



## **Language Clubs and Pedagogical Approach to Teach English: University of Parakou English Club Case**

### **Klub Bahasa dan Pendekatan Pedagogis untuk Pengajaran Bahasa Inggris: Kasus Klub Bahasa Inggris Universitas Parakou**

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Permalink: <http://dx.doi.org/10.24036/ld.v14i1.107995>

Submitted: 11-02-2020

Accepted: 06-06-2020

DOI: 10.24036/ld.v14i1.107995

Published: 06-06-2020

#### **Abstract**

This study aims at highlighting the English club as a tool for learners in need of English as a foreign language through which they practice and improve fluency. We use participative and consultative methods by means of questionnaire, interviews and Focus Group Discussion administration to stakeholders. Participants are four secondary schools, two private universities and one public University: 26 students, 10 administratives and 16 English teachers. The data was analyzed via descriptive statistics. Results indicated that most existing English clubs in the community contributed significantly to learners' language fluency improvement and consequently to updating state of teachers and other actors. The more university of Parakou English Club members (UNIPAREC) participated to activities, the more they became fluent in English. The findings suggest pedagogical means to UNIPAREC for all categories of actors in the manipulation of the English language.

**Keywords:** English club; pedagogical approach; teaching English; University of Parakou

#### **Abstrak**

Studi ini bertujuan untuk menyoroti klub bahasa Inggris sebagai alat untuk pelajar yang membutuhkan bahasa Inggris sebagai bahasa asing sebagai wadah untuk berlatih dan meningkatkan kefasihan. Kami menggunakan metode partisipatif dan konsultatif melalui kuesioner, wawancara, dan administrasi Diskusi Kelompok Fokus kepada para pemangku kepentingan. Peserta adalah empat sekolah menengah, dua universitas swasta dan satu Universitas negeri: 26 siswa, 10 administrasi dan 16 guru bahasa Inggris. Data dianalisis melalui statistik deskriptif. Hasil menunjukkan bahwa sebagian besar klub bahasa Inggris yang ada di masyarakat berkontribusi signifikan terhadap peningkatan kefasihan bahasa pelajar dan akibatnya untuk memperbarui keadaan guru

dan aktor lainnya. Semakin banyak anggota Klub Bahasa Inggris Universitas Parakou (UNIPAREC) berpartisipasi dalam kegiatan, semakin mereka fasih berbahasa Inggris. Temuan ini menyarankan cara pedagogis untuk UNIPAREC untuk semua kategori aktor dalam manipulasi bahasa Inggris.

**Kata kunci:** English club; pendekatan pedagogis; pegajaran Bahasa Inggris; University of Parakou

## INTRODUCTION

It is hardly necessary today to point out that English is the most international language. It is indeed the most widely used means of communication in that it is spoken in all continents and certainly in every country as either first or a second or foreign language. It is actually easy to notice that English has been promoted to the position of a universal language of communication, which confirms the Economist's (2000) view that English is referred to as the world's standard language serving as a link of transmission for official, political, economic, social, and cultural activities. In this globalizing world, English keeps spreading wider every new day, thus backing up Brumfit's (1982, p. 29) prediction that the number of people who speak English as a second or foreign language will exceed the number of native speakers by the next century. The speedy-spreading power of this language as a language of education, trade and technology and the many advantages it provides every individual user is an indication that it is a language that enables one to reach out to the world, the language of power, a key to success in life.

Such a language cannot be dispensed with by the modern man. It is imperative for everyone to learn and master it as a passport to the contemporary world survival. If Benin, in particular, would be willing to take it up as a must to promote English so as to facilitate communication, it would turn to enough profit its location with regard to Nigeria and Ghana, as the language would serve as a tool for the improvement of their socio-economic relationships, and would, as well, help consolidate its economic ties with the USA and the rest of the world.

Fortunately, Benin authorities are aware of the importance of this language and this language has been taught in our secondary schools and the University of Abomey-Calavi for decades now. However, the expectations – having a significant percentage of students who would end up as very good users of the English language with the double ability to speak it fluently and write it communicatively – are yet to be met. Very few students no matter how long they have learnt the language can use it appropriately. Yet, this issue of lack of fluency and failure to write communicatively has been so important a concern that numberless research works have focused on it and have made suggestions and recommendations for the purpose of reaching oral fluency on the one hand and achieving coherent communicative writing on the other hand.

