



LABORATOIRE DU GROUPE DE  
RECHERCHE SUR L'AFRIQUE ET LA DIASPORA

**(GRAD)**

Premières Journées d'Etudes Scientifiques  
(en visioconférence)

26 - 27 Mai 2021



Source Image : <https://www.afro.who.int/fr/news>

**Thème :**

**L'ENSEIGNEMENT ET LA RECHERCHE DANS LE CONTEXTE DE LA COVID-19 :  
NÉCESSITÉ D'UNE REDÉFINITION DE STRATÉGIES**

**ACTES DU COLLOQUE**

ISBN 978-99982-64-63-2



FACULTE DES  
LETTRES, LANGUES,  
ARTS ET COMMUNICATION

ÉCOLE  
DOCTORALE  
PLURIDISCIPLINAIRE



Novembre 2021

**ACTES**  
des  
**Premières Journées d'Etudes Scientifiques**  
**(en visioconférence)**

**26 – 27 mai 2021**

**Thème** : L'enseignement et la Recherche dans le contexte de la  
COVID-19 : Nécessité d'une redéfinition de stratégies

*SOUS LE PARRAINAGE DE*

*PROFESSEUR PLACIDE CLEDJO, DIRECTEUR DE L'ECOLE DOCTORALE  
PLURIDISCIPLINAIRE « ESPACES, CULTURES ET DEVELOPPEMENT » DE  
L'UNIVERSITE D'ABOMEY-CALAVI*

*et de*

*PROFESSEUR OKRI PASCAL TOSSOU, DOYEN DE LA FACULTE DES  
LETTRES, LANGUES, ARTS ET COMMUNICATION (FLLAC) DE  
L'UNIVERSITE D'ABOMEY-CALAVI*

## **1. Contexte et justification**

La pandémie de la COVID-19 a indubitablement induit des changements radicaux et profonds dans nos habitudes de vie et dans nos relations interpersonnelles. Pour contenir cette pandémie, la plupart des pays ont adopté des stratégies de confinement total ou partiel, de couvre-feu ou de restrictions dans les déplacements de personnes. Les regards sont désormais tournés vers les écoles et universités en raison de leur forte implication dans la recherche et l'éducation, la formation et la socialisation de la personne humaine. Plusieurs écoles et centres de formation ont été fermés, des congés et vacances scolaires/universitaires ont été anticipés et la reprise n'a eu lieu que timidement.

En raison de cette pandémie, le monde de l'éducation en général et celui de l'enseignement supérieur en particulier connaissent actuellement de grands bouleversements en termes de comment trouver les meilleures méthodologies et stratégies d'enseignement-apprentissage qui conviennent aux directives d'endigement du virus qui a déjà, faut-il le rappeler, contaminé ou tué de

millions de personnes dans le monde. La massification des effectifs dans les formations universitaires classiques telles que les lettres, les langues, les sciences juridiques, les sciences économiques et de gestion, les sciences physiques, les sciences mathématiques et biologiques font craindre une contamination accrue si le virus venait à s'introduire dans nos amphithéâtres.

Heureusement, la vie continue malgré tout et l'enseignement et la recherche dans nos universités et centres de formation le doivent aussi pour assumer la postérité et la prospérité intellectuelles et économique aussi bien que le développement de nos pays. Il s'établit alors une crainte objective par rapport au respect des gestes barrières établis dans nos universités et centres de formations au regard des grands rassemblements en raison du manque d'infrastructures dans certains de nos lieux de formation. Un changement de paradigme dans la formation et la recherche s'avère donc nécessaire.

Plusieurs méthodes de recherche et stratégies pédagogiques aux moyens des Technologies de l'Information et de la Communication (TIC) ont été innovées. Il s'agit désormais de l'introduction et de la formation au E- teaching/learning, des cours à distance, de la redynamisation des Massive Online Open Courses (MOOC), de l'utilisation des réseaux sociaux comme canal de transmission du savoir, etc. En matière de recherche, les rencontres scientifiques, autrefois organisées en présentiel sont de plus en plus virtuelles avec l'utilisation des outils tels que Zoom, Google meet, Microsoft team, etc. comme moyens d'interaction.

Les difficultés rencontrées dans la mise en œuvre des stratégies et méthodes d'enseignement en période de la COVID-19 amènent les enseignants- chercheurs et chercheurs à repenser la recherche et la pédagogie universitaires pour ne pas briser la chaîne de la transmission du savoir dans l'espoir que la vie redevienne normale dans les jours à venir. Les *Journées d'Etudes Scientifiques* sont donc l'occasion d'explorer les synergies actuelles en termes de pratiques d'enseignement et de recherche pour une meilleure adaptabilité.

## **2. Objectifs**

### ***2.1. Objectif général***

Ces Journées d'Etudes visent à susciter des réflexions et partage d'expériences chez les enseignants-chercheurs et chercheurs sur les meilleures approches et stratégies à adopter ou à expérimenter pour un enseignement supérieur inclusif

et respectueux du droit des étudiants à un enseignement de qualité d'une part, aussi bien que la réorientation de la recherche en cette période critique de la pandémie de la COVID-19, d'autre part.

## ***2.2.Objectifs spécifiques***

Il s'agit pour les participants de :

- mener des réflexions dans le sens des conduites à tenir pour des cours en ligne réussis dans leurs matières respectives ;
- partager les expériences et expertises de l'utilisation des Technologies de l'Information et de la Communication comme support de transmission du savoir ;
- analyser de façon critique la problématique de recherche et de l'enseignement/apprentissage des langues dans un système de cours à distance.
- Conduire des activités de recherche en ligne, seul(e) ou en équipe.

## **3. Comité d'organisation**

Président : Dr (MC) Innocent Sourou KOUTCHADE

Organisateurs : Dr (MC) Ferdinand KPOHOUE

Dr (MC) Yémalo Célestin AMOUSSOU

Dr (MC) Célestin GBAGUIDI

Membres

Dr (MC) Vincent ATABAVIKPO Dr (MC) Raphaël YEBOU

Dr (MC) Moufoutaou ADJERAN

Dr (MC) Antoine HOUNHOUENOU

Dr (MC) Germain SAGBO

Dr (MA) Ulrich HINDEME

Dr (MA) Raoul AHOUEANGANSI

Dr (MA) Etienne K. IWIKOTAN  
Dr (MA) Servais AKPACA  
Dr (MA) Fortuné AZON  
Dr (MA) Marius SOHOUE  
Dr (MA) Fernand NOUWLIGBETO  
Dr (MA) Flavien Dossou LANMANTCHION  
Dr (MA) Hergie Alexis SEGUEDEME  
Dr (MA) Théophile HOUNDJO  
Dr (MA) André DATONDJI  
Dr (MA) Bertin DANSOU  
Dr (MA) Viviane HOUNHANOU  
Dr (MA) Pédro Marius EGOUNLETI  
Dr (MA) Charles LIGAN  
Dr (MA) Basile MEDENOU  
Dr (MA) Codjo Timothée TOGBE

**Secrétariat**

Dr Raoul AHOANGANSI  
Dr Corneille TEBA  
Dr Servais DADJO  
Dr Martinien TOBOULA  
Dr Crépin LOKO  
Dr Roger HOUMASSE  
Dr Evariste KOTTIN  
Dr Joiny TOWASSELO  
Dr Casimir SOEDE  
Dr Nathalie AGUESSI  
Dr Caroline BODJRENOU  
Dr Béatrice M'PO  
Dr Pascal AMALY  
Dr Alain ASSOGBA  
Dr Franck AMOUSSOU

