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THEME:

EXAMINING TEACHERS' CHANGING ROLES IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE IN
THE C.B.A CONTEXT THE CASE STUDIES OF SOME
SCHOOLS IN OUÉMÉPLATEAU REGIONS.

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DEDICATION

I dedicate this work to all those who love me, especially to Oyéro Aroua, my father and Célestine Gantin, my mother .This present work is the fruit of

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LIST OF ACRONYMS

AE: Animateur d'Établissement.

BAPES: Brevet d'Aptitude au Professorat de l'Enseignement Secondaire.

CBA: Competency-Based Approach.

CAPES: Certificat d'Aptitude au Professorat de l'Enseignement Secondaire

DUEL: Diplôme Universitaire d'Étude Littéraire.

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GENERAL INTRODUCTION

Education is a priority in the plinth of any development. The beninese government has understood this and has been trying to guarantee schooling for every child. It is in this respect that school fees are free in the primary schools and reduced for girls in the secondary schools. For such an educational policy to be effective, it needs the teaching of some subjects among which we have English language.

Indeed, the introduction of the English language teaching in the Republic of Benin started from the mid-ninetenth century. Of course English is not only the language taught in Benin. We also have other languages such has Spanish, German etc... Particulary, English language has become very important in our schools and for other people who had to use it for their career or business.

English language teaching in Benin went through many approaches. The reason of this is the discovery of some other new ways of teaching. Years ago, learners came to school as receivers of knowledge even if they understand it or not. The teacher was in the control of everything in the classroom. As such, knowledge cannot last long in the learner's mind: it is the objective-based approach.

To improve this approach, the beninese government decided to introduce the Competency-Based Approach (CBA) in the educational system in general and in the foreign languages teaching especially English. The learner is at the center of eveything as far as the teaching/learning process is concerned. Many disagree with this approach because they think it is lowering the learner's standard whereas some think it may help the learner to build himself knowledge and use it for a long time.

Most of the time, students lose interest in English learning, thinking that the language is difficult and that they hardly understand what the teachers do in classes. The teachers, on their side, blame the students, considering them as lazy

and too weak in English. All this has allowed me to say that the teachers seem to ignore that school is the only place where the students practise English.

The teachers' complaints about the students' level and students' replies about the language sometimes deserve reflections. If these reflections do exist, something is normally wrong with the teachers' roles in the context of CBA classes.

The problem raised here is what are today the roles of the teachers in the context of the Competency-Based Approach as far as the teaching of English language is concerned. In the light of all this, I think it is important to carry out a research work on: "*Examining teachers' changing roles in teaching English as a foreign language*" in order to highlight the 'new' roles of the teachers in the 'modern model' of teaching English language in our secondary schools. To reach this aim, I will first try to introduce the problem. Then a literature review will follow, and then I will deal with the methodology of the study followed by the analysis. Finally, some recommendations and suggestions will be made for the English language teaching improvement.

CHAPTER ONE: The Identification of the Study

This part of my research work deals with the statement to the problem, the purpose of the study, the significance of the study and finally with the scope of the study.

1.1 Statement to the Problem

Our country has been undergoing the growth of its population day after day. Therefore, schools are full of students and this is due to the policy of making girls' schooling free. To transform these "raw materials" that is the students into "products", we need teachers with strong academic and professional background. Since they are rare, schools are full of part-time teachers who have just graduated. First of all, teaching is not only a job it is also an "art". Some of these teachers do not know the teaching process in competency-based approach. If we want to teach how to ride a bicycle or pilote an aeroplane, we should not be so "foolish" as to think that the best way to do so is just by studying books. If we insist on preparing ourselves to ride or fly by learning things from books only, the consequence of our methods will be revealed the first time we get on a bicycle or into the pilot's seat of an aeroplane. This is why a methodical and effective teaching is necessary.

What is more, the first function of any language is speaking. To speak a language means first pronouncing very well the words and understand clearly the speaker's speech and answer accordingly. Everybody knows the importance of English today and it is taught in many countries as a foreign language. In some of our secondary schools, when we speak about teaching, most of the teachers think that to be effective is to know methods and impart knowledge to the students regardless of some aspects of their roles in the classroom.

Moreover, to teach is to negotiate and to develop an effective teaching/learning process, the teacher must make a clear use of his roles.

Unfortunately, a great number of EFL teachers in Benin seem to ignore the most important facet of teaching/learning process which is the roles playing therefore, they underestimate their roles. Most of them today seem also to perform their roles as if they were in the Objective Based Approach context.

All these situations led me to this question:

-What are the teachers' roles in this our 'modern model' of teaching English today?

We know there are numerous teachers engaged in English language teaching who know what their roles are. Despite the introduction of the Competency-Based Approach in teaching English language, the learners' language standard remains low. This means that there is something wrong either with what is being taught or how it is being taught or with who is learning it or altogether. Effective teacher's roles are meanwhile important in this context of teaching English for students better achievement.

1.2 Purpose of the Study

Teaching can not continue to be only a matter of the teacher; it must be a social activity because language is social in origin. Through this work, I want to shed light on the roles of the teachers in the context of CBA. Talking about the roles of the teachers, I want also to think about the contribution of other members concerned with the education in order to help the teacher do his job without difficulties. According to my personal experience as a part-time teacher, teaching in the context of CBA requires some sacrifices. My purpose is to show teachers that a good teaching is not possible without these sacrifices.

When we want to undertake a projet or a very important task, we always look for how we can do this correctly. The more urgent the problem is, the more quickly we find solution to it. So, the purpose of this work is to show

how teachers should behave if they want to have an effective teaching and draw their attentions on factors that may influence their roles.

To talk about the roles of EFL teachers for the necessity of an effective teaching/learning process, means that this aspect is very important. This is why I think it is time to think about it. The general objective of this study is to get information on the teachers' roles in the context of CBA the analysis of which can help us as English teachers to adjust our roles in order to restore an effective teaching in our secondary schools. The objective is also to make recommendations and suggestions for the teachers' roles for more improvement in the field.

To give a direction for my research work, I have set the following questions in order to reach specific objectives at the end. Here are how they are formulated:

- What are the realities around the Competency-Based Approach?
- Which roles should the teacher play in his classroom according to this context?
- What are the difficulties related to the roles of the teacher?
- What are the solutions for the teacher's roles improvement?

1.3 Significance of the Study

I think that undertaking this research work on examining teachers' changing roles is very important in that it recalls teachers their roles because some of them already know their roles. The significance of this study is also the fact that teaching affair is not a random matter. It is not the affair of a lazy man. My concern in carrying out this study is to do something so as to contribute to the improvement of the teachers' roles in EFL classes. So, by calling upon the

teachers to make a good use of their roles in their classes, I hope to contribute to the teachers' effectiveness in the teaching of English language in my country. The significance of this work is that it can draw once more the attention of the teachers on the roles and responsibility they should be bearing in their classes while teaching. My study is significant because, by carrying it out, I have been able to realize that as an English teacher for some years now, I did not do much to perform all my roles in the context of CBA. It is also significant because it can allow the school authorities and government to analyse the difficulties the teachers can face while performing their roles and to create better conditions for them.

1.4 Scope of the Study

I was about to undertake a nationwide research work. I mean to take into account the Republic of Benin in general as far as the area of the research is concerned. But because of my meagre financial means I have focused my research work on Ouémé-Plateau regions. So, my research used the immediate existing sources such as libraries, websites, the concerned population and schools to carry out my work. Besides, this research work is limited to the area of the teachers' roles in teaching English as a foreign language in the context of CBA.

After having given a clear idea about the problem raised in this research work, let us look at the report and the analysis of the different books I have read to develop the topic under consideration.

CHAPTER TWO: Literature Review

This chapter is about the literature review. It will help me to know what other researchers have developed about the teachers' roles in order to find a way for my research work.

2.1 Overview of the English Language Teaching in Benin

The history of language teaching in general started in 1862 with the creation of three schools by Thomas Birch, an English missionary. These schools were respectively located in Agoué, Grand Popo and Ouidah. English and French were both taught in those schools. In 1865, came another English missionary Thomas Joseph Marshal who founded the protestant school of Porto-Novo. Since Benin was under French colonization, French quickly became the official language used in Dahomey (today Republic of Benin). Aware of the international importance of English, the French people took a decision to use it as our second language and began teaching it in secondary schools.

