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TEACHERS' UNDERSTANDING IN PORTO-
NOVO.

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DEDICATION

To my genitors DANTON Prosper and BOSSOU Jacqueline who heartedly sent me to school and looked after me till today, I lovely dedicate this research work.

May the Almighty God bless!

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LIST OF ACRONYMS

BAPES : Brevet d'Aptitude Professionnelle de l'Enseignement Secondaire.

CAPES : Certificat d'Aptitude Professionnelle de l'Enseignement Secondaire

EFL: English as Foreign Language.

L1: First language.

INTRODUCTION

For its success, the teaching job requires from the teacher some abilities or techniques. It was in this context that Jeremy Harmer made the discovery of thirteen roles teacher should play so as to teach as it should and reach the real teaching objectives. Among these roles, we have the role of organizer, which is the focus of the current study; it takes on greater value in innovation, grouping students and change as far as classroom organization is concerned. EFL teachers' understanding of their role as organizer in the context of Porto-
Novo secondary schools has been investigated. Our choice to deal with the topic in question is that during our internship we noticed some EFL teachers fail to play their role as organizer. Most of the time, they do not happen to provide students for clear instructions; students very often do not know what they are to do and start chatting, teasing one another; rarely do they adopt groupings systems.

The current study is an attempt to see whether EFL teachers' understanding of the role as organizer is compatible with the meaning provided by the literature.

Chapter one: Introduction to the Study.

1.1. Statement of the Problem

Classroom management is one of the most important factors that contribute to the efficiency of the teaching and learning activities. The most effective activities and teaching methods can be made almost useless if the teacher does not organize the class efficiently. Classroom management itself is made of various aspects among which are student groupings, strategies to prevent or handle discipline problems, and the roles of the teacher. The present study focuses on the teacher, in his role as organizer.

According to Harmer (1988) in his book "*The Practice of English Language Teaching*", the most important and difficult role the teacher has to play is that of organizer. The success of many activities depends on good organization and on the students knowing exactly what they are to do. A lot of time can be wasted if the teacher omits to give students vital pieces of information or issues conflicting and confusing instructions.

During my internship in Lycée Béhanzin Secondary School in Porto-Novo, it happens that teachers in that school fail to play that role of organizer. In fact, most of the time they do not primarily tell the students what they are going to talk, write or read about; they do not give clear instructions about what exactly the task is about. As a result, the students lack prior pieces of information about the issue they are going to deal with; they start asking one another what they are going to do or what the teacher means. As their interest is not stimulated and their understanding of the instructions is very low, they devote all the time allotted for the activity to joking, teasing one another and speaking only their mother tongue. Rarely do learners get answers to their questions but very often, are insulted for asking stupid questions or for giving bad answers. When the students are working, instead of circulating to help the

needy ones and get the activity going, the teacher stays at his desk. Taking into consideration all the above mentioned observations and Harmer's view about the teachers' role as organizer, there is a mismatch. In other words, it can be deduced that those teachers lack the required skills to play adequately their role as organizer.

1.2. Purpose of the study

The purpose of the study is to explore and analyze some EFL teachers' understanding of their role as organizer. More specifically, it aims to determine how important the role of organizer is in the teaching/ learning process, what the role means to EFL teachers. The study also compares their understanding and the meaning of the role according to literature.

1.3. Research questions

This paper aims at exploring secondary school EFL teachers' understanding of their role as organizer. To reach this purpose, two questions are proposed:

- What is the teachers' actual understanding of their role as organizer?
- Is that understanding compatible with the meaning proposed in the literature related to EFL teaching?

1.4. Significance of the study

The present study is important in so far as it raises EFL teachers' awareness about the causes of their failure in playing their role as organizer. It will also help them get the impact of their behaviors on the teaching/learning process. Furthermore, EFL teachers will find this research useful, for it enables them to realize what they are really expected to do as far as their role as organizer is concerned.

1.5. Definition of key concepts

The definition of the concepts 'organizer' and 'class' is necessary since they are key concepts dealt with in the study.

1.5.1. Role of organizer

Salandanan (2010) describes it as the role that makes the teacher a classroom manager who maintains a safe and orderly classroom for his/her students, who checks the conditions of his/her classroom from the materials she/he uses up to the arrangements of chairs and tables and even the cleanness of the rooms; teachers need to monitor the situation of the learners inside the classroom. In this study, the role of organizer also includes respect of the principles of students grouping systems as well as those of lesson planning; it requires from the teacher innovation, change and variety.

1.5.2. Class

According to Harmer (1988), class is like a large family in which the pupils acting as members, and the teacher as the head, support one another, and share whatever they have to do. Through this definition, Harmer conceives the relation within a class as the one prevailing between a father or mother and their progeny. So, EFL teachers should be kind to their students out as well as inside the school. In this study, the concept of class refers to a body of students who are taught together.