**Comité de lecture**

Dr Mouftaou ADJERAN

Dr Rissikatou MOUSTAPHA  
Dr Etienne IWIKOTAN  
Dr Ulrich HINDEME  
Dr Charles LIGAN  
Dr Marius SOHOUE  
Dr Flavien LANMANTCHION  
Dr Idrissou YERIMA ZIME  
Dr Juvénale PATINVOH  
Dr Abraham OLOU  
Dr Marcellin HOUNZANGBE  
Dr Daniel YOKOSSI  
Dr Ashani Michel DOSSOUMOU  
Dr Albert O. KOUKPOSSI  
Dr Romain D. HOUNZANDJI

**Appui technique**

Dr Albert Omolégbé KOUKPOSSI  
Dr Charles LIGAN  
Dr Coffi Martinien ZOUNHIN TOBOULA  
Dr Roger HOUMASSE

**4. Comité Scientifique International**

Professeur Maxime da CRUZ, Université d'Abomey-Calavi, Bénin  
Professeur Placide CLEDJO, Université d'Abomey-Calavi, Bénin  
Professeur Pascal Okri TOSSOU, Université d'Abomey-Calavi, Bénin  
Professeur Augustin AINAMON, Université d'Abomey-Calavi, Bénin  
Professeur Flavien GBETO , Université d'Abomey-Calavi, Bénin  
Professeur Akanni M. IGUE , Université d'Abomey-Calavi, Bénin  
Professeur Dominique BADA, Université d'Abomey-Calavi, Bénin  
Professeur Léonard A. KOUSSOUHON, Université d'Abomey-Calavi, Bénin  
Professeur Odile DOSSOU GUEDEGBE, Université d'Abomey-Calavi, Bénin  
Professeur Euloge OGOUWALE, Université d'Abomey-Calavi, Bénin  
Professeur Patrick Y. HOUESSO, Université d'Abomey-Calavi, Bénin  
Professeur Souleymane FAYE, Université Cheik Anta Diop, Sénégal

Professeur Mamadou DRAME, Université Cheik Anta Diop, Sénégal  
Professeur Mbacké DIAGNE, Université Cheik Anta Diop, Sénégal  
Professeur Komla NUBUPO, Université de Lomé, Togo  
Professeur Essowè Komla ESSIZEWA, Université de Lomé, Togo  
Professeur Atafei PEWISSI, Université de Lomé, Togo  
Professeur Laure-Clémence C. ZANOÛ, Université d'Abomey-Calavi, Bénin  
Professeur Estelle B. MINAFLINOÛ, Université d'Abomey-Calavi, Bénin  
Professeur Julien GBAGUIDI, Université d'Abomey-Calavi, Bénin  
Professeur Coffi SAMBIENI, Université d'Abomey-Calavi, Bénin  
Professeur Mensah W. TOKPONTON, Université d'Abomey-Calavi, Bénin  
Professeur Ibouraima YABI, Université d'Abomey-Calavi, Bénin  
Professeur Abou-Bakari IMOROU, Université d'Abomey-Calavi, Bénin  
Professeur Roch A. HOUNGNIHIN, Université d'Abomey-Calavi, Bénin  
Dr (MC) Zorobi Philippe TOH (Université Alassane Ouattara, Côte-d'Ivoire  
Dr (MC) Euloge AKODJETIN, Université d'Abomey-Calavi, Bénin  
Dr (MC) Jean-Euloge GBAGUIDI, Université d'Abomey-Calavi, Bénin  
Dr (MC) Vincent ATABAVIKPO, Université d'Abomey-Calavi, Bénin  
Dr (MC) Raphael YEBOU, Université d'Abomey-Calavi, Bénin  
Dr (MC) Florentine A. HOUEDENOU, Université d'Abomey-Calavi, Bénin  
Dr (MC) Coffi Bertin YEHOÛENOU, Université d'Abomey-Calavi, Bénin  
Dr (MC) Patrice AKOGBETO, Université d'Abomey-Calavi, Bénin  
Dr (MC) Rogatien TOSSOU, Université d'Abomey-Calavi, Bénin  
Dr (MC) Sylvie de CHACUS, Université d'Abomey-Calavi, Bénin  
Dr (MC) Monique OUASSA-KOÛARO, Université d'Abomey-Calavi, Bénin  
Dr (MC) Constant KPAO SARE, Université d'Abomey-Calavi, Bénin  
Dr (MC) Innocent Sourou KOUTCHADE, Université d'Abomey-Calavi, Bénin  
Dr (MC) Yémalo Célestin AMOÛSSOU, Université d'Abomey-Calavi, Bénin  
Dr (MC) Cyr Gervais ETENE, Université d'Abomey-Calavi, Bénin  
Dr (MC) Bosson BRA DJÉRÉDOÛ, Université Felix-Houphouët Boigny,  
Côte d'Ivoire  
Dr (MC) Nékoua P. Joseph SAHGUI, Université d'Abomey-Calavi, Bénin  
Dr (MC) Charles Lambert BABADJIDE, Université d'Abomey-Calavi, Bénin  
Dr (MC) Fidèle SOSSOÛVI, Université d'Abomey-Calavi, Bénin  
Dr (MC) Simplicite AGOSSAVI, Université d'Abomey-Calavi, Bénin  
Dr (MC) Florentine S. AGBOT ON, Université d'Abomey-Calavi, Bénin

Dr (MC) Samuel DJENGUE, Université d'Abomey-Calavi, Bénin

Dr (MC) Zorobi Philipe TOH, Université Alassane Ouattara, Côte-d'Ivoire

Dr (MC) Moufoutaou ADJERAN, Université d'Abomey-Calavi

Dr (MC) Ferdinand KPOHOUE, Université d'Abomey-Calavi, Bénin

Dr (MC) Célestin GBAGUIDI, Université d'Abomey-Calavi, Bénin

Dr (MC) Ibrahim YEKINI, Université d'Abomey-Calavi, Bénin

## 5. Présentation des contributions

Structure du texte

- Le titre : il doit être succinct, précis, en majuscule et en gras.
- Le résumé : Les manuscrits doivent comporter un résumé de 150 à 200 mots au maximum en français-anglais, espagnole-anglais ou allemand- anglais, avec cinq mots-clés dans les deux langues choisies. Chaque résumé doit être rédigé suivant le plan ci-après : objectif- problème-méthode- résultats.
- L'introduction
- L'organisation du texte : l'organisation du texte suivra la subdivision en sections et sous-sections à l'aide des chiffres arabes:
  1. (Section)
    - 1.1 (sous-section)
    - 1.2 (sous-section)
      - 1.2.1 (subdivision de la sous-section)
      - 1.2.2 (subdivision de la sous-section)
  - La conclusion
  - Les références bibliographiques

Mise en page : Format A4; Marges = 2,5 cm (haut, bas, droite, gauche); Reliure = 0,50 cm;

Style normal (pour le corps de texte) : Police Palatino linotype 12 points, sans couleurs, sans attributs (gras et italiques sont acceptés pour des mises en relief); paragraphe justifié, pas de retrait, pas d'espacement, interligne simple.

