

USING TASK-BASED APPROACH IN IMPROVING BENINESE EFL STUDENTS' SPEAKING FLUENCY AND ACCURACY

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Abstract: *This study works on using task-based Approach in Improving Beninese EFL Students' Speaking Fluency and Accuracy. It shows how the exposure to the English language through Task-Based Approach is important for students' speaking fluency and accuracy in Beninese Educational System. The methodology adopted is quantitative and qualitative. The investigation consists of collecting information from fourteen (14) teachers of English and six hundred and seventy (670) students of Ouémé region in Benin. Classroom observations have also been carried out. The results were presented in frequency and percentages through figures and tables. It reveals that the majority of teachers do not know much about the task-based approach. They do not use tasks which emphasize the exposure to language and this impact negatively students' speaking. Some strategies are used to solve the problem of students' speaking fluency and accuracy.*

Key Words: *EFL Students, Exposure, TBA, Speaking fluency, speaking accuracy.*

1. INTRODUCTION:

The first aim of learning a language is for communicational purpose. To reach this purpose, the language learner should be trained in such a way that he develops communicative language skills effectively and sustainably. This happens through an appropriate teaching-learning model, an exposition to the target language and real-life interactions. Stephen Krashen (1985) observed that language learning requires meaningful interaction in the target language, natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Being a French-speaking country, Benin does not offer factual opportunities for exposure and interaction in English. which makes English essentially, a classroom language. Little attention is paid to the conscious processes EFL learners can go through and the real challenges they face in mastering a foreign language. Thus, many of students do not figure out how to learn English even after years of study which is understandable because teachers are primarily responsible for helping students to 'learn how to learn' the ways of effective learning of English as a foreign language and to achieve autonomy in their education (Akbari, 2014; Akbari and Tahririan, 2009; Jafari and Kafipour, 2013; Tabatabaei and Hosseini, 2014). Unfortunately, due to the lack of initial professional training and the quasi inexistence of in-service training, most Benin EFL teachers hardly succeed to efficiently play this role.

Besides, the lack of real support and sustainable follow-up to the implementation of the competency-based approach adopted in Benin has gradually shifted it from the expectations of a skills development focused process to a curriculum/content-based one where priority is given to the completion of the school year programme. Hence, the Competency-based approach to EFL teaching, after two decades of implementation has remained static, thus, outdated with no improvement to official documents and material. Nevertheless, EFL teachers could design appropriate material themselves if they were trained accordingly to meet the exigence of the actual teaching approach. But here again, the impediments related to the lack of training leave no other chance than relying on the available documents designed with mechanical and segregated language skills development. This leads to the fact that students' wrongly, but arguably perceive English as a subject consisting of a list of words and a set of grammatical rules which are to be memorized and separable skills to be acquired rather than a set of integrated skills and subskills (Oxford, 2001). English has been restricted to mere school subject assessed in written evaluation through grades. This is why many after seven years or more, students are can hardly communicate in English speaker.

This paper seeks to point out the necessity to reorient language learning to and sustainable communicative skills development, taking into account the challenges related to the Benin education context, to find practical solutions. The main purpose of this study is to help EFL teachers know the right way English should be taught to help EFL learners be fluent and accurate when dealing with the language and to show how the exposure to language through task-based approach and some activities and strategies could help improve EFL students' speaking fluency and accuracy. As regards the research questions to be answered through this study are three in numbers:

- What are the challenges encountered by Beninese EFL teachers engaged in communicative language teaching?
- How could the task-based approach help improve EFL students' speaking fluency and accuracy?

- Which kind of task-based activities and strategies could be used to improve Beninese EFL students' speaking fluency and accuracy?

This paper turns around six sections. Back to the introductory part, comes next the literature review that is the report of some researchers who handled the topic. The third section is about the target population and the sampling, the research instruments, the data collection procedures and the methods of data analysis. The fourth section shows the presentation and interpretation of the results, the fifth one is devoted to the discussions and suggestions and the last section is concerned with the conclusion.

