



PROMOTING SPEAKING VIA THE TEACHING OF LISTENING IN EFL INTERMEDIATE CLASSES AT CEG 2 ADJARRA, REPUBLIC OF BENIN: A LINGUISTIC PERSPECTIVE

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ABSTRACT

The aim of this research work is to uncover the impact of listening skills and that of listening practice in the improvement of learners' oral performance. Hence, the present work contributes to help EFL teachers to find learners' deficiencies in speaking by showing the inter relationship and the interdependence of both skills on each other. The methods used to collect data are quantitative and qualitative and consist in collecting information from thirteen (13) EFL teachers and eighty (80) EFL learners through the means of interviews and questionnaires at CEG 2 Adjarra. Results show that all of the respondents believe that the listening skills and listening activities, specifically, constitute an important source that can enable EFL learners to develop their oral production. However, this study has revealed that listening practice happens not to be at the centre of attention inside the class as it should be. This negligence causes learners not to have enough contact with the language and, as a matter of fact, makes them unable to speak it fluently. So, some solutions are proposed to help teachers to integrate more listening activities in their teaching so as to better learner speaking skills.

Keywords: Listening, speaking, language proficiency, phonetics, Competency-Based Approach

RESUME

L'objectif de cette étude est de découvrir l'impact de la compétence d'écoute et de celle de la pratique de l'écoute dans l'amélioration des performances orales des apprenants. Ainsi, le présent travail contribue à aider les enseignants d'Anglais, langue étrangère, à détecter les lacunes des apprenants en expression orale en montrant l'interrelation et l'interdépendance des deux compétences, l'une par rapport à l'autre. Les méthodes de collecte de données sont quantitatives et qualitatives (incluant questionnaires et entretien) auprès de treize (13) enseignants d'anglais et quatre-vingt (80) apprenants de la même discipline au CEG 2 Adjarra. Les résultats montrent que tous les répondants croient que les compétences d'écoute et les activités d'écoute, en particulier, constituent une source importante, susceptible de permettre à ces apprenants de développer leur production orale. Cependant, l'étude a révélé que la pratique de l'écoute n'est pas au centre de l'attention en classe comme elle devrait l'être. Une telle négligence de la part des enseignants fait que les apprenants n'ont pas assez de contact avec la langue et, de ce fait, les rend incapables de la parler couramment. Ainsi, certaines solutions sont proposées pour aider les enseignants à intégrer davantage d'activités d'écoute dans leur enseignement afin d'améliorer les compétences orales des apprenants.

Mots-clés : Écoute, expression orale, maîtrise de la langue, phonétique, Approches Par Compétences

1. Introduction and Literature Background

English proficiency covers four main skills (listening, speaking, reading, and writing) that learners are expected to master in order to be good at communication. However, the first two language skills should be the central part in the context of English as a Foreign Language (hereafter EFL) teaching since human brain is well programmed to acquire and/or learn, or to develop languages through exposure to speech sounds or vocal symbols (Chomsky, 1986a; Aitchison, 2010). According to some researchers, listening is made of about 45% of all human communication (Dick and Hatesohl, 1993). This suggests that much of what is learnt becomes possible through listening. It, thus, makes listening an integral part of any human language acquisition or learning, as well. From the ongoing, one can rightly stress the importance that listening activities, that is to say listening practices, have in improving students' oral production. Such a reference is recalled to make teachers aware of the positive impact of listening sessions, on the one hand, and the influence the latter has on developing their learners' speaking performance, on the other. The main objective of the present study is to take up a challenge of the non-mastery of the English language by most of learners in the sense that, after four years spent in junior secondary schools, most of CEG 2 Adjara students cannot converse orally in English.

In fact, linguists view listening as the cognitive activity that happens when speakers interpret and use speech sounds and it requires efforts from the listener. In other words, during listening activities, listeners use their ears to hear the speech sounds being produced by the speaker while their mind tries to attach meaning to those sounds. After these stages, they can express orally their understanding using their speech organs. Underwood (1989) simply defines listening as *the activity of paying attention to and trying to get meaning from something we hear* (p. 1). In the same vein, Mona & Bahman (2017) define *listening as a complex cognitive process which entails the ability to correctly receive and interpret intended meaning hidden in the communication process* (p.33).

