



Revue ECD

ESPACES, LANGUES, SCIENCES

HUMAINES ET SOCIALES



ECOLE DOCTORALE PLURIDISCIPLINAIRE ESPACES, CULTURES ET
DÉVELOPPEMENT (EDP-ECD)



- ▶ **Géographie et Environnement**
- ▶ **Sociologie, Anthropologie et Philosophie**
- ▶ **Lettres, Langues et Communications**
- ▶ **Archéologie, Histoire, Arts et Civilisation**
- ▶ **Psychologie et Sciences de l'Éducation**

Volume1, Numéro 3, Décembre 2020



Université d'Abomey-Calavi

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Ecole Doctorale Pluridisciplinaire

**Espaces, Cultures et Développement
(EDP-ECD)**

“Ad Majorem Scientiae Gloriam”



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MOT DU DIRECTEUR DE PUBLICATION

EDITORIAL

Tant que les chercheurs continueront par produire, il est du devoir des institutions de les promouvoir et de soumettre leurs œuvres à la communauté afin qu'elle s'en serve pour bâtir.

La publication de cette revue, loin d'être un acte de plus, est le signe de la maturité d'une institution de formation de l'enseignement supérieur qui a le sens du partage et de l'échange en vue de susciter la réflexion créatrice d'idées novatrices qui fixent les balises d'un développement assuré et à visage humain.

En initiant la Revue de l'Ecole doctorale pluridisciplinaire « Espaces, Cultures et Développement » (Revue ECD), l'équipe dirigeante ainsi que l'équipe de rédaction qui s'est spontanément constituée envisage d'en faire une revue scientifique, semestrielle et multidisciplinaire qui réponde aux besoins des scientifiques et de tous autres acteurs de la recherche scientifique soucieux de valoriser les résultats de recherche scientifique, de partager des connaissances ou des points de vue scientifiques sur divers sujets de développement. La revue vise donc à :

- faciliter la communication entre chercheurs, décideurs, et toute la communauté scientifique ;
- assurer la diffusion et la valorisation des résultats de recherches effectuées par les scientifiques, les laboratoires de recherche, les doctorants, etc., au profit des décideurs et communautés ;
- produire des publications de qualité, en vue d'une meilleure promotion de la recherche scientifique dans l'espace CAMES.

Certes, il y a déjà des revues et partout ailleurs. Mais la « Revue ECD » est destinée à la publication de tous types de travaux se rapportant aux différents

domaines scientifiques notamment : sciences de la vie et de la terre, sciences de l'ingénieur, sciences humaines et sociales, sciences de l'environnement. Elle se consacre également à la restitution de travaux bien ciblés sur la recherche utilitaire pour mettre à la disposition des décideurs, des usagers divers et du public, des outils de compréhension et/ou d'aide à la décision.

Elle comportera dans un avenir proche, plusieurs volumes dont :

- Géographie et environnement ;
- Sociologie, Anthropologie et Philosophie ;
- Lettres, langues et communication ;
- Archéologie, Histoires, Arts et Civilisations ;
- Psychologie et Sciences de l'Education.

C'est dire que la présente revue offre une grande ouverture en même temps qu'elle promeut la diversité de la pensée et de l'action de recherche. Le lecteur est donc appelé à saisir cette opportunité pour engranger des informations utiles pour la construction de la pensée et l'action éclairante en vue du développement du Bénin en particulier et de toutes les nations que l'action de la recherche pourrait concerner. Bonne lecture et vivement le feedback des lecteurs !

Professeur Placide F.G.A. CLEDJO

Directeur de publication

Directeur de l'Ecole Doctorale Pluridisciplinaire

REPUBLIQUE DU BENIN

Université d'Abomey-Calavi

Revue Espaces, Cultures et Développement (Revue ECD)

**Ecole Doctorale Espaces, Cultures et Développement de l'Université
d'Abomey-Calavi,**

Instructions aux auteurs**CONDITIONS DE PUBLICATION**

La Revue de l'Ecole Doctorale Espaces, Cultures et Développement (Revue ECD) est une revue scientifique, semestrielle et multidisciplinaire. Elle vient répondre aux besoins des scientifiques et de tous autres acteurs de la recherche scientifique soucieux de valoriser les résultats de recherche scientifique, de partager des connaissances ou des points de vue scientifiques sur divers sujets de développement. La revue vise donc à :

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- produire des publications de qualité, en vue d'une meilleure promotion de la recherche scientifique dans l'espace CAMES.

La « Revue ECD » publie tous types de travaux se rapportant aux différents domaines scientifiques notamment : sciences de la vie et de la terre, sciences de l'ingénieur, sciences humaines et sociales, sciences de l'environnement ... et à la restitution de travaux bien ciblés sur la recherche utilitaire pour mettre à

la disposition des décideurs, des usagers divers et du public, des outils de compréhension et/ou d'aide à la décision.

Elle comporte plusieurs volumes que sont :

- Géographie et Environnement ;
- Sociologie, Anthropologie et Philosophie ;
- Lettres, Langues et Communication ;
- Archéologie, Histoires, Arts et Civilisations ;
- Psychologie et Sciences de l'Education.

Chaque volume est publié en ligne avec un ISSN format papier et un ISSN électronique.

Le Comité de rédaction publie le présent appel à contributions pour les numéros 01 (décembre 2019) (format numérique) de cette revue. Les contributions sont attendues jusqu'au **06 octobre 2020**.

Les manuscrits sont envoyés exclusivement à l'adresse suivante : revue.escude@gmail.com

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Les manuscrits doivent :

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- ✓ être écrits en français ou en anglais ;
- ✓ comporter 12 pages y compris les notes, la bibliographie, les annexes, les tableaux et graphiques;
- ✓ contenir obligatoirement un titre en anglais pour les articles écrits en français et vice versa;
- ✓ respecter la méthode de présentation IMRED et contenir un résumé en

français et en anglais de 10 à 20 lignes ;

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accompagnés de mots- clés (français et anglais, 7 au maximum) et de
la classification JEL (5 références au maximum) éventuellement.