Chapter two: Literature Review

This chapter presents the review of previous research in the area of classroom management with a special focus on the teacher's role as an organizer.

2.1. Classroom management: clarification of the concept

There is a necessity to understand what classroom management means. EFL teachers understanding of what is involved in the term classroom management will help them to know all that they need to do as a teacher, to facilitate their teaching in the classroom, and to prevent misbehavior on the part of their students. This will enable their students to learn well what they teach them.

2.1.1. Management

According to the on-line Cambridge Dictionary, management is the fact of getting people to work together for the attainment of an organization's goals and objectives. In the current research work, this concept refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning.

2.1.2. Classroom

Classroom is a room in a school or college where groups of students are taught. Collins (2015) describes it as a room in which all students in a particular grade (or in a division of a grade) meet at certain time under the supervision of a teacher who takes attendance. From those definitions, we should understand that a classroom is a place where pupils gather to learn under the leadership of a class teacher. It is also compulsory to

understand that a classroom can be a mixture of many socio-cultural aspects, and children do not develop physically, mentally, emotionally and socially at the same rate; different classrooms do not have the same environments, and different things happen in different classrooms. Some learners cannot learn with ease what the teacher teaches them while others will get it with little effort. In that context, in order to be successful in his role of organizer, the teacher's ability to manage with different teaching methods is very important.

2.1.3. Definition of classroom management

After exploring the meaning of both terms management and classroom, the concept of classroom management means creating and maintaining a safe, supportive and challenging classroom environment; this means many things that the teacher does in the classroom to enable his/her pupils to learn well; it includes how the teacher arranges the chairs in the classroom, how he/she plans the lessons, and how he/she handles discipline in the classroom'', as defined by Solan (2002). So it can be deduced that a classroom well managed is supportive and challenging.

According to Wong (2003), there are four things that can characterize a classroom successfully organized. These are:

- 1- Pupils are deeply involved in what they learn in the classroom.
- 2- Pupils know what is expected of them in the classroom, and they are generally successful in their learning.
- 3- As compared to other classrooms, little time is wasted, and there is little confusion or disruption in the classroom.
- 4- Because the climate of the classroom is relaxed and pleasant, much work goes on there.

So, it is understood that classroom management is another significant factor for the learning of the students. Teachers play various roles in a typical classroom, but surely one of the most important roles they play is that of a classroom organizer. Effective teaching and learning cannot take place in a poorly organized classroom. Teachers must assure the proper management of classroom before the class starts.

2.2. The teacher as an organizer

The role of organizer calls EFL teachers attention to the necessity of good classroom organization which includes variety, ways of students grouping, the mastery of the content or subject matter, the congruency of learning objectives with the tasks and providing students for clear instructions.

2.2.1.Reasons for playing the role of organizer in the classroom.

Very often, teachers spend a great deal of time explaining, re-explaining instructions, grouping learners and being frustrated. Such a situation may happen when the teacher misunderstand or ignore how to play his role of organizer. Woolfolk (2001) offers at least three reasons why classroom organization is important in a student-centered classroom: to allocate more time for learning, to give more access to learning, and to help students develop their self-management. By playing a role as an organizer, the teacher can manage time and balance the allocation of time for different skills, focus the teaching priorities and difficult points, set goals for students in each class, ask the students to make their own choices and fulfill the task without interference, reconcile differences and disputes and develop harmonious atmosphere in the classroom. As a manager and an organizer, the teacher should manage and organize the teaching process in a more effective way. To achieve this goal he should group students in various ways.

2.2.2. Different ways of grouping students

Due to the changes and developments in terms of teaching English, the old traditional grammarian method which was commonly used in many of our public and private schools is simply outdated. The interactive communicative approach is much more geared towards students' needs and abilities whether socially or educationally. The basis of this approach lies in the various student groupings such as lockstep, pair work, group work, individual work or whole class teaching according to Harmer and Pearson (2001).

Lockstep is when the teacher is in front of the class and playing the role of controller and all the students are "locked" into same activity. Lockstep is often adopted when the teacher is making presentation, checking exercise answers, or doing accuracy reproduction. When the teacher asks questions, the students speak either together or one by one, in turns or indicated by the teacher. Harmer (1988, p. 205) said:

Lockstep has certain advantages. It usually means that all the class is concentrating, and the teacher can usually be sure that everyone can hear what is being said. The students are usually getting a good language model from the teacher, and lockstep can often be very dynamic. Many students find the lockstep stage (where choral repetition, etc. takes place) very confronting.

In their *Dictionary of Language Teaching & Applied Linguistics* (2002, p. 315), Richards and Schmidt define it as "a situation in which all students in a class are engaged in the same activity at the same time, all progressing through tasks at the same rate". It is important to know that in lockstep, very often, all the class is involved, which facilitates the teaching/learning process.

