folding magnetic board is presented in the Annex of our work within the category of the mainly visual devices.

According to Byrne, a backdrop is «like a very simple piece of stage scener a large sheet of thin white paper which you attach to the magnetic board by placing a magnet in each corner. » As for the cutout, « this term is used to describe different kinds of visual materials which are superimposed on the backdrops, and in this way, is held in place on the board either by putting a magnetic strip (depending on the size of the cutout) to the reverse side»

Byrne also mentions the great advantage likely to be obtained by learners when they are offered the opportunity to take part in the making of some of these materials. As Byrne (1980:30) stated, «it should be acknowledged that attractively produced pictures are likely to have a greater visual appeal for certain learners and of course they are much better suited to certain types of language work (for example discussion). »

Dealing with the overhead projector, Quencez (1978:10) presents the device in all its aspects such as its operation, its capabilities and limits, the financial problems linked to its use, and detailed literature and drawings on how teachers can manually build back-up materials to cope with the financial requirements. Pointing out the usefulness and the problems linked to the use of the overhead projector, Quencez advocates, «the overhead projector is a precious auxiliary which opens new possibilities to teachers. Never the less its use has not yet gained the extent that one could expect from it. »

In the same maner, Quencez (1978:10) deals with the phonograph. For him, the phonograph also plays a great role in language teaching and learning process; but like the other audiovisual materials, problems still exist about its wide spreading, as this requires conjunction of efforts on the part of all the different actors intervening in the educational field. As a whole, it appears from Quencez' ideas that the phonograph, when available and appropriately used, is a very useful teaching tool.

Ahehehinnou and Bada (2012:41) present many aspects related to the equipment scheme to facilitate understanding. Through the presentation, it appears that a number of parameters should duly be respected while designing and equipping an audio-visual classroom so as to have good sound and image quality, good operation of the devices and good access to the materials being presented through the devices on the part of learners. For these purposes, parameters such as the electric installation, the place of each device in the classroom, the position of the learners and the teacher, etc, should appropriately be respected.

Everything considered, this literature review shows that audio-visual materials are very useful teaching tools likely to help both learners and teaches to get the best out of the EFL teaching/learning process. In order to get an overview on how effective the audiovisual method would be on the field, I have done some field work about it during our research. The account of this field works are presented in the following part of my work

2.2. Concept of teaching with audiovisual aids

One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher. Whether the teacher be seated at one end of the proverbial log with the student perched at the other end, uncomfortable position for both of them or either the teacher is in the best equipped room of a most modern school, or the teacher is at work with a small group of students or is on a television screen that is seen by tens of thousands, or the teacher is a person or the “teacher” is a programmed text-book, it is unlikely that the students will get a superior education unless the teacher is superior. With good leadership and appropriate teaching aids, the teacher’s effectiveness can be enhanced, but the most ingenious plans of inspired administration and the best array of instructional devices are of little avail if the teacher is “ignorant, unskilled or indifferent”².

Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text-book information and then testing the student’s ability to repeat it: there is no magic formula for transforming knowledge from the teacher’s mind to align the students. Teaching is not a mechanical process. It is an intricate, exacting, challenging job. Teaching is not a monologue but a dialogue, a dialogue in which one partner is vocal, but the other partner may, by simple’s expressions on the face, by some gesture of exclamation or by brief participation in the form of a query³, take part in the dialogue.

Most other professionals who deal with children can afford some amount of specialization much of the physician’s attention is given to the diseased body: the psychiatrist is concerned largely with the disordered personality; the teacher must pay attention to the entire complex organism. He is concerned with the development of the whole child intellectually, emotionally, socially, spiritually, and in some degree, physically.

²“Ignorant, unskilled or indifferent”: means that the teacher does not know much. He has no methods and he is not interested in doing better

³Query: The word query here signifies a question to answer.

In the light of this requirement, the modern teaching process stresses three fundamentals: putting the emphasis on the learner, guiding him and promoting his development.

Each of these three fundamentals plays a particular role in the process of teaching with audiovisual aids in English as a foreign language classroom.

2.2.1. Putting the emphasis on the learner's

The learner is the focus of the limelight today. Gone are the days when much of the classroom time was devoted to sing-song, verbatim recital of text-book material and unmotivated drills that were largely meaningless to the learner. Today's teacher makes much greater efforts to assure that the subject matter is appreciative to the capacity of his students. He has begun to realize that learning involves the total welfare of the learner. Subject-matter and mastery of basic skills are important. The teacher today must be interested in fact and skills as such, but his concern is their use as tools that contribute to the learner's development. Today's teacher puts the emphasis on the learner: he looks to the students as the starting point for planning learning experiences. The teacher today is fully an educator, vitally interested in developing all the capacities of the learner.

2.2.2. Guiding the learner

The learner is of primary importance in the learning process. He should begin to learn when he becomes purposefully, involved in the learning situation. He needs lectures and demonstration, but he will become skilled only when he begins to participate. The teacher must guide but at the same time remember that learning is a function of the learner and is based upon experiencing. There are still classrooms in which the teacher plans and dominates more than he should: to him the learner is virtually a puppet. The teacher, who is eager to have his classes give polished public performances, often robs his pupils of real

learning opportunities. Teaching cannot be boiled down to a convenient formula of “telling and testing”. It is the complex art of guiding pupils through a variety of selected experiences towards the attainment of a widening field of learning. A fine teacher creates in the classroom, on the play-ground, and in the co-curricular activities-situations that contribute significantly to the development of the student. He stimulates interest by every legitimate means he can devise; as the pupil maps out and proceeds with activities, he renders technical assistance. The student must do his or her own learning, but the teacher can aid by pointing out unnoticed obstacles, answering questions and furnishing supplementary information or sources for research, helping the pupils analyse his difficulties, and providing encouragement to new sources of interest in the activity. At appropriate points he can help the child evaluate his progress. Thus, the modern teacher thinks of himself as a guide rather than as a taskmaster.

2.2.3. Promoting learner development

Each learner has his own distinct potential and limitation. The final extent of realization of his possibilities depends on the richness of the child’s environment, his initial interaction with it, his later contacts with it, and his ultimate use of the awareness he develops in himself of it and through it.

Growth, as the general educator is particularly concerned with it, is largely a process of maturing through experiences. The variety and scope of a learner’s achievement depend upon both the quality and the kind of his experiences. A superficial contact with environment can result in stunted development. Misdirected experiences frequently lead to undesirable behavioral pattern. Learning does result from aimless activity but the school is organized specifically to provide the most efficient and productive type of educational programme possible. All activities are, of course, not of equal usefulness. They are part of the teacher’s mission to help the student learn to select and follow through those of greatest potential worth to him.

2.3. Proceedings of teaching with audiovisual aids

A good teacher should be familiar with some general proceedings of teaching. These proceedings are numerous. Kochhar (2007:90) discussed some of them: « From the known to the unknown, from analysis to synthesis, from the simple to the complex, from whole to part, from concrete to abstract, from the particular to the general, from empirical to rational and from the actual to the representative. » In the following paragraphs, I discuss each of the proceedings as they suit the use of audiovisual aids in English as a foreign language class.

2.3.1. Proceed from the known to the unknown

In the process that is from the known to the unknown, is said that old knowledge serves as hook from which the new can be hanged. In order that the new knowledge may be acceptable, the teacher must try to win over some part of the learner's past experience. To act as it were, as its host, ideas, sensations, and impressions can be assimilated. When partially familiar, they fit into the relevant mass; a foreign idea finds the mind but a glass wall on which it can gain no foothold. So, an attempt has to be made to remind the pupils of what they know already, so as to be ready to pin onto it the new knowledge. While using the previous knowledge the teacher must see that it is perfect, definite and complete. The teacher must search diligently to find which of their experiences have been such that by recalling them to the learner, he or she is likely to ensure a ready welcome for the new knowledge. After the known to the unknown the next proceed is the one from the analysis to synthesis.

2.3.2. Proceed from analysis to synthesis

Analysis consists in segmenting a thing apart into its different forms. Synthesis is the complement incomplete, indefinite and imperfect. The teacher is to round it off. Therefore, the teacher should start with analysis to view the complex whole through its constituent elements. Analysis is to be employed chiefly to correct and systematize the incoherent

teachings of everyday experience rather than as serving an end in itself. Its purpose is mainly to prepare the way for further synthesis. Thus, analysis must be followed by synthesis otherwise analysis is of no use. Analysis makes the thing comprehensible and puts it in a clear and broad framework. Synthesis, afterwards, makes it definite and fixed. The teaching procedure should be neither purely analysis nor purely synthetic but a judicious blend of both.

2.3.3. Proceed from the simple to the complex

The teacher should keep up the interest of the pupils in the lesson by presenting easier and simpler material to be followed rather by complex and difficult ones. Simplicity and complexity should be determined from the learner's point of view. Whatever material is taught to the child it must be graded. In the teaching proceeding, the simple to complex prepares avenues to proceed from the whole to part.

2.3.4. Proceed from whole to part

The whole is more meaningful to the learner than the part. The part approach to learning tends to ignore the need. Learners have to develop some kind of a frame of reference that will help them to relate one aspect, of what is to be learned to its other aspects, as well as to their previous experience. Numan (1991:10) indicates that, 'learning proceeds more rapidly and is retained better when the material to be learned has meaningful organisation and structure.' Kochhar (1997:20) also concluded that « the "whole" approach was generally superior to the "part" approach. "Whole" learning is generally better than "part" learning, because the material used to learn "makes sense" and the learner sees a relationship between the central idea of the material used to learn and himself. »

Even while deciding the "whole", the teacher ought to be careful, for slow readers should be smaller than the "whole" for fast readers. If the whole with which the learner is presented is too large to make sense to him, little learning, if any, will take place because he

or she is being asked in effect, to learn nonsense or if the learner is presented with a series of “parts” which to him or her appear unrelated to anything in his or her experiences, that is which do not make sense, again, we are asking him or her to learn nonsense. Thus, it is essential to form meaningful wholes. After the whole to the part proceeding, follows the concrete to the abstract proceeding.

2.3.5. Proceed from concrete to abstract

It is very important for the learners to be able to abstract ideas. To achieve this purpose we should approach the learner via concrete objects, activities and examples. The imagination is greatly aided by concrete material. So, while teaching abstractions in any subject, we should take help of concrete things as far as possible and then lead to higher levels of thinking.

2.3.6. Proceed from the particular to the general

Particular facts and examples should be presented to the children before giving them general rules and principles, as they are easier to follow. The process of induction is easier in comprehending than the so-called deductive one. In fact, the study of particular facts should enable the learners themselves to arrive at general rules. The process of learning can only become complete if we proceed from particular and finish with the general rules or definitions. So, the pupils are to be disengaged from the particular as soon as they can apply the general froths to elucidate further facts. Tradition and deduction must go side by side.

2.3.7. Proceed from empirical to rational

Empirical knowledge is based on observation and firsthand experience; rational knowledge implies a bit of abstraction and argumentation approach. It is a general feeling that the child feels the rational basis for any knowledge much after he has experienced it in his day to day life. For instance, plane geometry would make better sense, if it were taught

in the practical context of everyday life, instead of in the format of highly abstract theory. It is always good to begin with what we see, feel and experience than with what we argue generally or explain.

2.3.8. Proceed from psychological to logical

We should precede teaching in the psychological way that is taking into consideration the child's interests, needs, reactions and mental make-up. To make a good start, we should present the material in a logical way. Firstly there should be the selections of the matter, the logical approach to arrange the matter in proper sequence.

2.3.9. Proceed from the actual to the representative

The fact that the child learns more quickly from the actual and real objects from their representation has been taken for granted. To learn something about a post office will be more rapid and vivid from an actual visit to a post office than from a picture or a model or even a film. So, wherever possible, the teacher should show the real object. This is particularly needed in the earlier classes as the store of information of small children is limited. For them, it is always safe to process from concrete to abstract, from actual to representative, from near to distant.

2.4. Beginning to teach with audiovisual aids

We are living in an age when heavy demands are being made upon the teacher. The increasing enrolment of learners in the schools, parents remaining out for work, the changing philosophy of education, the recognition of individual differences, the increased emphasis on the importance of the learning process and the numerous techniques and plans warrant that the teacher must be an extraordinarily well qualified person for the job. He should not only be born but also made to this profession. He must have chosen this

profession, and should not be drifted to it. He should look ahead to teaching as a career as well as a mission. He should know his aim as well as the way to achieve it.

The teacher should collect as much information as possible about the class he is going to teach, the ability level of the class, the classification and its basis, taught by how many teachers, the part it plays in the general school life, the general health and attendance record of the class, educational attainments, any peculiar problem, and so on. He should also be familiar with curriculum.

The teacher must plan his programme of work well. The planning starts with the entire school life of the students. He should be reasonably familiar with the curriculum content of his field at each level. The teacher, if he knows what his pupils have been exposed to in previous grades, can balance the curriculum and avoid repetition. He should make the learner see the relevance of what he is to learn.

2.5. Process of learning with audiovisual aids

Generally, learning process is step by step movement of knowledge acquisition by experiences. These experiences are acquired gradually. Kodjo Sonou (2009:100) stated that « steps of learning can be assisted with audiovisual aids as to boost that learning process and make it more effective. » According to Kochhar (2007:25), « learning is a process. » Learning involves changes occurring over a relatively shorter period of time which enable, the learner to respond more adequately to the situation. Learning situations are made easier with the use of audiovisual aids in all domains and step of learning process. The use of audiovisual aids in the learning process makes the learning more interesting, smooth, flexible and rich. Audiovisual gives better and rapid illustration to what the learner aims at acquiring as knowledge.

Learning is a fundamental process underlying behaviours. Bolarin (1994:20) supported that «All behaviours are learnt by skill acquisition. Learning takes place when we improve every time, we attempt to do something. Learning is a continuous process and a relatively

permanent change in behaviour due to experience and practice. » In English as a foreign language learning process, audiovisual aids assist in practicing the language. During the learning in the process, the following conditions must be fulfilled:

- Learners should be encouraged to develop on previous knowledge; past knowledge serves as basis for solving present problems; that is learners should be encouraged to transfer learning.
- Teachers should understand the learner's cognitive ability and concrete objects must be part of teaching aids.
- Teachers should assist learners to focus attention on the vital elements of learning.
- Facts should be presented in a logical, sequential consistent whole.

There is no doubt that verbalism is the quickest method of representing an experience. There are certain weaknesses in such type of experiences which audiovisual aids particularly television or visual aids help to correct; verbalism often leaves the learners in a fool's paradise. In regard to certain items of knowledge, verbalism is confusing and uneconomic as many sentences are required to bring home a single concept or idea. Again, the translation and retranslation of the original item provides many opportunities for error, misemphasis, misinterpretation and misunderstandings.

The major steps to be followed in learning process, even with audiovisual aids are: needs of the learner , readiness to learn , learning situation, learning interaction. Theses steps are discussed below.

2.5.1. Needs of the learner

For Akinola (2009:283), learning can only take place in response to the felt needs of the learner. When the need of the learner is strong enough and he sets definite goals for achievement, learning will be more effective. Educative process must be geared to the learners. The teacher must show them their needs. Only then can he make them start on learning.

2.5.2. Readiness to learner

Learning Readiness is essential for effective learning. Specific learning will not occur until children are ready for it. Readiness is the capacity and willingness to learn. The next lesson to be taught should be that for which the human being is at that moment reaching out. A teacher is universally bound to teach not by command but by reach. In a very true sense, all studies of physical, intellectual, social and emotional growth bear directly upon the state of readiness. If the level of learning capacity is higher than that on which the instruction is pitched then to the children, the materials of instruction are only kid stuff. If the materials are pitched on too high a level for the children's capacity, they become frustrated and use those mechanisms of adjustment common to frustration i.e. withdraw, over-compensate, act aggressively or day-dream. Whatever else is done there is no longer joyful participation in learning the materials of instruction. The learning readiness of children is quite variable. No one learns at an even rate; there are hills, valleys, and plateaus in any course of learning that covers an extended period of time. To try to discover what the student is ready to learn, and to teach him just that, is the art of teaching. Nothing is gained by attempting to teach someone who is not emotionally, physically, intellectually and experientially ready for what is to be taught. Seeing whether the children are ready for certain kinds of learning is a task that calls for skill and sensitivity. Sometimes, children are not ready for a certain subject if it is presented one way but can learn from a different kind of presentation. So, a teacher must be careful about these.

It is essential that the learner should have a healthy attitude towards his learning problem only then will he or she be ready to work. The more we can employ the instinctive tendencies and affect their sublimation, the better the result will be.

It is very essential that the learner's readiness be ascertained before beginning the learning programmes. As some kinds of defects in development, illness, physical, mental or social handicaps affect readiness; these must be known and checked before jumping to

teach. The teacher must understand the experiential and maturational background of children in order to decide whether they are ready for certain kinds of learning.

Because of the nature of mass education, we can never achieve readiness all at a time for all students. At any given point in time, some children are over-ready, and some are not ready. Such individual differences are inevitable. But as teachers come to understand their students better as individuals than as groups, they will improve the efficiency and effectiveness of their teaching so that the variations of the law of readiness will be fewer in number.

2.5.3. Learning Situation

A situation, as discussed earlier, is an important aspect in the process of learning. The learning situation provides opportunity for learning. The kind of situation available to the learner determines the quality and speed of learning. The main task of the teacher is to organize good learning situation for the child. Informal learning situations are found in the home environment, community environment and school environment of the child. By providing good learning situations, we can have good quality learning. Formal learning situations can be provided by the teacher to make learning systematic.

2.5.4. Learning Interaction

The learner, with his felt needs and the goal he sets for himself, learns by interacting in the learning situation. Interaction it is the process of responding to a situation and getting satisfaction or otherwise from it. Learning is caused by this interaction. The more numerous and more satisfying the interactions are, the better the learning will be. Interaction can be in the form of observable physical movements or emotional reactions or verbal reactions. The learner experiences an intense joy in solving problems, or when he is able to achieve an answer.

When the learner accepts the statement of the teacher and has not searched for the answers, has not utilized either facts or memory, he feels no special sense of achievement. No proper interaction takes place. No wonder, he remains ignorant and uninformed. Learning takes place when insight is gained, when the processes are understood in short when interdiction has taken place.

2.6. Levels of learning experiences

Learning experiences are acquired level by level. Bolarin (1994:15) underlined that «there are three levels of learning experiences. » Kochhar (2007:61) stated that «psychological researches have shown that learning experiences occur on three levels as follows: Direct Experiencing, Vicarious Experiencing and Symbolic Experiencing. » These levels can be applied to language learning by the use of audiovisual, taking into account the usefulness of audiovisual aids in language acquisition. » The manifestations of these three levels of learning experiences assisted with audiovisual aids are discussed below.

2.6.1. Direct experiencing

Bale (1996:63) « such experiences give first hand information and are thus the most educative experiences. » For example learning situation N°1 in English student's book "*classe de 6ème*". A video film of just three (03) minutes can relate the situation, show a real school to students the aim of the film been makes the students to communicate that is the speaking aspect of the learning is engaged. The task would be to watch the video film below and discuss the problems they raise instead of using only the book where the basic would be as stated in the book; look at the picture below and discuss the problem they raise.

2.6.2. Vicarious experiencing

For vicarious experiencing, Kochhar (2007:63) believes that «through careful selectors of picture, records, drawings, films, photographs models, exhibits, posters, and television

and so on, we can bring the world to the classroom». So, vicarious experiencing with the use of audiovisual is making students through these electronics materials and devices to participate in things, actions they cannot carry out directly that is seen what is not almost possible to see and to learn out of it. For example telescopic motion pictures can help us see what a trip to the moon might show. Again, we cannot look directly at an atom, but a model presents it in an excellent reconstruction.

When assisted by audiovisual aids learning process helps students to learn English as a foreign language particularly the source language English. This can solve the problems of language interferences as the operated listening of a sequence of source language can guide students in acquiring good pronunciation of the English language.

2.6.3. Symbolic experiencing

The third experiencing of aspect is the symbolic one. This is offered through verbal symbols such as oral written communication. Audiovisual can be very useful in boosting⁴ students performing.

Thus sensory experiences are much clearer than the verbal ones, that is where symbolic experiencing is very good approach to language learning.

It should be noted that the three levels are followed one after the other as it is shown in the diagram in form of delta below.

⁴ Boosting: better performance in both oral and written communication.

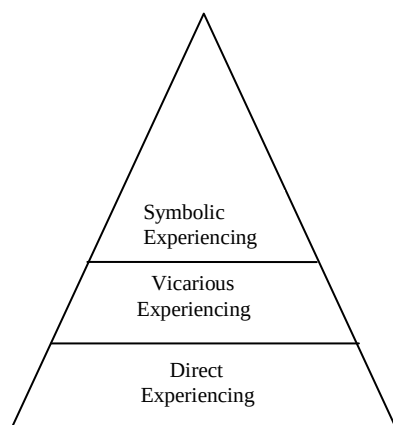


Diagram 1: Representation of the three levels of learning experiences

Source: Adapted from Kochhar (1985:61).

Anything that is visual like posters that can display information, picture for learners' communication for the purpose of learning, overhead project are regarded as visual aids of teaching and learning. These are made up with consumables and machine like overhead projectors, slide projectors etc., anything that can produce sound and images at the same time is an audiovisual aids for teaching and learning as it is made up with sound and images like an educative film show on a television set or with projectors.

Anything that can produce audio (sound); visual (image or picture) and audio + visual (sound + image or picture) used to teach and to learn is an audiovisual aid i.e. materials (consumables) and equipment (devices). Audiovisual aids do not exclude anything that can be used to teach and to learn, for example information and communication technology applicable to internet for example electronic learning (e-learning), multimedia such as video conference, power point projectors, video camera, television sets radio etc are all audiovisual aids.

2.7. Audiovisual in modern education in Benin

Many educationists have discussed the significant role of audiovisual in modern education in this current challenging technological world. The Significant trends of modern

education are discussion open to focusing on the new concept of education where audiovisual aids play an important role.

Today the world is passing through rapid changes and education cannot resist that change as it leads to modernizing education technologically. The imperatives of new times, new demands and new visions require an education of such quality as never was visualized in human history, considering the current technological world. No wonder a new and comprehensive concept of education is emerging. It is being considered a functional social science which has to mirror the social phenomenon and also bring changes in that phenomenon, with the tremendous development of telecommunications, audiovisual medias and internet.

Dewey, (1990:20), a progressive educator of the present century calls «education as the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities» Olagboye (2004:236), also writes « The new education is an educational philosophy that is improving school room practices, making learning a more powerful process, giving children the sense of reality in the school making schools into workshops, laboratories, libraries, and inspiring educational experimentation. »

Out of the sociological, psychological and philosophical bases of modern education there is a number of significant trends in teaching and learning practices. During the past decades, a spirit of change and innovation has pervaded educational activities in many parts of the world. This spirit is in part due to dissatisfaction with the irrelevance of much of curriculum, the poor means of communication and the old and stereotyped methods of teaching. A few thoughtful innovators and thousands of creative teachers use audiovisual aids to improve their work. Instructional technology is more and more satisfying teachers and students especially in language education.

One of the most significant trends in the use of audiovisual in modern education in schools is the encouragement of creativity. Human advancement comes through original thought and invention.

2.7.1. Meeting individual differences in teaching and learning process

One of the most encouraging improvements in today's schools is the attempt to meet individual differences among learners by the use of audiovisual aids such as language laboratory. Kodjo Sonou (1999:10) supported that; «with the use of language laboratory; the teacher can group students according to their capacity in learning and mastering the language that is been taught. » By doing so, the teacher established individual differences in the learning process. Those individual differences include variation in special interests and talents, and subject-matter achievement. The teacher helps to satisfy the learner's need for affection by a sincere, consistent and impartial friendliness. The teacher in modern education tries to make every learner worthy in such accomplishments as they are suited to his abilities. No learner is made to feel inferior or falsely superior to another. In evaluation, the teacher gives more praise than blame. He guides learners towards responsible self-discipline by having them set even higher goals than they are able to achieve. For Kochhar (1997:50); « To meet individual differences in mental ability, experiments in special schools, special classes, and enriched programmes are being tried to enable the learners to achieve according to their own potential. » Units of work are also being tried as they allow all learners to contribute to a joint project, each according to his ability. The unit organization permits fitted children to enrich the total learning experience by more extended reading or by other more creative activities while retarded children can participate in lesser degree but in ways that are valuable to them, and all can feel that they have contributed to the worth of a shared enterprise. Socialization and group dynamics in teaching and learning process is also an important factor in the modern education.

2.7.2. Audiovisual as source of Socialization in teaching and learning process

Another trend with the use of audiovisual aids in schools today is to foster the growth of what is individual in each human being and at the same time harmonizing the social group in which the individual belongs. Omokhodion (1996:179) declared that «Socially integrated behaviour is furthered when the individual grows in understanding of group welfare and at the same time maintains his own unquenched. This is best accomplished through group experiences in which the individual child is accepted as he is» With the use of audiovisual aids there is less standing in passing in lines. Students are privileged to go to the electronic dictionary, virtual library.

2.7.3. Activity-centred in teaching and learning process

Vauclin (1970:50); states that « Modern education is activity-centred. We are currently seeing more emphasis upon what the student does as relatively less upon what he learn. It is believed than a teacher at best can only teach and whatever learning the learner actually achieves is garnered through his own doing. » Thus, the curriculum today is organized in terms of the tasks to be performed and goals to be reached rather than in terms of lessons to be learnt. The use of audiovisual aids in a language classroom reinforces the communicational ability of the student. When watching a video film, a student can learn many things without the teacher intervention.

The students's activity has become the goal; the subject-matter is learnt as a means to that end. « The new teaching. » writes Adams (1997:14), «recognizes the right of the student to do things in his own way, withing reasonable limit. » Now education does not want the learner to acquire merely the results of other people's thinking. It rather wants him to forge for himself the knowledge and skills necessary to deal effectively with the situation of real life. That is why the school curriculum's fundamental basis is centered on experiences which are typical of the community living.

For Kochhar (1995:14), « knowledge is considered synthetic. Different subjects have to be correlated as far as possible among themselves and also with the life beyond the school. The learner is not to be taught in fragments but through well-organized and meaningful experiences. Teaching especially in the lower classes, centres round occupations congenial to the learners possessing genuine social import. » This type of teaching organization is very important for the use of audiovisual aids in the classroom. All the miscellaneous information and attitudes acquired by the learner during his every life, which include the great influence of television and information and communication technology. On this foundation, he builds all the later study of languages: phonetics, phonology that is pronunciation generally en particularly oral communication acquisition.

The use of audiovisual aids in the teaching and learning process helps to make students better understand what they are being taught.

2.8. Audiovisual aids modes of instruction

The use of audiovisual aids for study in every area particularly in language learning has increased enormously during the past few years. Kodjo Sonou (2012:307) supported that « audiovisual materials in language teaching are used to accompany the audiovisual equipment in their functions. These materials are audio and video tapes, bands and compact disk, and so on. » For Kochhar (1995:16), « a variety of self regulating, self-acting and thinking machines are being used in educational institutions. Electronic and mechanical devices are helping the teachers and the students. » A sophisticated instructional technology based on the existing knowledge of human behavior is coming up. Institutions and services of a new kind intended to help people teach themselves language laboratories, programmed computers and personalized teaching aids, audiovisual aids like radio, films television, and so on. At this junction, it is important to say that even though Benin is still far behind the developed countries and some developing countries, some few experiences of the use of audiovisual aids as means of instructional technology are observed here and there

particularly in the private schools. The new multimedia approach has revolutionized teaching and learning.

But, the effective and efficient use of audiovisual aids requires particular modes of instruction. For audiovisual aids use in English as a foreign language class for example the teacher must consider the following mode of instruction:

- Make available the audiovisual aids that is materials and equipment,
- Make necessary arrangement in the classroom to be used,
- Make sure that the audio, the visual or the audiovisual materials to be used is adapted to students age,
- Use of quality equipment or devices for students to appreciate sound and image qualities,
- Explain the content of the audiovisual correctly,
- Make provision for students to copy the instructional messages for further use individually.

Raymond (1996:17) says that ‘‘A variety of devices are being devised to appraise the achievement of the learner in all spheres. A learner’s progress is considered in relation to the obstacles he has overcome’’ Every learner is provided learning experiences in which he can succeed. The learner’s progress is judged by the comparison of his own work and achievements. In the use of audiovisual aids in Benin secondary schools, the obstacles to be considered are electricity problems, no availability of the devices.

