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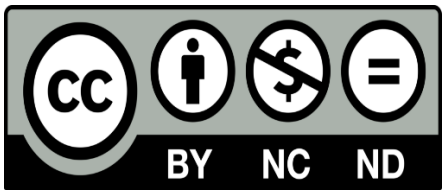

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EDITORIAL

Among the Senufos from the north of Côte d'Ivoire, the sacred grove is called "Sinzang". The first of these would date from the time of the patriarch and leader of Korhogo SORO Zouakagnon (1840-1894). It is the tutelary space of the initiatory institute of the secret society: the Poro. These sacred forests exist in all the villages of the region and are highly protected and managed. The proof is that in their midst, adolescents perform the rite of passage leading them to the age of maturity. The "Sinzang" is also the centre of intergenerational knowledge transmission. Thus, the teaching of ancestral knowledge, ontology and cosmogony-contributing to the future spiritual, moral and social formation of the Senufo elite-is associated with this pantheon.

In line with this pedagogical and academic logic, the SINZANG Journal aims to promote African and Western humanities in Literature, Language, Communication and Education Sciences. To do this, it is part of a process of promoting the reflections and studies conducted by Teachers-Researchers and Researchers for the sustainable development of society.

As distinctive signs of "Sinzang", Jacqueline DELANGE, in *Arts et peuple Sénoufo de l'Afrique noire*, identifies among others the huts, earth cones and statues (masks). The visual identity of this magazine presents two masks, one symbolizing ancestral knowledge and the other Western science. The two facing the entrance of a sacred hut express the encounter of diverse knowledge put at the service of humanity. *In fine*, they export to other horizons, hence the idea of huts in perspective.

SINZANG is a pluridisciplinary and biannual peer-reviewed scientific journal. It is published in English and French but also accepts work written in German and Spanish. Moreover, depending on the requests made at the discretion of its review committee, it may issue special thematic publications and conference proceedings.

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ÉDITORIAL

Chez les Sénoufos du nord de la Côte d'Ivoire, le bosquet sacré est communément appelé « Sinzang ». Les premiers du genre dateraient de l'époque du patriarche et chef de Korhogo SORO Zouakagnon (1840-1894). C'est l'espace tutélaire de l'institut initiatique de la société secrète : le Poro. Lieux fortement protégés et aménagés à l'envi, ces forêts sacrées existent dans tous les villages de la région. La preuve en est qu'en leur sein, les adolescents effectuent le rite de passage les amenant à l'âge de la maturité. Le « Sinzang » est aussi le haut lieu de la transmission de la connaissance intergénérationnelle. Ainsi, l'enseignement du savoir ancestral, de l'ontologie et la cosmogonie- contribuant à la formation spirituelle, morale et sociale de l'élite Sénoufo de demain-est associé à ce panthéon.

S'inscrivant dans cette logique pédagogique et académique, la Revue SINZANG ambitionne de faire la promotion des humanités tant africaine qu'occidentale dans le domaine de la Littérature, des Sciences du Langage, de la Communication et de l'Éducation. Pour ce faire, elle s'inscrit dans une démarche de vulgarisation des réflexions et des études menées par les Enseignants-Chercheurs et des Chercheurs pour le développement durable de la société.

Comme signes distinctifs du « Sinzang », Jacqueline DELANGE, dans *Arts et peuple Sénoufo de l'Afrique noire*, identifie entre autres les cases, les cônes en terre et les statues (masques). L'identité visuelle de cette revue présentant deux masques, l'un symbolisant le savoir ancestral et l'autre la science occidentale. Les deux se faisant face à l'entrée d'une case sacrée expriment la rencontre de connaissances diverses mis au service de l'humanité. In fine, elles s'exportent vers d'autres horizons ; d'où l'idée des cases en perspective.

SINZANG est une revue pluridisciplinaire à comité de lecture et scientifique. Elle est bilingue : éditée en anglais et en français. Mais elle accepte également les travaux écris en allemand et en espagnol. C'est une revue semestrielle, tenant deux parutions l'an. Au demeurant, elle peut

procéder, selon les demandes ou les sollicitations formulées à l'appréciation de son comité de lecture, à des parutions spéciales thématiques et à la diffusion d'actes de colloque.

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THE IMPACT OF EFL TEACHERS' SELF-DEVELOPMENT ON LEARNERS' LANGUAGE PERFORMANCE: CASE STUDY OF CEG 2 GODOMEY

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ABSTRACT
The purpose of this research was to investigate the impact of teachers 'personal development on pupils' language performance, using CEG 2 GODOMEY as a case study. Teachers' personal development includes activities such as attending workshops, learning new teaching technics (direct instruction, indirect instruction, collaborative learning, active learning, learning through play, feedback, and reflection, etc.) and improving their skills. To achieve this, our goal, in-depth interviews, direct observation, and questionnaires were used to gather information. Informants were approached using purposive selection and simple random sampling. The results show that when teachers engage in self-development, their teaching improves, leading to better results in English for pupils. Teachers who take part in training and learning activities use more effective teaching methods, which translates into better results for pupils. Overall, the study shows that investing in teachers 'personal development can lead to significant improvements in pupils' language performance. The results suggest that schools should support in-service teacher training to improve students' educational outcomes.

Keywords: CEG 2, education, language, learners, learners.

L'IMPACT DU DÉVELOPPEMENT PERSONNEL DES ENSEIGNANTS DE L'ANGLAIS COMME LANGUE ÉTRANGÈRE SUR LA PERFORMANCE LINGUISTIQUE DES APPRENANTS : ÉTUDE DE CAS DU CEG 2 GODOMEY

RÉSUMÉ
L'objectif de cette recherche est d'étudier l'impact du développement personnel des enseignants sur la performance linguistique des élèves, en utilisant le CEG 2 GODOMEY comme étude de cas. Le développement personnel des enseignants comprend des activités telles que la participation à des ateliers, l'apprentissage de nouvelles techniques d'enseignement (enseignement direct, enseignement indirect, apprentissage collaboratif, apprentissage actif, apprentissage par le jeu, retour d'information et réflexion, etc.) et l'amélioration de leurs compétences. Pour ce faire, notre objectif, des entretiens approfondis, l'observation directe et des questionnaires ont été utilisés pour recueillir des informations. Les informateurs ont été approchés par sélection raisonnée et échantillonnage aléatoire simple. Les résultats montrent que lorsque les enseignants s'engagent dans le développement personnel, leur enseignement s'améliore, ce qui conduit à de meilleurs résultats en anglais pour les élèves. Les enseignants qui participent à des activités de formation et d'apprentissage utilisent des méthodes d'enseignement plus efficaces, ce qui se traduit par de meilleurs résultats pour les élèves. Dans l'ensemble, l'étude montre que l'investissement dans le développement personnel des enseignants peut conduire à des améliorations significatives des performances linguistiques des élèves. Les résultats suggèrent que les écoles devraient soutenir la formation continue des enseignants afin d'améliorer les résultats éducatifs des élèves.

Mots-clés : apprenants, CEG 2, éducation, enseignants, langue.

INTRODUCTION

Being a teacher is to attend a training school before starting the teaching job. Unfortunately, most of the teachers nowadays just after their university training start directly teaching in order to keep themselves busy. It means that they do not get any background in teaching domain .The challenges those teachers face is how to adapt their academic qualifications to the professional one during the teaching /learning process.

Many teachers failed their mission due to ignorance and lack of knowledge. This reflects the importance of education and language acquisition skills in empowering communities and individuals to thrive in a globalized world. Regarding this matter, I have chosen to work on this research work.

The fortune of those teaching and learning activities depends on the increase of teacher's self–perception and confident to indulge any changes relate to learning-centered models of teaching (Yildirim and Şahin, 2019). Jabor, Ghani and Abdul Hussain (2017) claim that confidence is one of the most influential variables in the English language learning. In fact, recent research has shown that teacher lack of confidence, has a negative impact on students' language performance in the English language classroom (Eslami & Fatahi, 2008). For example, Amengual Pizzaro (2019) demonstrates that many teachers of English have a lack of confidence when teaching English as second language and that when teachers are uncertain in their role as an educator, it can prevent students from successfully attaining the learning outcomes and cause student' confidence to deteriorate. The teacher's professionalism has been examined utterly as a main issue in education. It is acknowledgeable that teachers' professionalism has been increasing time to time and in line with education need.

It is affirmed that teachers must reinforce students' desire to learn as well as their confidence in their own ability. It is further stated that teachers have the responsibility to provide different working strategies and methods to attain students' goals and that they must be given different opportunities to develop their confidence. This is in an arrangement with the findings of Jabor, Ghani and Abdulhussain (2017), which claim that students' need different strategies and methods to reinforce their confidence to be able to learn another language. Bandura (1994) claims that one key construct to consider when examining what contributes to higher student confidence in learning English as a foreign language is the notion of self-efficacy.