Les manuscrits numériques au format A4 doivent être envoyés au format .doc (97/2003) ou .rtf. Le texte, en style normal, est justifié, sans retrait de paragraphe, sans césure, sans puce, sans saut de page. Il est composé en Time New Roman 10, espace simple. Les tableaux, graphiques, schémas et cartes mesurent au maximum 12 cm² et sont alignés sur le texte. Ils sont présentés, ainsi que les formules mathématiques, sous Word, éventuellement au format image, et ne sont pas scannés. Le titre de l'article, prénom et nom de l'auteur, titre, institution, adresses personnelle et professionnelle, adresse électronique sont mentionnés en début d'article. Les notes de bas de page sont numérotées par ordre croissant en chiffres arabes en times new roman normal 9. Dans le texte, les références d'auteurs doivent respecter les normes du CAMES ci-après détaillées. À leur première utilisation, les sigles et acronymes sont développés. La hiérarchie et le format des titres seront la suivante :

Titre de premier ordre : (1) **MAJUSCULE GRAS** justifié à gauche

Titre de 2ème ordre : (1-1) **Minuscule gras** justifié à gauche

Titre de 3ème ordre : (1-1-1) *Minuscule gras italique* justifié à gauche

Titre de 4ème ordre: (1-1-1-1) Minuscule maigre ou puces.

- Titres : toutes les sections doivent être numérotées, y compris l'introduction et la conclusion.
- Langue et conventions typographiques : Les auteurs respecteront les conventions typographiques usuelles de la langue dans laquelle ils rédigent (ponctuation, guillemets, accents, etc.). Si vous écrivez dans une langue qui n'est pas la vôtre, la publication est conditionnée par une relecture par un locuteur natif.

- Équations : pour les articles au format Word, générer les formules au moyen de l'éditeur d'équations de Word. Dans tous les cas, joindre un fichier PDF de l'article.
- Notes de bas de page : les notes de bas de page ne se réduiront pas à un appel de référence : elles sont réservées à des commentaires ou incises.
- Abréviations : Il est demandé aux auteurs de ne recourir à aucune abréviation qui ne soit pas explicitée à sa première occurrence.
- Les Figures, Tableaux et Photos doivent être intégrés dans le corps du texte (les scanner le cas échéant) à l'endroit le plus approprié et en mode aligné sur le texte. Il faudra fournir des documents originaux ou des tirages photos d'une bonne résolution. Les appels des Figures et Tableaux dans le texte sont écrits en toutes lettres, (exemple, Figure 1, Tableau 2). Les légendes accompagnant ces illustrations doivent être placées en dessous pour une Figure, et pour un Tableau au-dessus.
- Références : Indiquer spécifiquement les références internes au document.
- Autorisations : L'auteur doit s'assurer qu'il dispose des droits de reproduction pour les illustrations/tableaux, figures, ou autres éléments qui ont déjà été publiés ailleurs ; il doit faire mention de l'autorisation de reproduction du titulaire du droit d'auteur.
- Remerciements : les remerciements de personnes, organismes, projets ou autres doivent faire l'objet d'une sous-section non numérotée en fin d'article (avant les références).
- A la fin de l'article : les références sont classées par ordre alphabétique d'auteurs en suivant le style Harvard International. Toute bibliographie non conforme aux normes devra être reprise par les

auteurs et risquera de contribuer à retarder le délai de parution de l'article.

- Les auteurs doivent attester du non soumission de l'article à une autre revue de langue française ou autre, par le biais de l'adresse de la revue.
- Les auteurs doivent déclarer les éventuels liens ou conflits d'intérêts en lien avec le texte.

Le comité de rédaction peut être amené à faire des modifications de forme mineures avant l'impression.

Toute étude portant sur un groupe de patients doit suivre les principes exprimés dans la déclaration d'Helsinki.

Après acceptation de leur article, les auteurs doivent en préparer la version finale conformément aux recommandations ci-dessus. Pour toute question technique, merci de contacter le secrétariat de rédaction par écrit à l'adresse email : revue.escude@gmail.com.

PROCÉDURE D'ÉVALUATION DES ARTICLES

Chaque article reçu est évalué selon le processus d'évaluation par les pairs. Ces derniers sont identifiés parmi les experts au niveau national ou international. La publication ou non d'un article est fonction de la décision du comité de rédaction suite à son expertise par les pairs.

SOUSSION DE NUMÉROS THÉMATIQUES

Les ouvrages thématiques peuvent être édités en lien avec un colloque ou *ad hoc*. Ils sont publiés sous la responsabilité scientifique d'un(e) ou plusieurs responsables scientifiques. Ils ne sont publiés qu'à partir d'un appel à contributions. Les articles sont présélectionnés par le/la ou les éditeurs scientifiques. Ils sont évalués suivant la procédure habituelle, éventuellement adaptée si les articles ont été présélectionnés de façon anonyme dans le cadre

d'un colloque. La rédaction de la revue procède à une évaluation globale du volume avant l'acceptation finale de sa publication.

CONTRIBUTION DES AUTEURS

La revue ECD est libre d'accès, mais elle n'est pas gratuite vu les nombreuses charges auxquelles doit faire face le Comité de rédaction. Pour ce faire, une contribution forfaitaire de 75.000 FCFA, soit 115 euros est exigée pour tout article accepté, et ce avant la publication de l'article.

EXTRAIT DES NORMES D'EDITION DES REVUES DE LETTRES ET SCIENCES HUMAINES DANS LE SYSTEME CAMES (NORCAMES/LSH)

Adopté par le CTS/LSH, le 18 juillet 2016 à Bamako, 38^{ème} session des CCI

Les organes de publications scientifiques concernées par les présentes dispositions pour la normalisation et la reconnaissance des revues sont ceux qui relèvent des spécialités et des domaines de lettres et sciences humaines. Dans l'esprit de la *Charte de Lomé sur la gouvernance des organes de publication scientifique en Afrique*, adoptée par les éditeurs de revues de l'espace CAMES, le 03 juin 2015, les dispositions qui suivent, règlementent les profils éditoriaux des revues de lettres et sciences humaines, harmonisent les normes scientifiques et éthiques de leur édition.