Titre de l'article : Police Palatino linotype 14 points, sans couleurs, en lettres majuscules, gras; paragraphe aligné à droite, pas de retrait, espacement après = 18 points, pas de retrait de première ligne, interligne simple.

Titre 1 : Palatino linotype 12 points, sans couleurs, gras; paragraphe gauche, pas de retrait de première ligne, interligne simple.

Titre 2 : Palatino linotype 12 points, sans couleurs, gras; paragraphe gauche, interligne simple.

Titre 3 : Palatino linotype 12 points, sans couleurs, gras; paragraphe gauche, interligne simple.

### **Citations dans le document**

Les références des citations doivent être présentées selon les normes de l'American Psychological Association (APA). Toute citation de plus de 40 mots (3 lignes) doit :

- être mise en retrait et sans guillemets
- avoir une taille de police réduite (10) et interligne simple.

Les références de citations dans le texte (et non sous forme de notes de bas de page) se présentent comme suit :

Lorsque le nom du ou des auteurs fait partie du texte, la date de publication est indiquée entre parenthèses suivies de la (des) page(s) citée(s). Exemples :

- ✓ En effet, selon Avoce (2018, p. 201): «...» en français, et "...” en langues germaniques

Lorsque l'auteur reste anonyme jusqu'à la fin de la citation, tous les éléments de références sont mis entre parenthèses après celle-ci selon le schéma: Nom de l'Auteur, (année de publication, page(s) citée(s)):

Exemple :

- ✓ Comme le soutient l'Ecole Fonctionnaliste, la langue est structurée pour exprimer trois significations importantes (Halliday, 1985, p.27).

Si le même auteur a fait paraître deux ouvrages ou articles la même année, citer le nom de l'auteur suivi de l'année d'édition et de la lettre 'a' pour le premier article, 'b' pour le second, etc.

Les références comportant plus de trois auteurs utiliseront la forme *et al.* après le nom du premier auteur, par exemple Koussouhon *et al.*, (2014, p.40).

Quant aux travaux acceptés pour publication, ils seront marqués 'sous presse' ou 'à paraître'.

## Références Bibliographiques

Police Palatino linotype 12 points, en norme APA. Voici quelques exemples :

### ☞ Livres

Searle, J. R. (1976). *A Classification of Illocutionary Acts*. Cambridge: Cambridge University Press.

Halliday, M. A. K., & Hasan, R. (1985). *Language, Context, and Text: Aspects of Language in a Social-semiotic Perspective*. Oxford: Oxford University Press.

### ☞ Articles

Sahgui, N.P. (2017). Représentation socioculturelle de la dot chez les Fulbés de la commune de Matéri. *RESILAC : Revue des Sciences du Langage et de la Communication*, 4(1), 392-412.

Wenden, A.L. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19, 515-537. <https://doi.org/10.1093/applin/19.4.515>

**EDITEUR SCIENTIFIQUE**

Dr (MC) Innocent Sourou KOUTCHADE

**MISE EN PAGE**

Dr Codjo Claude Roger HOUMASSE  
Dr Albert Omolegbé KOUKPOSSI  
Université d'Abomey-Calavi

**MAQUETTE DE COUVERTURE**

Jacob ABIODOUN  
Millénium Media Concepts  
(00229) 97 544 078

**IMPRIMERIE**

OGW Editions  
(00229) 97 338 997  
rsossou1977@yahoo.fr

ISBN : 978-99982-64-63-2  
Dépôt Légal N°13503 du 17/11/2021  
Bibliothèque Nationale du Bénin, 4ème trimestre

## *Sommaire*

### ENSEIGNEMENT ET RECHERCHE DANS LE CONTEXTE DE LA COVID 19

1. STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS THE USE OF WHATSAPP IN EFL CLASSES IN BENINESE NATIONAL UNIVERSITIES. **Pédro Marius EGOUNLETI** ----- 1
2. FROM DONALD TRUMP TO JOE BIDEN: PSYCHO-SOCIAL AND SPIRITUAL MANAGEMENT OF COVID- 19. **Anne Nathalie J. A. AGUESSY** ----- 19
3. CONSTRUITS SOCIAUX A L'AUNE DE LA COVID 19 : POUR UNE RADIOSCOPIE DES FACTEURS DE RESISTANCE A PORTO NOVO. **Pierrette HOUNDONUGBO** ----- 39
4. INVESTIGATING THE IMPACTS OF COVID-19 ON THE PRODUCTION OF SPEECH SOUNDS: A CASE STUDY OF FLASH ADJARRA (UNIVERSITY OF ABOMEY CALAVI). **Servais Dieu-Donné Yédia DADJO & Amadou SALAMI** ----- 49
5. MORPHOLOGICAL, ONOMASTIC AND CONTEXTUAL ANALYSIS OF THE COVID-19 DISCOURSE IN THE SOCIAL MEDIA. **Yémalo C. AMOUSSOU** ----- 63
6. ANALYSING WARLIKE DISCOURSE IN COVID-19 CONTROL INSTRUCTIONS IN THE UNITED KINGDOM: A LEXICOSEMANTIC PERSPECTIVE. **Cocou André DATONDJI** ----- 87
7. A PRAGMATIC AND SYSTEMIC FUNCTIONAL INQUIRY INTO COVID-19 RELATED SPEECHES: VOICES FROM SOME AFRICAN PRESIDENTS. **Ashani Michel DOSSOUMOU** ----- 103
8. USING ICTs TO TEACH TRANSLATION STUDIES AND CARRY OUT RESEARCH AGAINST THE BACKGROUND OF COVID-19 PANDEMIC. **Servais M. AKPACA** ----- 133
9. INVESTIGATING THE IMPACT OF SOCIAL DISTANCING AND MASK WEARING IN COVID-19 CONTEXT ON EFFECTIVE CLASSROOM MANAGEMENT IN BENINESE INTERMEDIATE EFL CLASSES: CASE STUDY OF SOME PUBLIC AND PRIVATE SECONDARY SCHOOLS IN AVRANKOU AREA. **Sourou Corneille TEBA** ----- 149