Indeed, some Beninese students after finishing their studies in secondary schools are not able to speak English. And another does not feel motivated enough and their national results is bad. It is a noble mission for any educational researcher to find the relevant solutions through some questions about the ways to find means to improve Beninese EFL learners' achievement. Therefore, I have decided to carry out a study on the topic *"The impacts of EFL teachers' self-development on learners' language performance: case study of CEG2 GODOMEY"*.

1. Statement of the Problem

The quality of Education is significantly influenced by the professional development of the teachers, which plays a crucial role in shaping students' academical outcomes. (Darling-Hammond, 2000). In the context of English as Foreign Language (EFL), the self-development of teachers is particularly pivotal. This dissertation explores the impacts of teacher's self-development on students' language performance, with a specific focus on the case study of CEG2 GODOMEY.

At CEG2 GODOMEY, the diverse array of challenges exists in the realm of language learning. These challenges include varying levels of student motivation, engagement, and proficiency in English. Teachers at this institution are engaged in continuous self-development efforts aimed at enhancing their teaching practices and addressing these challenges.

Despite these efforts, there is a gap in understanding how these self-development initiatives specifically impact students' language performance. As noted by Guskey (2021), while teacher development is expected to positively influence teaching quality, the direct correlation with student achievement requires further empirical investigation. This state of affairs and the questions that may trigger one's mind are, to some extent, related to the methodological approach and the way this approach is implemented in EFL classroom settings in Beninese secondary schools. Moreover, the records of some stories about opposition between some students and their teachers in some schools can give an idea about the prevailing atmosphere in classroom settings.

1.1. Methodological materials

Teaching English as a Foreign Language seems to be an important process during students' education procedures and aims to increase learners' awareness about the English language, requiring students' engagement and involvement in the learning process (I. Arabi, 2021). Therefore, teachers should look for means and ways to increase students' self-involvement in the teaching and learning process.

During this research work, researcher follows a descriptive approach, both quantitative and qualitative, as far as it involves interaction with students in their social context (Glesne, 2011). Consequently, questionnaires were administered to learners and teachers, accompanied by in-depth interviews, and then some direct observations were carried out.

The target populations of the study are beginners and advanced learners of English as a Foreign Language (EFL) and teachers of English as a Foreign Language (EFL) at CEG2 GODOMEY. CEG2 GODOMEY is in DÈKOUNGBÉ, in the Commune of Abomey-Calavi, in the Department of Atlantic. It has ten (10) EFL teachers and 2,500 pupils. To obtain data for the research, eighty (80) beginner and advanced EFL learners and ten (10) EFL teachers were selected to complete questionnaires. One participant was randomly selected to work with teachers and students from this population in this research, as he is aware of the problems that prevent students from mastering speaking in English. In addition, teachers are also aware of the difficulties students face when approaching English language learning in the classroom. This gave teachers and students a better idea of the impact of teachers' personal development in English (as a foreign language) on the performance of English learners. Each category of the target population answered questions related to the topic.

Reasoned choice and simple random sampling made it possible to approach the various categories of stakeholders. The population sample consisted of a single secondary school: CEG2 in GODOMEY. To obtain valid data that could be easily generalised to the target population, thirty-two advanced students in Terminal and forty-eight beginners in 3ème were selected. In addition, ten (10) English teachers were selected. Thus, a total number of ten (10) English teachers and eighty (80) advanced and beginner English learners were selected from the selected secondary school, as shown in the table below.

According to table 1, ten (10) EFL teachers are selected whereas one eighty (80) EFL beginner and advanced learners are chosen in CEG2 Godomey. All teachers involved in this research work are teaching in the selected school. The goal of this section is to give a detailed explanation about the instruments that have been used to collect data in this research work. Thus, to implement this study successfully and to collect reliable data, I have used some instruments that are the questionnaire, class observation and interviews. The aim in the context of studying the influence of teacher's self-development on learning language performance is to gather empirical data that can be analyzed as it has been said earlier to understand the relation between teacher self-development initiatives and student's language learning results.

The classroom observation makes feel efforts of EFL teachers at empowering their students with the ability to correctly speak, write and understand English as a Foreign Language. Indeed, a classroom observation empowers to form my own opinion on what was observed in the visited classes. Therefore, to collect further data related to meeting expectations and achieving success in EFL teaching and learning, we have attended both the two selected classes (3ème and Tle).

Apart from the questionnaires to students and teachers and the classroom observations for data collection, we interview some EFL teachers. This method enables me to get from dear colleagues authentic and natural information needed to complete the ideas already gathered about the research work. Dealing with this, we get into contact and speaks with his research population about the impact of EFL teachers' self-development on EFL learners' performance. Their various answers enable to know what they think on teachers' self-development in EFL classes and how their teachers can affect their performance positively or negatively.

1.2. Presentation and Analyses of Data Collected

In fact, both students and teachers are questioned to conduct a reliable study on the topic in consideration. However, after collecting the data, I have analyzed them for consistency of response and presented some of the data in tables and illustrated others in pie-charts and graphs through computation. Frequencies and percentages are worked out.

1.2.1. Presentation of Students' Responses

This section is concerned with the presentation of students' responses. For the question to know if the learners really enjoy English language, 71 out of 80 are really enjoying it whereas 9 out of 80 don't really enjoy it. Here is the result in figure 1.

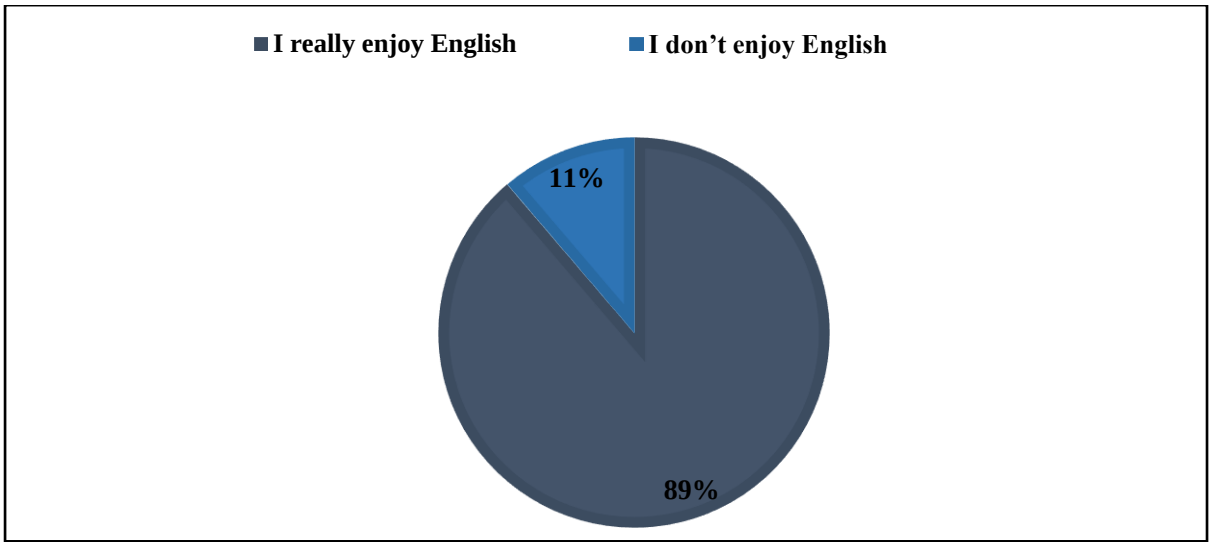

Figure 1: Students Enjoying Learning English

Source: Field Data, May 2025

The results in figure 1 show that 88.75 % of the respondent students really enjoy English whereas only 11.25 % of them do not. Thus, many of Beninese secondary school learners have the intrinsic motivation. Those who do not really enjoy English should be motivated by their teachers.

Table 1: English Speaking Inside and Outside the Classroom

English Speaking Inside and Outside the Classroom	**Frequency**	**Percentage (%)**
Yes	59	73.75
No	21	26.25
Total	**80**	**100**

Source: Field Data, May 2025

The data in table 2 show that 73.75% of the investigated learners speak English inside and outside the class whereas 26.25% of them do not. Thus, motivation, using good strategies to help learners to improve their oral performance are needed.