2.9. Conclusion

The use of modern audiovisual aids in language instruction is not a magic game. It is an interaction between human being and equipment; notwithstanding, the success of teaching English with the necessary audiovisual aids depends on some key factors among which are mastery of the subject matter, objectives, and preparedness on the part of the teacher and the learner. Omotoye (1994:121) observed that « language is next to the six

most essential things that sustain life namely: air, water, light (including fire), food, cloth and shelter. Simply defined, language is the major means of communication by mankind. » According to Fawole (1996:128) « language is the method of expression, worlds and their use, faculty of speech, persons' style of expression (by words or by signs. » Stones (1996:128) also views «language as the patterns of behaviour through which man transmits his culture from one generation to the other. » Language and society therefore go hand in hand. Language not only conveys information, it also carries affective overtones. Language and thoughts are very closely linked.

On the other hand, language teaching is a practical task. According to Corder (1975:1), «Language teaching can be performed either by following a very detailed and precise set of instructions about how to proceed or by applying some set of general principles to the particular situation. » Learning is a process, says Kochhar (1997:61). It involves changes occurring over a relatively shorter period of time which enables the learner to respond more adequately to the situation. Thus, we learn to play the piano, we learn fractions, we learn arithmetic. On the other hand, we grow in intelligence and we grow in moral stature. In some cases, the factor of growth and learning will be so inextricably intertwined that either or both words will need to be used. There are various aspects of the process of learning. We can ensure effective learning by paying attention to the following aspects of educational process: needs of the learner, learning situation and learning interaction.

Chapter Three: Historical Background to teaching and learning of English as a Foreign Language in Benin Secondary Schools

3.0. Introduction

Talking about the historical background of English language education in Republic of Bénin, former Dahomey, is revisiting the different activities that gave birth to teaching and learning English as a foreign language in the country. Even though French is the official language of Republic of Bénin, English language has been very useful to Benin, as it has been a great factor to their economic development particularly with their neighbor, Nigeria. Language being an important instrument of communication, English language promotion has helped Beninese to better communicate with their English speaking neighbours.

The effectiveness of English as a foreign language teaching and learning in Beninese secondary schools is to empower the country ' s citizens with the most important language of diplomacy, international politics and trade that is the English language. Adjiboye (2003:47) stated that « English has been taught in our secondary schools for about six (06) decades. » This is significant, as a lot of progress has been made and an average student who has completed his secondary school education in Benin can say something in English, even, if it is just greeting someone. He knows that good morning is (*bonjour*) in french language. But this is not enough, as the importance of English continues to grow. And there is need to call on everyone in Benin, particularly the youth and especially the students, to learn how to speak and write English language correctly.

The use of audiovisual aids in Beninese secondary schools is to boost and reinforce both teachers and students capacity in the teaching and learning of English, for more effective and better results. Audiovisual aids in English as a foreign language class facilitates English language acquisition by the Beninese at all levels. English is one of the most used languages in the world. In Benin, English language is taught and learnt alongside with French, the country's official language and the national languages such as Gungbé,

Fongbé, Yoruba, and so on. There is virtually no scientific book or publication today or at least the abstract of an article to be published that is not written in English and no international conferences without the use of English language. This shows the importance of English language across the world. Ajiboye (2003:47) supported that, « The role of English in world politics, trade and commerce, travel and communication, science and technology, sport and international organisations is unequalled by any other modern language. » The successive authorities of Benin know and are conscious of the phenomenal role played by the English language in all domains of human endeavours internationally, that is why, certainly, the language has been taught for almost seventy in Benin. And, the credit goes to the different authorities that have managed the country since inception to date. But, there is need today to reorganize the English teaching and learning process by assisting the teaching and learning with audiovisual aids and by allowing more time to the teaching of this language.

There are definitely certain facts to consider in a language teaching and learning; they are: the quality of teachers and their training, the books and the producers of the books, the environment of learning, the supporting materials and equipment such as audiovisual devices, and so on.

Three major periods were considered as they represent major parts in the history of English language education in Benin from the colonial era particularly after the Second World War to date.

3.1. Teaching and Learning English as a foreign language in Benin Secondary schools

The learning of English is required in Benin school curricula right at the beginning of the secondary school studies; and recently in most of the private primary schools and also at the University level. It should be noted that everything has been done by the successive governments of Republic of Benin to make English a language that is taught and learnt.

English teaching and learning started in Republic of Benin, former Dahomey just bit after the Second World War that ended in July 1945. Professor Medegan, on the august 12th, 2014, during an interview supported that English education in Republic of Benin, former Dahomey, not only started after the second world war, and also confirmed that the first Baccalaureate examination organised in Dahomey with English as a subject was around 1955, just ten years after the Second World⁵ War (personal communication⁵). This means that English teaching and learning has started in Dahomey far back to the colonial era. In the following lines, I discuss English language teaching and learning activities right from the colonial era. A survey and the historical background of English as a foreign language teaching and learning in Republic of Benin secondary schools have shown that three major periods are to be observed, analysed, examined, and discussed. These major periods are as follows:

- (i) Teaching and Learning English in Benin during the colonial era
- (ii) Teaching and Learning English in Benin from 1960 to 1990
- (iii) Teaching and Learning English in Benin from 1990 to 2014

The following sections examine each period of teaching and learning English in Benin from the early time to date.

3.2. Teaching and Learning English in Benin during the colonial era.

Dahomey became a state from December 1958, Republic of Dahomey, from 1st August 1960 to 30th November 1974, and People 's Republic of Benin from 30th November 1974 to 19th February 1990. From 19th February 1990 to date, it has become simply Republic of Benin. The country's historical background of the English language in the educational system of the country can be presented as follows:

⁵ Personnal communication: This expression is used at the end of an interview reported that is the feedback informations received from a person trough an interview.

First, during the colonial period, English was taught as a second language but not much importance was given to the language teaching and learning. During the colonial system of education, secondary school education was in Dakar in Senegal.

At the independence of Dahomey, now Benin, four schools were operating as secondary schools where English language was taught. The schools are as follows:

1. *Lycée Behanzin*⁶, which is a government public school based in Porto-Novo;
2. *Collège Catholique Père Aupiais*, a school promoted by the Catholic clergy in Cotonou.
3. *Cours Secondaire Protestant* (CSP), promoted by the Protestant clergy in Porto-Novo.
4. *Cours Léon Bourguine*, a school promoted by the Muslim believers named after a former governor of Dahomey and based in Porto-Novo.

It should be noted that it is in those schools that secondary school education started in former Dahomey. The curriculum was based on that of France concerning English language teaching and learning. It was the new era of secondary school education in Benin, former Dahomey. And in the academic session 1955 to 1956, the first Baccalaureate examinations, took place at Porto-Novo in Dahomey particularly in Porto-Novo rather than in Dakar in Senegal: the capital of *Afrique Occidentale Française* (AOF)⁷. Kodjo Sonou (2009:52), recalls that, « *Ainsi née la République du Dahomey est devenue indépendante le 1^{er} Août 1960, après 77 ans de farouche colonisation française (1883 – 1960)*. Being born, Republic of Dahomey became independent on the 1st August 1960, after 77 years of terrible French colonialization (1883 – 1960). »; my translation

⁶ Lycée Behanzin: the first high school of Republic of Benin former Dahomey has changed names many times, contrary to other early time schools mentioned above. Here are names with date of creation: 1st December 1913: *cours normal indigène*; 1916: *Ecole Victor Ballot*; *Ecole Primaire Supérieure* Victor Ballot; 1946: *Collège classique et moderne* Victor Ballot; 1956: *Lycée Victor Ballot*; 1961: *Lycée Béhanzin* (the present name of the school).

Sources: (i) *Béhanzinoise*, a magazine published by the school in 2013.

(ii) Google, *lycée Behanzin* facebook page, visited on the 19/10/2014.

⁷ AOF: *Afrique Occidentale Française* is West African French Colonies (my translation) that is made up of 9 countries, with has Dakar as capital in Senegal where the French general governor stayed during colonization era.

Kodjo Sonou (2009:53) wrote that « *la langue française a été imposée au peuple dahoméen comme langue exclusive de communication et de transmission du savoir*. The French language was imposed on the people of Dahomey as the exclusive language of communication and knowledge transmission. » (my translation). This explains why the french language became naturally the beninese official language at the independence.

One of the most tangible legacies that colonization bequeathed to Africa is language. Today most African countries have a European language as a lingua franca. French and English are the most widely used. Although each African country has had contacts with different European countries at one moment or another (before, during or after colonization), the language adopted is that of the former colonial power that has become its official language. This did not start at independence. It started even before European powers were apportioned colonies at the 1885 Berlin Conference which sealed the fate of the African continent as a dependency of Europe.

The introduction of formal education in Benin by the colonial power paved the way for the dominance of the French language over local ones. Used both as the medium of instruction and as the official language, French became closely associated with the educational, political and administrative life of the country. Today, the French language makes the Beninese to communicate with the international world. It is the major language of transmission of knowledge before English language in Benin.

According to Ajiboye (2003:48), « English language teaching was introduced as a subject in secondary school education after the creation of “*Collège classique et moderne Victor Ballot*” at Porto-Novo in 1946. » The school became the country’s first secondary school. Today the school’s denomination is “*Lycée Béhanzin*”. It is in the second half of the forties that English language was officially introduced into the country’s curriculum.

When English was first introduced, it was taught through text books. The first of these was *l’Anglais vivant* series. According to those who attended secondary school between

1946 and the fifties, emphasis was not laid on oral expression. More was lot of reading, translation and theoretical grammar. The grammar we did was not for oral expression but for writing, one of them declared. The grammar lessons students received in class were to enable them to translate from English to French and vice versa. Discussing on the way English language teaching was organised at that time, Ajiboye (2003:12) observed that «Right from the beginning, students were introduced to English phonetic symbols. Some exercises consist of phonetically transcribed words which students are expected to write out in normal words. In the fourth year book, for instance, there were two to four groups of lexical items specifically selected for pronunciation purposes at the beginning of each text.» From my investigations and interviews, I observed that, the first group of English students revises five or six English sounds: vowels consonants and diphthongs, In the second group of words the objective is not to teach particular English sounds but to indicate where the stress occurs in each word. In group, three pronunciations of each word were recommended by the teachers.

All this shows that the course designers and teachers' intention was to make students acquire the correct pronunciation of the selected words. There is also an attempt to make students gain explicit knowledge of stress shifts in words of the same family.

The fourth year book comprises ten chapters and each contains several short texts, all about Great Britain. There is an introductory text to each chapter. At the end of a chapter, we have 'notes', 'grammar' and 'exercise' on each text.

The study of these books shows that language abilities and communication skills for social interaction are not the concern of the course designers.

It can hardly be otherwise since the teaching of the language is based on extracts from the literary masterpieces of distinguished writers or personalities. It is therefore to refine academic English that learners are introduced and they are expected to learn and master the grammatical patterns of written language to the detriment of oral expression.

Emphasis is on grammar and the correct pronunciation of individual words, but this, by no means, is conducive to fluency and appropriacy in language performance as witnessed by student's difficulty to use the language communicatively. Then "*l'Anglais par l'illustration*" introduced on the English curriculum after many years of the use of "*l'Anglais vivant*".

L'anglais par l'illustration, which replaced *L'Anglais vivant*, was introduced in the beginning of the sixties. It was divided into three sets. The first set comprises the first and second years' books, that is: *L'Anglais par l'illustration*: first year (6è) and second year (5è); followed by *l'Anglais par l'action*: third year (4è) and fourth year (3è) and the third set: *l'Anglais par la littérature* is for the senior secondary school level second cycle. The books of each set have the same structure.

The books of the junior secondary school level (*premier cycle*) are full of illustrations. The titles of some of the lessons are evocative of the title of the series. Some examples are "Everyday life in pictures", "Britain through the camera", Snapshots of British life, and so on. The study areas include English sounds, synopsis of each picture, a grammar lesson, pronunciation and grammar exercises and translation.

The third set of the *l'Anglais par l'illustration* series concerns the *second cycle* – *seconde, première* and *terminale*. As the title, *l'Anglais par la littérature* indicates, English is essentially taught through literature. There is nothing more revealing than the objectives the course designers set themselves.

In the fifth year that is *seconde* book, they claim to pursue two main objectives: teach students in a more methodological way how to comment on texts presented to them and afford teachers suitable and flexible working instruments.

In the book of the sixth year that is *première*, they suggest the following: Methodological consolidation and enrichment of linguistic knowledge, training in text explication, study of selected pages of the literature of the past and representative extracts in

contemporary works, examination and discussion of different problems related to British civilization in particular of dominant preoccupations of our time. The objectives, I notice, justify the title of the book.

There is no systematic pronunciation activity at the beginning of each text as in *l'Anglais vivant*. However, some words are marked in the text and phonetically transcribed under the text.

L'Anglais vivant and *l'Anglais par l'illustration* have a number of things in common, both rely on literature in the teaching and learning of English. They give great attention to sound recognition/ or discrimination through intensive pronunciation activity. They also emphasize theoretical grammar and translation. *L'Anglais par l'illustration*, however, goes a little further. It has gramophone records containing the lessons or parts of the passages in the course books to enable learners to listen to and repeat words, phrases, sentences and even extracts. The audiovisual approach in it, helps the learners a lot. But the greatest problem is that there are no audiovisual materials and equipment to practice the language following the orientation of the book.

It should be recalled that the forties, fifties and sixties were dominated by the British model of situational language teaching and the American model of audio-lingual methodology. Memorization and habit formation constituted then the essence of language teaching and learning.

L'Anglais vivant and *l'Anglais par l'illustration* were designed for French students in a European context. The cultural content of the text books was far removed from the realities of the African student. Teachers, both national and expatriates, eventually came to the conclusion that the cultural content of *l'Anglais par l'illustration* series was not adapted to the teaching and learning of English as a foreign language in Benin.

This, to certain extent, gave birth to a new era in English language teaching and learning in the country. A group of teachers, nationals and expatriates, conceived the idea of

designing a course book with an African cultural content. Thus, started the *English for French speaking Africa* series.

3.3. Teaching and Learning English in Benin from 1960 to 1990

In the country Dahomey, today Republic of Benin, the different reforms in the educational system brought about the introduction of *English for French speaking Africa* series as text book for teaching and learning of English at the secondary school level, after nine years of the use of the former one which is; “*l’Anglais par l’illustration*”.

Adjiboye (2003: 15) stated that «the experimentation of *English for French speaking Africa* started with the 1969-1970 academic year». It is important to note that in the first edition of the first year book, “*I want to speak English*”, it was recommended that teachers should do only oral work with the students for a period of 6-8 weeks before introducing them to the written form of English. This, however, did not last long as teachers soon realized that some students wrote down sounds in their own way in order to remember what they were taught orally. So, despite the encouraging performance of the students in oral English acquisition, individual learning styles have to be catered for.

If *English for French speaking Africa* series appealed to both teachers and students, it was not simply because of its novelty; it was also because of its content. It is adapted the English language environment of the learner. For example, to deal with the concept of the weather in the first year book, students are not taught “Spring”, “Summer”, “Autumn” and “Winter”. Which were foreign concepts to them. Instead, they talk about the “dry season” and the “rainy season”, the “harmattan with sunny, hot and dry days and cold nights”. In addition to learning about classroom items and school life in general, “pounded yam”, “cassava” and “pepper soup” mean more to them than talking to them about European foods and ways of life that may seem like fairy tales.

The series consists of four course books for the four classes of the junior secondary schools level. These are as follows:

First year: *I want to learn English*, 6^e

Second year: *I enjoy speaking English*, 5^e

Third year: *Working with English*, 4^e

Fourth year: *Succeeding in English*, 3^e

English for French-speaking Africa is essentially based on an audio-lingual approach. It makes great use of drills and pattern memorization. One of the main criticisms of the series is that it is not learner-centred, that students are spoon-fed.

What people seem to lose sight of is that until the late eighties teachers in Benin were not specifically trained to teach English as a foreign language. It would be unfair to expect people who are the refined products of grammar, translation and audiolingualism to teach English differently from the way they were taught the language without any professional training.

The series were used at the junior level for almost three decades. Then, *Nation-wide English* (book 4), was introduced into year three (4^e) but it turned out to be a short lived experience. The English for *French-speaking Africa* series were eventually replaced by the *Go for English* series towards the end of the nineties.

3.4. Teaching and Learning English as a foreign language from 1990 to date

From 1990 to date, a new English book, *Go for English* was introduced in Beninese junior secondary schools. It is designed in accordance with the communicative approach. The learner is a principal actor in the teaching /learning process by being actively involved in various activities through individual, pair and group work. The diversity of the activities helps to integrate the four basic language skills as well as the sub-skills.

In the intermediate and upper classes, *Go for English* present texts on contemporary issues such as the aids pandemic, environmental problems, human rights and democracy, women empowerment, population issues and many others. The period of *English for French-speaking Africa* series does not go beyond the fourth year. What was then done in the senior level.

Teachers of English in association with teachers of French, Philosophy, History and Geography held a two-day seminar (2nd -3rd May 1974). Allotchenou (1986:40) reports that to resolve this burning issue the participants came up with the idea of teaching novels written by Africans in the three classes of the senior level. Initially, two novels were selected for each class of the senior secondary school.

- Senior secondary school 1(Seconde): *The Concubine* by Elechi Amadi (1966)

The river Between by James Ngugi (1965)

- Senior secondary school 2 (Première): *Weep not child* by James Ngugi (1964)

A wreath for Udoma by Peter Abrahams (1956)

- Senior secondary school 3 (Terminale): *A man of the People* by Chinua Achebe (1966)

Africa Must Unite by Kwame Nkrumah (1963)

Chronologically these represent three different periods in African history.

The sixth (6th) year books take us back to part of history of the pre-colonial Africa, *Weep not child* and *A Wreath for Udomo* dealt with the colonial period, while the final year books are about post –independent Africa. This ambitious programme was later scaled down and each class was allotted only one novel to study.

The above-mentioned novels were later replaced as follows:

Senior secondary school 1(Seconde): *A woman in her Prime* by Asare Konadou (1967)

Senior secondary school 2 (Première): *No longer at ease* by Chinua Achebe (1960)

Senior secondary school 3 (Terminale): *Mine boy* by Peter Abrahams (1980)

The immediate consequence of the study of novels was that there was a let up in language study in the second cycle. The majority of teachers did not exploit the language content of the passages to enhance students' linguistic competence and performance. There arose the need for change.

The study of novels in the Senior Secondary School (SSS) was abandoned in 1997 with the introduction of a new course book in the fifth and sixth years. *English Africa* and *Say what you mean* in the final year. This change constitutes a return to language study. In addition to recycling and reinforcing grammatical structures taught in the first cycle, these course books seek to introduce students to more complex forms of the target language. *Say what you mean*, for example, often presents different functions of language, how to seek information, how to express incredulity, the language of debate, how to make a suggestion and many others. But as already stated, *Go for English* has since replaced these course books not only in the junior level but in the senior level as well.

It is also worth mentioning that English has been taught at commercial and technical institutions as well as at our university since its inception. Today there are hundreds of students at the Department of English taught by Beninese lecturers and professors of English. It is also taught in other departments, for example Departments of History and Geography and at the faculties of Medicine. Apart from French, which is the official language, English is the most coveted foreign language in Benin today.

The ascendancy of English over French, Spanish, Portuguese, German and other modern languages has won the title of the first international language. However in order to make the teaching and learning English more efficient, it becomes more urgent today to use audiovisual aids in Beninese educational system. Truly language education and the modern secondary schools across the world have brought about the use of audiovisual aids especially in language education. Benin is not left out in the suite process of language teaching and learning and that is the significant trends of modern education in Benin.

3.5. English language teaching and learning in Benin today

Modern language learning gained momentum in the wake of the Second World War and has sustained people's interest ever since. There is no greater evidential proof than the amount of related literature so far produced. Today, focus is being turned to early foreign language learning. General opinion tends to advocate introducing young learners in primary school to foreign languages to create a precocious language and cultural diversity awareness in them.

Attindehou (2002:15) has argued that «there is no age level more appropriate than the elementary school period for focus on communication. ». Bolarin (1994:16) supported that. «Learners under ten are naturally curious about language and like to improvise in the foreign language» If language is for communication, then his assertion corroborates that of Attindehou referred to earlier. It is important, to note that we focus on communication by exploiting learner's curiosity to develop their language potentials.

Another point discussed in favour of foreign language learning is that of physical and psychological advantage. According to Ahouissou (2000:45), « mention is made of the flexibility of learner's speech organs, their uninhibited mind, their natural delight in learning new speech pattern and their readiness to imitate. As learner's speech organs are flexible, they are adaptable to any language. » This certainly explains why children learn languages better and faster than adults do. Their uninhibited mind allows them to use language freely, without being obsessed with what their hearers' judgment of their utterances will be young learners' natural delight in learning a new language is known to any language teacher who has had the opportunity to teach young absolute beginners.

« However, the assumption that if learners are exposed to English at an early age they cannot dislike it at the secondary school level is questionable», Ahouissou (2000). The way learner are exposed to a language, and for that matter any other subject, plays a determining role in their attitude towards it in subsequent years. If their exposure to English is not done

in such a way as to make it appeal to them, then they will dislike it even long before they enter secondary school. This is noticeable at the secondary school level where some students soon lose interest in the language because of the way it is taught by some teachers.

It has also been argued that a student in a rural area in a French-speaking environment cannot attain the same level of performance in written and spoken English as an urban student because of unsatisfactory conditions of exposure. True as this may be, the success at English language teaching in primary schools will depend, among other things, on teachers' ingenuity. English clubs are not the apanage of urban centres alone. There are secondary schools in rural areas which have English clubs whereas a lot of schools in urban centres do not. When English language teaching in primary schools becomes a reality, teachers, be they in rural areas, will have to find various means to expose pupils to the language.

It is important to say here that the classroom is not a natural environment for language learning and suggests that it be "intentionally structured" so as to afford learners not only exposure to the foreign language but adequate motivation to communicate through it as well. This, in clear terms, is an invitation to teachers to be inventive so as to compensate for the lack of natural exposure in the foreign language context.

In Benin today, the general situation of English teaching and learning is that every body wishes to learn English due to its importance in the international scene. More parents send their children to the private schools or public schools where English is taught. They believe that by doing so, these children will capture the language earlier. In some primary schools in Benin, pupils are very happy to learn English along side with French language. At the secondary schools level students are having interest more and more. The greatest problem is that most of secondary schools in Benin lack well trained teachers, didactic materials and equipment such as audiovisual aids that could help teach this language more appropriately. The part time teachers are another problem that the secondary schools are

facing in Benin particularly in the sector of English language teaching. So, despite the usefulness of the English language to people of Benin, the language teaching and learning is full of obstacles. But, efforts are being made to dislodge these obstacles. Part of such efforts, is this research work that informs government and school authorities, and trains teachers on the use of audiovisual aids in English as a foreign language teaching and learning.

Though, there are strong arguments to assert that learners under ten are “more eager and receptive, absorb new language easily and will more readily accept tasks like singing listening to plays, stories and games is to learn better. I noticed that better acquisition of a language such as a foreign one like English required for active learning and imaginative, creative activities in the classroom and the school environment. Teacher must be ready to accompany students in some playful activities. Watching educative films as to practice the language is also a very good activity. But, it is regretful no much effort is made by the government to equip schools with audiovisual aids.

3.6. Conclusion

It is not good news to view that almost 70 years of English language introduction no effort has been made by the government to facilitates the acquisition of the language even though it is clear to every body that English must be promoted. The quality of books, teachers and the school environment is still a problem to learners. The only hope for learners is that government, considering the present favorable development of the current technological world, must try to equip schools as to promote the English.

Education punctually language education, has to be assisted by audiovisual aids. It has been observed that audiovisual aids assisted methods of teaching has also undergone profound changes and have become a new thing to do. Instead of inculcating a dull reception, an uncritical acceptance and a passive spectatorship, the new methodology i.e. the

use of audiovisual aids in teaching and learning of English as a foreign language, encourages active perception, active thinking and active acting.

Chapter Four: Presentation and Analysis of English language curriculum in Benin

4.0. Introduction

The school curriculum of a country, like its constitution, reflects the value and quality of the education in that country. Teaching and learning process does not operate in a vacuum. Certain planned experiences, have to be provided in school, so that optimum human development according to the needs of a particular country is possible. The survey and the historical background analysis and examination in chapter III has shown that in Republic of Benin, former Dahomey, different curricula have been produced and introduced to the English language teaching and learning setor of the educational system by “ *la Commission Technique d’Intervention Spécialisée (CTIS)*” that is the Technical Commission for specialized intervention (my translation) under “*Institut National de Formation et de Recherche en Education (INFRE)*”, that is National Institute for Training in Education (my translation) in accordance with the national educational orientation and language policies of the country.

In this chapter, I present, analyse and discuss the curriculum in recent educational terminology as is applied to English as a foreign language teaching and learning in Republic of Benin

4.1. Definition of Curriculum in Education

Curriculum is a programme of study. It is a step by step use of the content of a lesson to be carried out in classroom for example. Kochhar (1995: 66) underlines that «Curriculum is a Latin word which means the “race course” or a “run-way”, which one takes to reach a goal. Thus, a curriculum is the instructional and educative programme through which the pupils achieve their goals, ideals and aspirations of life. Cunningham in Kochhar (1995:64) says: «Curriculum is a tool in the hands of the artist (the teacher) to mould his material (the pupil) in accordance with his ideals in his studio (the school. » The

curriculum however cannot be considered synonymous with courses of study, although they form an important part of curriculum.

The term curriculum in recent years has come to mean all the planned activities and experiences which are available to students under the direction of the school. It “includes the totality of experiences that a pupil receives through the manifold activities that go on in the school, in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils. In this sense the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the evolution under which students learn to behave and do behave in their various ways. In it, new behavior may be acquired; present behavior may become both persistent and viable.

For Kodjo Sonou (2000:5), « a curriculum helps to solve the problems the learners face in the school and even outside the school. » The experiences are suited to the age of the learner, the emotional, physical and intellectual maturity of the learner and his or her previous experiences and learning». Kochhar (1997:67) says: «A good curriculum, in fact, is the total sum of good learning experiences that the pupils have in order to achieve the goals of education which determine the direction of these experiences. » Although, it is important to know that a good curriculum has aims and objectives. In the following lines I present the Beninese Junior Secondary School English as a foreign language teaching and learning curriculum.

4.2. Presentation of English language teaching and learning curriculum in Benin secondary schools

The English language curriculum that is the programmes of study in Benin secondary school education are divided into two group's levels: junior and senior.

In order to teach the ultimate goals that the Benin educational authorities have set for the secondary schools education, that is the teaching, learning and evaluation of English as a foreign language in the secondary schools, among other things, to seek to bring the students

to : integrate national values while showing openness to foreign standards; take advantage of the contribution of science and technology to the progress in the modern world; foster moral and intellectual qualities such as integrity, creativity, cooperative spirit, perseverance and mutual respect.

It is to be hoped that implementing these goals will permit the training of responsible citizens and pave the way for them to enter professional life with great success. So far as far as the English language as a subject matter is concerned, the key holders will need to consider among others the following aspects:

- The principles for teaching, learning and evaluation English in Benin;
- The competencies to be developed.

For the implementation that is the practical use of the curriculum, each of these aspects plays an important role. In the following lines, I discuss the contribution of each of them to the process of teaching and learning of English as a foreign language. Firstly I discuss the principles of good teaching learning and evaluation of English language in Benin secondary schools.

4.2.1. Principles for teaching, learning and evaluation of the English language in Benin secondary schools

The following principles sum up the approach to the teaching, learning and evaluating of English language in Benin secondary schools as expressed in this curriculum presentation. The English language curriculum at the secondary school level subscribes to the competency based approach. It is based on the principles listed below:

- It is a learner-centered approach in which learners needs and interests are taken into account. This will help breed learners motivation at learning;

- There is an emphasis on active learning with varieties of strategies and activities, such as individual, pair and group work and task-based activities. The activities should meet the students different learning styles radio programmes (visual, video, games, etc)
- Learners should be encouraged to take responsibility for their learning. For example, they could be encouraged to bring their own materials or collect their own resources. Students should be allowed to copy on their own flash drives, audio or video sequences used to learn in the class.