These quotes inform that when language users listen to a speaker, they process mentally the information delivered to construct an answer accordingly. One can, thus, infer that listeners complete three tasks as they are listening. First, they hear the speaker's connected speech sounds, vocabulary, grammar, and intonation. Second, they process understanding in order to interpret the embedded meaning of the speaker. Third, they give feedback through oral performance, through the act of speaking. Listening, then, means to have the ability to decode the message, to apply a variety of strategies, to interact processes, to make meaning, and of course, to respond to what is said in a variety of ways, depending on the purpose of communication (Gilakjani & Ahmadi, 2011).

It appears then that the exposure to a good aural input matters enormously. An aural input refers to the amount of language which learners are exposed to in real communicative events. Language learning, in such satisfactory conditions, depends on comprehending and understanding messages that Krashen (1981) refers to as comprehensible input. Without such and appropriate input, learning cannot get any improvement (Renukadevi, 2014:60). Exposing learners to a quality aural input not only increases their chance of knowledge, but also favours the development of their cognitive understanding.

Grounding on the foregoing, the present study has investigated the contribution listening practices can make to the improvement of the oral production of eighty (80) EFL intermediates students selected from CEG 2 Adjarra. In the same vein, the study attempts to find solutions to the problems hindering the flourishing of the teaching and learning of speaking in Beninese secondary schools, in general, and at CEG 2 Adjarra, in particular, using a linguistic approach.

2. Theoretical Framework

It is important to remind that different theoretical approaches are actually sustaining the teaching of the English language in the Republic of Benin. First, the Competency-Based Approach (CBA) appears in the front line. This approach stresses not only the transfer of knowledge, but also the mastery of the core competencies. The main goal of this approach being to get things done by using the language, most instructions are task-based that involved the implication of learners. Morley (2001) points out the fact that instructions should be task-oriented not question-oriented (p.77). For, this will provide learners with tasks that use the information, processed cognitively, of the oral text, rather than asking them to prove their understanding, i.e. their linguistic competence of the text by simply answering questions. In other words, in the context of the CBA, teachers make instructions clear enough to allow learners to perform what their teachers' intentions produce as illocutionary act (Austin, 1962)

As for Gallas (1994), speaking is an expressive language skill in which the speaker uses verbal symbols to communicate (p.20). According to Bailey & Savage (1994), speaking is the most demanding among the four skills. One can realise that speaking takes its basis from listening since the latter constitutes the basis of the former. In addition, listening engages the cognitive side that ignites the speech event observed when learners speak. Indeed, learners are commonly frustrated with the fact that they have spent years studying English, but still, they cannot speak it. In addition, they are perfectly right since the English language is made of many abstract and/or prosodic features that foreigners, in general, and Beninese, in particular, are not obviously aware of. This covers speech-reduced forms, the use of slangs, the idioms in speech, variation of intonation, accent, rhythms etc. Learners get accustomed to these via the regular practice of listening activities. Otherwise, they neither will understand nor be understood while interacting with English speaker (Bailey &

Savage, 1994: 7). Therefore, one of the efficient ways to get our students exposed to the language in its full form is through the practice of listening activities.

Besides the CBA, other linguistic theories, viz. the audio-lingual method and the communicative approach, to mention but a few, encompass the present research aims. The first language learning (similar to the direct or natural method, to some extent) theory has arisen in the early twentieth century and sustains the learning of foreign languages through recorded drills Ziane (2012:5). Students hear recorded dialogues in the target language and then they repeat it until they master it. The goal was simple: listen and repeat till you master. Nevertheless, thanks to Krashen's (1981) ideas about input hypothesis, the importance of listening in studying a foreign language had been strengthened. Such hypothesis has given birth to comprehension-based approach.

As for the second theoretical construct, it refers to a language user's ability to use language in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficiency and fluency through extended interaction (Hymes, 1972). It mostly focuses on the meaning and function of the language rather than grammar and vocabulary. Since teachers' role is to teach the four skills whenever possible, Murphy (1991) believes that speaking should always be connected with listening in pronunciation teaching, for instance. In the context of the secondary schools, in general, most EFL teachers have the pressure to complete the teaching programme on schedule, pushing thus, EFL learners to memorize many grammar rules and lexical items, they, naturally happen to forget after a period. A solution to such a situation is found in Hoge (2014) who suggests that learners should more listen to good and grammatically correct English rather than memorizing grammar rules and words in isolation. After such a step, they need to repeat; again and again and again the language chunks (phrases and expressions) to unconsciously internalize the English grammar cognitively.

