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EXPLORING THE USE OF INFORMATION COMMUNICATION TECHNOLOGY (ICT) IN THE PROCESS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE: CASE STUDY OF “CEG AKASSATO”.

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Abstract

The process of teaching-learning English as a foreign language is a great challenge in a francophone context and particularly in Benin. As a second official language, English has been introduced in secondary schools curricula. Unfortunately, the expectations are far from being fulfilled seeing the way Beninese, after seven years of learning the language, show their inability to converse in English in a very simple way.

The aim of this paper is to find out whether teachers and learners are aware of the numerous advantages provided by ICT in the teaching-learning-assessment of English as a foreign language, on the one hand and to understand the reasons why they do not use them on the other. This study has been carried out with the use of quantitative and qualitative process. It has collected data and analyzed them in order to discover the very difficulties that hamper the use of ICT.

Keywords: *teaching, foreign language, competency-based approach, secondary schools.*

Résumé

Le processus de l'enseignement-apprentissage de l'Anglais, langue étrangère, constitue un grand défi dans un contexte francophone et particulièrement au Bénin. En tant que seconde langue officielle, l'enseignement de la langue Anglaise est institué dans le programme au cours secondaire. Malheureusement, les attentes sont loin d'être comblées vu la manière désinvolte avec laquelle les béninois, au bout des sept ans d'apprentissage de cette langue, expriment leur incapacité à tenir des conversations des plus simples en anglais.

Le but de cette étude est de vérifier si les enseignants et leurs apprenants sont conscients des avantages qu'offrent les TIC dans l'enseignement-apprentissage-évaluation de l'Anglais langue étrangère, et de comprendre les raisons pour

lesquelles ils ne les utilisent pas. Ce travail vise aussi à proposer des solutions pour aider les acteurs principaux impliqués dans le processus de l'enseignement-apprentissage de l'anglais à connaître comment intégrer les TIC dans leurs activités quotidiennes.

Cette recherche a été conduite avec la méthode mixte avec laquelle les données ont été collectées et analysées afin de connaître les goulots qui empêchent l'usage des TIC.

Mots-Clés : *Enseignement, langue étrangère, approche par compétences, cours secondaire.*

Introduction

The world is undergoing constant changes due to the effects of globalization (N. Arnold & L. Ducate, 2006). To reach self-fulfillment, people are confronted with many challenges among which the acquisition of knowledge. In this global world, English is considered as one of the most commonly used languages. Throughout the world, when people with different languages come together, they use English to communicate. It is the lingua franca in many countries in the whole world like Germany, Norway, Denmark, Netherlands, Ghana, India, Japan and the commonwealth. Worth being learnt and used for communication, it stands as the language of science and as a consequence is highly required in most International Organizations.

For a long time in Benin, English has been introduced as a foreign language in secondary schools curricula. The aim of teaching/learning English in Benin Secondary schools is, therefore, to make learners communicate easily among themselves and also in world market . Unfortunately, this goal is hardly reached. In fact, most of the students who have completed their studies in secondary schools are unable to speak the language to communicate easily with others. The responsibilities which lie behind such a situation are undoubtedly shared by both teachers of English as a Foreign language and learners. About the issue , teachers of English sometimes complain about the less motivated classes they have, the lack of libraries in our schools, and the generalized use of the learners' mother tongue coupled with French whereas their learners find English classes boring.

As stated above, the world revolves and likewise, things change with time whereby difficult or unreachable achievements in the past can reveal easily doable in the present time easily be done these days. Nowadays, the fast development in the field of information and communication technology is widely expanded in the world and can prove very helpful in many domains as well as in the teaching of English as a foreign language (TEFL) for both students and

teachers (C. A. Young & J. Bush, 2004). Appreciating the usefulness of the alter one in a specific language these days, (B. B. Nomass, 2013) advocates that:

Computer assisted language learning (CALL) software has provided another teaching tool for second language education. The use of computers in English language classroom is useful for both teachers and learners. (p. 112).

Weaving on from the United Nations' declaration which stipulates access to internet as a basic human right, and the one to information as a major point in the process of knowledge and data collection, Benin authorities take remarkable initiatives in such a field of success. After a long period of non-existence of a technological policy since 1995 when internet was introduced in the country, on may 2014 a law regulating the sector was passed. Before this law, the 2003-17 law passed on November 11, 2003 on the orientation of education in Benin shows explicitly the necessity of using Information Communication technology in Benin secondary schools.