4.2.2. Getting acquainted with the competencies to be developed

The competency-based approach aims at training students to develop different skills in themselves and making them the center of the learning process. Learner centred concepts refer to the ideal of placing the learner at the centre of everything we do and all the decisions we make in the school setting. A learner-centred teacher asks himself or herself how every instructional choice will benefit the learner. Also, courses should be designed to fit students. Moreover, Numan (1991:66) asserts: « My argument here would be based on the simple fact that, ultimately, if learners are to learn then they have to do the learning for themselves. » Using this paradigm, the focus shifts from a teacher driven agenda to a learner-responsive approach in which the modern teacher tries to discover who the learners are. He also makes it necessary to know what the students can already do. Altogether three kinds of competences are to be developed. These competences include the disciplinary competences, the transversal competences and the transdisciplinary competences.

4.2.2.1. Disciplinary competences

Disciplinary competences are known to English teachers as language skills and named after their respective functions, which are: listening, speaking, reading and writing.

Both students and teachers play an important role in every classroom. Teachers need to create an active learning environment by encouraging their students to ask and answer questions.

For these competences, students are to produce written texts with a given intention, tapping from grammatical, lexical and orthographic springs and using efficient strategies relating to the writing process. The use of disciplinary competences goes side by side with the transversal competences.

4.2.2.2. Transversal competences

Transversal competences are divided into eight as follows below:

1. Use available information,
2. Solve a situational problem,
3. Apply critical thinking,
4. Apply creative thinking,
5. Manage one's learning situation or work to do,
6. Work individually or in group,
7. Show ethical values
8. Promote effective and appropriate communication.

In transversal competences approach, both students and teachers play an important role in every classroom activities. The use of transversal competences goes side by side with the transdisciplinary competences.

4.2.2.3. Transdisciplinary competences

The transdisciplinary competences are six in number as follows:

Both students and teachers here also, play an important role in every classroom activities.

1. Show one's personal and cultural identity in permanent developing world.

2. Act individually and collectively in mutual respect
3. Be prepared to integrate professional life in the perspective of discovering one self for better integration in the society
4. Have a descent life in the domains of health and sex
5. Act in harmony with the environment in the perspective of sustainable development
6. Be a wise consumer by the use of goods and services

Student normally spent four years at the junior level and three years at the senior level. So, the curriculum of English language studies in Benin secondary schools is divided into seven levels that is each form contents a programme of study. In the following lines, I present the junior secondary schools English language teaching and Learning curriculum.

4.2.3. Presentation of Benin junior secondary schools English language teaching and learning curriculum

The junior secondary school (JSS)⁸ in Benin is made up with four forms. The Junior Secondary School form one, Junior Secondary School form two, Junior Secondary School form three and the Junior Secondary School form four. The brief presentation of these four levels or forms curriculum which include the headlines, titles and subtitles of different lessons is presented below.

4.2.3.1. Presentation of programme contents and planning schedule of junior secondary school (JSS1)

The students' English textbook 1 aims at teaching the rudiments of the English language starting from the close environment of the students namely the school field. Interest in learning is immediate since the notions to grasp are at hand since they can be

⁸ Junior Secondary School (JSS) equivalent to 1er cycle in Beninese system of education students where spend 4 years at the JSS level

seen, heard, touched, felt, smelled. Sequence after sequence of learning situations students are expected to cover topics as featured in the following lines.

All through the textbook of JSS₁, the design is to train learners to master elementary English language items through the carrying out of activities related to the four main skills: listening, speaking, reading and writing. The concern for integrating these skills appears clearly in the succession of activities designed accordingly. There are no fixed patterns. One may go from speaking to writing, from listening through reading to writing or from listening to writing. See on the next page, table 1 of the Contents of the learning situations in Junior Secondary School (JSS₁).

Topics	Sequences	Functions	Structures
At school	Greeting & giving information about people	Asking & giving information about people	Punctuation capitalization spelling the alphabet cardinal numbers
	Classroom furniture	Identifying & naming furniture	Demonstrative. This / that Plurals of nouns Plurals of demonstrative
	Classroom objects	Telling the time	The possessive adjectives Cardinal number (continued) Prepositions of places
Family life	A family tree	Asking & giving information about people	To have (present simple) Present simple (ordinary verb) Possession (apostrophe +s)
	Parts of the body	Asking & giving information about the human body	The simple present
	Colours	Asking & giving information relating to colours	
	Clothes	Identifying & naming clothes	The present continuous
Social environment	Occupations	Asking & giving directions Asking & giving information about people's occupations	The imperative (positive & negative forms) Present continuous (cont)
	At the market	Asking & giving information about price	Regular & irregular plurals
	Merry Christmas	Expressing feeling & emotion	Frequency adverbs Ordinal numbers
Transport	Means of transport	Qualifying actions	Movement prepositions Adverbs of manner (reg / irreg) The simple past
	Going on holidays	Identifying & locating countries & towns Asking & giving direction	Comparative superiority (1) The simple present Asking questions Comparative superiority (2)

Table 1: Contents of the learning situations in Junior Secondary School (JSS₁), 6e

4.2.3.2. Programme contents and planning schedule of Junior Secondary School₂

In the students text book 2, the following learning situations are considered: leisure, our world, man and nature and talking about the future. These learning situations are presented below with their sequences, functions and the structures that they help to study. The table below presents all these in detail.

Topics	Sequences	Functions	Structures
Leisure	Holidays	Asking / giving / reporting information about the past-Expressing opinions	The simple past with Ago, For + duration
	Entertainment	Making suggestions How about + gerund What about + gerund Seeking information with How about / what about	Can / can't The gerund
	Games & sports	Making suggestions (revised) How about + gerund What about + gerund	The comparative of equality Word formation with suffixes the comparative of inferiority
Our world	In the village	Asking and getting information	The present simple + Adverbs of frequency
	In town & cities	Asking & giving directions making Requests...can / could you tell me...?	
	People & their nationalities	Asking for information	For / since + the present perfect
Man & nature	Our environment	Making suggestions	Adjectives in "Y"
	Health	Asking for / giving / information	Reg & irreg plurals Possessive adjectives
Talking about the future	Plans and predictions	Talking about projects Making suggestions	The future with "going to" + verb
	Talking about the weather	Asking and seeking information about the weather	The simple future Sequencing words: First / then / next / finally

Table 2: Contents of the learning situations in Junior Secondary School (JSS₂), 5e

4.2.3.3. Programme contents and planning schedule of Junior Secondary School₃ JSS₃

The student's textbook 3 is intended to consolidate the teaching and learning of the fundamentals of comprehension, vocabulary, language functions and structures that have already been taught in the first two years. It is believed that by the end of the third year at secondary school, students should have mastered the elements of techniques of comprehension and acquired the skill of continuously writing.

The book, unlike the others that preceded it, is divided into three learning situations and each learning situation contains three learning sequences. The topics once more explore quite interesting issues relating to the students everyday life. There appears in good place the concern for adopting healthy habits and mastering good hygiene rules. Equally dealt with learner's interest about knowing the world of communication and that of education as can be seen in the table underneath. See on the next page, table 3 of the Contents of the learning situations in Junior Secondary School (JSS₃).

Topics	Sequences	Functions	Structures
Health	At the hospital	Asking what's wrong. Expressing one's feeling	Simple future tense Simple present & frequency adverbs
	Common diseases	Warning sometimes	If-clauses (the first type)
	Health care	Making suggestions	Exclamatory sentences
Communication	How do we communicate today?	Asking / giving and reporting Information about the past	The simple past with Ago, For, If-clauses (the second type)
	At the post office	Making requests	The gerund
	What's on TV tonight?	Making requests (continued)	
Education	Young girls' education	Giving advice prohibition (forbidding)	Should / shouldn't, Must / musn't
	Students' problems	Apologizing	To have to
	Civics	Expressing gratitude	The passive voice
Advertisement	The ads on the advertising signs		
	Advertisement and its danger		

Table 3: Contents of the learning situations in Junior Secondary School (JSS₃), 4e.

4.2.3.4. Programme contents and planning schedule of Junior Secondary School₄

The student's textbook 4 contains four learning situations and each learning situation is made up with three learning sequences. The topics are the following ones: youth problems, food and health, natural disasters and cultural heritage.

The relevancy of the learning topics is discussed in the following lines.

i. Youth problems

Children are at major risk when they reach teenage. They therefore need to be given accurate information about the major challenges of their time: AIDS, sexually transmitted

diseases, unwanted pregnancies, buying, selling and using drugs, drug addiction, smoking, intoxication, mental disorders and social estrangement. It is important to help young ones avoid exposure to or adoption of risky life styles.

ii. Food and health

Man must eat to live. Most of the time, many people tend to take for granted that the food we consume is wholesome and healthful. But if one of our meals contains something harmful or were to lack important components, we could get seriously ill. How can we make sure the food we eat provides the quantity and the quality of nutrients our body needs?

iii. Natural disasters

Climate change and climatic disorders or climatic disturbances have a serious impact on people's life. Whole communities may brutally have to face increased storms. The immediate consequences are house and farms destructions, extinction of plants and animals, shifting agricultural zones and a threat to public health due to increased water stress and communicable diseases. All this requires from the individuals and the communities to develop the capacity to respond to significant challenges.

iv. Cultural heritage

People are generally proud of the various components of their way of life. But external influences tend to alienate them. It is therefore a historic duty to set to inform the younger generations as amply as possible about the past glory of their fatherland, people of immense prestige, and the treasures of history to help them cherish and preserve the cultural wealth of their native place. The table below presents the detail of the learning situations, the sequences, functions and structures.

Topics	Sequences	Functions	Situations
Youth problems	Sexually transmissible diseases	Expressing warning giving and accepting advice	The imperatives
	Use and abuse of drugs	Expressing prohibition	Reflexive pronouns because / so
	Youth duties	Expressing obligation and duty	Reported speech (recycling)
Food and health	Categories of food	Giving reasons	Ought to, oughtn't to, should
	Balanced and unbalanced diet	Expressing purpose	Either...or To make someone do something
	Diseases	Expressing concerns	Neither.....nor
Natural disaster	Drought	Asking and giving assistance	Quantifiers: A few / few, a little / little Quantifiers (continued) Many / Much, too many/ too much Neither do I / Neither am I. Formation of adjective with "ous"
	Floods	Expressing or acknowledging gratitude Expressing regret	Simple past and past continuous
	Volcanoes		So do I / and am I Can I / could I / May I/ Am I allowed to...
Cultural heritage	Heroes and history	Expressing complaints	Word order
	Tradition & culture		The simple past (positive and interrogative forms Use of interrogative pronouns: Word formation with suffixes
	Community life	Expressing feelings / emotion	Past perfect (use of when, after, already before,)

Table 4: Contents of the learning situations in Junior Secondary School (JSS₄), 3e.

Here is the end of Junior Secondary School JSS₁ to Junior Secondary School JSS₄ learning situations presentation.

4.2.4. Presentation of Benin senior secondary schools English language teaching and learning curriculum

Three forms are considered here: SSS₁ (seconde), SSS₂ (première), SSS₃ (terminale). At this senior level, students choose their one specialization called *série*. The choice of this specialization makes these students be either science or literature students. In Benin secondary schools the curriculum at the senior level has thirteen (13) different specializations. From SSS₁ (seconde), to SSS₃ (terminale) every student must maintain his specialization. So, at the baccalaureate level, different categories of students are evaluated. The evaluation system is regulated by Decree N° 2007 – 097 of 4th march 2007, as sub section 7 states as follows: candidates to Baccalaureate of senior secondary school examinations must choose at the moment of the registration between the different specializations séries⁹. The different forms curriculum are discussed below.

4.2.4.1. Programme contents and planning schedule of Senior secondary School SSS₁

The study programme in the first year of the second cycle contains six learning situations corresponding to six units selected in *Go for English seconde*. Their respective titles are: natural resources, the environment, sports, energy, health and water.

The relevancy of the learning topics is discussed in detail here.

i. Natural resources

In the last few decades as population growth has peaked and industrialization is flourishing, deforestation rates have reached the highest levels in history. Since tropical forests contain an estimated 50 per cent of the world's remaining

⁹ *Série*: in francophone system *série* is the category of course one is doing such as technical, arts, science, literature, etc. the chose depends on the subjects to select at the examinations.

biodiversity (plants and animal species), their destruction is particularly devastating. Africa is home to more than 50.000 known plant species, 1.000 mammal species, and 1.500 bird species. This diverse biological heritage is at risk in all sub regions. At the current rates of deforestation and in the absence of interventions, the last significant primary tropical forests could be harvested within 50 years causing irreversible loss of species. Because habitat destruction is the leading cause of species extinction, the loss of tropical forests is likely to lead to a substantial and irreversible decline in global diversity. One key to preserving remaining forests and biodiversity may be sensitizing people about the importance of forests and the need to safeguard them for present and future generations' vital needs.

ii. The environment

The link between natural resources and the environment is evident. Forest cover has been receding rapidly across Africa due to the unsustainable exploitation of timber reserves and unchecked agricultural expansion. High population density and widespread poverty are putting enormous stress on the environment. Large areas of many countries are prone to drought and desertification. In the same way thousands of hectares are affected by soil degradation, water and wind erosion, and excessive use of agrochemical fertilizers. Overgrazing of livestock is a major contributor to land degradation. Global warming may make Africa even drier in the future. This could seriously disrupt natural ecosystem and make food security a major problem. Something needs to be done beginning with communication and sensitization.

iii. Sports

Being in good physical condition is the primary way to prepare for future stress. Practicing sports produces a variety of benefits. The body runs more efficiently, providing one with more energy, with the heart and circulatory system running

more smoothly and making one able to bounce back from stress and illnesses more quickly. These days sports are not just recreational activities. They are now money making ventures for many people. There's a need to encourage local talents and give them golden opportunity to train as well as to compete to see how they could conquer the world. Sports and football in particular have the potential to unite a country, a continent, continents and people across different cultures. Learning about sports and sporting events particularly sharpens the conscience of individuals belonging to given communities and indicates the parts they are to play for the development of their communities.

iv. Energy

Modern civilization depends on a variety of energy sources for its very existence. Everyday we rely on fossil fuels in some ways to transport us to work, to cook our food, or to light, heat or cool our homes. Energy sources include firewood, charcoal, oil, gas, electricity, coal, biomass, as well as with longer life expectancies. Escaping poverty is not merely a question of finding ways to increase energy consumption, but of changing the kinds of energy used. Oil is very important in this modern world. When it is available, it is expensive to import. When it is lacking people have to recourse to other energy sources. With the prospect that reserves are becoming scarcer and scarcer, there's need to look for alternatives. Are such alternatives both available and affordable?

v. Health

Keeping fit and healthy depends on many factors among which we can distinguish water consumption. This economical system provides more than enough water for everyone on earth. It is not enough to get water for consumption. Water quality should be managed starting from the water spring. Basic hygienic precautions

should be taken around water sources and all along the itinerary water takes before it is consumed.

vi. Water

Water, tremendous water problems are plaguing mankind. There's need not to cross the aims and only wait for providence. Solutions should be imagined where water resources become scarce. People should learn not to depend solely on rivers, as it gets to dry out when the rainy season is over. Individuals or communities have imagined harvesting rainwater where it falls for immediate use keeping the rest for when the rains stop falling. Survival may be at that cost. The younger generations have to get acquainted with some such experiences in preparation for future development initiatives. See on the next page, table 5 of the Contents of the learning situations in SSS₁.

Topics	Sequences	Functions	Situations
Natural resources The Tai forest	Saying what a thing is used for Making suggestions Asking and seeking Information	Sentence pattern With used to / used to / used for	Words related to health Word formation prefix and + noun or adjective Noun + suffix =adjective or adverbs
The environment pushing back the desert	Making suggestions Expressing consequences with conditional sentences Giving news information	Conditional sentences (type 1) Present perfect active Present perfect passive	Vocabulary doing well / bad Forming nouns from verbs __+ tion: __+ ment
Sports Africa's footballers and athletes Africa Cup of Nations *	Expressing finished and unfinished actions Speaking generally and being specific Flashbacks: what happened?	Present perfect Past perfect Definite article, a few cases of article omission Past simple & past perfect	Words related to sporting events Prefixes under, over Prepositional phrases Nouns ending to : er / r
Energy	Describing actions Referring to the people and things	Adjectives participle or infinitive used as a noun Types of noun and ways of referring to them	Dimension, cause and result
Health	Talking about the present	Present simple Present continuous	Prefix: un Prepositional verbs
Water *	Talking about the present	Very, too, enough. Some intensifiers. Verbs used in simple Rather than continuous tenses	Nouns ending in Adjectives and participles followed by prepositions

Table 5: Contents of the learning situations in SSS₁, *Seconde*.

4.2.4.2 Programme contents and planning schedule of Senior Secondary School₂

The study programme in the second year of the second cycle features six learning situations corresponding to six units selected in *Go for English première*. Their respective

titles are: loved or exploited, computer magic, customs and traditions, anyone can succeed, getting a job, politics and elections.

The relevancy of the learning topics detail is discussed below:

i. Loved or exploited

Like any human being learners have rights. Some suffer from child abuse or trafficking; others undergo sexual abuse. It is important that children be shown compassion and understanding in the setting and in the community as a whole. Traumatizing children may bring to underline the rising generation's life prospects.

ii. Computer magic

The computer gives people especially young ones unprecedented access to information, which is a good thing if used responsibly, with sufficient supervision. Unsupervised internet use may expose young people to many risks. Clearly, youths today are exposed to pressures and problems unknown to past generations. Little wonder that many youths are acting in disturbing ways. There's need for reasonable limitations.

iii. Anyone can succeed

Life is even very difficult for some categories of people namely the poor, the uneducated, the womenfolk and the handicapped people. The barrier of literary, the discrimination against women and the defective physical features of the handicapped people may represent important obstacles on their way to personal development. Yet, determination and hard work helps socially diminished people to overcome their handicaps and succeed in life.

iv. Customs and traditions

Quite everywhere on earth seasonal events mark the life and history of the communities. These happenings commemorate different aspects of the culture and

the traditions of various people. Or national, religious, military or popular concerns, cultural and traditional celebrations are reminders of common glory and spirit.

v. Getting a job

Quite everywhere on earth the search for employment presents serious obstacles. Each year, for example, high school and college graduates flood the job market. Having a degree or a special training is no guarantee that one will find work in a chosen profession. Jobs often go to the most effective job makers. Qualified workers are often highly valued. Employers value employees with high ability to communicate well and work harmoniously with others. People who get the reputation as hard workers are more likely to keep their jobs.

vi. Politics and elections

Elections represent a way through which political power can be maintained or transferred in an orderly manner. Without regular elections, popular rule cannot exist. Citizens who wish to be elected and who have the moral and financial resources, have to declare themselves to members of their political parties and seek popularity. Thereafter electoral campaign is organized for people to elect the representative (s) of the nation. The process as described is not the same everywhere. But if citizens are free to vote for people of their preference, it is a success for democratic governance. See on the next page, table 6 of the Contents of the learning situation in SSS₂.

Topics	Functions	Structures	Lexis
Loved or exploited	Expressing obligation and unnecessary action Expressing contrast	Should or ought to shouldn't, oughtn't to The use of some linking words	Words related to children's right and abuse Expressions used when arguing Words to introduce arguments
Computer magic	Expressing past habits A greeting and disagreeing	The reported speech	Vocabulary : a few words relating to the use of computer
Anyone can succeed	Referring, using pronouns Expressing condition unless / otherwise	The idiomatic use of make and do pronouns	Words related to different kinds of trade and banking
Customs and traditions *	Expressing frequency, degree, manner and place	Placing it group of adjectives in the right order	Words relating to traditional events, special clothing, and parade etc.
Getting a job	Expressing necessary what you have to / ought to do predicting progress	To have to / must / ought to / should /need Future perfect & Future perfect continuous	Words relating to occupations, working conditions & job application
Politics and elections *	Expressing past time Apologizing and accepting apologies	The practice of some phrase verbs	Words relating to politics and elections etc.

Table: 6 Contents of the learning situation in SSS₂, *Première*.

4.2.4.3. Programme contents planning schedule for Senior Secondary School₃

The study programme in the third year of the second cycle features six learning situations corresponding, to six units selected in *Go for English terminale*. Their respective titles are: the world's a family, styles and health, helping each other, whose English, success in business and education.

The relevancy of the learning topics detail is here discussed.

- i. **The world's a family** (See *Go for English terminale*, unit 2).

The texts in this learning situation help students to think and discuss about questions of race. They aim at learning to promote tolerance and to fight racial intolerance. Once community members understand the catastrophe impact of conflicts opposition and were on making in general, they are expected to show wisdom.

ii. The lifestyles and health (See *Go for English Terminale*, unit3).

Not all human beings enjoy a stable or a sedentary type of living. Nor do they adopt the same living habits. Many people the world over belong to nomadic traditions and therefore move from place to place for economic and social reasons. Many people also become jobless and homeless and take to living in the open. Anyway, social conditions determine people's life style. The way people live also has a direct relation with their health quality.

iii. Helping each other (See *Go for English terminale*, unit 3).

For people the concept of helping each other is central to the harmonious existence of mankind. Every single inhabitants.of planet Earth needs to learn to give his likes a helping hand when necessary.

iv. Whose English? (See *Go for English terminale*, unit 6).

Up to now no other language has ever marked the history of mankind and the life of people all over the world than the English language. Individuals and communities on all continents on earth use English as a means of communication and professional tool. That's why English has been qualified as the language on which the sun never sets. The development of English has operated to each an extent that other languages are threatened in their very existence. This study will once more testify of the widespread use of English.

v. Success in business (See *Go for English terminale*, unit 11).

Being creative is crucial and central to the development and expansion of business. One may start from inherited resources or acquired ability. What matters is to call on one's creative spirit and set up a relatively solid or encouraging basis for the chosen activity before soliciting external resources. The manufactured goods once recognised as good quality products can advertise for themselves. But one may need advertisement for more people to get interested and help expand the market.

vi. Education (See *Go for English terminale*, unit 12).

In the modern world, the demand for education is enormous and fast growing. People are especially hungry for higher education because of their intense desire to hold honourable posts in their society and to enjoy the teaching and learning attached to such posts. Unfortunately, the educational system acts as a filter. It is highly selective then and there is a high price to pay to be able to pass the filter. Moved by the quest for social condition improvement and mobility, individuals, their families and their community are ready to pay the price for personal development. See on the next page, table 7 of the Contents of the learning situation in SSS₃.

Lerning situations	Functions	Structures	Lexiss
THE WORLD'S A FAMILY No biological basis for race Examples of racist behaviour and conflict Civil Rights Movement Mother Theresa of Calcutta	Referencing	The relative clause Revision of "where clauses"	Words for groups
LIFESTYLE AND HEALTH New Age travelers and gypsies Heart disease Health risks of smoking	Defining (revised. P.43) Adding more information	Past participle; present participle; contact clause.	Vocabulary accepting and rejecting.
HELPING EACH OTHER Lake Nyos disaster. Emergency aid. Health aid. Eyes operation by Orbis Médecins sans frontières.	Expressing contrast and addition	Complex noun phrases (Example, P. 70:A satellite transmission device) Active and passive forms	Vocabulary :Word formation. Contrast and addition.
WHOSE ENGLISH? People who use English History of English language. Poem by Benjamin Zephaniah English as a threat to small languages. Speech by Nelson Mandela. *	Expressing: 'It doesn't make any difference' Seeking more information	What / where / who/ how / which / when/ + ever = No matter / what, where, who, how, which, when... Direct and reported speech.	Varieties of English
SUCCESS IN BUSINESS A metal – forging business. Starting your own business.	Describing an activity with participles. Reporting progress.	Tenses used reporting progress.	Vocabulary: Word formation – ee, er. Vocabulary: business. Vocabulary: phrasal verbs.
EDUCATION Making a school in Johannesburg. Education in Korea. Open University. Higher Education in Africa *	Qualifying with emphasis	Conditional sentences (pp.177-178)	Vocabulary: phrasal verbs. Vocabulary: Buildings and ruins.

Table 7: Contents of the learning situation SSS₃, *Terminale*.

* In the second cycle i.e. SSS₁ to SSS₃, the learning situations with a star (*) are not covered in the scientific classes (C & D). The literary classes (A & B) learn all the six.

4.3. Problems of the curriculum of English teaching and learning in Benin.

The major problem of the curriculum of English teaching and learning in Benin is that the use of audiovisual aids is not clearly featured. The programme from JSS₁ (6^e) to SSS₃ (terminale) does not clearly present audiovisual aids as tools of work in the process of teaching and learning. The usefulness of a language laboratory, radio, television, internet, over head projectors is not highlighted.

In the oral communication sequences, teaching and learning, it would have been better that the programme of study that is the curriculum takes into consideration language acquisition devices (LAD). The use of these devices will be very helpful to both teachers and students as a social phenomenon. Tanko (2009:335) states that « language is a social phenomenon whose form is in a large measure determined by biological factors. Learning, she added, is entirely the product of experience and that our environment affects all of us in the same way. » I observed that everybody has an initiative language learning audiovisual equipment which can be called language acquisition device (LAD). In Benin secondary schools, if the use of audiovisual aids is clearly stated in the curriculum, students will practice correctly what they have learnt. And by doing so, the English language will be better taught and learnt through the machines communication that will reinforce the learners' performances.

Ajewole and Owolabi (1999:2) are of the view that « most communication among human beings are by means of spoken and written words. If the communication is to be effective, it is essential that the person involved share a common understanding of the meaning of the words and the concepts the words represent. »

The Second World War created the necessary awareness in science and technological development. There after emerged a rapid changing society where learning and teaching

take a great part in the use of audiovisual aids for effectiveness of the outcome. Most of the teaching and learning process across the world is based on the use of audiovisual aids as the curriculum is also oriented to the technological approach for rapid learning and high free teaching. A good curriculum design is at the centre of all these.

In Benin teacher's training schools, the absence of teachers training for the use of audiovisual aids in the classrooms is not a helping matter. The educationists particularly, sociologists, psychologists, languages and sciences educationists, education managers, planners and curriculum specialists must get together in proposing a better curriculum that may take into account the use of audiovisual aids in Benin secondary schools. The use of the audiovisual aids alongside with the books is recommended.

One of the problems that secondary school curriculum is facing, is the quality of books, the teaching approach in the books and the unavailability of library for students to read different books so as to enrich and to widen their knowledge horizon. Total absence of specialized English book shop in the country is another problem that must be addressed because curriculum is the key to the door of better education. The government must give good orientation to financing curriculum that will suit the purpose of better learning as well as teaching, and where effective evaluation takes place.

4.4. Conclusion

In Benin secondary schools there is need to revise the curriculum of English language as to introduce and give room to the use of audiovisual aids. This will enable both the teachers and the students to learn English language hitch free. A curriculum cannot be regarded as fixed for all times. It should be a matter of constant experimentation with a view of revising it from time to time according to changing needs. The bounds of human knowledge are constantly expanding and, therefore, it is essential to go on examining and evaluating the contents of the curriculum, adding to it significant new items and weeding out

from it whatever has ceased to have direct significance for the pupil and his / her immediate and future life.

The greatest need in the direction of curriculum improvement is that research scholars in this field of curriculum development should also work with the teachers who have the responsibility of translating their findings into a school curriculum. Unless this is done, the process of reacting will continue to be aimless.

A curriculum opens room for effective use of audiovisual aids in all subject-matters, generally and particularly in English as a foreign language teaching and learning in Benin.

English as a foreign language curriculum, as it is implemented in Benin secondary schools, has been discussed and the audiovisual application as well as its usefulness inverted for that language teaching and learning. Language education has been described as the teaching and learning of language so that learners may understand it sufficiently to enable them undertake a course of study in any field in that language. For instance, the English language education is the teaching and learning of the English language with the aim of developing oral and written competence of the learner in the language. The use of audiovisual materials and equipment reinforces the teaching and learning in the manner that their aids facilitate the processes. It makes curriculum implementation easier.

The role and importance of audiovisual materials and equipment in the teaching and learning of English as a foreign language need to be taken seriously since English language has been adopted as Beninese Second Language. The English language education therefore should always appropriate language teaching methods that are receptive and responsive to the changing world of the learner. One practical means by which this can be done in the days of globalized world is the adoption of improved audiovisual materials and equipment.