2. THEORETICAL KEYSTONES :

2.1 Task-Based Approach

The Task-based approach is *“a foreign language method that has evolved since the 1980s. The Task-based emphasized the fact that teaching should be conducted with real-life tasks”* (Lin: 2009).^[4] Task-based approach consists of an integrated set of processes that involves the specification of both “what” and “how”. In other words, the methodology is highly emphasized in the task-based pedagogy. Designing a task-based approach involves making decisions about what tasks learners will do and then the order in which they will perform the tasks. In the Task-based approach, learners have to participate, communicate, and cooperate when carrying the task. For the students to work cooperatively, they have to learn the skills of how to learn cooperatively.

Larsen (2000: 144)^[3] states that a *“task-based approach aims to provide learners with a natural context for language use”*. As learners work to complete a task, they have abundant opportunity to interact.

Talking about the task-based approach, the first concern is about what a task is. The term “task” refers to a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge to express meaning, and in which the intention is to convey meaning rather than to manipulate form to achieve an outcome. According to Jane Willis (1996:23) a task can be viewed as *“activities where the target language is used by the learner for a communicative purpose (goal) to achieve an outcome”*

2.2 Speaking Skills

Of the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important. People who know a language are referred to as *“speakers of that language”* as if speaking included all other types of skills and many. For Ur, (2006:120) *“most foreign language learners are primarily interested in learning to speak”*.

2.3 Varieties of Task

They are six main types of tasks and each of them can involve reading as well as speaking and many leads naturally into a writing phase. Willis (1996: 149) listed the following types of tasks of TBLT:

Listing: Including a brainstorming and fact-finding, the outcome is a completed list or draft mind map. This type of task can help train students' comprehension and induction ability.

Ordering, sorting: Including sequencing, ranking and classifying, the outcome is a set of information ordered and sorted according to specific criteria. These types might foster comprehension, logic and reasoning ability.

Comparing: This type of task includes matching, finding similarities, or differences. The outcome can be appropriately matched or assembled items. This type of task enhances students' ability of differentiation.

Problem-solving: This type of task includes analysing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can then be evaluated. These tasks help promote students' reasoning and decision-making abilities.

Sharing experience: These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience.

Creative tasks: These include brainstorming, fact-finding, ordering and sorting, comparing and many other activities. The outcome is an end product that can be appreciated by a wider audience. Students cultivate their comprehensive problem-solving abilities as well as their reasoning and analysing abilities.

These tasks are listed from easy to difficult, and all of them reveal the recognition process of students. The tasks in TBLT should apply to real-life to help students accomplish the tasks and show their communicative competence in classroom teaching and real-life situations.

2.4 The Social Constructivism Approach on Task-Based

Social Constructivism has been adopted in this study. Like Social Constructionism, Social Constructivism states that people work together to construct artefacts. While social constructionism focuses on the artefacts that are created through the social interactions of a group, social constructivism focuses on an individual's learning that takes place because of his or her interactions in a group.

Social constructivism has been studied by many educational psychologists, who are concerned with its implications for teaching and learning. Social constructivism extends constructivism by incorporating the role of other actors and culture in development. In this sense, it can also be contrasted with social learning theory by stressing interaction over observation. For more on the psychological dimensions of social constructivism, see the work of A. Sullivan Palincsar. Psychological tools are one of the key concepts in Lev Vygotsky's sociocultural perspective.