1. Des normes éditoriales d'une revue de lettres ou sciences humaines
 - 1.1. Aucune revue ne peut publier un article dont la rédaction n'est pas conforme aux normes éditoriales (NORCAMES). Les normes typographiques, quant à elles, sont fixées par chaque revue.
 - 1.2. La structure d'un article, doit être conforme aux règles de rédaction scientifique, selon que l'article relève d'une contribution théorique ou résulte d'une recherche de terrain.

- 1.3. La structure d'un article scientifique en lettres et sciences humaines se présente comme suit :
- Pour un article qui est une contribution théorique et fondamentale : Titre, Prénom et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français, Mots clés, Abstract, Key words, Introduction (justification du thème, problématique, hypothèses/objectifs scientifiques, approche), Développement articulé, Conclusion, Bibliographie.
 - Pour un article qui résulte d'une recherche de terrain : Titre, Prénom et Nom de l'auteur, Institution d'attache, adresse électronique, Résumé en Français, Mots clés, Abstract, Key words, Introduction, Méthodologie, Résultats et Discussion, Conclusion, Bibliographie.
 - Les articulations d'un article, à l'exception de l'introduction, de la conclusion, de la bibliographie, doivent être titrées, et numérotées par des chiffres (exemples : 1. ; 1.1. ; 1.2 ; 2. ; 2.2. ; 2.2.1 ; 2.2.2. ; 3. ; etc.).
- 1.4. Les passages cités sont présentés en romain et entre guillemets. Lorsque la phrase citant et la citation dépassent trois lignes, il faut aller à la ligne, pour présenter la citation (interligne 1) en romain et en retrait, en diminuant la taille de police d'un point.
- 1.5. Les références de citation sont intégrées au texte citant, selon les cas, des façons suivantes :
- (Initiale (s) du Prénom ou des Prénoms et de l'Auteur, année de publication, pages citées) ;
 - Initiale (s) du Prénom ou des Prénoms et de l'Auteur (année de publication, pages citées).

Exemples :

- En effet, le but poursuivi par M. Ascher (1998, p. 223), est « d'élargir l'histoire des mathématiques de telle sorte qu'elle acquière une perspective multiculturelle et globale (...), d'accroître le domaine des mathématiques : alors qu'elle s'est pour l'essentiel occupé du groupe

professionnel occidental que l'on appelle les mathématiciens (...) »

- Pour dire plus amplement ce qu'est cette capacité de la société civile, qui dans son déploiement effectif, atteste qu'elle peut porter le développement et l'histoire, S. B. Diagne (1991, p. 2) écrit :

Qu'on ne s'y trompe pas : de toute manière, les populations ont toujours su opposer à la philosophie de l'encadrement et à son volontarisme leurs propres stratégies de contournements. Celles-là, par exemple, sont lisibles dans le dynamisme, ou à tout le moins, dans la créativité dont sait preuve ce que l'on désigne sous le nom de secteur informel et à qui il faudra donner l'appellation positive d'économie populaire.

- Le philosophe ivoirien a raison, dans une certaine mesure, de lire, dans ce choc déstabilisateur, le processus du sous-développement. Ainsi qu'il le dit :

le processus du sous-développement résultant de ce choc est vécu concrètement par les populations concernées comme une crise globale : crise socio-économique (exploitation brutale, chômage permanent, exode accéléré et douloureux), mais aussi crise socio-culturelle et de civilisation traduisant une impréparation socio-historique et une inadaptation des cultures et des comportements humains aux formes de vie imposées par les technologies étrangères. (S. Diakité, 1985, p. 105).

1.6. Les sources historiques, les références d'informations orales et les notes explicatives sont numérotées en série continue et présentées en bas de page.

1.7. Les divers éléments d'une référence bibliographique sont présentés comme suit :

NOM et Prénom (s) de l'auteur, Année de publication, Zone titre, Lieu de publication, Zone Editeur, les pages (pp.) des articles pour une revue.

Dans la zone titre, le titre d'un article est présenté en romain et entre guillemets, celui d'un ouvrage, d'un mémoire ou d'une thèse, d'un rapport, d'une revue ou d'un journal est présenté en italique. Dans la zone Editeur, on indique la Maison d'édition (pour un ouvrage), le Nom et le numéro/volume de la revue (pour un article). Au cas où un ouvrage est

une traduction et/ou une réédition, il faut préciser après le titre le nom du traducteur et/ou l'édition (ex : 2nde éd.).

- 1.8. Les références bibliographiques sont présentées par ordre alphabétique des noms d'auteur. Par exemple :

Bibliographie

AMIN Samir, 1996, *Les défis de la mondialisation*, Paris, L'Harmattan.

AUDARD Cathérine, 2009, *Qu'est-ce que le libéralisme ? Ethique, politique, société*, Paris, Gallimard.

BERGER Gaston, 1967, *L'homme moderne et son éducation*, Paris, PUF.

DIAGNE Souleymane Bachir, 2003, « Islam et philosophie. Leçons d'une rencontre », *Diogenes*, 202, p. 145-151.

DIAKITE Sidiki, 1985, *Violence technologique et développement. La question africaine du développement*, Paris, L'Harmattan.