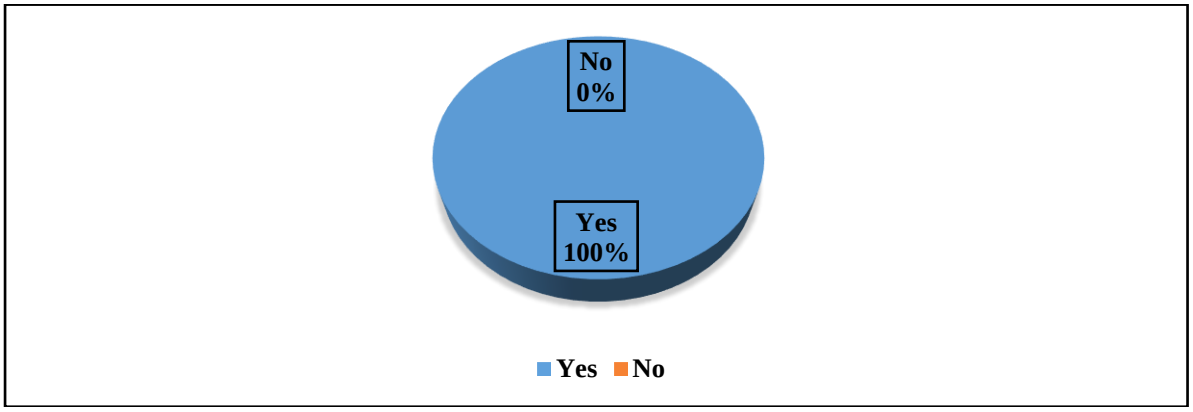

Figure 2: Teachers Motivating Learners in English Learning
Source: Field Data, May 2025

The results in figure 2 show that all (100%) the investigated learners assert that their teachers motivate them to learn English whereas none of them say no. this shows that their teachers play their role in motivating their learners.

Table 2: Ways of Motivating Learners in English Learning

Ways of Motivating Learners in English Learning	Frequency	Percentage (%)
By singing songs, playing games, or telling stories	66	82.5
By rewarding us whenever we give good answers	14	17.5
Total	**80**	**100**

Source: Field Data, May 2025

The results in table 3 show that 82.5% of the respondent learners are motivated by singing songs, playing games, or telling stories whereas 17.5% of them are motivated through rewarding them whenever they give good answers.

Table 3: Factors Demotivating Learners when Learning English

Factors Demotivating Learners when Learning English	Frequency	Percentage (%)
Listening skill difficulties	09	11.25
Textbooks	38	47.5
Evaluation system	12	15
Teacher's rapid speech	21	26.25
Total	**80**	**100**

Source: Field Data, May 2025

The results in table 4 show that 11.25% of the respondent students say that listening skill difficulties are factors demotivating EFL learners when learning English; for 47.5% of them, textbooks demotivate them; for 15% of them, evaluation system demotivate them from learning English and for 26.25% of them, teacher's rapid speech is one of the factors demotivating them.

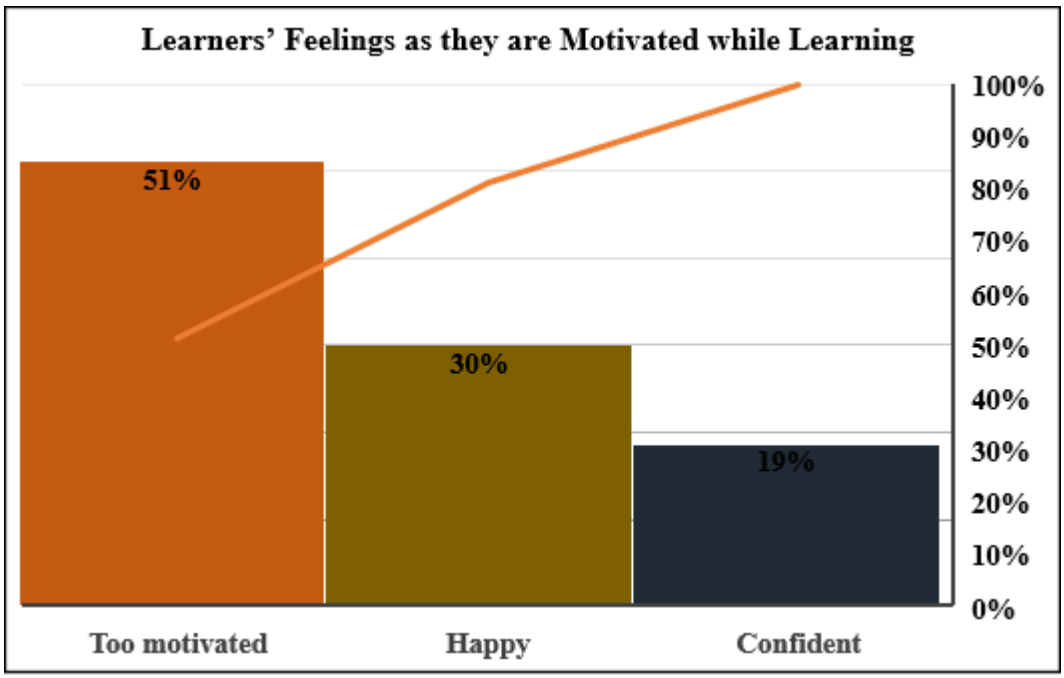

Figure 3: Learners' Feelings as they are Motivated while Learning.
Source: Field Data, May 2025

The results in figure 3 show that 30% of the respondent students say they are happy when they are motivated while learning English; 18.75% of them say they are confident and 51.25% of them say they are too motivated.

Table 4: Teacher's Lessons Interesting

Teacher's Lessons Interesting	**Frequency**	**Percentage (%)**
Yes	69	86.25
No	11	13.75
Total	**80**	**100**

Source: Field Data, May 2025

The results in table 5 show that 86.25% of the respondent students think that their teachers' lessons are interesting whereas 13.75% of them think that their teachers' lessons are not interesting. Thus, teachers must play the role of motivators and improve their teaching strategies.

Table 5: Learners' Perception of Teacher's Way of Teaching

Learners' Perception of Teacher's Way of Teaching	Frequency	Percentage (%)
He is good	22	27.5
He gives us interesting activities	26	32.5
He uses good strategies to motivate us	32	40
Total	**80**	**100**

Source: Field Data, May 2025

The results in table 6 show that 27.5% of the respondent learners say their teachers are good in the way they teach them English; 32.5% say their teachers give them interesting activities and 40% of them assert that their teachers use good strategies to motivate them. Thus, learners always appreciate their teachers if they are motivated.

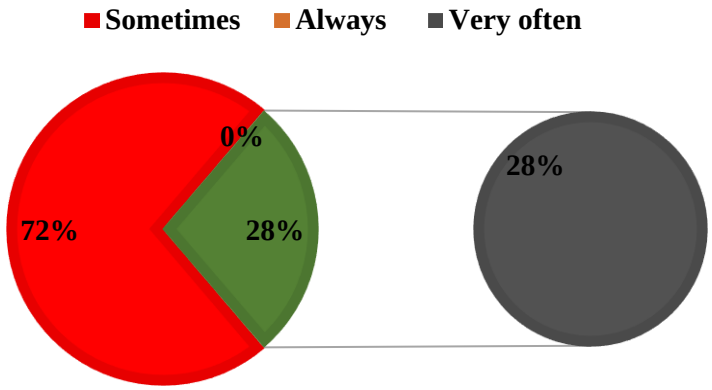

Figure 4: Teacher Using ICT Tools in Conducting Lessons
Source: Field Data, May 2025

The results in figure 4 show that 72.5% of the respondent learner's state that their teachers sometimes use ICT tools to conduct their lessons; none of the teachers always use ICT and 27.5% of the students say their teachers very often use ICT tools to conduct their lessons. Thus, teachers should always use ICT tools to motivate their learners.

Table 6: Students' Opinion on Most Motivating Activities and Tasks

Students' Opinion on Most Motivating Activities and Tasks	**Frequency**	**Percentage (%)**
Playing games and singing songs in class	21	26.25
Vocabulary activities	22	27.5
Dialogues and reading passages in the textbook	13	16.25
Group work	24	30
Total	**80**	**100**

Source: Field Data, May 2025

The data in table 7 show that 26.25% of the respondent students declare that they like playing games and singing songs in class as the most motivating activities and tasks during English class; 27.5% of them say that vocabulary activities mostly motivate them; 16.25% of them say that dialogues and reading passages in the textbook mostly motivate them and finally 30% of them consider group work as the most motivating.

1.3. Presentation of Teachers' Responses

This section is concerned with the presentation of teachers' responses.

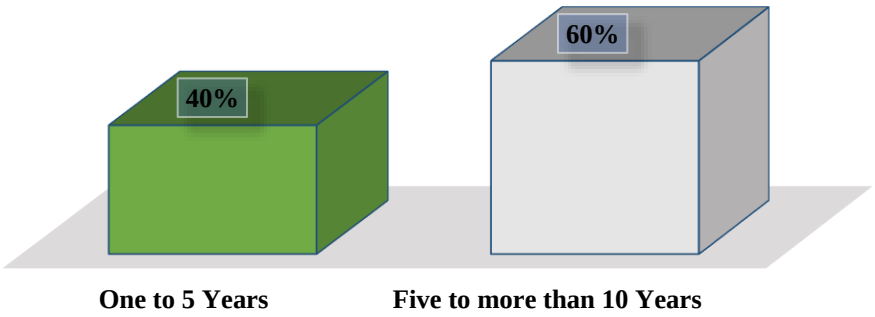

Figure 5: Teachers' teaching Experience in English Teaching
Source: Field Data, May 2025

The data in figure 5 show that 40% of the investigated teachers have been teaching English for one to more than five years whereas 60% of them have been doing so for five to more than five years. Thus, all of them have been teaching English for a given period.