The traditional teaching approaches were used for those languages. Specially, Grammar - translation was at the centre of all teaching / learning activities. As the colonial leaders noticed that Benin leaders can hold their destiny as far as teaching a foreign language is concerned they had to go back to France in August 1960.

The new leaders had made a great effort to improve the situation in general, and English language teaching in particular. Of course, with the departure of French leaders, Benin first encountered many problems in different fields. To find solutions for the problems raised after this departure and especially in the educational system the National Conference of February 1990 was held. This called to the necessity of reconsidering the educational system. A General Meeting on Education ensued in October 1990. From this meeting, an important document was elaborated and gave the main lines of new educational policy and

strategies. This document was enforced by the government in January 1991 and laid foundations for what is known today as the new syllabus.

2.2 English Language Teaching From the Beginning up to Today

At the beginning of the seventies English was taught orally. The experimentation of ‘English for French-Speaking Africa’ started in the 1969-1970 academic years and this only for the first cycle.

In the first edition of the textbook, “*I want to speak English*”, it was recommended that teachers should do only oral work with the learners for a period of six to eight weeks before introducing them to the written form of English. Unfortunately, teachers realized that this method doesn’t match the teaching of English because some learners in order to remember what they have been taught orally wrote down sounds of what they have heard in their own ways. The ‘English for French-speaking Africa’ adapted the English language to the environment of the learners.

In the second cycle, teachers of literature held two-day seminar in May 1974 and decided to use novels written by Africans such as Elechi Amadi, Jame Ngugi, Peter Abrahams, Chinua Achebe, Kwame Nkumah and Asare Konadu selected for each class. ‘English for French - Speaking Africa’ series was replaced by ‘Go for English’ series towards the end of the nineties. ‘Go for English’ was used from the first cycle to the second cycle. Contrary to the ‘English for French-Speaking Africa’ series, ‘Go for English’ considers the learner as a principal actor in the teaching / learning process by being actively involved in a variety of activities through individual, pair and group work. After some time, this teaching method scales down in favor of another much more learner-centered one: the Competency-Based Approach so as to get new citizens capable of creating, undertaking, and meeting the requirements and needs of today’s world. The experimentation began in secondary schools in the 2003-

2004 academic years, and its generalization then came in 2007-2008 academic years from the first year of the English learning to the fourth year. Today the generalization covers both the first and second cycle. This new approach of teaching is based on the cognitive and socio-constructivism approaches. The '*Document d'Accompagnement*' is used in place of '*Go for English*', with the '*Guide Pédagogique*' only for the teacher. To meet the learner's needs, the '*Document d'Accompagnement*' of each class deals with their daily and cultural realities.

2.3 Language Teaching Approaches

As I mentioned earlier, English language teaching went through many approaches. An approach can be a method; and I would like to relate a description to this word. A method is a set of rational procedures used to prove a truth or to reach or achieve a goal. The Oxford Advanced Learner's Dictionary (6th Edition 2000) states that a method is a particular way of doing something.

To my mind, a method in education is all the rules or communicative principles underlying teaching. This part will not display all the teaching approaches but only those which influenced the language teaching such as grammar-translation, communicative approach, audio-lingual method, natural approach and the competency-based approach just to make a brief comparison.

2.3-1 Grammar Translation Approach

In the nineteenth century, the translation of literary texts was the main method for studying a foreign language. The classical method, as it was originally called, underwent a name change in the mid of 1800s and was thereafter known as the '*Grammar Translation Approach*'. This was criticized because it was not concerned with learners' communication skills. As a result, '*Grammar Translation Approach*' lost popularity in United States (Savignon

1991). Learning simply how to translate and recite rules was insufficient for learners who recognized the value of oral communication in the target language.

‘Grammar Translation Approach’ was teacher-centered. It limits interaction and spontaneous creativity. Teachers used ‘Grammar Translation Approach’ to focus learners’ attention on grammar and vocabulary by having them read and translate the target language texts. It was assumed that this process would allow learners to gain an understanding of the grammar of their own native language (Larsen-Freeman 2000). Examining grammatical structures and deducing rules were also considered excellent mental exercises that would help learners grow intellectually by broadening their language, history, and literary knowledge. However, the classical target language texts were often difficult because they were written in nonstandard language and presented as a linguistic exercise with no attempt to include themes, style or culture in the lesson.

However, this approach is still popular in some places and is considered as a good method for individuals who want to be translators and are concerned with knowing how to speak or pronounce the target language. It is also still used in many EFL settings where learners like a teacher-centered method that includes the intensive study and memorization of grammar rules and vocabulary.

2.3-2 Audio-Lingual Method

The Audio-Lingual Method, is based on behaviorist theory, which professes that certain traits of living things (and in this case humans), could be trained through a system of reinforcement-correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback. This approach to language learning was similar to an earlier called the direct method. Like the direct method, the Audio-Lingual method advised that students be taught a language directly without using the student’s native language to explain new words or grammar in the target language. However, unlike the direct method, the Audio-Lingual method did not focus on teaching vocabulary. Rather, the teacher drills students in the use of grammar. Drills and

pattern practice are typical of the Audio-Lingual Method (Richards J.C et al 1986). Very often, practice was in the form of:

-Repetition: where the student repeats an utterance as soon as he hears it;

-Inflection: where one word in a sentence appears in another form when repeated;

-Replacement: where one word is replaced by another;

-Restatement: the student re-phrases an utterance.

2.3-3 Natural Approach

The natural approach is a method of language teaching developed by Stephen Krashen and Tracy Terrell in the late 1970s and early 1980s. It aims to foster naturalistic language acquisition in a classroom setting and to this end it emphasizes communication, and places decreased importance on conscious grammar study and explicit correction of students' errors. Efforts are also made to make the learning environment as stress-free as possible. In the natural approach, language output is not forced, but allowed to emerge spontaneously after students have attended to large amounts of comprehensible language input.

The natural approach has become closely associated with Krashen's monitor model, and it is often seen as an application of the theory to language teaching. Despite this reception, there are some differences, particularly Terrell's views that some degree of conscious grammar study can be beneficial. The syllabus focuses on activities which Terrell sees as promoting subconscious language acquisition. He divides these activities into four main areas: content activities such as learning a new subject in the target language, activities which focus on personalizing language, such as students showing their favorite music; games; and problem-solving activities.

This approach develops the communicative skills and is useful for beginning language learners. It is presented as a set of principles that can apply to a wide range of learners and teaching situations and concrete objectives depend on the specific context in which it is used.

2.3-4 Communicative Approach.

This approach arose in response to criticism of methods that did not prepare learners to communicate effectively or to thoroughly learn the language. The communicative approach began to emerge in the 1970s. Numerous alternate methods appeared on the scene in the 1960s and 1970s that in one way or another tried to encourage authentic communication and improve language teaching. Finally in the 1980s the communicative approach covered the language teaching (.Nunan 1991, 2003).

Many researchers performed groundbreaking work and research on the communicative approach in the classroom and highlighted the importance of real-life communication needs (Canale and Swain, 1980; Nunan, 1991, 1993, 2003; Savignon ,1991, 1997). The communicative approach represents a wide variety of learner-centered methods today because it prepares learners to interact with authentic language in real life situations and settings, where they acquire true communicative competence that includes a mastery of grammar, discourse, language style, and verbal and nonverbal strategies. Vocabulary and grammar are generally not drilled and memorized, but are instead acquired through communicative interactions and tasks that are meaningful and relevant to the learners. In addition, because of its focus on authenticity, the communicative approach prepares learners for the linguistic challenges they encounter outside the classroom (Savignon, 1991). According to the communicative approach, we could say without any doubt that this latter approach is probably drawn from the former. To prove this, the communicative approach is the approach we use while dealing with the activity on the pictures description where students are given chance for free communication. Here the approach is totally learner-centered. Students produce their own English to say what they think without a necessary form feedback from the teacher.

2.3-5 Competency-Based Approach.

The Competency -Based Approach is a teaching approach which puts a particular emphasis on competencies. This approach emerged in the United States in the 1970s. Firstly, it is based on constructivism, the theory stating that learners build their own knowledge. It is also a theory through which the learner is the main actor. He builds his knowledge methodically (Lasnier, 2000; Guerin 2000). The teacher is thus considered as a facilitator who helps the learners to build their knowledge. So, the Competency-Based Approach is therefore an ability that teacher may use to perform his teaching.