Pair work involves two students working together and increases the amount of speaking time. It allows students to use language and also encourages co-operation which itself is important for the atmosphere of the class and for the motivation it gives to learning with others. This kind of grouping is important when teaching the language for oral communication. It could be a competition over a game or co-operation in a task or project between the two students. Behrouz (2014) pointed that the use of pair work has certain advantages. It creates learner independence, the teacher has time to work with all pairs, and shy learners will have a chance to talk. So, pair work intervenes mainly when to do oral practice.

Group work is where the students work in small groups. Each group has three, four, or five students, depending on the activity. What students do in group work is similar to pair work, only there are more members in the group and this is more exciting and dynamic than pair work as there is greater possibility of discussion. Students will be teaching and learning in the group showing a degree of self-reliance that isn't possible when the teacher is acting as controller (lockstep) (Behrouz, 2014).

Individual work is frequently quiet. This should not be underestimated. Sometimes students need a period of relative silence to reassemble their learning attitudes. Some activities cannot be done in pairs or groups, for instance, individual work would be suitable for a reading comprehension exercise in which the aim would be for students to focus on understanding the text to answer questions. The mind understands by reading silently and not by reading aloud. People read at different speeds, so they cannot read together, though two people might share one book. We also need it in writing activities. It is true that writing can be done in pairs or groups, but what students are actually doing when they are working together is brainstorming ideas, discussing or revising. When it comes to the real writing

stage, students should work individually. As advantages, individual work allows students thinking time, they can work at their own speed, teachers can respond to individual students (Behrouz, 2014).

Whole class teaching is almost like in lockstep. It creates an engaging atmosphere, the teacher explains and instructs as a controller, the whole class is working under his authority and this makes students feel secure.

2.2.3. Teachers' implications in student groupings

According to Behrouz (2014), before deciding about grouping students, teachers need to consider a number of factors:

- 1- The teaching aim;
- 2- The learning styles of the students;
- 3- The ability and level of the students;
- 4- The personalities of the students;
- 5- The class size;
- 6- The previous experience of the students
- 7- The group dynamics of the class;
- 8- Friendship;

When working in lockstep, the teacher should not speak too much, though his/her speech could be a good model and authentic input. The teacher should try to elicit replies or answers from the students.

When organizing pair work, the teacher should give the clearest instructions, otherwise the student will not know for sure what they are supposed to do. If necessary, the teacher

should demonstrate with one student first. Many teachers assume students will know what to do. The teacher should keep an eye on “who works with who” and make sure every student finds a partner, if necessary rearranging the seating. If noise or indiscipline rises to an exercise level, the teacher can simply stop the activity, explain the problem and ask the students to continue more quietly. If some pairs finish the task too early, the teacher may need to encourage them to continue the task one way or another so that they will not get bored and lose interest.

All the above suggestions for pair work apply to group work as well, but the biggest problem in putting them in group is the selection of group members. Below are some possible ways to group the students:

- a) Group the students according to seating arrangement;
- b) Students select their own group members (risky);
- c) Strong students and weak students are mixed together;
- d) Strong students and weak students are grouped separately to do different tasks;

All these grouping methods have advantages and disadvantages. The teacher should use the most appropriate method and should vary the form from time to time. Besides, the teacher should also pay attention to the group size, which we believe should be from 4 to 6 ideally. In order to make each group self-organized, a group leader could either be “democratically” selected or assigned by the teacher, to act as organizer or a mini-teacher.

EFL teachers are encouraged to use pair work and group work to provide more chances for practice, but individual work should not be totally neglected. Students need some time to

work on their own. In individualized learning, the learners are given a measure of freedom to choose how and what they learn at any particular time, thus there is less direct teacher supervision and more learner autonomy and responsibility for learning. Individualized learning needs some conditions, for instance, self-access centers, materials aimed at self-instruction, and flexible time arrangement. Modern technology, especially computer networks, provides a great aid to individualized learning. On a computer network, each learner can choose any level of materials, any topic, and any language skill to study or practice.

Chapter three: Research Methodology

This chapter is organized into five sections: the design of the study, the setting, the participants, the data collection instrument and procedure, and the data analysis procedure. Before presenting the information related to these sections, it is important to recall once more the research questions:

- What is the teachers' actual understanding of their role as organizer?
- Is that understanding compatible with the meaning proposed in the literature related to EFL teaching?

3.1. Design of the study

The method used is the qualitative one. Qualitative approach is about exploring issues, understanding phenomena and answering questions by analyzing and making sense of data. In other words, it seeks to understand a given research problem or topic from the perspectives of the local population it involves. So the qualitative research method is really appropriate for this research work because the study aims to investigate EFL teachers' actual understanding of their role as organizer.

