The Computer-Assisted Language Learning in Teaching English as a Foreign Language: A Challenge or Myth in Benin Secondary Schools?

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Abstract

Nowadays, the use of technologies has swept through every domain in human endeavor and particularly in the field of education. This phenomenon has been influencing everyday classroom practices over the world. Unfortunately, this has not been a reality yet in Benin classes. Therefore, this research work explored and shed light on the opportunities related to the use of the computer in Teaching English as a Foreign Language on the one hand. On the second hand, it strove to diagnose the strengths, weaknesses and opportunities of Benin educational system that can contribute to promote, delay or impede the use of the computer to support English teaching. To easily address the different aspects, the study combined interviews, direct observations plus questionnaires. The findings were far from smooth and the key issues surrounding them were questioned.

Keywords

challenge, myth, TEFL, CALL

1. Introduction

In the 21st century, the dual advents of globalization and communication technologies have brought about some impetuous changes, bringing people closer in the daily activities. Moreover, English has become a global language over the world. Indeed, not only does it allow people to create and maintain relationships regardless to their origin. It also increases opportunities in business and job market. Regrettably, after seven years, Benin learners are hardly able to use the language appropriately. This is greatly due to the teaching/learning conditions and the unavailability of relevant teaching materials.

Therefore, the study tries to elaborate on how the teaching of English may be reoriented towards the use of the computer as a support, Benin being a part and parcel of the world. Thus, the Computer-Assisted Language Learning (CALL) feasibility is under question. Indeed, the common sense is that as a

developing country, the standard citizen lacks the minimum and the state as well as the schools are far from financial safety.

2. Review of the Related Literature

2.1 Meaning and Typology of the Computer-Assisted Language Learning

It has been admitted as a common sense that the 21th century is the era of technology. As asserted in Boulter (2007), technology is a driving force for the new millennium. Thus, in the last decades, the applied field of educational technology has been struggling to assert itself in order to serve human being (Boulter, 2007). In language teaching, both non-computer-based technology and computer based technology are used. Brown (2007) refers to non-computer-based technology as any equipment that cannot operate without electricity. Such equipment are movies, filmstrips, slides, tape records, photograph records, afterward, CD (Compact Disc) and Digital Video Disc (DVD). With the advent of globalization, the Information and Communication Technologies (ICT) takes an impetuous turn along with computer based technology. Consequently, teachers and learners need to know how to up-date their information, in order to be competitive on economy market (Slaughter & Leslie, 1997). In other words, the educators have to find meaningful strategies to incorporate these technologies into the teaching/learning process effectively (Boulter, 2007). Considered as the focus in this research work, a deeper understanding of the computer is required.

A computer is a device equipped with a memory, indeed. It means that different types of data can be stored in a computer and used for a further processing. As defined in Gündüz (2005), a computer is a device that processes information with great speed and accuracy and helps to create information. It processes numbers, words, still or moving pictures and sounds. According to him, with the computer, communication may be visual through text displaying, graphics or video images on a screen. It can also present sound in the form of speech, music or other audio-output. It can be used everywhere by learners, teachers, research scientists and individuals in quest of information. Moreover, as the user can access the data wherever he/she wants, the learning time has increased. To paraphrase Sabzian and Gilakjani (2013), the learning day is unlimited with the computer, since access to a computer can support learning beyond conventional classrooms. It can be used as the mainstay of a course, or backup, reinforcement, extension and so on.

However, a computer is actually a human made tool with no inborn wisdom, no initiative and no inherent capability to learn or teach (Gündüz, 2005). Therefore, orientations must be specified by the teacher since the device acts as a servant and will perform faithfully the instructions received from users. As inference, the computer in the educational field is merely a teaching aid. Hence, as stated in Brierley and Kemble (1991), there is no anxiety related to the threat of teaching profession in presence of the computer. The teacher's place is still guaranteed in the classroom. In this perspective, Warschauer and Meskill (2000) affirm that the Computer-Assisted Language Learning is not a new approach; rather, the computer can be used to facilitate interaction within many approaches inside the classroom or outside.