10. ONLINE RESEARCH IN PHONETICS: A STUDY OF THE IMPACT OF WHATSAPP-BASED INSTRUCTION IN ENGLISH SPEECH SOUNDS ON BENIN EFL LEARNERS. **Innocent Sourou KOUTCHADE, Amétépé F.O. DONNOU & Albert O. KOUKPOSSI** ----- 169
11. A NEEDS ANALYSIS OF EFL SECOND YEAR MEDICAL SCHOOL STUDENTS AT UNIVERSITÉ DE ZINDER. **Moussa TANKARI, Ayodele Adebayo ALLAGBÉ & Abdou MAIGUÉRO** ----- 195
12. EXPLORING THE IMPACT OF THE COVID-19 PANDEMIC ON WOMEN: A WOMANIST LINGUISTIC ANALYSIS OF THE UN SECRETARY-GENERAL'S ADDRESS AT THE 65TH SESSION OF THE COMMISSION ON THE STATUS OF WOMEN. **Franck AMOUSSOU, N. Béatrice Kouinampou M'PO & Ayodélé Adebayo ALLAGBE** ----- 223
13. REINFORCING THE EFL LEARNERS' PRONUNCIATION THROUGH LISTENING ACTIVITIES DURING THE COVID-19 PANDEMIC: A DESCRIPTIVE ANALYSIS BASED ON MOBILE LEARNING APPROACH **Sourou Seigneur ADJIBI** ----- 241
14. LEARNING STRATEGIES DEVELOPED IN *RAGGED DICK* BY HORATIO ALGER JR.: A NECESSITY TO REDEFINE NEW STRATEGIES IN PERIOD OF COVID 19. **Ferdinand KPOHOUE** ----- 263
15. LES DÉFIS LIÉS À LA PRATIQUE DE L'INTERPRÉTATION À DISTANCE AU BÉNIN EN PÉRIODE DE COVID-19 ET LEURS IMPLICATIONS POUR LA FORMATION DES INTERPRÈTES. **Etienne K. IWIKOTAN** ----- 273
16. GESTION DES COURS EN LIGNE AU DEPARTEMENT DES LETTRES MODERNES DE L'UNIVERSITE FELIX HOUPHOUËT BOIGNY A L'ERE DE LA COVID-19: LEÇONS APPRISSES ET PISTES DE SOLUTIONS. **BOSSON Bra épouse DJEREDOU** ----- 287
17. A THEORY-BASED TEACHING AND LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN THE COVID-19 CONTEXT: AN INTERACTIONIST PERSPECTIVE. **Daniel T. YOKOSSI** ----- 301
18. STRATEGIES FOR TEACHING/LEARNING ENGLISH AS A FOREIGN LANGUAGE IN UNIVERSITIES IN THE COVID-19 CONTEXT: A CASE STUDY OF THE UNIVERSITY OF PARAKOU. **Abdoulaye HAKIBOU** ----- 317

19. EFL TEACHING IN THE COVID-19 ERA: A DELETERIOUS VENTURE OVERLOOKING THE PEDAGOGY OF SOCIAL DISTANCING. **C. Martinien ZOUNHIN TOBOULA, Ulrich O. S. HINDEME & Moussa TANKARI** ----- 331
20. SCRUTINISING THE EFFECT OF COVID-19 PANDEMIC ON SCIENTIFIC RESEARCH AT THE UNIVERSITY OF ABOMEY-CALAVI AND ADJARRA UNIVERSITY CENTRE. **Assogba Evariste KOTTIN & Arlette J. Viviane HOUNHANOU** ----- 371
21. REGARDS ET EGARDS, LA COVID-19 A L'ASSAUT DES ESPACES HUMAINS: ESSAI D'ANALYSE ET PERSPECTIVES. **Adolé Félicité AKUESON & Coovi Clément BAH** ----- 381

|              |
|--------------|
| <b>VARIA</b> |
|--------------|

22. EL CONDE LUCANOR DEL INFANTE DON JUAN MANUAL O LA ESCUELA POTENCIADORA PARA LA VIDA DE SIEMPRE. **Cossi Basile MEDENOU** ----- 395
23. CROSSING S/WORDS: CONTENDING TRUTHS AND DISCOURSE CONSTRUCTION IN ANGIE THOMAS'S THE HATE U GIVE. **Sènakpon Adelphe Fortuné AZON** ----- 417
24. CRITICAL OVERVIEW OF RELIGIOUS FUNDAMENTALISM IN JEANETTE WINTERSON'S ORANGES ARE NOT THE ONLY FRUIT. **Alexis Hergie SEGUEDEME** ----- 431
25. A PRAGMALINGUISTICS OF DOREEN BAINGANA'S TROPICAL FISH (2005). **Moustafa GUEZOHOUZON** ----- 445
26. EXPERIENTIAL MEANING IN HELON HABILA'S THE CHIBOK GIRLS: THE BOKO HARAM KIDNAPPINGS AND THE ISLAMIST MILITANCY IN NIGERIA (2016): A SYSTEMIC FUNCTIONAL APPROACH. **Crépin Djimon LOKO** ----- 461
27. SUSTAINABLE VIRTUE AS THE MOST IMPORTANT WEAPON AGAINST EVILS: KUNLE'S STRENGTH IN OGUNDIMU'S *A SILLY SEASON* VERSUS OBI'S WEAKNESS IN ACHEBE'S *NO LONGER AT EASE*. **Théophile HOUNDJO** ----- 481
28. ISOLATION AND HUMAN RELATIONSHIP IN SHAKESPEARE'S OTHELLO AND THE MERCHANT OF VENICE. **Casimir Comlan SOEDE** ----- 511



# STUDENTS' PERCEPTIONS AND ATTITUDES TOWARDS THE USE OF WHATSAPP IN EFL CLASSES IN BENINESE NATIONAL UNIVERSITIES

**Pédro Marius EGOUNLETI**

[pedmareg@yahoo.fr](mailto:pedmareg@yahoo.fr)

*Université d'Abomey-Calavi*

## ABSTRACT

In 21<sup>st</sup> century, technology has become an integral part of our daily life including the educational system. The current spread of the internet and its diverse applications have yielded many benefits especially, the use of web-based technologies in education. Over the recent months, the number of universities and students using these technologies has drastically increased worldwide after the outbreak of COVID 19. This study examines Beninese EFL students' perceptions and attitudes towards the use of WhatsApp in their EFL classes. The participants are 45 students including 30 males and 15 females during the academic year 2021-2022 from the technical college of Abomey Calavi University in the Benin Republic. In order to achieve the objectives of the study, a mixed research method is employed using multiple tools for data collection including a questionnaire, a focus group and phone interview via WhatsApp. The analysis of the data reveals that the participating EFL students have positive perceptions and attitudes towards the use of WhatsApp in EFL classes. Moreover, the students involved in the present study use WhatsApp applications to send and receive different learning materials and activities for communicating with instructors and among themselves.

In the light of these results, the present investigation encourages faculty members to integrate social media into the teaching environments by providing them with a training program, workshops and online trainings. In addition, the need to provide faculty members with curricular plans and activities requires the implementation of WhatsApp in the learning environments.

**Key-words:** EFL Students- WhatsApp-Perceptions-Attitudes-Classes.

## RESUME

En ce 21<sup>ème</sup> siècle, la technologie fait partie intégrante de notre vie quotidienne y compris dans le système éducatif. L'usage répandu de l'internet et ses applications diverses ont produit d'énormes avantages, en particulier l'utilisation des technologies basées sur l'internet dans le secteur éducatif. Au cours de ces derniers mois, le nombre des universités et étudiants utilisant les technologies a augmenté de manière drastique dans le monde entier au lendemain de crise de la COVID 19. La présente étude vise à examiner les perceptions et attitudes des apprenants d'Anglais Langue Etrangère vis-à-vis de l'usage de WhatsApp en tant qu'outil d'enseignement et d'apprentissage dans les universités publiques en République du Bénin. 45 étudiants dont 30 hommes et 15 femmes de l'Ecole Polytechnique de l'Université d'Abomey-Calavi ont participé à l'enquête qui a eu lieu au cours de l'année académique 2020-2021. Pour atteindre les objectifs de cette étude, une méthodologie mixte de recherche a été utilisée pour la collecte des données à travers un questionnaire, des groupes de discussion des interviews téléphoniques via WhatsApp. L'analyse des données a révélé que les participants ont des perceptions

et attitudes très favorables de l'usage de WhatsApp au cours de l'enseignement de l'Anglais Langue Etrangère. En outre, ces apprenants utilisent différents types de matériels et activités pour communiquer avec l'enseignant et entre eux-mêmes. A la lumière de ces résultats, cette étude recommande aux responsables de facultés et départements l'intégration des médias dans le processus enseignement - apprentissage de l'Anglais à travers des programmes spéciaux de formation, des ateliers et des formations en ligne. Enfin, la nécessité de pourvoir aux responsables de facultés et départements des curricula et activités dont la mise en œuvre intègre l'internet et WhatsApp dans le processus enseignement-apprentissage.