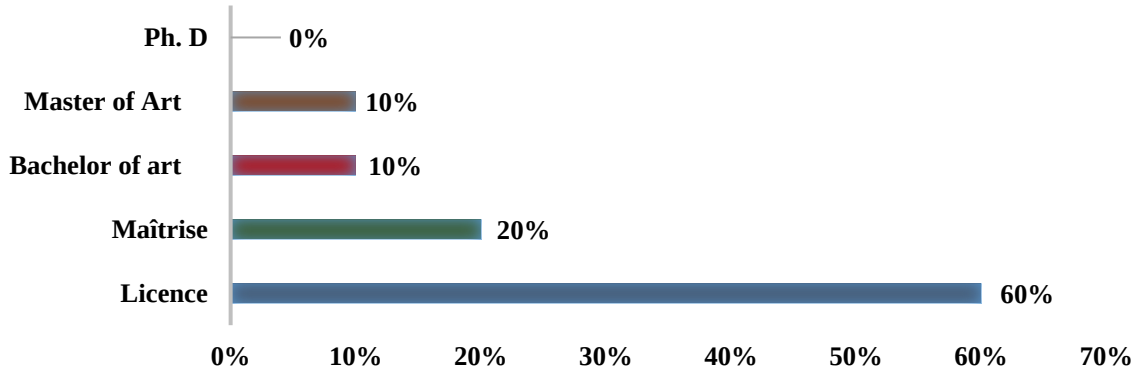

Figure 6: Teachers' Highest Academic and Professional Qualifications
Source: Field Data, May 2025

The data in figure 6 show that 60% of the respondent teachers are teaching with "LICENCE"; 20% of them are teaching with "MAITRISE"; 10% of them are teaching with "Bachelor of art"; 10% of them are teaching with Master of Art and none of them are teaching with Ph.D. These results show that most teachers teaching in Benin secondary schools especially in the region of Atlantic are not qualified to teach, which may hinder the effective teaching of English in Benin secondary schools.

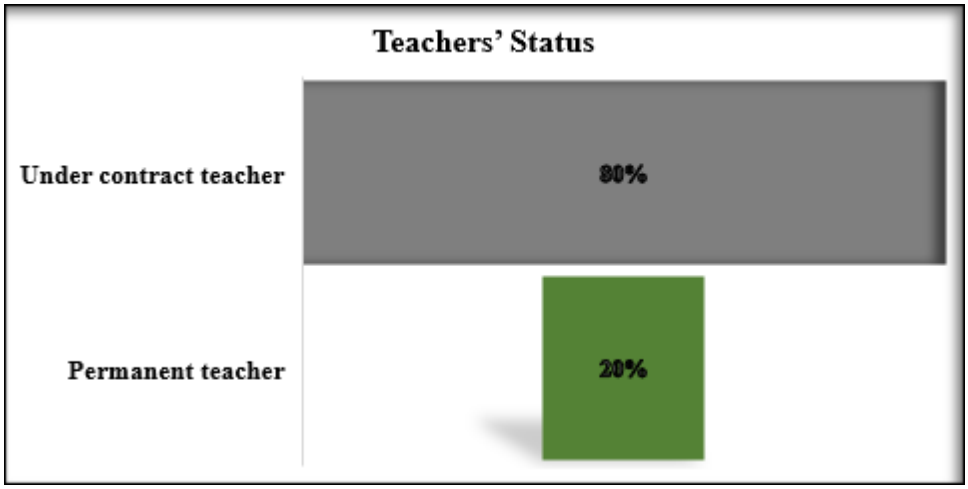

Figure 7: Teachers' Status

Source: Field Data, May 2025

The data in figure 7 show that 80% of the investigated teachers are under contract teacher whereas 20% of them are permanent teacher.

Table 7: Reasons behind Students Lack Motivation

Reasons Behind Students Lack Motivation	**Frequency**	**Percentage (%)**
Shortage of Material	03	30
Disinteresting Lessons	05	50
Lack of Interesting Classroom Activities	02	20
Total	**10**	**100**

Source: Field Data, May 2025

The results in table 8 show that 30% of the respondent teachers say that the shortage of material is one of the reasons of lack of motivation in students; 50% of them think of disinteresting lessons and for 20% of them, lack of interesting classroom activities are reasons of lack of motivation in students.

Table 8: Showing Interest and Enthusiasm in EFL Classrooms

Showing Interest and Enthusiasm in EFL Classrooms	**Frequency**	**Percentage (%)**
Creating materials which are relevant to the students' interests	04	40
Making songs, games, and activities that students find challenging	04	40
Participating in relevant activities to students' interests	02	20
Total	**10**	**100**

Source: Field Data, May 2025

The data in table 9 show that 40% of the respondent teacher's state that creating materials which are relevant to the students' interests shows interest and enthusiasm in EFL classrooms; for another 40% of them, making songs, games and activities that students find challenging shows interest and enthusiasm in EFL classrooms and finally, 20% of them think that participating in relevant activities to students' interests shows interest and enthusiasm in EFL classrooms.

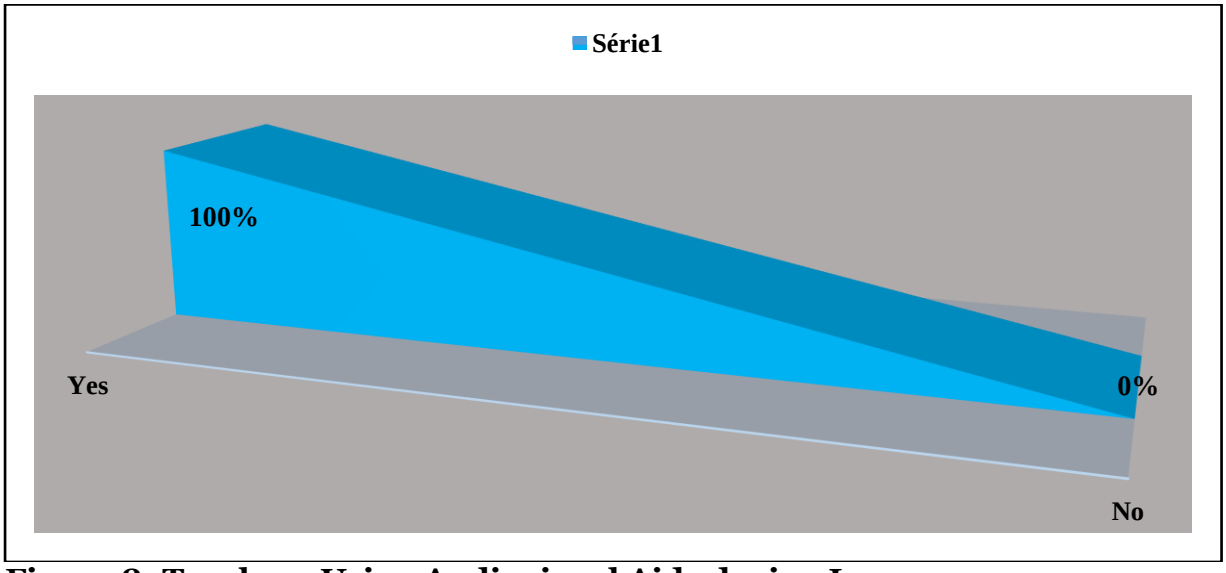

Figure 8: Teachers Using Audiovisual Aids during Lessons

Source: Field Data, May 2025

The results in figure 8 show that all (100%) the respondent teachers instruct their students using audiovisual aids during lesson. This shows how they motivate their learners.

Table 9: Teachers' Ideas about Self-Development

Teachers' Ideas about Self-Development	Frequency	Percentage (%)
It develops teacher's professional knowledge	04	40
It improves teaching effectiveness	03	30
Fosters student engagement and academic success	03	30
Total	**10**	**100**

Source: Field Data, May 2025

The data in table 10 show that 40% of the respondent teachers assert that teachers' self-development develops teacher's professional knowledge; 30% of them say it improves teaching effectiveness and for 30%, it fosters student's engagement and academic success. Thus, self-development helps not only teachers but also EFL learners.