Considering the complex nature of listening to understand spoken language, it is hypothesized that two different subsuming cognitive processes cooperate to process the information. Bottom-up and Top-down processes. It refers to the process of analysing the sentence from its smallest units, phonemes and syllables guiding us to reach the meaning. For Richards (2005), comprehension begins with the data that have been received which are analysed as successive levels organization (sounds, words, clauses, sentences, texts) until meaning is arrived at. It is a process of decoding. In other words, when learners try to understand something they listen to, they have to work on each of the language strata viz. level of words, sentences and extract the meaning from them. Bottom (base: linguistic aspects) to get the up (roof: meaning).

As for the Top-down Process, it refers to the use of background knowledge in understanding the meaning of a message. The background knowledge required for

top-down processing may be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts” - plans about the overall structure of events and the relationships between them. According to Richards (2005), top-down process enables the listener to bypass some aspects of bottom-up process. From top (semantic aspects: meaning) to the down (linguistic aspects) (p.87) each of these processes follow three stages: pre-Listening, while listening, and post-listening where both teachers and students have many roles to play.

3. Data Presentation and Analysis

The present study has used both quantitative and qualitative methods through questionnaires and interviews to collect reliable information from eighty (80) EFL students and thirteen (13) EFL teachers at the junior secondary schools under study. While raising the participants’ awareness of the relationships between listening and speaking, the discussion of findings has made it possible to identify problems that learners encounter in the oral production, on the one hand, and challenges teachers face to frequently implement listening activities, on the other.

3.1. EFL Learners’ Data Presentation and Analysis

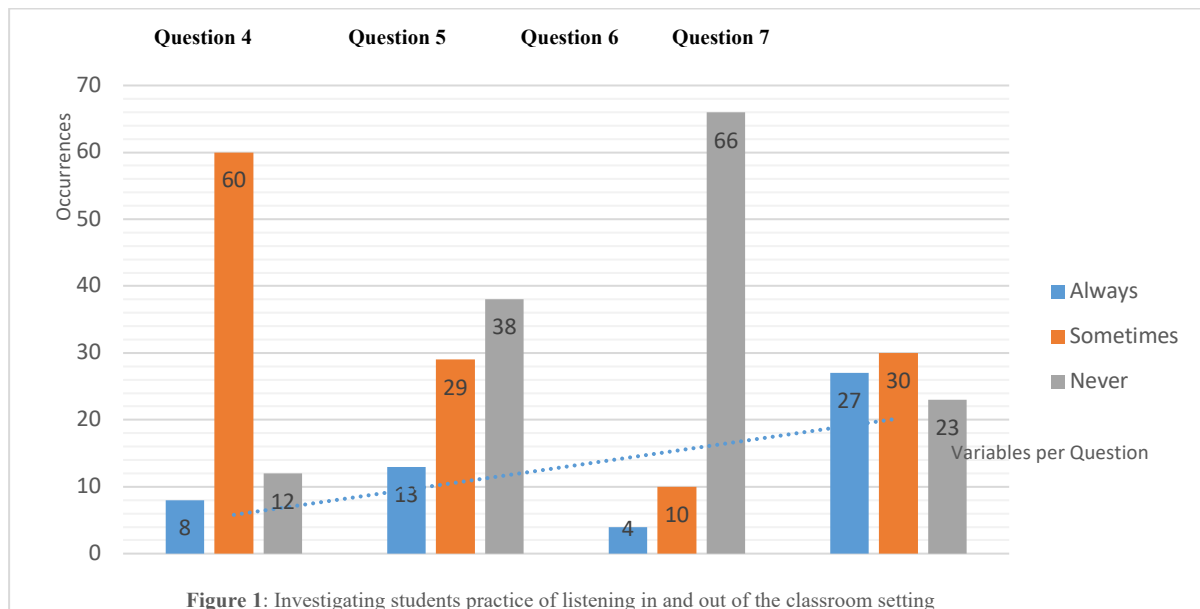
Data obtained from the investigation are presented and analysed in this subsection according to the participants’ answers to the questionnaires administered unto them. For the sake of clarity and standardisation, the researcher has adopted tables and bar charts to graphically represent the message that the collected data convey. The full questionnaires are appended to the paper.

