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Sous la direction du :
Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

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➤ La taille des articles

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture : 12, Time 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 en français qui ne doit pas dépasser 6 lignes ;
Les mots clés ;

Un résumé en anglais (Abstract) qui ne doit pas dépasser
6 Lignes ;

Key words ;

Introduction ;

Développement ;

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

➤ Pour le **Titre** de la première section

1.1. Pour le Titre de la première sous-section

Pour le **Titre** de la deuxième section

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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, intitulée :

- **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, 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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Prénoms (on peut les abréger par leurs initiaux) et nom de l'auteur, Titre de l'ouvrage, (s'il s'agit d'un livre) ou "Titre de l'article", Nom de la revue, (Vol. et n°1, Lieu d'édition, Année, n° de page).

Le système de référence par année à l'intérieur du texte est également toléré.

Elle se présente de la seule manière suivante :
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Tous les articles doivent être envoyés à l'adresse suivante : iup.benin@yahoo.fr ou presidentsonou@yahoo.com

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La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED) 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 :

- Communication et Information,
- Education et Formation,
- Développement et Economie,
- Sciences Politiques et Relations Internationales,
- Sociologie et Psychologie,
- Lettres, Langues et Arts,
- sujets généraux d'intérêts vitaux pour le développement des études au Bénin, en Afrique et dans le Monde.

Au total, la RIRCED 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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EDITORIAL

La Revue Internationale de Recherche en Communication, Education et Développement (RIRCED), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux enseignants et chercheurs des universités, instituts, centres universitaires et grandes écoles.

L'objectif visé par la publication de cette revue dont nous sommes à la huitième publication est de permettre aux collègues enseignants et chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche. Cette édition a connu une légère modification au niveau du comité de rédaction où le Professeur Titulaire Gabriel C. BOKO, devient le Directeur de Publication et le Professeur (Maître de Conférences), Innocent C. DATONDJI est le Rédacteur en Chef.

Le comité scientifique de lecture de la RIRCED est désormais présidé par le Professeur Médard Dominique BADA. Ce comité compte désormais huit membres qui sont tous des Professeurs Titulaires.

**Pr Gabriel C. BOKO &
Dr (MC) Innocent C. DATONDJI**

3.0. Contributeurs d'Articles

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			<p>Doctoral Student, Faculty of Education, Olabisi Onabanjo Universty sundayjokunnuwa@gm ail.com</p>
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USE OF MEDIA TECHNOLOGY FOR ENGLISH LANGUAGE EDUCATION IN REPUBLIC OF BENIN

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ABSTRACT

The objective of this research work is to substantiate the importance of associating technology of information and communication to the English as a foreign language teaching in school for more efficiency. The methodology used to carry out the research includes interviews, practical observations, analysis of documents and reports on the effective use of this tool. The result obtained has shown that the effective use of media in English language education develops students' competencies in both writing and oral aspects. The study has found that media technology contributes immensely to English language education in Benin. However, media technology as a teaching aid is faced with many challenges.

Key words: English Language, Media technology, Education, Teaching, Learning.

RESUME

L'objectif de ce travail est d'expliciter l'utilité des technologies de l'information et de la communication dans l'enseignement de l'anglais langue étrangère à l'école afin de proposer des solutions idoines. La technologie des médias contribue immensément à l'enseignement et à l'apprentissage de l'anglais en République du Bénin. L'étude conclut que le développement de la technologie et particulièrement la technologie des médias qui est une composante des technologies de l'information et de la communication aide à enseigner et apprendre efficacement les langues. La méthode analytique consiste en des interviews, des observations participantes, l'analyse de documents et la présentation d'un rapport sur l'usage effectif du média pour l'éducation.

Mots clés : Langue anglaise, Technologie des Médias, Education, Enseignement, Apprentissage.

