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TEACHERS' ROLES ON STUDENTS IN LEARNER-CENTERED  
EFL CLASS: THE CASE STUDY OF CEG DJEGAN KPEVI OF  
PORTO-NOVO

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# DEDICATION

This work is lovingly dedicated to my Dear Parents, especially my mother who sent me to school and enabled me to reach this level today. May God grant her long life to reap the fruits of her labour.

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# INTRODUCTION

## INTRODUCTION

According to The random House Dictionary of the English language, (1987), the word Role refers to an actor's part; one's function, what a person or a thing is appointed or expected to do. In our daily lives we fulfill roles that have features of all these defining characteristics. We have roles in society –we play parts in society. These differ: some roles are hard to avoid (e.g. fathers); some roles may be thrust upon us by circumstances (e.g. school pupil); on the other hand, we choose for ourselves many of the roles we fulfill (e.g. teachers).

Probably most of the roles we play help us to express our 'real' selves rather than the reverse. As long as, what we are expected to do is congenial to us, we may not realize that we are playing a role. Therefore, Schools are one of the first places where kid's behavior and future educational success are shaped. However, teachers are carriers of either positive or negative behavior toward students, for they perform different roles when making decisions about the planning and teaching of lessons. It is often helpful to use metaphors to describe what teachers do. In some case, we say that some teachers are like actors because they seem to always be on stage. Others are seen as orchestral conductors because they direct conversations and set the tone and pace of the class. So, the term 'role' is borrowed from the stage.

In any case, once we are placed or place ourselves in a role, others will expect certain types of behaviour from us. From this perspective, teachers are considered as the second mothers of the students because students spend a lot

of time with their teachers. At the same time, I believe one becomes a real teacher through many years of training and experiences in the field. The same way, mothers are not born being great mothers but as their experiences with their kids expand they become experts in the field. Moreover, we know that mothers look the best for their kids and one of their goals is to raise their kids so that they can become useful for the society. Some of the mother's role toward kids is to give them care, love, respect, lead, instruct and to try to form a safe and pleasant environment at their homes. Are these attitudes of the mothers toward their kids related to what the role of the teacher should be with the students in the classroom? If not, what should be the role of the teachers then?

This work deals with the role-system in school especially the roles of teachers in EFL Learner-centered class. Because we considered school as an institution largely made up of clear-cut roles, where a pupil in school is expected to work as the teacher may require, to give attention, to keep reasonably quiet, to be proper when talking to a teacher...All these, imply for the teacher to control, instruct, guide, help and discipline pupils he/she has responsibility for.

This digest suggests general approaches to learner-centered and different roles of a teacher in learner-centered EFL class, Some ways of motivating learners in learner-centered EFL class, .That's why I have entitled my topic: " TEACHERS' ROLES IN LEARNER-CENTERED EFL CLASS: A CASE STUDY OF CEG *DJEGAN KPEVI* of PORTO-NOVO ".

I am going to state the problem, the objectives, the significance, the hypotheses of my research work.

### ***Problem statement***

English is a language the importance of which is no longer to be claimed for it is the official language of the USA, the first economic, political and military power in the world. However, Canada and Great-Britain also use it as an official language. It plays the same roles in some African countries such as South Africa, Nigeria, Ghana, and Kenya etc. And it is also considered as a universal language in the world. So English language learning is very important nowadays.

The usefulness of that language make many parents register their children in some nursery, primary and secondary schools where English is taught.

From this perspective, we've noticed that the teaching and learning process of that language in our secondary schools undergo a crisis as far as the out-comings of the students are concerned. There are all types of teachers some are better than others. Some teachers are well prepared and some are not. And according to my classroom observations, most of them fail in different area in the exercise of the roles assigned to them in Learner-centered EFL class. I noticed that some fail in the area of discipline, motivation, classroom management. In other words, in some classroom, it is not easy for some teachers to deal with discipline problems simply because a code of conduct was not established since the very beginning of the school year or it was established and it is then broken by the students without the teacher taking any actions. However, I also noticed that most of the students

are not motivated to learn the English language, just because the teacher fails in his role of motivator. At this point, some students choose not to attend English classes, because firstly they do not know the reason why they are learning the language, and secondly because they do not know the importance of this language learning nowadays. Moreover, others teachers fail in their role of advisor or counselor. In fact, they do not care about students' problems and difficulties in order to help them solve them, so that learner could feel at ease in the learning process. Furthermore, most of these EFL teachers do not find it easy at all to deal with classroom management; like students' grouping, which is very important in learner-centered class. Because, in learner-centered approach learners are put in the centre of the learning process and are given autonomy to take in charge their own learning. And that's the biggest problem in the new approach learner-centered considered as Competency-Based Approach in Benin context. From this perspective, the implementation of this approach in the teaching and learning process changes the roles of the teacher from a knowledge transmitter to a facilitator of the learning environment. Finally, a great number of EFL teachers seem to ignore the most important facet of teaching and learning process which is the creation of a relaxed atmosphere for learning. Most of these teachers have intimidated their students and frustrated them so that the learners feel insecure in the learning process and do not see their teacher as a parent. Thus, the pastoral role of the teacher is also extremely important to a students' progress, for schools are not only institutions for learning academic subjects. Schools are also about preparing students for life. That's

why I've decided to work on the topic «TEACHER'S ROLES IN LEARNER-CENTERED EFL CLASSES ».