Table 1: Checking EFL students’ awareness of listening as a skill and its advantages

	Question 1: Have you ever heard of listening as skill?				Question 2: According to you, can listening positively influence the other skills?				Question 3: Can listening practices help you to enhance your English speaking ability?		
	Yes	No	Total		Yes	No	Total		Yes	No	Total
Frequency	66	14	80	Frequency	63	17	80	Frequency	67	13	80
Percentage	82.5%	17.5%	100%	Percentage	78.75%	21.25%	100%	Percentage	83.75%	16.25%	100%

From the above table 1, it is clearly seen that the great majority (i.e., 82.5%) of the respondent students have heard about the notion of listening as a skill while 78.75% of them have recognized that listening can positively influence the other language skills, and unfortunately, 21.25% of these respondents say that listening appears as an independent skill (cf. question 2). To the third question, 83.75% of the respondents have rightly accepted that listening practices can enhance their speaking ability. The data got through the above table suggest that the majority of these EFL intermediate

students are aware that the skills are interrelated and, listening is a very important one since it can influence their speaking, reading, and writing proficiency, as well. Concerning the following questions, i.e., 4, 5, 6, and 7 addressed to the students, the collected data are graphically presented in the below bar chart.



Question 4 is meant to know if the sampled students really practice listening activities during English classes with their teacher. 60 students out of 80 (i.e., 75%) confess that they sometimes have these activities while a minority of 08 students have said that they always have. The remainder (i.e., 15%) have openly witnessed that they never have listening activities with their EFL teachers. Considering question 5 which aims to check the learners belief about listening comprehension tasks, 29 students find them sometimes easy while 13 students out of 80 say that these are always easy for them. At the same time, 38 students do not view listening comprehension activities as easy ones. As question 6 tries to investigate learners' frequency of exposure to the English language outside classroom, say with friends and/or at home or alike, 66 students (i.e. 82.5%) have recognized that they never do such activities, 4 students have reported that they practice listening apart from classroom activities and 10 students have confessed that they do these sometimes. As for question 7, pertaining to know if their teachers give them opportunity to intervene during speaking activities, 27 (i.e., 33.75%) students have acknowledged that they are always given the floor during speaking sections while 30 students (i.e., 37.5%) sometimes have this opportunity and 23 (i.e., 28.75%) never have it. The coming rubric is devoted to the last questions addressed to the EFL respondents.

Table 2. Inquiring about students motivational listening activities and the related challenges

Question 8: What are the reasons that prompt you to practice listening?	To understand what people are saying	To speak clearly to other people	Have no valuable reason	Total	
Frequency	35	30	15	80	
Percentage	43.75%	37.5%	18.75%	100%	

Question 9: What are the activities that motivate you to practice listening?	Role-play and dialogues	Discussions and debates	Problem solving tasks	Information Gap Activity	Total
Frequency	25	28	12	15	80
Percentage	31.25%	35%	15%	18.75%	100%

Question 10: What are the challenges that hinder your speaking in class?	Poor listening practice	Fear to talk	Teachers' negligence	Total	
Frequency	38	22	20	80	
Percentage	47.5%	27.5%	25%	100%	

In the above table 2, the last three questions addressed to EFL learners inform on the reasons and/or the activities that motivate them to follow their teachers during listening activities. These also unveil some challenges that listening practices bring about. Accordingly, to question 8, the EFL learners that practice listening as a tool to enhance their communication skill (i.e., 43.75% and 37.75%) outnumber those who do not really know why they have to practise listening. Talking about the types of activities that motivate the learners' participation in listening classes (cf. question 9), 35% prefer discussion and debates, 31.25% prefer role-play and dialogues, and 18.75% prefer information gap activity. However, a minority of 15% choose problem-solving activities. The most noticeable fact is that learners prefer to work with a variety of activities. In order to understand the cause of their difficulties in speaking, 47.5% of learners consider the poor listening practice of the target language to be the main cause for their deficiency in speaking. While 27.5% students claim that they find it difficult to speak because they are afraid to be laughed at, and for 25%, their teachers inhibit them from speaking. From the above analysis, it can be understood that learners are aware of the seminal role of listening in the development of speaking, but they need to be trained and reinforced, as well, to improve their speaking performance.