Studies on increasing the use of student discussion in the classroom both support and are grounded in theories of social constructivism. There is a full range of advantages that results from the implementation of discussion in the classroom. Participating in group discussion allows students to generalize and transfer their knowledge of classroom learning and builds a strong foundation for communicating ideas orally. Many studies argue that discussion plays a vital role in increasing student ability to test their ideas, synthesize the ideas of others, and build a deeper understanding of what they are learning. Large and small group discussion also affords students opportunities to exercise self-regulation, self-determination, and a desire to persevere with tasks. Additionally, discussion increases student motivation, collaborative skills, and the ability to problem-solve. Increasing students' opportunity to talk with one another and discuss their ideas increases their ability to support their thinking, develop reasoning skills, and to argue their opinions persuasively and respectfully. Furthermore, the feeling of community and collaboration in classrooms increases by offering more chances for students to talk together.

Given the advantages that result from discussion, it is surprising that it is not used more often. Studies have found that students are not regularly accustomed to participating in academic discourse. Martin Nystrand argues that teachers rarely choose classroom discussion as an instructional format. The results of Nystrand's (1996) three-year study focusing on 2400 students in 60 different classrooms indicate that the typical classroom teacher spends under three minutes an hour allowing students to talk about ideas with one another and the teacher. Even within those three minutes of discussion, most talk is not true discussion because it depends upon teacher-directed questions with predetermined answers. Multiple observations indicate that students in low socioeconomic schools and lower track classrooms are allowed even fewer opportunities for discussion. Teachers who teach as if they value what their students think to create learners. Discussion and interactive discourse promote learning because they allow students to use language as a demonstration of their independent thoughts. Discussion elicits sustained responses from students that encourage meaning-making through negotiating with the ideas of others. This type of learning promotes retention and in-depth processing associated with the cognitive manipulation of information.

2.5 Components of the Task-Based Approach Framework

1. **Pre-task** (including topic and task) prepares learners to perform tasks in ways that promote acquisition.
2. **Task cycle** refers to the "methodological options" or "task performance options" available to the teacher in the during-task stage.
3. **Post-task** Language focus in the post-task stage affords several options. Language focus has three major pedagogic goals:
 - a) To provide an opportunity for repeated performance of the task.
 - b) To encourage reflection on how the task was performed
 - c) To encourage attention to form, in particular to problematic forms which demonstrate when learners have accomplished the task.

3. METHOD :

To collect data two methods have been considered: the quantitative and qualitative method. Throughout this section, the target population, the sample, the instruments, the data collection procedures and the method of analysis are developed.

3.1 Target Population and Sampling

A sample of fourteen (14) EFL teachers and six hundred and seventy (352) learners were chosen to fulfil my objective. Among the secondary schools in Ouémé Region, seven (07) secondary schools are taken into account according to their geographic position in the department where questionnaires have been dispatched to collect information. The first cycle principally beginners' classes (6eme and 5eme) are those considered.

Table 1: Sampling

Schools	Number of teachers	Number of learners
CEG de L'unité	02	60
Lycee Behanzin	02	40
CEG Akpro-misséréte	02	52
CEG Dangbo	02	51
CEG Sèmè-kpodji	02	48
CEG Djrègbé	02	52
CEG Atchoukpa	02	49
TOTAL	14	352

3.1.1 Teachers

Teachers are the main actors in the teaching and learning speaking skills process. Among this population, 14 EFL teachers have been taken for this study. The objective of the questionnaire is to get the teachers' opinion on the topic.

3.1.2 Learners

Learners' reactions are not to be overlooked. Their contribution to this investigation has been very useful because their point of views about the topic under consideration has been useful to testify the veracity of my topic.

3.2 Research Instruments

The research instruments that helped to gather data have to do with questionnaires and classroom observations and experimentation. Questionnaires are intended for EFL teachers and learners, and the classroom observations have consisted of being an eyewitness on what is done in an English class.

The experiment consists in applying a task-based teaching-learning process for six months to the experimental group and comparing their overall language improvement to the control group. For this purpose, advanced EFL students of one upper fifth class of 40 students in Lycee Behanzin of Oueme region have been selected. The class was randomly split into two groups of 20 students resulting in an experimental group (EG) which received the experiment and a control group (CG) which received no treatment. The teacher in the class has been trained to design task-based activities and the students of the experimental group, in addition to the formal teaching, were given task-based assignment. This assignment includes Oral presentations, report of interviews and investigations, creative Drama, Problem-solving activities etc.