Unfortunately, in our schools the implementation of this new approach is practically not easy for teachers in general because of some reasons mentioned in this research work. And finally, facing the problem of motivation, how could teachers motivate their students in the English language learning? In the framework of my research, I have set some objectives.

### ***Research Objectives***

The point is that when I started my teaching practice at CEG DJEGAN KPEVI, I noticed that many students do not like English classes. Some prefer going home when it comes to English class. Some do not even bother to attend English classes because they see English language learning too difficult, their teachers too difficult to understand and harsh in his judgment. The more difficult a problem is the faster we have to find alternatives.

The general objective of this study is to get informations related to the roles assigned to EFL teachers in a learner-centered class. This work aims to call the attention of our EFL teachers to review and check the different roles assigned to them in our EFL learner-centered class.

### ***Hypotheses of research***

In order to carry out a reliable study, I have seen it necessary to formulate some hypotheses of work:

- Students do not like English classes because they lack motivation.

- Students prefer going home when English classes come up because they do not see their teacher as a parent.
- Students choose not to attend English class because it is always the same strategy, it is boring, there's no variety.

The first chapter of my research work deals with literature review. The second chapter presents my research methodology, while the third chapter deals with data collection and findings. And finally, the last chapter concerns suggestions.

## Chapter I: LITERATURE REVIEW AND METHODOLOGY

### Introduction

This chapter deals with the literature review. It gives details about the books and the articles used in this research work and which are related to the topic I have dealt with, that is, Teachers roles on students in EFL learner-centered class. It contains the definition, the purpose of learner-centeredness, the Premises of the learner-centered Model by L. McCombs in his book *The learner-centered classroom and school*, The Learner-centered approach in English language teaching and the different roles that teachers are expected to play in EFL learner-centered class.

#### 1.1. Literature Review

##### 1.1.1 Learner-centeredness: Definition and Purpose

Weimer, Maryellen in her book *Learner-Centered Teaching* (2002). A book which deal with the learner-centered approach definition and purposes which I've summed up, asserted that Student-centered learning or learner-centeredness as a learning model that places the student (learner) in the center of the learning process. In student-centered learning, students are active participants in their learning; they learn at their own pace and use their own strategies; they are more intrinsically than extrinsically motivated; learning is more individualized than standardized. Student-centered learning develops learning-how-to-learn skills such as problem solving, critical thinking, and reflective thinking. Student-centered learning accounts for and adapts to

different learning styles of students. Her research concluded that a learner-centered environment encourage students' interaction with the content, with one another and the teacher, and with the learning process. It also encourages students' reflection, dialogue, and engagement, and requires a reliable assessment of their content mastery.

Collins and O'Brien (2003) in the *Greenwood Dictionary of Education*, deals with the difference between learner-centered approach and teacher-centered. They considered the learner-centered approach, as a learning model that places the student (learner) in the center of the learning process. In the book, they considered the teacher as an instructor who provides students with opportunities to learn independently and from one another and as a coach. They make a clear difference that Student-centered learning is distinguished from teacher-centered learning, for teacher-centered is characterized by the transmission of information from a knowledge expert (teacher) to a relatively passive recipient (student/learner) or consumer.

McCombs and Whisler (1997), in the book *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*, asserted that Learner-centered is most effective in promoting the highest levels of motivation, learning, and achievement for all learners.

1.1.2 Premises of the learner-centered Model by McCOMBS, B. & WHISLER, J. (1997) in their book *The learner-centered classroom and school: Strategies for increasing student motivation and achievement*

Their research suggested that in every EFL learner-centered class, all teachers should keep in mind that:

1. Learners are distinct and unique. Their distinctiveness and uniqueness must be attended to and taken into account if learners are to engage in and take responsibility for their own learning.

2. Learners' unique differences includes their emotional state of mind, learning rates, learning style, stages of development, abilities, talents, feelings of efficacy, and other academic and nonacademic attributes and needs. These must be taken into account if all learners are to be provided with the necessary challenges and opportunities for learning and self-development.

3. Learning is a constructive process that occurs best when what is being learned is relevant and meaningful to the learners and when the learner is actively engaged in creating his or her own knowledge and understanding by connecting what is being learned with prior knowledge and experience.

4. Learning occurs best in a positive environment, one that contains positive interpersonal relationships and interactions, that contains comfort and order, and in which the learner feels appreciated, acknowledged, respected, and validated.