1. Problem Statement

The teaching of the English language has been influenced by some new technologies and materials. Referring to this revolution P. Desmet (2006) instigates that "Due to the rise of the digital era, ICT has become one of the basic teaching tools of any language teacher, and the language classroom, or at least part of it, has turned into a digital environment" (P. Desmet, 2006, p.119). Viewed in such an angle, it could be safe to affirm that technology and the English language teaching and learning are significantly related to each other. In spite of this reality, in Benin secondary schools, English is still being taught and learnt as it was ages ago.

In some developed countries, and even in some private schools in Benin, the advantages drawn from the educational technology is very motivating and this can be very profitable for both EFL learners and teachers and the community as a whole. Taking into account all the advantages both EFL learners and teachers can get from the use of the educational technology (C. Pope & J. Golub, 2000; J. Myers, 2004) and the paradox of its non-existence in EFL teaching practices in Benin secondary schools, I have decided to carry out this research work in order to have a deeper insight into the issue.

Teaching and learning English for communication purposes is not an easy task. It requires from both teachers and learners some considerations (J. Atlan, 2000). As a matter of fact, teaching is an art as well as a science (C. A. Young & J. Bush, 2004). It demands the teachers' expertise in pedagogy, the use of an adequate and motivating resource to make students learn effectively. "The effect

of technology has become huge in teaching and learning the language in addition to the instructor's role". (B. B. Nomass, 2013, p.111). In one word, the role of the instructor definitely couples with the role of the technology and together they can lead to advanced learning results (P. Sharma, 2009). Learners should make efforts to overcome the difficulties (D. Brown, 1996) they encounter in the learning of EFL. They need libraries to get books and have access to a wide range of information in order to increase their knowledge in English as well as their teachers' expertise.

Unfortunately, in most Benin secondary schools, libraries are not available and English is still taught and learnt with textbooks only. As a result, teachers complain about the low levels of the learners, and English classes are very boring. Learners are discouraged by English classes and only a few of them participate truly in English lessons. But teachers do not use technology in EFL classes to make learners work effectively to succeed in their schooling and communicate appropriately.

2. Purpose of the Study

The purpose of this study is, therefore, to find out the reasons why technology is not used in the teaching and learning of EFL. The study examines teachers' and learners' opinions about educational technology (S. L. Dexter, R. E. Anderson & H. J. Becker, 1999) to check whether or not they are aware of its advantages in EFL teaching and learning. To find solution to the problem of the non-use of technology (K. Mitchem, D. Wells & J. Wells, 2003) in EFL, the study intends to check how education specialists can help to overcome the barriers to the integration of technology in EFL teaching and learning.

Through this study, I intend to find out answers to the following questions: (i) what do teachers think about the use of technology in EFL teaching and why don't they use this aid in teaching EFL in Benin? (ii) Are EFL teachers and learners aware of the advantages of technology in EFL?

3. Literature Review

3.1. Educational technology

Educational technology is the effective use of technological tools in learning. It concerns an array of tools like audio and video materials, computer, tablets, mobile phones, webcams, white-boards, virtual classroom, networking hardware as well as theoretical perspectives for their application (R.C. Richey, 2008). In such a direction, Richey defines educational technology as the study and ethical practice of facilitating learning through appropriate technological process and

resources. Thus, educational technology refers to the use of both physical hardware and educational theories. It encompasses several domains, including:

- Computer-Based Training : that is any course of instruction whose primary means of delivery is a computer. A computer based training also known as CBT may be delivered via a software product installed on a single computer through a corporate or educational intranet or over the Internet as web based training. CBT can be used to teach any conceivable subject, but it is especially popular for computer related studies. People often take advantage of CBT to learn how to run a particular computer application, such as Microsoft excel, or to learn a computer programming language, such as visual Basic (M. Rouse, 2011).
- M-Learning which can be defined as learning across multiple contexts, through social and content interactions using personal electronic devices (F. Mangenot). They are mostly smart phones, phones, android, or blackberry devices. M-learning technologies include handheld computers, MP3 players, notebooks, mobile phones and tablets. M-learning focuses on the mobility of the learner, interacting with portable technologies. M-learning is convenient in that it is accessible from virtually anywhere. Sharing is almost instantaneous among everyone using the same content, which leads to the reception of instant feedback and tips.