Secondly, the process of learning follows a method which consists in developing personal cognitive strategies. This implies that the learner learns to think through the awareness of his own intellectual method of working. This learning puts the implicit knowledge into words (Vermerch, P. 1994) (My own translation). The Competency-Based Approach emphasizes on the fact that learners develop skills, abilities and how to interact with others.

Of course, no approach is important or superior to another but it depends on how well it works. As Nunan, (1989) says “*there are no standard methods*”. This is to state that one should not lose sight of the fact that the best approach is the one that works with learners, helps them learn more efficiently.

2.3-5.1 Competency-Based Approach Objectives

The first goal of the CBA is to stop spoon-feeding the learners. It is also to let the learners be the seeker of their own knowledge, to prepare them for life so as to be independent and autonomous. In order to reach these objectives, Competency-Based Approach lays emphasis on three competencies such as:

- Disciplinary competencies;*
- Cross-disciplinary competencies;*
- Trans-disciplinary competencies.*

Each of them completes one another and relate to issues dealing with life. In the 'Guide Pédagogique Anglais Seconde', (Porto-novo, Octobre 2009), details of what these competencies develop in students are clearly mentioned.

1. Disciplinary Competencies

They are related to the subjects. As far as English teaching/learning assessment process is concerned, they are four in total:

- a- Speaking
- b- Reading
- c- Listening
- d- Writing

(Guide Pédagogique 2nde)

2. Cross-disciplinary Competencies

According to their aspect and the fields they deal with (intellectual, methodical, social affective) they are important for a good learning. Cross - disciplinary competencies are eight in number and are developed and acquired in every subject.

- a. Make use of the available information
- b. Solve a problem situation
- c. Make use of criticism
- d. Make use of one's creativity.
- e. Manage one's learning or a task to be done
- f. Work in cooperation
- g. Show ethic
- h. Communicate with precision and appropriateness.

(Guide Pédagogique 2^{nde})

3. Trans-disciplinary Competencies

They are six (06) in number. They relate to all subjects and should be developed during the lesson. Here is how they are formulated:

- a. Show one's personal and cultural identity in a steadily progressive world;
- b. Act individually and collectively with mutual respect and open mindedness;
- c. Be prepared to enter professional life with the view of self fulfillment and admission to the society;
- d. Have sound way of living as far as health, sexuality, security are concerned;
- e. Act in harmony with the environment and with view or long – lasting development;
- f. Act like an informed consumer by a proper use of goods and services.

(My own translation) (*Guide Pédagogique 2nde*)

The cross-disciplinary and trans-disciplinary competencies are the same for all subjects and should be developed during the different lessons as thoroughly as possible. It is important that the teachers of each of the subject understand what the competencies stand for and how they can be integrated to the teaching of their subjects. This is very important as one of the principles of the skills-based on teaching is to make everything clear to the learner; that is telling him/her what he/she is doing and why he/she is doing it. To join words to actions according to these principles, teachers should bear roles so as to foster a good class management. I will try therefore to shed light on the role of the teacher according to Harmer (1983) and others in the following section of my work.

2.4 The Roles of the Teacher

The Oxford Dictionary 6th edition, year 2000 defines "role" as:

- Actor's part in a play / film/ movie;
- 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 are, in a multitude of ways, actors of social roles.

In the context of CBA, teachers should not forget that the learner must be at the center of the teaching / learning process. Contrary to the traditional approach he is no more spoon-fed. He then can become an active agent of his own learning, and an independent, autonomous and a dynamic learner. He resorts to his teacher only when he has a difficult situation, when he does not have a sufficient and adequate prior knowledge or is in deficit of knowledge, abilities, capacities and competencies.

As far as his role is concerned, learner builds his knowledge progressively, in a personal way. Hence, learning can be seen as a discovery or a system made of sense and which has been built from concrete information of experience. The learner's background is thus very necessary in the process of teaching / learning in the CBA. He processes his knowledge to build other knowledge which, in turn, can be kept in his memory.

As mentioned earlier, a teacher bears multiple roles. Harmer,(1983) demonstrated that the teacher plays the role of a controller, assessor, organizer, prompter, participant and resource. These roles are quite independent in their content, while the teacher plays a given role; he is in the sense of that role to fully do what the role requires so as to reach a goal.

The role of the teacher then will depend to a large extent on the function he performs in different activities.

- **The Teacher as Controller**

According to Harmer(1983), the teacher plays the role of controller when he is totally in charge of the class. He controls not only what learners do, but also when they speak and what language they use. Clearly the introduction of new language often involves the teacher in a controlling role, particularly at the accurate reproduction stage.

However, it is important to realize that this control is not necessarily the most effective role for the teacher to adopt. Indeed if he wishes the learners to use language in any way then the control will have to be relaxed since if all the language used is determined by the teacher the learners will never have the opportunity to learn properly. The teacher as controller then is useful during an accurate reproduction stage and in general during lockstep activities.

- **The Teacher as Assessor**

Assessment of learners work is a major part of a teacher's job. This aims at seeing how well learners are performing or how well they performed. According to Harmer (1983), assessment consists in correcting and organizing feedback.

During an accurate reproduction stage, where the teacher is totally in control, he will be correcting learners' errors and mistakes. His function is therefore to show where incorrectness occurs and help the learner to realize what has gone wrong and to put it right. Where learners are involved in immediate creativity, the teacher may still correct but correction might be "gentle". Gentle correction involves showing that incorrectness has occurred, but not making a big fuss about it.

Organizing feedback is a major part of assessing learner 'performance (for their benefit) so that they can see the extent of their success or failure. The teacher waits until an activity or task has been completed and then tells the learners how well they did. We must make a distinction between two kinds of feedback: content feedback concerns assessment of how well the learners performed the activity as an activity is rather than a language exercise.

Form feedback tells the learners how well they performed in term of the accurate use of language. Most correction during presentation stage is a type of form feedback. Where the communicative activities are taking place the teacher will record particularly common errors and mistakes.

Teacher should take great care not to make form feedback dominant after activities: content feedback should usually come first and the teacher must decide when form feedback is appropriate and when it is not.

It is vital for the teacher to be sensitive to his learners in his role as assessor and to realize when correction is inappropriate.

- **The Teacher as Organizer**

'The most important and difficult role the teacher has to play is that of organizer' for Harmer (1983). The success of many activities depends on good organization and on the learners knowing exactly what they are to do. Time can be wasted if the teacher omits to give learners vital information or issues conflicting and confusing instructions. From the author's analysis, it emerges that teachers should provide and give clear instructions to students for good understanding.

The main aim of the teacher when organizing an activity is to tell the learners that they are going to talk about (or write, or read about), to give clear instructions about what exactly their task is, get the activity going, and then organize feedback when it is over. This sounds remarkably easy, but can be disastrous if the teacher has not thought out exactly what he is going to say beforehand.

Certain things should definitely not be done when organizing an activity: teachers should never, for example, assume that the learners have understood the instructions. It is wise to check that they have grasped what they have to do, and where possible, their native language can be used for this. As far as I am concerned, great attention should be paid to the use of native language in class. Some teachers do this and it really works but sometimes it is frustrating because the use of only one local language (nago for example) is dominant and other students may not understand it. The organization of an activity and the instructions the teacher gives are of vital importance since if the learners have

not understood clearly what they are to do, they will not be able to perform their task satisfactorily.

The organization of an activity can be divided into three parts: in the first, the teacher gives a lead-in. Like lead-in for presentation or for the treatment of receptive skills. This will probably take the form of an introduction to the subject. The teacher and the learners may briefly discuss the topic in order to start thinking about it. The lead-in concerns a familiarization with the topic.

When the lead-in stage has been accomplished, the teacher instructs. This is where he explains exactly what the learners should do. This stage particularly in a monolingual class may be a good idea to get a translation of these instructions to make sure the learners have understood. In certain cases the teacher may well organize a demonstration of the activity before giving instructions.

Finally the teacher initiates the activity. He gives a final check that learners have understood. He can say for example: “has anyone got any questions”.....no.....? Good. Then off you go!

The teacher may ask the learners to see if they can be the first to finish, thus adding a competitive element which is often highly motivating. For this sequence (the lead-in--> instruct--> initiate) to have the right effect the teacher must remember to work out carefully what instructions to give and what the key concepts for the activity are.