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LETTRES, LANGUES ET COMMUNICATIONS

**USING VISUAL AIDS TO IMPROVE EFL BEGINNERS'
SPEAKING PERFORMANCE IN BENIN: CASE STUDY
OF SELECTED SECONDARY SCHOOLS IN COTONOU**

**(UTILISATION DES SUPPORTS VISUELS POUR
AMÉLIORER L'EXPRESSION ORALE DES DÉBUTANTS
AU BÉNIN : ÉTUDE DE CAS DE CERTAINS COLLÈGES
DE COTONOU)**

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Abstract

The importance of English language learning cannot be overemphasized given the dominance of that language in world affairs in the twenty-first century. One way to facilitate the learning is the use of visual aids by EFL teachers. The objective of the study is to find out EFL learners and teachers' opinions about the use of visual aids in teaching speaking to beginner learners. In order to reach this objective, a questionnaire was administered to both EFL teachers and learners. Some of the teachers and learners were also interviewed. The study draws from Wright (1976)'s four-stage theory on the teaching of speaking to beginners, especially the

first stage related to the use of visual aids. The study also makes it easy to find out that all EFL teachers do not teach speaking to beginners and those who teach it devote a limited amount of time to it. Even though learners and teachers alike recognize the usefulness of visual aids in the process of English teaching and learning, only 34.61% of the teachers use visual aids. The study equally revealed that teachers have to find the visual aids themselves. The teachers who participated in the study also mentioned that the use of visual aids is likely to create noise in the classroom and distract learners' attention from the lesson taught. Recommendations were also made to improve the use of visual aids in the teaching of speaking: making visual aids available to teachers, sensitizing, and training them on how to use those aids.

Key words: visual aids; English as a Foreign Language, speaking

Résumé

On n'insistera jamais assez sur l'importance de l'apprentissage de l'anglais étant donné la prédominance de cette langue dans les affaires mondiales au XXI^e siècle. L'utilisation des supports visuels par les professeurs d'anglais langue étrangère (ALE) est une façon de faciliter l'apprentissage. L'étude vise à déterminer l'opinion des apprenants et des enseignants de l'ALE par rapport à l'utilisation des supports visuels dans l'enseignement du parler aux apprenants débutants. Afin d'atteindre cet objectif, un questionnaire a été administré aux enseignants et apprenants de l'ALE. Certains des enseignants et des apprenants ont également été interviewés. L'étude s'inspire de la théorie en quatre étapes de Wright sur l'enseignement du parler aux débutants, en particulier la première étape liée à l'utilisation des supports visuels. L'étude permet également de découvrir que tous les enseignants de l'ALE n'enseignent pas le parler aux débutants et ceux qui l'enseignent y consacrent très peu de temps. Même si les apprenants et les enseignants reconnaissent l'utilité des supports visuels dans le processus de l'enseignement-apprentissage de l'anglais, seulement 34.61% des

enseignants utilisent des supports visuels. L'étude a également révélé que les enseignants sont obligés de trouver eux-mêmes les supports visuels. Les enseignants qui ont participé à l'étude ont également mentionné que l'utilisation des supports visuels est susceptible de générer du bruit dans la salle de classe et de détourner l'attention des apprenants de la leçon enseignée. Des recommandations ont également été formulées pour améliorer l'utilisation des supports visuels dans l'enseignement du parler. Ces recommandations consistent à mettre les supports visuels à la disposition des enseignants et à les sensibiliser et à les former sur l'utilisation de ces supports.

Mots clés : supports visuels; anglais langue étrangère, parler

1. Introduction

The teaching and learning of English as a Foreign Language in Benin context are confronted with many challenges. First, class size is growing larger and larger and it is a challenge to become a proficient and successful EFL learner. Secondly, the English language curriculum is examination-oriented and does not put an emphasis on the development of skills. Therefore, teachers do not find it necessary to coach their students toward the development of the skills, especially listening and speaking. Most of the time, they teach only vocabulary and grammar and even while teaching vocabulary, they usually refer to translation and students forget the words they have learnt very quickly. Most teachers do not use visual aids that are supposed to facilitate the teaching and learning processes because these tools are not easy to get in a developing country like Benin. Even where the visual aids are readily available, teachers do not know how to mainstream them in the EFL teaching and learning processes. For that reason, the only materials teachers use are the prescribed textbooks that contain plenty of typos and the illustrations are hardly identifiable (Iwikotan, 2017).

Therefore, the research objective is to find out EFL learners and teachers' opinions about the use of visual aids in teaching speaking to beginner learners. It has been translated into the following research question: What are EFL learners and teachers' opinions about the use of visual aids in teaching speaking to beginner learners?

This research work can serve as a guideline to follow in order to solve the problems that EFL teachers and learners are confronted with. For EFL teachers, this work provides theoretical and practical knowledge about the use of visual aids in the teaching of EFL at secondary school level. Through this work, teachers can learn the advantages of using visual aids to build oral communication in their students. They can find activities that can help them go beyond the prescribed activities in prescribed textbooks and allow their learners to have models of genuine real objects in the class. It can show teachers how to choose appropriate visual aids according to their learners' age, interests and experiences. As for EFL learners, this study will incite them to participate actively in English classes and enjoy them. It can also prevent them from being absent-minded during English classes, develop their creativity and interest.

The study is limited to two public and one private secondary school in Benin and it covers beginner levels, that is form 1 and form 2, and to the southern part of the country. In the remaining part of this paper, a brief review of the literature has been presented, as well as the methodology and the findings of the study.

2. Literature Review

Over the years, various language teaching methods such as Total Physical Response, the Silent Way, the Audio-Lingual Method, the Grammar Translation Method, Communicative Language Teaching (CLT) to mention but a few have been developed. Even though all these methods are still in use in one way or the other, the CLT is the most predominant method nowadays. According to A. R. Dokoumou (2015), "language is communication, and learning a language is learning to communicate"

(p. 12). However, language is abstract and the use of visual aids by EFL teachers would facilitate the process of understanding and at the end of the day, the process of communication. However, how can visual aids be used in the EFL classroom to facilitate these two processes?

2.1 Visual Aids and Language Teaching

Learning a foreign language in a context where there is scarcely any opportunity to practice it is a daunting task. Without a high level of motivation, it is not possible to learn and master a foreign language in such a context. J. Haycraft (1978) briefly defined motivation as “the student’s desire and need to learn - the driving force that makes him work, pay attention, and so on” (p. 6). Through this definition, it is clear that motivation is the key factor that helps beginners to learn English with pleasure and devotion. R. C. Gardner (1985) supports J. Haycraft (1978) by referring to motivation as “the extent to which the individual works or strives to learn the language because of desire to do so and the satisfaction experienced in this activity” (p. 10). At the root of motivation is the desire to achieve a goal and the pleasure derived from the process that leads towards that goal and the result achieved.