Moreover, whereas this issue is serious in places where all formal structures are laid down to ensure that the language is taught, there are places where those structures do not exist. One specific place in Benin is the Northern region where the only university, the University of Parakou does not have English Department as a specific subject on its curriculum. That is, no specific language institution offers students the opportunity to effect a sound acquisition of that important language. Even teachers and the administrative personnel suffer from the non-existence of such an institution. The question arises therefore as to know whether the students and the junior workers of the Northern part of the country should thus be doomed to lose the benefits English provides those who can actually use it.

Students are aware of this situation and ceaselessly complain about it and many are they those have resigned to their fate. On the same campus of the University of Parakou, on the other hand, a number of students have been determined to acquire the language in order to profit by the advantages therein have decided to confront the situation by searching for and finding out a way through. What they found as alternative, as a result, is the English language club. They have decided to use the English club to further their knowledge of the language. Their earnestness in making the club function, their notably improved knowledge of the language since the club has been set up, and the stronger love they have developed for it are the motivators of this research work.

This article, of course, aims at highlighting the English club as a tool both students of English and whoever is eager to acquire English as a foreign language should not dispense with and through which use they can learn a lot and develop certain speech habits necessary for communicative behaviour which ordinary classroom context is not likely to offer them. It is also designed to indicate that such clubs can help students to develop both communicative writing and fluent speech.

English has become the world language without which one's chances of being opened to the world are limited. It is therefore a language that everyone, and more particularly the youth, that is the students, those who have completed their studies and are searching for a job, young businessmen, and junior workers of all categories, should learn and master if they want to be comfortable in their fight for a successful future. In this vein, English is taught in our secondary schools and students can further their knowledge and even specialize in the language at the University of Abomey-Calavi.

However, there has been every evidence that studying this language in secondary schools is not sufficient to make students good enough at it, probably because it is a foreign language. Fortunately, the University of Abomey-Calavi offers students the opportunity to further their study of the language and deepen their knowledge that must be functional for real life performance. But even then, very few of those who have read English at the University can actually use it proudly enough as a powerful tool to fend for themselves; that is they can speak and write it easily.

What is worse and is our concern here is that for long time, the only area in Benin where one can specialize in English is Abomey- Calavi University. The Northern part of Benin does not offer such an opportunity since the University of Parakou does not offer English as a specific subject .Neither the students nor the workers can further and enhance their knowledge of the language which only can enable them to really open to the World and communicate with it.

Whereas some students sadly resign to their fate, others make up their mind to deal with the situation courageously so that they will not lose the benefits the ability to use this language offers. They therefore decide to set up an English club, which has proved very effective. Thanks to the English club they have increased their knowledge level of the language, bettered their speech and are proud to have learned a lot from this club which, somehow, is their own findings. The question then is how will every geographical area in Benin take advantage from the benefits English club offer?

Considering the importance of English in the context of Benin Educational System, it is useful to focus on how to learn English as a foreign language after class. But working in Parakou, I could no longer be in Cotonou regularly for the purpose of learning English.

Additionally, the demand for learning English in the North increased. Other friends and I seized that opportunity to make the English club a profitable learning aid because I found that English clubs are tools. Thus, to deepen and institutionalize English Clubs,

one of the ideas which struck my mind was to work with University of Parakou English Club.

In the National context, it acts to solve the deficit of learning English in the whole North of BENIN through the sponsoring of American Corner of Parakou. And one of the aims of this Corner is to show the way of learning and teaching this language.

Also, because of the demand of learning the language in the North and the need of such institution is required. Some English Programs in the Corner had to be for a profitable aid.

To that end, I assume that the modernization of the English Clubs and the varieties of their activities through pedagogical assistance may solve the totality of these difficulties.

Indeed the purpose of this study, therefore, is to show the importance of English club and advocate in favour of setting up English clubs in as many areas as possible in our country so as to make it easy for every student to become a member. My intention is to indicate English clubs as an important substitute in the event of lack or absence of formal classes and lectures for students to learn the English language. The idea is that they can learn a lot from English clubs and from any other structure they may bother to design in this perspective

An English club is a structure which sees to it that English is learnt as is done in a classroom. The members of an English club may be homogenous, that is, for instance, the students of the same level. Its membership can also be heterogenous: they may be secondary school students, university students, civil workers, businessmen etc.