INTRODUCTION

Language education¹ has been described as the teaching and learning of language so that learners may understand it sufficiently to enable them undertake a course of study in any field in that language. This research work is based on English language education, that is English language teaching and learning. This process should not be static but elastic for efficiency. English Language studies especially in an English as a foreign language environment like the one in Republic of Benin need to respond to the changes of media use for rapid learning. There is also need to appropriate the vast quality of new information and knowledge unleashed on the world courtesy of the media. This means, utilization of the tools of information technology for improvement of English language education. Moribund and ineffective teaching methods should be jettisoned totally or modified in order to achieve greater and better results.

¹ Language education is defined here as the process by which language is taught and learnt.

The use of media technology, that is modern information technology² in language education is not a magic game. But it is an interaction between human being and equipment so that the language can be learnt rapidly and effectually. Notwithstanding, the success of teaching language with the necessary information technology media depends on some key factors among which are mastery of the subject matter, objective, and preparedness on the part of the teacher and the learner. Contribution of the use of media technology in English language Education is discussed in this research work. The research takes as a sample one hundred (100) of learners studying English language at the Panafrican University Institute, Porto-Novo, Republic of Benin, to examine and analyse the contribution of the use of media technology in their learning process.

This research work presents the technical and conceptual clarification, contribution of media in language education, research methodology, problems militating

² Media information technology in language education refers to media technology, audiovisual tools or instructional aids in teaching and learning of a language, here english as a foreign language.

against the use of media technology in language education, suggestions; the conclusion and references presentation end the research work.

1. TECHNICAL FRAMEWORK AND CONCEPTUAL CLARIFICATIONS

The technical framework introduces the research work and presents the scientific procedure used in the paper, while the conceptual clarification presents the theoretical framework of the research and discuss some concepts related to the research work.

1.1. Technical framework

The technical framework includes the background of the study, the statement of the problem, the objectives, hypothesis and methodology of the research.

1.1.1 Background of the Study

Media technology contributes immensely to English language education in Republic of Benin. There is no media without language, as language is the major component of communication that is the important factor of media. The advancement of technology and particularly

media technology which includes Information and Communication Technology (ICT) helps in teaching and learning languages such as English. For example, English language education is the process of teaching and learning the language with the aim of reinforcing and developing oral and written competences of the learner.

The concept of using media in language education particularly English as a foreign language is defined as the use of Information and Technology Communication such as audiovisual materials and equipment. Kodjo Sonou (2009:313) supported that, « Using these materials and equipment has great advantages as they facilitate the teaching and learning of the language. »

Media as a pedagogical aid consists of the use of recorded audio and visual messages by the teacher and use of English as a foreign language. These messages can be recorded on audiotapes, videotapes, compact discs, diskettes, etc, thereby reinforcing the learners' training through repeated listening to these audiovisual messages. Kochhar (2007:11) asserted that « Audiovisual aids are considered in language education for rapid acquisition of the language. » Indeed, the use of media in an English as

a foreign language (EFL) classroom provides the teacher with many avenues for reinforcing and supplying rapid teaching. Their application to the different programmes put in place for stimulation through fun activities makes teachers' work easier and efficient. Kochhar (1995:50) is of the opinion that « A resourceful English language teaching and learning with audiovisual aids is favorable for effective language learning. Studies have shown that visual aids enhance the effectiveness of teaching learning process in a classroom. » At the Panafrican University Institute, Porto-Novo in Republic of Benin, the experience of the use of media contributes immensely to the teaching and learning of English as a foreign language.

1.1.2. Statement of the Problem

There are many problems that rise and even militate against the use of media aids in English language education in Republic of Benin. Most of the teachers in Republic of Benin are not trained in the teachers' training schools to use media technology as aids to teach. This lack of training does not give the teacher the courage to even request for the use of the devices. And, sometimes when

these devices are available, the teachers are afraid of handling them properly and using them to improve their performance as well as learners' performance. They are afraid that damage may occur during the use of the devices where these devices exist.

Government and school authorities put no sufficient money into the school budget as to purchase media technology aids to teach and to promote the study of English language even though they are conscious that this language is very useful for commercial transaction, education, political talks and scientific research.

Lack of information to the teachers and learners make them not use media technology despite its great contribution in the process of teaching and learning English as a foreign language in Republic of Benin schools.