5. Learning is a fundamental natural process; learners are naturally curious and basically interested in learning about and mastering their world. Although negative thoughts and feelings sometimes interfere with this natural inclination and must be dealt with, the learner does not require "fixing".

(pages 125)

### 1.1.3 Learner-centered approach in English language teaching

According to my teaching experience, learner-centered in teaching English seem to be a kind of reform which follows the trend of teaching in a pedagogic way. It focused on developing learners' communicative competence and on promoting learning strategies and learner autonomy in language classrooms. And, according to Savignon (1997) the impact of learner-centeredness in language teaching was evident with the development of communicative approaches which shifted the attention of the teaching-learning processes from language form to language function, or to language use in accordance with the needs of learners. This change in the approach to language teaching from traditional teacher-centered to more learner-centered, which as Nunan David (1988: 179) noted, is "*an offspring of communicative language learning*" requires learners to participate and negotiate actively in meaningful interaction in order to interpret and construct meaning by themselves.

The learner-centered approach is based on the idea that learners can learn better when they are aware of their own goals. Students' needs and learning styles are analysed and used for selecting course content and teaching methodologies. Evaluation is an on going process in every stage of teaching and learning. Self-assessment by each student is regarded as important as assessment by teachers. Two key components of the learner-centered classroom are first, placing more responsibility in the hands of the students to manage their own learning, and second, teachers taking roles as facilitators of knowledge to help learners learn how to learn rather than being the source of knowledge as was traditionally the case.

According to TUDOR 1996:

*Teachers can foster learner autonomy by creating and maintaining a learning environment through communicative tasks through which students can develop their language and learning skills to become autonomous learners. Tudor (1996) page 54*

In such a situation, teachers have to be familiar with a wide range of teaching methodologies, learning materials, study options, and be flexible and adaptable while school programs need to be resource rich to develop a successful learner-centred curriculum that caters for a wide range of student needs.

#### 1.1.4 The different roles of the teacher in EFL learner-centered class

According to Harmer, J. (2007) in his book “*The Practice of English Language Teaching*” , the term ‘facilitator’ is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where students not only learn on their own, but also take responsibility for that learning) through the use of group work and pair work and by acting as more of a resource than a transmitter of knowledge. Harmer, J. also states that it makes more sense to describe different teacher roles in more detail and say what they are useful for, rather than make value judgments about their effectiveness in terms of their ‘facilitator’ credentials. Some of the most common teachers’ roles are the following:

*Controller:* The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when new language is being introduced and accurate reproduction and drilling techniques are needed.

*Prompter:* The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

*Resource:* The teacher is a kind of walking resource centre (monitor) ready to offer help if needed or providing students with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that students can consult her/him when (and only when) they wish.

*Assessor:* The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.

*Organizer:* Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do. Giving instructions is vital in this role as well as setting up activities.

*Participant:* This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.

*Tutor:* the teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks."

From this perspective, and according to Tudor, 1996 in his book *Power Pedagogy and Practice*, a book which deals with the different roles that teachers play in learner-centered EFL class asserted that in a learner-centered communicative approach to English Language Teaching, students are expected to assume a more active and participatory role than in usual traditional teacher-centered approaches. Logically, student roles cannot be redefined without a parallel redefinition of teacher roles in the learner-centered classroom. He pointed out that there are two main roles that teachers perform in most traditional modes of teaching:

*a) Knower: the teacher is a source of knowledge in terms of both the target language and the choice of methodology; the teacher is a figure of authority who decides on what should be learnt and how this should be learnt.*

*b) Activity organizer: the teacher sets up and steers learning activities in the right direction, motivates and encourages students, and provides authoritative feedback on students' performance.* TUDOR (1996) page 49

Therefore, in the learner-centered classroom teachers should welcome their new functions as information-gatherers, decision-makers, motivators, counselors and so on. New teaching capacities include identifying students' needs, interests, and learning styles and strategies, conducting training on learning strategies, and helping learners become more independent. In the learner-centered classroom our starting point is not the textbook but the

learners. There should always be an ongoing dialogue between teachers and learners.

There are a variety of roles that teachers are expected to play, according to TUDOR in his book *Power Pedagogy teaching* (1996), we have:

*(1) Information-gatherer*

Teachers constantly collect information about their students, analyze their language behaviour, and observe ongoing interactions. Also, language teaching is a complex social and cultural activity. Teachers need to understand students within their socio-cultural context, asking the following questions: "How motivated are my students?" "How mature are my students?" "What are my students' cultural attitudes to language study and to the roles of teachers and learners?" "Are there any external constraints that place limits on learner direction?"

*(2) Decision-maker*

Teachers make decisions on a moment-to-moment basis. Their knowledge of learning theory and educational practice allows them to plan flexible learning experiences and to respond sensitively to learners of differing language ability levels and varying backgrounds, interests, and needs. While providing the necessary linguistic and emotional support, teachers encourage students to use their abilities to the utmost.