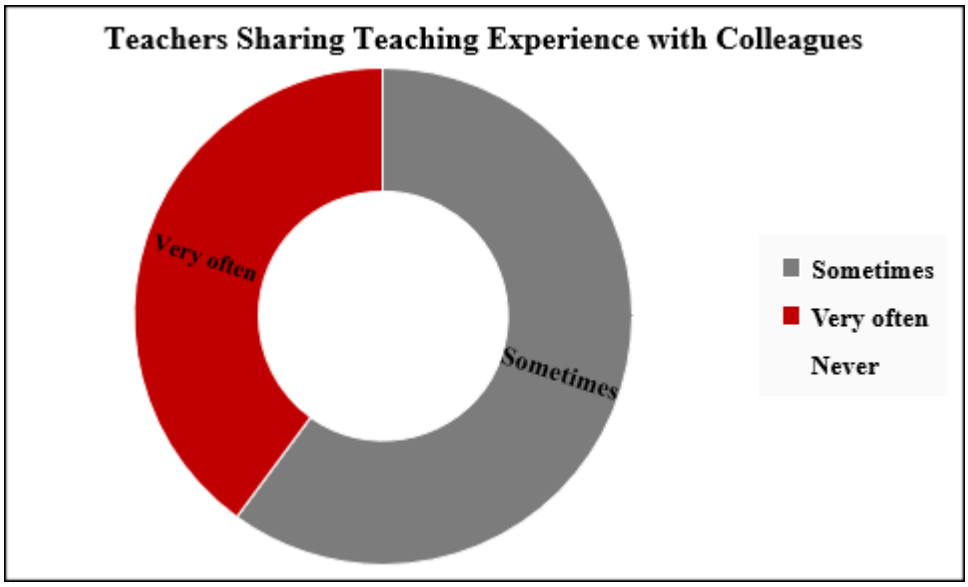

Figure 9: Teachers Sharing Teaching Experience with Colleagues
Source: Field Data, May 2025

The data in figure 9 show that 60% of the investigated teachers sometimes share teaching experience with their colleagues whereas 40% of them very often share teaching experience with their colleagues.

Table 10: Ways Teachers Sharing Teaching Experience with Colleagues

Ways Teachers Sharing Teaching Experience with Colleagues	Frequency	Percentage (%)
By discussing teaching issues with them	02	50
By approaching some English teacher advisors and inspectors	01	25
By attending weekly workshop and zonal workshop	01	25
Total	**04**	**100**

Source: Field Data, May 2025

It can be seen in table 11 that 50% of the respondent EFL teachers state that they very often share teaching experience with their colleagues by discussing teaching issues with them; 25% of them by approaching some English teacher advisors and inspectors and 25% of them by attending weekly workshop and zonal workshop.

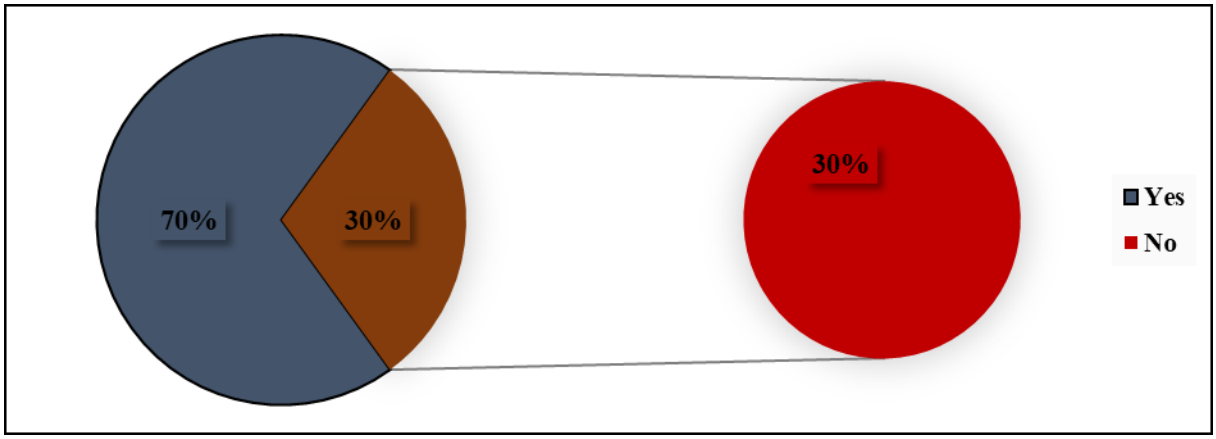

Figure 10: Teachers' Satisfaction of their Learners' Performance
Source: Field Data, May 2025

The results in figure 10 show that 70% of the respondent EFL teachers are satisfied of their learners' performance whereas 30% of them are not.

Table 11: Teachers' Teaching Practice Self-Evaluation

Teachers' Teaching Practice Self-Evaluation	**Frequency**	**Percentage (%)**
Through lessons recording	01	10
Through my learners' performance	06	60
Through summative evaluation	03	30
Total	**10**	**100**

Source: Field Data, May 2025

The results in table 12 show that 10% of the respondent teachers self-evaluate their teaching practice through lessons recording; 60% of them through their learners' performance and 30% of them through summative evaluation.

Table 12: Teachers' opinion on Ways Teachers' Self-Development Enhance EFL Learners' Academic Performance

Teachers' opinion on Ways Teachers' Self-Development Enhance EFL Learners' Academic Performance	**Frequency**	**Percentage (%)**
It improves teachers' self-reflection	03	30
It improves students' language skills	04	40
It improves leads to effects of professional development on student achievement	03	30
Total	**10**	**100**

Source: Field Data, May 2025

It can be seen in table 13 that 30 % of the respondent EFL teachers state that teachers' self-development improves teachers' self-reflection; 40 % of them say that it improves students' language skills and for 30 % of them, it improves leads to effects of professional development on student achievement.

1.2.2. Report of Classroom Observations

Class observation refers to the systematic process of observing and analyzing classroom interactions, teaching methods, student behaviours and learning environment to gain insights into teaching effectiveness, student engagement, and overall instructional quality. Therefore, two classes are observed. The aim of my

observation is to see the teachers' attitude during the lesson, the different activities, and strategies they used during the lesson, how students participate during the lesson class, the problems faced by both teachers and students and the relationship between teachers and students. All the visited classes are in good atmosphere and disciplined. Teachers are kind, show good attitude and have a good relationship with their students. They encourage them, give clear instructions, and help them to perform the activities. These activities could help students to improve their oral performance.

In all visited classes, students sit in groups in face-to-face position to perform the activities. Among two visited classes, in one class, it's noticed that some students are not active. They are following their teachers carefully and do not interact too much. They just repeat what their teachers say, or some take again their mates' questions. It's also noticed that they have ideas about the topic, but they do not possess the vocabulary luggage to express themselves; that prevent them from speaking or expressing their ideas. In the other class, students are active. They perform easily the speaking activities. Their teachers just help them with some words they do not know. It is worth mentioning that some students are shy and do not want to speak since they lack vocabulary words to express themselves. Briefly, the visited teachers are kind with their learners and use good strategies to motivate their students.

1.2.3. Report on Interviews

As it is said above, the interviewed population are teachers and students. All of them are exceedingly kind. Pre-set questions are used about this topic. From the various answers, It realized that most of them are conscious about the importance of English in EFL classes and how to develop beginner and advanced learners' performance. In fact, the topic under consideration has to do with the impact of EFL teachers' self-development on EFL learners' performance.

Besides, teachers have willingly accepted to participate in the interview. This gives me occasion to discuss with them to have more information. Indeed, it is worth mentioning that interview has played a key role as far as this research work is concerned. Throughout this interview, I notice that most of the teachers are not trained and all of them agree that training is especially important for all teachers of English in order to succeed in all English class activities. It's also asked a teacher whether he receives any training on how to teach effectively speaking skills. Thus, he answers that he receives training about how to teach speaking but just once, which is not enough for him to master the teaching of speaking skills. Thus, he needs more

training because when he finishes having the course with his students, on the following lesson it is like nothing is done before. This shows that much remains to be done to improve teachers' ability to teach English to EFL learners. Furthermore, teachers' training is a valuable tool as far as learners' education is concerned.

Getting teachers' opinions on the role they should play to enhance students' oral performance. Thus, some of the teachers should behave as a facilitator, a controller, an organizer, an assessor, a resource to help learners to reach and achieve their goals by themselves. A teacher says about the role of teachers to enhance students' oral speaking that a lot of the activities would run themselves as soon as they get under way. The teacher then must decide whether to join in the activity as an equal member (this may sometimes be unavoidable for pair work in classes with an odd number of students) or remain in the background to help and observe.

The first alternative has a number of advantages: for example, the psychological distance between teacher and students may be reduced when students get to know their teacher better. Of course, the teacher must refrain from continually correcting the students or using his/her greater skill in the foreign language to his/her advantage. If the teacher joins in the activity, He/she will then no longer be able to judge independently and gives advice and help to other groups, which is the teacher's key role if he/she does not participate directly. Besides, teachers should be creative and produce meaningful activities which leads students to be motivated to speak more in class.

As far as students' interview is concerned, those who are individually interviewed express themselves about the importance of English language in their learning, point out some of the difficulties they encounter when learning the language and suggest that the teachers should help them to overcome those difficulties. For the group interviewed they confirm that they feel embarrassed, bother to speak in front of their mates. They argue that the implementation of the speaking activities and communication strategies has the immense importance since it helps them to practice the language and to be more active during the lesson.