The most important access people ought to get from learning a language is to be able to speak it well and fluently. But, it is noticeable in Republic of Benin that, after many years of learning English language, the overwhelming majority of students are still unable to communicate orally in natural conversation occasions

outside classroom situations. Even within the classroom situation, learners fail to participate actively in free conversation activities, having great difficulty expressing their minds. For example these learners simply prefer to speak French during those conversation activities and teachers' efforts to keep them speaking English are most of the time unsuccessful. Ahehehinnou and Bada (2012:5) regretted the situation and stated that « Students find it very difficult to follow the speaker, stretching their ears all the time. They dare not utter a simple single sentence to ask or to answer a question. »

Another problem is that in Republic of Benin, English language curriculum is more oriented to the acquisition of grammar and writing competences than to oral communication skills acquisition, which is not good enough.

1.1.3. Objective of the Study

The aim of this research work is to expose the technical and didactic values of the use of media technology in English as a foreign language teaching and learning. The study has two main objectives as follows:

- The first one, is to draw the attention of both teachers and learners to the great contribution of the use of Media Technology for oral communication skills acquisition of English as a Foreign Language in Republic of Benin.
- The second purpose of this research work, is to suggest a remedy as a contribution that can help both the teachers and learners solve the ongoing problem of English language oral competency development.

1.1.4. Hypotheses

Two hypotheses were used to verify the effectiveness of the results obtained in the research work:

- drawing the attention of the teachers and learners to the usefulness of media technology to improve oral competency acquisition will help the teachers to transmit easily message to the learners who learn rapidly and speak English language correctly.
- making suggestions for the use of media technology will help the teachers and learners to know and to master the use of the media technology for effective

and efficient acquisition of the language by the learners.

1.2.Theoretical and conceptual clarifications

The theoretical framework of the research presents the book of Kochhar that is a most important document that guides in writing this paper. The conceptual clarifications take into account the definition and explanation of some concept in the paper.

1.2.1. Theoretical framework

Kochhar S. K. wrote so many books on teaching, learning and use of media technology for education purpose. In one of the book titled “*Methods and techniques for teaching*”, published in 2007 guided in carrying out this research work. The use of media technology in education is well explained in his publications, for example the technics of the use of information and communication technology as well as the use of audiovisual tools in teaching and learning is well exposed to both teachers and learners.

1.2.2. Conceptual clarifications

The conceptual clarifications include the definition of the following terms and expressions: media technology, audiovisual, teaching and learning.

1.2.2.1. Concept of Media technology

The concept of using media technology in English language teaching and learning is defined as the use of audiovisual materials and equipment such as video tapes, audio tapes, compact disk, video cassette recorders, television sets, over-head projectors, audiocassette recorders, computers, internet, whatsapp, instagram, viber, site web, etc. and so on, for teaching and learning.. The use of these materials and equipment has great advantages as they facilitate the teaching and learning of phonetics, grammar, oral communication skills, and so on. Media technology is a perfect companion in language teaching.

Media technology as a pedagogical aid consists of the use of sound and visual messages by the teacher in a language class. These messages can be recorded on audio tapes, video tapes, compact disks, diskettes etc, thereby reinforcing the learners training through repeated listening

of these media technology messages. Indeed, media technology in a language class provides the teacher with many ways of reinforcing and supplying rapid teaching. Its application to the different programmes put in place for stimulation through play activities in a language class makes teacher's work efficient. Media technology is made up of audiovisual materials and devices used here in teaching and learning English as a foreign language.

Media technology is electro mechanical machines that give audio or audio-visual information to learners with or without the presence of the teacher. They include audio or audio-visual aids like the tape recorder, the radio, the television, the video player, VCD, Whatsapp, internet, the computer and language laboratory etc.

1.2.2.2. Concept of Audiovisual

Audiovisual is a combination of audio and visual that is made up of the sound and the image. Audio and visual materials and devices contribute a lot to teaching and learning. Audio means sound. According to Fafoumi (1999:3), « audiovisual expression is made up of two distinct words''*audio*'' and ''*visual*'''. Then a tool can be

only ‘Audio’ that is auditive while the other one is only Visual. But only one tool can be combined with the audio and visual ».