*(3) Motivator*

Teachers motivate students to acquire English. They arouse and maintain their students' interests by constantly assessing the needs and goals of their students and tailoring their instruction accordingly. They provide stimulating, interesting lessons that respond to the emotional, cognitive, and linguistic

needs of the learners. At this point, Dornyei and Csizer (1998: 215) offered a set of ten commandments for motivating learners. All the following items focus on what the teacher can do to stimulate intrinsic motivation.

- a) Set a personal example with your own behaviour.
- b) Create a pleasant, relaxed atmosphere in the classroom.
- c) Present the tasks properly.
- d) Develop a good relationship with the learners.
- e) Increase the learner's linguistic self-confidence.
- f) Make the language classes interesting.
- g) Promote learner autonomy.
- h) Personalize the learning process.
- i) Increase the learner's goal-orientedness.
- j) Familiarize learners with the target language culture.

#### *(4) Facilitator of group dynamics*

Teachers have strong skills in group dynamics that help them to provide efficient classroom routines and smooth transitions. They organize instructional tasks logically and understand how to use different types of grouping (including individual, pair, small group, and large group work) to encourage specific types of learning. While there are differences among the models of cooperative/collaborative learning, Johnson and Johnson (1999) and other researchers suggest that the following are key elements of Collaborative learning: positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and teacher roles in Learner-Centered Communicative EFL Instruction group processing. Collaborative

learning should be evaluated as a culture-sensitive approach to developing communicative competence and learner autonomy.

*(5) Provider of opportunities for communicative and authentic language use*

English is not just a series of word lists or grammar forms, but a living language for communication. Teachers provide students with materials from video clips, casual conversations, newspaper extracts, interview type activities, photographs & pictures, maps & charts and so on. To help students understand and use authentic language, various types of language assistance are provided by the materials. Teachers bring objects from the real world into the classroom, invite native speakers to class, and arrange field trips for students so that students encounter a variety of native speakers.

*(6) Counselor*

Teachers know when to serve as counselors. They provide emotional support just when it is required and help learners feel secured and confident about foreign language learning. They recognize psychological problems that may hinder their students' progress acquiring English and help students overcome these difficulties. Teachers monitor students' learning progress regularly. The feedback that they provide learners is timely and constructive. Students value the incentives that teachers regularly provide.

*(7) Promoter of a multicultural perspective*

Teachers expect their students to take a multicultural perspective. They encourage students to be tolerant of cultural conflicts, to respect those

of diverse cultures, and to avoid stereotyping others. Through team teaching with a native speaker, teachers develop various materials for cross-cultural communication. They need to remember a healthy balance between the necessity of teaching the target culture and validating the students' native cultures.

*(8) Reflective practitioner and researcher*

A reflective practitioner is a professional practitioner. The notion of "reflective practice" places as much emphasis on teachers' own evaluations of their practice as on the planning and management skills into which such evaluations feed, and has spawned a considerable volume of theory and publications devoted to its elaboration and promulgation. Reflection is not just about self-improvement and self-development but it is also about understanding and questioning the contexts in which teaching and learning take place. One of the fundamental purposes of reflective practice is to improve the quality of teaching and learning in educational contexts. Critical reflection questions the means and ends of education, and needs to be a judicious blend of sensitive support and constructive challenge.

The interdependence of reflective research and teaching is a foundation stone of EFL education. Precisely because research into student learning has studied and described the conditions that are necessary for changes in student understanding, it provides a promising source of ideas for EFL teaching. These insights help us to decide on the best ways to organize the curriculum, evaluate teaching in order to encourage improvement, and plan satisfactory programs for helping individual teachers teach better.

## Chapter two: RESEARCH METHODOLOGY

This chapter is about the methodology I used to carry out my investigation on the study. It includes the description of the target population, the research instruments, and the procedure of data collection.

### 1.2 Methodology

The different tools used to get informations and field data on my topic are the following:

- Analysis of documents
- Questionnaire
- Classes observations

#### 1.2.1 The Target Population

To carry out this work, I have directed questionnaire to some teachers and students so as to have more information to make this work a successful one.

#### 1.2.2 Research Instruments

I did many classrooms observations at CEG DJEGAN KPEVI to see how EFL teachers play the different roles assigned to them in learner-centered class. I surveyed many students on the roles played by their EFL teachers. And then, I made many questionnaires towards students and

teachers of English as a foreign language at CEG DJEGAN KPEVI of PORTO-NOVO so as to have objective information from them.

### 1.2.3 Students' questionnaire

The purpose of this questionnaire is to get firstly, informations about how students view the different roles their teacher plays in the class and secondly, to get further informations about what they expect their EFL teacher to do so that they could have positive attitude toward English language learning in the second part of the questionnaire. For this reasons, I sent them some questionnaire as follow:

#### Part I

As a student who has been learning English for almost four years or more than that, i.e, (From 3eme to Tle), Answer this questionnaire by encircling what is your opinion.

