

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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Sous la direction du :

Pr Julien K. GBAGUIDI



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous y publions peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 12 à 15 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;
Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

- Pour le **Titre** de la deuxième section
 - 2. Pour le titre de la deuxième section
 - 2.1. Pour le titre de la première sous-section de la deuxième section
 - 2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

- **Bibliographie**

Elle est classée par ordre alphabétique (en référence aux noms de famille des auteurs) et se présente comme suit :

Pour un livre : Nom, Prénoms (ou initiaux), Titre du livre (en italique), Lieu d'édition, Editions, Année d'édition.

Pour un article : Nom, Prénoms (ou initiaux), "Titre de l'article" (entre griffes) suivi de in, Titre de la revue (*en italique*), Volume, Numéro, Lieu d'édition, Editions, Année d'édition, Indication des pages occupées par l'article dans la revue.

Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

- **La présentation des notes**

- La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
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La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres** : littératures, grammaire et stylistique des langues française, anglaise, allemande, espagnole et yoruba ;
- **langues** : linguistique, didactique des langues, traduction, interprétation des langues, civilisations française et anglaise ;
- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue dont nous sommes à la douzième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Julien Koffi GBAGUIDI
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2	Dr ZOUNHIN TOBOULA Coffi Martinien	Exploring the role of assessment in efl classes: a case study of ceg1 cove in zou region of benin Pages 48 - 104	English Department, University of Abomey Calavi (UAC), Benin Laboratoire du Groupe de Recherche sur l'Afrique et la Diaspora (GRAD), Département d'Anglais /FLLAC/ Université d'Abomey-Calavi (UAC) zounhin@gmail.com
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**EXAMINING BENINESE TEFL THROUGH
TELEGRAMS/MESSAGES/ANAGRAMS' GAME
IN PORTO-NOVO**

*(Examiner l'Enseignement de l'Anglais, Langue
Etrangère au Bénin à Travers le Jeu de
Télégrammes/Messages/Anagrammes à Porto-Novo)*

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ABSTRACT

The current article wishes to examine supplementary temperament of joviality provoked by the adequate exploitation of games in Beninese secondary educational centres' instruction organisation on the whole, and in Porto-Novo area specifically. The process of English as a foreign language instruction and learning entails additionally penetrating and cautious techniques and means because of the non-favourable background of Benin to the target language usage. The global objective

of this study is to explore the impact of EFL teaching with the use of games on learners' motivation and interest in the English language learning. Questionnaire has been administered to 80 participants, 72 collected and 30 selected, additionally to interviews conducted with 10 respondents, resource persons.

The results have shown that games are very essential for the satisfactory and prosperous teaching and learning of the target language in this country but ramparts are to be established in order to stop conspicuous shortcomings such as profligate joke and excessive automated features. Certain games carefully chosen are very beneficial to make learners corroborate and uphold their resilient determination to the learning of the language of Shakespeare and their malleability to the genuine language learning environment. It is consequently imperative that the process of this language teaching and learning be appraised more seriously in African societies in general and particularly in Benin for its real development.

Key words: Games, cheerfulness, misapprehension, undercurrents, Suppleness

RESUME

Le présent article souhaite examiner davantage le tempérament de joie provoqué par l'exploitation adéquate des jeux dans les cours secondaires du Bénin en général et à Porto-Novo spécifiquement. Le processus d'enseignement et apprentissage de l'Anglais, langue étrangère requiert plus de techniques et moyens forts et plein d'attention à cause du contexte non favorable du Bénin à l'usage de la langue cible. L'objectif global de cette étude est d'explorer l'impact de l'enseignement de l'Anglais, langue étrangère avec l'utilisation des jeux sur la motivation et intérêt à l'apprentissage de la langue anglaise. Le questionnaire a été administré à 80 participants, 72 collectés et 30 sélectionnés, en plus des interviews conduites avec 10 répondants, personnes ressources.