3.2 The role and the use of technology in EFL classes.

As explained by S. Mujtaba and M. Mubarak (2013) in a study entitled “*The use of computer technology in EFL classroom*”, technology has become inseparable part of today’s world and this is also true with the field of foreign language instruction. The idea of incorporating computer technology in EFL instruction has always been the subject of discussions and debates for a very long period (S. Mujtaba & M. Mubarak, 2013). This introduction of computer into the domain of foreign language began in the 1950s and since then, as the technology witnessed drastic changes, this use has also undergone tremendous modifications and become the part and parcel of modern day education system. The advent of computer technology in EFL instruction has led to significant changes in teachers’ approaches, methodologies and strategies to teaching foreign language like English (S. Mujtaba & M. Mubarak, 2013). With many practical benefits for both EFL teachers and learners, today, the use of computer technology in EFL teaching and learning has achieved great popularity (S. Mujtaba & M. Mubarak, 2013).

The use of computer technology in EFL classrooms has many advantages for developing the EFL learners’ language skills like listening, comprehension,

speaking, reading, and writing. Relevant materials as well as numerous useful websites for an effective EFL teaching and learning are available.

3.3 The effect of using technology with each of the English language skills

The English language skills are classified as input skills and output skills as shown in Figure 1.

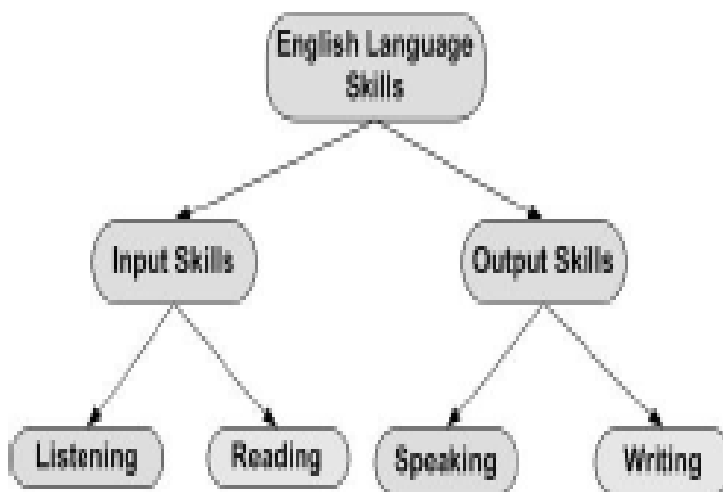


Figure 1. Classification of English language skills (B. B. Nomass, 2013, p.112)

The use of computers in listening: there are several technical ways for improving the listening capability of the ELL student (B. B. Nomass, 2013; A. Saricoban, 1999), which are : (i) the use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and develop their listening skills (D. Hoven, 1997; 1999); (ii) broadcasting: listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his needs (B. B. Nomass, 2013); (iii) the use of CD-player and of Tap-Recorders devices is another modern tool for listening comprehension.

- **The use of computers in reading:** it is an important input skill which depends on the vocabulary and background knowledge of learners in the second language (Constantinescu, 2007). Several methods can be utilized to improve the reading ability of the learner through the use of technology: (i) use of Computer Reading-Based Programs (R. Ybarra & T. Green, 2003; S. AlKahtani, 1999); (ii) browsing the Internet (R. C. Kenworthy, 2004); (iii) use of Electronic Dictionaries (A. I.

Constantinescu, 2007); (iv) reading CD-ROM Based Newspapers (A. Seedhouse, 1994); (v) use of Multimedia Software:

Multimedia are computer programs that use a mixture of text, graphics, sound, video, and animation. Multimedia computer programs can increase the motivation for learners to develop their vocabulary and reading skills (B.B. Nomass, 2013, p.113).

- **The use of computers in Speaking:** “Human communication can take place between the speaker and the listener if only they understand each other” (B.B. Nomass, 2013, p.113). Inserting technology in learning English language speaking can take several forms: (i) use of Internet Voice Chatting; (ii) use of Speech Synthesis Programs.