3.2. Setting

The study is carried out in eight secondary schools which were randomly selected in Benin Republic precisely in Porto-Novo: CEG Les Cocotiers, Lycée Béhanzin, CEG Djassin, CEG Bio-Guerra, CEG Dowa, CEG Avrankou, CS Le Berceau, and CEG Agbokou.

3.3. Participants

The participants in this study are composed of twenty four (24) EFL teachers selected from eight secondary schools. Three EFL teachers participated from each of the eight (08)

schools selected. As far as their qualifications are concerned, 08 (33.33%) with a Bachelor's degree, 06 (25%) with a CAPES and 10 (41.66%) with a BAPES. Among the participants, thirteen (54.16%) are between 25 and 40 year old, and 11 (45.83%) are more than 40 years old. Concerning the gender, 10 (41.66%) female and 14 (58.33%) male responded to the questionnaire addressed to them. Fourteen (58.33%) have a teaching experience of one to five years, and 10 (41.66%) had a teaching experience of more than five years. The table 1 gives detailed information about the participants.

Table 1: detailed pieces of information about participants.

Schools site	Participants	Degree			Age		Gender		Teaching experience	
		Bachelor's degree	CAPES	BAPES	25- 40 years	More than 40 years	F	M	1-5 years	More than 5 years
CEG Cocotier	3	0	0	3	1	2	2	1	3	0
Lycée Béhanzin	3	1	0	2	3	1	0	3	1	2
CEG Djassin	3	2	0	1	0	3	1	2	2	1
CEG Bio-Guerra	3	1	2	0	3	0	1	2	0	3
CEG Dowa	3	1	0	2	3	0	3	0	2	1
CEG Agbokou	3	2	0	1	1	2	1	2	1	2
CS le Berceau	3	0	3	0	2	1	1	2	3	0
CEG Avrankou	3	1	1	1	0	3	1	2	2	1
Total	24	8	6	10	13	11	10	14	14	10
Percentage	100%	33.33%	25%	41.66%	54.16%	45.83%	41.66%	58.33%	58.33%	41.66%

3.4. Research instrument

In order to inquire into EFL teachers' understanding of their role as organizer, a questionnaire was addressed to them.

Questionnaire

The questionnaire is the instrument used in this study to collect data from the participants. Only open-ended questions were included in the questionnaire. The reason why we use this category of question is that it allows respondents to state their opinions in ways not pre-selected by the researcher. In other words, open-ended questions give the possibility of discovering things that were unsuspected and enable some respondents to challenge the sort of assumptions that may have been made (Munn, Drever & Pamela, 1999). Furthermore, the use of a questionnaire requires little time, is low cost and practical, and it enables the researcher to make group comparison easily (Oppenheim, 2001).

This investigation questionnaire has four main parts: the first part asked for the respondents' knowledge of their roles in general; the second part was checking how the teacher plays his role as organizer; and the third part tends to determine the difficulties teachers encounter in playing the role in question and the approaches of solutions.

3.5. Data Collection Procedure

This section of the methodology research focuses on how data have been collected for the study. Data are collected through questionnaire distribution and are analyzed by data description and comparison. Only EFL teachers have been targeted.

3.6. Data Analysis Procedure

In this study, the analysis and interpretation are done basing on the information gathered through the questionnaire and also on the research questions since they are the points about which the research is carried out. The study responds to two research questions such as:

1. What is the EFL teachers' actual understanding of their role as organizer?
2. Is that understanding compatible with the meaning proposed in the literature?

On the basis of the latter, data analysis will be composed of three main parts: in a first place, open ended questions will be used in a questionnaire to know about the teachers' understanding about this specific role. Next, a comparison of those opinions will be made to find out the general trends in their meaning and understanding of the concept and finally, a comparison of these trends in their understanding to what the literature said.

Chapter four: Presentation and Interpretation of Data

This section is carried out basing on the research questions stated in the first chapter of this work. The first research question is about EFL teachers' actual understanding about their role as organizer. The other one is about to see whether this understanding is compatible with the meaning proposed in the literature related to EFLteaching. So, following the chronology of the questions in the questionnaire used for the data collection, this section firstly attempts to present,analyze and interpret teachers' understanding of their role as organizerbefore comparing that understanding to what is proposed in the literature.

4.1. The teachers' understanding of their role as organizer.

Question One: As an EFL teacher, what are the deferent roles do you play during your classroom activities?

This very first question is to see whether EFL teachers happen to identify the roles are to play or not. For this, out of the twenty four (24) EFL teachers questioned for the research, only nine 9 (37.5%) happened to state the real teacher's roles and mainly those as organizer, facilitator, controller, participant while the remaining 15 (62.5%) of the EFL teachers did not happen to state those roles. They said that they play the role of observer, coach, inquirer; they maintain discipline.