Teachers play an important role in beginners’ motivation. Haycraft further stated that “the teacher’s own determination that students should learn is an important contribution to this, as is encouragement and a sense of progress which should also come from the teacher” (J. Haycraft, 1978, p. 6). Through this statement, the author makes it clear that that teacher should use appropriate methods and strategies in order to get learners to enjoy learning the English language. One of these methods teachers can use to create interest in English learning is the use of visual aids.

A visual aid can be defined as any visible device one can use to make someone quickly understand something. It is any instructional material that a teacher uses to convey some concepts or ideas more effectively and successfully to students (J. Daniel, 2013). N. G. Mathieu and A. O. Aldimat (2013) define a visual aid as a “different type of tool that appeals

to the sense of learning and vision and is used in classrooms for presentation of abstract information” (p. 87). This implies that visual aids used by teachers must be attractive to their learners and visual aids are more useful when the teacher is dealing with abstract notions during a lesson. For S. P. Corder (1966), “anything the learner can see in the classroom or through the window is potentially a visual element in the teaching of meaning” (p. 32). In the classroom, learners may see drawings, pictures, objects brought in by the teacher and any furniture such as chairs, tables, benches in addition to the board which is the first visual aid and visual aid displayer in the classroom. What students see outside of the classroom depends on where the classroom is located. This could be the bush, trees, other buildings, passers-by, the school bell, trees in the schoolyard to mention just a few. All these things or people can serve to facilitate communication between teachers and learners in the EFL teaching and learning process.

Briefly, visual aids are concrete objects, human beings, animals, plants, pictures, drawings, cards, posters, charts, that the teacher can use to make his teaching more effective. They are very useful in focusing students’ attention on what is being taught because they bring a concrete dimension to what the teacher is saying. Visual aids help learners to participate in English classes and this involvement in the learning process makes learners feel self-confident. J. Haycraft (1978) further makes the following comments on classes he had observed with regard to the need to involve learners in the learning process: “I have observed classes where the teachers’ techniques were superb but where the students were reluctant to learn because the teacher was not interested in them as people and his lesson developed like the workings of a machine, functioning in isolation” (p. 6). It is not enough to teach for learning to take place and for that reason, teachers need to constantly look for ways of carrying their learners along during their lessons. The use of visual aids helps teachers to achieve this involvement of learners as it gives rise to interaction between teachers

and their learners. Visual aids help to cushion the abstractness of language teaching.

Furthermore, visual resources materialize what comes out of the teacher's mouth and are useful in understanding abstract words. For that reason, the schools as well as the teachers need to make all required efforts for visual aids to part and parcel of the language teaching-learning process. In the same vein, N. Sharma (2010) contends that "in language learning, visual aids are helpful in developing language skills such as speaking and writing as they stimulate the learners' sense of sight" (N. Sharma, 2010, p. 127). This means that visual aids can be used to facilitate the acquisition of the two productive skills. This is a marked departure from common ideas that visual aids are more useful for vocabulary teaching. A well-selected picture can stimulate discussion among students as it can also prompt the writing of interesting paragraphs.

From the ideas discussed above, there is no doubt that visual aids can be of great use in the language teaching-learning process. However, not all language teaching theoreticians share this opinion. Meredith (1947) contends that "their function is not always clearly appreciated – even by the teachers who use them" (P. Meredith, 1947, p. 61). He continues and states that visual aids are "merely a superficial and unessential addition to the teacher's job, making it more entertaining but contributing nothing fundamental to it" (P. Meredith, 1947, p. 61). For Meredith, the role of visual aids is limited to entertaining learners in the classroom. This is true to some extent but to a large extent, visual aids facilitate teaching and learning by creating a teacher-learner free conversation atmosphere in the classroom.

The goal of using visual aids in the field of language learning is to ease the teaching and learning process through the use of objects that also help to reduce teacher talking time. Nevertheless, in order to achieve this goal, it is essential to know how to design visual aids for effectiveness.

2.2 The Use of Visual Aids to Teach Speaking to Beginners

Beginners are like small children who are in the process of acquiring their mother tongue. The big difference is that the level of exposure available to EFL beginners is very limited compared with children acquiring their mother tongue in a natural environment. The role of EFL teachers is to create a classroom environment that is the closest possible to the natural environment of first language acquisition. According to Wright (1976), four stages are to be followed in the process of teaching speaking to beginners: repetition, production, manipulation and composition.

1. During the first stage, teachers use visual aids to teach new words and impart knowledge to their learners. At this stage, “The student’s total concentration must be on listening to the spoken model and then on the imitation of it. If visual materials are to be used, there should be a minimum of distracting information in the picture” (A. Wright, 1976, p. 14). What is meant here is that visual aids need to be selected with utmost care in order to focus learners’ attention to the task for which they are used. In the same vein, J. Haycraft (1978) declares that “the easiest way, initially of making students familiar with new words and phrases is through careful listening followed by repetition” (J. Haycraft, 1978, p. 10). This statement entails that the teacher has to model the pronunciation of words for students to repeat. Therefore, teachers need to make sure that they pronounce words in the right way. A. Wright (1976) provides a list of visual aids that can be used in this process:

There is a wealth of published visual material available to help with this type of work. There are diagrams showing mouth, tongue and teeth positions, signs showing intonation and stress when speaking from a written text. There are gadgets, games, charts and flash cards which show texts, pictures or one of these without the other. (p. 15)

Wright is saying that a large number of visual aids are printed and sold to help learners in pronunciation activities. However, many of those materials are available to be downloaded for free on the Internet nowadays.

2. The second stage refers to the reproduction. At this stage, learners are called upon to reproduce what they have learnt and visual aids are useful in helping them relate the activity at hand to real-life situations. During the reproduction stage, the teacher asks the learners a question and shows the visual aid in order to help them find the answer.