3.2.1 Questionnaires

3.2.1.1 Questionnaires for Teachers and Learners

Questionnaires are addressed both to EFL teachers and learners.

- ten (10) questions to teachers about the use of the Task-based approach to improving students' speaking fluency and accuracy
- ten (10) to learners about their contact with the English language in use

3.2.2 Classroom Observation

This instrument is regarded as very trustful because it permits to eyewitness what is going on in classes. This instrument aims to see whether EFL teachers put an accent on the oral and communicative aspect of the language in a classroom situation. Through it, concrete and reliable information has been collected.

3.2.3 Procedures of Data Collection and Methods of Data Analysis

Data were collected from EFL teachers and learners.

Learners' questionnaire is both made in French and English version. Six hundred and seventy (670) questionnaires have been addressed to learners and fourteen (14) to teachers. Data obtained from the target population were exposed through tables, figures, percentage mode method for a consequent analysis. Tables and figures have been entitled with questions addressed to teachers and learners. Comments have been given to explain the responses under tables and figures.

4. RESULTS :

Findings are displayed according to the questions of the questionnaire addressed to teachers and learners.

4.1 Teachers’ highest Academic and Professional Qualifications

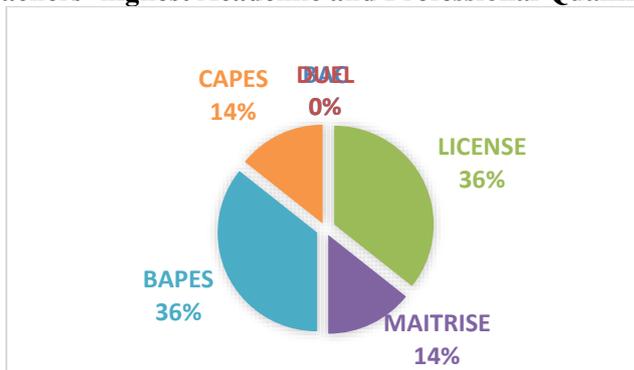


Fig 1: Teachers’ Academic and Professional Qualifications

The results in figure 1 show that none of the considered teachers has been exerting with BAC or DUEL while thirty-six percent (36%) have been doing the job with Licence and BAPES; twenty percent (14%) with MAITRISE and CAPES. This means few teachers are qualified to do the job.

4.2 Teachers’ Length of Teaching

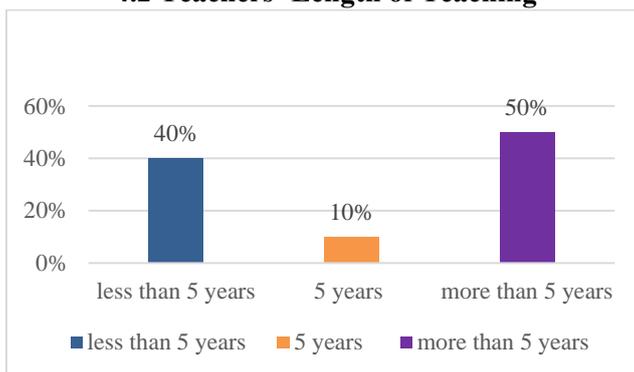


Fig 2: Teachers’ Length of Teaching

The results in figure 2 show that forty percent (40%) of the respondents have less than five (05) years of seniority, ten percent (10%) of them have five (05) years of seniority and fifty percent (50%) have more than five years. This means that most of the respondents have been teaching English in neat little blocks since a long time ago and it would be a little bit difficult for them to adopt a new teaching approach.