The two words derive from the verbal form. Indeed ‘Audio’ is the first form person of singular of the present indicative verb ‘**Audire**’ that means ‘***I listen***’ or ‘***I hear***’. It is then clearly stated that audio stands for listening or hearing. It is based on the sound. For Oxford (2010:83), «Audio is connected with sound that is recorded: audio and video cassettes. An audio cassette is a cassette of tape on which sound has been recorded. Audio is something that can be heard. Audio is sound ». Audiovisual application in teaching and learning means the assistance given by audiovisual aids in the process of teaching and learning. The use of Audiovisual aids also includes listening to Radio and watching a programme on television or a film from a projector.

1.2.2.3. Teaching

Teaching is the work of teaching. For Kodjo Sonou (2015) «Teaching is a process through which one transmits knowledge to another person. Teaching is also

considered to be an art. Learners are the raw material which the teacher has to deal with, as to make them learn. With the teaching practices, the teacher is like an artist. Nathaniel Cantor in Kochhar (1985:23) supported that « teaching is a sublime art. It is impossible to separate the teacher from teaching». The teacher, in fact, mirrors himself into the child. The learners generally take after the teacher.»

1.2.2.4. Learning

Learning is a process of knowledge acquisition. Learning is a process through which an individual receives knowledge. According to Ambrose et al. (2010:3), « Learning is a process, not a product, learning is a change in knowledge, beliefs, behaviors or attitudes, learning is not something done to students, but something that students themselves do. » In this research work, the process of learning is assisted by the use of media technology for oral communication skills acquisition.

2. CONTRIBUTION OF MEDIA TECHNOLOGY IN LANGUAGE EDUCATION

For appropriate contribution of media technology to language education, the devices used, played an important role.

2.1. Major roles of media technology in language education

The major roles of media technology in language teaching and learning process are as follows:

➤ They stimulate participation in drills on words. The media technology tools such as Whatsapp, television, the video and the VCD can be employed in the teaching of vocabulary in which words are matched with the pictures of or the objects themselves.

➤ They teach vocabulary by relating words to pictures of various objects or their printed symbols. Activities in word drills can be carried out in the language laboratory in form of teacher / learner interactions through the use of headphones.

➤ They can be used to illustrate a story. Film strip, the tape recorder, the radio can be utilized by the

teacher during story telling activities in the class to arouse and sustain the effect adequate understanding of the learners.

➤ They can be used to list steps in a demonstration. The opaque, the over head projector and the video can be used for demonstration in the course of a lesson to affect adequate understanding on the part of the learners.

➤ They provide varying experiences so that learners will have equal opportunities to learn in relation to their abilities to do so. Exposure of the learners to the computer with the World Wide Web (www) or the internet could be employed to achieve this.

➤ They provide many situations in which co-operation is essential for completing interactions between the teacher and the learner.

➤ They courage the development of cognitive processes including problem-solving and critical and creative thinking etc. Computer assisted gadgets and language laboratory are two distinct equipment that can be helpful in this regard. This equipment can be operated by the individual learner or in collaboration with others.

Where finance is adequate, working together is far better because of the visual presentation and the dialogue that the computer can initiate with the operators either as an individual or as a group.

2.2. Technics of language teaching and learning media technology tools

Language does not only convey information, it also carries affective overtones. Language and thoughts are closely linked. On the other hand, language teaching is a practical task. According to Corder (1975:1)<< language teaching can be performed either by following a very detailed and precise set of instructions about how to proceed or by applying some set of general principles to the particular situation>>. Language teaching is not by rule, but it is by a set of guiding principles; some general notions about what is going on when people learn language, an informal “theory” about how language are taught and learned.