Question Two: what does the role of organizer mean to you? For this,

Ten (10) EFL teachers, which make up 46.66% responded that the role of organizer means just organize students in group during classroom activities.The remaining thirteen which make up 53.34% of EFL teachers said that the role means organize students in order to prevent them from chatting.

Question Three: Which of these roles do you think the most important?

Of the twenty four(24) of the respondents, only eight (8) of them which make up 33.33% responded that the EFL teachers' role as organizer is the most important one, 3 (12.5%) of them gave no answer to this question while the remaining thirteen which corresponds to 54.17% of the respondents stated controller, participants, discipline maintaining, inquirer.

Question four to the Six:

This section of the study is composed of the questions number four, five and six of the questionnaire.

- Between handing out materials and giving instructions, what do you do first during your classroom activities?
- Do you sometimes assume that your learners have understood instructions?
- How do you make sure that your learners understand instructions?

The following table shows the participants positions about the first question.

Table2: The participants' positions about the fourth question of the questionnaire: Between handing out materials and giving instructions, what do you do first during your classroom activities?

Answers	Participants	Percentage
Material first	13	54.16%
Instruction first	10	41.66%
No answer	01	4.16%

This shows that thirteen (54.16%) EFL teachers, teaching students hand out materials before giving instructions, 10 (41.66%) of them give instructions before the materials while the rest 01 which makes up 4.16% of these teachers gave no answer.

About the second question (Do you sometimes assume that your learners have understood instructions?), 20 (83.33%) participants responded that sometimes they assume, that is to say they consider without verification that their learners understand the instructions. The others, 04 (16.66%) participants, responded that they do not assume. The table3 supplies detailed pieces of information about this second question's data.

Table3: participants' positions about the fifth question of the questionnaire: do you sometimes assume that your learners have understood instructions?

Answers	Participants	Percentage
Yes	20	83.33%
No	04	16.66%

For the third question (How do you make sure that your learners understand the instructions?),

- Twenty-one (87.5%) participants did not answer the question.
- Three (12.5%) participants responded that after giving instructions, they check whether the learners understand or not by asking them simple questions such as ‘‘ somebody to tell me what you are asked to do’’. Table4 informs about it.

Table4: participants' positions about the sixth question of the questionnaire: how do you make sure that your learners understand instructions?

Answers	Participants	Percentage
No answer	21	87.5%
Checking by small questions.	03	12.5%

Question Seven: What do you do when your learners are on task?

For this,

- Two (8.33%) responded that they move around to check out what students are doing to help them if necessary.
- Twenty-two (91.66%) responded that they sit at their desk waiting for the time allotted for the activity.

Question eight to nine:

- What are the difficulties you encounter in playing the role of organizer during classroom activities?
- What do you think can be done to lessen those difficulties?

This section is to know EFL teachers' difficulties and the approaches of solution. As far as the first question is concerned,

- Four (16.66%) participants responded that the talkativeness of some student causes delay during the learning process.

- Two (8.33%) participants responded that their difficulties are at the level of time management and very often learners fail to complete the task in the time limit.
- One (4.16%) participant responded that his difficulties are about putting learners in groups.
- Six (25%) participants responded that when there are explaining instructions the students seem not to understand and their obliged to explain them over and over again.
- Four (16.66%) responded that there is for them a challenge to speak English all the time whereas learners do not understand and want them to go in French.
- Three (12.5%) participants responded that the large class size is difficult to organize.
- Two (8.33%) participants the lack of materials causes them too much problem in teaching learning process.
- One (4.16%) participant said that the step of introduction is difficult for him. For the second question (what do you think can be done to lessen those difficulties?),
- One (4.16%) participant said that one can allot much time for instructions giving.
For the solutions to lessen the problems they encounter,
- Two (8.33%) respondents said that EFL teacher can motivate students by telling them the advantages their have speaking English, the importance of the language in nowadays so as to have learner's attention on the learning process in order to avoid discipline problems.
- Seven (29.16%) respondents found that the only way to avoid those difficulties is to be as clear as possible in our explanations or instructions giving.
- Three (12.5%) said that the number of students in classes should be reduced and the time table for English teaching also can be six (6) instead of four (4).
- Two (8.33%) respondents said that good lesson plan is very important and the teacher should strongly prepare for the teaching before going to class.
- Nine (37.5%) participants gave no answer.

4.2. Comparing the teachers' understanding of the role of organizer & the description provided in the literature.

In this study the role of organizer entails:

- **Good classroom organization:**

How to use the board, make sure that all the learners have seat, all of them can see what is written on the board; the mastery and the use of strategies in teaching each of language elements and skills; they should know specifically in each cases the strategies to use so as to teach vocabulary, grammar, spelling, speaking, writing, listening and reading);

- **The mastery of ways of students grouping:**

The use each of groupings when necessary;

- **Good lesson planning:**

The mastery of subject matter, the congruency of learning objectives with the tasks; the teacher should provide students for clear instructions. This is what is provided in the literature.