3.2. EFL Teachers' Data Presentation and Analysis

The second important group of respondents is that of the EFL teachers who have, first, been addressed a questionnaire sheet and, second, been interviewed to collect data presented in the following lines. Table 3 below presents answers obtained from these teachers through the questionnaire while the other data, obtained through the interview are in-text presented below.

Table 3. Discovering EFL teachers' responsibility and effort in teaching listening

Question 1:		Yes	No	Total	
Have you ever made your learners aware of the relation between listening and speaking?	Frequency	13	00	13	
	Percentage	100%	00%	100%	
Question 2: Do you teach listening comprehension		Always	Sometimes	Never	Total
	Frequency	2	11	0	13
	Percentage	15.38%	84.61%	0%	100%
Question 3: What do you aim to develop When teaching Listening?		Oral Proficiency development	Understanding of message	Vocabulary	Total
	Frequency	6	6	1	13
	Percentage	46.15%	46.15	7.69%	100%
Question 4: What strategies do you use to reach your goal?		Using Group and Pair Work	Choosing Interesting Topic	Allowing the Use of French or Mother Tongue	Total
	Frequency	8	5	0	13
	Percentage	61.53%	38.46%	0%	100%

To question 1, all the EFL teachers under consideration (i.e., 100%) have reported that they have made their learners aware of the relationship existing between listening and speaking. Unexpectedly, only 2 of them (i.e., 15.38%) always teach listening comprehension in class while 11 (i.e., 84.61%) report that they happen to teach listening sometimes in question 2. Question 3 aims at uncovering the purpose of teaching listening to find out that 6 teachers (i.e., 46.15%) practise listening to develop learners' oral proficiency while the same teacher population teach listening to just make learners understand the message conveyed. Only one (1) out of 13 teachers (i.e., 7.69%) has reported that he teaches this skill just to develop vocabulary, that is, words in isolation. As for question 4 relating to the strategies used to reach their goals, a majority of 8 teachers (i.e., 61.53%) have stated that they use group and pair work, while a minority of 5 (i.e., 38.46%) have recognized that they reach their goals through the selection of interesting topics likely to attract learners' attention. None of the respondent teachers allows the use of neither French nor mother tongues in class.

Through the interview, it is worthy to signal that the teachers selected in the course of this research have more than five (5) years of experience and have been professionally trained to teach. Issues related to the materials listened to, the in-

context oral activities carried out, the formal or informal nature of the listening, and the like, have been discussed through the structured interview.

In fact, the selection of audio materials has brought about many questions apropos their authenticity and the language gap that may occur when one considers learners' language level. According to the teachers, what matters is the importance of listening practice to improve learners' speaking skill since the two skills are interrelated. They all approve that good speakers need to be good listeners and have expressed this in one statement: *the more students listen, the more they speak, because learners 'orally' produce the language that they have received through their ears*. For the teachers, it is their job, to select interesting audio material or read exciting passages to their students in accordance with the latter's level. This stresses, thus, the need for teachers to up-to-date their phonetic and phonological abilities not to mislead their learners to whom they are the model.

Considering in-context oral activities teachers, most of the time, focus on to arouse a successful participation of their learners, the respondent teachers have made the following list, viz. role play, discussion, debates, problem solving, and dialogues. Another questionable issue relates to the frequency devoted to the practice of listening. Actually, teachers report that they practise formal listening once per semester, which gives two formal listening practices per academic year, abiding by the requirements of the curricula. Teachers, consequently, say that they resort to informal listening practices through *listening and speaking activities, role-play, discussion, and dialogue* to bridge the gap. Unanimously, these teachers have reported that they go through pre-listening, while listening, and post-listening stages. Some teachers say that they give clear instructions about the listening they are going to have; related questions are put on the board to ignite the learners' understanding. Then, comes the while listening where a sustained concentration and remembering are required. In the end, they give chance to their learners to evaluate their understanding and to give their feedback, as well.