Chapter Five: Research methodology and data collection

5.0. Introduction

This chapter deals with research design, population, sample and sampling techniques used in the study. It also deals with the instrumentation and validation of instruments used as well as procedure for their administration. Methodology means the aggregate plan by which one intends to carry out a research work. It is the basic conceptual framework on which the whole research is based. As such, each step in the plan, the material or subject to be used, the relevance of that particular plan as well as the participants in the research and the various research instruments. Also, research methods are usually chosen based on the nature of the problem to be investigated and the relevant data to be collected.

This chapter stands to collect data for analysis as to find out through survey research and random sample and sampling methods, the effectiveness of the use of audiovisual aids in Benin secondary schools.

5.1. Research Design

The study was conducted with secondary school students across the country, randomly selected from all the schools. All the students study English language in various schools from JSS₁ to JSS₄. Since the study aims at finding the language of the use of audio visual aids in Benin three secondary schools, their views were targeted. Students were told that their participation was voluntary, they could withdraw at any time, and their responses were meant for research purposes and were not related to their evaluation process. 1050 questionnaires were distributed to both teachers (300) and students (700); questionnaires were effectively collected but 50 were not returned. Survey research design was used to carry out the study. A questionnaire was designed. The questionnaire was designed to elicit certain information about the availability of Audio-visual equipment and materials and effective use in their school.

The unique questionnaire for teachers, students and authorities from 5 to 10 schools has helped to know the availability of audiovisual aids for their administrative work as well as the teaching of English as a foreign language.

The questionnaire was also used to find out information related to teaching and learning in the thirty (30) schools chosen for the study.

5.2. Research questions

The research questions are based on the constructive questionnaires as well as the interview package put in place. The aim is to gather maximum information on teaching and learning procedures as approved by the government of Benin through the ministry of secondary school education. The research questions are constructed to measure, access and collect useful information for their analysis.

5.2.1. Questionnaires and interview

This research work provided questionnaire distribution for the data collected from 30 secondary schools in Benin. The questionnaire distribution approach helps to collect information that will be analyzed as to produce result on the effective use of audiovisual aids in Benin secondary schools. To achieve this goal, the data collected that is the information will be transformed into numbers or quantitative data by using the attitude or rating scale techniques or by counting the numbers of respondents who give a particular response, thus generating frequency data. In this research work, the respondents were teachers and students that supplied useful information that I quantified and analysed.

The interviews were also carried out as to complete the data collected from the questionnaire. Life actor personalities and widenesses accepted to give information on the teaching and learning English in Benin from the beginning to date. Such personalities are most of the professors of English department of University of Abomey-Calavi.

5.2.2. Question and answer

Yes or No form of answer was requested from the respondents. The questionnaire sheet of the teachers was different from the one of the students. Apart from the availability of audiovisual aids in different schools visited, questions to appreciate teaching were different from questions to appreciate learning. The teachers' questions were oriented towards training on the use of audiovisual aids to teach and the administrative procedure to make audiovisual aids available to teachers. Student's questions help to get necessary information on the usefulness of audiovisual aids to their performance.

5.2.3. Questionnaire construction

The questionnaire is divided into two parts: the first questionnaire is for the teachers and the second one is for the students; each questionnaire sheet has ten different questions. The content of the questionnaire can be seen in the appendices.

(i) Teachers questionnaire sheet (see appendix 1)

Ten questions were addressed to the teachers through a questionnaire established. Ten teachers received the questionnaire sheets per school. In all, 30 schools were visited across the country.

In the first question: "Is your school public?"; my aim by asking this question is to establish the difference between the schools that get public financement and funding by government and the private schools that are financed by the private promoters.

In question 2, I try to find out the availability of the audiovisual aids in the schools. In question 3, I found out from the teachers whether they use audiovisual materials and equipment effectively to teach English as a foreign language.

Question 4 deals with teachers' competences on how to operate audiovisual devices that is equipment to teach English.

The question 5 addressed to teachers is to find out whether the English teachers in Benin secondary schools are trained to use audiovisual aids.

Question 6 deals with availability of Language Resources Centre in Beninese secondary schools educational district (*Circonscription scolaire*).

In question 7, I verified if the teachers like to teach English language in the schools with the assistance of audiovisual aids.

Question 8 is to found out if the teachers have access to internet in their school.

In question 9, I asked the teachers to say if internet is useful to them as an English teacher.

Question 10 gave necessary information on audiovisual aids contribute to efficient teaching of English language.

(ii) Students questionnaires sheet (see appendix 2)

Ten questions were addressed to the students through a questionnaire established. Twenty five students received the questionnaire sheets per school. In all, 30 schools were visited across the country.

In question 1, addressed to students, that is “Is your school public?”; by asking that question, I established the difference between the schools that are public and getting public funding and the private schools that are funded by the private promoters.

In question 2, I try to find out the availability of the audiovisual aids in the schools. In question 3, I found out from the students whether they use audiovisual materials and equipment effectively to learn English as a foreign language.

Question 4 deals with students’ ability to operate audiovisual devices that is equipment to learn English.

The question 5 addressed to students, is to find out whether the English students in Benin secondary schools effectively used audiovisual aids to learn the language.

Question 6 deals with availability of Language Resources Centre in Beninese secondary schools educational district (*Circonscription scolaire*).

In question 7, I verified if the students like to learn English language in the schools with the assistance of audiovisual aids.

Question 8, is to found out if the students have access to internet in their school when this facility is available.

In question 9, I asked the students to say if internet is useful to them as an English students.

Question 10, gave necessary information on audiovisual aids contribute to efficient learning of English language.

5.3. Research population (see appendix 3)

The target population of this study is teachers and students of the secondary schools across the country in Benin. These schools are situated in Departments and cities of the country. The table in appendix 3 shows the location of these schools.

5.4. Sample and Sampling procedure

The whole Republic of Benin Educational system particularly the sector of English as a foreign language teaching and learning is concerned with the research work, but the thirty (30) secondary schools mentioned above are samples of the study. In each school visited twenty people were given questionnaires. These questionnaires were addressed to teachers and students of the schools. The total sample used in the study is 1000 that is 35 questionnaires sheets were distributed per school where students got 25 and teachers got 10. As thirty (30) schools were visited, making the questionnaires distributed in the schools 1050. An average number of two (02) schools were considered per department. The twelve (12) departments of Benin were visited. It should be noted that five schools were considered in Littoral department, four schools in Ouémé department and three in Borgou department, while two schools are considered in each of the nine remaining department.

5.5. Data collection procedure

A questionnaire was developed to measure efficiency and learning attitude of the learners, and use of audiovisual aids. The last item was an open ended question to record the opinion of learners regarding the use of audiovisual aids in an English language teaching classroom. I personally visited the schools to interview the informants. The questionnaire was used to elicit general but very relevant and useful information about samples, schools, qualification of English as a Foreign Language teachers as well as students. All of them were asked to give information about twenty (20) questions, where there are ten (10) on the teachers questionnaire sheet and same on the students one.

The school authorities gave necessary assistance and the instruments were administered in the schools visited. Thirty five (35) questionnaire sheets were distributed per school; ten (10) to the teachers at all levels and twenty five (25) to the students per school.

As to enrich the data collected, I consulted methods of teaching manuals, titles of books, dissertations, journals, articles, and so on, dealing with language teaching, particularly English as a Foreign Language teaching and learning with audiovisual aids. Learning psychology, syllabus design and other related titles were listed down for consultation for data collection. Places visited are the libraries including National Library and National Archives, both at Ouando, Porto-Novo, the library of *Ecole Normale Supérieure (ENS)*, in Porto-Novo; the Library of the American Cultural Center in Cotonou, the *Faculté des Lettres Arts et Sciences Humaines (FLASH)* resource centre at *Université d'Abomey-Calavi (UAC)*. I also visited libraries at the University of Ibadan, University of Ilorin and Lead City University in Nigeria. Apart from library research, the Internet too constituted a source of information through the numerous websites I consulted.

The data found and collected at the various places were carefully read to gain an in-depth knowledge of the related literature to my topic. Before undertaking the class observations, I obtained an official authorization from in the principals of the different

Secondary schools visited across the country. All the teachers and learners of the schools visited welcomed me and filled in appropriately the questionnaires that have been distributed to them.

During the presentation of the authorization note to the director and teacher of the school, an informal meeting was held with them to brief them on the objective of the observation. It was with enthusiasm that all the teachers, both in public and private schools, accepted to be observed when they were told that it was for research purposes destined to help to improve the teaching and learning of English at the secondary schools with audiovisual Aids. They even considered it as an opportunity to have a feedback on their performance in order to better their English teaching practice.

Classroom activities observations were part of the research method. Anytime I visited a class for the first time the students were restless, probably because of the presence of the stranger that I was. To avoid this, I tried to integrate the class by joining one of the groups during group work; clapped and sang with them. This helped to make my presence less remarkable. I listened and observed attentively and took notes. The teachers taught with confidence and enthusiasm and tried as much as possible to follow the pedagogic directions suggested in the programmes of study. The students too showed great interest in the lessons, always eager to speak the language.

The interviews I carried out were done with teachers who attended secondary school in the late forties when English was first introduced into the country's educational system as well with those of the fifties, sixties or seventies. They were asked to recall how they were taught English at secondary school, talk about the content of the text-books and the changes that have so far occurred. I also asked them to give their opinions on the idea of the teaching of English at the secondary schools level in Benin.

Throughout my research work, I also discussed informally on language teaching and learning issues with some parents and students. The data collected from the thirty (30) schools visited were considered to construct tables for the analysis.

5.7. Method of Data Analysis

In this study, I follow Kochhar (1985; 1997; 2007) to discuss practical techniques of using audiovisual aids in language education. Kochhar's major theory is that modernization of teaching should be done by the use of audiovisual aids. For him both teachers and students must see audiovisual aids as a great value to their teaching and learning process.

Both quantitative and qualitative methods were used to gather data from the students. The data obtained from the questionnaires were quantified. Tables were drawn. Twenty tables were drawn and percentage method was used to analyze the data. Under the table, an explanation will be used to discuss and to analyze the collected data. An explanation will also be given showing the number of respondents who said "Yes" and "No" to a particular question. A study is classified as qualitative if the purpose is primarily to describe a situation, phenomenon, problem or event; the information is gathered through the use of variables or measured on qualitative measurement scales, and if analysis is done to establish the variation in the situation or problem without quantifying it. Qualitative studies tend to be more "in-depth", focusing on a smaller population but probing deeper into a given problem.

This research is often associated with focus groups, interviews or surveys and seeks to answer open-ended questions. Thematic and content analysis are two methods used to analyze qualitative data.

« Survey method is very good in studying large population » Gankpé (2012). The survey method consists of series of questions administered to people to which they respond.

The purpose of survey is to assess general opinions, attitudes or dealings on a particular issue. People are chosen to represent larger populations with series of questions asked.

Questionnaires are sets of questions of statements with options for responses by respondents; interview is simply a face-to-face interaction. It entails question and answer sessions during which the interviewer or the researcher is able to make adequate inferences from the interaction and whatever transpires between him and his client.

5.8. Hypotheses

Twenty (20) hypotheses were used to carry out the analysis. Each question out of the twenty gets one hypothesis for better analysis of the research work. Among all the twenty hypotheses, three major one were identified. The hypotheses help to successfully carry out the data analysis.

5.9. Conclusion

The survey method as well as the random sample and sampling technique method help to carry out the data collection, their analysis and interpretation of the findings.

This study accessed the effectiveness of the use of audiovisual aids in the process of teaching and learning English as a foreign language in Benin secondary schools. Teaching media is a means of enhancing teaching as well as learning in schools. The results of the study revealed that the use of audiovisual aids in Benin secondary schools is a good method that enhanced students' cognitive ability to speak the English language properly taken from the sounds produced by the tapes used. Efforts should be made, I recommend, intensifying the use of audiovisual aids in teaching and learning of English as a foreign language in Benin.

Chapter Six: Planning the use of Audiovisual Aids in the teaching and learning of English as a foreign language in Benin

6.0. Introduction

Decision making in the planning for the use of audiovisual aids in the secondary school is very important as the devices to purchase must have been planned through a budget. Training the teachers to master the use of the devices and materials is also an important decision that the government and school authorities must take. This also takes into account the introduction of the audiovisual aids to students so that they are conscious of their importance and usefulness to them. Training them to manipulate the devices is necessary.

Planning Audiovisual Aids use in the teaching and learning of English as a foreign language is the necessary strategies put in place in advance to tackle and properly handle each of the processes involved in the effective use of audio-visual aids in the teaching and learning of English as a foreign language. The planning must involve the key holders of the teaching and learning activities in Benin secondary schools. The government, the parents, the teachers and the students all have a role to play in the planning process. The absence of electricity, the audiovisual devices or even a teacher to properly handle the devices in school is a great handicap to the effective use of audiovisual aids in the English language classroom. Thus, a good planning must implicate the following educational actors: the government, school authorities, teachers as well as the learners.

The government, through its educational policy, should make sure that the curriculum provides a room for the effective use of the audio-visual aids so as to modernize the teaching and learning enterprises. Provision must be made for the availability of audio-visual aids.

The school authorities must establish a good policy of handling the existing materials and equipment. Provision of a language resource centre for example where materials and

equipment are kept is a good thing. A training programme should be organized for the teacher to properly handle the audiovisual aids put at their disposal.

The teachers must handle audiovisual aids with care so as to benefit from it for a long period. They must not have any complicity in handling the aids. Their objective should be only teaching students and not using the devices put at their disposal for another selfish use. Only educative films, songs, poems, texts are to be used in the class. Their training must be based on this due to the usefulness and appreciative assistance of audiovisual aids in language teaching and learning.

The learners have a great role to play in the effective use of audiovisual aids. They must be active participants. Concentration in the class as to listen to the devices playing a tape, compact disk or digital video education films is one of the roles. They must also have access to the machines i.e. the devices for practical purposes. They must record and replay whatever the teacher has given them for rehearsal at home. Above all, a good plan must be put in place as to facilitate the work of teachers as well as the process of learning through planning of the use of audiovisual aids.

The chapter aims at discussing what planning stand for in educational environment and particularly the usefulness of audiovisual aids planning for its better use in Beninese secondary schools. The planning is centered on the stakeholders such as the government, the school authorities, the teachers and the learners. The chapter proposes the avenue by which a good planning can be achieved as to create in Beninese secondary schools a good atmosphere for both the teachers and the learners. The planning system should be such that the teachers and the learners can have in their school, a place like an audiovisual centre, a language laboratory or at least in the local education area a language resources centre where learners can practice what they have been taught.

6.1. Concept of Educational planning for the use of audiovisual aids in Beninese secondary school

As stated by Olagboye (2004:259) « Education planning can be defined at the planning of the activities to be carried out in an institution / organisation such as schools, educational sector. » Combs (1970:232) views educational planning as: « The application of rational, systematic analysis to the process of educational development with the aim of making education more effective and efficient in responding to the needs and goals of its students and society. » For Agabi (1995:19), « educational planning is the rational and scientific process by which a given society consciously directs its future actions in education with a view to optimizing available resource use in the pursuit of desirable educational goals. » In any human endeavours there must be a planning. In the process of providing audiovisual aids for effective teaching and learning in Benin secondary schools, planning is very important and all its aspects must be explored.

Further to the definition of planning early supplied there are some key planning elements like, rational decision-making, future actions, goal attainment and resource use optimization, has answered the basic planning questions of what needs to be done (pursuit of desirable educational objectives), how it is to be done (rationally and scientifically), when it is to be done (future), who is to do it (society) and with what (available resources). So, it is important to note that educational planning takes into consideration, pursuit of desirable educational objectives rationally. But it is necessary to discuss types of educational planning as there is much specificity. Here are the types of educational planning applicable to the use of audiovisual aids in teaching and learning English as a foreign language in Benin secondary schools for example.

6.2. Types of Educational Planning

The development of education in Benin is the responsibility of the three (03) Ministries in charge of education which adopt diverse approaches in planning the various

aspects of education while essentially conforming to the two basic planning types (strategic and tactical or operational planning). Four main approaches to educational planning have been identified by Adepoju (1998:22) as follows: «Time horizon, time dynamism, level or Scope, and extent of government involvement. » Each of these four main approaches to educational planning has a great role to play in the use of audiovisual aids in teaching and learning English as a foreign language.

6.2.1. Time horizon planning

Time Horizon Single-use plans which cover time periods ranging from one to twenty-five years come under time horizon educational planning. Thus, time horizon educational planning produces plans which could be short-term (1year), medium-term (2-10 years) or long-term (10-25 years). During this period of time, a plan can be made to purchase audiovisual materials and equipment as to give little satisfaction to the learners in term of acquiring practical knowledge in English language through these devices; the government, the school authorities and the parents must work together for the success of this project of short-term, medium-term or long-term. It is regretful to note that planning particularly educational and especially audiovisual aids planning in the most important thing that is lacking in Benin educational system. The educational unionists and school authorities as well as the government must make together a good planning for achieving this goal

6.2.2. Time dynamism planning

Time Dynamism is Single-use plans which are also time – bound but which have either fixed or rolling terms are the outcomes of time dynamism in educational planning. Fixed-term educational planning is that which schedules fixed successive terms of say, three, four or five years within which certain set educational targets are to be achieved. In contrast, rolling term educational planning is that in which uncompleted tasks, chiefly capital projects, are rolled over from on fiscal year to the next until the tasks or projects, are

completed and new tasks substituted. Thus, in fixed-term planning, all tasks are expected to be completed within a fixed time period where a rolling-term planning emphasizes annual revision and updating of the plan which is usually the development plan in the form of capital budget. This approach of educational planning system is applicable to the purchase of audiovisual devices and also the spare parts to refrain damage audiovisual devices. The approach is also suitable to the purchase of consumable materials such as CD, markers, posters, wires, sockets, and so on. Specific budget must always be available for the maintenance of the devices and the replacement of damage materials annually since school means nine months and three months roughly is the holiday time. The fund budget must be made available for either the teaching of the school or the teacher in charge so that during the running year, students will not suffer from the damaged materials or devices when ready to practice the language they are learning .

6.2.3. Level or Scope planning

Level or scope educational planning, when classified according to its coverage or level at which it is carried on, falls into two basic categories: micro-educational planning and macro- educational planning. As the term implies, Micro-educational planning, is carried on at the Local Administration area or institutional level. On the other hand, Macro-educational planning embraces all planning activities that are carried out at the departmental and national levels. Macro- educational planning is like a synonym for strategic planning since they are both carried out at the top management level. Similarly, micro- educational planning is equivalent to operational or tactical planning done at lower levels.

6.2.4. Extent of Government Involvement planning

Extent of Government Involvement Educational planning is a major plan in national development planning by which governments make deliberate efforts to catalyze the process of socio-economic development. However, the extent of these government

efforts as they relate to educational planning and indeed, development planning, varies from country to country. Hence, educational planning can be classified into the following four categories based on the extent of government involvement: Laissez-faire, indicative, incentive, imperative. All these four educational planning extent of government operational approaches are very important in the planning system and they play a particular role in term of assessment of the planning

So, it is very important to note that educational planning takes into consideration desirable educational objectives rationally and scientifically for future by the society considering the availability of resources.

6.3. Objectives of Educational Planning

Here I discuss the objective of educational planning vis-à-vis the use of audiovisual aids in teaching and learning English as a foreign language. The most important issue in educational planning is the fact that resources that are available for education, and indeed for the successful execution of any human endeavour whatsoever, are very limited. Consequently, activities directed at their use need to be carefully and rationally designed in order to avoid wastage and maximize the benefits that will accrue from such use. Thus, the purposes or objectives of educational planning are based on these realities that include, according to Agabi (1995:25), «ten main objectives or realities. » In any educational process of learning these ten realities or objectives are to be taken into consideration. » Agabi (1995:26) identified these ten main objectives as follows:

- 1) The establishment of educational goals and objectives and activities for achieving them is an important thing in school management. Here the goal is to make students learn English language appropriately through the use of devices.

2) The rational allocation of scarce resources required for education to satisfy as far as possible the various competing demands; making the resources financially human to be available.

3) The determination of space, personnel and materials required to achieve educational goals; identifying a classroom where facilities are made available for the achievement of the goal.

4) The harmonization of interests and demands of stake holders (students, parents, employers of labour, governments, institutions of learning, and so on.) with those of the society in terms of needs, capacity and constraints. Protecting students by showing them only educative films that are useful to them and not films that will destroy them,

5) The channeling the efforts and activities of the operators of the education system toward the achievement of set educational goals,

6) The collecting, analyzing and interpreting of data and information on the education system;

7) The insurance of adequate investment in education;

8) The avoidance of resource wastage/enhancement of internal and external efficiency in the education system;

9) The enhancement of educational growth and development;

10) The facilitation of the production of skilled manpower required by the economy.

At this junction, it is important to note that objectives of educational planning can also be limited to availability of resources and needs. The public school authorities and the private school proprietors must equip the schools appropriately.

6.4. Sources of Educational Data Collection in Educational Planning

Educational institutions are the basic source of educational Data collection based on their records which must be properly kept. Educational institutions, in order words, are

the units of educational data. Data from educational institutions are usually assembled and collated, first, by umbrella parastatal organizations and then by the ministries and their departmental offices of education where they are nationally collated for use and dissemination. For example the planning of the use of audiovisual aids across the countries is a policy that can not be applicable without the collection of effective data that will guide the school authority to know the number of school across the country, the number of audiovisual aids that can be purchased and used in the whole country.

Apart from these educational sources, there are other government directorates, offices and agencies which are veritable sources of data required for educational planning. So, for sources of educational data collection, two categories of sources exist and there are as follows: educational Sources, non-Educational Sources

6.4.1. Educational planning sources of data collection

Educational planning sources of data collection are as follows:

- Ministries of Education (primary, secondary and higher) and their parastatal organizations.
- Departmental Education Directorates
- Local Administration (*communes*)¹⁰
- Individual Educational Institutions
- Examination Bodies (DEC and DOB).

6.4.2. Non- Educational Sources of educational planning data collection

Non-educational sources of educational planning data collection are administrative structures, professionals, associations and even students. In Republic of Benin, the following

¹⁰ Commune : Local Administration that is Town Council

structures can be identified as non-educational sources of educational planning data collection:

- National Institute of Statistics (INSAE¹¹ for example)
- Local Administration, Town councils statistics offices
- Ministry of Planning and development
- Professional Association of Teachers
- Students professional Associations
- Manpower Planning Board
- Ministry of Finance and economy
- Central Bank of West Africa States,

No doubt, that all these institutions are very useful to educational planning and the use of audiovisual aids for teaching and learning English as a foreign language.

6.5. Educational Planning Methods

Educational Planning Methods is necessary for effective educational planning as the methods determines the quality of the plan established or produced. The approach is also another important factor in educational planning. For Agabi (1995), «There are three basic techniques or approaches available for the planning of education, the fourth method being an aggregative or synthetic approach as follows: social Demand Approach (SDA), manpower Requirements Approach (MRA), rate of Returns Approach (RRA), Synthetic or Aggregative Approach (SAA). » Each of these educational planning methods plays a particular role in the process of educational planning.

6.5.1. Social Demand Approach

The Social Demand Approach (SDA) is an educational planning technique which requires that educational authorities should provide education for all those who wish to

¹¹ INSAE: *Institut National Statistique d'Analyse Economique* (National Institute for Statistic and Economic Analysis).

attend schools and who are likely to benefit, and are qualified and able to do so. Viewing education as consumption good like beer, sugar or such other consumption goods, the approach regards educational expenditure as consumption expenditure rather than an investment. Based on this notion, the approach assumes, among other things, that:

- Government has to provide education for all those who need it and who are qualified for it at all levels;
- The demand for education will also have the ability to pay for education designed for them;
- Education provided for the people will confer social and economic benefits.

Social Demand Approach (SDA) requires that demand for education should be met by planning to make facilities available to all those who want it. The basic technique of SDA therefore is to extrapolate or project the trend in enrolments at the desired level of education on the assumption that the price of education will be constant.

Education and demographic data required for the effective application of the formula include, most importantly, data on past demographic trends and birth rate projections, enrolments by grades and age, migration of children of school age population in and out of the state or country, and dropout rates Umokoro, (1983:30), «the approach is most often used for planning primary and secondary education where data on transition rates from the first to the second levels are important. » When applied in the planning of tertiary education, which is very rarely, SDA relies heavily on data on transition rates from the secondary level as well as the progression rates (repetition, promotion and dropout rates). However, its use has often been restricted to be planning of primary and secondary levels of the education system. This notwithstanding, the approach does have its merits, besides its attraction to vote-seeking politicians in the developing countries like Republic of Benin.

SDA allows for the provision of education for a large segment of the school age population, thus facilitating the achievement of equality in educational opportunities and

increasing literacy levels. By making education available to a large number of citizens, the approach reduces social tensions and income gaps created by inequalities in educational access. Moreover, the approach is the least complicated among the available educational planning methods.

Despite these strong points, SDA has its weaknesses. For example, it is difficult to use in countries where educational and population data are lacking, incomplete or inaccurate. The approach requires planning data which are timely, accurate and adequate. Where such planning data are lacking, the use of SDA usually leads to a great deal of underestimations in the number of teachers and classrooms required, and even in enrolment projections, for its effective implementation. Further, the technique wrongly assumes that the price of education as well as the rates on which most of its projections are predicated is constant variables, which they hardly are.

Another faulty assumption is that the supply of education creates its demand whereas there are certain factors which influence demand for education. For example, it has been observed that economic pressures have in recent times influenced the early withdrawal of boys from primary and secondary schools in Benin, especially in the northern part of the country. This phenomenon is resulting in decreasing enrolments at these levels of education.

Furthermore, because of its political underpinnings, SDA usually gives little consideration to financial constraints in providing education for all those who demand for it. Above all, SDA pays little attention to the issue of quality in education.

6.5.2. Manpower Requirements Approach

The Manpower Requirements Approaches (MRA) is essentially a forecasting technique used in estimating the quantity and quality of skilled labour needed in the economy at a future date. The approach attempts to forecast the future requirements for educated manpower. Thus, the purpose of manpower planning include, among other things,

the elimination of labour shortages and surpluses, the efficient allocation of labour resources and the development of appropriate educational programmes aimed at producing essential labour skills. According to Olagboye (2004:235), « Manpower Requirement Approach (MRA) is an approach often adopted as an educational planning tool by any government that wishes to link the development of its educational system to the demand for educated manpower by the economy.»

In this way, educational planning is integrated into the overall development planning of a country in such a way that the education system, more especially the tertiary level of the system, is made to develop those skills that are in acute shortage in the economy with a view to increasing the rate of economic development. Thus, MRA assumes, among other things, that:

- A major objective of the education system is to produce skilled labour required by the economy;
- There is a direct relationship between increase in educated labour and productivity,
- There is a correlation between occupations and educational attainment of employees;
- The potentials, skills and competence of the people can be improved through education.

There are basically five Manpower Requirement Approach (MRA) techniques which had been commonly used by different countries for forecasting the quantity and quality of human – power required in their economies. These include: Employers' Opinion Method (EOM), Incremental Labour Output Ratio (ILOR), Density Ratio Method (DRM), Mediterranean Regional Project Method (MRP) and International Comparisons Method (ICM). Each of these methods is significant to educational planning.

6.5.3. Rate of Returns Approach

The Rate of Returns Approach (RRA), also known as Cost Benefit Analysis Approach, views education essentially as an investment in human resource development or human capital, the benefits of the returns of which can be compared with returns from the use of alternative resources. Hence, rather than regard educational expenditure as consumption expenditure as the SDA approach does the RRA views educational expenditure as investment expenditure.

The approach is used to assist in decision-making by both government and private investors on making choices among alternative investment opportunities by assessing and enumerating the social and monetary merits and demerits of such investments, whether between education and other sectors of the economy, or within the education sector itself. Thus, if education or some other venture is to be chosen as the most preferred option among alternative investment opportunities, the choice can be considered rational only if the rate of returns from the expenditure on education or venture is greater than that from any other alternative.

Hence, the essential task of the RRA method, based on the foregoing notion, involves: calculating the total cost on an educational project or programme, calculating and comparing the total cost of the expected benefits with the total cost of the project or programme, comparing the yield or rate of returns so obtained with that from alternative investment opportunities or options.