3. The third stage deals with manipulation. During this stage, learners are invited to vary the context in which the teaching item is used. They are requested to use objects or pictures to express differently what they have just learnt. At this stage, A. Wright (1976) recommends that “the material should involve the learner intellectually and emotionally” (A. Wright, 1976, p. 18). Through this recommendation, Wright means that, in manipulative work, visual aids to use need to be challenging both from intellectual and emotional perspectives. So according to Wright, the visual aids used in this stage should lead the learners to react in the right way. In other words, visual aids should motivate students in such a way that they have a vivid desire to apply what they have already learnt.

4. The fourth stage is composition. At this stage, learners have to react individually about the language they have learnt. Here again, the teacher has to use visual materials because without these tools, it is very difficult for the teacher to create a speaking-friendly atmosphere in the classroom. Visual aids also play an important role in this stage except that the teacher has to select them in such a way that they are relevant to the learners’ interest in order to facilitate the process of composition.

3. Methodology of the Study

This mixed methods research work was conducted in three secondary schools in Cotonou, including two public ones and a private one. It covers all the EFL teachers and beginner learners (forms 1 and 2). To collect reliable and trustful data for the study, a questionnaire was administered to 50 EFL teachers and a separate questionnaire to 200 learners. Interviews were also organized with 20 EFL learners and 10 teachers.

The learners' questionnaire, a set of eleven (11) items, aims to find out if their teachers often teach speaking with the use of visual aids. Their opinions about the use of visual aids were also requested. EFL teachers' questionnaire includes twelve (12) items mainly about the frequency of teaching speaking, the use of visual aids in teaching speaking and learners' attitudes towards the use of visual aids. The questionnaires were anonymous.

As far as interviews are concerned, the research team got in contact with the respondents (both learners and teachers) and asked them some follow-up questions related to the topic under investigation. The objective was to confirm some data obtained through the questionnaires.

All the instruments were administered following a first meeting with school administrators. After those meetings, appointments were made with the teachers who also facilitated the administration of the instruments to their sampled learners.

The findings of the study that follow this section presents the data collected as processed and analysed quantitatively and qualitatively.

4. Findings of the Study

Out of the 200 questionnaires administered to learners, 186 were well filled and returned. The return rate is 93 percent whereas 44 out of 50 EFL teachers completed and returned the questionnaire sheets that they received, which makes a return rate of 88 percent. This section presents the data collected using various instruments: data from the students' questionnaire, the teachers' questionnaire, and the interviews.

4.1 Data from the Learners' Questionnaire

A number of questions were asked to the learners. The first one is to know if their teachers often encourage them to speak English. Only 33.33% responded that their teachers teach them speaking while 66.66% sustained their teachers do not teach speaking. These responses justify and illustrate that most EFL teachers do not teach speaking in their beginner classes. As

for the use of visual aids to teach speaking, 81.18 percent of the respondents indicated that their teachers do not use visual aids at all as opposed to 18.82 percent who declared that their teachers use visual aids in the process of teaching speaking. Obviously, there is something missing in the instructional practices of those who teach those respondents, especially because they teach beginner classes. Visual aids serve as a useful motivation tool, especially in beginner classes.

Furthermore, all the respondents who mentioned that their teachers use visual aids to teach speaking also stated that the use of visual aids made the speaking lessons an exciting experience. The same group of learners believe that teaching speaking without using visual aids is boring. This stand is all the more justified because this category of learners are beginners and as such, it is easier for them to learn when they can relate what they are learning to something tangible that they can see. Finally, all the respondents stated that they like the fact that their textbooks contain illustrative pictures. Therefore, it appears that all of them would feel happier if their teachers infused the use of visual aids in the teaching of speaking and all the other skills as well as grammar and vocabulary.

4.2 Data from the Teachers' Questionnaire

The data analysed here include teachers' opinions about the teaching of speaking in beginner classes and the use of visual aids in the teaching of speaking. The respondents' qualifications are diversified. Out of 44 respondents that turned in the completed questionnaire, 4.54 percent hold a DUEL (Associate's degree), 36.36 percent hold a Licence (a three-year university degree), 20.45 percent a BAPES (Junior Teacher Training Degree), 22.72 percent a *Maîtrise* (a four-year university degree) and 15.90 percent a CAPES (Advanced Teacher Training Degree).

Concerning the actual data, all 44 respondents recognize the importance of speaking in beginner classes. Nonetheless, 40.90 percent of the respondents stated that they do not teach speaking to their beginner learners whereas 59.9 percent declared that they do so. A high percentage

of this last group of respondents (69%) teach speaking only once a week compared with 31 percent who teach it twice a week. These data show that the respondents focus more on other skills and macroskills than speaking, which does not enable them to develop that critical skill in their learners. The striking fact is that the time allocated to the teaching of speaking is limited.

In fact, 61 percent of the respondents teach speaking for less than 20 minutes and only 4 percent declared that they teach it for more than 30 minutes. From a practical perspective, it is questionable how 27 percent of the respondents succeed in teaching speaking in less than 10 minutes given the large class sizes that characterize the Beninese Educational system. If each learner is to have the floor for one minute, fewer than 10 will take the floor because the teacher still needs time to set up for the speaking activity. It is not obvious that those who declared that they use less than 10 minutes to teach speaking teach it at all.

What are therefore the reasons why teachers tend to neglect the teaching of speaking even though they all recognize that beginners need to learn how to speak English? One of the reasons why the respondents do not teach speaking may be that they are not cognizant of the instructional procedures involved in the teaching of that important skill. In fact, 65.38 percent of the respondents stated that they do not use visual aids other than prescribed textbooks, which can create boredom and lack of interest in their learners, especially the beginner ones. Only 34.61 percent declared that they use visual aids in the teaching of speaking. At the same time, this small percentage of respondents testified that their students perform better when they mainstream visual aids in the teaching of speaking.