Even though it may appear as a recent notion, the Computer-Assisted Language Learning (CALL) has been an interesting field for numerous researchers. They refer to many terms to designate the teaching/learning of language with the computer. However, it is valuable saying that the CALL boundaries and components have still being explored. Over time, scholars have attempted to categorize the concept. Some of them made their classification based on the task the machine is used for, the skills it focuses on or the place where it is used. Warschauer (1996) for example classified it in three categories: behaviorist, communicative and integrative CALL with latest labels including *Computer-Enhanced Language Learning* (CELL). The more general *Technology-Enhanced Language Learning* (TELL), specific applications such as *Computer-Based Language Testing* (CBLT) and *Computer-Supported Reading Instruction* (CRI) are used. Later, Warschauer and Healey (1998) as well as Khamkhien (2012) confirmed Warschauer's view. Indeed, the three historical phases enumerated have been mentioned:

- Behavioristic CALL: it was conceived in the 1950s and implemented in the 1960s and 1970s. Drill and practice materials are used with the computer presenting a stimulus to which the learner provided a response. The computer would analyze students' input and give feedback. More sophisticated programs would react to students' mistakes by branching to help through screens and remedial activities.

- Communicative CALL: 1970s to 1980s. With the arrival of Personal Computer (PC) and the development of software for language learning, computers provided context for students to use the language. Such activities as asking for directions to a place were included.

- Integrative CALL: embracing multimedia and the internet from 1990s. The Integrative CALL was described by Warschauer and Healey (1998) as the one that provides direction and coherence to address criticisms from the communicative approach. This integration was coupled with the development of multimedia technology through text, graphics, sound and animation as well as Computer-Mediated Communication (CMC) using sounds, pictures and films in addition to texts on a screen. The CALL in this period saw a definitive shift. It was used as a means for extending education beyond the classroom through specific task completion instead of being used for drill and tutorial purposes.

In a later publication Warschauer judged it necessary to change the denomination of the first phase from Behavioristic CALL to Structural CALL and also revised the dates of the three phases (Warschauer, 2000). Hence, the classification has become:

- Structural CALL: 1970s to 1980s.

- Communicative CALL: 1980s to 1990s.

As far as he is concerned, Bax (2003) proposes his own classification which seems to be different from what has been mentioned so far:

- Restricted CALL—mainly behaviouristic: 1960s to 1980s.

- Open CALL—i.e., open in terms of feedback given to students, software types and the role of the teacher, including simulations and games: 1980s to 2003 (i.e., the date of Bax's article).

- Integrated CALL—still to be achieved. Bax argued that at the time of writing language teachers were still in the open CALL phase, as true integration could only be said to have been achieved when CALL had reached a state of "normalization"—e.g., when using CALL was as normal as using a pen.

In order to help teachers and learners grasp the essence of the matter, Egbert (2005) and Brown (2007) suggest a series of principles. They can be summarized as follow:

- In the CALL, technology is used to support pedagogy and curriculum.

- Software to be used must be suitable and hardware available and sufficient.

- Learners' adherence is required for the CALL to be successful.

- The computer must be made accessible to all learners.

- The computer must be effectively and efficiently used.

- A backup must be planned in case of technology fall short.

Once these principles are observed, the CALL offers many advantages.

2.2 Advantages Related to the Computer-Assisted Language Learning

Whenever the technology use in the classroom is mentioned, school actors in general and more specifically the administrators want to know the related advantages. But, prior to any answer, some fundamentals have to be considered: first of all, rather than an approach or a method, a computer is a medium comparable to books, libraries, and print, etc. In fact, no one asks if books or libraries are beneficial for language learning or not (Warschauer & Meskill, 2000). Secondly, communication technologies are in fashion in the 21st century. In such a context, we can no longer merely think about how we use technology to teach but further the type of language learners need to communicate effectively nowadays.

Through the computer, the learner has a quick and easy access to a large range of information. As a result, learners' interest, motivation and self-confidence increases. Warschauer (2004) asserted that learners have a tendency to devote more time on tasks on the computer. Moreover, learners receives spontaneous feedback. Besides, according to Khamkhien (2012) it might happen that teachers are not able to respond to the entirety of their learners' need. The CALL provides learners with various information and support their needs. With this multiplicity of advantages, one may wonder why people are still resistant to the computer assistance in language classes.