1- Does your teacher make you understand the lessons clearly? Yes no

2- Does your teacher evaluate what he taught you? Yes no

3-Does your teacher always motivate you to learn the English language? Yes  
no

4- Does your teacher give you rewards and positive reinforcement when you do well? Yes no

5-Does your teacher often bring real objet in the class for your better understanding? Yes no

6- Does your teacher make you work individually and in group? yes no

7- Between you and your teacher who talks the most during English classes?

Yes no

8- Does he give you advice when you raise a personal problem? Yes no

9- Does he let you know the objective of the lesson before he starts it? Yes no

10- Does he use humor with you in the class? Yes no

11- Is your teacher approachable? Yes no

## Part II

-To finish this questionnaire, tell us the different things that you want your EFL teacher, to start doing so that you could have positive attitudes toward English language learning.

### 1.2.4 Teachers' questionnaire

1- As a teacher of English, what are the different roles that you play in your class to get the message across?

2- Apart from making your learners understand the lessons, do you play any other roles?

3- Does it happen to you that your students ask for your point of view or advice as far as their feelings or problems are concerned?

4- Do you think that sharing students' problems is also part of your job? Why?

5- How should Teacher-student relationship be in an EFL class? Why?

- Negative
- Positive
- More or less positive

6- Do you always accept to chat with your students after the class? Why?

7- Between you and your students who talk the more in class? Why?

8- Among all the roles assigned to teachers in EFL learner-centered, which roles do you think that are difficult to play? Why?

## Chapter Three: DATA COLLECTION AND FINDINGS OF THE STUDY

### 3. Introduction

I have devoted much time to observing EFL teachers in their class to get concrete data about the way they play the different roles assigned to them in learner-centered classroom. I have also made some investigations on teachers' roles, that is, what students expected their EFL teacher to do or started doing in order to get them motivated through a questionnaire at CEG DJEGAN-KPEVI of PORTO- NOVO. Therefore, more than one hundred questionnaire was handed over to students.

Nevertheless, teachers' questionnaire is around twenty four samples and it is about how they get the message across, others roles they played in a learner-centered class, and how they motivated students in the language learning process.

#### 3.1. Interpretation of teachers' and students' questionnaires

##### 3.1.1. Teachers' questionnaire table presentation

QUESTIONS MAIN FOCUS	MAJORITY ANSWER	RATE	MINORITY ANSWER	RATE
Q1 What are the different roles you play in your class?	-Facilitator -Controller -Organiser -Prompter -Assessor -Disciplinarian -Participant	24/24		

Q2 Which other roles do you play apart from that?	None	20/24	-Advisor -Parent -confident -Motivator	4/24
Q3 How should teacher-student relationship be?	Positive	16/24	-More or Less positive	8/24
Q4 Do you accept to chat with your students after class?	Yes, it is very important. May be they do not understand the lesson or they have something to tell you.	24/24		
Q5 Between you and your students who talk the most in the class?	-It is the teacher. And very often, it depends on the function you are teaching.	14/24	-It is the students. Because most of the time, we let them discover things themselves. And then they expose it to the class.	10/24
Q6 Among all the roles you play in the class which ones are difficult to play?	-Maintaining discipline	20/24	-Motivator -Organiser	04/24
Q7 What is your perception about learner-centered approach?				

### 3.1.2 Teachers' questionnaire table interpretation

- The question which deals with the different roles of the teacher, 24 EFL teachers out of 24 think that being a Facilitator, a Controller, a Prompter, a Organiser, an Assessor, a Participant, a Disciplinarian, a Tutor are the roles they play in their different class to get the message across and for the teaching and learning process to take place.

- Considering the question which deals with other roles they play apart from the listed above, 7 teachers out of 24 point out that they play the role of Advisor, Parent, Confident, Motivator and asserted that it is part of their job. Whereas 17 teachers out of 24 have not mention this. And think that the most important thing is to know about the strategies to get the message across and make the learner understand the lesson clearly.

- As far as the question which deals with Teacher-student relationships is concerned 16 teachers out of 24 suggest that it should be a positive one whereas the remaining 8 out of 24 think that it should be more or less positive in order to avoid embarrassment in and out the class.

-Dealing with the question which asks whether teachers agree to chat with their students out of the class, all the 24 teachers out of 24 asserted that it is a good thing. And students may probably want to inform their teacher or something like that.

- Answering the question which deals with the one who talk the more in the class, 20 teachers out of 24 say that it is the teacher. And added that it depend on the function there are teaching. They give students opportunity to talk the

more when it comes to speaking or communicative activities. But when it is a vocabulary or grammar lesson, they are the one who talk the more.