• **The Teacher as Prompter**

According to Harmer (1983), very often the teacher needs to encourage learners to participate or needs to make suggestions about how learners may proceed in an activity when there is a silence or when they are confused about what to do next. This is one of the teacher’s important roles: the role of prompter. He encourages the learners to ask another question and is ready with a suggestion about what question might be in case the learners could not think of one themselves. In simulations the teacher might need to prompt the learners

with information they have forgotten. The role of prompter has to be performed with discretion for if the teacher is too aggressive he starts to take over from the learners whereas the idea is that he should be helping them only when it is necessary.

- **The Teacher as Participant**

Harmer (1983) argues that there is no reason why the teacher should not participate as an equal in an activity especially where activities like simulations are taking place. Clearly on a lot of occasions it will be difficult for him to do so as an equal (since he often knows all the material and all the details etc...)

The danger is that the teacher will tend to dominate and the learners will both allow and expect this to happen. It will be up to the teacher to make sure that this does not happen.

Teachers should not be afraid to participate since not only will it probably improve the atmosphere in the class, but it will also give the learners a chance to practice English with someone who speaks it better than they do.

- **The Teacher as Resource**

The teacher should always be ready to offer help to learners if it is needed according to Harmer (1983). He is a kind of walking resource centre. He has language that the learners may be missing and this is especially true if the learners are involved in some kind of writing task for example. But not in all activity can the teacher be a resource. For instance when we force the learner to perform in English entirely on their own with no outside help in this case the teacher will not be available to help.

Apart from Harmer J. (1983) presentation of the teacher's roles, many other authors such as Byrne (1987) and David Cranmer argued on the roles of the teacher especially when the teacher is teaching oral English. Oral English today can easily be compared to the speaking and listening activities teachers perform

in their classroom. Teachers' roles in teaching oral English occur at three different stages of the teaching/learning process. At these stages, teachers act as informant, as conductor and monitor, as manager and guide.

- **The Teacher as Informant**

The first stage of any teaching is the presentation stage where the teacher introduces something new to be learned. At this stage, the teacher's main task is to serve as a kind of informant. He is the one who knows the language, so he selects the new material to be learned and presents this in such a way that meaning of the new language is as clear and memorable as possible. In turn, the students listen and try to understand. It is the stage where students' talk is very little except when invited to join in, so they are by no means passive. At this point of the lesson, the teacher then is at the centre of the stage. As it was noticed by Byrne (1987), it is an attractive role for teachers, and there is a danger of spending too much time presenting so that the students do not get enough time to practice the language themselves.

- **The Teacher as Conductor and Monitor**

At the practice stage, it is the students turn to do most of the talking, while the teacher' main task is to provide minimum amount of practice, which must at the same time be both meaningful and memorable. The teacher' role then is radically different from that at the first stage. He does the minimum amount of talking. He is the skillful conductor of an orchestra, giving each of performers a chance to participate and monitoring their performance to see that it is satisfactory.

- **The Teacher as Manager and Guide**

Generally, teachers think that language learning has its end at the practice stage. But most remains to be done after this stage. To back this Byrne (1987)

said "it is a pity that language learning so often stops short at the practice stage or at least does not regularly go beyond it". Many teachers think that they have done their job if they have presented the new material well and have given their students adequate practice in it.

To ensure that the learning has taken place, students must be able to use the language for themselves and unless opportunities are available for them to do this outside the classroom, provision must be made as part of the lesson for it is through these opportunities to use language as they wish to try to express their own ideas, that students become aware that they have learned something useful to them personally. Thus, in providing the students with activities for free expression and in discreetly watching over them as they carry them out, the teacher takes on the role of manager and guide in other words, the role of adviser.

As multiple as the teachers' roles can be, the teacher teaching style is also very important for a good teaching process.

2.5 Teachers' Teaching Style

Wright(1988) states that '*The teacher's teaching style is the collection of the attitudes and behaviors he employs to create the best possible conditions under which learning can takeplace*'. This assertion is nothing but the connection of the atmosphere and the motivation in the classroom. Teachers therefore, have many roles to play in creating good conditions for teaching / learning.

2.5-1 Students' Motivation

In order to easily display his roles in teaching process, the teacher has to put learners in a good condition of learning.

Byrne (1987) noticed that across the three stages of teaching (presentation, practice, and production) the key role that the teacher plays is that of motivation. It implies that EFL teachers should know that the learners have a mind and

feelings. When the learners' feelings are not positive, the mind cannot do anything good and appreciable. Both should go hand in hand in order to create a good classroom environment so as to allow students to learn. By doing so, teachers develop positive attitude and interest in the language in their learners. As Wright (1988) said, *'teachers have two major roles in the classroom: creating the conditions under which learning can take place and imparting knowledge'*.

Besides, he argues that a primary function of teachers' management role is to motivate the learners who are demonstrative and nurture those who are already well motivated to the task of learning a foreign language.

Wright's development of motivation seems to give a crucial value to students' motivation. When students are motivated, certainly teachers can find it easy to display other roles. According to him, to achieve motivation in their class, teachers can adopt many behaviors among which:

- Adopting a positive attitude towards the learners;
- Giving students meaningful, relevant, and interesting task to do;
- Maintaining discipline to the extent that a reasonable working atmosphere is established. This does not mean total silence, rather an atmosphere of calm and organization;
- Being motivated and interested themselves;
- Involving the learners move actively in the classroom process activities that demand inters-student communication and co-operative effort on their part. Group work simulations are two examples of such activities that are designed to achieve this effect;
- Introducing learners to the concept of self-appraisal and self-evaluation through reports and discussions;
- Giving positive feedback on written assignments;
- Encouraging pride in achievement by allowing learners to display their work on the classroom walls and notice boards.

2.5-2 Building Students' Self-esteem

School is a traumatizing experience for many EFL students. Each day student is tasked with learning new language and culture. Teaching EFL students adds another component to the already difficult profession of teaching. Students entering a classroom with English as a foreign language also face a multitude of challenges. Students, who may normally be outgoing and boisterous, can become withdrawn and shy because they are afraid of being made fun of or not understood. Effective EFL teachers should provide their students with a safe classroom environment where they can take risks with their new language without being ridiculed by their peers or teachers. The role of the teachers is to work each day to help students not only learn English, but also give the knowledge and skills necessary to cope in their everyday life.

2.6 Teachers' Role in the Four English Language Skills

English language teaching involves four skills so as to make the language real. Teachers while dealing with each of these skills have a set of roles to play.

2.6-1 Listening

Listening is one of the language skills which are very important in learning a language. It helps the learner be familiar with the language and understand what is said. Before the Competency-Based Approach, accent was not put on listening activity in the classroom. The teacher's role in listening activity in that period was only noticeable through the explanation of vocabulary and grammar items. He spoke and learners try to listen to him through what he said.

The 'modern model' of teaching English today makes things easy for the teacher. Harmer (1983) pointed it out that the most important and difficult role the teacher has to play is that of organizer. In the four English skills, the teacher as an organizer is very important in that he/she is always there in the preparation steps. He/she finds appropriate materials and texts which take into account

learners' level, needs, interest and the curriculum. The teacher introduces the listening topic and invites the students to listen to a text or to a record. He reads with an accepted speed and accent to allow the students to listen and understand him correctly. The teacher may make use of songs, through radio or TV. To check students' listening habit, the teacher provides students with activities to make sure that they have heard and understood. These activities include completing sentences using information from the text heard, or answering questions etc... At this stage, the teacher as monitor takes place. The teacher gives opportunity to each performer to participate. At this stage, it is also the teacher's role to develop grammar and vocabulary items.

2.6-2 Speaking

Language has to be achieved through practice. That has to be brushed up every day. "*A good command of English is generally achieved more through hard work than through some mysterious gift*" contends Shaheen (2008). A language must be spoken in order to be fluent. There was not a special occasion to teach speaking in the past. Even if it was time to apply his roles in speaking, the teacher had to linger on debates and stories where his talking time lasted long. Students were not offered much opportunity for speaking activities. As an organizer, he chooses the speaking topic according to the level of the students. At this stage, the teacher's role is to create a good classroom environment to allow the students to speak without fear. It is an occasion where the teacher helps the students get rid of their shyness. He helps the students discover their own errors and mistakes and correct them kindly. He uses words repetition, dialogue, recitation, and greeting etc... to teach speaking. During speaking activity, the teacher's role is to help the learners perform individually and in pair because speaking is after all individual. The teacher participates in speaking activity in order to set himself as a model for the students. The teacher's most important role in speaking is to allow correct

pronunciation practice and help the students not to veer from the speaking main points.