2.3 Factors Influencing the Use of Computer in Language Learning

Teachers and school administrators' hesitation toward the integration of the computer in language classrooms may be justified by the fear of the adjustment to be made in their teaching and the implications on the whole process. To that effect, a gradual integration appears more judicious. Chapelle (1997) and Warchauer (2004) then, draw our attention on the fact that disadvantages do exist, and suggest users not to completely give up language classroom for the computer technology learning. According to them, the English teacher is still a resource person in language classrooms. In fact, as advocated in Khamkhien (2012), the authentic native speakers input provided by the computer might not be easily understandable for low or relatively proficient learners without additional help from the teacher.

388

Likewise, for the CALL to be effective, both teachers and learners need to be trained in order to have an idea about the role they have to play in the process. This training also aims at providing them with appropriate resources to adjust their teaching and learning to the CALL authentic activities included in the curriculum. This adaptation is not only about the computer hardware and software but mostly about its integration to language learning context. Moreover, neither the computer, nor the training might not be affordable or available to all institutions in terms of investment for appropriate technology and efficient network (Khamkhien, 2012). In addition to money investment, Warschauer and Meskill (2000) pinpoint investment of time, and uncertainty of results. In fact, hesitant teachers consider the amount of time to be devoted to training and lesson preparation. Some others prefer to keep their usual methods as they have no assurance as far as the effect on the learners is concerned.

In sum, in the language learning process, the CALL must be considered not as a new approach but, as the integration of an innovative aid increasing the learning time and offering many other advantages when it is appropriately used. It does not mean that the traditional classes should totally be given up, for, the teacher is still a guide in the process.

In order to get relevant information about the CALL implementation in Benin, the study resorted to diverse instruments.

3. Methods and Procedure

In the framework of this research work, data are gathered through interviews with resource persons that helped corroborate answers from questionnaires and class observations. To that effect, the investigations mostly rely on teachers' and learners' experiences with reference to Teaching English as a Foreign Language as well as their opinion about the Computer-Assisted Language Learning integration in Beninese secondary schools' classrooms. School administrators in charge of reforms implementation and specialists in computing views have also been considered in the study. The inquiries were concentrated on Cotonou city that stands for the littoral department. The motivation in selecting Cotonou in this research work is relevant, for, it is the biggest cosmopolitan city, truly representative in Benin Republic. Actually, Cotonou, the country's showcase is amazingly distant from any other city as far as modernity and whatever resources (financial, material, human, technological...) availability are concerned.

Indeed, two types of questionnaires were designed. The first one was sent to teachers to have a clear view of their ability to use the computer and the extent to which they use it in their teaching. It also seek to know the rate of teachers trained to use the computer to that purpose. The teachers' view and suggestions about the CALL prospective carrying out in Benin were required. As for the questionnaire to learners, it investigated on their motivation to information and communication technologies in general and more specifically computer. Another session focuses on the aim of their using and their view on the computer integration in the English learning in or outside the classroom.

As far as the interviews are concerned, they are three in number. The interview with the school administrators helped to investigate on the availability of teaching materials and preliminaries for the

389

CALL implementation. It also allowed to know if as school managers, they are ready to be part of a future carrying out. On the one hand, the interview with the computer scientist was aimed at knowing the practitioners' view about operational applications and facilities related to the learning of English language with the computer. On the second hand, their opinion on the possible difficulties that can impede the CALL to become a reality in Benin was lightened. Finally, their suggestions for the smoothness of this progress in English teaching have been explored. The last type of interview refers to a resource person having experienced the use of technologies in the country some years since. The ambition was to focus on the practical aspects of the CALL carrying out in Benin. Concerning the classroom observation, it allowed to witness the true picture of what has been stated in the questionnaires and interviews. With the methodology determined, let us now report the essential of findings.