Besides, from the data presented in 4.1 of chapter four, we can infer that EFL teachers do not even know the different roles they are to play in their classroom. In fact, to the very first question of the questionnaire that attempted to check whether EFL teachers happen to identify the roles they are to play during their classroom activities, the majority states things that are not part of the thirteen roles according to Harmer's views. This fact definitely shows that most of EFL teachers ignore what they are actually to do so as to help learners learn. More, to the second question that asked for EFL teachers' knowledge of their role of organizer, they said this role means just organize learners in group during classroom activities. Some respondents even went far and said that grouping students is a constraint for them as it brings about a noisy class. They hate the noise so much so that sometimes they are

tempted to put groupings aside. This argument is a great misunderstanding of what the role implies according to the literature. Stevick (1980, p. 56) viewed that the organizer is a provider of opportunities for learning. It also suggests that the organizer should behave like a parent in correcting students' mistakes and giving feedback depending on the learners' age. *The suggestopedia* assumed that the organizer is to create situations for good language learning (Richard and Rogers 2003, p. 104). From the views of those authors we conceive that as organizer, the teacher should create a relaxed surrounding to make the students feel easy and comfortable, give the lesson in a very kind manner; try to encourage anxious students, give them some clues in a proper time and have heart-to-heart talks with them if necessary. Furthermore, the role takes on greater value as far as innovation and change are concerned. In this role, EFL teachers are planners or material organizers, modeling sometimes on their own not to take the textbook as the sole object they aim at. Doing so, they help learners to learn on their own involving their active participation in activities such as individual work, pair work, group work, jigsaw, and lockstep.

Moreover, as Harmer (1988, p. 202) stated, "the most important and difficult role the teacher has to play is that of organizer". So, addressing to EFL teachers the third question in the questionnaire, our concern is to see if they happen to identify their role as organizer as the most important one to play in their classroom as Harmer mentioned it. The question was this: which of the roles do you think the most important? But, most of them responded that the most important role was that of controller. This position of EFL teachers completely mismatches Harmer's view. In other words their opinions contrast with what the literature provided.

In addition, one can remember that according to Harmer (2001), the success of a classroom organization depends on the students knowing exactly what they are to do, and

then the teacher should not assume that his learners understand instructions, but he ought to check that before leaving them on task. He went a little bit far and said that the instructions should be given to learners before the materials in order not to get them confused. Unfortunately, when answering the fourth, fifth and the sixth question of the questionnaire, the majority of EFL teachers said that during classroom activities, they hand out materials before giving instructions; they also said that sometimes they assume learners understand instructions. Similarly, according to them, when learners are on task the teacher stays at his desk. (Harmer, 1988, p. 202) argued that:

Certain things should definitely not be done when organizing an activity: teachers should never, for example, assume that the students have understood the instructions.

It is wise to check that the students have grasped what they have to do, and where possible, the students' native language can be used for this.

Overall, after those analyses of teachers' perception of their role of organizer, it can be deduced that they completely ignore this role.

Chapter five: Discussion and Suggestions

This is the fifth and the last chapter of the research work. Here, possible discussion is in a first place made about the data presented and interpreted in the previous chapter. Second, some suggestions are made to EFL teachers for the betterment of EFL teaching.

5.1. Discussion

The role of organizer is a crucial role but, after presenting, interpreting and analyzing in the previous chapter the teachers' understanding of their role as organizer, the conclusion drew is that they completely ignore the role in question.

In fact, they do not know exactly what the role of organizer entails; for them, the role implies just organize students in group during classroom activities or organize things the way to prevent learners from chatting. Some believe that putting students in groups when organizing classroom activity is not the better way because it is source of noisy class and too time consuming. This understanding can only allow them to organize boring and teacher-dominated activity, for learners need to learn on their own. In other words, in such a context there is no way for those teachers to organize a good classroom activity. And that is a phenomenon which very often is cause of school output downfall. It can also be cause of discipline problems, for the students do not have their attentions on the lesson when the teacher does not develop effective classroom management plan or techniques. Putting learners in group is important so much so that it encourages students to collaborate and work with one another.

Furthermore, in their classroom they give students materials before instructions or assume without checking that learners understand those instructions. Those teachers ought to be aware of the fact that the main aim of the teacher when organizing a classroom activity is to make sure the learners understand instructions, to tell them what they are going to talk about,

write about or read about; it means in other words giving clear instructions about what exactly their task is. In addition, they ignore that their most important role in the classroom is that of organizer. It is essential for effective teachers to master this role. It reduces wasted times.