Language teaching is a task in which intelligence, imagination, training, command of language, experience, a body of knowledge and the exercise of judgment and

compassion are essential qualities of the language teacher. Language teaching is therefore not an instantaneous or accidental process; it takes time and planning with the teacher and learner collaborating to reach a particular end condition. The techniques used in teaching English as a foreign language to the students of the language centre of Panafrican University Institute are presented here with the media technology tools used in the school. In the language Center of Panafrican University Institute, there are many media technology tools used in teaching and learning English as a foreign language. These tools are : Whatsapp, Radio Recerver, Tape cassette recorder, television and language laboratory.

2.2.1. Techniques of the use of whatsapp

A text of maximum twenty words is read with a very good pronunciation of the word and sent to a whatsapp forum created for the purpose where all the learners are connected. This message is sent to them every day at 7pm. So as soon as they wake up from the bed, they must listen to this message and get out of it, five new words that the

teacher would have indicated in the text read. The text is also sent to the forum and learners are to read it.

At the end of the week i.e on Sunday, the learners are to collect the seven texts sent to them and make out of the text based on the five words indicated in written form that is in all 35 sentences that will be sent to the teacher for appreciation. This technique makes learners learn fast and even retain what they have learnt. The assignment is sent through internet or whatsapp to the teacher.

Other media like television, radio, slide films, internet etc are used in the classroom by playing videograms that the learners will listen to and discuss with the teacher on a daily basis; a little size of films for about 3 minutes is shown to learners to lectures to start techniques. This technique makes learners develop their communication skill in English language. Teaching and learning occur in a very good atmosphere with the contribution of media technology.

2.2.2. Contribution of the use of Radio in language education

Radio broadcasts are a desirable approach to classroom communication when there is acute shortage of competent and professional teachers. In using radio broadcasts as a medium of instruction, concerted efforts need to be made for a preliminary preparation involving collection of teaching guides, lesson topics, instruction teacher's notes, time table etc. from the radio station.

2.2.3. Tape Cassette Recorder

The technique practiced here is to record the radio message that will be used in the classroom for audio communication skills acquisition by the learners. The recorded sound of maximum 3 minutes should be sensefull and carrying a message that will make students learn some new expressions. The text that made up the sound is written and copy given even to the learners with blank spaces after the second hearing for them to identify and to complete the blank spaces.

By doing so students learn new words and expressions that they use freely to communicate. Thereby reinforcing their communicational capacity.

2.2.4. The Television

It is one of the means which experts could employ to give standard lessons on language studies. Many researchers have documented evidence on the usefulness of this medium of instruction. Adesokan (2000) states that « Television is a rich medium because it has a multisensory focus. In addition, the television stimulates the illusion of motion ». These features make it possible to effectively conceptualize language content within the allotted constraint of time and space.

When used in the classroom, the television helps to compress both time and space in order to focus learners' attention on important details. Students learn fast with the use of televisions. The technique is to record any good programme of maximum 5 minutes of a television on a hard disk and use with students.

2.2.5. Computer in language education

Computer is an electronic automatic machine which is capable of receiving, storing, recalling or retrieving information put in it. For Ezeliona (2002), “The computer can be used to teach all school subjects. The use of computer in the process of teaching and learning has been made easy for educational system with the development of micro-computer”. The fundamental use of computer in the process of teaching and learning is as medium of instruction during which learners get new use expressions that they use there after to inform their knowledge.

In the teaching process both the teacher and learner are assisted by the computer for better acquisition of English language. Computer is used to programme lessons including English language studies lessons. This programming is done by a programmer who is a specialist in the field to be programmed. These programmed lessons are stored in the hard-disk in the computer or as software package or in a diskette. In whichever place it is stored, the learner can use it to use to learn the lessons at any time

after the teacher has taught it in the class. The learners go through the lesson several times with the help of device. The computer programmed process takes care of individual differences and learning abilities. As affirmed by Ezeloira (2000), “computer learning process has enhanced students’ understanding and achievements in school subjects”. In like manner, internet, which is a computer network, helps students in gathering vital information on any English language subject and in any area of interest. This confirms the immense contribution of computer device in the process of teaching and learning English language.