It is also worthwhile to mention that all the respondents who indicated that they use visual aids to teach speaking equally declared that they find those aids themselves. No aids are available in the school libraries where these infrastructures exist and the school administration does not help either. Therefore, it is not surprising that most of the respondents cited lack of

visual aids as one of the difficulties related to the use of those aids. For some of the respondents, the use of visual aids can bring about noise in the classroom because of the enthusiasm it can bring create in beginner learners. A few of the respondents also mentioned that the use of visual aids can distract students' attention from the main focus of the lesson.

To the question to know what can be done to improve the use of visual aids, especially in beginner classes, the responses provided by the participants may enable to address the aforementioned difficulties. All of the participants insisted on the need to make visual aids available for teachers. Almost all of them recommended the sensitization and training of EFL teachers on the use of visual aids while a sizable number suggested increasing the time allocated to the teaching of English at secondary school level in the country.

4.3 Results of the EFL Learners' Interviews

In answering the interview questions, 16 out of the 20 learners interviewed like English. Those who dislike the language have different reasons for disliking it. When we asked them to express their reasons, three main reasons were given: some learners said they do not understand anything when their teacher teaches the lessons in English, especially grammatical rules. Some students stated that they do not like the way their teachers teach the language. They complained that the lessons are often monotonous and boring. The monotony and boredom are certainly due to lack of visual aids that have the potential of making lessons more vivid and learner-friendly. They also complained that some of their teachers do not show much enthusiasm in teaching their lessons and would even frequently shout at them when they make errors or mistakes. Others made it clear that they had been negatively marked by some of their EFL teachers, which means that some teachers left psychological wounds in their learners and such wounds instilled hatred of the language. All the above factors are likely to have negative impacts on learners' performance in English.

To the third question about their opinions about the usefulness of visual aids, all the learners indicated that visual aids can help them to improve their speaking ability. This opinion is consistent with the monotony they decried in their answers to the previous question.

4.4 Results of the EFL Teachers' Interviews

During the interviews, three teachers out of ten said they do not teach speaking activities. Out of the remaining seven teachers who said they teach speaking, four said they do not use visual aids, so only three teachers out of ten use visual aids for speaking activities in beginner classes. Those who do not use visual materials or do not teach speaking gave different reasons to justify their choices. Some mentioned the unavailability of teaching materials and lack of time because for them, teaching speaking is time-consuming and the use of visual aids even compounds this time constraint. What is quite striking is that some of the respondents confessed that they do not know how to teach speaking. One of them made the following statement, "I have not received a formal training in English teaching, I mean I didn't attend ENS. It is difficult to teach speaking and I can't imagine how visual aids can be used to teach it to beginners. Even our teacher's guides contain little guidance on how to teach the speaking skill." This statement raises two important issues: lack of training and inadequacy of the teaching materials available to teachers. With regard to the lack of training, this respondent is just voicing the plight of most teachers in the secondary school system in Benin. As soon as they get their academic degrees, they are hired formally or informally to start teaching. Documentation is also a critical and recurrent issue both for students and teachers as the respondent rightly put it.

Furthermore, it should be noted that some respondents do use visual aids to teach speaking to EFL beginners. Some even explained how they proceed. They stated that they show the aids to their learners and ask questions on them and the learners would respond. Others show the material, say and

spell its English name and make students repeat the word many times before asking questions on it.

To the last question, all the four teachers have positive opinions about using visual materials during speaking activities in beginner classes because it has many advantages. It makes the class vivid and motivates students to learn.

5. Discussion of the Findings

In this part, we have tried to answer the research question that was put in the introduction: What are EFL Learners and Teachers' Opinions about the Use of Visual Aids in the EFL Learning and Teaching Processes?

The analysis of the data revealed that more than 80% of the learners that participated in the study like English. The problems confronting them in the learning process are linked to many factors including the teaching and learning activities performed by their teachers, the teaching and learning materials and the physical conditions in which teaching and learning occur.

It is unreasonable to blame EFL teachers only for learners' speaking problems since we all know teachers' mission is to help learners to achieve some goals through a number of methods or procedures. For that reason, they cannot deliberately choose to prevent learners from achieving these goals but if we consider the students' responses concerning the reasons why they are not interested in English, we should agree that some teachers consciously or unconsciously prevent beginners from being interested in English.

As revealed by the data analysis, many teachers do not teach the speaking skill and even those who teach it devote a limited amount of time to it and they fail to use adequate materials to teach it as well. The reason for this is that only four hours are allocated to teach English lessons in beginner classes and in some cases, the duration is reduced to two or three hours a week. This amount of time is insufficient, especially when we consider the fact that learners should be trained in speaking skill. If some learners do

not understand their teacher when she/he speaks English, it is simply because teachers do not train them in speaking while experiences have shown that students are much more interested in speaking activities than other ones. As Rivers (1987) explains in Dokoumou (2015), classroom activities that emphasize interaction do help students to use the target language. The give-and-take of message exchanges enable them to retrieve and interrelate a great deal of what they have encountered in the target language.

In addition, most EFL beginners are happy that their textbooks contain pictures. This result confirms how important and useful pictures are in the process of EFL learning. Moreover, the findings show that all EFL learners like speaking activities based on visual aids and they even think that speaking activities would be boring without visual aids. Therefore, visual aids play a great role in beginners' language learning. Nevertheless, teachers do not make use of them during speaking activities. The only material they use is the prescribed textbooks which are poorly illustrated as indicated by Iwikotan (2017) in his article about the EFL curriculum reform in Benin. Those who are willing to use visual materials to teach the speaking skill are confronted with some difficulties. Visual aids are not readily available in the schools where they teach.

Concerning the availability of visual materials in secondary schools, this is not actually a problem. There is no educational system in which all the required teaching materials are available. Teachers have to make an effort to find the materials they need for their classes, even if this may involve purchasing such materials with their own money. In addition, in this era of the Internet, it is quite easy to download teaching materials. Even though some sources are not free of charge, many are made available to teachers for free.