- As far as the question which deals with the roles that teachers think are difficult to play in EFL learner-centered classes is concerned, i've gotten three kinds of answers: the first is 8 teachers out of 24 said that it is how to deal with discipline problems, the most difficult problem because in third and fourth form, students are too troublesome. The second answer is from 14 teachers out of 24, they think that the roles of motivator and organiser are difficult to play, simply because of the superabundance number of pupils in the classroom and the fact that the students don't like English language learning at all. And the third answer from 2 teachers out of 24. They asserted no role is difficult to play for a trained teacher and added that the first thing students need in language learning process is motivation.

### 3.1.3 Interpretation of students' questionnaire

I did my research on a sample of 300 EFL students who have been learning English for at least four years. I did it in three class of 'Troisieme' and two class of 'Terminale', in order to gather concrete information on the different roles EFL teachers play. The questionnaire is divided into two parts:

#### Part I

- As far as the first question is concerned, 165 students out 300 students answer that their EFL teacher make them understand the lessons clearly. Whereas 135 students out of 300 students answer that they do not always

understand the different lesson. They do not understand the meaning of some words in French.

- Considering the second question 201 students answer that their EFL teacher does not always evaluate what he taught them. They always use textbooks during the lesson, but when it comes to evaluations they got what is not taught. Whereas 32 students out of 300 students said that their EFL teacher always asks for exceptions rules during evaluations, things he has not taught them before. Finally, the remaining 67 students answer the question by YES, that is, their EFL teacher always evaluates what he taught them.

- Dealing with the question which deals with whether their EFL teacher motivates them to learn the language or not, 62 students answer by YES, that they are highly motivated to learn the English Language. Whereas 238 students answer by NO, that they don't like English classes, it is always boring.

- Concerning the question which deals with rewards and positive reinforcement 247 students out of 300 students answer that their EFL teacher very often used to give them rewards and positive reinforcements when they do good. Whereas 53 students out of 300 students said that their EFL teacher never used rewards and reinforcement in the class.

- Answering the question which deals with the use of real objects to explain the lesson, 63 students out of 300 students answer by YES, that their EFL teacher always brings real objects in the class for better understanding.

Whereas 237 students out of 300 students answer that their EFL teachers do not bring real objects in the class to explain the lesson.

- Concerning the question which deals with individual and group work, 300 students out of 300 students answer by YES, that their EFL teacher makes them work individually and in group.

- Dealing with the question of knowing the one who talks the most during English classes 174 students out of 300 students answer that their EFL teachers talk the more. Whereas 126 students out of 300 students answer that they talk the more. Their EFL teacher gives them many opportunities to express themselves.

- Answering the question which deals with advice giving, 126 students out of 300 students answer by YES, that their EFL teachers always give them advice whenever they raise personal problems. Whereas 174 students out of 300 students answer by NO, that their teacher never give them advice.

- Considering the question which deals with the objectives of the lesson, 152 students out of 300 student's answer that their EFL teacher always tells them objectives of the lesson before starting any lesson. Whereas 148 students out of 300 students answer that their EFL teacher never tells something like that.

- Considering the question of the use of humor by EFL teachers, 252 students out of 300 students answer that their EFL teacher use humor with them. Whereas 48 students out of 300 students answer that their EFL teacher never uses humor with them.

- As far as the last question of the first part of the questionnaire is concerned, 209 students answer by YES, that their EFL teacher is approachable. Whereas 91 students out of 300 students answer that their EFL teacher is not approachable.

## Part II

Students are asked to make a list of what they expected their EFL teacher to do or what they want their EFL teacher to start doing so that they could have positive attitude toward English language learning. They have answered that they would like their EFL teachers to always tell them what they expected from them, to always tell them the day on which quizzes will take place, for they do not like pop quizzes. Moreover, they want their EFL teachers to always pay attention to their feelings, not to insult them anymore, to always evaluate what he taught them, to always make them understand the lessons, to always give them homework after each lesson, to bring very often real objects in the class for better understanding, to ask their classmates to clap for them whenever they do good in the class, to consider them as if they were his children by giving advices, by caring for them, and by praying for them. Finally, they want him to tell them the different advantages of learning English language. “If our EFL teacher can do all this for us, we will firstly like him and secondly like the subject he is teaching us” that was their conclusion

### 3.2. Data analysis and Findings

One of the main objectives of this study was to draw out the participants' perspectives on the learner-centered approach. The twenty four teachers who participated in this study agreed with the policy of applying the learner-centered approach in EFL classes. They all understood that through the learner-centered approach, they needed to allow their students to take more responsibility for their own learning. However, they believed that it was not possible for their students to learn everything by themselves, and that teachers still played a major role in preparing the lessons, presenting the content, modeling the examples and creating the activities for their students.

Some of the teachers viewed language content, i.e., vocabulary, structure and pronunciation, as the priority in learning and teaching English as a Foreign Language. They believed that if the students learned enough content they would be able to use the content for communication purposes in the future. They claimed that their EFL classes included not only language content but also language skills, but they accepted that communicative activities were rarely used. While other viewed communicative ability as the goal of language learning. Both of them also regarded language content and language skills as important and tried to teach content and skills in contexts and through communicative activities. However, all of the teachers believed that they were more confident in teaching language content than communicative activities.