As can be seen, an English club is a place, a situation where language learners have to learn English in a casual setting. The learning context does not equate to that of the formal classroom or lecture hall where one person –the teacher – regardless of the approach, competence- based or whatever, is the authority, even if he /she is not authoritarian. Indeed, in an English classroom, the teacher is the classroom main leader and manager. Of course, with competence-based approach, the teaching is student-centered, with the students made to be hugely involved in the building of their knowledge and laying down the bricks to their successful future.

In this globalizing world, English keeps spreading wider every new day, thus backing up Brumfit's (1982: 29) prediction that the number of people who speak English as a second or foreign language will exceed the number of native speakers by 2012. The speedy-spreading power of this language as a language of education, trade and technology and the many advantages it provides every individual user is an indication that it is a language that enables one to reach out to the world, the language of power, a key to success in life.

There are over twenty internationally recognized theories of motivation, all with their terminology and definitions. To that end a behaviourist would tend to consider motivation largely in terms of external forces, that is, what specific conditions give rise to what kind of behaviour and how the consequences of that behaviour affect what is more or less likely to happen. In a word, the behaviourist centres on the identification of a whole variety of basic human needs.

Another study on motivation relates to the notion of the need to achieve also called achievement motivation. Ames (1992) identifies three different kinds of goals in the area of achievement motivation. The first goal, known as the mastery/ learning goal, focuses on obtaining competence or mastering a new set of knowledge or skills to achieve success. The second kind of goal is called performance goals or ego-involvement goal, which are related to doing better than others or avoid failure; and the last kind is called social goal which focuses on relationships among people.

From a cognitive view of motivation, people can choose the way in which they behave, so that they have some control over their actions. When making a choice, however, people have to be aware of the possible results of what they decide to do, allowing them to set goals for themselves, and then they can decide to work in certain ways in order to achieve these goals. That is that from a cognitive view, motivation is concerned with such issues as “why people decide to act in certain ways and what factors influence the choices they make”. Such a view centres on individuals making decisions about their own actions as opposed to the behaviourist view which considers motivation in terms of external forces over which they have no control.

It is also important to mention Gardner’s view of motivation. Gardner and Lambert (1959) and Crooks and Schmidt (1991) make the distinction between integrative motivation and instrumental motivation. Integrative motivation is identified by the fact that students are attracted by the culture of the community speaking L2 and they want to integrate themselves into such a culture or become part of that society. It is associated with components such as “interest in foreign languages”, “desire to learn the target language”, “and desire to interact with the target language”, “attitude toward the target language community”. (Dornyei and Otto, 1998).

In the context of EFL learning, Williams & Burden (1997: 120) see motivation as “a state of cognitive and emotional arousal which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain a previously set goal or goals”.

So, motivation in EFL as an important but complex phenomenon stands for the former, the phenomenon that can be defined in terms of two factors: “learners’ communicative needs, and their attitudes towards the language community”.

The following are some of the characteristics she attributes to ‘motivated’ learners: (1) **Positive task orientation** means that the learner is willing to tackle tasks and challenges, and has confidence in his or her success; (2) **Ego-involvement**, the learner finds it important to succeed in learning in order by maintaining and promoting his or her own self-image; (3) **Need for achievement**, the learner has a need to achieve, and overcome difficulties and succeed in what he or she sets out; (4) **High aspirations** can appear when the learner is fully aware of the goals of learning, or of specific learning activities, and directs his or her efforts towards achievement; (5) **By Perseverance**, the learner consistently invests a high level of effort in learning, and is not discouraged by setbacks or apparent lack of progress; (6) And finally, **Tolerance of ambiguity** means that the learner is not disturbed or frustrated by situations involving a temporary lack of understanding or confusion; he or she can live with these patiently, in the confidence that understanding will not be long to come.

Among the characteristics listed, one clearly stands out: the need for achievement, above recognized by Ames (1992) and which involves three kinds of goals: learning goals, performance goals or ego-involvement goals and social goals.

English club members, in contrast to formal class students are people who have either created the clubs or joined them on a voluntary basis. They have needs which they are aware of and have goals to reach through the acquisition of the English language in order to satisfy those needs. They can therefore be considered to have achievement motivation or the need for achievement used in the sense of overcoming obstacles or being regularly willing to take on difficult tasks.