Task-based activities include

4.3 Task-based activities in EFL classes

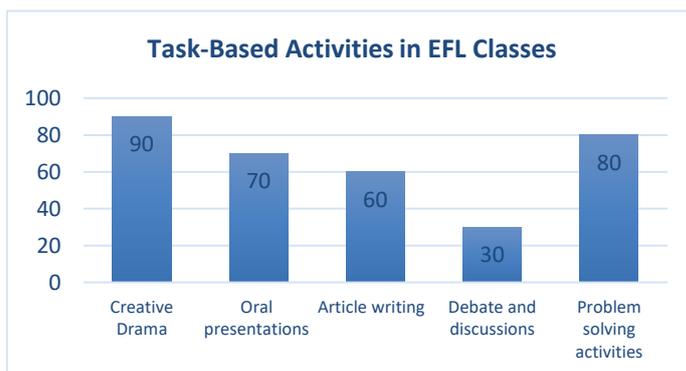


Fig 4: Task-based activities in EFL classes

Figure 4 shows that the majority of EFL teachers have identified Creative drama (90%) problem-solving activities (80%), oral presentations (70%), and article writing (60%) to be task-based activities that can be implemented in EFL classes. However, unpredictably their overlook debate and discussion activities which account for only thirty percent of our sample.

4.4 Advantages to the implementation of the Task-based teaching.

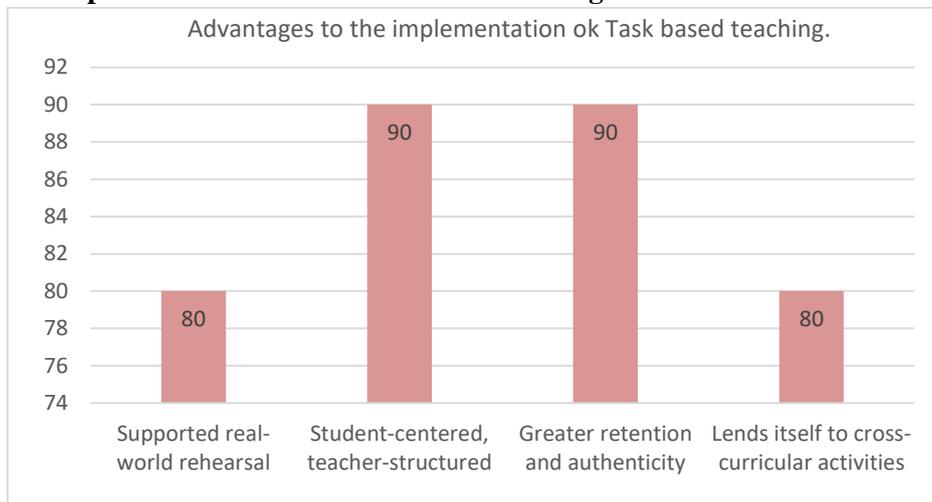


Figure 5: Advantages of the implementation of Task-based teaching

Figure 5 evidence that the respondent teachers unanimously that is one hundred percent (100%) recognize that the task-based instruction model is a supported real-world rehearsal and student-centred approach to EFL teaching-learning. It leads to greater retention and authenticity and lend itself to cross-curricular activities.

4.5 Students' Exposure to the English Language during Speaking Activities

Table 2: Students' Exposure to the English Language during Speaking Activities

Time spent by students during speaking activities	Frequency	Percentage (%)
Less than 30% of the granted time to discuss	536	80
More than 30% of the granted time to discuss	134	20
Total	670	100

From table 2, eighty percent (80%) of the students spent less than ten percent (30%) of the granted time to discuss; only twenty percent (20%) of the students spent more than five percent (30%) of the granted time to discuss.