- **The use of computers in writing:** The writing process can be very difficult for learners of English as they must perform tasks like generating ideas, organization, and perfect use of grammar and vocabulary. Some of the technical ways for improving the writing skills for the learning English are the following:

Computers can be used to develop the writing skills of English language learners. Writing statements and paragraphs in a foreign language can be very challenging for the students. However, the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs (B.B. Nomass, 2013, p.114).

According to R. Ybarra and T. Green (2003), the use of the computer as a tool in studying grammar is much more motivating for the student than the process of traditional writing with a paper and a pencil. Writing E-mails (M. Singhal, 1997) and the use of Internet Text-Chatting (D. Brown & M. Warschauer, 2006) are also another technical ways for improving the writing skills for the learning English language.

3.4 Educational technology and student-centered learning.

Student-centered learning, also known as learner-centered education, broadly encompasses methods of teaching that shift the focus of instruction from the teacher to the student (D. L. Rogers, 2000). In original usage, student-centered learning aims to develop learners’ autonomy and independence by putting responsibility for the learning path in the hands of students. A. S. A. Lawrence and T. Deepa (2015) in a study entitled “Role of ICT in learning centered Education”, explain that Technology instruction can make an ordinary man capable of superior performance. In the same vein, they states that Technology

can support “learning centered” and increase learning with longer retention and increased performance. Technology for purposes can enhance student competencies that surpass the knowledge and skills. These competencies include problem solving, creativity, collaboration, data management and communication (R, J. Blaken 2008; T. Karsenti 2009; P. Strevens, 1992). It can equip students to independently organize their learning process. So, instead of being passive recipients of information, students using technology become active users (B. Moeller & T. 2011).

3.5 The Competency - Based Approach

According to N. Hirtt (2009, p.3), the competency-based approach is characterized by teaching objectives that are no longer of the order of contents to be transferred but rather of a capacity to be built by the learner. "A competence is not limited to knowledge, nor know-how or behavior. They are but "resources" that the student does not necessarily have to "acquire", but must be able to "mobilize" one way or another, with a view to achieve a particular task "(N. Hirtt, 2009, p.3). As for Bosman & al. 2000, a competence is an original and effective response expected from the learner when submitted to a situation or a category of situations that require the mobilization, the integration of a set of knowledge, know-how, know - being... Ph. Perrenoud (1995, p.21) agree with the above mentioned idea.

As the capacity to deal with a class presenting difficulties, or before a set of situations of the same structure calling for decisions making and actions of the same type, the competency evokes the Piagetian schema which is an invariant structure of the action that allows, at the expense of minor adaptations, to deal with a variety of similar situations. D.-Q. Nguyen and J-G. Blais (2009, p.239) have approached the notions of "knowledge system" and "family of situations" set by the competency-based approach in a sense that they definitely couple with the requirements in the teaching of foreign language. According to these authors:

The notion of knowledge system implies that a competence necessarily requires the mobilization of multiple knowledge of a diverse nature (declarative knowledge - the what and the why - but also action knowledge, conditional - the when and for what - and procedural - the how -). The notion of "family of situations" indicates that the problems capable of being solved by the implementation of a given skill are specific but that they can arise in very different situations, which nevertheless share certain common characteristics.

M. Tardif (2006), quoted by D.-Q. Nguyen and J-G. Blais (2009, 239), about all these considerations, believes that competency is a complex know-how that relies on the mobilization and combination of a variety of internal and external resources within a series of situations. In a certain chronology order , he put

emphasize on certain points such as: (a) the integrating characteristic (each competency uses a multitude of resources of various kinds); b) the combinatorial characteristic (each skill is based on a differentiated combination of resources, which makes it possible to solve different problems of the same group of situations); c) developmental characteristic (skills are developing competencies and each skill develops throughout life); d) the contextual nature (each competency is implemented from particular contexts that guide the action) and finally: e) its evolutionary characteristic (each competency is designed to integrate new resources and new situations without being distorted). The teaching-learning of English, as a foreign language is above all a process and requires skills of various kinds, levels and nature corresponding to the notions of "knowledge system" and "family of situations" according to the Competency-Based approach developed by these authors.