The strength of the RRA technique lies in the fact that it is a sound, empirical and rational approach. It also ensures that returns on educational investments are maximized. However, the approach overstresses economic objectives in education with little or no consideration for the reality that education can be pursued purely for its own sake, that is, it ignores personal objectives. There is also the difficulty in computing the full costs and economic benefits of education. In situation where appropriate planning data are lacking or

inadequate, the application of the method could lead to over-estimation and unnecessary expenditure. Generally, the RRA is the least used approach in the planning of education because of its complexity and technicality.

6.5.4. Synthetic or Aggregative Approach

The synthetic or aggregative approach, as the name implies, is that which involves the application of a mix of two or all of the three basic approaches of educational planning at different levels of education within the same educational system. It is clear, from my earlier discussion on the three basic approaches, that none can be exclusively preferred to the other. This is because a particular approach maybe most suitable for planning a particular level or type of education at a particular time, based on a country's educational objectives and priorities. Consequently, it has become a common practice of countries to adopt the social demand approach at the primary and secondary levels while using the manpower requirements approach in the planning of tertiary education. The rate of returns approach is often adopted in the planning of some educational projects and/or programmes. The merit of the Synthetic Approach to planning is that it combines all the separate merits of each of the approaches within the same educational system. By the same token, its weak point is that it also combines the demerits of its component approaches.

6.6. Basic Principles of Educational Planning

Like other principles (of administration/management, supervision) discussed in some of the previous chapters, the principles of educational planning are best regarded as general guides that can assist the educational planner in achieving the fundamental objectives of planning education. Agabi (1995) and others have identified some of these principles as follows: the Principle of Participatory Planning, the Principle of Integration,

the Principle of Continuity, the Principle of Specialization, the Principle of Administrative Harmonization.

All submissions from the various departments and parastatals are collated into one budget repressing the ministry submission which forms part of the annual budget of the ministry of secondary education for the particular fiscal year. The ministry's submission will normally go back to the Budget Office that issued that call letter in the first instance for overall collation and further necessary action preparatory to discussion and debate by the various ministerial stakeholders. It can be surmised from the foregoing that the planning of the annual budget, a single-use plan, requires a high level of collaborative effort from all those involved in line with the principle of administrative harmonization.

6.7. Major Factors that Influence Educational Planning

The major factors that influence educational planning are as follows: national Policies, demographic Factors, economic factors, socio-political Factors, religious Factors, cultural Beliefs and Practices, availability of Data, regional Plans, aid Agencies

The strategy of educational planning at the national level is basically to guide the education system in a given direction, determine the priorities to be pursued and rationally allocate resources available to education in a deliberate effort to achieve desirable educational goals. Such a strategy requires a machinery to formulate and implement the plans in a systematic manner.

The structures which make up the machinery are considered here under qualitative and quantitative planning perspectives.

6.8. Qualitative and quantitative planning

Here, the concept of qualitative and quantitative planning are fully discussed.

6.8.1. Qualitative planning

Quality in education is a function of the curriculum. In this wise, the main structures involved in curriculum planning in the planning machinery are: the ministries of Education (Primary, Secondary and Tertiary), national Council on Education, joint consultative Committee on Education, and Beninese Commission for Scientific and Technical Research, public and Private schools, and so on.

6.8.2. Quantitative planning

The main bodies in the machinery for quantitative Planning of the education system are: the ministries of Education (Primary, Secondary and Tertiary), national Educational Parastatal Organizations, national Educational and private Tertiary Institutions

The operational modalities for the preparation of single use plans like the annual budget by these bodies have been explained under the planning principle of administrative harmonization. The main function of state ministries of education in the machinery is to regularly collate educational data and statistics from all educational Parastatals and institutions and transmit these to the appropriate bodies for implementation. They are also expected to present memoranda to these bodies on their policy proposals, suggestions, innovations, etc. for discussion and debate in the context of the nation's education system.

6.9. Educational planning at Institutional level

Two key aspects of micro-educational planning at the institutional level of the education system are considered here, namely: programme planning and budget planning

6.9.1. Programme planning in schools

Programme Planning in Schools is a single-use plan involving a fairly large set of activities with varying periods of completion time. Hence the School programme in this sense embraces a wide range of curricular, co-curricular as well as extra-curricular activities

and resources, each with unique objectives and varying periods of completion. The planning of the school programme follows roughly the educational planning process outlined earlier on in this chapter. It begins with a survey of the existing state of the school programme in such important areas as the curriculum, syllabuses, extra and co-curricular offerings, school calendar, daily and weekly schedules, timetable, classroom allocation or grouping, examinations, including continuous assessment, staff responsibilities, and so on. Once the current status of the existing school programme where there is one has been established, the next stage is for the school authority to set new goals and objectives in consultation with relevant stakeholders for example parents, students, Association of Students Parents, community representatives, relevant ministry of education officials, and so on, taking into consideration the objectives of the school itself and the general goals of education.

Based on goals and objectives thus cooperatively established the school authority will next design a comprehensive plan of activities', still in consultation with stakeholders; school programme must have continuity, sequence and integration as being characteristic of a good school programme. A school programme is said to have continuity when it's vertical (between classes or grades) here (6^e) en terminale) and horizontal (between subjects or between activities) arrangements of activities are smooth and realistic. For example, not only must co-curricular and extra- curricular activities be related to one another, the" school curriculum must be so arranged that course in the lower classes prepare students for other courses at higher classes and different subject levels. By the same token, students of about the same age in say, the primary school will be grouped together in the same grade such that they move up the ladder of classes or grades together. Sequence implies the idea of programme activities progressing from the known to the unknown. For example subject topics will be arranged so that one topic leads to the next. On the other hand, integration connotes the harmonization of all experience to reinforce the other. Of course once the

school programme has been fully developed the next stage is to begin the implementation and thereafter, evaluation.

Budget planning in schools: the budget was defined in chapter twelve as a singular-use plan expressed in terms of financial resources to be set aside for specific activities in a given period of time. In essence therefore, the school budget is a statement of planned allocation of resources for various activities and phases of the school year programme which is nine months. All academic session public and private primary schools in Nigeria are under the Ministry of Education Universal Basic Education board while public secondary schools fall under the Secondary schools Education boards as the case may be. These controlling bodies are usually responsible for the collation of the budgets of all schools under the supervision of school heads. Capital expenditure in the schools is similarly determined by these agencies just as all major contracts are awarded from the headquarters. By the same token, school levies or fees collected by school heads, where applicable, are usually remitted to the Ministries of education as the case may be, and from thence a certain percentage of the revenues accruing from each school in this way is returned to them. In essence therefore public schools have limited decision-making powers over their budgets.

As revealed by a recent study of the management of Republic of Benin ministry of secondary education, funds for administrative affairs, salaries, maintenance and general expenses including duty allowances, are disbursed by the appropriated Services of the Ministries. In contrast, the heads of private secondary schools efficiently implemented their budgets. All this notwithstanding, it is incumbent on all school heads, whether of public or private schools, to be fully knowledgeable about school budget planning.

6.9.2. Planning of the school budget

The planning and implementation of the school budget essentially follows the steps of the planning process approved by the ministry. Usually, the preparation of the school

budget is done in the last quarter of the school year when the current plan period is running to an end. Consequently the first step is to survey the performance of the current school budget and the prevailing educational conditional conditions in the school in terms of policies, programme activities and services, among other things keeping in view the principle of participatory planning. At the end of the survey, and against the background of local, state or national educational policies which affect the school, fresh goals and objectives and corresponding targets are set to serve as the basis for the design of the following year 's budget. Adeshina (1980:170) refers to this stage as «the educational plan within the school budget which shows the range of educational activities of the institution for the next school year. With goals, objectives and targets set for the ensuing school year, the budget is designed on the basis of expenditure and revenues estimates. »

Functions of the school budget are very capital to school management and good planning for equipment schools with audiovisual devices. The school budget, by its very nature described above, serves a number of functions or purpose. The school budget, for example, among other things:

- Provides standards against which actual performance can be measured since it is a quantified plan;
- Allows school heads to measure and control performance objectively;
- Improves the ability of school heads to coordinate the overall as well as unit activities of the school through budget implementation;
- Requires school heads in assigning responsibility for each school function or activity by requiring each teacher, head of department and non-teaching staff to take responsibility for identifying the needs of their units;
- Assists school heads in assigning responsibility for each school function or activity by requiring each teacher, head of department and non-teaching staff to take responsibility for identifying the needs of their units;

- Exerts positive influence on staff motivation by claying specific performance standards required of them;
- Encourages effective and efficient use of resources and discourages wastages;
- Enables school heads to recognize and or anticipate problems in time to take the necessary corrective actions (s);
- Facilitates communication throughout the school.

It is regretful to note that the culture of budgeting or the improper process of budget implementation is absent in our school educational system. Corruption is another regretful phenomenon that is part of problems in Benin secondary schools planning and implementation.

6.10. Problems of Educational Planning in Benin

The very nature in Benin as a country with a plural, multi-ethnic, multi-religious and culturally diverse society carries with it a multiplicity of historical, cultural, socio-economic, geopolitical and other associated problems and constraints, which have prevented the country from maximally experiencing the expected effects and benefits of the educational planning efforts over the years. Some of the specific problems and constraints militating against effective educational planning and implementation in the country include: poor quality of planning data, inadequacy of skilled manpower, political instability, poor plan monitoring and supervision, resource constraints, undue politicization of education, inconsistent educational policies, poor planned coordination, corruption and poor accountability. At this junction, it is necessary to explain these specific problems and constraints militating against effective educational planning and implementation in Republic of Benin. The major problems are to be discoursed here that is the poor plan coordination or corruption and poor accountability.

6.10.1. Poor plan coordination in Benin educational system

The education is the form of a pyramid. Consequently any policy introduced at one level has impacts on the next level above. There is therefore the need for policy coordination between and among the different levels and types of education as well as between the national and departmental levels. Systemic distortions often emerge when this coordination is lacking or weak.

This research work has observed in many schools, both public and private, very poor planning and planning coordination. For instance, everybody knows that the English language is useful to students but due to corruption no proper planning is put in place to acquire audiovisual aids as to assist students and even teachers to perform better.

6.10.2. Corruption and poor accountability

In the face of extremely limited resource allocation for the implementation of educational plans, it is of utmost importance that all funds released to education be judiciously and strictly spent on educational development at all levels. In other words, corrupt officials who are caught misappropriating or embezzling funds meant for education are not held accountable and appropriately punished to deter others. The fund so misappropriated are never recovered and the project (s) for which they are meant end up being poorly executed or abandoned. Other factors which deprive the country of the maximum benefits of the educational planning efforts include the following:

- ✓ Poor economy which imposes resources constraints.
- ✓ Population explosion which produces a surge in the number of school age children and puts a heavy burden on available educational resources.
- ✓ Administrative constraints which create implementation bottlenecks.
- ✓ Lack of public support for educational plan implementation arising from the adoption of non-participatory approaches to educational planning by bureaucratic officials.

Until these problems are decisively addressed by the government, the planning and implementation of educational development in the country will continue to be in the doldrums.

It will be interesting if educational planning can be effectively carried out as an assignment at the national and departmental level. This planning will benefit the whole country if all the problems discussed above get solutions. This is necessary for good governance and to impact on the students' improvement is required here.

6.11. Conclusion

Educational planning is a very good thing that must be properly done. The use of audiovisual aids for teaching and learning English as a foreign language must get good planning credit from the government as the importance of English language in the country continue to be a problem that needs an answer. Poor planning or planning politicizing is a great problem that Republic of Benin educational planners have to avoid. Government, the school authorities as well as educational partners for development must all work together so as to establish good educational planning for better development of the educational system.

Planning audiovisual aids use in the teaching and learning of English as a foreign language is the necessary strategies put in place in advance to tackle and properly handle each of the processes involved in the effective use of audiovisual aids in the teaching and learning of English as a foreign language. The planning must involve the key holders of the teaching and learning activities in Benin secondary schools. The government, the parents, the teachers and the student all have a role to play in the educational system planning. The absence of electricity, the audiovisual devices or even a teacher to properly handle the devices in a school is another problem that militates against non availability of audiovisual aids and teaching and learning process.

Chapter Seven: Impact of Audiovisual Aids use on the Teaching and Learning of English in Secondary Schools in Benin

7.0. Introduction

Following the information technology revolution particularly after the Second World War, electronic Aids have been constantly requested in most of the higher institutions of learning world wide. But additional to the availability of necessary materials and equipments for language studies, there is need to have technical competency to advise on the purchase of the adequate materials and equipments, their use as well as the way to handle their maintenance.

There is need also to have well trained, dynamic and competent teachers ready to manipulate and use the audiovisual equipment for practical and efficient language teaching. Indeed, be it cultural, educative, scientific or political sectors, the influence of audiovisual techniques is unquestionable and even indispensable. As stated by Fredrikhov & Movnine (1982:2), «electronic is a powerful stimulant of progress in all sectors of science and techniques. »

Audiovisual devices are a branch of Electronics. One can say that audiovisual equipment and materials are referential tools in education sector. As Adewoyin (1998) observes that, «the media reinforces and augments the efficiency of learning. » For him, the media aid is to individualize instruction. In the past the teacher was source or knowledge. Today, he plays the role of facilitator of knowledge acquisition. He is motivator and guide.

It should be noted that from its introduction in teaching in 1960 by *Centre de Recherche et d'Etude pour la Diffusion du Français* (Centre for research and study for French language propagation in France); the art of using audiovisual aids to teach remains an important problem for teachers as its application requires some technical knowledge.

The aim of my research work is to transmit this knowledge, for the choice of the material and the adequate equipment or their manipulation for language teaching. To

materialize this, we will firstly talk about the categories and class of audiovisual material and equipment before talking about the proper art of using them for language teaching and learning.

7.1. Concept of the use of audiovisual aids for teaching and learning of English language

Audiovisual materials and equipment are technologically manufactured apparatuses or materials designed to produce sounds and to show pictures. Those materials and equipment are of different kinds; and they can be classified into three main groups that are mainly audio materials, mainly visual and the materials both audio and visual. The mainly audio materials (radio , audio cassette , tape recorder , phonograph recorder , teletrainer , and so on are designed to produce or play back sounds only ; the mainly visual materials overhead projector , slide projector , opaque projector , filmstrip projector , and so on) are designed to project and or enlarge motionless pictures without producing sounds ; and the both audio and visual materials (television , video-tape recorder , 16 mm projector ; computer , and so on) have the attributes to show or project motion pictures and to produce or play back sounds at the same time, Akande (2009:23).

Such a clarification of what is meant by audio-visual materials in the context of this works is necessary, since within a classroom situation, the teacher also stands for an audio-visual “material “in the sense that he/she who produces sounds in visible to the students as well. To this regard, Dobson (1992:81) even said that *«the best audiovisual in the language classroom is or should be, the teacher. »* She is quite right in saying so because of the complex responsibility of a teacher in any teaching /and learning process, and particularly in a foreign language one. But here, we are concerned with manufactured devices likely to be used by both teacher and learners within or outside classroom situations. They are accurate materials and equipment and because of their effectiveness, are more and more used in foreign language classes nowadays.

There has been much talk about the use of audiovisual materials and equipment in foreign language classes. It is commonly agreed on that those materials and equipment, if well selected and applied, are very useful pedagogical tools of work. This approach is purely verbal. The approach is successful only with those students who can make the necessary intellectual effort of listening, repeating and putting into practice what this they have been taught. Such a traditional kind of teaching and learning relies entirely on one form of communication consisting of the use of words heard, read, spoken and written for the acquisition, the storage and retrieval of knowledge. In so doing, the mind becomes a memory bank for ideas and experiences learnt through words and expressed through words ; so much, so that the study , especially of the foreign language , becomes for many students a deadening business for trying to cope with an endless flow of difficult words .

In fact, for many learners who are getting education at secondary school level nowadays, such a verbal dexterity is quite inappropriate; in the way that for them the gap between the words in the book and the realities of their experience of life is too wide to be bridged by their intellect only. Consequently, they need the support of other kinds of learning approaches to understand the meaning, master the material and the medium, memorize the message, and express them creatively.

To meet such a requirement , it is necessary that a representation of reality should be introduced into the class to provide the visual reference point likely to allow easy comprehension of the situation , and therefore of the orally-produced words and sentences .

To this regard, taking into account the substantial influence that audiovisual aids have on life and thought in our modern world, the total absence of audiovisual devices in any teaching and learning process, and particularly in foreign language teaching and learning process, would be very prejudicial and be taken as a definite refusal to keep to the rolling wheel of this modern world. English language teaching and learning investigators have well perceived such an irreversible necessity; and all over the world, EFL learners and

teachers are getting substantial profits from the use of those devices. It is high time we also adopted and promoted the use of those pedagogical materials, since as it will be seen under the next headline, it is a great way-out in coping with our learners' deficiency in oral skills.

7.2. Use of audiovisual aids in language education

Due to their audio (sound) and video (image) aspects, the practical use of audio and video materials and equipment in the class will help English teachers at all levels to handle language teaching. Use of audiovisual materials and equipment will effectively and efficiently ameliorate their teaching. When a video tape is being played in the class it helps student's practical work. We are also convinced that the research work will of course help to modernize student's ways of learning. Judicious use is made of the material and equipment. By exposing the usefulness of the audiovisual materials and equipment to the political and authorities, educational, we are sensitising then as well as , the schools administrators to be encouraged to provide the schools with necessary audiovisual materials and equipment.

The study will be limited to the practical use of techniques and technologies, that is, the art of using audiovisual materials and equipment for language teaching. It gives necessary informations and education to the teachers on the types and use of audiovisual materials and equipment for language teaching in Benin.

7.3. Importance of using audiovisual aids in Benin English classes

In this sub-chapter, I expose, discuss, analyse and praise the importance that is the advantages that one can get while using audiovisual aids.

The use of audiovisual devices in Benin English classes will bring about many advantages, as it will help cope with each of the four main causes of the deficiency accounted in most of Benin secondary schools.

These deficiencies include motivational factors, learner centred teaching, management of large classes and reduction of the socio-linguistic environment. These are

important factors that, when well taken into application will boost the performance of the learners.

7.3.1. Adequate motivation of learners

Motivation is crucial to the success of directed conversation practice where students venture into true communication; and audiovisual materials can provide the learners with that needed motivation in our English Classes.

First, audiovisual materials such as tape-recorder, television, video-tape, etc will adequately meet the students' expectations due to the strong attraction of those materials.

In fact, in our modern society, no young student can really resist playing music, watching television or video-cassettes or going to the cinema, and the presence of any kind of those materials in the classroom will promptly revive motivation and awake their curiosity to listen to or to watch what is being shown. Secondly the use of those media will establish an atmosphere of reality in the classroom. And such an opportunity given to the students to be in contact with the outside world where, for instance, actual everyday life actions are being performed will surely be a great source of motivation for them to start spontaneously talking about what they watched and heard. This is quite true as far as movies, for example, are concerned since, as Dobson (1992:81) states: «motion and pictures are especially valuable in conversation classes and clubs where they serve as excellent stimuli for discussion. »

In this same framework, with audiovisual devices, the students' voices and actions can be recorded with him or outside the classroom situation. Any occasion of playing back these recorder cassettes during English classes will revive the reality that learners strongly enjoy listening to their own voices and watching their own images. This will give them the joy to attend English classes and will solve the problem of boredom they complain of. The

use of audio-visual materials, apart from the strong motivation will even ease the way towards creating or promoting a learner-centred teaching and learning process.

7.3.2. Learner-centred teaching

The use of audiovisual materials in our English classes will help a great deal create or promote a learner-centred teaching process where the learners, through communicative activities, will learn through their own experiences, with their teacher simply guiding or monitoring the class and helping them to make wide use of their capabilities.

In fact, the students can derive significant experience from listening to an audio cassette or watching a video cassette. Native English speakers' speeches (or those of non-native speakers) played out during English session, for instance, will enable the students to listen to other voices and speech speeds different from their teachers' one which they are accustomed to; and this will give them more insight about the diversity of pronunciation, accent and speech speed. They will therefore stop considering their teachers as the sole source of knowledge, and this is likely to arouse in them the job of discovery about the language.

In the same way, learning a foreign language is not simply a matter of learning linguistic and phonological patterns; but it is also important to learn about issues dealing with the sociological and cultural aspects of the native speakers' lives and behaviours. The use of television broadcast in the English language in such situation will help the learners know more about the mechanism of the language as to use it to communicate better.

Such a regular exposure to native speakers' cultures will provide an accurate and practical route of learning the language; and will fill in the gap of comprehension about some cultural aspects that often occurs when using textbooks. This is particularly true of some lessons in "Go for English", for example, where students often find it difficult to understand some aspects of traditional ceremonies in England such as "men wearing skirts' during a wedding", "the role of a bridesmaid" (in form 2 book), the festival of "trooping the

color” (in form 1 book), and so on. As Dobson (1992) states, « Not even the most fascinating book portrays the foreign scene with the vivacity of a good movie. » Therefore, motion, sound and colour contribute more to making the culture alive; and the students, by imitation, will learn their own experiences. Moreover, by the use of audiovisual materials, the students can listen to their own voices through audio-cassette recorders or video + tape rehearsals for live performances in the same way as athletes use video-tapes to study, criticize, and improve their performances of particular skills. By doing so, they will get the joy of learning by feeling that they are more learning by themselves than thinking that the language is being imposed on them by a teacher who speaks or explains all the time, and who ends up by giving a huge load of grammar drills to practice.

While this use of audiovisual materials can help the students get the best out of the teaching/learning process where they will learn through their own experiences, it will also help the English teachers to cope with the trouble of managing large classes in our secondary schools.

7.3.3. Management of large classes

As already stated, in most of the secondary schools in Benin, classrooms are overcrowded and the use of textbooks only does not make it easy for the English teachers to manage their classroom through communicative activities. Using audiovisual materials stands for a great way out in such a situation. In fact, one of the characteristics of audiovisual is that they keep everyone’s attention on a single material at a time. Non emotional picture projected on the board, for instance, has that advantage of captivating all the students’ eyes and attention in a way that students’ textbooks do not.

A speech being played out through a radio-tape recorder or a movie being shown through a video-tape recorder also has that same advantage and respond appropriately to the need of keeping all the students’ attention on the same material at the same time, since no

possibility of using individual materials is offered to them. Each student will therefore be compelled to follow the single material being offered to the whole class. The students' inner interests for audiovisual materials will even change such a compelling situation into the pleasure and the curiosity to attentively follow so as not to miss any aspect of what will be going on. This is likely to better prepare the students to answer questions about the material and to engage in discussion in pairs or in groups during follow up communicative activities.

Moreover, another attribute of audio-visual devices that can help the English teachers manage their classes, whether large or not, in our secondary schools is that the possibility to diversify materials. Teachers can choose either to project motionless pictures on the board, to show movies through a television set, or play out a song or a speech through a radio-tape recorder; and by doing so, the students are offered something new for each English class. This reduces the boredom many students often complain of as far as the use of their textbooks is concerned.

In the same way, large classes can be divided into groups and each group will be taken care of separately. Then, members of different groups can be put together to tell one another what they understand from their samples of information in a way that at the end each of them will have the whole information. These kinds of activities are very helpful in managing large classes, and positively give students the feeling that they are useful to one another within the classroom situation. This situation is likely to create an atmosphere of community among the learners, when will lessen the attitude of individualism or selfishness that the use of textbooks sometimes leads some students to show.

Such an atmosphere of community will be very profitable to the students during their learning process; and each student will get a real joy in participating actively in communicative activities. Having such a friendly and lively atmosphere during their English classes, even greater will the teachers' joy be, for, as when students are actively involved in learning, that is where the real joy of teaching is. Another important advantage that can be

obtained from the use of audiovisual devices is that it helps reduce the negative impact that the socio-linguistic environment has on our secondary school English learners.

7.3.4. Impact of the socio-linguistic environment

To be able to operate well in the English language, the learners need to be in frequent contact with it. It is obvious that the richer and the more constant the learner's exposure to the target language is, the more rapid and comprehensive learning is likely to be; and audio-visual material will help meet this need. This will be positive in the way that their use will not only keep the students in contact with the language at school, but also give them many possibilities to maintain that contact at home.

With a radio-tape recorder, for example, the students can listen to recorded English songs and speeches at home. They can also follow English programmes broadcast by National Radio and T.V Channel (ORTB) or those of English speaking radio channels such as B.B.C (British Broadcasting Corporation) V.O.A (Voice of America) and the Nigerian and Ghanaian radio channels. In much the same way, they can watch television English programmes through N.T.A (Nigerian Television Authorities), CNN (Cables News Network), Channels, Vox Africa, France 24, and so on.

Also, they can visualize English tapes by using a video-tape recorder. They can go to the cinema to see films made in English. This will help the learners communicate better in English language as they practice the language by watching and listening to the films.

All those possibilities that the use of audiovisual devices can offer our students are very rich sources likely to considerably increase the degree of their exposure to the language, and they will no longer listen to or speak English at school only. To make sure that such a contact is maintained, the teachers can ask them to listen to a given audio cassette or to watch a particular television broadcast programme at home about which discussion will be held during the next English class.

Everything considered, the use of audiovisual materials and equipment in Beninese secondary schools should appear as a great solution to the problem of the learners' deficiency in one skill.

7.4. Categories and classes of audiovisual materials and equipment

Emphasis is been laid here on categories of audiovisual materials and equipment as well as their classes. This will enable us to know the different equipments and materials that are used in the educational set up for learning and teaching languages generally. It should be noted that there are different categories and classes of audiovisual materials and equipments. Here are the categories of audiovisual materials and equipment.

7.4.1. Categories of audiovisual materials and equipment

Audiovisual equipment is regarded here as electronic machine or device that uses audiovisual materials to produce sound for example, slide projector, to produce both sound and pictures like videocassette recorders, television sets, computers, etc.

Audiovisual materials in language teaching are used to accompany the audiovisual equipment in their functions. These include video and audio tapes, beds and compact disk etc. There are different categories and classes of audiovisual materials and equipments. Considering all the audiovisual equipment available in our days, three categories could be distinguished. Here are the categories of audiovisual materials and equipment that could be used in classroom situation as well: professional, semi-professional, instructional and armature categories.

7.4.1.1. Professional Category

There is equipment used by professionals in the media houses and publicity agencies. This equipment is sophisticated and should be handled in professional way. Some of the

companies where these materials and equipment are used include NTA, AID, MITV, Canal + Horizon, ORTB, France 24, BBC, CNN, and so on.

7.4.1.2. Semi-Professional Category

The equipment of this category is relatively less expensive than the professional one. They are used in institutions, such as secondary schools, universities and other higher institutions for learning and teaching. The equipment is used occasionally for teaching and learning. It is also used to produce teaching and learning materials such as audio and video documentaries for academic purpose. School technicians, teachers, and lecturers can handle this equipment easily. In Republic of Benin, these equipment could be seen in institutions such as, the polytechnic school of the University of Abomey-Calavi, the American cultural Centre; Institut Universitaire Panafricain in Porto-Novo, Institut National Médico-Social, University of Parakou, Campus France of Institut Francais and some private universities as there are instructional equipment and tools for language teaching and learning.

7.4.1.3. Amateur or Individual Category

Individual or amateur equipment is that used by people that have no professional training on how to use it. They use the equipment for their own pleasure. This equipment is used for tourism, particularly family event such as excursion, birthday, and so on. This equipment is cheaper than the other two earlier mentioned.

Individuals could buy and use for example a Walkman teaching as amateur equipment that is used to listen to music individually. However it should be noted that some professionals do record things with amateur devices that they quickly transform in professional form with sophisticated devices for professional consumption.

After the audiovisual materials and equipment categories, there is need to classify these audiovisual aids. Here are the classes of audiovisual materials and equipment.

7.4.2. Classes of audiovisual materials and equipment

When classification of equipment and materials is done according to the functions they perform, three categories are distinguished: the professional, the semi-professional and the amateur.

7.4.2.1. The audio class

These are equipment and materials used to produce sound. They include: audio cassette recorder, audio compact disk, player & recorder, radio receivers, sound amplifiers, and so on. For the materials, we have, audio tapes, audio bands, audio compact disk, and so on. These audio materials are used with audio equipment such as Audio cassette recorder, audio compact disk, and so on.

7.4.2. Visual class

These are equipments and materials used to illustrate lessons and lectures in language classroom. Among the equipment we have, overhead projectors, slide projector, photo Cameras etc. and for material we have: Posters, Pictures, Black or magnetic boards and Soundless class video documentary.