4.6 Teachers' perception of Students' Fluency and Accuracy

Table 3: Teachers thoughts about their Students' Fluency and Accuracy

Fluency and Accuracy	Frequency	Percentage (%)
Low level	12	85.71
Acceptable level	02	14.29
Total	14	100

From table 3 more than eighty-five point, seventy-one percent (85.71%) of the respondents say their students have a low level of fluency and accuracy in speaking but they mention that most of them are fluent and accurate in writing and they also got good marks for examination; fourteen-point twenty-nine percent (14.29%) of the respondents say their students have an acceptable level but are fluent and not accurate at all and only few of them are fluent and accurate. From this result, the emphasis is only put on the learning of the writing aspect, but little attention is accorded to the oral aspect of the language.

4.7 Difficulties related to task-based EFL teaching

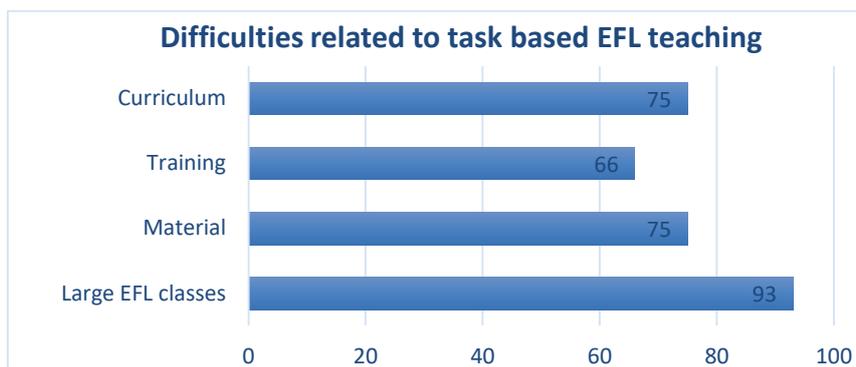


Figure 6: Challenges related to task-based EFL teaching

Figure 6 reveals that the challenges to the efficient implementation are related to the large EFL classes that is 93%, the lack of appropriate material and curriculum advocated by 75% of our sample. Unexpectedly, the limitations associated with the training are identified by only 66 % of the investigated teachers.

4.9 The Experimentation Report (the effect of task-based teaching on students’ performance)

Here two groups have been taking into account: Experimental group where TB strategies are implemented and Control Group where TB strategies are not taken into account. This analysis is based on the students’ scores representing their average overall oral communication performance. The data are analyzed using SPSS 25 with the following conditions:

1. Null hypothesis H_0 and a hypothesis H_1 are formulated:
 - H_0 : There is no statistical significance between the effect of task-based teaching and learners’ oral performance.
 - H_1 : There is a statistical significance between the effect of task-based teaching and learners’ oral performance.
2. Statistical significance (Sig) is established for a P-value noted $\alpha < 0.05$
 The level of statistical significance is expressed as a p-value between 0 and 1. A p-value less than 0.05 (typically ≤ 0.05) is statistically significant. It indicates strong evidence against the null hypothesis, as there is less than a 5% probability.
3. If H_0 is rejected, then H_1 is proved.
4. The practical significance (the real-life significance) expresses the strength of the correlation between our variables is assessed through the Effect size expressed in ETA squared value

The objective is to reject this null hypothesis using the analysis of variance ANOVA test for statistical significance. Two values are expected p-value $\alpha < 0.05$ indicating statistical significance and the ETA squared value expressing the Measure of Association assessing the effect size between the independent variable (the treatment) and the dependent variable (learner performance/score). The ETA square helps to measure the impact of task-based teaching within the sample chosen.

Table 4: one-way ANOVA control group*experimental group

Report			
Group			
Overall Score	Mean	N	Std. Deviation
5	2.00	1	.
6	2.00	3	.000
7	2.00	4	.000
8	2.00	7	.000
9	1.73	11	.467
10	1.40	5	.548
11	1.00	7	.000

12	1.00	5	.000
13	1.00	2	.000
14	1.00	2	.000
16	1.00	3	.000
Total	1.50	50	.505

The experimentation shows the total mean of 1.5 and a standard deviation of .505 for the 50 participants

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
Group * Overall Score	Between Groups (Combined)	9.118	10	.912	10.515	.000
	Within Groups	3.382	39	.087		
	Total	12.500	49			

In table 4 the analysis of variance ANOVA shows that there is a statistical significance between both groups as $Sig = .000$ or p-value noted $p=2.8039 \times 10^{-13} < \alpha=0.05$ (the significance level). This value allows rejecting the Null Hypothesis asserting that no differences (related to task-based instruction treatment) exist between groups. The practical level of correlation/association between treatment and groups is assessed by the measure of association summarized in table 5.