4. Methodology

4.1 Population and Sampling

The target population in this study consists of EFL students and teachers of Akassato secondary school, a school which is located in Abomey-Calavi, a city of the republic of Benin. Over the ten education specialists and the school authorities, only two people were not involved in EFL teaching process. The eight remaining are teachers of English involved either in EFL teachers' training, EFL inspectors, or EFL teachers' advisers. There are fourteen respondent EFL teachers who are all teaching in Akassato and they are between 25 and 49 years old. They teach in various classes from the first form to the upper sixth form. There are eleven men and three women. There is only one permanent teacher, five contractual teachers and eight are part-time teachers. They answered a questionnaire of twenty five questions.

As for learners, they are 29 with nineteen questions for each of them. They were mainly students of the upper sixth form majoring in literature and students of 'seconde' D1 They are students of Akassato secondary school. They have been targeted, first, to facilitate the data collection process and, second, because they are not beginners in the teaching profession. The data collected with them can be found on the appendices pages. Their questionnaire is intended to check if they really use technological devices.

4.2 The data collection instruments and procedures

As it has been mentioned earlier, two instruments (questionnaire and interview lists in the appendix) were used in this study. In fact, questionnaires are mainly intended to EFL teachers and learners of Akassato secondary school and interviews are addressed to educational specialists. For, Data collection process

lasted a month. Each participant was either interviewed (education specialists) or given a questionnaire (teachers and learners). The interviews lasted thirty minutes per participant. The questions were structured and focused on the barriers that can justify the non-existence of technology in EFL teaching and learning in order to find out solution to the problem.

The questionnaire addressed to the EFL teachers have been designed to answer the research questions listed above. They have been handed to them during their weekly workshop in order to reach most of them. As a result, they have kindly answered and returned them back as quickly as possible. During the investigation, participants describe their views, show their awareness and the reasons justifying the absence of technological devices in EFL teaching and learning.

4.3 Data analysis procedures

The questionnaires and interviews have been analyzed basing on quantitative and qualitative methods. As a matter of fact, the results of the questionnaire are quantified in a statistical approach and analyzed from a sample to a generalization to the entire EFL teachers and learners of Akassato secondary school. The questions are coded according to the research questions.

The interviews are analyzed in a non-statistical approach. The findings are discussed as they generate rich, detailed and valid information to contribute to the in-depth understanding of education specialists' and school authorities' awareness of the barriers to the non-use of technology in EFL classes in order to find out how they can help to integrate it in the teaching practices.

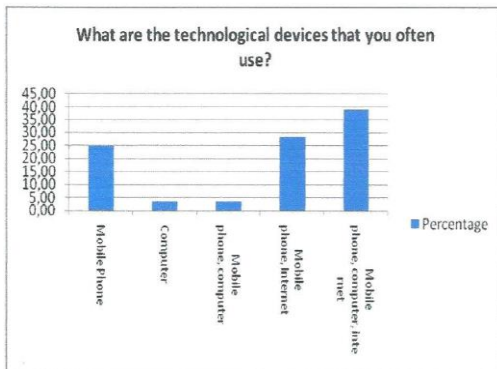
5. Results

The data collected through teachers' and students' questionnaires, are presented and analyzed below. The results of the interviews are also presented.

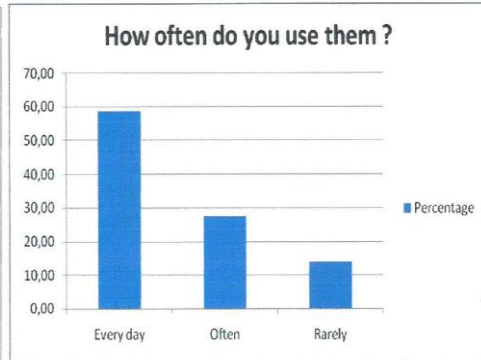
5.1 ICT are known as useful for EFL learning, but are not used for that

Research question: what do EFL teachers think about the use of technology in EFL teaching and why don't they use this aid?

In an attempt to answer this research question, a series of questions have been addressed to the teachers. They are asked to give the technological items that they use (Graph I), the frequency (Graph II) and the purposes (Graph III) of the usage of these devices. The observation of the results show that EFL teachers use various technological devices like computers, mobile phones, internet, social network such as whatsapp, etc. Most of them use technology either for communication, entertainment, editing texts or researches.