4. Summary of Findings

4.1 Assessing Teaching/Learning Materials Availability

Table 1. Availability of Teaching/Learning Material

Teaching material		Learning material
Board + chalk	Board + chalk + Audio-visual aids	Learner textbook
80% of teachers	20% of teachers	50% of learners

The findings reveal a crucial lack of teaching materials required for any language learning today. Besides, the only teaching aid used by 80% of the teachers are board and chalk. Only 20% of them have the opportunity to use a few audio visual aids occasionally. As for teaching documents, despite the great range of material available worldwide to promote English learning, Benin is still limited to textbooks. There is only one textbook available per grade level. This book is entitled "Go for English". Only 50% of learners have either the book or the photocopy. This situation raises a question: how does the remaining 50% manage to follow what is going on inside the classroom? Some teachers allow them to follow with their mates. So, learners may be three or even four per book.

4.2 Inventory of the Preliminaries to the Computer-Assisted Language Learning in Benin

Power cut is a permanent issue in the country and 70% of the visited classes lack socket; sometimes the only one existing is out of use. Almost no prerequisite is available for the CALL implementation. Therefore, school actors continue to consider the computer as a tomorrow challenge. Only 20% of school administrators declare to have no computer room though 60% assert to have computing course for the learners. Moreover, the computer courses hold in those schools is the administration own initiative and responsibility.

Table 2. Teachers' Training in Using the Computer in Their Teaching

Teachers trained in CALL	Teachers never trained in CALL
25.70%	74.19%

74.19% of teachers have never followed any training related to the CALL. Meanwhile, 72.58% of them are willing to follow a training to integrate the computer to support their teaching. Those teachers have various opinions as far as the training focus is concerned.

Figure 1. Teacher Need to Carry out the CALL Classes

58.53% of teachers would like to be able to adapt the computer to their teaching at the end of the training while 15.44% spoke for a better use of the computer device. As for 10.56%, they need a technical training to handle everyday technical failure and 15.42% suggest a combination of all the previous aspects. In other words, about 74% thought that, a training in the application of the computer use to TEFL will be helpful.

Table 3. Teachers' View on the CALL Implementation

Teachers with a positive view on the CALL occurrence	Teachers with a negative view on the CALL occurrence
83.06%	16.80%

83.06% of them believe in a possible happening of the CALL in Benin. However, they think that a plurality of mixed factors can delay this advent in Benin.

Table 4. Factors that can Impede the CALL Implementation

Material acquisition	Teacher training	Lack of support from school management	Lack of support from the state	Lack of support from the state + material acquisition	Power deficiency	Connectivity deficiency	Curriculum adjustment
26.78%	21.42%	14.28%	10.71%	7.14%	10.17%	5.35%	3.57%

26.78% of respondent teachers think that the material acquisition is on the top of those factors. For 21.42%, it is rather teacher training. To the same question, 14.28% of teachers respond that the lack of support from school administrations will suffocate the implementation of the CALL while 10.71% of them point out support from the state. As for 7.14% of them, they mention the combination of material and support from the state. 10.17% others stress on power deficiency. Connectivity deficiency and curriculum adjustment hold respectively 5.35% and 3.57%.
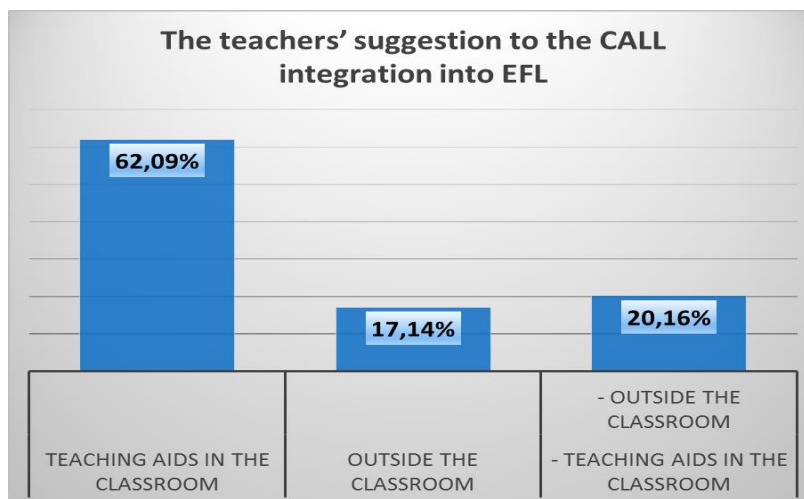

Figure 2. The Teachers' Suggestions on the Computer Use

Teachers made diverse suggestions for the CALL implementation. Concerning the type of use, 62.09% of the teachers thought it should only be used in class and 17.14% claim that using it as support for the traditional learning outside the classroom will be enough. For 20.16%, both use should be combined to meet the expectations.