**Mots-clés** : ALE, Etudiants, Perceptions, Attitudes, WhatsApp.

## 1. INTRODUCTION

### 1.1. *Problem Statement*

Numerous paradigms have been introduced to facilitate the teaching and learning of English as a Foreign Language for the last decades. Nowadays instruction is mainly based on the idea that the goal of language acquisition is communicative competence: the ability to use the language correctly and appropriately to communicate with other people (Iwikotan, 2020; Hindémé, 2021).

In the Republic of Benin, a French-speaking country, learning to speak English fluently is still a complex problem for both students and teachers. Several reasons justify this situation: EFL students' limited exposure to the target language, lack of qualified EFL teachers, overcrowded classes, and inappropriate teaching and learning materials (Egounléti, Iwikotan, and Toboula, 2019). As a result, an ever-increasing number of students end up to secondary school education without being able to communicate using the language (Kottin, 2018). To redress this situation which is a significant obstacle to effective EFL teaching and learning, some research has been conducted to help EFL learners communicate fluently. However, the problems are far from being solved, and the student's motivation to learn English has drastically decreased (Lamantchion et al., 2017).

During the academic year 2019, the outbreak of covid19 has imposed to both students, teachers, and faculty members some measures which make EFL classes quite impossible to take place, in Beninese national universities, owing to the ever-increasing number of EFL students and small classroom size. As a result, the government has resorted to e-learning programs, and students and teachers are trained to use the platforms and their diverse applications. Unfortunately, the EFL student's academic performance has worsened compared to previous years (Egounleti, et al.,2020). The evaluation of the impacts of this e-learning project on EFL teaching and learning process in Beninese national universities has revealed

some difficulties such as internet accessibility and knowledge gap between Learning Management System stakeholders, high ICT-illiteracy rates, and low comfort levels using ICT-solutions. The government's incapacity to provide an effective solution to these problems has led to a temporary suspension of the e-learning project in October 2021 despite the persistence and the rapid spread of the virus. (Iwikoan, 2020)

Considering above-mentioned realities and the significant number of Beninese students using WhatsApp and its related applications in their daily life, this study proposes to examine the students' perceptions and attitudes toward the use of WhatsApp in EFL instruction before its implementation as an essential tool for English teaching, learning, and evaluation.

### ***1.2. Purpose of the Study:***

This study aims at examining the perceptions and attitudes of students of the College of Sciences and Technology in the University of Abomey Calavi towards the use of WhatsApp for EFL instruction.

### ***1.3. Research Questions:***

This investigation attempts to answer the following questions:

- What are the students' perceptions and attitudes toward using WhatsApp to develop their communicative skills in EFL classes?
- Are there statistically significant differences in the students' attitudes towards the use of WhatsApp concerning age, residence, and gender variables?

### ***1.4. Significance of the Study***

Higher educational institutions cannot ignore the roles of technology in fulfilling their strategic mission and in responding to the expectations of a diverse student body in many aspects. Lohnes and Kinzer (2007) argue that faculty need to have greater perspectives of the Net Generation Technology as this is an essential component for higher educational institutions. Based on the Beninese educational system, there were no studies conducted on students' perceptions and attitudes towards the use of WhatsApp application in universities, in particular in EFL learning.

The present study explores the perceptions and attitudes of students at the College of Sciences and Technology of the University of Abomey Calavi towards the use of WhatsApp for EFL instruction. It will contribute to more effective implementation of English teaching and learning programs by shaping education programs according to the interests and abilities of students. This study is significant because it encourages EFL teachers to use WhatsApp efficiently in EFL teaching and learning.

The findings of this study may also help the instructors change their attitudes towards the adoption of WhatsApp in order to improve their students learning practices.

## **2. Literature Review**

This section addresses the literature related to 1) the concepts of perceptions and attitudes, 2) WhatsApp usage in language Teaching-Learning Process 3) the Effects of using WhatsApp on students' learning

### **2.1. Perceptions and Attitudes**

Perception (from the Latin *perceptio*, meaning gathering or receiving) is the organization, identification, and interpretation of sensory information to represent and understand the presented information or environment. A person's attitude is determined by psychological factors like ideas, values, beliefs, perception, etc. All these have a complex role in determining his or her attitude. Values are ideals, guiding principles in one's life, or overarching goals that people strive to obtain (Maio & Olson, 1998).

Generally, attitude can be defined as a positive or negative evaluation of people, objects, events, activities, ideas, or just about anything in a person's environment. According to Hayakawa in Fatima (1994:432), that attitude is a term that is more general than others (policy, position, and posture). It shows personal feelings about a situation or an institution. Attitude is very seldom to be expressed, and its characteristics are unclear. According to William G. Nickels, (1995 in Kotler, 2000), attitude is a tendency to react to product offerings. By studying the state of mind and one's attitude, it is possible to determine one's behavior.

Garned (2005) stated that there are two different targets to students' attitudes:

- Students' attitude towards learning situations
- Students' attitude towards the target community.

This paper is concerned with the EFL students' attitudes towards learning that is the teaching and learning of the English language using WhatsApp applications.

## ***2.2. WhatsApp***

WhatsApp Messenger or WhatsApp is a messaging application for smartphones with a basic similar to BlackBerry Messenger. It allows us to exchange messages without SMS fees because WhatsApp Messenger uses the same internet data package for email, web browsing, and others. The WhatsApp Messenger application uses a 3G or WiFi connection for data communication. We can chat online, share files, exchange photos, voice, and video calling, search location through WhatsApp. The developing of technology made the WhatsApp application also available for BlackBerry, Android, Windows Phone, and Symbian versions. WhatsApp can be used for iPhone, BlackBerry, and Symbian users (Nokia). The WhatsApp application can only work for fellow users who have the WhatsApp application. This WhatsApp application can be downloaded for free on its website. This application uses mobile phone numbers that we use to interact with fellow WhatsApp users. This application allows BlackBerry, iPhone, and Symbian users to be able to communicate with each other.

## ***2.3. WhatsApp Usage in Language Teaching-Learning Process***

There are steps in the implementation of WhatsApp in the Teaching-Learning Process, taken from Sperof (2016):

- Teacher asks the student to make a WhatsApp group
- Teachers should make rules during WhatsApp usages, such as communication or language politeness. The teacher should explain what should or should not be posted in the WhatsApp group
- Teacher set the rules along with WhatsApp usage such as bring earphones to make a clear on earing
- Teacher assigned the task., The teacher can combine the material, method, strategy, and WhatsApp as the media from the steps above. For further, WhatsApp usage can be applied to increase students in mastering speaking, listening, reading, writing, and vocabulary

#### *2.4. The Effects of Using WhatsApp on Students' Learning*

Due to the widespread adoption of WhatsApp by approximately 1.5 billion users around the world, several researchers have explored the effects of using this technological innovation on students' learning and their attitudes and perceptions. Several studies have pointed that WhatsApp can be easily accessed and used by all people for communicative purposes.