5.2. Suggestions

During the research work, some EFL teachers raise the difficulties that they are confronted as far as the performance of their role as organizer is concerned. Among the latter, we have those about motivating or handling shy students as well as students speaking only their mother tongue in class. Similarly, they worry about how to handle effectively the talkativeness. They also have difficulties getting the instructions across the learners. So, some practical suggestions are made to EFL teachers mainly to help them overcome those above mentioned difficulties they raise through their responses in the questionnaire.

5.2.1. How to motivate shy student to learn?

During the research work, some EFL teachers raise the shyness of some students as a problem that disturbs a good class organization. First, I can suggest to those teachers games play. The teacher can try to play with those students some games, even ones who have no real learning value to them. Allow them to talk about their own personal problems in class mainly in their mother tongue. He can bring them movies for watching. Most of the time you make them work hard for the first minutes of the class and then spend the rest of the class being buddy with them.

Secondly, the teacher can develop relationships with them. It can even be deduced that despite how many classroom management techniques the teacher has established in class, nothing can compare to the relationships that you develop with your students.

Establishing a friendly, encouraging milieu in your class can do wonders for your ability to manage a classroom. If you take time to talk to your students outside of class time, you will gain their trust. When students trust you, they respect you as a teacher and much more likely to pay attention in class. Never be apprehensive and nervous but relaxed. Learning should be made fun and children respond well to games, songs, role-plays and interactive activities. You may have some problems with discipline so it is vital to establish rules to them. Learners need encouragement and to feel involved in their learning. It is important to find topics that they will find stimulating and to recognize their insecurities and how much they have to offer you as a teacher. It is also essential to ensure that lessons are challenging but that you are not too demanding.

Besides, the teacher may use sometimes teamwork to motivate them. Teamwork can also be successful in such a context since many students like to be competitive. Working in a group will motivate many students, as they share their ideas and doubts and help one another to learn while creating new relationships and, hopefully, friendships. Healthy competition can be a motivating factor and students can encourage each other to learn. It is inevitable that some students will be more talkative in groups, or even domineering, in a group. Shy students may take advantage from this, struggle to express themselves. The teacher can sometimes ask shy students to work together.

5.2.2. How to handle talkativeness?

I believe it is essential for effective teachers to have a quiet signal in class to avoid students talking. Having a quiet signal reduces wasted class time, keeps the learning momentum going, and prevents teachers from yelling at students. Many teachers use the raised hand signal where the teacher raises his or her hand and the class subsequently stops

talking. Others teachers will say, ‘ One, two, eyes on me!’ to which the classroom replies, ‘One, two, eyes on you!’

Cultural differences can also cause problems in the classroom. You need to be aware of the classroom norms in your country.

5.2.3.How to bring learners to speak only English in the classroom?

Teachers should:

Learn their students' names:

They will not be able to control their class well if they don't know their students' names. If a student is speaking in his first language, the teacher needs to be able to quickly say, "Kofi--are you speaking English?" This should not be said in an angry tone, but rather in a friendly, almost joking tone. Learning students' names is very important that teachers should make it their first priority, and usually commit all their students' names to memory by the third class.

Teach classroom or real life English early on.

In the second or third lesson students should be taught useful classroom or real life English that can motivate them. The students should thoroughly memorize and practice using these expressions. It is essential that you explain that these expressions are not just for use with the teacher, but for use with each other as well. Some examples of useful classroom English are:

Do you have a partner?

Let's be partners.

How do you spell...?

What does ... mean? Etc

Start (almost) every class with free conversation.

The teacher can also use free conversation for getting students motivated and speaking in English. Here, the teacher has the students sit facing a partner and tell them they have to talk on a topic for a set of time. They absolutely must not speak any their first language during this time! Possible topics are yesterday, TV, movies, sports, etc. He can usually do this for 2-3 minutes at the beginning of a course. Free conversation can also serve to warm students up, and give them the sense that English can be used for real communication.

Arrange the classroom so that students are sitting in rows facing each other, mainly during speaking classes.

As with free conversation, in this fashion, there will be no desks or barriers between the students, only chairs in two rows facing each other (see diagram below). There is something magical about this arrangement that gets the students talking. It may work because the students are out in the open and have nowhere to hide and so feel obliged to speak only English. Also, sitting face to face affords direct eye contact which somehow improves communication in English. Another advantage of this arrangement is that it allows for a very easy and fair way to change partners. Students simply stand up and move in a clockwise direction a set number of chairs and end up sitting across from a new partner.

Mimic your students when they speak their first language.

The teacher will need some of their first ability in order to do this effectively. If he can't speak any their first language, here is an incentive to learn.

The teacher will be able to control his students much better if he can mimic their first language and when you notice they are speaking this language, you say, "Is that English?" and supply how to say the phrase in English immediately. More often than not students quickly realize they already know how to say the word or expression they said in their first language. For example, a student might indicate that his or her partner can begin an activity by saying, "pain" in French. At this point the teacher could mimic "pain" and say, "Is that English? We say bread" (facetiously of course) and then supply "Go ahead" in English. Again, this must be done in a friendly manner.