In addition to the teachers' attitude, the school administrators' opinion about such an innovation has to be considered. To the question whether they believe the CALL can become a reality in Beninese secondary schools, 40% of the school administrators' answer "not today". Still 40% others believe that this dream can become a reality unless the state makes it a priority and supports it. The remaining 20% believe that it will not be an easy stuff. To justify their opinion, they explain that with the financial situation prevailing in the country, the CALL is far from being a priority at the state level. Another question was to

392

know if as school administrators, they are ready to invest to have it done. They answer that it will take time. Moreover, Private school administrators confess that, in case it happens, this will definitively affect school fees for many years. As far as the public schools are concerned, the answer is systematically no. The reason is that the acquisition of the most elementary pedagogical materials remains a challenge. Indeed, with the free education, schools depend on the state subsidies that are insufficient and come very late.

Most of administrators are reticent about any financial contribution from learners as a compensation to that shortfall and their opinion can be summarized as follow: the national, financial situation painted hitherto, affects every stratum of the society and parents are not spared. Hence, most of them are resistant to subscriptions even if they understand the purpose and may be associated to the funds' management. Therefore, 20% of them rather suggest an association with international institutions such as United State embassy, American Cultural Center, United Nation Development Program and so on, mainly for the provision of material and the teacher training. 20% recognizes that the contribution alternative will work only and only if it is well managed. The remaining 60%, they are quite reticent.

As mentioned earlier, the true study also refers to a previous experience related to the integration of technology in the country. Thus, the interview with the CEO of Projet Cerco, a private school, reveals that the computer was used as a solution to manage the great number of learners they had. But, very soon, they come to realize young people interest for "new technologies". From then, they start inserting it gradually in all strata of the school. Later, teleconference was experienced, but due to the unavailability of internet, this activity could not go far. The following step was the internet bus, a bus equipped with generator and computers. Another strategy was to offer a laptop to every student, once he/she registers for the academic year. Unfortunately, once some get the computer, they disappear. Now, the institution has its own assembly plant and for the time being, it supplies many organizations with computers at a relatively low price. Having a clear idea about the teachers' relation and attitude to the computer, it is obvious to know the learners' interest for the material.

4.3 The Learners' Motivation to Information and Communication Technology

Most youth in Benin devote much time to technology. More than 80% of the learners spend at least thirty minutes to technology per day for chatting, games and applications related to social networks such as whatsapp, facebook, messenger, skype, viber and so on. Indeed, 35.06% of Benin EFL learners use technology to chat with their relatives and friends. 25.7% are kept busy by social networks. As for games, 15.58% are interested. Only 11.38% use technology for academic purpose and 2.8% in English learning. Concerning their opinion about a possible use of computer in the learning process, fortunately, only 19.01% of learners have a negative outlook; they view it as an extra job. Besides the remaining 80% of them would enjoy using the computer as a learning tool; 45.29% would like to experience it outside the classroom. Unlike those learners, 32.15% prefer to have it as a teaching aid in their current classrooms. The remaining learners are ready to experience it both in and outside the classroom.

Table 5. Summary of the Basic Strengths, Weaknesses, Opportunities and Threats Related to the CALL Implementation in Benin

	Teacher training	Classroom practices	Teaching materials
Strengths	A priori, there is almost no prerequisite available for the implementation of the CALL in Benin secondary schools		
Weaknesses	- The basic training remains a challenge - The EFL teachers have never been trained to use the computer in their teaching	- The number of learners in EFL classes - The curriculum - The time allotted	- Unavailability of traditional teaching materials - Unavailability of computer rooms and computer in most Benin secondary schools - Lack of prerequisite to settle a worth computer system (power deficiency, internet, infrastructure, material provision, plug in many classes) - The learners and teachers' access to the computer room - Lack of support from the state ****************************** The storage of a great quantity of data
Opportunities	The teacher training for CBA - The new recruit national training	Classroom activities	- The accessibility of a large range of information - The fashionable effect on the learners - The funny aspect - The permanent exposure to the language
Threats		The lack of concentration from scatterbrain learners	The computer technology being in perpetual innovation, the material becomes quickly obsolete

Once the findings have been displayed, they will be discussed in reference to the available literature.