Since these are not difficulty free, some students show low interest in listening comprehension classes, while some have concerns of pronunciation rules switching then to French or their mother tongues. As way to solve those problems, the interviewed teachers said they sometimes resort to audio-visual aids with attractive images, songs, speech with lyrics to motivate their learners. Besides, in case there is no audio-visual material, they have to read a text selected and prepared in advance in accordance with the learners' level. A teacher has clearly confessed that he, sometimes, has to use gestures, drawings and realia to explain new/difficult words. He has also said that he can happen to put some hints in French to keep his students focus on the activity.

4. Discussion of the Findings

The present section is devoted to the discussion of the findings. Through the different analyses carried out above, it is clearly uncovered that both teachers and students are perfectly aware of the interrelationship that links listening and speaking skills. The above data openly reveal that the practice of listening activities has a positive impact on bettering students' oral proficiency to meet the foremost language purpose. A language is learnt to be spoken. Among the four language skills (listening, speaking, reading, and writing) studied in school-context speaking and writing are productive skills. The one under consideration in this paper is speaking or oral production and, it demands that EFL teachers engage students in tasks favour the development of students' speaking. Besides, teachers are expected to have students effectively involved in those activities likely to improve their communicative skills. One of the effective ways to get learners involved in the speaking learning is through listening practice.

This finding agrees with Bueno's, Madrid's and McLaren's (2006:344) about the teaching of listening as a foreign language: *Listening is important for speaking because it establishes the good basis for successful communicative exchanges*. Yet, a close analysis of the students' answers to the questionnaire addressed to them has revealed that most EFL teachers do not put enough effort on the listening skill during their English-speaking classes although they know the link existing between the two skills.

The main reasons put by teachers to explain this carelessness is the curricular requirements constraining them to formally conduct two speaking classes per academic year. According to them, such a practice reduces the students' exposure to the target language, lowering their contact with the English language in a Francophone country. The scarcity of listening causes learners to indirectly encounter many difficulties when it comes to communicate in English or participate during speaking activities. This reasoning is debatable because listening skill is so flexible that it can even be integrated with such skills as speaking and reading. As suggested by Alonso (2012), "Due to the lack of time, EFL teachers have per week for their subject, the best way to practise listening and speaking is integrating them" (p. 60). So, teachers are not necessarily obliged to devote a full session or a full class to teach this skill. Instead, they can easily integrate listening comprehension to speaking activities that they are used to practising with students. This will help to practise both skills at the same time provided they have the will.

Furthermore, during listening comprehension activities, teachers need to invest enough in the three requisite stages that is Pre, Post and While listening in order to effectively reach their teaching goals. Instead of just focussing on reading text and getting students answer questions that follow, there is the necessity to go through each stage because both teachers and students have a particular role to play in order to ensure the success of the listening session at each stage of the teaching-learning

process. The success in question during listening activities is the grounding stone for the speaking ability learning will show later on. While listening with their ears, learners process understanding of the ongoing message in their mind and produce oral utterances through speech sounds articulation with their mouth as way of feedback. EFL teachers, then, have to do their best to ensure effective listening classes if they really hunger for having conversant learners in the English language.

Another facet related to the hindrance of speaking in EFL classes, as revealed by the findings, pertains to teachers' routinized practices. In fact, data from table 2 reveal that the majority of EFL teachers do not vary their teaching materials and this causes the learners' lack of interest. The insufficiency of teaching aid is a challenge to which Beninese EFL teachers are confronted. In some classrooms, there is no electricity supply, so students cannot use any audio-visual materials that will help them to develop the Communicative Competence. Learners are not really getting chances to use the language in authentic and real-life situations causing non-innovative teachers to teach the language regardless a speaking purpose. Varying materials and strategies (tables 2 and 3) in teaching can help EFL teachers to reinforce low-level learners' background and favour speaking skill development and solve psychological inhibition matters. Teachers need then to have adequate materials, conducive to English environment, learners organised in groups or pairs, and a personal commitment to succeed in speaking activities.

It is not strange that 38 learners (question 5, figure 1) find listening comprehension tasks difficult or to try to overcome this. Teachers are highly awaited to find ways and means, through the effective respect of listening teaching techniques and strategies at each stage to increase those learners' interest in listening, and, consequently, in speaking. The teachers interviewed said they sometimes use a lot of gestures as well repetitions of the material during listening sessions in order to ease students' understanding. This is particularly accepted as it is acknowledged by Ziane (2012): "Context, facial expressions and body gestures, for example, are some elements that the learner can benefit from in order to ease the interpretation of what is intended to be conveyed by the speaker" (p.10).