2.2.6. Language Laboratory

One of the best devices that contribute to English language learning, at the PUI language laboratory is intensely used in the school. It is obvious that every school is expected to have a language laboratory. It is a room that contains special equipment like those discussed above, which are operated to help learners learn foreign languages like English by listening to tapes, watching videos, doing recording by themselves and so forth.

Language learning requires the development of skills in listening, speaking, reading and writing. Listening and speaking require the learner to hear and produce sounds and be able to distinguish one sound from the other. To read, he must associate the spoken words with written or printed symbols. Media technology is therefore very essential not only for the development of language skills when used, but also to stimulate the ability of oral and written expressions on the part of learners.

3. RESEARCH METHODOLOGY

The research methodology presents the instrument of the research, research question, method of data collection, data analysis, analysis of the findings.

3.1.Instrument of the research

Quantitative method of research is used to carry out the study. Satisfied random access technique of research was used with a questionnaire to collect data that are analyzed. Interviews were also carried out to appreciate the degree of english language mastering by the students.

Observations were also made to see the way the media technology was used in the classrooms.

3.2.Method of data collection

At the Panafrican University Institute, Porto-Novo, Republic of Benin, all the students are put through English language study by a module programme of three months, and there are three modules: module 1 for beginners, module 2 for intermediary level and module 3 for advanced level learners.

One hundred and ten (110) sheets of questionnaire were distributed to the module 1 learners for data collection. Out of the 110 sheets of questionnaire distributed, 105 sheets were returned and the responses of 100 of them are considered for data analysis. These hundred (100) English language learners who used the media technology during three (03) months i.e. twelve (12) weeks for four (04) hours a week that is forty eight (48) hours of technical assisted learning and practice to improve their oral communication, were questioned on the contribution of the use of the media technology. At the end

of the third month, two (02) extra hours were used to carry out a general evaluation of what students have learnt.

3.3.Research questions

One hundred student were asked to answer two questions.

1- Does the use of media technology contribute to your progress in English language acquisition?

Yes ☐ ; No ☐

2- What media technology tool did you like more?

Internet ☐ Whatsapp ☐ ; Radio ☐

Television ☐; Slide films ☐

3.4.Data analysis

The table below presents the results of the data analysis

Table 1: Presentation of data collected and analysis

N°	Questions	Number of yes	Percentage of yes (%)	Number of no	Percentage of no (%)
01	Does the use of media technology contribute to your progress in English language acquisition?	100	100%		
		Proposition		Number	Percentage (%)
02	What media technology did you like more?	✓ Whatsapp		80	80%
		✓ Internet		60	60%
		✓ Radio		50	50%
		✓ Television		40	40%
		✓ Slide film		30	30%

Figure 1: Table of data presentation and analyses.

3.5. Analysis of findings

To the 1st question, the module 1 English language learners of Panafrican University Institute language centre all recognized that the use of media technology in teaching them contributed a lot to their progress in English language speaking.

To the 2nd question, 80/100 learners recognized that whatsapp is more useful to them than other media technology such as internet 60; radio 50/100, television 40/100 and slide films 30/100. The results clearly stated that learners are all connected and interested in the use of media technology in learning English language. The use of Whatsapp helps them to receive the audio and visual messages from their lecturers who teach them five new words every day.

In three months all these learners gained out of the classroom constraints 450 new words in English language. These students use the 450 words to make sentences and to communicate properly in english language. The use of whatsapp as a media technology device has contributed immensely to the practical used of English language.

The most neglected media technology is the slide films that are presented in the classroom for presentation and discussion with the lecturers. It must be noted that the constraints of the use of the media technology in the classroom is rejected by the learners who prefer receiving messages out of more organized systems. They follow up their lecturers' instructions for the effective use of the media technology such as whatsapp, internet, radio, television at home for assignment and more learning of the language.

The research objective and the hypothesis are verified as the lecturers of Panafrican University Institute and more other teachers through this research learn more on the usefulness of media technology and its contribution to learning English language.