5. Discussion

The computer contributes to drive the learning borders from the classroom and as the technology is a motivating tool for young peoples, the learners will learn in a more relaxed and pleasant way. Moreover, the learner has the opportunity to experience native speakers' pronunciation. Consequently, the teacher is no more considered as the sole source of English language. Thus, a regular exposure to such environments will provide a practical route for language learning. As reported in Sonou (2015) the use of audio-visual devices in Benin EFL classes will help to cope with four main causes of the deficiency in most Benin secondary schools. These deficiencies according to him are related to: the learner motivation,

learner centered teaching, management of large classes and reduction of the socio-linguistic environment. All those aspects are relevant in Benin EFL classes. Besides, this environment created inside the classroom during English courses may also be reproduced with their mates outside, with or without the teacher. Moreover, regarding the time they devote to technology per day, they would enjoy using the computer as a learning tool and the majority of the learners are curious to experience the CALL. Unfortunately, up-to-date, there is almost no room for the use of the computer in Benin secondary school. With the lack of prerequisite described in the findings, many aspects or almost all aspects has to be carefully considered. However, the ambition of its integration should be considered not as a myth but rather as a challenge. It is a complex issue indeed. Thus, as mentioned by the computer scientists, access to the material, energy and stability of connection to internet on the one hand, on another hand, teachers' fear for the unknown and training to integrate the tool in their teaching are preliminaries to be dispelled. According to Khamkhien (2012) and Warschauer and Meskill (2000), it might happen that all institutions cannot afford the investment for appropriate technology, efficient network and infrastructures to support it. The state support is truly necessary to solve the aforementioned hindrances as advocated by Ryan and Cooper (2010) who suggest subsidies by the state. It is worth saying that despite the current context of Benin financial problem, some vague attempts have been undertaken by the state. An alternative should be found at the level of the school to reinforce this effort. For the time being, the only action from the state is the provision of some computers here and there to selected public schools. Thus, the enumerated challenges can gradually be taken up.

Aside from the general challenges, others are related to teaching and more specifically to Teaching English as a Foreign Language. Actually, even if they have never been trained in using the computer to teach, most of questioned teachers use the computer for various purposes. The teacher training appears as fundamental; mainly the pedagogical aspect related to the use of the computer. However, considering the fact that the initial training issue in the country has not been solved, training the teacher for the Computer Language Learning may not be a simple matter in Benin. Yet, teaching is a complex job and the teacher cannot just be asked to manage this integration. Motteram (2011) went beyond and shows that with the advent of technology, the EFL teachers should not remain mere consumers of the materials. This implies that they have to develop expertise when they use the technology and the computer in their daily teaching.

In this view, Tomlinson (2003) and Masuhara (2006) explain the necessity for teacher educators and trainers to empower teachers and increase their autonomy through innovative approaches to materials development. Moreover, these training should be conducted in such a way that they help teachers to enhance their positive attitudes and gain in self-confidence about its use, once on the ground. In addition to the teacher training, Ryan and Cooper (2010) stated that frequent maintenance by qualified technicians are required to ensure that the teachers concentrate on the pedagogical aspect of teaching. Actually, the device shortcomings may contribute to discourage the users. For the shift from traditional materials to the computer to be effective, not only the teacher training deserve a particular care, such aspects as the

395

learner assiduity, discipline, comprehension level that can vary from one learner to the other need to be handled.