For example, Amry (2014) studied The Impacts of WhatsApp Mobile Social Learning on the Achievement and attitudes of female students compared with face -to -face learning in the classroom. Amry found that the use of Mobile Assisted Language Learning helps students to produce a learning community, construct knowledge easily and share it with other members of a WhatsApp group through instant messaging. According to Amry, teachers should follow their students' online interactions. The presence of the instructor is very important in the learning process. The instructor should facilitate the learning process. In addition, Amry also found that the learning situation is becoming more personal and practical through online social interaction. It enables the student to work collaboratively through a portable process. Learning is becoming ever-present, durable, and different from formal education.

In addition, Actas and Can (2018) tried to see the effect of WhatsApp usage on student English Self efficacy and English Courses in Foreign Language Education outside the school. They resulted that using WhatsApp outside the course brings a significant differentiation in the self-efficiency beliefs of the students for both reading and listening. The data is analyzed from qualitative processes. Furthermore, it found that the practice has a statistically meaningful effect on student's attitudes toward the course. The data obtained from the qualitative processes have proved that the implementation is effective in the emotions such as happiness, joy, excitement, pride and that the students considerably support the use of this implementation.

Moreover, Mbukusa (2018) examined students' perceptions of WhatsApp in Teaching Methods of English as a Second Language at the University of Namibia. Mbukusa resulted that WhatsApp can be one of the source teaching methods to attract students and develop contribution among students' ideas quicker in a more relaxed atmosphere. Mbukusa also found that the students have fun and enjoy WhatsApp as the tool of learning. In addition, this usage can encourage students to interact with their friends.

In the same vein, Leafman, Mathieson, Ewing (2013) analyzed student perceptions of social presence and attitudes towards social media. The results showed that students looked comfortable using Social Network Learning Management. The presence of LMS makes students participate actively because, so far, they have lacked communication. LMS also offers student-centered learning, either face to face or virtual.

From the research above, it can be concluded that WhatsApp usage became alternative media to help teachers and students in the teaching-learning process. The use of WhatsApp as teaching media is not only implied abroad. Many Indonesian lecturers and teachers have been inspired to apply WhatsApp in the classroom based on the previous above. They have tried and developed the use of WhatsApp with other strategies or methods in the teaching-learning process. One of the most is at the semantic class in English Teacher Training Faculty UIN-SU. The lecturer utilized WhatsApp as the media in sharing information, question and answer sessions, and discussion. WhatsApp opens students' occasions to share and get knowledge quickly. They do not hesitate to express their idea, opinion, experiences related to the semantic course. As long as this usage, the students look more active and creative in learning through WhatsApp. However, there is another factor in achieving the goal of education. Perhaps, many lecturers or teachers only concentrate on the media, method, and strategy in teaching, but a bit to see the student's attitude. Attitude can change every aspect of life. Student attitude can determine their ability and willingness to learn. If the negative attitude has not been changed, the student may not continue their education beyond what they need. Their attitudes on learning, whether is good or bad, can affect their outlook toward learning throughout life. Their attitude towards learning affected not only their amount of education but also their willingness for education.

### **3. Methodology of the Study**

#### ***3.1. Research Design***

To achieve the objectives of the study, a mixed research approach is employed using multiple tools for data collection, including a questionnaire, a focus group and phone interview via WhatsApp.

### ***3.2. Research Setting***

The present study took place during the academic 2020-2021, a few months after the outbreak of Covid19. The participating EFL students were enrolled in an academic program that started in November 2020 and ended in July 2021. Both the EFL instructors and the EFL students investigated are from diverse economic, social backgrounds, which may influence in one or the other their perceptions of the use of WhatsApp in EFL teaching and learning.

### ***3.3. Research Population***

This study's population includes all the EFL instructors and students at Abomey-Calavi College of Sciences and Technology in the academic year 2020-2021.

### ***3.4. Sampling***

This study randomly samples ten (10) EFL teachers, three hundred and twenty (320) EFL students of Abomey Calavi College of Sciences and Technology. The respondent instructors were selected based on their knowledge of the WhatsApp applications and their capacity to teach their students using it.

### ***3.5. Data Collection Procedures***

At the beginning of the academic year, all the EFL instructors involved in the present study implement a WhatsApp Teaching Learning Process as suggested by Sperof (2016):

- The EFL instructors made sure that all the students own a smartphone. He asked a student to make a WhatsApp group
- Teacher made rules during WhatsApp usages, such as the manner in communication or language politeness. He explained what should or should not be posted in WhatsApp group, which is messages, audios, videos, and images related to their EFL classes
- Teacher set the rules along WhatsApp usage such as bring earphones to make a clear on earing
- Teacher assigned the task. From the steps above, the teacher can combine the material, method, strategy, and WhatsApp as the media.
- As far as the first activity is concerned, the teachers can upload data in the form of documents, journal articles, or even slide presentations. After the teacher posts the data. Teachers can ask the students to read the information and give a comment to it. The comment can be as their

presence and their assessment. If the students have already commented, they will have a scoring deal with it.

- After that, the teacher can upload recordings and videos, such as songs, podcasts, and videos. The students are asked to listen to and watch them. Then the teachers can post an exercise deal with them and ask the students to answer the exercise according to the recordings or videos. As soon as the students finish doing the exercise, they can submit their results to the teachers individually.

The study was conducted during the first semester of the academic year 2020-2021. A 24-item questionnaire was used that was adapted and developed based on several previous studies. The reliability of the questionnaire was calculated through Cronbach Alpha Formular, and it was (0.876), which is acceptable for the study. After implementing the WhatsApp-based EFL Teaching-learning, the EFL students were given the 24-item questionnaire and were asked to fill in it at the end semester a few minutes before the end of the class. This strategy helped have all the participating students fill in the questionnaire, and the collecting rate was 100%.

### ***3.6. Description of Data Collection Instruments***

In this study, three data collecting data tools were used: a questionnaire directed towards to EFL students, focus groups with semi-structured questions, and interviews.

The students' questionnaire was composed of 24 statements.

- Social networks such as WhatsApp could be used in a classroom
- WhatsApp enhances foreign language learning
- WhatsApp changes foreign language learning culture
- WhatsApp usage makes learning to be more exciting and more convenient.
- The use of social media provides the chances of learning the English language.
- WhatsApp is an excellent place to have a discussion
- WhatsApp usage can improve communication between lecturers and classmates.
- WhatsApp usage help them become an independent learner
- WhatsApp usage can improve language skills.
- WhatsApp usage help me to contact as well as interact with classmates

- Using social media is time-consuming.
- I don't think social media offers benefit to me professionally
- WhatsApp helps me to communicate with my lecturers after the school day
- WhatsApp enables me to seek help from my classmates
- WhatsApp helps me to increase my confidence level
- WhatsApp enables me to discuss ideas about the course with my classmates
- WhatsApp helps me to learn collaboratively with those who have similar courses
- WhatsApp enables me to express my opinion and thoughts more freely than in face-to-face discussions with my instructor
- Using WhatsApp reduces my shyness when communicating with my instructor
- WhatsApp helps me to receive an announcement from my instructor
- I think that using WhatsApp for learning purposes increases my academic performances
- WhatsApp enables me to get immediate feedback from my instructor
- WhatsApp enables me to send videos about my learning practices to my instructor and classmates
- WhatsApp allows me to send and receive images, videos, audios and messages to my instructor

To analyse the gathered data, the respondents were allowed to rate each item on a scale of options which were numerically coded as 1 (strongly disagree); 2 (disagree); 3 (neutral); 4 (agree); 5 (strongly agree).