2.6-3 Reading

Reading is an important mode of expression. Reading helps the students to get pleasure out of the language. The teacher's roles in teaching students how to read has long been debated. Presentation of reading items and the use of "look and say" approach were the teacher's roles in teaching reading. This approach dominated in the 1940s, 50s, and 60s where the role of the teacher in reading is to teach students how to learn words' memorization.

Today, the role of the teacher in teaching reading is different. The teacher presents the theme by allowing students brainstorm about the topic. At this pre-reading stage, the teacher asks questions in order to help them guess what the text is about. He then sets them to work in while reading stage. He invites them to make a silent reading (individual reading) where he allow them to discover new words. At this stage, the teacher helps students in understanding new words and sentences patterns. He covers his role in teaching reading by inviting the students to do activities on the text they read. Here, he controls the learners' work and helps them if he/she is asked to.

2.6-4 Writing

Writing helps to develop good handwriting, spelling, structures, words of active use, punctuation, etc... So, the teacher's role is regarded as of paramount importance in teaching writing. There is no much difference in teaching writing in the past and today. The teacher teaches writing through single words, jumbled words, jumbled sentences, paragraph and essay writing regarding the level of the students. As a provider, he sets an activity for writing by organizing a writing context which is attractive to the students. As an observer, he takes careful note of the students' use of the materials. Observation helps the teacher to gain an

understanding of the current concepts and ideas students have about writing. The teacher as-observer seeks opportunities for students to use writing in purposeful ways.

Reading and writing are interconnected because the improvement in one prompts improvement in the other.

In order to find way for roles in teaching, the teacher's roles must be supported by his responsibility in the classroom. This responsibility, far from being the same thing with his role, is the demands of any language teaching.

2.7 The Responsibility of the Teacher

Teaching in any venue involves writing a lesson plan, presenting materials to students, responding to students' learning needs, and evaluating students' progress. Teachers should communicate and relate well with students, enjoy working with them, and be able to motivate them. They need to make English study as interesting and attractive as possible that students will want "to feed" themselves in other words, they should establish a positive learning environment in the classroom. They should have inquiring and analytical mind, and strong desire to pursue and disseminate knowledge. Additionally, they must be self-motivated and able to work in an environment in which they receive little direct supervision. A teacher that has experience in teaching English should recognize the way in which his teaching skills can be adapted for the teaching of English. Moreover, he will need to look for content specialists for help in designing appropriate lessons in the subject matter he is teaching.

A teacher must play many roles; organize courses, set learning objectives. The main reason is that learning English does not just involve gaining knowledge. *'An equally important part of learning English is developing skills, and skills can only be developed by practice'* Shaheen, (2008). A teacher must help students learn how to practice effectively, and also encourage them to practice a lot even when the teacher is not around. They need to help students develop their own

plan for studying English and help students keep their plan and their interest alive. Students will also tend to have more confidence in teachers whose English is obviously good and will tend to look up to them as role models. So it is an obligation for the teacher to try to master or improve his English in order not to mislead students.

2.8 Impact of the Role of the Teacher on Students' Performance

The teacher's role has something to do with the student's achievement. We know we are in the era of student-centered approach but the role of the teacher is very important in a learner's life. Any attention the teacher pays to student during activities, any encouragement or motivation he builds in his (student) mind has a positive impact on the learner's performance. Let us just imagine a classroom without a teacher or simply a classroom with a teacher who just stands or sits down in a class without any care about the students during activities. For sure, students in that kind of classes will transform their working time into playing time. Some students who can even work sometimes without the teacher's help hardly work even though we are in the era of student-centered approach where the student does more than the teacher. The teachers' role can never be cancelled or redundant in the teaching / learning process. Teachers, who effectively play their role in the classroom, give opportunity to students to achieve tasks, overcome problems and eventual difficulties related to their learning.

Teachers, even good ones in their job, come sometimes across some disturbing factors in their job.

2.9 Factors Influencing the Teachers' Roles

2.9-1 Positive Factors

Teaching a foreign language with the competency-based approach requires a "particular" teacher. As far as teaching English is concerned, the teacher should

be aware of the teaching demands. This leads me to pay a particular attention to the new English teacher in the competency-based approach.

2.9-1-1 The Profile of the New English Teacher in the CBA Context

An English teacher is someone who knows the language, a holder of a given degree in English, someone who has a good background and a teaching knowledge about the language. As multiple and demanding as his roles are, teacher should have a good training to enhance facilities. In all phases of learning, student achievement correlates with the quality of the teacher. Dozier (1998) emphasizes that *“if we do not focus on the quality of teaching other reform efforts will not bring us what we are hoping for”*. The availability of a good teacher, for example, may have a greater effect on improving student achievement than other factors.

The question that arises now is to know what a good teacher is. He can be defined in addition to the above roles he plays as someone who helps the student to learn or contributes to this in a number of ways. The teacher's role goes well beyond information feeding, with the teacher having a range of key roles to play in the teaching process. In other words, the profile of the new English teacher has something to do with the teacher's effectiveness and it is usually expressed in terms of student achievement.

2.9-2 Negative Factors

Teachers sometimes fail to play correctly the roles they have in their classes. Most of the times, this is due to outside factors beyond the teacher's teaching quality because even though he is good at teaching he can in contrast, fail fulfilling these roles. As Digest (1998), an organization, suggests, the teachers' morale and students' attitudes, may negatively influence the roles of the teachers.

2.9.2-1 Teachers' Morale

Teachers are a vital part of the education system, and their level of morale has a direct influence on student's achievement and learning. Although there are numerous ways of defining teachers' morale, according to DIGEST (1998), it can best be summed up as a state of mind or mental attitude that is based on how valued and appreciated within a school a teacher feels. We can now see that when the teacher's morale is quite low, the will is totally absent. Playing or holding a role in this situation is hard. As teachers' responsibilities are increasingly stretched to the limit, understanding the factors that can negatively affect their morale is crucial in creating a condition where teachers' role can easily take place.

2.9.2-2 Students' Attitudes

In our classroom, students play a major part in the teachers' role fulfillment. According to Stenhund's study (1995), teachers identify students as the primary and central factors that have an impact on both their professional enthusiasm and discouragement. In other words, when teachers are faced with poor students' behavior, apathy or low levels of motivation in the classroom, teachers' morale is negatively affected. What is sure after the teacher's morale is affected is that the teacher cannot develop his roles. This manifests itself in emotional or physical fatigue and a reduction in motivation and enthusiasm. Conversely, when students are positive about learning and responsive enough in the classroom, teachers' sense of purpose in undertaking roles in classroom is restored and their level of enthusiasm and inspiration increases.

2.9.2-3 Large Class Size

The expansion or the massification of the secondary level education has proved unavoidable. This creates another problem for teachers in their classroom. Teachers in their roles realize their limit to help students in large size classes. For

example, an overcrowded classroom does not allow the teacher to play his role as a controller while students are working on a given task in order to control what students are doing or the language they use while performing the activity. If the teacher insists on playing roles in a classroom where students are numerous, he can only succeed with few students and leave the other aside. Hill and Dobbyn (1981) argue that teaching is more difficult in large classes than small ones in term of helping individuals, keeping discipline, and encouraging participation. Classrooms with reasonable number of students seem to favor teachers' roles correctly.

2.9.2-4 The Absence of Motivation

Teachers play an important role in the students' education. Therefore, they should receive a competitive or increased salary for the recognition of their success in the learners' lives. Contrary to this, teachers are sometimes confronted with precarious conditions while teaching .This situation leads them to permanently minimize or underestimate the roles they should be playing in the classroom because they are not correctly paid for the job they are doing. Permanent stress compounded by absence of motivation is generally observed. Where the teachers' low motivation and poor working condition co-exist, playing their roles becomes hard.

Therefore, I think that a particular attention should be paid to the factors that influence positively the teacher'roles and avoid those that influence them negatively for an effective teaching.

The next chapter of this work deals with the research methodology.

CHAPTER THREE: The Methodology of the Study

This part of my work deals with the methodology and steps I have used to carry out this research work. Indeed, it helped me to collect reliable data which will be the core of the analysis in the following chapter.

3.1 Description of the Target Population and Sample

This section describes and unmasks the population on which the investigation lays.

3.1-1 The Research Population

To carry out this work, I need an indicated population in order to get reliable information and point of views. According to the topic: “Examining teachers’ changing roles in teaching English as a foreign language in the CBA context...”, I quickly thought that those living in the area of teaching should be sampled.