Through the investigations, the school managers and other actors seem to be ambitious to have the CALL achieved in their institutions. But due to the multitude of constraints, they think it will take time. But before stepping in the training, once the willing schools have been identified, a detailed budget has to be elaborated. This budget cannot serve without a matching financial plan. Then, while training the teachers, the infrastructures and the material accessibility issues must be treated simultaneously. After the preliminaries, the actual integration has to be thought. The ideal is to have the computer both in and outside the classroom in order for the learner to be accustomed with the material. Failing to have this, the EFL teacher can urge his/her learners to selected software, in order to help them boosting their performance, until the integration in classroom is possible. As shown in Önsoy (2004), the teacher is responsible for choosing the right and interesting CALL programs enabling his/her learners to reflect and understand the concepts by him/herself.

Therefore, Lee (2008) advocates that when the task is carefully explained with learners aware of the objective and their responsibility, they discipline their own learning and they are more and more encouraged along as their progress appears tangible. The learner then greatly contributes to the building of his/her own knowledge. Hence, while teachers' role is decreasing, the learner's is actively increasing. As mentioned above, the learner autonomy is truly promoted in the CALL, no matter the type of CALL. Dealing with the type of CALL to be selected, I think that the integrative CALL suggested by Warschauer and Healey (1998) is the most appropriated in Benin context for a couple of reasons. The first one is that it endeavors to integrate the teaching of language skills into tasks or projects and make the learning as real as possible. The learner can make his/her own discovery and build his/her own knowledge at the same time. In fact, the cognitive character of the CALL related to the learner eagerness to discover is supported in this research work. This view is also supported by El Soufi (2011) who shows that with the use of technology devices, the learner discovers information and by doing so, develops his/her autonomy. Thus, he/she feels more confident and may develop the will to work with others to share his new knowledge. In other words, it will definitely allow pushing the English learning limits away from classroom boundaries

To conclude, though the CALL implementation appears as a challenge in Benin, a strong will from the state, school administrators, teachers and learners will contribute to have things done. Anyway, the 21st century, undoubtedly can be characterized as the globalization and technological era. Therefore, the question is no longer whether to use computers or not, but how to introduce the CALL in Benin EFL classes. As such, Benin being part and parcel of the world has to catch up the global and impetuous train to development. This is a pair of challenges as it includes giving Benin citizens the means to communicate easily regardless to the geographical. This call on the second challenge which is to facilitate the teaching/learning by using the multitude of possibilities offered through the technology for

that purpose. It is profitable for Benin to join the walk of the century and explore the myriad of opportunities offered through the computer.

Though the prerequisite are hardly available, a meticulous planning and implementation will help the accomplishment of the CALL. Hence, the educational system as a whole deserves to be reorganized accordingly. Among others, the pedagogical materials provision, the teacher training are some very aspects to be addressed for the implementation. External resources from international institutions and banks can help. The priority is to motivate and lead the actors involved in the CALL implementation to understand its ins and outs and adopt it. In other words, the main challenge from the beginning is to make this vision a global one. Mainly, efforts should be focused on teachers.

Another point to be focused on is the curriculum readjustment. Concerning the implementation, an experimental stage is required with sample schools and a detailed evaluation conducted before the CALL can be generalized. This study is rather explorative than experimental. Thus, the strengths, weaknesses, opportunities and threats call for a practical view in further studies. Moreover, due to the growing pace of technology nowadays, some emerging areas such as the online language learning, Mobile-Assisted Language Learning need to be focused in Benin context.

6. Conclusion of the study

It has been admitted that making EFL learners use the language easily and integrate the computer into the English learning remains a challenge in a country like Benin where there is still deficiency of classroom, qualified teachers, teaching material and even power deficiency. But, now is the time to move from those challenges of today to reality. Besides, a challenge has always been a complex matter. Anyway, the facts speak for themselves and one never abandon a challenge because of its complexity. Rather, whatever the context, once everybody is convinced that the stakes are high, each actor at his/her level has to contribute and work in synergy, for the objective to be reached. Waiting for the state to make the decision will delay things. For teachers, that is a war and he/she who accepts to make a war, may win or lose it; but he/she who refuses to go to war has already lost. Everything depends on the ability to be creative and adopt modern teaching deeds that have been proved over the world.

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Note

Note 1. Warschauer, M. (2000). *CALL for the 21st Century*. IATEFL and ESADE Conference, Barcelona, Spain.