The video materials are used with video equipment such as video cassette recorder, video compact disk, and so on. The third category is audio & visual class.

7.4.1.3. The audio & visual class

The equipment and materials of this class produce sound as well as pictures simultaneously. According to Vauclin (1993:5), « audiovisual materials and equipment are made as in human beings image because human being is audio as well as visual material as we can see him, talk and expect a reply from him. »

These materials and equipment include: television, multimedia set, video cassette player & recorder, video camera, computer, videocassette, video compact disc, 16 mm

cinema film and so on. These audiovisual aids, that is, the above mentioned materials and equipment perform a great function in teaching and learning English as a foreign language.

7.5. Use of modern audiovisual aids in language teaching and learning

More recently in the middle part of the twentieth century, technology has been successfully introduced in the field of education to make education more productive and more individual: to give instruction a more scientific basis and to make instruction more powerful, learning more immediate, and access to education more equal. Educational technology has made tremendous progress, and is continually making great strides in the developing countries of the world.

The first impact of present technology is the trend towards a mass instructional technology which is governed by machines and systems suitable for that purpose. The main purpose of mass instruction technology is to benefit more students with fewer teachers to obtain quality education. The reverse of this trend of mass instruction is the trend of growing technology for individual instruction. The most dramatic development in this direction is the introduction of teaching machines which contain carefully worked out verbal or pictorial programmes with mechanical or electronic arrangements to test the students' reaction and inform him of his performance, progress and errors. Language laboratories, programmed printed material, teaching machines of the Skinner and Pressey type, computer etc, are being used to cater for the needs of individual students. All these are resulting in a great revolutionary development.

Generally, each of the equipment and material mentioned earlier is important and has a specific function in a language class. Considering the impact of the use of Audio materials and equipment as classroom pedagogical aids on English as a foreign language teaching and learning, it is an imposing reality as each equipment supported with the materials when manipulated performs functions that facilitate rapid teaching and learning.

The device constitutes a vital part and a veritable tool in the teaching and learning process of English as a foreign language. For instance, a well planned television production in the teaching of an English language lesson would give optimum motivation, interest and comprehension and would command attention to higher degree on the part of the learners better than that could be achieved in the conventional classroom.

Here, therefore I examined and discussed the useful contribution of audiovisual materials and equipment and their relevance in the teaching of English as a foreign language.

7.6. Contribution of audiovisual material and equipment to teaching and learning of English as a Foreign Language

Here I expose and discuss the practical contribution of audiovisual aids in teaching and learning English as a foreign language in Benin secondary schools.

Language teaching is a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and the exercise of judgment and compassion are essential qualities of the language teacher and language teaching is therefore not an instantaneous or accidental process. The process takes time and planning with the teacher and the learner collaborating to teach a particular end-condition.

Recent observations showed that the use of language and communication skills by students at the secondary school level is not effective in Benin as most of the teachers do not use audiovisual aids to teach and the students also make less effort to use audiovisual aid materials and equipment for effective learning. This is not good enough, because information and communication technology should expose students to new words, terminologies and their usage as most students prefer surfing the internet to reading books. This research work seeks to survey, plan and expose the usefulness of audiovisual aids in teaching and learning English language in Republic of Benin secondary schools.

Fasinu (2009:44) supported that, « Education is a veritable tool for national development everywhere in the world ». For it to play an effective role, it has to grow in relation to the global demand and trends. Technology is the backbone on which development of any nation is rested. The development of a nation is measured by that nation's technological advancement and self-reliance. The use of language and the acquisition of communication skills are at the heart of learning. Therefore, language involves making use of the acquired skills to understand as well as converse with others. Language is the way we communicate, using words and sentences, whether written or spoken, to put together message with our voice or other alternative communication systems also involves listening skills so that we can understand messages.

Since language teaching deals with single or indefinitely large range of different learners, abilities and qualities, and with an individual teacher, there must be relatively comprehensive methods of presenting the subject matter and learning experiences with a view to achieving set goals and objectives. This implies that an English language teacher should evolve a strategy to teach the subject effectively. Thus, it is important to know that in any socio-linguistic context, the teacher of English needs to be acquainted with the historical and theoretical basis of language teaching. This view presupposes that English language teaching in Benin has to develop within the framework of theory and practice, which have been applied in countries where English is taught as a second language. On the other hand, there is need for exposure of learners to English language through adequate audiovisual aids so as to achieve a perfect mastering of the language and the subject. Audiovisual aids are electro mechanical machines that give audio or audiovisual information to learners with or without the presence of the teacher. These machines include audio and audiovisual materials and equipment used to transmit knowledge. The materials and equipment are tape recorder, the radio, the television, computer, language laboratory, the video player, video cassette disk, and so on. I present below seven major practical contributions of these audiovisual aids

in language teaching and learning process. When properly used, audiovisual aids contribute to:

i. Stimulate participation in drills on words. The television, the video and the VCD can be employed in the teaching of vocabulary in which words are matched with the pictures of or the objects themselves.

ii. Teach vocabulary by relating words to pictures of various objects or their printed symbols activities in word drills and can be carried out in the language laboratory in form of teacher-learner interaction through the use of headphones.

iii. Illustrate a story. Filmstrip, the tape recorder, the radio can be utilized by the teacher during story telling activity in the class or arouse and sustain the interest of the learners.

iv. List steps in a demonstration. The opaque, the overhead projector, the computer power point use, and the video can be used for demonstration in the course of a lesson to affect adequate understanding on the part of the learners.

v. Provide virtual experience so that learners will have equal opportunity to learn in relation to their abilities to do so. Exposure of the learner to the computer with the World Wide Web (www) or the Internet could be employed to achieve this.

vi. Provide many situations in which co-operation is essential for completing interaction between the teacher and the learner and, this can be affected through the use of the audiovisual media.

vii. Encourage the development of cognitive processes including problem solving and critical and creative thinking. Computer-assisted gadgets and language laboratory are two distinct equipment that can be helpful in this regard. This equipment can be operated by the individual learner or in collaboration with others. Working together is far better because of the visual presentation and the dialogue that the computer can initiate with the operators either as an individual or as a group.

It is important at this junction to say that the contributions of audiovisual aids in teaching and learning English as foreign language are numerous. The use of audiovisual aids is very helpful to both the learner who learns fast and the teacher who teaches with the support of audiovisual or audiooral equipment. The audio aids such as radio cassette recorder, radio, audio compact disc player or recorder, audio cassettes, audio compact disk, telephone, audio language laboratories and so on; are aids that are used for listening, pronunciation, audio competencies acquisition while the visual aids are both for visual and sound which include television, video camera, comescope, computer assisted language laboratory with visual capacities, and so on. Given below, is a tabular form of some audiovisual aids, particularly the communication and information technology media part and the skill areas where they can be employed to teach in English language studies.

Communication Skills area	Relevant media to be used
Vocabulary	Radio, television, language Laboratory
Grammatical structures	Language laboratory, television, computer
Speech work	Radio, television, video recorder, tape recorder / cassette player
Reading (reading comprehension and summary writing)	Tape recorder, video recorder / player, television
Drama, storytelling etc.	Television, video recorder / player, computer.

Table 9: Communication and information technology media skills for English Language teaching and learning

7.7. Impact of audio aids on the teaching and learning of English in Benin

This part of the research work presents, discusses and analyses the contribution of audio aids that is the materials and equipment that produce only sound and their impact on the teaching and learning of English as a foreign language. Such audio aids are Audiocassette Recorder (Magnetophone), Radio Receiver, Language Laboratories, audio tapes, compact disk, flash drives, memory cards, handsets, and so on.

7.7.1. Impact of audiocassette recorder

Audiocassette Recorder (Magnetophone) is one of the very many equipment used for teaching. Today, the device is still very useful in language teaching. This is due to the facilities it offers in teaching. Indeed, a teacher that has a good audiocassette recorder at his disposal could easily manipulate one of the buttons of the cassette recorder to suit the purpose of his objective. These buttons include stop, pause, rewind, forward, play and in case of some semi-professional i.e. institutional audio cassette recorder you have, Repeat button for example Repeat Master audiocassette recorder. When one uses this “repeat button”, it allows a sentence on the audiotape to be repeated for multiple listening and good understanding by the learner. This is very useful in solving linguistic interference problems. Apart from this, the learner or the teacher can record any sequence on audiotape at his own leisure for the learners. He can rewind this or fast forward it and reply for learners understanding.

One of the great advantages of the use of audiocassette recorder in language class is that it alleviates teacher's work and makes it simple. It makes the learning process interactive, playful, joyful and rapid. The device is very efficient in learning songs, recitations, poems, and poetries. The technique is simple, when you have song to teach in a language class, the following procedures could be considered.

- i. Make sure the song is taped, that is recorded on an audio tape or cassette.
- ii. Say (pronounce) the title of the song.
- iii. Write the title of the song on the board. [The whole song can even be written on a sheet of paper and distributed to the learners.]
- iv. Play the tape while the learners do not read the script.
- v. Play the tape again, while the learners read the script.
- vi. Give an explanation of the content of the song.
- vii. Then play the tape three or four times interactively.

- viii. Sing the song with the students (they repeat the part you have sang)
- ix. Sing together the song with the learners
- x. Ask the learners who are interested to learn the song.

Many other things could be learnt like that. The most important factor here is that the learners are learning from source without interferences that might come from their teachers. It is because of this that Kodjo (2002) stated that «the use of Audiocassette recorder in language class is highly recommended for phonetics correction, good intonation, and pronunciation generally. » With the aid of audiocassette recorder, one can even teach oneself.

It is important to also state that the cassette player and recorder is effective for teaching because of its ability to record and then play back what is recorded. It therefore motivates the learners; makes them comprehend better while on the teacher's part, he improves his teaching style and methods. When used actively, tape recorders can be used to record important news bulletins, interviews, and discussions for teaching. When used passively, learners can sit back and listen to the music of the other tribes for cultural appreciation or listen to folktales from people who could not possibly visit the school but are good sources of information. Generally, students should be involved in the recording process and proper editing should be done to eliminate unwanted noise and irrelevance.

On the other hand, audio taped segments of the lesson could be administered. This radio message could be presented for about five minutes, in the middle of the lesson to give students, examples of the structure under discussion and more examples of the structures used in sentences. Another audiotape segment could be administered at the end of the lessons to the students for the summary of the structures treated or give them sentences in which the structures are wrongly used for them to correct these sentences orally.

7.7.2. Impact of a radio receiver

Radio is also a great source of learning. Through Radio receiver, one could learn a lot. Specific programmes are organized and broadcasted today for our students. There is need for teachers to search for such programmes as to equip themselves academically.

Apart from the already planned and programmed topic for discussion on a Radio established at helping our students, the teacher could also take news segment as a target. The techniques consist of recording part of daily news for use in the class. Recorded on audiotape or compact disk, the material is to be played for students to listen and discuss the content. The most difficult words are to be explained. Students should be asked to make sentences with those words. If they are at advanced level, they could be asked to tell or write a similar story and submit it as an assignment to be corrected. This will enable the teacher to know their weakness in order to help them in such areas. The medium of radio is one among the electronic media seen as auditory and non-visual. However, over time, through its creative programmes, it is believed that radio is not only an auditory medium, but also a 'visual' one. This is because it allows its audience or listeners to make proper use of their imagination, whereas the characters or the speakers being heard can be imagined only through hearing of the voice(s). This unique character makes radio different from other media of communication. Due to its availability and accessibility in terms of acquisition and maintenance, programmes such as story telling can be transmitted through it successfully. It is believed that the message of the programme will get to the students at the same time without barriers, and also, bring about a social change.

It should be noted that teachers are to encourage their students to listen to Radio stations that broadcast in English. It is a practical way of learning. Teachers could even make it a point of duty for students to listen to particular programmes on a particular Radio Station, summarize and explain some words of the programme. This could be done weekly. The teacher would have listened to the same programme in the 30 min discussion on the

programme in the class. The aim is to enable learners know some communication expression and some words that are new to them. This approach is very useful in English as a foreign language teaching and learning provided an English broadcasting radio station is available in the environment and milieu of study.

The radio broadcasts are a desirable approach to classroom communication when there is acute shortage of competent and specialist teachers. In using radio broadcasts as a medium of instruction, efforts need to be made for a preliminary preparation involving collection of teaching guides, lessons topics, instruction, teacher's notes, time table and so on; from the radio station. The given manuals should be carefully studied prior to the selection of the lesson to be heard or listened to. Efforts should be made to avoid transmission distortion, which may lead to poor reception. Lessons should be heard before the actual lessons delivery what is expected that both the teacher and students would take down notes for future discussions at the end of the broadcast. As a follow-up to the broadcast therefore, questions on areas of doubt need be raised for clarification while practical experiments, consultations of reference and overall evaluation of the experiments, consultations of reference and overall evaluation of the radio programmes are essential for future improvement.

Great source of information; it is also a great source of learning. Through Radio receiver, one could learn a lot. Specific programmes are organized and broadcasted today for students. There is need for teachers to search for such programmes as to equip themselves academically.

It can be said that radio is "visual" equipment which is viable as well as effective and creative broadcasting medium in the art of storytelling: knowing well that people will best understand the message when it is transmitted on a familiar medium. It is also the cheapest to acquire, most efficient and available one to teachers especially in a cultural, developing and "globalized" society like ours.

7.7.3. Impact of language laboratories

The language laboratory is one of the most useful audio and even visual devices for language learning and teaching. For so many years now, the language laboratory has still been one of the best devices of which there is free rapid language acquisition. In language education, the language laboratory is an important device that every school or college is expected to have. It is a room that contains special equipment like those discussed above, which are operated to help students learn foreign languages like English by listening to tapes, watching videos and doing recording by themselves.

Language learning requires the development of skills in listening, speaking, reading and writing. Listening and speaking require the learner to hear and produce sounds and be able to distinguish one sound from the other. To read, he must associate the spoken words with written or printed symbols. Communication and information technology media are therefore very essential not only for the development of language skills but also to stimulate the ability of oral and written expressions on the part of learner. The process for the practical use of a language laboratory is as follows:

1. Record on an audio tape or audio compact disk a sequence to teach a particular course for example grammar, phonetics, literature, and so on.
2. Instruct students on how to use a language laboratory; for example:
 - how to handle and use the headphone attached to the machine while seated,
 - how to place the headphone on the head and how to adjust the microphone attached to the headphone,
 - student should not let the headphone fall down as the microphone may break and there might be damage on the headphone
 - how to draw the attention of the teacher when using the device (a button is available on the machine for calling the teacher) to ask a question,

- how to work in pair or in large group, when and how to repeat a word or a sentence, and so on.

3. Write the title of the course or the chapter to be studied on the board;
4. Make students listening to the sound from the machine, by playing the material that is the audio tape, the audio compact disk, the flash drive or the memory card.
5. . This could be done two or three times before the teacher starts questioning the students on what they have heard
6. Ask students to tell you the word they do not understand.
7. The teacher writes the word on the board. In a large group, maximum of ten words are to be considered.
8. Basing on the ten words, the teacher explains the contents of the audio tape, the compact disk, the flash drive or memory card.
9. The hard copy of the sequence is given to the students for them to go through it and read it for about five minutes.
10. The teacher plays the sequence again for the student to follow it with the text. This could be done at least two times.
11. The teacher calls student by their names and asks them questions on the sequence. After two or three answers from students, the teacher gives the correct answer. He pronounces correctly the words and instructs students to repeat after him. This method helps the teacher to achieve three main objectives:

- Improve the students oral communication skills
- Mastering the pronunciation of words by the students
- Reinforcing the reading and writing ability of the students.

There are much more assistance that the use of language laboratory can offer to both teachers and students. It is also good and I recommend that at the end of each lecture, the teacher test students on what they have learnt. For example the test could be made up of the

same text use to teach the students but twenty words are to be removed and the blank space is to be filled by the students while listening to the audio sequence of the text. By this procedure, students are more concentrated, more conscious and they learn fast and better as the teaching method and even the testing method are individualized.

A language laboratory has very important impact on students who use it. With language laboratory, language learning is done in a secure environment where the four main following language learning skills: listening, speaking, reading and writing, are taken into consideration, in the learning process. Every student is in his box. Language laboratory is indeed a very good device well equipped to facilitate teaching and learning of languages. I really recommend that Beninese secondary schools at least the most important ones be equipped with this device.

7.7.3.1. Description of a language laboratory

A language laboratory is an installation of a set of audio cassette recorders, which use facilitates language teaching and perfects language oral acquisition. As stated by Offorma (1993), « The use of language laboratories is a method which facilitates oral teaching. »

Indeed, many definitions have been given to the language teaching device. For Kodjo (2001:15), a language laboratory is «a set of equipment which permits and manages a dialogue between teacher and learner. » Offorma (1993:15) defines a language laboratory as «a sound proof hall or a classroom which contains individual cubicles equipped with double track. » A language laboratory is also a set of audio cassette recorders which allow the successive confrontation of two voices that is the teacher and the learners' voices. The installation, according to Kodjo Sonou (2009:10) also includes «a console reserved for the teacher, who at any time could link up with any of the learner to control and correct his or her work. » Vauclin (1970:50) sees a language laboratory as «an indispensable complement

of an audiovisual class that is essentially destined to repeat, by other means, each of the lessons studied in the audiovisual class. » A language laboratory is defined as a normal classroom equipped with all of the audiovisual devices and material. For rational exploitation of the methods and a better output of the device that, in modern schools, one count generally 3 or 4 audiovisual class for language laboratory that is meant for practical work.

Describing other types of languages laboratory, Kodjo (2001:16) observes that «a language laboratory that is assisted by a computer, is a multimedia language laboratory which is very useful equipment for knowledge transmission to learners of different levels in language class. » For Lancier (1998:10), talking about a multimedia, language laboratory, and «one notes a lot of advancement such as the use of satellite, television, video images and computer write up, with the language laboratory. »

Although a multimedia language laboratory allows the use of all sounded, textual and video documentaries, but there is need for the teachers to ensure that the documents are didactically fitted before presenting them to learners, particularly the video documentaries.

It should be noted that some of the multimedia language laboratories are equipped with pictorial documents recording in the cubicles by the students. Many possibilities are offered to the language teacher in a language laboratory. For a language teacher, the possibilities of such equipment vary from one activity or one method exploitation to the other. The language laboratory possibility is discussed below:

- i. Exploitation of four different programmes, direct on microphone, on magnetic bands (Recorded methods), on disk and by Radio.

- ii. Direct the lessons, globally by the usage of different collective exercise.

- iii. Watch and supervise student individually by the usage of different commands according to the numbering of student individual cubicle position. Following this, the teacher can:

- Listen to the student directly,
- Allow student duplex conversation, if it is necessary or on student requests, or
- Allow student to work on their own by listening to their recording or the lecture recorded.

7.7.3.2. Function and application of a language laboratory

The art of using a language laboratory to teach is subjected to its functions and the way one wishes to apply the art and techniques of using the device. «A language laboratory is a tool of great quality, which has many functions that the teachers or the learner can apply in different ways. ²²» Kodjo (2002:8). For Fenet & Fourquet (1973:68), «one can use a language laboratory as sound library in which the advanced learner (student) can choose a band of conversation or the copy of a conference for use to enrich his vocabulary and to familiarize himself with the culture and civilization of the languages that he is learning.»

The functions of a language laboratory are: the language laboratory is one of the most useful audio and even visual devices for language learning and teaching. For so many years, a language laboratory has been one of the best devices that facilitate rapid language acquisition.

In teaching and learning a language, the language laboratory is an important device that every school or college is expected to have. It is a room that contains special equipment like those discussed above, which are operated to help students learn foreign languages like English by listening to tapes, watching videos, doing, recording by themselves.

Language learning requires the development of skills in listening, speaking, reading and writing. Listening and speaking require the learner to hear and produce sounds and be able to distinguish one sound from the other. To read, he must associate the spoken words with written or printed symbols. Communication and information technology media are

therefore very essential not only for the development of language skills but also to stimulate the ability of oral and written expressions on the part of the learner.

The art of using a language laboratory to teach is subjected to its numerous functions.

These functions are discussed in the following lines.

- i. It allows smooth learning of a language through technical coaching, individualized and self teaching method,
- ii. It allows discreet control of student by the teacher,
- iii. It allows collective and individual teaching,
- iv. A language laboratory also allows the teacher to direct the students of a class into different groups as to teach them according to their level,
- v. A language laboratory allows the student to learn and progress according to his level of understanding,
- vi. It assists the teacher to teach easily phonetic, pronunciation grammar and so on.

The application of language laboratory seems to assist in making progress on comprehension and oral expression, but there is need to distinguish two categories.

- Priority to correction of pronunciation exercises by the rhythms, the accentuation and the information.
- Grammatical exercises distorted to master the structural manipulation of the language.

To perform this, the teacher can use the `audio band or Tape already produced such as: “how to pronounce english correctly, *English made easy*” etc or produce his own method to make student exercise themselves under the teacher’s supervision on pronunciation, grammatical structure as to get the different meaning of those words or transformation of sentences from one form to the other such as simple, complex, negative.

The learners are constantly guided in doing all these in a manner that can carry on successful, series of exercises even if the teacher does not pay much attention to him. It is

worth to note that the main application of language laboratory is to make the students practice the language in a technical environment that is different from their ordinary classroom. Every school or college is expected to have a language laboratory.

The need of language laboratory is highly important in Benin. It has been observed that in many higher institutions of learning where there is a department of English, the availability of language laboratory is very important. Where there are language laboratories, the number of student learning language and communication skills is too many for the facilities available, In effect, this situation may obviously hinder the improvement of students' listening and speaking skills.

A language laboratory, even though it does not replace the teacher, is an important means of language learning and teaching.

7.8. Impact of visual aids on teaching and learning English as a foreign language

Visual aids are purely visual materials and equipment used in teaching and learning. The impact of visual aids in the teaching and learning of English as a foreign language is very important. These aids include overhead projector.

7.8.1 Impact of overhead and slide projectors in English as a foreign language teaching class.

The overhead projector (OHP) is a machine that allows the teachers to project a text or a diagram on screen or white ward or cloth through a transparent paper. It is another great source of teaching. The pictures that are shown could explain the culture and civilization of the country whose language is taught. Students understand better when they see the pictures of the target language.

The use of the device helps the teacher to gain time as his projection is for collective use. The same transparent paper on which the teacher has his text could be projected as many times as possible.

The use of slide projector helps the teacher to show image of very good quality to students to illustrate his lessons. It is produced from photographing and using negative of a photo film that are prepared in studio for slide projectors use.

7.8.2. Impact of library in English in foreign language teaching class.

A survey of some of the higher institution libraries in Benin revealed the fact that they are in fact skeletons of what they ought to be. Most of them are “dead” while those “alive” are grossly inadequate. Libraries today, are hospitals for sick books in which with very few exceptions, not nearly enough is being done to treat the patient. Current books and journals are simply not available on their shelves. The few old ones available cannot match the new trend in educational development. This is one reason responsible for the reduction in the reading habit of the students. Another major reason is the non-availability of current books in the libraries the advent of internet, CD-ROM where students browse throughout the day having no time for reading. The non-availability of current books in the libraries is not the same as browsing the internet.

7.8.3. Impact of posters and white board

A poster is defined here as an image, a picture, displayed to communicate, to inform or to teach. It is very useful in commercial advertising publicity. It is an important marketing communicational material that is used in education generally in language education. Kodjo Sonou (2009:30) reported that «a poster is an important material of knowledge transmission as it helps in distinguishing through written and drawing, an action that has taken place. » In the beginners’ class, posters are very useful as they make the learners practice by identifying the image. Most of the *English for speaking Africa*” books method use today in Benin secondary schools are based on pictorial communication as the pictures help to stay in the mind of the learners’ psycho-motor and even psycho affective

mood that conduct the learners to due to their cognitive knowledge identify what the picture represents in the poster.

It is interesting material for teaching and learning as the learners already know what is in the poster in their language and the picture is to let them say or explain it in the target language. In the curriculum of Benin secondary schools most of the lessons are developed to suit a pictorial history for better communication with the student. No learning situation that has illustrative picture i.e. an image to let student's guess what the lesson that is to be taught is all about.

My curiosity took me to count the number of pictures drawn in "Go for English" books and their accompanying brochure that is hand out from JSS1 to JSS4 as well as the "go for Africa" books used from SSS₁ to SSS₃ general secondary school. There are many illustrations and pictures in the lesson at junior secondary school level.

After discussion on the usefulness of posters, and the picture used in the text book in Benin secondary schools, I am now going to write about the white board. White boards are also used to properly write for learners to read and also to copy, what the teacher has written. The white board is clearer, more visible for students to see what they use to copy or what their teacher write on the board. White board is very useful.

7.9. Impact of both audio and visual that is audiovisual aids on teaching and learning English as a foreign language

The impact of both audio and visual i.e. audiovisual aids on the teaching and learning of English as a foreign language, presents, discusses and analyses the contribution of Audiovisual aids i.e audiovisual materials and equipment that produce both sounds and images, and their impact on the teaching and learning of English as a foreign language. Such audiovisual aids are television sets, video cassette recorder, video cameras, computer assisted language laboratories, computer machines, video tapes, video compact disk, video flash drives, video memory cards, video and television set, handsets, and so on.

7.9.1. Impact of the use of a television sets

It is one of the languages teaching aids, that receives simultaneously images and sounds. It is an immense source of receiving programmes that could be recorded on video tapes for further use in language class with a video cassette recorder in language class; a television set offers a lot of useful advantage. In fact, the video cassette recorder facilitates the recording of events that could be directly used or transformed in form of documentary for teaching.

The advantage of the Television set and video cassette recorders is that it produces not only the sounds but also image in this operation. The image activates the learner's interest and develops a great enthusiasm in them. The image motivates and amuses the sound that accompanies it, it invigorates it. Therefore the language learning process through sounded and animated images is done with great pleasure. Through images, many knowledge skills could be acquired. As stated by a Chinese proverb:

- What I hear, I forget,
- What I see, I remember,
- What I do, I understand,

With this media, learners can hear, see and even put into practice what they have learnt or what they are learning. It is interesting to note that language teaching with audio visual equipment is oriented towards practical teaching and learning; it is fast, motivating illustrative and encouraging. A television set is one of the means which teachers could employ to give standard lessons on language studies. Adesokan (2000) is of the view that «many researchers have documented evidence on the usefulness of this medium of instruction. » A television set is a rich medium because it has a multisensory focus. In addition, the television stimulates the illusion of motion. These features make it possible to effectively conceptualize language content within the allotted constraint of time and space.

When used in the classroom, the television helps to compress both time and space in order to focus pupils' attention on important details. It also makes it possible to provide model lessons informed by relevant and authoritative advice from experts, to more than a classroom size of audience. Television also incorporates factors which stimulate, enhance and improve pupil's motivation. Ojogan (1997:20), however, states that «some limitations of television broadcast as an instructional medium:

- i. It has no revisional value
- ii. The learner has little control over the instruction,
- iii. The programmes are designed with the average learner in mind.

iv. Notwithstanding, the video player can be used to correct the problems. With the video player: Materials can restructure to suit local characteristics of the learners. »

Comparative studies on learning from instructional television show that as much learning as possible seems to take place in a television class as in an ordinary class. «It is also reported that pupils at all grade levels learn well from television. » Fawole (1994:20).

7.9.2. Impact of a video cassette recorder

A video cassette recorder (VCR) is of great use when combined with a television set in language learning and teaching. It gives the teacher the possibility to record programmes from television and to use them at his own leisure with his students. Video cassette recorder (VCR) is a machine that allows the teachers to project a text or a diagram on screen or while ward or cloth through a transparent paper.

The use of the device helps the teacher to gain time as his projection is for collective use. The same transparent paper on which the teacher has his text could be projected as many times as possible.

The use of slide projector helps the teacher to show image of very good quality to student to illustrate his lessons. It is produced from photographing and the use of negative of

a photo film that are prepared in studio for slide projectors use. It is another great source of teaching. The pictures that are shown here, could explain the culture and civilization of the country which language is taught. Students understand better when they see.