Les résultats ont montré que les jeux sont très essentiels pour le processus satisfaisant et prospère de l'enseignement et apprentissage de la langue cible dans ce pays, mais des remparts doivent être installés en vue d'arrêter des inadéquations remarquables telles que des extravagantes plaisanteries et des aspects excessivement

mécaniques. Certains jeux soigneusement sélectionnés sont très bénéfiques pour amener les apprenants à corroborer et vérifier leur détermination irréprouvable à l'enseignement de la langue de Shakespeare et leur flexibilité au contexte authentique de l'apprentissage de la langue. Il est par conséquent impératif que le processus de l'enseignement et apprentissage de cette langue soit davantage considéré dans les sociétés africaines en général et particulièrement au Bénin pour son réel développement.

Mots clés: Jeux, gaité, malentendu, sous-courants, souplesse.

INTRODUCTION

Many researchers have dealt with the importance of teaching through games. Kim, (1995, p. 35), for example, has stated that there occurs a collective discernment recognising that any education ought to be rated truly and firm naturally. Whenever learners are getting entertained and in the existence of cheerfulness as well as merriment, consequently the individuals are not surely getting educated. This seems to be a misapprehension. Imaginably, individuals are studying

linguistic abilities and delighting in themselves simultaneously. The paramount method of achieving this is through games. The following sections are presented in the first chapter: the rationale and the problematic of the study, the purpose of the study, and the research questions.

1. RATIONALE AND PROBLEM STATEMENT

The rationale of my study is linked to the interest learners have in entertainment and leisure. If entertainment and leisure are added to the teaching/learning process in an appropriate and logical way, learners will feel free and they will be involved in the process. However, when learners are always stressed and angry, their learning will fail accordingly. Moreover, when there is too much joke, the TEFL will take unpleasant dimension and this bad aspect will spoil Beninese educational system.

2. PURPOSE OF THE STUDY

The main objective of the current study is to alleviate EFL learners' stress in Beninese secondary schools' classes and encourage their autonomy and capacity in the English language learning.

3. RESEARCH QUESTIONS

1. To what extent should the use of games foster EFL teaching/learning in Beninese secondary schools? 2. Why should games be used to avoid learners' unconsciousness?

4. RESEARCH HYPOTHESES

The use of games should foster EFL teaching/learning in Beninese secondary schools in case it is performed adequately and appropriately for learners' sake. When games are regularly used, learners can get used to them and consequently this frequency is likely to avoid learners' unconsciousness so that they should take the EFL learning seriously.

5. RESEARCHERS' VIEWS

The process of Language teaching and learning has always been discussed by very brilliant researchers without total success and still raises a lot of meditation and criticism. Ersoz, (2000) has said that Language learning appears so difficult that it is able to make learners and teachers from time to time exasperated. Relentless determination is compulsory to comprehend or appreciate, utter and use the linguistic competence taught or used. When games are adequately selected, they are irreplaceable since they provide learners with a discontinuity and at one fell swoop countenance learners to carry out linguistic competences. Games are exceedingly encouraging because they are hilarious and simultaneously thought-provoking. Additionally, they engage significant and expedient language in tangible circumstances. They raise spirits and intensify team work as well. Games are extremely stirring for the reason that they are entertaining and attention-grabbing. These are also useful to provide rehearsal in all linguistic abilities

and are helpful to use several varieties of language exchange. (p. 5)

Games are ‘motivating’ means that learners are motivated while learning through games. Games are ‘amusing’ means that learners entertain themselves through games, and games are ‘challenging’ means that the learners have to show their competences and abilities for using these games to learn adequately the English language. Learners ‘employ meaningful and useful language in real contexts.’ Since the sentences they use are the ones well-built by the teacher, and the students read what they can see, they are meaningful and useful to be employed in the English language. How to make these learners not just use the games mechanically? This is one of the concerns for the current study. Another step of concern is to know how to make the students practise many types of communication.

Lengeling and Malarcher, (1997, p.42) state that while endeavouring to enhance lesson plans in the English as a foreign language teaching space, instructors repeatedly resort to games. The prominence for the use of games in the teaching space is worth being noticeably

revealed in order to provide learners with several profits in a variability of means. Such advantages vary on or after perceptive characteristics of etymological abilities knowledge to additional accommodating assembly forces at work.