4. PROBLEMS MILITATING AGAINST THE USE OF MEDIA TECHNOLOGY IN LANGUAGE EDUCATION

Many problems militate against the effective use of media technology in English language education in Republic of Benin; part of these problems are :

- lack of training of the teachers for the effective use of media technology in language education;
- lack of funding from the part of the school authorities and government ;
- lack of audiovisual centre and laboratory in the schools;
- lack of maintenance of the devices where these exist;
- lack of Technical Assistant who must assist the lecturers to achieve their goal of using the media technology to teach and to make learners acquire knowledge and oral communication competencies through the tool;

- absence of means from students to purchase the material and devices that they need to study appropriately;
- absence of devotion from some students.

All these problems can be solved by the respect of the principle and suggestions I have made below.

5. SUGGESTIONS

For better use of media technology, some of the most important skills required of an English language studies teacher in teaching include:

- ✓ Understanding the behavioral process involved in communication and learning: communication is a matter of role exchange between the speaker and the learner. One will be the speaker and the other the listener at one time while the latter takes the position of the former at another time. The classroom implication of this is that there should be role exchange of the speaker and the learner between the teacher and the learner in the course of every lesson.

- ✓ Knowing the media's characteristics and capabilities: To teach topics like speech work, reading comprehension and summary skills and lexis and structure for instance, instructional media such as radio, television, language laboratory and tape recorder are adequate at all levels. Computer assisted gadgets and language laboratory are also two distinct equipment that can be employed to teach or research into various language studies areas. They can be operated individually or in collaboration.
- ✓ Playing responsible and effective roles in planning and implementing instructional systems. This involves creating more effective teaching and learning systems by drawing on a large range of human, technological, intellectual and even psychological resources to meet the language needs of the learner as well as achieve the objectives of language teaching.
- ✓ Evaluating and conducting or participating in experimental studies in language teaching and learning. The English Language teacher should

embark on the task of improving his teaching methods and approaches by involving himself in carrying-out researches and borrowing ideas from research findings to improve language teaching and learning.

- ✓ Knowing about the available media and their sources and making appropriate use for specific instructional objectives of the language: The teacher should make appropriate selection and utilization of instructional media: In doing this he should be guided by such questions as: (i) what instructional media should be used specially for a particular lesson? (ii) Why should the media be used at all? (iii) Where could the media be obtained? (iv) How can they be effectively used? (v) How could the effectiveness of the media be measured in terms of accomplishment of the set lesson objectives?
- ✓ Having the necessary skills to operate and use the instructional media devices, the teacher of English Language should undertake adequate training on

how to use the media for effective teaching of the language, using media technology.

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

for English language studies and the language communicational capacity acquisition. In that centre, all the workers must speak English so as to assist teachers and learners to appropriately take advantage of the centre to develop the oral communications skills.

- ✓ Both teachers and learners must possess an android telephone (handset) for them to be able to practice the language with device.
- ✓ Government must equip the school properly.

On the other hand, there is the need for exposure of learners to English Language through adequate information and communication media to achieve a perfect mastery of the language and widen their horizon in the subject.

CONCLUSION

Media technology in the teaching and learning of English Language is recommended for easy teaching and rapid acquisition of the language. The notable contribution of the use of Media technology has been highlighted and discussed. Effective utilization of the media technology

tools by the English Language teacher has also been examined. It is assumed that provision and adoption of those media in the teaching and the learning of the English Language in schools enhances the mastery of the language and strengthen communicative competence on the part of learners.

The use of media aids makes the task of learning a second language easier. The use of visuals enhances language learning on the one hand and increases the use of target language on the other. It is important to note that language education are reshaped by the use of new technologies, and that the use of media aids helps learners to have a good command of the language they are learning within less time.

However, English as a foreign language, teaching and learning must also not be limited to the markers, chalk and talk method. There should be other additional methods to facilitate the teaching and learning of the subject. Therefore, this paper looks at how the media aids (electronic media like whatsapp, internet, television, cassettes both audio and video) and other Information and Communication Technology could be used effectively to

enhance the teaching and learning of English language in Republic of Benin despite the problems that may occur here and there.

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