7.9.3. Impact of a video camera

A video camera is also used to teach following a particular art and technique. Its use is very helpful in the teaching of beginners. The teacher films the student that will introduce himself after he has been taught how to do so. The teacher later projects the film on screen, after of course filming all the students, correction of their mistakes is made and the words they can not pronounce very well are written on the board for repetition. For the use of video camera in a classroom, there is need to limit the students to minimum 10 or maximum 20. In Beninese educational environment where students are up to 50 in a classroom, particularly at the junior level (form 1 to 4), there is need to share them in two or three groups. A maximum of twenty minutes are to be used on a group for the filming and the discussion. Since this film is recorded, the teacher can decide to use it at another lesson period.

7.9.4. Impact of computers

The great impact of this device in all domains of human endeavour cannot be over emphasized. Education is not left out of this, as computer communication i.e information technology, internet, language learning instruction are done in a particular language but our concern here is how can the language be taught or learned through this device. Galadma (1990:10) defines computer as «an electronic machine that accepts information in a prescribed way and produces the result in a prescribed form. »

Today, computer devices have provided ways of managing information with high speed and accuracy, this resulting in great efficiency and effectiveness in teaching and learning.

In language education, many techniques are artistically applied for learning and teaching a language.

Computer is a very large source of virtual library. This can serve as library for consultation of document such as dictionaries, encyclopedias and so on. This system is useful both for the teacher and the learner. But the teacher who is well informed about the potentials of electronic addresses can give assignment to the student through internet research.

The use of computer in typing documents can also be a source of training for the student that can be automatically corrected through the other graphical system of the computer. The teacher is once again the planner and the manager of the method.

Furthermore, computer is a great source of production of documents and methods of learning. A teacher can use the facilities of computer association with video cassette recorder (VCD) and video camera to produce documents and methods to teach, the pronunciation of some difficult words in English language. The device also facilitates the conjugation of some important verbs. All these can be recorded on videotapes or VCD for students to continue practicing at home what has been taught in school.

The system of teaching and learning is a little bit demanding. For Akinola (2000), « learning requires that students take active part in various activities which are not easy to carry out in a convention classroom. » Computer technology applied to education has provided for modifications, adaptation and provision of effective resources and environment for learning at ease. But for this, we must try to be computer literate.

7.9.4.1. Use of internet

Internet is international network. Internet is part of computer use in education. The internet is comprised of computers and computer networks connected to a global network where everyone can communicate with everyone else. In fact, the information stored in any computer can be delivered through the internet, so no person, group or government can control the World Wide Web (www). Much useful information can be received through internet. Dictionaries and encyclopedias constitute an immense source of academic information and knowledge acquisition avenue for the English as foreign language students in Benin secondary schools. The information received from internet is really a source of learning.

It is true that one has to be careful, as some of this information may be false. So, I strongly advise students and learners generally to be selective and extremely careful in the choice of the website that they consult. Well known Universities's websites are likely to host better academic notes.

7.9.4.2. The Telephone

A Telephone is a communication instrument which is designed to transmit speech and other sounds to a distant point with or without a means of electricity. It contains a diaphragm, which vibrates when struck by sound waves. The vibrations (wave motion) are converted into (electrical) impulses and transmitted to a receiver, which converts the impulses back into sound. (*Microsoft Encarta Encyclopedia*, 2005). The telephone today is either with electronic or without. The uniqueness in telephone conversation is not far-fetched from the fact that it is more or less the only conversation situation in which the participants or actors can even see themselves. Hence, there is often a need of clarity, explicitness and brevity. Since telephone calls are made to question, demand, correct, command scold, intervene or change plan, the present researcher sees it as a researchable field where imposition on the fellowship face wants of the interlocutor could be imminent.

We do not intend to argue that telephone conversation occurs in isolation from other conversation sub-genres; rather, it is a genre of conversation. Nevertheless, as stated by, Davy and Crystal (1989: 121), « telephone conversation and other conversations are different in degree. » In other words, the major difference here lies in ‘how’ the conversations occur-the face-to-face conversation and out-of-face conversation (which is that of the telephone). We are not unmindful of the other electronic means through which out-of-face discourse takes place, for instance telex, telegram etc, but the actual conversation may be said to only take place on the telephone. Most of the others are mainly used for messages.

« The growth of interest in the analysis of the so-called ‘ordinary’ language has brought to the fore the need to examine how speakers engage in different behaviours depending on which sub-genre of talk they are engaged in, and depending on whether the conversation is face-to-face or mediated by an aspect of technology, such as the phone or the computer. » Carter (2001: 264). Choices are influenced in conversation by physical setting, purpose of talk, medium (for example, face-to-face or phone conversation) and relationship between the interlocutors. The concept of sequencing is also very central to conversation.

The second step which is identification / recognition is achieved with the “hello” or other greetings to probably identify the caller’s voice. When this is achieved, greetings are then properly exchanged. There after, comes the final step before the major discussion. This is the step where pleasantries are shared to know about each other’s welfares. This however depends on the context when general / national issues are discussed in a phone in programme on the radio or in TV stations, only the caller’s name could be of interest. Carter (2001:274) confirms that « pre-closings and closings in telephone discourse are other aspects of sequencing in conversation that have been researched. » Whereas “pre-closings” are those routines where your interlocutor is warned that you are about to sign off, closings

are the final “signing off” routines where farewells are exchanged. Pre-closings are used to preserve the positive face needs of your interlocutor (their need to be valued), yet satisfy your own negative face (your desire not to be imposed on by come one else). It is however a complex task which is complicated by the fact that different cultural groups have different rules.

7.10. Conclusion

Audiovisual materials are technologically manufactured apparatuses or materials designed to produce sounds and show pictures. Those materials are of different kinds and they can be classified into three main groups that are mainly audio materials, mainly visual and the materials both audio and visual. The mainly audio materials (radio , audio- cassette, tape recorder , phonograph recorder , teletrainer , and so on.) are designed to produce or play back sounds only ; the mainly visual materials (overhead projector , slide projector , opaque projector , filmstrip projector , and so on.) are designed to project and / or enlarge motionless pictures without producing sounds ; and both the audio and visual materials (television , video-tape recorder , 16 mm projector ; computer , and so on.) have the attributes to show or project motion pictures and to produce or play back sounds at the same time.

Within a classroom situation, the teacher also stands as an audiovisual material in the sense that it is he or she who produces sounds. To this regard, Dobson (1992:81) states that *«the best audio-visual in the language classroom is or should be, the teacher.»* She is quite right in saying so because of the complex responsibility of a teacher in any teaching and learning process, and particularly in the one of foreign languages. But here, we are concerned with manufactured devices likely to be used by both teacher and learners within or outside classroom situations. They are accurate materials and, because of their effectiveness, are more and more used in foreign language classes nowadays.

There has been much talk about the use of audio-visual materials in foreign language classes, and everyday considered, it is commonly agreed on that those materials, if well selected and applied, are very useful pedagogical materials. Such a traditional kind of teaching and learning relies entirely on one form of communication consisting of the use of words heard, read, spoken and written for the acquisition, the storage and retrieval of knowledge. In so doing, the mind becomes a memory bank for ideas and experiences learnt through words and expressed through words ; so much so that the study , especially of the foreign languages , becomes for many students a deadening business for trying to cope with an endless flow of difficult words.

In fact, for many children who are at the secondary school level nowadays, such a verbal dexterity is quite inappropriate, in the way that for them the gap between the words in the book and the realities of their experience of life is too wide to be bridged by their intellect only. Consequently, they need the support of other kinds of learning approaches to understand the meaning, master the material and the medium, memorize the message, and express their mind.

To meet such a requirement , it is necessary that a representation of reality should be introduced into the class to provide the visual reference point likely to allow easy comprehension of the situation , and therefore of the orally-produced words and sentences .

To this regard, taking into account the substantial influence that technological devices have on life and thought in our modern world, the total absence of audio-visual devices in any teaching/learning process, and particularly in foreign language teaching and learning process, would be very prejudicial and be taken as a definite refusal to keep to the rolling wheel of this modern world. English language teaching and learning investigators have well perceived such an irreversible necessity; and all over the world, English as a foreign language learners and teachers are getting substantial profits from the use of those

devices. It is high time Benin also adopted and promoted the use of those pedagogical materials; it is a great way-out in coping with Beninese learners' deficiency in oral skills.

Chapter Eight: Data Analysis and Summary of the findings

8.0. Introduction

Chapter 8 displays the analysis of data collected and the summary of the findings.

N°	Departments	Number of public schools	Number of private schools	Number of schools per Department
1	Ouémé	3	1	4
2	Plateau	1	1	2
3	Atlantique	1	1	2
4	Littoral	4	1	5
5	Mono	1	1	2
6	Couffo	1	1	2
7	Zou	1	1	2
8	Collines	1	1	2
9	Borgou	2	1	3
10	Alibori	1	1	2
11	Atacora	1	1	2
12	Donga	1	1	2
Total		18	12	30

Table 10: Number of schools visited per department

8.1. Analysis of the data

The teachers, students, as well as the school authorities were very helpful as they sincerely assisted and cooperate with me for distribution of the questionnaires. They gave very good and useful information that I have used to analyse to produce the result of this research work.

Two different questionnaires were prepared. Each of the questionnaire carries 10 questions. I used in total 20 questions in two different questionnaires. One questionnaire is addressed to teachers and the other one to the students. One thousand and fifty (1050) questionnaires were distributed to both teachers and students and 35 distributed to each of the 30 schools visited where teachers get 10 and students 25 per school.

At the collection of data, 50 questionnaires got missing from the 750 submitted to the students. One thousand questionnaires were then collected and data analysed. Twenty tables were used to analyse the data collected. The percentage method is used in the analysis

of the data collected. The analysis of the data of the teachers and the one of students questionnaires are mainly discussed and tabulated for the data analysis. Two steps were used in the data analysis: the teachers' data first then the students' data after. Twenty tables were used to insert the data for their analysis and the percentage calculation. Schools were grouped in terms of the type: public and private schools.

The data analysis is done through the representation of twenty tables (ten for the teachers and ten for the students). Two questionnaires sheets were produced i.e one for the teacher and one for the students.

8.2. Teachers' data analysis

The teacher's data analysis was carried out in ten tables. Each of these tables answers a particular question as ten questions were put before the teachers for data collection.

- **Question n°1** States: “Is your school public?”
- **The hypothesis to this question is “statistically, there will be no significant difference between the public and the private Schools”**
- **Number of respondents: 300 teachers**

	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
	All public Schools	180	00	60%	00
	All private Schools	00	120		40%
	General percentage (%) 			60%	40%

Table 11: Respondents data analysis

For table 1, it is important to note that to question n°1: “ is your school private?” All the teachers are able to identify their schools. A total number of 180 teachers that is 60% of the 300 teachers that responded and filled the questionnaire, confirm that they are from

public school. A total number of 120 teachers that is 40% of the 300 respondents operate in the private schools.

It is important to note here that in Benin like in most countries across the world there are more public schools than private schools. This reality may not be confirmed in the big cities such as Cotonou, Porto-Novo and Parakou. But even though the private schools may have less students than the public schools, the hypothesis is verified as all the teachers are able to identify their school as either public or private.

- **Question n°2 “Are audiovisual materials and equipment available in your school?”**
- **Hypothesis 2: “statistically, there will be no significant difference in the availability of audiovisual materials and equipment in the schools**
- **Number of respondents: 300 Teachers**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	130	16.66%	43.33
2	All private schools	100	20	33.33%	6.66
General percentage 				50%	50%

Table 12: Respondents data analysis

The table shows that the availability of audiovisual materials in Benin public Secondary Schools is not significant, 50 teachers out of 150 in public schools declared that they have audiovisual materials and equipment in their schools even though these materials and equipment are not available in all the schools. The availability of audiovisual materials and equipment is not significant as the percentage obtained is only 16.66% against 33.33% in private schools. This shows that generally, in Benin secondary schools there is lack of audiovisual materials and equipment, that is, 43.33% of the public schools do not have them.

In the private schools, the situation is better than it is in the public school as almost 34% of the private schools reported that they have audiovisual aids in their schools.

In conclusion, there are more audiovisual materials and equipment in private schools than in the public schools. That shows that in the private sector of Benin secondary schools, more effort is made to promote English as a foreign language teaching and learning. I now look at question N 3 of the data.

- **Question n°3** is stated as follows: **“Do you use audiovisual materials and equipment to teach?”**

- Hypothesis 3 is used to answer this question: **“statistically there will be significant difference in the use of audiovisual materials and equipment to teach in the Republic of Benin secondary”**

- **Total Number of respondents: 300 Teachers**

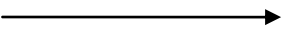
N°	Schools	Number of Yes	Number of Yes	Percentage (%) of Yes	Percentage (%) of No
1	All public Schools	50	130	16.66%	43.33%
2	All private Schools	100	20	33.33%	6.66%
General percentage 				50%	50%

Table 13: Respondents data analysis

For table 4, it is observed that the result obtained in table 3 is confirmed here as teachers use audiovisual materials and equipment only in the school where audiovisual materials and equipment are available. The situation is not different from public and the private secondary schools in Benin. The result obtained is that in the public schools only about 17% of

teachers use audiovisual materials and equipment to teach against 33.33% of the teachers in the private schools.

- **Question n°4** With regards to question N°4, Do you know how to operate audiovisual device i.e equipment?”, I hypothesize that *“statistically there will be significant difference in the operation of audiovisual device by the teachers in the public and the private schools.*
- **Number of respondents: 300 Teachers.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	60	120	20%	40%
2	All private schools	110	10	36.66%	3.33%
General percentage 				56.66%	43.33%

Table 14: Respondents data analysis

With this question, it has been observed that question N°4 i.e “Do you know how to operate audiovisual materials and equipment?”, the answer of both teachers in public and private schools are the same. This shows that operating audiovisual material and equipment is also the same in public and private schools in the public schools. Out of 180 teachers, 60 know how to operate audiovisual materials and equipment and 120 teachers said that they do not know how to operate audiovisual materials and equipment. But the situation is different in the private schools. This shows that training of teachers to operate audiovisual materials and equipment is taken more seriously in private schools than in public schools.

- **To the question n°5** *“Were you trained to use audiovisual aids to teach English language in your school?”*, I hypothesize that *“statistically there will be no significant difference in*

the training of teachers to use audiovisual materials and equipment in the Republic of Benin secondary schools.”

- **Number of respondents: 300 Teachers.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	20	160	6.99%	53.33%
2	All private schools	80	40	26.66%	13.33%
General percentage 				33.33%	66.66%

Table 15: Respondents data analysis

Table 6 shows that very few schools train their teachers for the effective use of audiovisual materials and equipment. This is obvious as no teacher training programme for the use of audiovisual aids to teach is organised in the teachers’ training schools. In these schools no language laboratory is available. Few radio cassette recorders, personal computers and some private initiatives are observed in the use of audiovisual aids to train teachers. So, most of the English teachers trained in Benin are not familiar with the use of audiovisual materials and equipment to teaching. Some of these certified English teachers confirmed these observations. I visited the “Ecole Normale Supérieure” of Porto-Novo, the school that trains English teachers to the diplomas of *BAPES*¹² and *CAPES*¹³, and this information was also confirmed at the directorate and at the library where I met the head of the library. In conclusion, it is definitely not possible for all Beninese English teachers to use effectively audiovisual aids in teaching their courses. And this is one of the reasons why the communication skills of the students trained by these teachers are very poor. Effort must be made to reinforce student communicational capacity by the use of audiovisual aids in

¹²*BAPES*: Brevet d’Aptitude au Professorat de l’Enseignement Secondaire, equivalent to Bachelor degree in language education (BA.Ed).

¹³*CAPES*: Certificat d’Aptitude au Professorat de l’Enseignement Secondaire, equivalent to Master degree in language education (MA.Ed).

Republic of Benin secondary schools. A language resources centre may be useful for this purpose.

- With question n°6, *“Is there any available language resources centre in your educational district (circonscription scolaire)?”, I hypothesize that “statistically there will be no significant difference between private and public schools in the availability of a language resource centre, in there educational district (circonscription scolaire)?”*

- **Number of respondents: 300 Teachers**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	20	160	6.66%	53.33%
2	All private schools	20	100	6.66%	33.33%
General percentage 				13.32%	86.66%

Table 16: Respondents data analysis

The data analysis of question 6 reveals that no language resources centre is available in the education district as confirmed by the result found after the analysis. In both public and private schools, all the teachers confirmed at 13.32% the availability of language resources centre against 86.66%. The low percentage (13.32%) of availability produced out of the data collected from teachers is not significant compared to the 86.66% no availability. The low percentage of availability results is the fact that only cities like Cotonou in the department of Littoral, Porto-Novo in the department of Oueme and Parakou in the department of Borgou have computer / internet centres. Effort must be made by the government or school authorities to set a language resource centre in each of the educational districts or at least in each “commune”. This will reinforce the communicational capacity of the English students. Its will also emprove the communicational teaching ability of the teachers. This shows the usefulness of audiovisual aids as it is possible for the teachers as

well as the students to practice the language with the audiovisual materials and equipment available in language resource centres.

To the next question that is question 7. *“Do you like to teach English language in your school with the assistance of audiovisual aids?” the hypothesis indicates that “statistically there will be no significant difference in being interested in the English classes by the students vis-à-vis their teachers in Republic of Benin secondary schools”*

- **Number of respondents: 300 Teachers.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	130	16.66%	43.33
2	All private schools	100	20	33.33%	6.66%
General percentage 				50 %	50%

Table 17: Respondents data analysis

The result from question 7 shows that most of the teachers in the private schools like using audiovisual aids to teach English than those of the public schools. Out of 180 English teachers from the public schools, only 50 recognised that they like using audiovisual aids to teach. The percentage of those teachers that like teaching English with audiovisual aids is 16.66% against 43.33% that is 130 out of 180 that dislike using the aids. This shows that in the public schools teachers are not encouraged to teach with audiovisual aids.

In the private schools, English teachers are encouraged and even trained to handle, use and teach with audiovisual materials and equipment. Out of 120 English teachers from the private schools, 100 that is 33.33% recognised that they like using audiovisual aids to teach. The percentage of those teachers that do not like teaching English with audiovisual aids is just 6.66%. This shows that in the private schools teachers are encouraged to teach English with the assistance of audiovisual aids.

- For question n°8, “Do you have access to internet in your school?” the hypothesis is that *“statistically there will be no significant difference in having access.”*
- Number of respondents: 300 Teachers

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	30	150	10%	50%
2	All private schools	80	40	26.66%	13.33%
General percentage 				36.66%	63.33%

Table 18: Respondents data analysis

The analysis of the data collected with question 8 that is “Do you have access to internet in your school”? shows that the percentage of having access to internet is lower in the public schools than in the private schools. Only 10% of the teachers in the public schools accept having access to internet in their schools against 50% that do not have. Whereas, the teachers in the private schools claimed that they have access to internet (26.66%) against 13.33% that do not have access.

Question N°9 “Is internet useful to you as an English teacher?” the hypothesis is that *“statistically there will be no significant difference in the availability of audiovisual materials and equipment in the public and the private School.”*

- Number of respondents: 300 Teachers

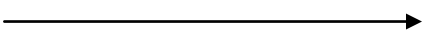
N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	30	150	10%	50%
2	All private schools	60	100	26.66%	13.33%
General percentage 				36.66%	63.33%

Table 19: Respondents data analysis

To question 9 that is “Is internet useful to you as an English teacher?” at both public and private schools, 36.66% of the English teachers declared that internet is useful to them, against 63.33% that ignored the usefulness of internet. This is due to the lack of means to purchase the computer device or new generation telephone machine (handset) by the teachers or the problem of network connection that makes it difficult for them to use appropriately the internet facility.

- To the last question, n° 10, “Do you think audiovisual aids contribute to efficient teaching of the English language?” it is hypothesized that *“statistically there will be no significant difference in the availability of audiovisual materials and equipment in the public and the private School.”*
- Number of respondents: 300 Teachers

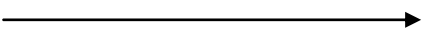
N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	170	10	56.66%	3.33%
2	All private schools	110	10	36.66%	3.33%
General percentage 				93.32%	6.66%

Table 20: Respondents data analysis

Unanimously all the 300 teachers from both the public and the private schools recognised that audiovisual aids contribute immensely to the efficient teaching of English as a foreign language. Even though, encouragement is not coming from the government. The contribution of audiovisual aids cannot be over emphasized as this is judiciously recognised by all the teachers. The government should make effort to encourage the appropriate use of audiovisual aids in the Republic of Benin secondary schools.

In the next section I analyse the students’ data.

8.3. Students' data analysis

For the students, ten tables were drawn as ten questions made up the questionnaire I submitted to them.

The first question to 700 students was: “Is your school public?”

- **My hypothesis for this question is that “There will be no statistically significant difference between the public and the private school.”**
- **Number of respondents: 700 students from both public and private schools.**
(300 students from the private and 400 students from the public)

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	400	00	57.14%	
2	All private schools	00	300		42.86%
General percentage 				57.14%	42.86%

Table 21: Respondents data analysis

It is important to note that to question n°1 “ is your School private?, almost all the students are able to identify their Schools. A total number of 700 students that is 400 students from the 18 public schools confirm that they are from Public Schools. Similarly the 300 students from the 12 private schools also confirm that they study in the private schools.

It should be noted that in Republic of Benin like most of the countries across the world public schools operate alongside with private schools.

In Republic of Benin the political period of revolution from 26th October 1972 to 19 February 1990, put an embargo on the private schools. But since 1990 private schools reopened and they are better organized with new decrees and orders. There are also inspections to see to the quality of education supplied by these private schools. The sector is more and more sanitized.

- **Question n°2:** Is stated: *“Are audiovisual materials and equipment available in your school ?”*. To this question, I hypothesized that *“There will be no statistically significant difference in the availability of materials and equipment in Republic of Benin secondary schools”*.
- **Number of respondents: 700 students.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	350	7.14%	50%
2	All private schools	200	100	28.57%	14.28%
General percentage 				35.72%	64.28%

Table 22: Respondents data analysis

For table 22, the percentage of figures in the table show that the availability of audiovisual materials and equivalent in Benin public Secondary Schools is not significant; 50 students out of 400 in public schools declared that they have audiovisual material and equipment in their schools. The availability of these materials and equipment in the 18 public schools out of 30 considered for this study seems to be some personal and private initiative of either school authorities or teachers. This shows that the government of Benin has no systematic policy of equipping schools with audiovisual aids apart from some computer devices distributed here and there. Of course the government is selective in equipping schools. I observed that some devices are available in few technical schools. That may be the reason why the table 22 shows 7.14% of students in public schools that recognised having audiovisual aids in their schools against 50% for negative responses despite the usefulness of audiovisual aids in language teaching and learning.

However, on the private schools the table 22 also shows 28.57% positive responses against 14.28% in the private schools.

In the private schools, the situation is better than it is in the public schools, since 28.51% of the private schools students declared that they have audiovisual aids in their schools, against 7.14% in the public schools.

In conclusion, there are more audiovisual materials and equipment in private schools than in the public schools. This shows that in the private sector of Benin secondary schools, more effort is made to promote English as a foreign language teaching and learning. Most of 1st rank and best performance in Benin national examinations of CEP¹⁴, BEPC¹⁵ and BAC¹⁶ are from the private schools, in 2014; (No Government Organization - ONG, *la journée des 1ers*), (Personal communication). This information is confirmed by Benin national television, ORTB in October 2014.

- **For question n°3: “Do you use audiovisual materials and equipment to learn?”, the hypothesis is that “There will be no statistically significant difference in the use of audiovisual material equipment in Republic of Benin secondary schools.”**
- **Number of respondents: 700 students.**

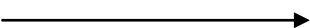
N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	350	7.14%	50%
2	All private schools	200	100	28.57%	28%
General percentage 				35.71%	64.28%

Table 23: Respondents data analysis

In table 23, it is observed that the result obtained in table 22 is confirmed here as students use audiovisual materials and equipment only in the school where audiovisual

¹⁴ CEP: Certificat d'Etudes Primaire (Primary school learning certificate)

¹⁵ BEPC: Junior secondary school examination certificate

¹⁶ BAC: Senior secondary school examination certificat

materials and equipment are available. The situation is not different from public and the private secondary schools in Republic of Benin. The result obtained is that in the public schools only 7.14% of students use audiovisual materials and equipment to learn against 28.57% of the students in the private schools.

- **With regards to question n°4, “Do you know how to operate audiovisual device that is equipment?” I hypothesize that “There will be no statistically significant difference in the availability of a language resource centre, an audiovisual centre or a language laboratory.”**
- **Number of respondents: 700 students.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	60	340	8.57%	48.7%
2	All private schools	200	50	35.71%	7.14%
General percentage 				44.28%	55.71%

Table 24: Respondents data analysis

With this question, it has been observed that in public schools only 60 students that is 8.57% know how to operate audiovisual devices against 200 students (35.71%) of the private schools who know how to use these devices. This shows that operating audiovisual materials and equipment is not the same in public and private schools in Benin.

From the interpretation of this result, it is obvious that training of students how to operate audiovisual materials and equipment is neglected in the public schools and encouraged in the private schools.

I discuss in the next lines the usefulness of audiovisual aids in learning English by students.

- For the question n°5, *“Do you use audiovisual aids to learn the English language in your school?”* I hypothesized that *“There will be no statistically significant difference in the use of audiovisual aids to learn English language in Benin secondary schools”*
- Number of respondents: 700 students.

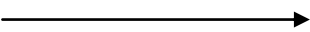
N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	350	7.14%	50%
2	All private schools	200	100	28.57%	14.28%
General percentage 				35.72%	64.28%

Table 25: Respondents data analysis

Table 25 shows that very few students use audiovisual aids to learn English language. The general percentage of students from both public and private schools who use audiovisual aids in Benin secondary school is 35.72% against 64.28% which do not use.

The result of the private schools shows 28.57% use of audiovisual aids against 14.28% of no use and while considering the public schools the percentage of use is 7.14% against 50% of no use of audiovisual to learn.

So, in conclusion more efforts are to be made by the public school authorities for the use of audiovisual aids to learn English. It is important for the government to promote the use of audiovisual aids for students to learn.

- Question n°6: stated: *“Is there any available language resources centre in Benin secondary school educational district (circonscription scolaire)”*, to treat the question I hypothesized that *“There will be no statistically significant difference in the availability of a language resources centre, in Benin secondary school educational district*
- Number of respondents: 700 students.

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	350	7.14%	50%
2	All private schools	100	200	14.28%	28.57%
General percentage 				21.42%	78.57%

Table 26: Respondents data analysis

The data analysis of question 6 revealed that no language resources centre is available in the education district in Beninese secondary schools educational system as confirmed by the result. At both public and private schools, all the teachers confirmed with 21.42%, of the availability of language resources centre against 78.57% no availability.

The low percentage (21.42%) of availability produced out of the data collected from students is not significant compared to the 78.57% of no availability. The low percentage of availability may be a result of the computer or internet centres that are available in the schools of some important cities such as Cotonou in the Administrative District of Littoral, Porto-Novo in the Administrative District of Oueme and Parakou in the Administrative District of Borgou.

Effort must be made by the government or school authorities to establish a language resources centre in each of the educational district or at least in each of local councils (communes). This will reinforce the communicational capacity of English as Foreign Language students as well as that of their teachers as it is possible for them to practice the language with the audiovisual materials and equipment available in both language resource centres. The government must establish language resource centres in the educational district so that students can learn better with the devices.

For question n°7: “Do you like to attend English language classes that are assisted with audiovisual aids?”, I hypothesized that “There will be no statistically significant difference in attending English language classes that are assisted with audiovisual aids in Benin secondary schools.”

- **Number of respondents: 700 students.**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	50	300	7.14%	50%
2	All private schools	200	100	28.57%	14.28%
General percentage 				35.71%	64.28%

Table 27: Respondents data analysis

To the question “Do you like to attend English language classes that are assisted with audiovisual aids?” the result found shows that most of the students in the private schools like using audiovisual aids to learn English. All the public schools students’ that are 400 in number only 60 recognised that they like using audiovisual aids to learn.

This shows that in the public schools students are not encouraged to learn with audiovisual aids; these materials are even absent in most of the public schools. In the private schools sector, English students are encouraged to use audiovisual aids to learn.