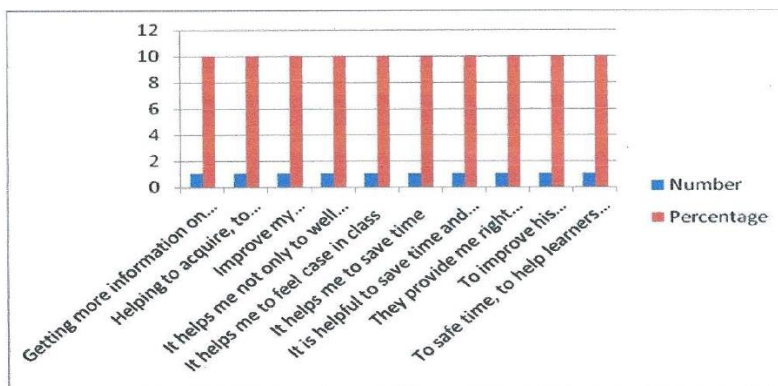


Graph I. Devices often used by teachers



Graph II. Devices often used by teachers

As far as their awareness on the effective impact of technology in EFL teaching is concerned, almost all of them (94.9%) think that they are useful to improve learners' performances in EFL, 64% believe that educational technology can be a solution to the non-existence of library in the school. 50% have efficient knowledge in computing and computing in EFL teaching. 42.9% among them are aware of the availability of software in EFL classes but only 3.5% encourage learners to use technology to improve their level in EFL. None of them knows neither about the Sankore program nor the MOOC's.

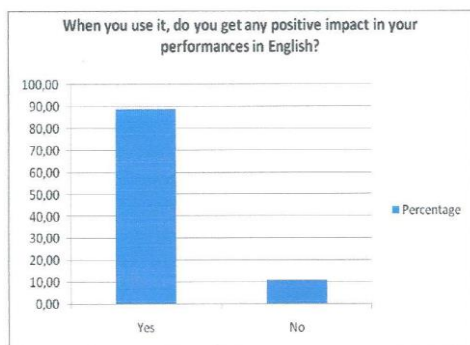


Graph III. The purposes of the use of technology by EFL teachers

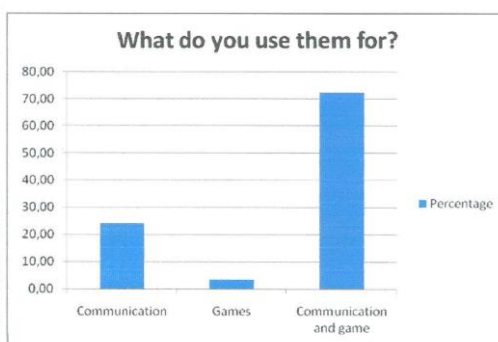
Research question: Are students aware of the advantages of technology in EFL learning?

Most learners use mobile phones, computers, and internet. 25 % of the interviewed learners use mobile phones, 39.3% are accustomed to using mobile phones, computers, and internet. The use of radio and TV is also common. They use these devices for playing games, communication. Nobody has used them for learning purposes (Graph IV and V). They use technology everyday (57.6%) only for communication and games even if they are conscious of its usefulness in

education and specifically in EFL learning. The frequency of the use of technological items varies from every day to every month.



Graph IV. Impact in your performance in English for ?



Graph V. What do you use technology?

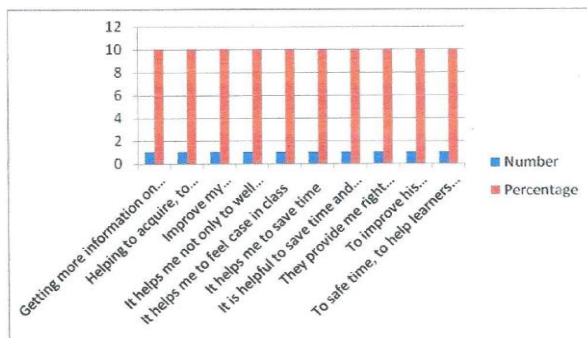
5.2 Technology only for communication and games

There were twenty-nine investigated learners of 5th grade and 7th grade. The intention of the eighteen questions of their questionnaire is to check their awareness of the advantages related to the use of technology in EFL learning.