All of the teachers agreed that the learner-centered approach had the potential to enhance their students' positive attitudes towards learning

English. They found that their students were more self-confident in using English since they had been involved in a more activity-based program. However, the teachers had not seen any improvement in the students' English proficiency, and were concerned that in using this approach students would spend too much time doing activities and would not learn sufficient language content, leading to subsequent problems when they studied at higher levels.

The teachers believed that the learner-centered approach could not be strongly applied in EFL classes because of the nature of English as a subject as it was difficult for their students to learn English by themselves since it was not their first language. Students, especially 4th-7th graders, still were dependant on teachers' explanations. Moreover, the teachers believed that the learner-centered approach was more suitable for bright and highly-motivated students rather than slow learners.

They felt students still waited for knowledge from them and were not be able to make choices about their own learning. They realized the need to change their role as a knowledge transmitter to a facilitator or a coach to teach their students to think and learn by themselves through a variety of activities and resources. However, they agreed that it was challenging for them to implement this change while the other conditions, for example inadequate teacher qualifications, students' low motivation and poor English ability, large classes and poorly resourced schools, still remained unchanged. These findings suggest that some teachers wanted to teach their students to take the responsibility for their own learning, but they clearly did not know how to involve their students in teaching and learning processes, nor how to integrate this approach into their EFL classes. They identified that to

successfully implement the learner-centered approach, the most important factors were the readiness of teachers and students to accept responsibility for doing this, and the availability of resources.

They felt that they needed more time and support to gain insights into this approach in order to develop more learner-centered teaching skills.

Given these teachers' uncertainties, these findings suggest that the teachers had not been sufficiently prepared to implement the new learner-centered policy either in theory or practice. Although the teachers had positive attitudes towards the policy, it was difficult for them as the policy implementers to adapt to the new policy requirements as they had not been properly trained.

Furthermore, while going through teachers' and students' answers to my questionnaires, I noticed that both students and teachers are aware of the fact that each one of them has a role to play for teaching and learning process to really take place in the classroom. The former has the role of giving instruction and guiding students' learning and the latter the one to follow the different instructions of the teacher and to behave well.

## Chapter Four: SUGGESTIONS

### 4. Introduction

Through this research work, it is noticeable that most students do not like English language learning and some do not even attend English classes regularly. Therefore, this work allows us to know that teachers are more or less the main reason of this fact. For some do not know what their roles are in EFL learner-centered class; they do not motivate students to learn the English language, they do not create a relax atmosphere for learning to really take place, and most of the time learners feel insecure. Now, I am going to make to make some suggestions so as to make the teaching-learning process easier for both teachers and students.

#### 4.1 Suggestions to teachers

Having analyzed the different causes of students' absences from English classes, the lack of motivation to learn the English language, the learner-centered approach in Benin context, and the different roles of the teacher in EFL class. I sum up my suggestions as follows:

At the very beginning of the school year teachers have to establish a code of conduct and should be fair and consistent, he should be well-prepared and flexible. After all these are done, there is no reason why significant problem should arise in the course of teaching and learning process with adolescents. Nevertheless, teachers do have discipline problems and actions sometimes have to be taken. Teachers should act immediately; when the code of conduct is broken the teacher should act immediately. If the indiscipline involves anti-

social behaviour in the classroom the teacher should take steps at once. Where it involves things like not bringing books to the class the teacher should speak to the students either during or immediately after the class. The longer a discipline problem is left unchecked, the more difficult it is to take action.

Teachers may also stop the class; when the indiscipline involves disruptive behaviour the teacher should immediately stop the class. This is a clear indication to all the students that something is wrong. The teacher may then ask the students who are behaving badly what is wrong. He/she refuse to re-start the class until the students have settled down and wait until things improve.

Teachers can use reseating mode, it is an effective way of controlling a student who is behaving badly. By making immediately the student sit in a different place. Certainly where troublesome students are sitting together they should be separated. Often if students are moved to the front of the class they will behave better.

Teachers may also change the activity; particularly when a majority of the class seem to be gradually out of control, a change of activity will often restore order. Thus a quick fast-writing task will often quieten students down at the same time provide good writing practice. The same effect can often be achieved by a reading task or a listening exercise. In general, anti-social behaviour can usually be cured if the student is given something to do which will involve him.

Teachers can call on the troublesome student after the class; where one student is continually giving trouble the teacher should probably take that student to one side after the class is over. It will be necessary to explain to the student why his behaviour is anti-social. At the same time the student should be given a chance to say why he behaves in this way. The teacher can also clearly spell out the consequences if he continues to behave badly. One way for a teacher to get students involve in the classroom is to ask them questions.