All these quotations are worth rating for the good success of the EFL teaching and learning. The use of games is fundamental in the English language teaching. What is specific in this study is the deepest care which deserves to be taken of the difficulties teachers can come across while using games in EFL classes. Almost all learners in Porto-Novo and its suburbs make too much fun of many adequate English pronunciations because they are accustomed to pronouncing words like French ones. The good pronunciation may regularly appear odd to them. Some will even be taunting the teacher, so he or she should mix rigor and flexibility and give a limit to laughter raised by the use of games in teaching.

Students can also learn through sports. The title of the article: "Context of handball practice and level of integration of fitness capacities to training schedules among players in southern Benin" (Nouatin et al, 2014)

reveals the importance of handball. And fun occurs in games, which is also important in learning. According to Koussouhon and Guézohouèzon, (2016), it was revealed that Soyinka was an alert satirist who made fun of social maladies while indirectly wiping them away from the human psyche. When teaching through games, it is advisable to be serious and show Beninese secondary school learners the true aspect of life, warning them not only to joke but especially to draw pieces of advice, good and useful lessons from games, which should make them avoid bad attitudes so as to behave well in society.

6. PATTERNS OF GAMES AND THEIR ADVANTAGES

The Patterns of Games here are TELEGRAMS / MESSAGES / ANAGRAMS which can be considered as useful to EFL learners.

6.1. Telegrams / messages / anagrams

This game permits the learners to create and it enables them to reflect and to be original. It makes other people reflect, as well before succeeding in finding the

right words. For example, the learners of Porto-Novo and its suburbs can make people guess these messages and anagrams:

6.1.1. Telegrams / messages

PORTO-NOVO: People Organise Rare Travels On New Origins Very Often.

TICHEMEY: Teach Carefully Him English Moving Every Year.

DOWEMEY: Discover the Orientation of What Every Man Edits Yearly.

NOUNAGONDE: No Office Under Nice Aged Groups Of Non-Development Elements.

SOTTA: Sons Of Total Terrorism Attackers.

ADJARRA: Association of Developmental and Joyful Activities in the Range of Renewed Areas.

TANME: Take Another Name for More Evidence.

AKLEKO: Any Key doesn't Last, Especially the Key to Open.

MALANHOUI: Move At Last And a New Heart Over Universal Intelligence.

GBAGNITO: Give Both Ability and Gesture to Nature In Total Organisation.

SAYOKO: See Alone Your Own Kisses Only.

HOUINME: Hate Offence Under Its Natural Meaning and Evil.

AGLOGBE: Allow Girls to Love Their Origin and General Background Entertainments.

MEDEDJONOU: Man Energy Develops Early the Data of Joyful Origins and Nations Of Universe.

TCHAKOU: Take and Catch his Heart At Key Origins in Universe.

OGANLA: Oriented Girls At N Non-Lasting Activities.

DAVIE: Drawing A Very Interesting Education.

AKPASSA: Any Key and Public Actors See Some Activities.

ADJINA: Acknowledgements of Dynamic Joy and Intelligence of Nation Authorities.

AGBOTO: Advice to Girls and Boys On Total Organisation.

COULETO: Cite Old and Useful Local, Electrical and Technological Organisations.

DJAVI: Do Joyful Activities for your Very Interest.

SADO: See Another Domain Originally.

CATCHI: Care for Another Type of Change and Hold It.

OUANDO: Other Ulterior Actions against Non-Developmental Organisations.

OUANHO: Other Ulterior Actions against Naturally Horrible Organisations.

GBODJE: Get Beautiful Offices Daily to Jeopardize Evil.

DANTO: Do Another Natural Thing Officially.

DANGBO: Deliver Actually your Nations' Girls and Boys Officially.

ADJOHOUN: Actions for Development to Jeopardize Ordinary and Horrible Ownerships Usually Natural.

GBADA: Girls and Boys Actions to Develop Areas.

MISSRETE: Man's Interests in Some Serious Resources for Energy, Technology and Economy.

GOUAKO: Give Other Uses Actively to Key Organisations.

NADJO: National Agency to Develop Joyful Organisations.

DJLADO: Delivery from Jeopardisation of Literary Actions to Development's Organisations.