CONCLUSION

The current study aims at clarifying the role of listening comprehension in improving the speaking skills in the context of English as a Foreign Language. The study has postulated that if an EFL teacher wants to improve his/her learners' speaking skills the former should increase listening practices through the target language exposure with the latter. One of the characteristics of human language is cultural transmission meaning that language is transmitted in socio-cultural milieu with a maximum exposure. Basing on this fact, the study recommends that EFL learners increase their contact with the English language to develop their own oral production. Frequent listening practices create a context where students feel

themselves in touch with the language features including sounds, vocabulary, and grammar, as well. Therefore, it is important for teachers to rethink their strategies and techniques while teaching listening activities. An emphasis on listening comprehension as well as the application of listening strategies will help students to decode the English input and to achieve greater success in English learning. As EFL teachers, they must shift their listening classroom from a teacher-centred classroom to a student-based one in an innovative way. Guiding students through the process of listening provides them with the knowledge from which they can successfully complete a listening task; it also motivates them and puts them in control of their learning. It is then important for the teacher to provide numerous (and varied) opportunities for learners to practise listening skills and to become actively engaged in the listening process. (Gilakjani & Ahmadi, 2011, p. 986).

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APPENDICES

Appendix 1: Questionnaire to EFL Students

The present questionnaire is designed to obtain data for research entitled **Promoting Speaking Via the Teaching of Listening in EFL Intermediate Classes At CEG 2 Adjarra, Republic of Benin: A Linguistics Perspective**. The researcher is interested in collecting information about your point of views on the role of the listening practice in speaking enhancement and difficulties students face in their oral production. Your answers are of great help to the completion of the study and they will be much appreciated. Please tick the right answer, or write full statement answers where necessary.

1. Have you ever heard of listening as skill?

Yes No

2. According to you, can listening positively influence the other skills?

Yes No

3. Can listening practices help you to enhance your English-speaking ability?

Yes No

4. Do you really practice listening activities during English classes with their teacher?

Always Sometimes Never

5. What is your belief about listening activities?

Always easy Sometimes easy Never easy but difficult

6. How frequent do you listen to English?

Always Sometimes Never

7. During speaking activities, does your teacher give you opportunity to participate?

Always Sometimes Never

8. What are the reasons that prompt you to practice listening?

To understand what people are saying

To speak clearly to other people Have no valuable reason

9. What are the activities that motivate you to practice listening?

Role-play and dialogue Discussion and Debates

Problem solving Information gap activity

10. What are the challenges that hinder your speaking in class?

Poor listening practice Fear to talk

Teachers' negligence

Appendix 2: Questionnaire to EFL teachers

The present questionnaire is designed to obtain data for research entitled **Promoting Speaking Via the Teaching of Listening in EFL Intermediate Classes At CEG 2 Adjarra, Republic of Benin: A Linguistics Perspective**. The researcher is interested in collecting information about EFL teacher's view on listening comprehension advantages on learner's oral performance. Your answers are of great help to the completion of the study and they will be much appreciated. Please tick the right answer, or write full statement answers where necessary.

1. Have you ever made your learners aware of the relation between listening and speaking?

Yes No

2. Do you teach listening comprehension?

Always Sometimes Never

3. What do you aim to develop When teaching Listening?

Oral proficiency development Understanding of message

Vocabulary

4. What strategies do you use to reach your goal?

Using group and pair works Choosing interesting topic

Allowing the use of French or mother tongue

5. What do you think about the importance of listening practice to help learners improving their oral proficiency?

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Appendix 3: EFL Teachers' Interview Guide

1. For how many years have you been teaching English at the secondary school?
2. Among the four language skills, on which one do you concentrate the most?
3. How many times do you teach listening comprehension per semester? Why?
4. What are your beliefs about the teaching of listening regarding EFL learners speaking' level?
5. What considerations do you take into account before/ when preparing your listening task?
6. Which method do you use to present your listening course?
7. Which materials do you use while delivering your listening course?
8. Are you aware of listening teaching strategies that can be used inside the classroom? If yes, do you use them?
9. What are the challenges you face while presenting your listening course?

How do you overcome them?

10. What do you do to update your own speaking abilities?