5.2.4. How to make students understand instructions?

The students' not understanding instructions can waste classroom time. It can also have a major impact on confidence, the teachers' confidence in their teaching, and the students' confidence in English as something that they can understand and perhaps even in their teacher. So, many things can be done to avoid those problems. The teacher can:

Give them written instructions

This can work well in groups where some students understand spoken instructions much slower than others, as it allows them to reread bits they don't understand and use their dictionaries. The disadvantage is that by using a text the teacher misses a great opportunity for real life listening. Written instruction is something students probably need more than most if they don't usually understand spoken instructions. The teachers can combine the two by getting students listen to him explain the instructions after they read them.

Use record instructions

The teacher could also help slower students who don't understand him by allowing them to listen to his instructions many times, e.g. by giving them a recording or video that they can listen to or watch as many times as they like before they start the activity.

Use mimes and gestures

Although it is possible to elicit the entire instructions with use of mime, it is usually much more useful for the teacher as a way of reinforcing and explaining what he is saying, and hopefully the combination can also lead to language learning. All kinds of things can be explained with the use of gestures. If the teacher writes all his instructions down, he could think about how gestures could be added and put them into the text in brackets or italics, e.g. instruction: ‘‘ stand up and move around class’’ (the teacher: open palm lifted up, then move fingers around in a squiggly).

Use pictures

They can be used in the same ways as mimes and gestures in the classroom: matching the written instructions to the pictures, putting the pictures in order by the stages of the activity, spotting which picture shouldn't be in the sequence, comparing the spoken instructions and the pictures, etc. It might also be good to make a poster of typical instructions with pictures to illustrate each one.

Choose and emphasize key words

Here the teacher finds one or two words that similarly mean the same thing in their first language (L1) as in the target language that will make the instructions clear to the students even if they haven't understood most of the rest of what you have said.

“Role-play”, “dialogue”, “detail”, “present”, “argumentative”, “illustrate”, “to cite”, “hint”, “drilling”, etc.

When the teacher is a new comer in the country and does not know the students' languages well, he could ask a colleague or brainstorm useful key words for instructions from teachers. Ways of making sure those words stand out include writing them on the board as you say them, putting them in the first sentence of the instructions (e.g. “Today/ Now, we are going to role-play a business meeting”).

Use demonstration

I think the easiest way of getting rid of problems with explaining is just to stop explaining and demonstrate instead. The easiest way of doing this is with another teacher, perhaps recording you two performing the activity and then playing that (mp3) file or video for the students. You can do similar things with a student who you know did the same thing in a previous class. If some students or groups tend to catch onto such things quicker than others, you could then get them to demonstrate the activity in front of the whole class before a group work stage. Alternatively, you could do an example of the pair work activity with halves of the class taking the roles of the paired students or the teacher competing against the whole class.

CONCLUSION

This research work probes into the implementation of the teachers' role as organizer among secondary schools EFL teachers in Porto-Novo. On the basis of the data, a conclusion is drawn that most teachers fail to play the role of organizer in their classroom practices on the account of their misunderstanding of the role in question. In Porto-Novo's current secondary schools, the understanding of EFL teachers' role as organizer is not compatible with what is provided by the literature. However, Porto-Novo's EFL teachers still have long way to go if they tend to improve the EFL teaching/learning process in their classroom. As a result, an EFL teacher's sufficient knowledge of organization hopefully brings about a successful implementation the teaching language classroom for the understanding of the importance of teacher as organizer and the use of those principles gives a teacher more quality time and consistency in the classroom.

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APPENDIX

QUESTIONNAIRE TO EFL TEACHERS.

Hello sir/madam, I am a student-teacher at the Teacher Training College of Porto-Novo and I want to carry out a research work on the topic: ‘ The teacher as an organizer in EFL classes: A case study of teachers’ understanding in Porto-Novo’’. So I would like you to complete this questionnaire which will help me have information for my study. Please, try to be honest and precise. Thanks.

Name of your school.....

Sex: F M

Age:

Years of experience: 1-5 years More than 5 years

1- As an EFL teacher, what are the different roles that you play during your classroom activities?

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2- What does the role of organizer mean to you, EFL teacher?

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3- Which of these roles do you think most important?

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4- Between handing out materials and giving instructions, what do you do first during
your classroom activities?

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5- Do you sometimes assume that your learners understand instructions?

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6- How do you make sure that your learners understand instructions?

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7- What do you do when your learners are on task?

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8- What are the difficulties you encounter in playing the role of organizer during
classroom activities?

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9- What do you think can be done to lessen those difficulties?

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Thank you for you cooperation.