As far as motivation is concerned, teachers should try their best to get students motivated, and keep in mind that only motivated students learn. From this perspective, teachers should always use Realia because it gives students the chance to practice real life situation with the guidance of someone who speaks fluently and will help them get it right. Finally, students will clearly understand the reason they're learning the language. Then your students will learn, have fun, but you'll also enjoy your class all the more.

#### 4.2 Suggestions to students

First of all, students should know that English language learning is very important nowadays, for it is a universal language all over the world. And for the computer age in which we are, they need to learn the English language. Moreover, students should keep in mind that English language learning is neither to have only marks nor to pass exams and tests. English language is also useful outside the classroom, that is, for communication in real life situations. From this perspective, they should try to motivate themselves because it is for their own profit. Whenever they succeed in the future through English language it will just be a pleasure for the teacher, for he was

the one who guide their learning, but the biggest part of this success will be for themselves. So, they should work in the hardest ways and be determined and focused on their learning. Furthermore, they should know that no learning can take place with absences from English classes and in an indiscipline environment. Thus, they should respect their teachers and consider them as their second parent, they should behave well in the class, they should respect the code of conduct established in the classroom.

### 4.3 Suggestions to the Government

In the course of this research work, I noticed that there is a shortage of qualified EFL teachers in Porto-novo and particularly where I did my teaching experience. The new policy, that is, Learner-centeredness has been mandated top-down. If the policy is to be successful, there is an urgent need to investigate on the English proficiency of teachers and their capacity to develop learner autonomy through a learner-centered class. This is particularly true for Benin rural contexts where training and resources are likely to be fewer. Teachers need to be given a chance to reflect on how they perceive the system. Researches need to be carried out on how teachers implement learner-centered approach in our schools. This new reform is unlikely to be successfully undertaken without listening to the teachers' voices and responding to their concerns. Furthermore, it will be good to increase the number of students recruited at the teachers training college in order to face the problem of shortage of qualified EFL teachers. Finally, government should try to increase salaries to incitate to the teaching profession.

# CONCLUSION

## Conclusion\

In EFL Learner-centered class, Teachers wear many hats and have many different roles depending on the situation. Each role will have a different effect on students' behaviours and progress. We might say that the successful teacher is the one who is aware of the teacher roles which are appropriate to different situations and possess the personality skills which allow him or her to adapt to changing situations. The roles of a teacher are to help students apply concepts, through classroom instruction and presentations, to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans, they also carry the role of a surrogate parent, disciplinarian, mentor, counselor, role model, planner, organiser, controller, assessor, participant, prompter, and many more. In today's world a teacher's role is a multifaceted profession, that is, what students learn in their formative years can shape how they will be in the future. I believe that a teacher is someone who becomes through many years of training and experiences in the field. I have not found a teacher who is an expert the first day of their profession. Finally, I believe that it is urgent for everyone who is a teacher or is planning to become a teacher, to get prepared in the field the best they can. Because all teacher who get prepare will know how to set up rules in the classroom. And therefore, those kinds of teachers will probably have less problems in the exercise of the different roles assigned to them for they will be able to control and manage their classroom in appropriate ways.

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## APPENDICES

### Students' questionnaire

The purpose of this questionnaire is to get informations about how students the different roles their teacher plays in the class and to get further informations about what they expect their teacher to do for them so that they could have positive attitude toward English language learning. For this reasons, I sent them the following questionnaire:

As a student who has been learning English for almost four years or more than that, i.e (From 3eme to Tle), Answer this questionnaire by encircling what is your opinion.

- 1- Does your teacher make you understand the lessons clearly?
- 2- Does your teacher evaluate what he taught you?
- 3-Does your teacher always motivate you to learn the English language?
- 4- Does your teacher give you rewards and positive reinforcement when you do well?
- 5-Does your teacher often bring real objet in the class for your better understanding?
- 6- Does your teacher make you work individually or in group?
- 7- Between you and your teacher who talks the more during English classes?
- 8- Does your teacher let you know about assessment?

9- Does he accept to share your difficulties?

10- Does he give you advices when you raise a personal problem?

11- Does he let you know the objective of the lesson before he starts it?

12- Does he use humor with you in the class?

13- Is your teacher approachable?

-To finish this questionnaire, tell us the things that you want your teacher to start doing so that you could have positive attitudes toward English language learning.

### Teachers' questionnaire

1- As a teacher of English, what are the different roles that you play in your class to get the message acrossed?

2- Apart from making the learners understand the lessons; do you play any other roles?

3- Does it happen to you that your students ask for your point of view or advice as far as their feelings or problems are concerned?

4- Do you think that sharing students' problems is also part of your job? Why?

5- How should Teacher-student relationship be in an EFL class? Why?

• Negative

• Positive

• More or less positive

6- Do you always accept to chat with your students after the class? Why?

7- Between you and your students who talk the most in class? Why?

8- Among all the roles assigned to teachers in EFL learner-centered, which roles do you think that are difficult to play? Why?

9- What is your perception of Learner-Centered Approach?