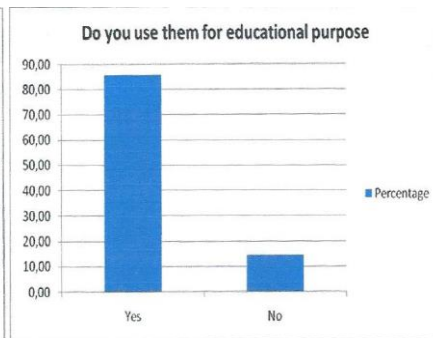
Research question: Are EFL learners aware of the advantages of technology in EFL learning?

The learners' behavior toward technology in general has been checked and the results show that more learners use mobile phone, computer, and internet than the other devices.

25 % of the investigated learners use mobile phones, 39.3% are accustomed to using mobile phone, computer and internet. The use of radio and TV is also important: they use these technological devices for communication and games (72.4%). Nobody used them for learning purposes (Graph VI and VII). They use technological devices for communication purposes and game every day (57.6%) even if they are conscious of their usefulness for educational purposes (96.6%). They use technology only for communication and games.



Graph VI. Teachers' perceptions of the advantages of technology



Graph VII. No use for educational purposes.

5.3 There are barriers to integrate technology in EFL teaching

The interviewed recognize the usefulness of technology in EFL teaching and learning. They also recognize that there are barriers even though the answers vary to appreciate. All of them point out the problem of access to technology by teachers. This is related to the non-existence of electrical power in the schools and the constant power-cuts by the company in charge of electricity supply in Benin, the non-existence of the adequate equipment in the classrooms, overcrowded classrooms, absence of safety for teachers' equipment when there is any and financial problems. They also point out the problem of resistance to change and the lack of innovation from the teachers:

“... Teachers are not curious enough. They are too passive. Teachers lack good will. They can go to cyber cafe to get motivating texts and pictures to enrich their lessons. But, they don't do it. They simply use their textbooks like bibles.” (T.2)

They say that:

“The computers given to schools by politicians can be set in the staff room so that teachers can have access to them. School authorities should make an effort to equip their schools with video projectors.” (T.5)

They attest that it is also a problem of lack of professional development: *“Teachers don't know how to use technology in education and even if they are freely given technology devices, they can't use them.” (T.9)*

In addition, some of them point out that *“technology can greatly help in improving learners levels but the first problem of the school is the insufficiency of classrooms combined with the lack of financial resources.” (T.4)* Thus, their first concern is *“...the raise of money in order to build classrooms.” (T.3)*

Despite their will, it is difficult for them to think of “...*the integration of technology in EFL teaching without government help.*” (T.6)

As for the solutions to the problem most of them recognize that “*technology should be viewed as a tool and in Benin’s poverty context (...) EFL teachers should manage intelligently the use of technology.*” (T.1, T.3 and T.8) For instance, they say that “*teachers should make personal effort to overcome these barriers by getting personally trained and by buying their personal equipment.*” (T.2) They think that: “*The government and the school authorities are those who should implement technology in schools. But when technological devices are implemented in schools, teachers and learners should show a great respect to public investments in order not to spoil them or steal them.*” (T.2)

We also have pessimistic opinions which are widely expressed by themselves: “*the integration of technology in EFL teaching in public schools is not for tomorrow.*” (T.1 and T.8) Otherwise, some of them think that: “*A coherent program established by all the participants in EFL teaching and the government can be a sustainable solution.*” For others “*the Sankore program can be a solution. But unfortunately education specialists have not been associated to its implementation and many of them don’t even know about its existence.*”

6. Discussion

Results have shown that in Benin secondary schools, English is still being taught and learnt the same way as it was taught years ago. Secondary schools, learners, and teachers do not take profit of ICT for the teaching of English as a Foreign Language as highlighted in the literature review. As a matter of fact, according to S. Mujtaba and M. Mubarak (2013), the advent of computer technology in EFL instruction has led to significant changes in teachers’ approaches, methodologies and strategies to teaching foreign language like English. Likewise, B. B. Nomass, (2013, p.114) has pointed out that “computers can be used to develop the writing skills of English language learners. (...) the use of computers and graphics-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly. Grammar skills can also be improved with the aid of word processing programs.”