- **Question n°8:** stated: “Do you have access to internet in your school? The hypothesis to treat the questions is “*there will be no statistically significant difference in having access to internet in Benin secondary schools.*”
- **Number of respondents: 700 students**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	60	340	8.57%	48.57%
2	All private schools	250	50	35.71%	7.14%
General percentage 				47.28%	55.71%

Table 28: Respondents data analysis

The analysis of the data collected with question 8 that is “Do you have access to internet in your school”? shows that the percentage of having access to internet is lower in the public schools than in the private schools. As only 8.57% of the students in the public schools recognised having access to internet in their schools against 48.57% that do not have access. Whereas, the students at the private schools claimed that they have access to internet at 35.72% against 7.14% which do not have access.

Here again, the government of Benin is making less effort to equip secondary schools with audiovisual aids. There is need for Benin secondary schools to be equipped with audiovisual aids. The internet availability in Benin secondary schools will help the students to learn English language better.

For question n°9: “Is internet useful to you as an English language learner? I hypothesized that *“there will be no statistically significant difference in the usefulness of internet to learning English as a foreign language in Benin secondary schools.”*

- **Number of respondents: 700 students**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	70	330	10%	47.14%
2	All private schools	260	40	37.14%	5.71%
General percentage 				47.14%	52.85%

Table 29: Respondents data analysis

To question 9, learners at both public and private schools that is, 47.14% declared that internet is useful to them, against 52.85% that ignored the usefulness of internet to them as English learners. This is done to the lack of means to purchase the computer device or new generation telephone machine (handset) or the problem of network connection that makes it difficult for them to use appropriately the internet facilities.

Question n°10: states: “Do you think audiovisual aids contribute to efficient learning of English language? the question is answered with the use of hypothesis 10, *“there will be no statistically significant difference in the efficient contribution of audiovisual aids in learning English in Benin secondary schools.*

- **Number of respondents: 700 students**

N°	Schools	Number of Yes	Number of No	Percentage (%) of Yes	Percentage (%) of No
1	All public schools	350	50	50%	7.14%
2	All private schools	250	50	35.71%	7.14%
General percentage 				85.71%	14.28%

Table 30: Respondents data analysis

In English as a foreign language learning almost all the students recognised that internet contributes efficiently to language acquisition. A total number of 600 respondents from both the public and the private schools recognized that audiovisual aids contributes immensely to the efficient learning of English as a foreign language. Even though encouragement is not coming from the government, the contribution of audiovisual aids cannot be overemphasized. This is judiciously recognised by all the learners. The Government must make effort to encourage the appropriate use of audiovisual aids in Benin secondary schools. Below I discuss the summary of my findings.

8.4. Summary of the findings

Secondary schools in Benin are made of the public and the private ones. In both public and private schools in Benin teachers and students are aware of the non-existence of audiovisual aids for English as a foreign language for teaching and learning. This shows that no significant effort is made to encourage effective teaching and learning of English as a foreign language. The private schools are better equipped than the public schools.

In conclusion hypothesis 1 is not accepted because there is significant difference between private and public schools in their audiovisual aids that is materials and equipment availability and use.

Hypothesis 2 is to be accepted because there is a significant difference in the availability of audiovisual aids in the public and private schools in Republic of Benin.

To the question: “are audiovisual materials and available in your school equipment. The analysis of table 12 has shown that in all the schools visited both teachers and students do not use much audiovisual aids to learn or teach. This is generally the situation in almost all the schools except for few schools. Probably there are schools where teachers individually use their personal device to teach as well as to learn. Some students also use both their personal device as well as the school computer centre to practice.

Table 14 shows that in all the schools most of the teachers and the students know how

to operate and even use audiovisual devices, as they are exposed to them, particularly the computer at home, the cyber cafe and computer centre across the country,

The research has shown that in Benin, almost of all the schools that is both public and private schools are not effectively and sufficiently equipped with audiovisual aids for providing adequate support to teaching as well as learning English as a Foreign Language.

Little effort is made here and there, but it is obvious that the institutions, be it public or private schools, are not sufficiently and adequately equipped with audiovisual aids as to make appropriate impact on the teaching and learning of English as a Foreign Language.

Where computer room and communication devices exist no easy access is given by the authorities to the rooms. This is perhaps because some of these institutional teaching aids are extremely expensive. So, the schools authorities fair damage and prefere maximum security to these aids. Most of the times, these audiovisual aids are kept either or in a special room call audiovisual room or language resources centre. This explains the difficulties teachers and some times students encounter in having access to the teaching and learning aids. When the principal is in a metting, nobody can have access to his office and since one has to sign before collecting the keys to the the audiovisual room or the language resources centre, both the teachers and the students fair the lost of the keys. Unforthnetuly they stay away from these audiovisual room or language resource centre and finally do away with the audiovisual aids; because of the difficulties in having access to these aids. Thus, some teachers and students purchase personal devices such as personal computer to teach and learn.

It is also important to observe that most of the audiovisual devices used by the teachers and even students to teach and learn English as a foreign language are personal devices. Only 36.66% of the teachers and students have access to audiovisual devices particularly computers at the cyber café, against 63.33% that do not access.

It is also observed that some teachers (16.66%) and students (33.33%) know how to use audiovisual devices, particularly computer. The result is so because I observed that the

students and teachers in big cities like Porto-Novo, Cotonou and Parakou in the North were one way or the other connected to internet that they use to communicate more than to learn or get prepared to teach. The schools located in the villages; where electrical energy is absent, may not have access to computers or even other ordinary devices in schools. The government of Benin has to make more effort for this population that is also part of the country so that they can have access to computer or other audiovisual aids in their locations.

8.5. Interpretation of the research results

Thinking seriously on the ongoing situation, and from the results of my investigations, I have found out some main factors that stand for interpretation of the research results. These factors include: lack of encouragement in equipping students and teachers with audiovisual aids for learning and teaching and adequate motivational, mainly manipulative teaching methodology, problems of large classes and impact of the socio-linguistic environment.

8.5.1. Lack of adequate encouragement and motivational factors

Encouragement and motivation is the inner reason or feeling that drives people to do something and clings to it, and in the context of a foreign language learning process, it is of paramount importance. Dobson (1992:14) has perceived well such an importance of motivation when she said: «Students cannot be set down in groups, or sent in pairs, and told to interact in the foreign language. Motivation to communicate must be aroused. » The encouragement and motivation here is not necessarily giving a present to a student that performs well; the government and school authorities must equip the school to encourage / motivate the students to learn.

In fact, this problem of motivation is a great one in Benin secondary schools, since it is frequent to hear students say that English classes are boring and do not really meet their

enthusiasm. Very often, English sessions fail to be lively and attractive enough, simply because students start sleeping during the lessons.

But in such a situation, it would not be good to readily English teachers by saying they are doing their jobs well as it is their great responsibility to motivate learners as much as possible. It is obvious that most of the teachers afford their best in motivating their students; but a satisfactory result has not yet been obtained. This means that the main problem is still unsolved and that something enough is required; either the motivational factors used by them are not strong enough or they are not adequate at all. Such a weakness needs to be solved. Beside this problem of the lack of adequate motivational factors, the mainly manipulative teaching methodology is another cause of the deficiency at stake.

8.5.2. Mainly manipulate teaching methodology

The students' failure to use the English language in live communicative situations is also due to the teaching methodology itself. This teaching methodology has for long been a manipulative one whereby students are just taught rules and then asked to practice those rules through drills without accurate activities really enabling them to engage in conversation within the classroom situation.

By doing so, they simply view English classes as more grammar pattern practicing sessions; and to meet this goal, they try their best to learn those rules by heart for the circumstances, but simply forget about them some weeks later. There is not really a learner-centred methodology whereby students can be led to learn through personal experience during communicative activities. Instead, English session are most of the time teacher-centred ones, where the teacher stands as the sole source of knowledge and speaks all the English session long while the students passively listen to him/her, read in their textbooks, take notes in copy-books or practice drills in their exercise-books. Such a methodology is totally contrary to what a language class should normally be; and unfortunately enough, it

happens that some students spend a whole school year in English classes without uttering a single sentence coming from their own imagination. It is just not possible to expect that the students who have been trained in this way to promptly bridge the gap to active performers in live conversation situations. It is quite impossible, since the aptitude to use a language is a matter of habit formation deriving from how frequently one practices it. Apart from this weakness in the teaching methodology, the problem of large classes is another cause leading to the ongoing deficiency.

8.5.3. Problem of large classes

One striking characteristic of Benin secondary schools is that classes are definitely over-crowded except in some schools in the northern part of the country where this problem is not so alarming for the time being. In most of the secondary schools, one can meet classes with more than sixty students whereas the normal and academically acceptable size of a class is about twenty-five students. Such a situation is a very traumatic one for foreign language teachers, and particularly for English teachers. They find it very difficult to put their messages across and to keep each student attentive to lessons. It is true that some teachers try their best to cope with this situation by organizing pair or group works; but in most of the cases the back-up materials in use do not facilitate the job. In fact, the materials commonly and frequently used by both teachers and students in the context of our English classes are English textbooks whose uses present great limits.

First, each student has textbook and no constant or permanent control whether the students is really following the passage being read out by one of the classmates is possible on the part of the teacher. Even when the students may quite be looking in their textbooks, nothing really proves that all of them are attentively following. This is where the usefulness of audiovisual aids occurs. As when students watch educative films they are more enthusiastic and learn faster.

Secondly, in many cases, some students do not have the required text books, or it happens that they forget them at home, a situation which is often difficult for both students and teachers.

«To occasionally cope with these particular aspects. English teachers often ask those students to join their classmates who have brought their text books. But once grouped round a single text book like that, some students often take it as good opportunities to make noise or to slide to entertainment through cheating one another without the teacher's noticing anything. » Ahehehinnou & Bada (2012:9).

By doing so, students end with not following anything; and therefore are unable to answer questions about the passage under study, nor to engage in discussion on the issue being dealt with in the passage. Therefore there is a need to find additional materials so as to fill in this gap. Another important cause of the learners' deficiency in oral competence is the impact of the socio-linguistic environment.

8.5.4. The impact of the socio-linguistic environment

The socio-linguistic environment where the learners are living also has something to do with their inability to operate well in the English language in spontaneous conversation situations. In fact, in our country, the English language comes third to French and other native languages; and students do not really find themselves in an environment where the language is often spoken. It is obvious that, apart from the hours devoted to English sessions at school, most of the students do not have any other opportunities to use the language. After the English classes, they simply spend their time speaking French or their different native languages in classrooms and in the schoolyard during breaks.

At home, no other opportunities are offered to them to listen to or to speak English apart from the short English programmes broadcast by the National Radio and Television Channel (ORTB) on Saturday mornings, on Sunday nights and on Monday afternoons (on

Atlantic F.M). To this regard, the recent partnership with BBC (British Broadcasting Corporation) should be taken as a great profit and appropriately welcomed, as it can somehow help fill in the gaps. But here again, it is not even sure that many students listen to those programmes; and it is possible that most of them are not even informed about their existence at all. This problem along with the afore-mentioned ones needs to be appropriately tackled so as to reduce the extent of the learners' ongoing deficiency in aural/oral skills.

8.6. Conclusion

This research has examined the relevance and the usefulness of audiovisual aids for modern communication and information technology media in the teaching and learning of English Language. Notably, among the media have been highlighted and discussed. For effective utilization of the audiovisual aids in the English Language teachers as well as learners have also been examined. It is assumed that provision and adoption of those media in the teaching and the learning of the English Language in schools will enhance the mastery of the language and strengthen communicative competence on the part of Benin learners.

The analysis of the data collected from both teachers and students are representative of the realities of the use of audiovisual aids in Benin secondary schools.

Chapter Nine: General conclusion

This chapter gives account of the general research work by concluding on different discussions from chapters one to eight. An interpretation of the whole research work is also part of this chapter. Observations, suggestions and recommendations on the effective use of audiovisual aids in Beninese secondary schools are also presented in this general conclusion chapter.

In chapter one, the research work made general introduction to the study by presenting the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope of the study, and the definition of some key terms. The terms such as survey, planning and the concept of the use of audiovisual and teaching English as a foreign language in Beninese secondary school were discussed. In the chapter, teaching as well as its principles, learning and learning concepts were also highlighted. The difference between English as a foreign language (EFL) and English as a second language was also underlined and discussed.

In chapter two, literature review was presented where among other things the authenticity of the research work was analysed. Problems surrounding the use of audiovisual aids in teaching and learning English as a foreign language in Benin secondary schools were also discussed in this chapter. These problems are: insufficient school funding in terms of equipping schools with audiovisual material and equipment for effective English language teaching and learning; the lack of teachers appropriate training to handle audiovisual aids as to positively impact on students oral communication skills; the lack of electricity is another major problem that this research has work addressed; insufficient duration of English lessons is another problem (2 hours against 4 hours for French per week); lack of books, language laboratory, library, and so on, are globally part of problems in this chapter.

In chapter Three, the historical background of the study was discussed. The study revealed that three major periods are to be considered when talking about English as a foreign language teaching and learning in Benin secondary schools. These periods are: the

colonial era (from inception of teaching and learning in Benin, former Dahomey to 1960); the period from 1960 to 1990; then the period from 1990 to date. This chapter has also presented and discussed the different books studied from the colonial era to date.

Chapter Four of this research work presented and analysed the English language curriculum in Benin secondary schools i.e. from the junior secondary school one (6^e) to junior secondary school four (3^e) and from the senior secondary school one (2nd) to senior secondary school three (*Terminale*).

Chapter Five discussed the methodology of the study: the research design, research questions, questionnaires and interviews, research population, data collection procedure, method of data analysis, hypothesis, among other things were presented.

Chapter Six of the research work discussed planning for the use of audiovisual aids in teaching and learning English as a foreign language. The following high points were discussed in this chapter: concept of education planning, type of education planning, objective of education planning, sources of educational data collection, educational planning method, and the problems of educational planning in Republic of Benin, and so on.

Chapter Seven stated clearly the impact of audiovisual aids use on the teaching and the learning of English as a foreign language in Benin secondary schools. The categories and classes of audiovisual aids were discussed. Each material and device was presented, examined, analysed and their high points discussed as they suit the teaching and learning of English as a foreign language in Benin secondary schools.

Chapter Eight gives the general analysis of the data collected and the summary of the findings. This chapter presents data analysis, teachers data analysis, students data analysis, summary of the findings, interpretation of the research results, lack of adequate motivation factors, mainly manipulate teaching methodology, problem of large class and the impact of the socio-linguistic environment.

It is very important to note that without electricity, many of the audiovisual equipment and materials cannot function. Therefore there is a need to be conscious of the type of electricity (250v or 110v) we use to have the equipment function. The researcher sincerely advises that the audiovisual equipment should be used with electrical stabilizers. Again that government and private school owners provide schools with Audio-visual equipment and materials for more efficient teaching of English as a foreign language.

This research work has examined the relevance of the use of audio-visual in the teaching and learning of English. It is assumed that provision and adoption of the media in the teaching and the learning of the English language in schools will enhance the mastery of the target language and will strengthen communicative competence among learners.

Teachers as well as learners should be encouraged to use the given materials. The use of audiovisual equipment and materials in language teaching is very important. It diversifies the teacher's ability to teach. It is also important to note that for a teacher to modernize his teaching and make it more effective, the use of audiovisual equipment is very indispensable. The use of audiovisual equipment and materials for teaching offers new possibilities as information source and vector of communication, I invite teachers to use audiovisual equipment in order to make the art of using audiovisual for English as foreign language a system of teaching that is more effective and efficient.

Audiovisual equipment and materials are relatively cheap these days. Therefore, this must encourage teachers to embrace new systems and new ways of teaching by training themselves on the art of using these devices to teach particular languages. Even though these devices do not replace teaching, they are important tools for the work of a modern teacher.

This research introduces some recommendations and suggestions that could be implemented in the future for effective use of audiovisual aids in the teaching and learning of English as a foreign language. These recommendations and suggestions concern the role of government, teachers, and learners in the effective use of English as a foreign language

teaching and learning in Republic of Benin secondary schools. The recommendations and suggestions identified the model school environment for the use of audiovisual materials and equipment in the teaching and learning of English as a foreign language in Republic of Benin secondary schools.

Since the attitude of the government to a foreign language learning has not had much strong impact on the quality of language that is taught, the government also shows little concern for the quality of the teaching and for the quality of the teachers, there is need for the Government to show a strong will to provide schools with the required number of qualified teachers of English as a foreign language.

The Government should fully be involved in providing professional torch on foreign language that is English and language issues in general such as planning, development, curriculum development, and so on, to facilitate teachers' job.

Foreign language teachers, especially, English as a foreign language (EFL) teachers should practice the audiovisual methodology to ensure clear understanding to learners and to try to make the English learning interesting to learners.

Finally, there is the need for English as a foreign language (EFL) teachers to understand the problems arising from the teaching of English as a foreign language in order to use the appropriate methods for solving them.

The researcher sincerely suggests that audiovisual aids such as radio cassette recorder, cassette recorder, television set, language laboratories and computer should be purchased for the use of the students to learn the target language. This will of course, help them to learn fast and the teacher to teach with good and modern teaching aids.

The school financing policy of the country must be reviewed for more money to be allocated to language education particularly foreign language education. As for the nation's growth we need to understand people of the other sides of the world as to cooperate with them. The effective learning of English language, for example, would have helped us to

develop some abilities to translation approaches of document. This will save a lot of money for the government as we will not hire the services of foreigners as to do these types of work properly.

Secondary school learners or teachers as well as students should be taken to English speaking countries like Nigeria, Ghana, or why not the United Kingdom, the United States of America or any English speaking country, once a year so as to help them to develop better habits of oral English. The learning of the English language through media must also be encouraged. The immersion programme is to be encouraged. If this is made a policy, we don't need much money to implement it. Nigeria and Ghana are our neighbouring countries and are also members of the Economic Community of West African States (ECOWAS); therefore, it will not be too difficult to carry out excursions and English language immersion programmes towards those countries. This will help the learners to practice the language appropriately.

Because of the various benefits that could be derived from the use of mass media, the following suggestions should be considered.

A multimedia room with furniture, video system and computer, a software package, a conversation room, satellite and a host of others should be provided in schools where the language is being taught. Also, with the availability of the multi media room, students should be introduced to the use of compact disk rom.

Again, both lecturers and students should be computer literate so that if the necessary materials are provided they will be able to use them effectively. The available materials and equipment in each school should be used by teachers to supplement their teaching.

In practical teaching, it is improper to duplicate the textual material simply to the screen so that the teacher's position is ignored in order to ensure the function of multimedia in teaching. It should be noted that it is proved through practice that adequate application of

multimedia technology to teaching can make breakthroughs in class. That is to say, during multimedia assisting teaching, teachers still play the leading role that their position could never be replaced by the computer. For instance, the introduction to such lesson and speaking communication are a good way to improve students listening and speaking which the computer cannot fulfil. Therefore, teacher's interpretation shall not be overlooked. Meanwhile, as a practical linguistic science, English should be used very often after class to cultivate the students communicative competence, Multimedia, as an instrument for assisting teaching serves the teachers despite its extraordinary effect, So teaching determines whether to adopt multimedia technology. Otherwise, the teachers are acting as the projectionist, clicking the screen.

Some teachers take the computer screen as the blackboard, they have input exercises, question, answers and teaching plans into the computer and display them piece by piece, without taking down anything on the blackboard or even the title of a lesson. It is known that teachers are supposed to simulate situations based on teaching and guide the students to communicate in English. Besides, traditional writing on blackboard is concise and teachers can make adjustment and amendment to it if necessary. Furthermore, experienced teachers know well that a perfect courseware is an ideal project in mind, and that in practice, they need to enrich the content on the blackboard with emerging of new question raised by the students.

It is doubtless and normal that all the problems linked to the use of audiovisual devices in our secondary schools cannot quickly be solved at a time: but it should rather be a long-running process that requires financial means patience, conviction and determination, which qualities are necessary for any good and long-lasting achievement. Such efforts are worth making because of the extent of the problem to be solved and the increasing importance of the English language in the modern world.

Promoting the use of audiovisual devices in our secondary schools for the purpose of improving oral skills in the English language can even be a model experience for the teaching and learning methodology. In such a way, there would therefore be a stronger mobilization for the efforts to be made to get the different equipments and the training for their use, since the issue would no longer be confined to the English language teaching and learning methodology only; but it would rather concern the country's education system as a whole.

The government should endow the teachers' training schools such as *Ecole Normale Supérieure (ENS)* of Porto-Novo with language laboratories which must contain all the necessary didactic materials and devices. Educational authorities should adapt the programmes and equipment to new challenges of education. The English teachers shall undergo their linguistic immersion in Ghana, for instance, so as to better, sharpen, and improve their own language skills and knowledge. By doing this they will undoubtedly complete their training so as to be able to teach well.

Of course, it is also important to bear in mind that beside the promotion of audiovisual devices for the improvement of our learners' oral skills, attention should also be directed towards other ways likely to successfully lead to the same goal. In fact, it is obvious that many people really speak the English language without attending formal English classes for a long period as it is the case for our teaching and learning process, but simply because they have got the opportunity to live just for some time in an English speaking country or in a community where English is the role or the most prominent means of communication. This is to say that among all the possible strategies to make the learners turn to fluent English speakers, the "linguistic immersion" keeps a paramount place and we should also think about how to offer our learners regular opportunities for this purpose.

A general view of the English language teaching learning evaluation process has guided my research study, the topic of which focuses on the use of audiovisual aids in the

teaching and learning of English as a foreign language in Benin secondary schools. I was interested in exploring all variables in an education of quality at technical schools.

My goals while choosing this topic was to shed some light on the impact of teacher's incompetence and lack of professional skills in relation to learners performance. The findings have chiefly pointed out the following: the absence of adequate curricula, the absence of appropriate teaching materials, the existence of high rate of non qualified English as foreign language teachers, the lack of training for the use of teacher centred approach, the non application of the competency-based approach.

Business student's results in English subject are not encouraging due to the high amount of money invested in technical education system by the government and development partner.

The most important problem in schools is the absence of adequate curricula according to the requirement of the competency-based approach. English as a Foreign Language (EFL) teachers are facing many problems with disabled learner's good improvement. Some of these problems are the absence of material and equipment for teaching and learning of English as a foreign language.

To supply teachers need and indirectly learner's real needs, I recommended that the government train teachers properly.

As suggested earlier on, the government must put in place an establishment to promote English language. That establishment I suggest should be called **National Institute of English Language (NIEL)**. In this institution all the employees must speak English. It is a place where anybody can come to improve their communicational skills in English. The institution should be fully equipped with audiovisual aids.

I also suggest that **Language Resources Centres (LRC)** be established across the country to make English language learning easier. The language resources centres should

be equipped with audiovisual materials and equipment such as language laboratories, radio, radio cassette recorder, television sets, and computers for English language learning.

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Appendices

Appendix 1

Université d'Abomey-Calavi,
Faculté des Lettres, Arts et Sciences Humaines,
Ecole Doctorale Pluridisciplinaire, "Espace, Culture et Développement".

QUESTIONNAIRE DE RECHERCHE DE THESE DE DOCTORAT UNIQUE EN ETUDES ANGLOPHONES ; OPTION : DIDACTIQUE DE LA LANGUE ANGLAISE

Sujet de recherche :

**Use of audiovisual aids in the teaching and learning of
English as a foreign language in Benin secondary schools**

(Utilisation de l'outil audiovisuel dans l'enseignement et l'apprentissage
de l'anglais, langue étrangère au cours Secondaire au Bénin.)

TEACHERS' QUESTIONNAIRES (QUESTIONNAIRES POUR LES ENSEIGNANTS)

1. Is your School public? Yes ☐ No ☐
2. Are Audiovisual Materials and Equipment available in your School?
Yes ☐ No ☐
3. Do you use Audiovisual Materials and Equipment to teach?
Yes ☐ No ☐
4. Do you know how to operate audiovisual device?
Yes ☐ No ☐
5. Were you trained to use audiovisual aids to teach English language in your school?
Yes ☐ No ☐
6. Is there any available Language Resources Centre in your educational district
(Circonscription scolaire)?
Yes ☐ No ☐
7. Do you like to teach English language in your school with the assistance of audiovisual
aids?
Yes ☐ No ☐
8. Do you have access to internet in your school?
☐ ☐
9. Is internet useful to you as an English teacher?
Yes ☐ No ☐
10. Do you think audiovisual aids contribute to efficient teaching of English?
Yes ☐ No ☐

Appendix 2

**Université d'Abomey-Calavi,
Faculté des Lettres, Arts et Sciences Humaines,
Ecole Doctorale Pluridisciplinaire, "Espace, Culture et Développement".**

QUESTIONNAIRE DE RECHERCHE DE THESE DE DOCTORAT UNIQUE EN ETUDES ANGLOPHONES ; OPTION : DIDACTIQUE DE LA LANGUE ANGLAISE

Sujet de recherche:

**Use of audiovisual aids in the teaching and learning of
English as a foreign language in Benin secondary schools**

(Utilisation de l'outil audiovisuel dans l'enseignement et apprentissage
de l'anglais, langue étrangère au cours Secondaire au Bénin.)

STUDENTS' QUESTIONNAIRES (QUESTIONNAIRES POUR LES ETUDIANTS)

1. Is your School public? Yes ☐ No ☐

2. Are Audiovisual Materials and Equipment available in your School?
Yes ☐ No ☐
3. Do you use Audiovisual Materials and Equipment to learn?
Yes ☐ No ☐
4. Do you know how to operate an audiovisual device?
Yes ☐ No ☐
5. Do you use audiovisual aids to learn English in your school?
Yes ☐ No ☐
6. Is there any available Language Resources Centre in your educational district
(circonscription scolaire)?
Yes ☐ No ☐
7. Do you like to attend English language classes that are assisted with audiovisual aids?
Yes ☐ No ☐
8. Do you have access to internet in your school?
☐ ☐
9. Is internet useful to you as an English language learner?
Yes ☐ No ☐
10. Do you think audiovisual aids contribute to efficient learning of English?
Yes ☐ No ☐

Appendix 3

S /N	Departments	Town Council (Communes)	N°	School denominations (noms d'écoles)	Cities (Villes)
1.	Ouémé	Porto-Novo (Town Council)	1	Lycée Béhanzin	Porto-Novo
			2	Lycée des Jeunes filles Toffa 1 ^{er}	Adjegunle, Porto-Novo
			3	Collège Notre Dame	Oganla, Porto-Novo
			4	Complexe Scolaire la Rose et la Rosette	Djassin, Porto-Novo
2.	Plateau	Pobè (Town Council)	5	CEG1, Pobè	Pobè
			6	CEG1, Sakété	Sakété
3.	Atlantique	Abomey-Calavi (Town Council)	7	CEG1, Abomey-Calavi	Abomey-Calavi
			8	Collège le Faucon	Abomey-Calavi
4.	Littoral	Cotonou (Town Council)	9	CEG Gbégamey	Gbégamey, Cotonou
			10	Collège Père Aupiais	Cadjèhoun, Cotonou
			11	CEG Akpakpa Centre	Akpakpa, Cotonou
			12	Lycée Technique Coulibaly	Cotonou
			13	UFUK	Cotonou
5.	Mono	Lokossa (Town Council)	14	CEG1, Comè	Comè
			15	CEG Médégan	Lokossa
6.	Couffo	Dogbo (Town Council)	16	CEG1, Dogbo	Dogbo
		Aplahoué (Town Council)	17	CEG1, Akplahoué	Akplahoué

7.	Zou	Abomey (Town Council)	18	Lycée Houffon Mafori	Abomey
		Bohicon (Town Council)	19	CEG 1, Bohicon	Bohicon
8.	Collines	Dassa- Zounmè (Town Council)	20	CEG1, Dassa Zounmè	Dassa Zounmè
		Savè (Town Council)	21	CEG1, Savè	Savè
9.	Borgou	Parakou (Town Council)	22	Lycée Mathieu Bouké	Parakou
			23	CEG Hubert Koutoukou Maga	Parakou
			24	Lycée des Jeunes Filles de Parakou	Parakou
10.	Alibori	Bembèrèkè (Town Council)	25	Pritané Militaire	Bembèrèkè
		Malanville (Town Council)	26	CEG1, Malanville	Malanville
11.	Atacora	Natitingou (Town Council)	27	Lycée Militaire de Jeunes Filles de Natitingou	Natitingou
		Kandi (Town Council)	28	CEG1, Kandi	Kandi
12.	Donga	Djougou (Town Council)	29	CEG1, Djougou	Djougou
		Basila (Town Council)	30	CEG1, Basila	Basila

Table 8: List of schools visited per department