DODJI: Demonstrate Other Deeds against Jeopardized Interests.

HLOGOU: Hostilities between Local Officials to Give Orientations Universally.

KOUTONGBE: Known Origins Usually Transmitted to Owners of Nations for Girls and Boys Education.

TOKPOTA: Take Other Keys Publicly On Techniques and Administration.

AYIMLONFIDE: Angry Youths Interestingly Move to Local Origins of Nations to Fight Interpersonal Dangerous events.

AGATA: Actions for Girls Against Theft and Anger.

KANDEVIE: Known Actions for National Development for Educating Very Importantly and Early.

DANGBEKLOUNON: Dangerous Activities for Nations' Girls and Boys Educated Kilometres away from their Localities to Other Useful Norms Only for Nations.

Source: Field research results

All these Names used as acronyms, are the names of Porto-Novo's suburbs. They are the names of Porto-Novo's areas, where we can sometimes see more than one or two public secondary schools well-equipped and well-

located. This game will definitely prepare the learners' living in Porto-Novo and its suburbs to know the different places of Porto-Novo and to guess the English words which will be suitable and related to the different letters of the places' names. The learners from these regions will be delighted to write about their towns, villages and quarters.

6.1.2. Anagrams

Table 1: Anagrams and Results

ANAGRAMS	RESULTS:
1- DAARJRA	ADJARRA
2- OSOUSD	DOSSOU
3- TSTOA	SOTTA
4- SPKOSUO	KPOSSOU
5- DEKTIONOK	KINTODEKO
6- EHDA	HEAD
7- ERAIGNR	EARRING
8- ESE	SEE
9- TAE	EAT/ ATE
10- KEAT	TAKE
11- GTHIL	LIGHT
12- FTIG	GIFT

Source: Field Research Results

N.B. This game will make learners accustomed to many words' spellings and they will guess and keep in mind their uses and meanings.

7. METHODOLOGY

The methodology used for this study is presented as follows: 80 questionnaire sheets have been administered to EFL teachers and learners, 72 collected and 30 selected. 10 EFL qualified teachers and secondary school inspectors altogether have been interviewed directly and indirectly, that is to say by phone calls and the use of SMS in addition to the classes observed accordingly.

8. PRESENTATION OF THE RESULTS

The results are presented through the following tables:

Table 2 and Table 3.

Table 2: Advantages of a game (30 respondents-100%)

Advantages	Explanations	Benefits for students	Yes-%	No-%	Total-30-100%
Sentimental state of mind	<ul style="list-style-type: none"> - destroys emotional mystery - raises innovative morale and impetuous practice of language takes place - arouses unrestricted expertise - emboldens - pleasurable 	Fellowship is strengthened in the middle of learners	15-50%	15-50%	30-100%
Rational argumentation	<ul style="list-style-type: none"> - underpins - appraises and lengthens - emphasises on language rules communicatively 	Intensifies awareness	15-50%	15-50%	30-100%
Changing aspects	<ul style="list-style-type: none"> - student centred - the instructor performances merely as facilitator - shape classroom unity - promote entire class involvement - encourage fit and positive rivalry 	Students turn out to be extremely rapid and self-motivated learners.	15-50%	15-50%	30-100%
Flexibility	<ul style="list-style-type: none"> - straightforwardly accustomed to time of life, level, and benefits - develops all four skills - necessitates least possible training after improvement 	Learners understand the teaching/learning practice productively	15-50%	15-50%	30-100%

Source: Field research results

The table 2 shows that to explain advantages of games, it can be said that first, sentimental state of mind destroys emotional mystery. Second, it raises innovative morale, and impetuous practice of language takes place.

Then, there is stimulation of unrestricted expertise, insurance and security occur between learners. In addition, the use of games is really pleasurable and create several benefits for students such as a strengthened fellowship in the middle of learners. Next, about rational argumentation, it underpins, appraises, and lengthens. It emphasises on language rules communicatively and a benefits for students can be the intensification of awareness. As far as Changing aspects are concerned, it is student centred and teachers perform merely as facilitators. These aspects shape classroom unity, promote entire class involvement, encourage fit and positive rivalry. Benefits for students are numerous. Students turn out to be extremely rapid and self-motivated learners. Finally, relating to flexibility, it can be explained that flexibility makes straightforwardly accustomed to time of life, level, and benefits. It also develops all four skills, necessitates least possible training after improvement. Finally, learners understand the teaching\learning practice productively.