None of these advantages has been taken into account to improve the teaching and learning of English as a Foreign Language (TEFL) in the survey schools. Therefore, there is no use of computers in listening activities. Whereas the literature review indicates that there are several technical ways for improving the listening capability of the ELL student (B.B. Nomass, 2013; A. Saricoban, 1999), which are : (i) the use of computers in listening problems provides students with visual and voice inputs which can enhance their information and ideas, and

develop their listening skills (D. Hoven, 1997; 1999); (ii) broadcasting: listening to TV and radio educational language programs is another technical way for developing the understanding ability. However, the listening student should be careful in selecting the specific programs that are suitable for his needs (B.B. Nomass, 2013); (iii) the use of CD-player and of Tap-Recorders devices is another modern tool for listening comprehension. At this level, no surveyed school gets a language laboratory.

The situation is not encouraging regarding the use of computers in reading. Nevertheless, the literature review insists that several methods can be utilized to improve the reading ability of the learner through the use of technology: (i) use of Computer Reading-Based Programs (R. Ybarra & T. Green, 2003; S. AlKahtani, 1999); (ii) browsing the Internet (R. C. Kenworthy, 2004); (iii) use of Electronic Dictionaries (A. I. Constantinescu, 2007); (iv) reading CD-ROM Based Newspapers (A. Seedhouse, 1994); (v) use of Multimedia Software: "Multimedia are computer programs that use a mixture of text, graphics, sound, video, and animation".

In fact, teachers and learners are aware of the advantages of technology in EFL teaching and learning. Unfortunately, the later one is not fully integrated in EFL classes. This is due to the lack of adequate equipments in classrooms. There is a need for professional development for the EFL teachers who do not know how to use technology devices in teaching. They do not know about the Sankore program that the government intends to implement in the school to integrate technology in education. They do not know about the MOOC's that can train them at a low price in the use of technology in classes.

Most of the students are aware of the potential of the ICT in education in general. Some know it is useful in EFL learning. If their teachers do not use it in EFL classes they cannot either. Some of them use it personally for their home assignments. They are therefore willing to get involved in it. Unanimously they would like to get more from their teachers.

Teachers are aware of the barriers to the use of technology in EFL teaching. They think that everybody must get involved to overcome the issue. They are the real participants of their professional development. They should get trained in computing by their own so that they could use technology in their classes or be ready to use it when the equipment is available in the school. They should try to be in accordance with their society by equipping themselves with technological devices. The school authorities should supply the school with electricity and equip the school in technology. The government can be held responsible in the sense they do not associate education specialists in decision making related to

school affairs. They should also help secondary schools in building classrooms and school equipment.

Conclusion

The world is in constant changes. Opportunities of getting easily access to information are at the finger tip. At the same time, Akassato secondary school in particular is still behaving as if there were no innovation. This study helps to understand that both teachers and learners in the school are aware of the potential of technology in education in general and in EFL teaching and learning in particular. It also shows that the real barriers to the use of technology are mostly related to the lack of professional development, adequate equipment, effective will to change, to innovate and even, information to understand that there are simple attitudes to adopt in order to introduce technology in EFL teaching.

Those suggestions can be easier if every participant of the educational system gets involved in the situation. As a matter of fact, education specialists should take things more seriously by introducing, as suggested earlier, technology programs in the teachers training curricula. They should make government expand the Sankore program to all the schools and effectively train people in the operation of the software. The users should be keen on the respect of public investment in order to keep it well. In addition to this, the 2014-14 law regulating technology in Benin should effectively be enforced.

Every teacher should know that his/her professional development depends mostly on himself or herself and therefore, they should try to get trained effectively regarding the use of technology so as to profit from it whenever needed, either at home for planning lessons or in the classrooms. The school principals should also help by making an effort in the purchase of technological items like video projectors, generators where there is no electricity and even some computers in the different computer-rooms available in many schools, the so-called « Salle informatique. »

A strict regulation should be set up so as to profit from M-learning. Students should then be encouraged to search information in databases in English. The exposure to the language will help them learn really the language; discover other people's culture and way of doing things. This may even help them to take their own learning in hand in order to improve EFL learning.

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