Thus, some questions are asked to students about what may be the reasons behind factors that prevent them from speaking English. The answers are summarized. Some of the reasons are lack of knowledge, insecurity, nervousness, shame, lack of vocabulary, lack of confidence, peer pressure, anxiety, lack of opportunities to use the language in class and outside, fear to use grammar and

vocabulary improperly, students do not feel comfortable speaking English, fear to mispronounce words and their teachers' behaviours towards them. Therefore, class activities may not sometimes be attractive or engaging for them. To this, I can add that they do not feel comfortable speaking English with their classmates. Discussion of the Findings

1.2.4. Factors Preventing EFL Learners from Learning English

Language is another form of communication that depends on words and how they are put together into sentences. People can expand their knowledge and learn about something by using language. According to Cameron (2001, p. 17), it has become commonplace. However, there are many internal and external difficulties that impair communication skills, such difficulties in spoken language prevent students from speaking English. Many external difficulties are related to teaching strategies and methods, curriculum, extracurricular activities, and environment, while internal difficulties are related to the student himself, his personality and character. Tóth (2011, p. 45) arguing in his observational study that the reason students do not achieve speaking skills is because they are not pushed enough to produce language. This means that the environment in which they develop their learning does not help them, because they do not feel the need to use it. Students are sometimes allowed to produce small sentences, pieces, or something they have memorized, but it is not enough to communicate properly.

In his conclusion, Tóth (2011, p. 57) asserts that the purpose of a second and/or foreign language is comprehensible output (Baleghizadeh & Nasrollahi Shahri, 2014), which means that everything they say must convey the right message. Finally, it should be mentioned that there are also psychological and intellectual problems that prevent students from speaking coherently and coherently (Al Hosni, 2016). In fact, EFL learners do their best to improve their English skills by reading, writing, listening, speaking, learning vocabulary, and trying to understand both written and spoken conversation instead of sayings. The latter usually refer to the ass of the call result. They have all the necessary skills to achieve what they want, but many of them fail. Obviously, they have challenges that prevent them from being successful, and these challenges need to be explored and explored.

Based on my teaching experience, these challenges are difficult to find and accurately identify without the help of students. To ensure our students appropriate teaching-learning situations and support their true learning, we must first explain

these difficulties and secondly find solutions with the help of the students themselves, who are at the center of the learning process and of the problem. That is why they should be part of this solution. Although students study English for years, but they do not master it. This is because the students do not learn the language properly. This calls for teachers' professionalism.

Most students take the language as a written text and read about it, but they are not engaged or motivated to participate in real situations. Bahadur Singh (2024) argues that inappropriate opportunities to use English in the classroom, weakness in monitoring language progress, and insufficient classroom space to practice English speaking and never out of class are all together many difficulties for EFL students. According to Bahadur Singh (2024), many of the challenges students face are due to deficits in the following areas: language skills, speaking practice, conversational skills, teaching speaking, emphasis, poor speaking, and reasoning skills in English, and recognizing and correct errors. There are some common mistakes like:

(i) Authoring an essay

When authoring an essay, a student should know how to link sentences into a paragraph and how to sequence the paragraphs to form a complete text on a certain topic. Some students cannot make proper sentences or a coherent essay (Septiwan and Al Hafizh, 2021).

(ii) Spelling

This is one of the many problems that EFL students face. The most difficult aspect for EFL learners in Benin is the "complicated correspondence between sounds and letters." Students may not be able to master the entire English language and therefore may use the wrong letters, for example:

- When trying to choose between two or three consonants Recognise => recognize.
- Let us try to decide with either /e/ or /i/: - Devided => divided.
- Try to remove some vowels, especially (e) when it disappears in the middle of a word or in a spoken form, for example: Intresting => interesting (Moats, 2010).

(iii) Vocabulary

Vocabulary is considered an important part of language learning and provides a framework for students' speaking, listening, reading, and writing. Vocabulary learning is especially important for people learning English as a foreign language or as a second language. Vocabulary learning is based on knowing certain habits (Wendy and Muhammad, 2023).

2. Difficulties Related to the Four Skills

Listening during the learning of English language, students learn to speak after listening. In addition, it is a combination of six skills including: listening, understanding, remembering, interpreting, evaluating, and responding to messages. It refers to the ability to understand the native language (Abbas Pourhosein and Narjes Banou, 2016, p. 130). Dealing with speaking, this can be defined as the basic ability to create language and is a complex but unique ability for humans. Speaking can also be defined as the process of using verbal statements to convey messages. Or "the active use of language to express meanings so that other people can understand them" (Al Hosni, 2014, p. 22).

Acquiring speaking skills is like acquiring any other language skills, so any student who speaks English fluently has more opportunities for future work or more opportunities for learning, but it should be acquired not only in the classroom, but also outside it and in real situations (Belhabib, 2015, p. 13). However, writing is the writing of letters and signs on various materials such as paper, wood, and its purpose is to record thoughts and ideas. It involves encoding a similar message so that people can translate their thoughts into written language (Byrne, 1988, p. 490).

The most important skill for students is reading because it is the chosen medium to expand their knowledge. It is essential for students learning English as a foreign language, as most information sources are published in English. An effective way to develop EFL learners' reading skills is to think about how they read a text so that they can use many techniques.

3. Other Factors Affecting Language Learning

3.1. Unqualified Teachers

The findings in figure 6, show that 60 % of the respondent teachers are teaching with "Licence"; 20 % of them are teaching with "Maitrise"; 10 % of them are teaching with "Bachelor of art"; 10 % of them are teaching with Master of Art and none of them are teaching with Ph.D. These results demonstrate the problem Benin secondary

schools are suffering from. However, most teachers teaching in Benin secondary schools especially in the region of Atlantic are not qualified to teach, which may hinder the effective teaching of English in Benin secondary schools. Indeed, this factor is the first factor that affects language learning, and the problem is complicated by the difficulty of deciding whether a teacher of English is qualified or not .Teaching since many communities are English learners and whatever the teacher says, produces, pronounces, writes, etc. is considered correct even when it is not.

3.2. Limited Learning Environments

Another factor affecting English learning is the environment. Here it is not about the location of the school, nor about the furniture, nor about the lights and air conditioners, although they are all important and affect language learning. But this is the idea of a limited environment, which means that students cannot practice the language outside the classroom because it is not necessary, but students only care and pay attention to the correct use of language in the classroom to satisfy their own satisfaction of a teacher. When they go out, it does not matter at all and they do not have listeners who speak normal English, so learning proper English is considered a challenge. The findings in table 2, show that 73.75 % of the investigated learners speak English inside and outside the class whereas 26.25 % of them do not. In this case, teachers' motivation is needed to help learners' oral performance.

3.3. Lack of Adequate Study Materials and ICTs

Another factor affecting EFL learning is the lack of teaching and learning materials. This includes, for instance, all the tools that support the learning process, although books are necessary for teaching and learning, they cannot do anything by themselves. The findings in table 8, show that 40 % of the respondent teachers think that creating materials which are relevant to the students' interests shows interest and enthusiasm in EFL classrooms; for another 40 % of them, making songs, games and activities that students find challenging shows interest and enthusiasm in EFL classrooms and 20 % think that participating in relevant activities to students' interests shows interest and enthusiasm in EFL classrooms.

The findings in figure 8, show that all (100 %) the respondent teachers instruct their students using audiovisual aids during lesson. Thus, tools like ICTs and phonics are also important, but the problem is that once students notice a phoneme in their book, how can they be sure of its pronunciation? It is true that EFL learners graduate as teachers after years of studying English without being able to listen to native

speakers. Even if the students keep their books to read, but still cannot pronounce some words correctly, for example, how will the students know the pronunciation of the word “ute” if they cannot hear the correct pronunciation. They are constantly looking for sources to listen to and learn from native speakers. Therefore, they learn from movies, but unfortunately with incorrect pronunciation, because they contain dialects and slangs that are not suitable for many forms of communication (Jacob, 2018, p. 2).

Besides, students do not take English seriously and think that they can use the language outside the classroom if the grammar and pronunciation are incorrect, as well as when answering exam questions. Both outside classrooms and on the street, communication does not require perfect or correct grammatical sentences to be understood when speaking, so they do not care to use it systematically, which leads to language learning failure. Another thing is that EFL learners neglect to learn English and make time for it, and mostly they learn it only when the teacher teaches it in the class and after the class is over, they don’t pay attention or even take time to learn how to pronounce words or practice time to write an essay and improve their writing skills or they never think about extra work to study and learn new vocabulary. In this regard, teachers should focus on activities that motivate EFL learners. The findings in table 7, show the different motivated activities and tasks. Thus, 26.25 % of the respondent students cite playing games and singing songs in class as the most motivating activities and tasks during English class; 27.5 % of them say that vocabulary activities most motivate them; 16.25 % of them say that dialogues and reading passages in the textbook most motivate them and finally 30 % of them consider group work as the most motivating.

All this affects their learning. Although students are provided with all the factors necessary to learn the language, whether through qualified teachers, appropriate tools, and the opportunity to listen to their mother tongue, EFL students may still face certain challenges, such as listening to native speakers in class and the dependence of learners on the teacher (Jacob, 2018, p. 2). In addition, Farooq, Chaudhry, Shafiq and al. (2011, p. 14) states that school, peers, family and student can be considered as external factors and that the general situation of the house can influence the student’s performance in education and that certain well-educated parents can provide their children with the learning situation necessary to improve their learning at home. A

study by Rathod (2012) shows that the social/economic class of a community affects language learning.