In addition, 16 personal interviews were conducted using WhatsApp voice calls. The interview was with a randomly selected sub-sample of students chosen from the participants to enrich quantitative and qualitative data. They were interviewed about their feelings, perceptions, and attitudes towards adopting WhatsApp-based teaching and learning in EFL classes.

### ***3.7. Methods of Data Analysis***

Data collected from the questionnaire were analyzed using (SPSS) in the form of means and standard deviation to answer the research questions.

The interviews were recorded, transcribed and analyzed—these facts and opinions are combined with evidence from the literature to answer the research questions.

#### 4. Presentation and Discussion of the Data

##### 4.1. Presentation of the Data

##### 4.1.1. Quantitative Data

The quantitative data are concerned with the data collected through the questionnaire addressed to EFL students.

**Table 1: EFL students' perceptions and Attitudes of WhatsApp and its benefits in their English Classes.**

| Rank | No | Item  | Means       | Standard deviations | Estimation levels |
|------|----|---|-------------|---------------------|-------------------|
| 1    |    | WhatsApp allows me to send and receive images, videos, audios and messages to my instructor | <b>4.70</b> | 0.80                | Very High         |
| 2    |    | WhatsApp enhances foreign language learning   | <b>4.68</b> | 0.78                | Very High         |
| 3    |    | “WhatsApp changes foreign language learning culture.”                                       | <b>4.67</b> | 0.77                | High              |
| 4    |    | WhatsApp usage makes learning to be more exciting and more convenient.                      | <b>4.62</b> | 0.68                | High              |
| 5    |    | The use of social media provides the chances of learning English language.                  | <b>4.59</b> | <b>0.72</b>         | High              |
| 6    |    | WhatsApp is an excellent place to have a discussion   | <b>4.55</b> | <b>0.64</b>         | High              |
| 7    |    | WhatsApp usage can improve communication between lecturers and classmates.                  | <b>4.54</b> | <b>0.62</b>         | High              |

|    |  |             |             |      |
|----|--|-------------|-------------|------|
| 8  | WhatsApp usage help them become an independent learner   | <b>4.53</b> | <b>0.61</b> | High |
| 9  | WhatsApp usage can improve language skills.  | <b>4.50</b> | <b>0.58</b> | High |
| 10 | WhatsApp usage helps me to contact as well as interact with classmates   | <b>4.48</b> | <b>0.73</b> | High |
| 11 | Social networks such as WhatsApp could be used in a classroom.   | <b>4.43</b> | <b>0.69</b> | High |
| 12 | " I don't think social media offers benefit to me professionally   | <b>4.42</b> | <b>0.57</b> | High |
| 13 | WhatsApp helps me to communicate with my lecturers after the school day  | <b>4.39</b> | <b>0.62</b> | High |
| 14 | WhatsApp enables me to seek help from my classmates  | <b>4.38</b> | <b>0.68</b> | High |
| 15 | WhatsApp helps me to increase my confidence level  | <b>4.35</b> | <b>0.55</b> | High |
| 16 | WhatsApp enables me to discuss ideas about the course with my classmates   | <b>4.31</b> | <b>0.54</b> | High |
| 17 | WhatsApp helps me to learn collaboratively with those who have similar courses   | <b>4.29</b> | <b>0.53</b> | High |
| 18 | WhatsApp enables me to express my opinion and thoughts more freely than in face-to-face discussions with my instructor | <b>4.18</b> | <b>0.60</b> | High |
| 19 | using WhatsApp reduces my shyness when communicating with my instructor  | <b>4.17</b> | <b>0.67</b> | High |

|                     |  |             |             |             |
|---------------------|--|-------------|-------------|-------------|
| 20                  | WhatsApp helps me to receive an announcement from my instructor                                | 4.15        | 0.72        | High        |
| 21                  | I think that using WhatsApp for learning purposes increases my academic performances           | 4.10        | 0.77        | High        |
| 22                  | WhatsApp enables me to get an immediate feedback from my instructor                            | 4.05        | 0.97        | High        |
| 23                  | WhatsApp enables me to send videos about my learning practices to my instructor and classmates | 3.90        | 1.12        | Medium      |
| 24                  | Using social media is time-consuming.  | 1.86        | 0.97        | Very Low    |
| <b>Total degree</b> |  | <b>4.32</b> | <b>0.36</b> | <b>High</b> |

Table 1 shows that the total degree of students' perceptions of the adoption of WhatsApp in EFL classes was very high. The highest mean was given to the item "WhatsApp allows me to send and receive images, videos, audios and messages to my instructor," which scored (4.70). The lowest mean was given to the item "using social media is time-consuming," which scored (1.86). The quantitative data above shows a high level of positive perceptions of WhatsApp after experiencing its potentials during the WhatsApp-based EFL classes in the first semester of 2020-2021. In addition, the overall responses and the high total degree of the students' perceptions of WhatsApp experience have significantly impacted the students' awareness of the potentials of this smartphone application in EFL teaching and learning. This situation might be justified because students were able to maintain constant communication with their instructor and classmates anytime and anywhere for learning purposes, to ask for help and support. During this interaction, the instructor sends some motivating words and expressions at certain time to establish a good rapport with his students, which facilitated teachers' feedback. According to the students who were interviewed, this feedback helped them a lot during the learning process. Some of their comments were, *"learning through WhatsApp applications helps me learn in a less*

*stressful and friendly atmosphere; my instructor always gives me the time, the attention and the love I need to perform the learning tasks."*

During the structured focus group, another student declared that *"WhatsApp applications must not be used only in EFL teaching and learning, but it should be generalized to help all the students benefit by its high potentials for efficient learning whatever the subjects and disciplines..."*.

#### **4.1.2. Qualitative Results**

In addition to the 28-item questionnaire, a semi-structured focus group and phone interview via WhatsApp were used to collect qualitative data. Overall, the students' answers during the interview underpins the results of the questionnaire analysis. These students' responses indicated that WhatsApp was positively appreciated by 10 female students who were also interviewed via the WhatsApp call service. One student, for instance, said that WhatsApp-based learning helped her *"reduce her shyness when communicating with her instructor or classmates."* She added that *"WhatsApp usage improves language skills development."* Another student declared that the *"use of WhatsApp in EFL classes helps save time, money and effort."*

The results of the interviews performed via WhatsApp calling service show that the students were in favor of the use of WhatsApp in EFL teaching and learning since it encourages peer-centered engagement and cooperation with their classmates as well as with other students. Such observations are in line with the items number 14,15,16,17,18,19 and 22. These items got high means of estimated levels of perceptions among the students who took part in the survey.

The students' responses during the semi-structured focus group corroborated that WhatsApp improved the levels of interactions with their instructors and among themselves. They also support the idea that WhatsApp breaks the fear and the barriers and helps them to be more comfortable with their classmates and teachers. Their overall responses and comments indicated that *"WhatsApp enables them to express their opinion and thoughts more freely than in face-to-face discussion with my instructor."* Furthermore, the students reported that *"WhatsApp helps them learn collaboratively with those who have similar courses in other schools or universities."*

#### **4.2. Discussion of the Findings**

In this study, EFL students' perceptions and attitudes towards the use of WhatsApp for EFL instruction have been examined. According to the research

results, the overall degree of students' perceptions and attitudes of WhatsApp adoption in EFL classes was very high. The highest means was given to the item "WhatsApp allows me to send and receive images, videos, audios and messages to my instructor," which scored (4.70). Additionally, it was determined that there were statistically significant differences in the EFL students' perceptions and attitudes concerning age, residence, and gender variables.