The population immediately involved in this work is teachers and students because they are the ones who the topic points to. The choice made on this population is not surprising because after all, they are the ones who can tell us what is really happening in the classroom.

3.1-2 The Sampling

Firstly, to narrow the area of the study I am firstly interested in Ouémé-plateau regions. I sampled at random secondary schools such as: CEG Djègan-kpèvi, CEG Igolo, CEG Zoungbomè, CEG Daagbé, CEG Sado, CEG Gblogblo, CEG Kouti, CEG Tchaada, CEG Djomon, CEG Kitigbo, CEG Dooké, CEG Médédjonouand CEG Banigbé-Lokossa all located in the area of the study.

Secondly, one hundred and ninety-three (193) questionnaires have been addressed to EFL teachers and finally, two hundred and thirty seven (237) students have been interviewed in order to get information on the topic.

In order to have access to those schools for my investigation, a request letter has been addressed to school principals(see annex pages). They helped much because most of them have automatically given me permission to start my investigation. Those who were not around when I went to their office phoned me and accepted my request.

3.2The Research Instruments

To collect data for this work, different steps and instruments have been used. The main instruments I have used for this study include:

- Questionnaire to teachers
- Interviews
- Classroom observation

To have a clear idea about each of these instruments, I think it is very important to describe each of these investigation instruments.

3.2-1 Questionnaire to Teachers

At this stage, a written questionnaire is addressed to EFL English teachers in Benin secondary schools especially those sampled for the investigation. Fifteen questions have been set on this questionnaire. The objective of the questionnaire is to get the teachers' opinion on the topic. It is described as follows:

- Questions 1, 2, 3 are structured so as to verify the level of study, the status and the professional experience of the E F L teachers in our secondary schools.
- Question 4 helps to check teachers' years of experience in teaching English.
- Questions 5, 6, 7, emphasize on whether or not the teachers are trained, the impact of the training on their teaching and things that lack for good teaching.
- Questions 8, 9, are set so as to see what role teachers can play in the context of C B A.

-Through questions 10, and 11, I would like to check if teachers can take personal decisions according to the methods and materials used in the process of teaching.

-In questions 12 and 13, I would like to make sure that EFL teachers take students' needs into account in their teaching.

- The fourteenth questions checks how teachers interest students in the classroom activities.

-the last question, the fifteenth, is set to have a free comment on the teachers' role issue.

3.2-2 Interview

This instrument is used in order to get other direct information from the teachers. I think that the yes or no questions set in the questionnaire hinder the development of their opinion. This interview gives them opportunity to express deeply and orally their answers. In this section, I tried to meet thirty (30) teachers at the rate of five (05) qualified teachers. This occasion allow the teachers to produce additional arguments about what I was trying to find out in the questionnaire. My interviewees have been asked the same questions which can be described as follows: (see annex pages)

Since students are also involved in this work, they have been interviewed as well to have their point of view on the teaching/learning English language in our secondary schools.(see annex pages for the questions they have been asked)

Apart from the questionnaire and the interviews the third instrument I used was classroom observation.

3.2-3 Classroom Observation

Classroom observation seems to be the most important of the instruments I have used to collect genuine and indisputable data. I have not just carried out a single classroom observation. The classroom observations took a month at a rate of twice a week for each class. As I thought that the teachers' role should be the

same in every class, I have observed eleven (11) classes with the target on mainly 4è(the third class)with different teachers in order to make a lot of discoveries. Of course, I did not jump one day in those classes and start observing. Since I have got a permission from principals or from vice principals, I then negotiated or made an oral request with the concerned teachers beforehand. Once in the classroom I greeted the teacher and the learners and sat behind the learners at the back of the classroom with my notebook with a particular attention to:

- The use of adequate materials
- The way the teacher teaches
- The relevance of the activities
- The learner-centered teaching / learning.
- The classroom atmosphere
- The teacher's instructions
- The learners' reactions
- The class management

The information I collected from the different respondents will be presented and analyzed with great interest in the following chapter.

CHAPTER FOUR: Presentation and Interpretation of the Results

This chapter presents the data collected during my investigation and their interpretation.

4.1 Presentation of the Results

From all the questionnaires received by the teachers, 168 teachers have given their questionnaires back. This score is 87.04% as the return rate.

4.1-1 Teachers' responses

In order to have a clear view of the findings related to the questionnaire, I have decided to break down my findings into tables, and figures so as to better observe the statistical data.

Table 1: Teachers' qualification.

Teachers' qualification	Frequency	Percentage
BAC	00	00
DUEL	35	20.83
Licence	82	48.80
Maîtrise	25	14.88
BAPES	21	12.50
CAPES	05	02.97
Total	168	100

The results in the table 1 show that the lowest qualification (BAC) is no more frequent in the secondary schools. The highest one is the “Maîtrise”. The holders are few. 14.88 percent compared with “Licence” holders 48.80 percent. The table also reveals that “CAPES” which is the highest professional qualification is rare. Only 02.97 percent of the respondent teachers have this qualification compared with 12.50 percent of “BAPES” holders. According to

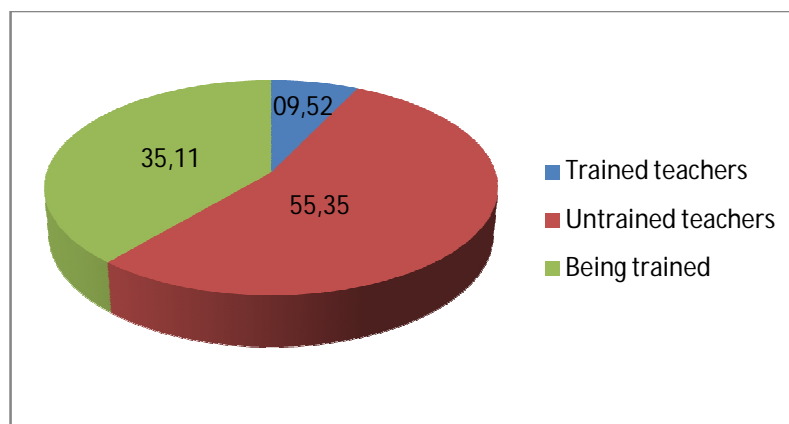
this table, it is worth saying that most of the teachers in our secondary schools have an accepted academic background.

Table 2: Teachers' Professional Status.

Professional status	Frequency	Percentage (%)
Part-time teachers	107	63.69
Under contract teachers	43	25.59
Full time teachers	18	10.71
Total	168	100

The results in this table show that out of the total respondent teachers, a large percentage 63.69% does not have an official professional link with the government. So they are part-time teachers. 25.59 percent are under contract teachers and only 10.71 percent are full-time teachers. The results in this table clearly show that the secondary schools' staff enjoys a precarious living condition.

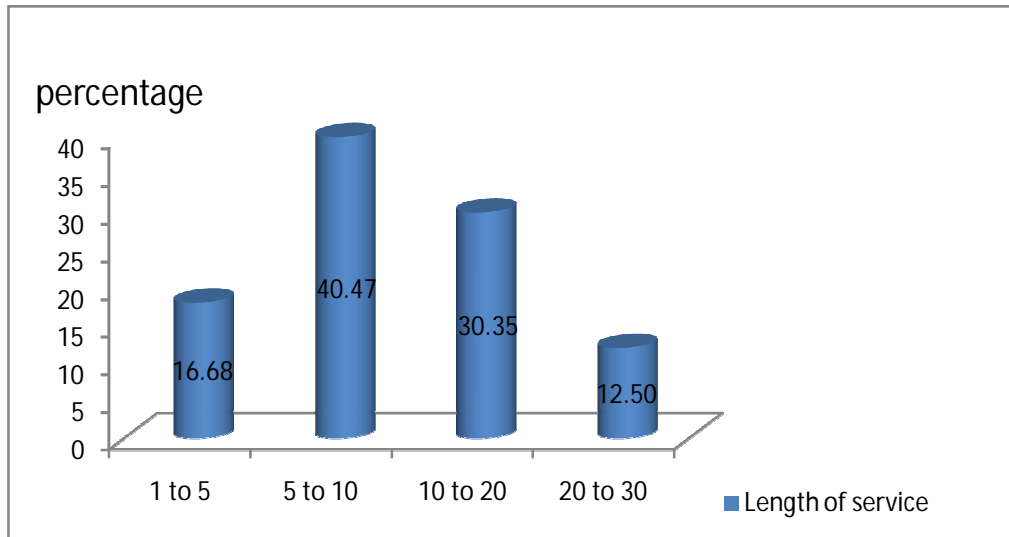
Figure 1: Teachers' Training (%)