There must also be a great deal of interpersonal activity; and everyone must also be devoted to completing the tasks they have been assigned to accomplish, in such way for most problems to be solved ( In this context, a mature person must psychologically perceive himself to be wholly self –directed. And at that point he also

experiences a deep need to be perceived by others as being self-directing '( there is some confusion as to whether self-direction is meant here to be an empirically verifiable indicator of adulthood. He does say explicitly that it is an assumption. However, there are some other immediate problems. For example, children are not dependent learners for much of the time, 'quite the contrary, learning for them is an activity which is natural and spontaneous.

Literature on reflection (e.g. Boud et. Al., 1985) would support the argument that age and amount of distinctiveness of adult learning is seriously damaged. This is of fundamental significance if suggesting, this assumption of andragogy can arguably lay claim to be viewed as a" given "in the literature of adult learning. As 'it is difficult to see how this assumption has any implication at all for the process of learning, let alone how this process should differentially be applied to adults and children'. Children also have to perform social roles.

First, as comments, these two assumptions can easily lead to a technological interpretation of learning that is highly reductionist. By this he means that things can become rather instrumental and move in the direction of competencies. Language likes 'life application'categories reeks of skill-based models- where learning is reduced to a series of objectives and steps (a product orientation). We learn things that are useful rather than interesting or intriguing or because something fills us with awe. It also thoroughly underestimates just how much we learn for the pleasure it brings.

When comparing pedagogy and andragogy what we can see is a mirroring of the difference between what is known as the romantic and the classical curriculum (although this is confused by the introduction of behaviourist elements such as the learning contract). It perhaps can even be more significantly in the sense that education from above' is pedagogy, while 'education of equals' is andragogy. As a result, the contrast drawn are rather crude and do not reflect debates within the literature of curriculum and pedagogy. In his reference to romantic and classic notions of curriculum brings out that what lies behind these formulations are competing conceptualizations of education itself.

Many educationists and researchers argue that becoming an autonomous learner, That is to take care of one's learning, is beneficial. In this vein, one can assert that the only kind of learning which significantly affects behaviour is self-discovered, self-appropriated learning. Some view on that 'the simplest way to ensure that people value what they are doing is to maximise their three choice and autonomy; which view is shared by Ushioda (1997) who thinks that 'self-motivation is a question of thinking effectively and meaningfully about learning experience and learning goals. For Ausubel (1968), learning that is not meaningful will not become permanent.

According to Omaggio (1993: 46.) language learning was characterized as a response system that humans acquire through automatic conditioning processes", where some patterns reinforced and others are not, and only those patterns reinforced by the community of language users will persist.

## **RESEARCH METHOD**

The present study was carried out in the district of Parakou and has taken into account the university of Parakou and some private universities and secondary schools. Parakou belongs to Borgou department in North Benin. Composed of 53 villages, it is limited to north by the district of Ndali, to the South, East and West by the district of Tchaourou.

This research paper has taken into account as target population students from secondary schools and Universities, English teachers and administrative personnel in the district of Parakou.

The English teachers were from four (04) secondary schools which are GUEMA, HUBERT MAGA, ZONGO and LYCEE MATHIEU BOUKE. The students from two (02) private Universities such as ICTM1 and HECM2, and the University of Parakou in Faculties of (IUT3 – FASEG4 – FA5) were concerned as well as the members of Parakou University English club (UNIPAREC) as the main area of the experience.

Random and non- random procedure were used for sampling. Thus, (10) students from secondary schools, 06 from private universities, 15 from UNIPAREC, 16 English teachers from secondary schools and private Universities were selected. Ten (10) members of the administrative personnel from the University of Parakou are also questioned. Also, one (01) Senior Lecturer of forestry Science was concerned.

To reach the study purpose, various techniques and procedures were used and have consisted in questionnaires, interview and class observation. Questionnaires were administered to evaluate the impact of the creation of English clubs on the learning and teaching process for EFL students and teachers in Parakou region. After distributing these sheets, twenty-six (26) questionnaires from students and sixteen (16) from the teachers were returned back and collected. Then, interview was elaborated to know about the difficulties encountered by teachers in teaching English to students for speaking purposes in situation and finally ask their view point on the concept of English club in a region where there is no English Department and some suggestions. In sum, ten (10) teachers were interviewed. Finally, Class observations were done on the basis of a class observation guideline in order to see what is wrong in class situations.

This has helped to solve the problem of speaking English in life situation as needed in the English club. In addition, it has helped to know about the English club as a cluster of work groups, which group gives birth to speaking in situation.