Furthermore, he confirms that students from rich families are more successful in learning English than students from poor socio-economic backgrounds. Another study by Arshad, Attari & Elahi (2012, p. 6) reports that parents of socioeconomic status provide appropriate learning resources. In us study, the researcher shows that many challenges in English learning stem from the integration of social and cultural characteristics of language learning, because every language is a combination of both.

4. ROLE OF MOTIVATION AND EFFECTIVE STRATEGIES AND BEST PRACTICES EFL TEACHERS USE TO BOOST LEARNERS' PERFORMANCE IN ENGLISH

Teachers, who are the most crucial factor in education, have the great task of instilling in students the knowledge, skills, and behavior necessary to face a constantly changing society. Thus, the task of teachers to impart knowledge requires them to be highly competent facilitators of learning and to remain role models of moral integrity. The findings in table 9, show that 40 % of the respondent teacher's state that creating materials which are relevant to the students' interests shows interest and enthusiasm in EFL classrooms; for another 40 % of them, making songs, games and activities that students find challenging shows interest and enthusiasm in EFL classrooms and finally, 20 % of them think that participating in relevant activities to students' interests shows interest and enthusiasm in EFL classrooms. This means that a school must not only have qualified teachers, but teachers who are deeply committed and committed to serving the public, especially the students entrusted to their care.

Although there are many ways teachers can adapt classroom instruction and support for EFL learners, literacy, and vocabulary, reading, writing and vocabulary are necessary building blocks for developing language skills, but that is only part of the requirements. However, students who are completely fluent in English may find it difficult to express themselves effectively in an academic setting because they lack the words and sentences needed to connect their ideas and discuss with others. If students are taught content but never provide them with the scaffolding, they need to share it, it is like giving them blocks and not doing it. Giving them the mortar to hold it all together. This extra help can be semi-structured small group discussions, adding visual material to the lesson, keeping a diary for the students and teaching in their native language if possible.

Many studies show that students do better when their home culture and background are included in the academic environment. When students and their families are represented and valued in the classroom, they are much more likely to be engaged and successful. Students being able to express themselves in a safe environment and learn from each other is a great social-emotional learning opportunity that benefits the entire class. Teachers should consider the following tactics:

(i) Know your students' backgrounds.

(ii) (ii) Use examples related to their lives.

(iii) (iii) Represent students' cultures through art, music, and literature.

(iv) (iv)Encourage students to tell stories through a variety of media: drawing, poetry, visual arts, drama, essays, etc.

(v) (v) Ask students to talk and write about their lives regularly in a relaxed and informal way without forcing them to share.

(vi) (vi) Allow students to use their native language and/or translation apps.

It is acknowledged that some teachers may not have enough flexibility in their schedules to enable daily sharing in this way. But it is suggested to do it sometimes since it is worth overall. More comprehensible input and language output English learners learn both through the language they encounter (input) and through the language they produce (output). Students should also be given many opportunities to produce language and receive direct feedback to increase understanding and improve language skills. The increased use of digital technology in teaching has opened many new opportunities for teachers to supplement the lesson plan. The findings in table 3, illustrates this. Thus, 82.5 % of the respondent learners are motivated by singing songs, playing games, or telling stories whereas 17.5 % of them are motivated through rewarding them whenever they give good answers. All these strategies contribute enough to the improvement of EFL learners' performance in English learning.

Strategies to increase comprehension include reading or repeating audio versions of texts loading vocabulary and key concepts before reading presenting a similar text in the student's first language going beyond the textbook and including artwork, videos, and guests. To allow students to deepen their understanding and

clarify and negotiate meaning, they need to talk about what they have learned. Strategies to increase language production include:

(i) Provide many opportunities for structured and unstructured speaking opportunities for students to collaborate with each other.

(ii) (ii) Include open-ended questions in lessons.

(iii) (iii) Provide daily low-input writing opportunities in all content areas.

Promote interaction in the classroom teaching students English, remember that vocabulary, grammar, and pronunciation develop faster when there are opportunities in the classroom to communicate in the language they are learning. However, many EFL teachers make the mistake of simply teaching the lesson and bringing students together for discussion without guidance. Thus, teachers should model and practice academic language so students can better communicate with each other. These could be questions like: Can you tell me more about…? Let me see if I understand you…Following the idea of … Moreover, teachers should provide many opportunities for more structured classroom interaction with a clear purpose and goal.

Indeed, there are hundreds of activities that are to be considered. A teacher should work hard to ensure that each class in his/her class has what they need to learn and succeed. Applying some of innovative strategies for teaching EFL learners is a wonderful way to make content accessible to all students, regardless of language ability. Thus, they should find the reasons students are weak in English learning and find strategies and activities to motivate them to learn and comprehend the lessons. The findings in table 8, show that 30 % of the respondent teachers say that the shortage of material is one of the reasons of lack of motivation in students; 50% of them think of disinteresting lessons and for 20 % of them, lack of interesting classroom activities are reasons of lack of motivation in students.

5. EXTENT TEACHERS' SELF-DEVELOPMENT ENHANCING EFL TEACHING AND EFL LEARNERS' ACADEMIC PERFORMANCE

Today, teachers need to continuously develop themselves professionally to stay abreast of the latest trends, teaching methods and techniques in the field of teaching. Of course, staying informed is key to properly meeting students' learning needs and realizing their full potential. We use the term teacher work to define the results, or lack

thereof, of this training and development activity observed in the classroom. In other words, it is a set of activities, attitudes and behaviors in a learning-learning environment that led to the achievement of students' educational goals. What a teacher does or does not do in the classroom has an enormous impact on student achievement. Therefore, we cannot emphasize enough the enormous impact that teacher performance has on student success or failure. Teachers' performance can be details in this chart:

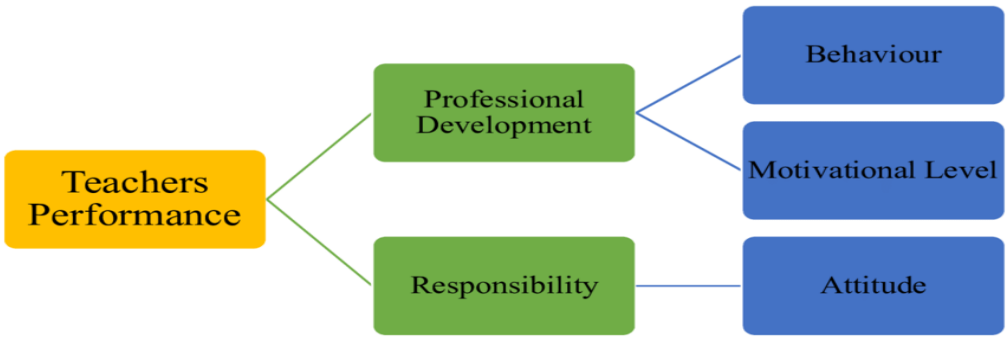

Figure 11: Teachers' performance.
Source: Field Data, May 2025

Teachers, as one of the determining factors in achieving the educational objectives, play a key role in every educational system. They have a critical duty in shaping and modeling attractive issues, assist students to be autonomous, and use effective strategies in teaching. On the other hand, literature abound theoretical as well as empirical investigations which indicate that there are numerous factors that can influence the professional development of the teachers (Ashraf and Kafi, 2017). This implies that the teaching profession in general and EFL teaching in particular can be considered as a complex issue where a variety of interdependent variables play a role. Further, EFL teachers' quality of teaching depends on a number of personal and social characteristics, and if these characteristics are not well developed, it can exert negative influence over the educational system and its outcome. Among the most important characteristics regarding teachers is self-efficacy. Self-efficacy of teachers has two dimensions: self-efficacy of teaching, namely, the teachers' thought in their skills in teaching and the general self-efficacy, which refers to his ability to influence and overcome the background of the students, which in turn is supposed to affect learners' academic achievement (Guskey, 2021).

The second characteristic of the EFL teachers, which is extensively discussed in the literature and is expected to influence their career success, is job satisfaction. There

is a wide range of research in organizational psychology that considers the strong association between job satisfaction of the teachers and the quality of their instruction. Having a job as one of the determinants of social health is an important part of people's life. Consequently, job-related conditions and job satisfaction have become one of the essential elements for promoting health and life satisfaction. It concerns the extent to which the job is responsive to the teacher's needs, abilities, and personality traits. Another key element which has a very crucial task in the language teachers' professional development is reflective thinking.

In fact, for some researchers like Underhill (1986), teacher professional development is a self-reflective process of being the best kind of teacher that a person can be. There is a general agreement that reflectivity results in professional development and that without systematic reflection, professional development is unlikely to occur (Wildman, White & Brandenburg, 1990). Nunan and Lamb (1996) claim that teachers' reflection on their teaching and on the process, developing knowledge and theories of teaching play a pivotal role in this lifelong process. Reflection is also considered as a process that can support teaching, understanding, and learning and has a key role in the professional development of teachers. Thus, the findings show that 40 % of the respondent teachers assert that teachers' self-development develops teacher's professional knowledge; 30 % of them say it improves teaching effectiveness and for 30 %, it fosters student's engagement and academic success. Thus, self-development helps not only teachers but also EFL learners.