Table 3: Games: Compensations, shortcomings, and elucidations (10 respondents-100%).

Compensations of games	shortcomings of games	Yes- %	No- %	Total- 10-100%	elucidations
1- Audacity to face stiff happenings.	- Less distress or even nonexistence of anxiety to practically all jeopardies.	10- 100%	00- 00%	10-100%	Guidance nearby works of fiction and tangible actions.
2- Imaginative and extemporaneous usage of language.	- Recurrence comparable to imitators devoid of occasionally knowing the terms' right denotation.	10- 100%	00- 00%	10-100%	Use of dictionaries and learning the terms' articulation.
3- Entertainment	- Practice of making everything pleasurable.	10- 100%	00- 00%	10-100%	<u>Characterising</u> the period of anecdote and the one of drudgery.

Source: Field research results

This table displays that compensations of games are numerous, for example, audacity to face stiff happenings. As shortcomings, less distress or even nonexistence of anxiety to practically all jeopardies can be noticed. This can be explained that guidance nearby works of fiction and tangible actions. Other rewards are imaginative and extemporaneous usage of language. Whereas

shortcomings are recurrence comparable to imitators devoid of occasionally knowing the terms' right denotation. The use of dictionaries and learning the terms' articulation can be added. Compensations can be entertainment, and shortcomings such as practice of making everything pleasurable may occur. As explanations, the following aspects may be enumerated: characterising the period of anecdote and the one of drudgery.

9. DISCUSSION

The rationale for the current study is associated with the motivation students have in amusement and relaxation. If the latter aspects are supplemented to the teaching/learning route fittingly and plausibly, students will feel at liberty and involved in the practice. Nonetheless, as soon as students are permanently harassed and irritated, their learning will be unsuccessful for that reason. Furthermore, the occurrence of excessive witticism, the TEFL can receive disagreeable measurement and this immoral feature may make a fuss of Beninese educational system. The foremost objective of

this study remains the lessening of EFL students' pressure in Beninese secondary schools' curriculums in order to boost their self-sufficiency and aptitude in the Shakespeare's language learning.

The first **research question is to enquire about the** extent to which the use of games should encourage EFL teaching/learning in Beninese secondary schools. The second research question is to wonder why games should be used to avoid learners' unconsciousness. In this direction, the **research hypotheses are:** the practice of games had better substitute EFL teaching/learning in Beninese secondary schools lest it is accomplished satisfactorily and suitably for students' sake. As soon as games are repeatedly used, students may become accustomed to them and therefore this incidence is prospective to avoid students' insentience in such a way that they have a duty to take the EFL learning seriously.

These research questions and hypotheses are interconnected to the different findings and results. In **TELEGRAMS/MESSAGES**, all those names mentioned by way of acronyms, stand for the designations of conurbations of Porto-Novo. These are appellations of

some regions of this capital city of Benin, where more than one or two public secondary schools well-resourced and well-situated can be perceived from time to time. This game may unquestionably make learners staying in this place be acquainted with the diverse dwellings of Porto-Novo and to predict the English words which can appear appropriate and interconnected to the variety of letters of villages and quarters' names. Students from these areas can be thrilled to put pen to paper about their cities, rural communities, and quarters. As for **ANAGRAMS**, it can be noted that students will get familiarised to various words' orthographies and they will deduce and bear in mind their usages and connotations. The use of these games is profitable to Beninese learners because they may keep in mind names of this country's towns, villages, and quarters easily. Consequently, they ought to promote EFL teaching/learning in Beninese secondary schools which is a positive answer to the first investigation interrogation.

The table 2 demonstrates that enlightening benefits of games, means that emotional state of thoughts puts an end to sensitive secret. Next it increases innovative self-confidence, and spontaneous drill of language occurs.