After spoiling and computerizing the data collected, it has been proceeded to the statistical analysis. Excel 2007 was used for computerizing and brief verification. Qualitative analysis procedure was used and has consisted in the calculation of descriptive statistics (frequencies and percentages) with SPSS 16.0 software.

## **RESULT AND DISCUSSION**

Before belonging to any English forum, both students and teachers were determined by some factors.

### ***The students' motivation***

The investigation showed that about 90% of the students questioned like the English language and they feel the need to speak it fluently but it is not easy for them. However, about 57.69% of them “attend English class” regularly. And to know whether “the teacher teaches well”, only 42.30% of the students answered positively, 53.84% have answered by “he tries his best”. From these ideas all of students wished to improve their spoken English through some existing ways.

In terms of ways, 96.15% of the respondents have known about English clubs as they answer positively the question “does your school have an English club?” It means that the concept of English club is accepted and adopted by schools in Benin. Talking about the support to the English club by the administration of the school, 69.23% answer positively. As opposed to the previous presentation, those administrative personnel stand as members of the English club in 10% versus 69.23% on the same question.

From the management of their English club, 3.84% of the students have answered to ‘How long do your club sessions last?’ by “one hour” and 96.15% have answered by “one hour and a half”. To know about “how many times they meet in a week, 92.30% have answered by “once a week”; as opposed to 7.69% who answer by “twice a week”.

The results have revealed that 38.46% approved of the learning of grammar lesson, no one approved of the debate and discussions section. Yet, 7.69% approved of the reading section, 15.38% approved of the speaking section while 38.46% approved of the listening section. In club, 46.15% of students agreed with the use of Books in English sections, 53.84% used only Books for their English club section.

To the question “Have some of your skills improved with the English club? Which ones?”; 38.46% noticed the improvement of their speaking skill, 15.38% remarked the ones dealing with writing skill, the same number with reading, listening skill and “gaining vocabulary”. No one have answered for “No, none of them”. These observations are important because in English langue learning, four competencies are essential for learners: speaking, reading, writing and listening.

For the crucial question of “Do all the members speak for five minutes minimum before the end of each session?”; 15.38% answer by “absolutely” whereas 84.61% say “sometimes”.

### ***The teachers’ motivations***

As regards the teachers’ statistics about the teaching approach raised by the concept of English club, the investigation has revealed that 43.75% of the teachers have been teaching for “five years” versus 56.25% who were at work for “10 years and more”.

To know whether these teachers are trained before starting their career, 31.25% answered by “yes, I did” and 68.75% have said “no, I didn’t”. These remarks are similar with those in most Benin secondary schools; because few secondary school teachers are from teacher training schools. However, most of them (53.84%) received enough in service – training against 7.69% who claimed “No”.

Roughly, 38.46% teach in the first cycle and 37.50% in the second cycle. By questioning them so as to know whether teachers know their students and are interested in the English language, 31.25% ticked “very much”, 56.25% answered by “not enough” while 7.69% said “just a little”.

When it comes to check out whether their student speak the language, none of the teachers answered by “yes, very well”, all of them said “well, very little”. And 75% of them affirmed that English club can help their students to improve their English as opposed to 25% who didn’t see the importance of English Clubs.

It is also necessary to point out that 37.50% of the teachers acknowledged that none of them attend the club. The majority of the teachers (93.75%) are members of an English club. 38.46% affirmed that they are members of English club in their respective school. 37.50% have their English clubs outside the school where they work.

In short, through the previous analyses, many problems are raised in terms of getting tools to teach speaking skill really and help students speak English fluently in class. Also, many students had confirmed that there is no opportunity of practicing English in a real life situation. There is no condition of doing this despite the existing teaching curriculum.

But, from this issue, there are various opinions about the use of speaking process in class situation, which situation is not favorable in our schools and university.

Talking about class observation and some interview, most teachers are aware of this lack of mastering the language by their students. Then, a new way is required.



### ***The case of UNIPAREC***

The study showed that the University of Parakou English Club (UNIPAREC) is composed of four (4) sections. Those of Economics Faculty (FASEG) and Law Faculty (FDSP); those of Medical faculty, Agronomy faculty, and those of technology school (IUT). This club is led by the Executive Bureau of the English club, and its sections by the Faculty staff. Many activities are assigned to the whole club.