This confirms the major finding of Alghamdy's (2019) study, which revealed that most participants were enthusiastic about learning English through WhatsApp due to their enhanced motivation. with their peers

Moreover, the finding of this study corresponds with previous studies (Alshammari et al., 2017; Basel et al., 2016; Hamad, 2017; Hayati et al., 2011). Alshammari et al. (2017) declared that WhatsApp in EFL teaching and learning shifts control from teachers to students and increases students' autonomy through collaboration with their peers. Basel et al. (2016) clarified that one of WhatsApp's benefits is enabling instructional activities to take place anywhere and anytime and allowing students to engage asynchronously and synchronously with teachers and other students.

## **5. Recommendations**

To promote the use of WhatsApp-based activities in EFL classes as a means for teaching and learning, conferences and seminars can be organized by the experts for EFL instructors to enable them to use those activities for communicative purposes. In addition, universities should organize training programs, workshops, and online training to train faculty members and lecturers on utilizing WhatsApp in blended learning. Further studies may include a few aspects such as skills, knowledge as well as the problems faced by EFL lecturers and teachers in designing and implementing WhatsApp-based teaching and learning activities.

## **CONCLUSION**

WhatsApp has provided faster and easier communication among EFL students and their instructors.

One factor that may contribute to the effectiveness of mobile-mediated language learning is students' positive attitudes and perceptions towards mobile technology. Indeed, this study has indicated that WhatsApp has been positively received by students as a teaching and learning tool. It enables students to

express their ideas freely in the presence of classmates and instructors in a less stressful and friendly atmosphere through the various applications of the WhatsApp platform, including written messages, recorded videos, weblinks, songs, podcasts. In the light of these findings, faculty members, and the lecturers, must be encouraged to use WhatsApp groups to enable their students to use it for learning purposes via their smartphones.

From the perspective of educational practice, this paper provides new experimental data on teaching EFL technological means. It also gives evidence that mobile phones contribute to the improvement of educational outcomes, explicitly promoting new learning habits. As such, it helped students to individualize their learning. These research results might be included in the materials for teachers' continuing professional development (CPD) programs, language learning, and teaching materials. The data collected might be considered within foreign language course planning procedures, particularly in course syllabi. Similar research studies can be conducted with different research groups to contribute to the literature.

### References

- AbdulHusaen, F.R. (2014). Investigating EFL College Teachers' and Learners' Attitudes toward Using Authentic Reading Materials in Misan. *Procedia - Social and Behavioral Sciences* 136. No 136. P. 330-343
- Ahad. A. D. and Lim. S. M.A. (2014). *Convenience or Nuisance?: The WhatsApp Dilemma*. *Procedia-Social and Behavioral Sciences*.
- Aicha B.A. (2014). The Impacts of WhatsApp Mobile Social Learning on The Achievements and Attitudes of Female Students Compared with Face to Face Learning in the Classroom. *European Scientific Journal*.Vol:10. No22 (online) <http://www.eujournal.org/index.php/esj/article/viewfile/3909/3700>
- Aifan.H.A.(2015). Saudi Students' Attitudes towards Using Social Media to Support Learning. Doctoral. Dissertation. University of Kansas.
- Aktas, B.C. and Can, Y. (2019). The Effect of WhatsApp Usage on student English Self-Efficacy and English Courses in Foreign Language Education. *International Electronic Journal of Elementary Education*.Vol XI. No.3. P.247-256.
- Alghamdy, F. N. (2009). Students' attitudes and perceptions towards the effectiveness of mobile learning in King Saud University, Saudi Arabia. The

- Turkish Online Journal of Educational Technology (TOJET), 8(2), 111-119. [On-line]. Available on : <http://www.tojet.net/articles/v8i2/8210.pdf>.
- Alshammari, O. et al. (2017). A Comparison of Undergraduate Students' English Vocabulary Learning: Using Mobile Phones and Flash cards. Turkish Online Journal of Educational Technology TOJET,
- Amry, A. B. (2014). The Impact of WhatsApp Mobile Social Learning on the Achievement and Attitudes of Female Students Compared with Face To Face Learning in the classroom. *European Scientific Journal*. Vol. X. No.22 P 116-136 *Journal Vision*, Vol 15. No.2 (Juli-Des 2019) Page 13 - 22 22
- Basel, S., et al. (2016). The effect of mobile assisted language learning (MALL) on grammatical accuracy of EFL students. *MEXTESOL Journal*, 34(2), 1-10.
- Başoğlu, E. B., and Akdemir, O. (2010). A comparison of undergraduate students' English vocabulary learning: using mobile phones and flash cards. Turkish Online Journal of Educational Technology TOJET, 9(3),1-7.
- Egounléti P. (2021). Evaluation of E-Learning in Beninese National Universities. *Veda's Journal of English Language and Literature, JOELL*, Vol. 4 No 4, ISSN:2349-9753 Impact Factor: 3.079 (SJIF)
- Fanou C., Lanmatchion D . and Minaflinou E. (2017). Exceptional students in Beninese EFL classes: A meta-analytic review of the relationship between teachers' practices and students' performance» *European Scientific Journal*. Vol.9. No.22 P 214-246, Vol 15. No.2 (July-September 2019) Page 53 - 62 72
- Hamad, D. (2017). M-learning: An experiment in using SMS to support learning new English language words. *British Journal*
- Hayati , O. et al. (2011). A comparison of undergraduate students' English vocabulary learning: using mobile phones and flash cards. Turkish Online Journal of Educational Technology TOJET,
- Hindémé U. (2019). Enhancing Advanced EFL Students' Oral Communicative Skills Through Group Work Technique in a Private University of Benin. *Research Journal of English Language and Literature*, Vol. 5 No 3, ISSN:2395- 2636(P): 2321 – 3108(E) Impact factor: 5.002 (COSMOS); Index Copernicus Value ICF: 75.87
- Iwikotan, E. (2015). Competency-Based English Language Teaching in Benin: Myth or Reality? *Les Cahiers du CBRST*, No 008 décembre 2015, ISSN :1840-703X, pp. 588 à 607

- Kotler, P. (2000). *Marketing Management Millenium Edition*. New Jersey: Prentice Hall Inc.
- Leafman, S.J., Mathieson, K.M., & Ewing, H. (2013). Student Perceptions of Social Presence and Attitudes toward Social Media: Results of a Cross-Sectional Study. *International Journal of Higher Education* Vol. II. No.1
- Mbukusa, N.R. (2018). Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. *Journal of Curriculum and Teaching* Vol. VII, No. 2
- Nasrullah, Rully. (2017). *Media Sosial: Perspektif Komunikasi, Budaya, dan Sosioteknologi*, Bandung: Remaja Rosda karya Pamela M.Turquish c *Scientific Journal*. Vol.3. No.22 P 826-856, Vol 15. No.2 (July-December 2019) Page 13 - 22 25
- Speroff, Yulia (2016). Using Whatsapp for Speaking and Listening Practice (paper presented on TESOL Greece 37th Annual Convention 2016 in Athens, Greece.
- Wesely. (2012). *Learner Attitudes, Perceptions, and Beliefs in Language Learning*, Iowa: University of Iowa