Some respondents who use visual aids also complained that the mainstreaming of visual aids in the teaching and learning processes is time consuming and prevents teachers from making progress in the coverage of

the syllabus. Harmer (1998) showed that in a class of forty, if each student is to take the floor for thirty seconds in a ten-minute reproduction activity, only half of the class will have the opportunity to speak. However, the first idea that this issue of time consumption inspires is that teachers do not have to use visual aids on a daily basis. Secondly, teachers may spend too much time when they infuse visual aids in their instructional procedures because of lack of training. The lack of training was rightly pointed out by one of the respondents during the interview. Lack of training leads to poor lesson planning and poor lesson planning inevitably induces loss or waste of time in the classroom. Besides, this complaint may be indirectly due to the fact that the use of those aids prevents teachers from doing business as usual.

6. Conclusion and Recommendations

This research work has been designed to explore EFL learners and teachers' opinions about the use of visual aids to teach speaking to beginners. To that effect, a questionnaire was administered to both EFL teachers and learners in three secondary schools including a private one. Some of the questionnaire respondents were also interviewed. The data analysis reveals that learners recognize the usefulness of visual aids in the teaching of speaking. For them, the use of visual aids can enable students to avoid boredom and monotony in EFL classes. However, even though teachers are aware of the contribution of visual aids to EFL instructional procedures, very few of them use those aids. Most EFL teachers fail to use visual aids because of lack of training. In fact, a high percentage of the respondents stated that they do not use visual aids in their classes, let alone for teaching speaking. Those who use them think that they are time-consuming. However, for both categories of teachers, the fact that such aids are not available accounts for not using them.

This study recommends teacher training as one of the solutions for the lack of use of visual aids to teach speaking in beginner EFL classes. Well-trained teachers will not find any difficulty using visual aids. It is also

important to sensitize teachers on their responsibility to make the learning experience as enriching as possible for learners. For that reason, even if the school does not make visual aids available, it is up to the teachers to find the most appropriate means, including visual aids, to make their classes attractive to learners.

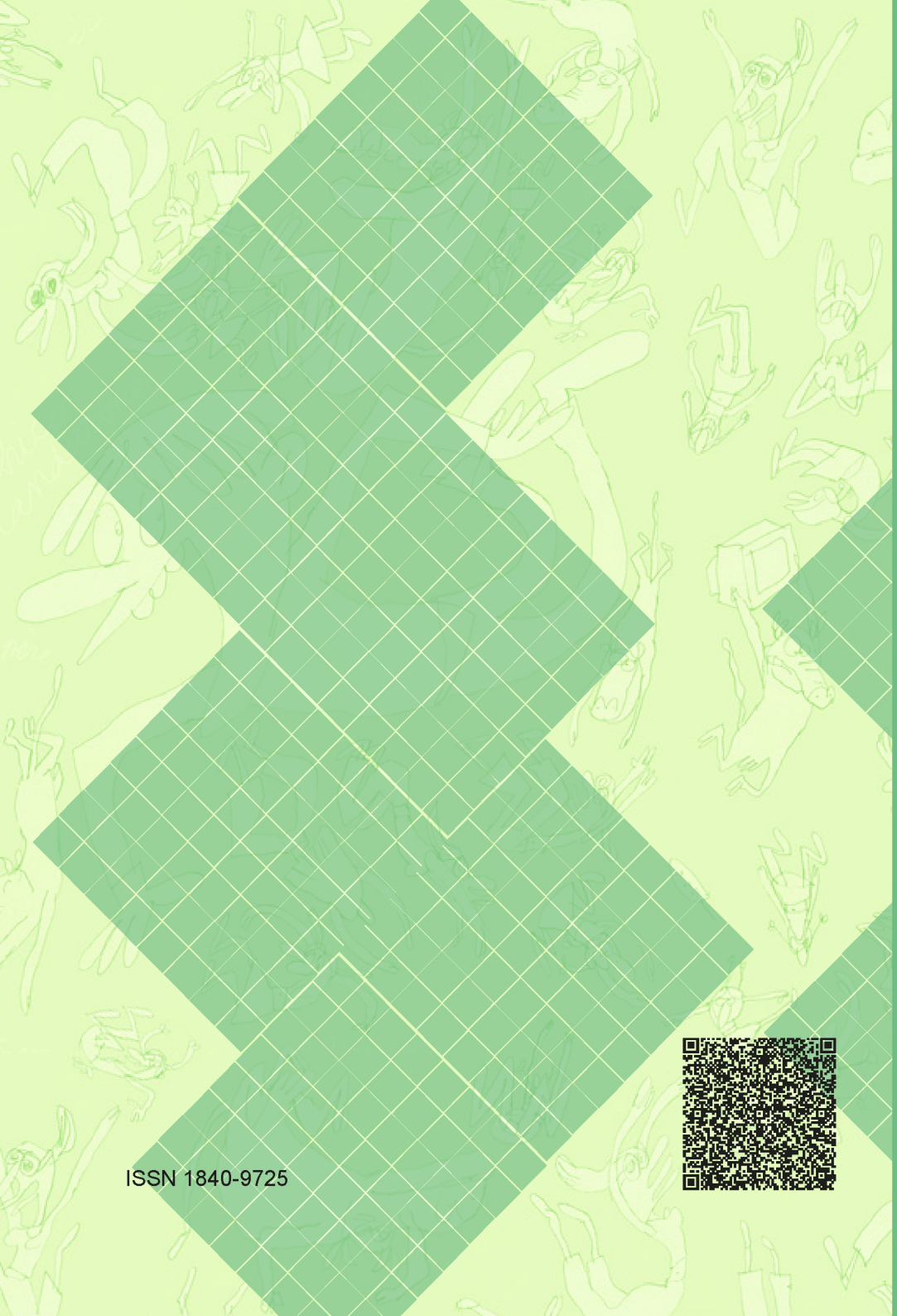
In terms of further research, it is necessary to carry out empirical investigation on the types and sources of visual aids used to teach speaking and how teachers mainstream them in their instructional procedures.

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