Then, motivation of unhindered knowhow is at hand besides protection and safety flanked by students. In addition, the practice of games is categorically enjoyable because it creates several profits for scholars like a companionship held together among students. Moreover, coherent argumentation strengthens, assesses, and extends. It underscores on linguistic rules in an expansive way and an advantage for learners can be the amplification of consciousness. To the extent that shifting characteristics are apprehensive, it is learner pinpointed and instructors achieve purely as helpers. These features characterise teaching space unanimity, uphold all-inclusive class participation, and embolden adequate and constructive challenges. Profits for undergraduates remain: scholars turn out to be tremendously speedy and enthusiastic students. As a final point, connecting to tractability, it can be elucidated that liveness makes forthrightly adapted to period of life, level, and profits, improves all four skills, demands smallest imaginable drill subsequently improved, and students recognize the teaching\learning exercise prolifically.

The following table demonstrates that recompenses of games are plentiful, for illustration, fearlessness to face unbendable undertakings. Limitations are: less anguish or even lack of concern to essentially all dangers may be observed. This may be expounded that leadership immediate mechanisms of creative writing as well as perceptible actions. Additional plunders are ingenious and impromptu practice of language. When weaknesses are repetition analogous to followers devoid of infrequently knowing the words' correct signification. The use of dictionaries and learning the words' pronunciation may be added. Recompenses may be entertainment, and weaknesses like exercise of making the whole thing amusing can take place. Among enlightenments, the subsequent features are to be numbered: depicting the period of narration as well as the one of labour. The second inquiries' interrogation is to wonder why games should be used to avoid learners' unconsciousness. These questions have found their answers through the variety of findings and results above.

10. RECOMMENDATIONS AND SUGGESTIONS

The conducts of Porto-Novo's learners in the secondary schools of the area at the present time are earnestly influenced by loads of early stages' evils. These include drugs, criminal behaviour, prostitutions, and therefore it turns out to be very unbreakable to lead these students, exclusively once their instructors are making use of games to teach them. It is at that point imperative to sensitize them so as to sidestep the consumption of harmful products, alcohol, and provide them with countless pieces of advice for that reason.

Games provide students with bravery to face inflexible happenings and get accustomed to performing the parts of blameless and evil characters. This opportunity is worth preparing them to both virtuous and unscrupulous conducts. In order to stop the immoral features of games, instructors' everyday jobs are to provide these learners with pieces of advice. They should be enlightened about creative writing proceedings and existent ones, so as to behave in the veracious manner as soon as they really encounter vulnerabilities.

Through games, learners practise language innovatively and extemporaneously. They reiterate concepts, arguments and sentences similarly to imitators and scarcely master the correct connotation. To escape this problem, students can search for the words in the dictionaries and be lent a hand to study their appropriate articulation. The student uses several jokes and diverts considerably through games but unfortunately desires to make fun of all. Consequently, it appears essential to entice students' attention on the very moment suitable for joking and the one for working seriously.

CONCLUSION

The underlying principle for the present research work is connected with learners' enthusiasm in enjoyment and recreation. It is obvious that students can feel independent and get involved in the target language use when games are used appropriately and the teaching/learning route enhanced relevantly and reasonably. The main objective of this study is to clarify and decrease EFL learners' pressure in the curriculum of Beninese secondary educational centres so that their self-

sufficiency and aptitude should be boosted in the Shakespeare's language learning. For **TELEGRAMS/MESSAGES, and ANAGRAMS**, students gain several abilities and interests in the English language. These are helpful to Beninese students for the reason that they possibly will keep in mind designations of this nation's settlements, rural community, and quarters straightforwardly.

Consequently, EFL teaching/learning ought to be promoted in Beninese secondary schools which is a positive answer to the first investigation interrogation. The demonstration that illuminating welfares of games, means that emotional state of opinions stops penetrating secret. The results also show that games upsurge new self-assurance, and impulsive practice of language follows. Moreover, enthusiasm of unimpeded expertise is imminent above and beyond safety, and security bordered by learners. Furthermore, the rehearsal of games is unconditionally pleasurable because it generates numerous advantages for specialists like a companionship held collectively among students.

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