Table 5: Measure of association of Overall Score * Group

Measures of Association		
	Eta	Eta Squared
Group * Overall Score	.854	.729

The measure of association in Table 5 reveals in the current case, the Eta squared value expressing the Effect size is $ES = .729$. This indicates a strong correlation between the dependent variable and the independent variable. This practically means that 72.9 % of the variability of learners Performance is explained by the task-based teaching model. These data are interesting as they confirm the predicted positive impact of teaching strategies and learners' languages skills development.

4.10 Classroom Observation Report

The irregularities noticed on the field explain somehow why students are not unable to speak the language. Students can write correctly a sentence but they are unable to use correctly the same sentence in a conversation, most of their writing skills are far better than their speaking skills in terms of fluency and accuracy, another dichotomy is students with good marks in English but unable to utter a single word in the language. The only source of exposure the students got comes from the teacher or the syllabus in which unfortunately they are confronted with written language at the sentence level and carefully scripted dialogues. Moreover, students have not been exposed to authentic language interaction other than instruction-focused teacher talk. Another irregularity is that sometimes, students seem to master a grammar point successfully in a lesson, and get it right when doing an exercise on it; they even reproduce it in a test or exam but they often fail to use it correctly when expressing themselves freely. The second part of this observation deals with students' exposure to the language from their travelling (to Ghana or Nigeria). Some students express themselves with ease even if their speaking fluency and accuracy level is not as high as natives, there is, all the same, a significant gap between their level of fluency and accuracy and the level of students who just learn English in the classroom without the chance of exposure. To finish courses and even the examinations do not emphasise on the oral aspect of the language

5. DISCUSSION:

Through the data collected, it is observed that thirty percent (30%) of the students say they enjoy learning English seventy per cent (70%) on the other hand say they do not enjoy learning English. From this result, it can be noticed that students do not like the English language. The results collected through classroom observations revealed that learner rejection of English current teaching. A content-based teaching approach is highly demotivating for EFL learners who simply give up on real language skills development and attend classes for grade and pass exams. Some of them, the minority, give a false impression of achievement as they rely on rote memorisation of grammatical structure and vocabulary items. Those students seem to master most grammar points successfully, and get it right when doing

exercises in written tests or exams yet, they often fail to communicate in a real-life situation. To confirm this, Brown and Yule (1983:3) pointed out that “*for most of its history; language teaching has been concerned with the teaching of written language*” From my interviews, teachers also confess that the major challenge they encounter is due to the dichotomy of students having good or even excellent marks but unable speak English. This is since English is taught in a foreign language context. In absence of real communication need, the language teaching has gradually been restricted to a mere school subject in a so-called “competency-based approach”, the ineffective implementation of which has led to content and/or objective-based instruction model where success is guaranteed by memorising and completing written tasks.

There are evident barriers to a communicative English teaching in Benin as the respondents pointed out, such as the large EFL classes, the teaching syllabus, the inappropriate materials and most importantly the training. Clearly, EFL teachers in the current situation can only bank on their abilities to readapt to the exigencies of a communicative language model rather than waiting for educational stakeholders’ effective support. This is possible through an appropriate self-training to a model of instruction that is flexible and requires merely a reorientation of teaching process and outcomes, with the possibility for teachers to design cost-efficient and relevant materials. Patently, a task-based instruction model as confirmed by the most EFL teachers is real-word need-oriented, motivating and cross-curricular skills development focussed. Also, it has the advantage to fit the Competency-based approach implemented in Benin because is learner-centred.