The fourth characteristic of the EFL teachers, which has received extensive attention in the literature, is professional development. As Kyndt, Gijbels, Grosemans and al. (2016) stated, teachers should develop their skills, knowledge and other qualifications regarding new needs and findings in the field of teaching. This is related to changes in teacher recognition, professional attitude, and educational knowledge. Professional development is an early mechanism that educational systems can employ to help teachers continuously improve their skills. To maintain professional development and solve everyday challenges, EFL teachers rely on reading print, surfing the Internet, and collaborating with colleagues.

In this regard, sharing experience with other colleagues will help improve professional development. The findings in figure 9, show that 60 % of the investigate teachers sometimes share teaching experience with their colleagues whereas 40 % of them very often share teaching experience with their colleagues. Further, in table 11,

findings show that 50 % of the respondent EFL teachers state that they very often share teaching experience with their colleagues by discussing teaching issues with them; 25 % of them by approaching some English teacher advisors and inspectors and 25 % of them by attending weekly workshop and zonal workshop.

However, determining the best method to accurately assess teacher effectiveness remains a hotly debated topic among educators. Measuring teacher effectiveness is indeed an extremely challenging task. There are many factors and variables involved that can vary depending on:

(i) Who is the reviewer?

(ii) (ii) What does an educational learning environment look like?

(iii) What are the teacher's methods and tools?

(iv)What are the qualities and characteristics of students?

At the risk of oversimplification, one could assess the impact of teacher performance on student learning based on three main variables: Test scores or academic achievement; Observed pedagogical practices; Surveys (students and staff). After analyzing the data collected during the evaluation, one can report the results and draw practical conclusions. Then, we can determine what changes, adaptations, or adjustments teachers need to make to improve performance in their classrooms. A highly effective teacher promotes successful academic achievement. But what are the common characteristics of teachers who skillfully achieve the desired learning objectives? What qualities do students view positively?

In this regard, teachers should be positive. A positive attitude towards teaching and students is key to their engagement and focus. Learning about your topic also makes students want to learn something interesting about it. When a teacher shows commitment and enthusiasm, students usually do too. Findings in table 9, show that 40 % of the respondent teachers affirm that creating materials which are relevant to the students' interests shows interest and enthusiasm in EFL classrooms; for another 40 %, making songs, games and activities that students find challenging shows interest and enthusiasm in EFL classrooms and finally, 20 % of them think that participating in relevant activities to students' interests shows interest and enthusiasm in EFL classrooms. However, teachers play a significant role in motivating their learners.

Promoting a positive and healthy environment is certainly especially useful for the correct development of teaching-learning. Moreover, teachers should try to put themselves in the student's shoes and remember that learning is challenging work.

They should let them know that mistakes are part of the process and teachers should not worry if learners do not understand at first. Let us remember that students need time to absorb added information so, they should not be blamed if they get something wrong. They should be given time to fully understand, and if not, let us find new ways to reach them more effectively. In other words, the teachers must keep the message simple and clear, even if the topic is complex because these ideas and concepts are new to students, so, learners should familiarize with this information.

Using audiovisual aids such as presentations, music, games, or other interactive online resources allow students to understand concepts more easily without being overwhelmed. The findings in figure 8 show that 100 % of the respondent teachers instruct their students using audiovisual aids during lesson. This shows how they motivate their learners. Most importantly, teachers should define from the beginning, the learning objectives, how to reach them, what teachers expect from students, the assessment criteria they must meet. In addition, it is important to give feedback to students so that they know how they are doing and what needs to be improved during learning. Moreover, a teacher should be innovative and creative.

Creativity in the classroom helps students focus and concentrate. It is important to discover innovative teaching methods that adapt to the learning needs of students. Also try to find creative resources that will guarantee the best possible learning experience. Fun and imaginative lessons always attract students' attention. Besides, an effective teacher knows how to adapt to the learning needs of each student. Findings in table 10, show that 40 % of the respondent teachers assert that teachers' self-development develops teacher's professional knowledge; 30 % of them say it improves teaching effectiveness and for 30 %, it fosters student's engagement and academic success. Thus, self-development helps not only teachers but also EFL learners. Using only one teaching method is counterproductive since it may not work equally well for everyone. Addressing the individual needs of students is key to academic success for all. Moreover, teachers should be motivator, a teacher must encourage and encourage learning.

Fostering an atmosphere of active participation inspires students to become engaged and interested in the subject. In addition, a motivating educator fosters self-confidence and determined behavior, which leads to academic success. Creating an interesting connection with students leads to the elimination of hierarchies that can hinder the effectiveness of teaching and learning. Certainly, teachers can address

problems more accurately when students are free to express their questions, concerns, and concerns. It is especially important for teachers with their professionalism to show love for teaching. When a teacher loves what they do, it will show in the classroom.

As a role model who sets the tone in the classroom, a teacher's attitude is reflected in the attitude of his students. If you have a gloomy mood or an unmotivated, do not expect students to be motivated. When teachers spread positive energy, the opposite happens. Students will feel inspired and get the most out of what they are taught because enthusiasm can be very contagious. To create a positive learning environment, we must keep negative traits out of the classroom. Lessons are more effective when teachers encourage positive and active participation. Thus, students are engaged and motivated as they engage in challenging learning activities. A teacher who shows his love for teaching always gets better responses from students. Paying attention to what they are learning will help them achieve their academic goals.

Teachers accepting that they are wrong and set an example for their students is pedagogical. Tolerance and understanding of one's own and others' mistakes contribute to the development of a more empathetic learning environment. In this way, the students are no longer afraid to make mistakes and participate more actively. By encouraging a natural attitude toward mistakes, students can learn from them in a practical way and move on without crippling failure. When students point out errors, omissions, or inaccuracies, teachers should be prepared to make changes, correct if necessary, and continue the lesson naturally. In this way, the students see that it is necessary to manage and correct mistakes to effectively continue learning.

CONCLUSION

This research work aimed at investigating the impacts of EFL teachers' self-development on learners' language performance. Through the review, it has been possible to draw attention to some important conclusions on how teachers' self-development influences EFL learners' language performance. Besides, Beninese EFL teachers and EFL learners face a lot of difficulties related to variety of factors such as inappropriate and ineffective teaching strategies and tools, environmental and financial problems, and teachers' behaviours. These factors prevent both teachers and learners from achieving their goal. So, this research work intends to diagnose the teachers' professional development. Regarding this research work, EFL teachers'

attention is drawn in the aim at improving their teaching procedure by exposing them some effective teaching strategies and tools.

To reach this research work, I have read some authors or researchers' works who have worked in this field of the research. I have gotten reliable information, which has helped me improve my knowledge on the impacts of EFL teachers' self-development on learners' language performance. Other instruments that I have used to collect reliable data on this study are questionnaires, classroom observation and interviews. Thus, I have conducted surveys on EFL teachers and learners through questionnaires and interviews to get their ideas, opinions, and clear understanding on the topic in consideration.

After the analysis of the findings, I have shown some pedagogical implications and addressed some suggestions to the to the EFL teachers and students to better conduct classroom activities to motivate EFL learners, to make them interested in those activities and finally to improve their performance in English. To make English learning effective in Benin, the government should train EFL teachers especially those called AME. This will later create a motivating environment for their learners. As for teacher advisers and inspectors are concerned, I suggest that they should visit regularly EFL teachers in their classes since I think this will help improving the EFL teaching.

Furthermore, storytelling allows students to internalize important aspects of story beginnings and endings, settings, characters and plot lines. It provides practice in expressing ideas in thoughts units, using colourful and descriptive language, developing ideas in sequence, and choosing effective action words. The speech abilities needed for story telling are essentially the same ones required for all speaking activities. Story telling encourages students to experiment with voice, tone, eye-contact gestures and facial expression. It also lets them practice techniques for holding audience attention.

Moreover, since teachers have the most important influence on student achievement, it is well known that their quality is one of the most important factors in improving educational achievement. Therefore, teacher training and growth are crucial. Although training is necessary to improve the quality of teachers, it alone is not enough. In addition, due to rapid changes and development, professional knowledge and skills of EFL teachers sometimes become obsolete over time. Therefore, to adapt to this change and development process, teachers must regularly

update and upgrade their professional knowledge and skills. In addition, teachers are expected to know their students, manage classrooms and student behavior, know different teaching methods and have high ethical standards.

According to Luke and Dooley (2011, p. 234), professional development is an important factor in the growth of teachers and staying abreast of the ever-expanding field of ELT to become an effective foreign language teacher. Thus, continuing education is as important for EFL learners as for EFL teachers to continuously update their knowledge and skills to improve teaching strategies and student learning opportunities.

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