### ***Speaking-writing-reading-listening activities***

As far as this activity is concerned, the improvised instructor identifies a given exercise. He/She informs the members to make photocopies for the coming meeting. At the meeting, the instructor asks the whole assistance questions about the materials, which they answer in turns. The questions may be related to pronunciations of words or phrases or the building of sentences, and so on...

The instructor in his/her turn writes some good sentences or words on the board, tells about the good pronunciation to acquire. He tells them to repeat the words or phrases. Finally, they took note on their notebook. So, from speaking, they jumped to writing, reading and finally to listening activities.

### ***English program on Radio***

The UNIPAREC members organize a Radio program toward the whole people of Parakou on Radio Arzèkè FM 99.00 of Parakou. Firstly, from 11h30 to 13h. This activity includes: News, grammar and vocabulary, week music and its meaning, debate and discussion, stories, dedication, greetings and thanks to be read, calls for Radio, quizzes. All those activities contribute to the promotion of the English language for Parakou people but especially to improve the students' level in English.

### ***English Speakers' days***

English lovers days stand for the celebration of the language on the campus of University of Parakou during some days. This celebration of the English language contributes to the reinforcement of partnership at international and national scales on the campus. It also generates the communicative skills between students and the whole population of Parakou. These days are dedicated to the celebration of the promotion of English as a lingua franca. Then, the whole community speaks English during these days in many situations. These situations are as follows: discovery of the American Corner, debate and discussion on a number of topics, for instance, "How to study in USA", games and participation of other English clubs (the ones of Secondary Schools), etc.

### ***Impact of English clubs activities on language skills***

A large number of teachers and students agreed that English club sessions contribute to the various skills in many ways. Indeed, thanks to attendances at the club sessions, the students have better performance in all four language learning skills and also have a very high interest in speaking the language. Attendances at the sessions also eased the attending teachers' job by enhancing the latter's self-confidence.

Nevertheless, it must be recognized that the variety of activities has suffered from the lack of professional organization. The informal character of the English club does not contribute to the fulfilment of its original mission.

### ***English clubs' Difficulties***

The study has shown the difficulties that the language clubs are faced with. It was raised the lack of coherence in the conception of the activities. Also the meetings are not very regular and the instructions are not always clear. In addition, there was lack of self- evaluation of the impact of the students' attendance at the English club sessions.

Talking about University of Parakou English club (UNIPAREC), the research has pointed out the difficulties of acquisition of Pedagogical materials and nonexistence of qualified instructors. The level of motivation expressed by EFL learners of Parakou is also low because of many unfavourable factors such as: the lack of promotion of the American Corner, the inaccessibility to the few materials that are in existence, the problem of training leaders of the club. This training could take into account a pedagogical aspect of teaching a foreign language by stressing what is called output activities so as to foster communicative efficiency. That may also imply the culture of variety in the teaching during an English club section.

Institutionally and administratively talking, UNIPAREC was facing sponsoring difficulties coming from the administration; the vice-chancellor Cabinet and the Director of social affairs services. To that end, both institutions were embarrassed on the academic aspect or cultural aspect of the English clubs' activities. For example, the 2007 UNIPAREC initiative "Going on excursion" has failed because of their conflict.

### ***Discussion***

As the findings have revealed the great importance of clubs in language learning. This study has demonstrated that classrooms are not the only place where quality education can take place particularly in the context of language learning. Language clubs are a fundamental instrument for improving skills in second and foreign language context. This finding is similar with Elnadeef & Abdala (2019) that English club helps Saudi students be free from language anxiety and traditional boring routine classroom activities. Similarly, Qinun (2013) promotes English club based on the "Five I" curriculum view to encourage the student. Based on those findings, the governmental authorities and the teachers should promote the creation of such initiatives for their students learning atmosphere.

### **CONCLUSION**

This study has demonstrated that classrooms are not the only place where quality education can take place particularly in the context of language learning. One alternative is the creation of English clubs. Language clubs are a fundamental instrument for improving skills in second and foreign language context. In Benin, for example, these will be immensely helpful if people want to learn French, English, Spanish, German, Portuguese, and Chinese.

The study has tried to tackle and deepen the pedagogical issue of the tool for both secondary schools and universities. Data have been collected through questionnaires, interviews and class observation. The typical example of the University of Parakou English Club has also been of great use as to know how an English club can function, and with its many weaknesses which must be corrected.

As the findings have revealed the great importance of clubs in language learning, the governmental authorities and the teachers should promote the creation of such initiatives. They should spark students for adhesion to it.

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