The results in figure 1 show that only 16 teachers out of 168 are really trained that is 9.52 percent. 55.35 percent are untrained and 35.11 percent of the

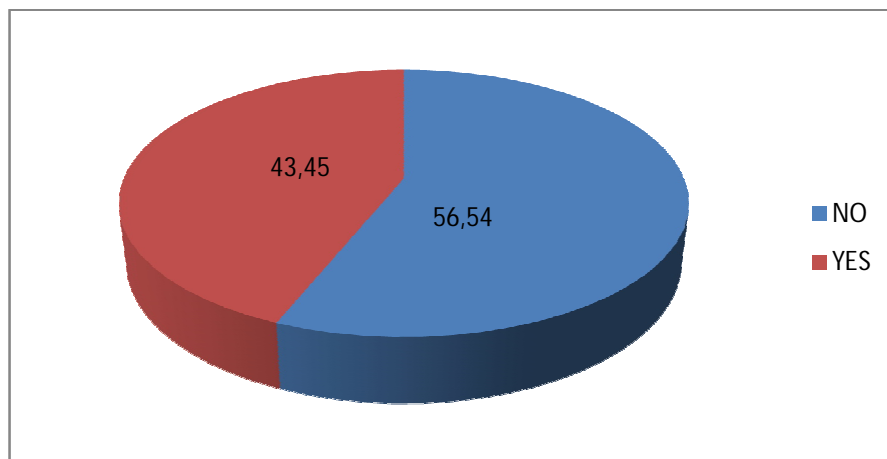
teachers are being trained. So, the majority of the respondent teachers are untrained.

Graph 1: Teachers' Experience



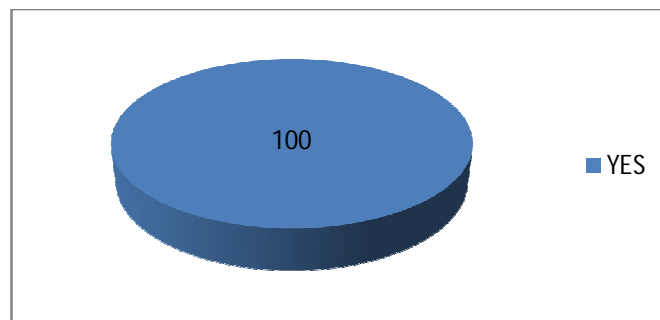
In this graph, we notice that 40.47 percent of the respondent teachers' length of service is between 05 and 10 years. 30.35 percent is between 10 and 20; only 12.50 percent is between 20 and 30 years and 16.68 percent is between 1 and 5 years. As we can see it, most of the teachers in the secondary schools are relatively young in their teaching experience.

Figure 2: Teachers trained for or not for CBA (%)



The results in figure 2 show that 95 respondent teachers are not trained for CBA. Some have been trained for the Objective Based Approach. This is added to the existing untrained teachers. So, 56.54 percent of the teachers are not trained for CBA compared with 43.45 percent trained for it.

Figure 3: *The training ‘Usefulness*



As we can see it in figure 3, the training helps all the teachers who have been trained. As a proof, 100 percent of them admitted that the training helps them to be confident in their class even those trained but not for CBA.

Table 3: *Lacks in the English language teaching*

Lacks	Frequency	Percentage (%)
Materials	91	54.16
In service training	77	45.83
Total	168	100

The results in table 3 show that more than half of the respondent teachers 54.16 percent said that materials are what lack whereas 45.83 percent argued that in-service training is what lacks most.

Table 4: The Teachers' Roles in the Context of CBA

Teachers' roles	Frequency	Percentage (%)
a) Controller	24	14.28
b) Facilitator	53	31.54
c) Assessor	25	14.88
d) Organizer	33	19.64
e) Prompter	15	08.92
f) Resource person	18	10.71
Total	168	100

The results in table 4 show that in the classroom, the teachers play at least a role particularly that of a facilitator. Many teachers play role as a facilitator 31.54 percent of them do this. 19.64 percent of teachers as organizer; 14.28 percent as a controller; 10.72 percent as resource person and only 08.92 percent play the role of a prompter.

Table 5: Teachers' Roles in Assessing Students

Teachers' roles in assessing students	Frequency	Percentage (%)
Yes	168	100
No	00	00
Total	168	100

The results in table 5 show that all the teachers, that is 100 percent admitted that it is their roles to assess students' learning styles, their strengths and their weaknesses.

Table 6: Taking Decision on Methods and Materials

Taking decision on methods and materials	Frequency	Percentage (%)
Yes	168	100
No	00	00
Total	168	100

The results in table 6 show that 100 percent of the teachers admitted that they can decide what methods and materials are most appropriate for them.

Table 7: Taking Decision on the Materials used in the Textbooks

Taking decision on the materials used in the textbooks	Frequency	Percentage (%)
Yes	136	80.95
Sometimes	32	19.04
Never	00	00
Total	168	100

The results in the table 7 show that 136 teachers out of 168 that is 80.95 percent answered that they can decide whether to adapt, replace, omit and

supplement the materials used in the textbook, 32 teachers out of 168 that is 19.04 also do this not always but sometimes.

Table 8: Adaptation of the Students' Needs and Wishes in Teaching

Adaptation of the students' needs and wishes in teaching	Frequency	Percentage (%)
Yes	168	100
No	00	00
Total	168	100

The results in table 8 show that 100 percent of the respondent teachers accommodate their teaching to the students' needs and wishes.

Table 9: Dependence of Students' Needs and Wishes Adaptation in Teaching

Dependence of students' needs and wishes adaptation in teaching	Frequency	Percentage (%)
a)Level of educational background of students	130	77.38
b)Their age	38	22.61
Total	168	100

The results in table 9 show that 77.38 percent of the teachers admitted that accommodating students' needs and wishes to teaching depends on the one hand

on their level of education background and on the other hand 22.61 percent asserted that it depends on the age of the students.

Table 10: Strategies of Students' Motivation

Ways of students' motivation	Frequency	Percentage (%)
a)By appreciating their work and giving appropriate feedback	24	14.28
b)By giving learners opportunity to participate	19	11.30
c)By recognizing and praising good performance	27	16.07
d)By introducing competitions, games, and songs in class work to arouse learners' interests	85	50.59
e)By relating programmes to the needs and aptitudes of learners	13	07.73
Total	168	100

The results in table 10 show that teachers use different ways to motivate students. As a proof, 14.28 percent appreciate students' work and give appropriate feedback to motivate students. 11.30 percent do this by giving learners opportunity to participate. Going to a step further, 16.07 percent recognize and praise good performance to create motivation. More than the half of the respondent teachers (50.59 percent) motivates students by introducing competitions, games, and songs in class work. Few of the teachers 07.73 percent relate programmes to the needs and aptitudes of the learners to motivate them.

4.1-2 Teachers' Comment about their Roles in the Context of CBA

Few of the respondent teachers made comment on the matter. Some of them approve that the CBA works when roles are respected. They declare that they should have students build their own learning by placing students at the centre of teaching / learning process and by using correct teaching strategies. Others said that their role is also to involve students in classroom's work to get them participate constantly and actively. Teachers also point out that it is very important to arouse learners' interests in their learning process and always put in the mind of learner that they can achieve many things in English using their knowledge.

To understand more deeply the teachers' changing roles and how roles are organized in class, I have not only distributed questionnaires to teachers, but also I have interviewed and paid visit to some English teachers in their classes. The next section of this chapter will be devoted to interview and classroom observation.