Larsen (2000: 144)^[3] states that a “*task-based approach aims to provide learners with a natural context for language use*”, through task-based approach, creating optimal learning condition in the classroom with the use of real-life materials could lead to better results As advocated by Lever and Willis (2004),

“With task-based instruction and authentic material, learners made far more rapid progress and were able to use their new foreign language in real-world circumstances with a reasonable level of efficiency after quite short courses. They were able to operate an effective meaning system, i.e. to express what they wanted to say, even though their grammar and lexicon were often far from perfect”.

In the foreign language context, the limitations in grammar and vocabulary should not prevent oral expression if a communicative language teaching learning if intended. Task-based teaching in addition to providing authentic learning experiences leads to learners’ autonomy as the most task requires both in-class and out-of-classroom settings activities. Moreover, it helps learners to capitalise and reinvest learning strategies they have previously developed. In other words, learners ‘*learn how to learn*’ and share it by collaborating with their classmates. It has been argued that learning how to learn (self-directed learning) would be of utmost importance for language learners for at least three reasons. First, because of the complexity of the task which learning presents, there is never enough time within a formal scheme of instruction to ensure mastery, and if the learner has not been prepared to take responsibility to learn autonomously outside classroom settings, it is unlikely that any learning will take place (Carver & Dickinson, 1982; Dickinson & Carver, 1980). The second reason is the belief that engaging students in the process of learning and assessment would encourage their learning efficiency. Studies of the characteristics of good language learners (Naiman, et al. 1978; Stern, 1983) suggest that efficient learners consciously monitor their performances, analyze them, and develop a repertoire of efficient learning strategies. Thirdly, in a self-directed scheme, through reducing the distance between the learner and the teacher, feelings of anxiety, frustration, and alienation decrease, and consequently the learner becomes more receptive to the learning process (Brown, 1973; Schumann, 1975).

This research is not a rejection of the current curriculum. Rather, it seeks to redefine the learning outcomes and thereby, adapt teachers’ daily practices to create a genuine learning environment. The following types of activities can improve students’ speaking fluency and accuracy since for their completion students will need to interact a lot. They have shared experience tasks: These types of tasks include narrating, describing, exploring and explaining attitudes, opinions, and reactions. The outcome is usually social. These tasks help students to share and exchange their knowledge and experience. After that there are Problem-solving tasks, this type of task includes analysing real situations, reasoning, and decision-making. The outcome involves solutions to the problem, which can be evaluated. These tasks help promote students’ reasoning and decision-making abilities. With problem-solving tasks, students will need to make use of a lot of language resource to complete the task.

6. CONCLUSION:

The position of Benin toward Nigeria; Ghana and other English-speaking countries of Africa and the actual English-oral performance of Beninese students urge to undertake this study. This research will help teachers teach more effectively the English language by adapting their teaching to EFL students’ needs through the task-based approach to improve their oral proficiency. This research has used an experimental methodology to collect relevant information gathering data form both quantitative and qualitative sources. The answers provided by the respondent in addition to the

data collected from the experimentation, class observations and conversations confirm that the majority of teachers meet difficulties to teach communicatively due to many hindrances the most important of which is the lack of appropriate training. Moreover, it has been proved that appropriate task-based orientation in EFL teaching significantly improve learners speaking and overall communicative skills. The current research advocates for a practical, flexible and dynamic implementation of the Competency-based approach in Benin taking advantages from relevant and innovative teaching-learning techniques and strategies. This should be priorities for educational stakeholder. But before it becomes a reality, EFL teacher should invest in their personal and professional development grabbing every opportunity to be trained using the available technologies of communication and online courses. They should also explore possibilities to build sustainable teachers associations and networks using social media to share knowledge and materials with national and international experts.

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