4.1-3 Interview with the Teachers

I got many opportunities to discuss about the teachers' roles and teaching according to CBA with the respondents. Those opportunities were mainly weekly meetings and also in private. My questions for the interviewees as stated earlier revolve around four points:

- Teachers' roles today
- Facility or difficulty to display those roles in the classroom
- The strategies used in the classroom
- The use of student's book

Discussions from these interviews can be summed up as follows: most of my interviewees talking about the teachers' roles today (particularly those who have been teaching for some time) claim that nothing in the teachers' roles has been

changed like a blue car to a yellow car but they have merely been improved and corrected. Teachers' roles are and remain the same but in the CBA context the roles of the teacher are mainly to help the learners do a lot by himself and place him at the centre of the teaching / learning process. Sometimes, students' attitudes toward the language stand as an impediment for the teachers' roles. When the teacher plays a role, he should reach the reason why the role is developed. Some negative attitudes of the learners hardly make roles easy. Many teachers confess that it is not always easy to play roles in classroom. We have been teaching CBA for some years now and it allows us to see its ups and downs. *"I do not usually use group work"* said a respondent. *"I often put my learners in row to allow only individual and pair work"* he asserted. This teacher recognized the importance and the objectives of group work but explained that what students do when they are in group does not give a way to these objectives. *"Students once in row and having them work individually and in pair are less noisy and work correctly"*; he added.

Another respondent that I interviewed declared *"We all know that since then, the same textbooks are used in our schools for years. So it is up to the teachers to be creative"*. Today, learners always give correct answers for activities without really knowing what the activity is about because they constantly use their so called "old copy-books". So, I think blaming learners about their level is not totally fair. Teachers should present new materials to students so as to help them get involved, and correct their flaws.

4.1-4 Interview with the Students

Let us confess that it was not easy to conduct an interview with the students. Most of them were hostile to the questions I asked particularly in the schools where I did not teach. After introducing new strategies, explaining the objectives of the questions and being familiar with them they accepted me.

Most of their answers are similar. First of all, none of them dislike English. “Yes” was what they said or nodded their head to answer the first question I asked them. Answering to my questions became so interesting that each time I conduct the interview with them, I was surrounded by a great number of students. “*How can we learn English?*” said a student. “*I never learn English as the other lessons*” said another student. This was how they answer my second question. Surprising? No. It was really the answer they gave me. Students do not really learn English and this is the reason why teachers have difficulties in classes in introducing new lessons. Many students confessed that their problems lay on the English verbs and on the texts. Some even complain that they do not understand what the teacher is saying when he is speaking. These complaints of the students prove it true because teachers notice this in class activities and in tests or in exams. So, it is now important to find solutions in order to help students overcome the problems they have in English.

4.1-5 Classroom Observation

In order to better observe the teaching / learning process of English language and teachers’ roles, I also went to sit in classes to have a close contact with the teaching situation with clear objectives in mind as they were previously stated. From this classroom observation, it appears that the authorized textbooks are used in the classes I have visited. Besides, learners sit in group of four or six as recommended by the system to allow pair and group work. Before the day lesson starts, the teacher gets the learners ready for the new lesson. First, he uses warming-up activities. I was excited to see a teacher dancing while using the warming-up activities. Together with his learners, he sang. I was sure that this was not because there is an outsider in the classroom but because they are used to doing so and I can perceive this in the learners’ attitudes. The learners were really relaxed with their teacher and surely ready to answer the teacher’s questions on the day lesson because of the familiarity. After this, the teacher tells a topic about the day lesson. Even before this stage,

the teacher makes a short revision on the previous lesson with the students. When the teacher starts the day-lesson, he asks them to take and open their book (*document d'accompagnement*) on a given page. He then presents and explains the lesson and give activities on it. After ten(10) or fifteen(15) minutes of work that means after five (05) minutes of individual work and five (05) minutes of pair work or after five (05) minutes of individual work, five (05minutes) of pair work and five (05) minutes of group work it depends on the teacher's choice of strategies. At this stage the teacher shows himself as resource. He goes around the groups to provide eventual help. After this, a student or a group's member is chosen randomly to put their work on the board. If answers are correct the group is praised. When some are wrong the teacher invites some volunteers of any group to correct them. Sometimes, teachers have to give the answers and explain because most of the time students waste time to find accurate answers. When things are normal at the end of the day lesson and before the note taking, the teacher makes the assessment and gives further exercises as home-work.

Let us also point out that in two (02) of the eleven classes I visited, from the beginning of the lesson to the end, everything was not totally good. Some of the students are not interested in the lesson and activities in spite of the teacher's effort to help groups. Some students do not even care about my presence. During group work, some are busy doing other things. They speak their local languages and give outside information to one another. Some students are interested in what happens on the school yard. The other surprising fact is that not only some students doze during the lesson but are also busy revising the next lesson they have after English. So face to all these situations, the teachers regularly has to ask for silence or draw the attention of those who are not listening or following.

The data collected from the class observations and interviews can be put together in three points:

- Teachers' and learners' behaviors
- Teaching methods and
- Physical and organizational hindrances

These points will be detailed and interpreted in the following section of the chapter.

4.2 Interpretation of the Results

In the light of data collected during the interview, class observation, and the results of the questionnaire it is clear that many things stand as hindrances for the teacher's role in teaching English language.

4.2-1 The Teachers' Behavior

Teaching a foreign language is not really an easy task no matter what can be said. The reason for this declaration is that the language is new and difficult for the learners. Therefore, the teacher has to cope with whatever comes or happens during teaching and accepts his role. Many teachers have understood this and know it. We can notice in our classes that teachers encourage learners on their way of speaking the language and the way of performing activities. I noticed in most of the classes I visited that teachers keep a good atmosphere in order to give a way to a positive class management which is crucial for teaching. Most of the teachers have understood that students' motivation is important in teaching/learning process. This justifies their answers in table 11 on students' motivation. As a matter of fact, when learners notice that a good atmosphere is present they are eager to learn. They find no barrier between them and the teacher and they can call him for help whenever they have problem with a task. Most of them through table 11 recognized that students cannot learn without motivation and Byrne (1987) put an accent on it and said "*The key role the teacher has to play is that of the motivator*".

I should also point out that not all the teachers I paid visit to behave correctly regarding the teaching. Some feel nervous when they ask question for certain times and their learners are not answering or reacting or when they should repeat the same thing several time. This leads the teacher to adopt a harsh class management. As such, learners lose confidence and prefer to keep quiet. Teacher-centeredness easily takes place because learners are not giving answers anymore and the teacher has to do everything himself. Learners, at that stage can have negative attitude toward the language, or dislike the teacher and constantly miss his class. These situations come from the high percentage of untrained teachers which is 55.35 percent. The only thing the teacher needs to be confident in his class is an effective training. All the trained teachers 100 percent approved it in figure 3 that the training helps them to be confident in their class. So the untrained teachers' training deserves reflection because training helps teachers in many things. Christopher BRUMFIT (1982) to prove this said that the training helps the teacher to work successfully and at the same time it helps him to cope with new situations as they arise. To finish with the teacher's behaviors, let us also mention that some teachers do not give chance to other students to correct answers when they are not correct. They often prefer to do it in their place. As such, learners do not feel concerned with the answer and are not sure that they have learned something.

4.2-2 Learners' Behavior

Learners' behavior has something to do with the economic factor and the relevance of the activities performed in the class. Not all the learners of the class I visited have the student's book. Only one or two learners have book in a group of six (06) students. There are also groups without a single book. So group members have to scatter in other groups where there is at least a book. Face to this, learners cannot do other thing except what I mentioned previously when I sat with them in the classroom and observing them. When the activities are relevant and match students' needs and the instructions clear enough, learners keep working on the

task they are asked to perform. But if things are different from these, doing other things is better for them. It seems also to me that learners do not learn or revise their lesson at home and the only occasion for them to revise is in class during the lesson. And this happens also in English lessons when they have a lesson after a given lesson. They revise the next lesson during the one which is taking place and vice versa. This situation allows me to say that some parents do not take care of their children at home regarding their school's life.

4.2-3The Teaching Methods

I was lucky to visit qualified and unqualified teachers. Among these teachers, some do not have great knowledge about teaching. As a proof, the majority of them that is 55.35 percent are untrained. Once in the classroom, they do not know how to start the lesson. Warming-up, revision and others are cancelled and given place to improvisation, long period of exercise correction and noisy class. The other negative teaching aspect I noticed during my classroom observation is also the fact that teachers do not care about how learners are working when they have them do a task. They just stand and wait that they finish the activity. The teachers as participant and as resource don't occur. Teachers think that learners are responsible enough to know what to do without the teacher's help. Some teachers sometimes close the day-lesson without assessment or they assess by asking routine questions such as:

-What have you learnt?

-How have you learnt it?

-What difficulties have you encountered?

-How have you overcome these difficulties?

When will you use the new language acquired?

To check students' understanding after a lesson, teachers can use extra-activities to assess whether the day-lesson is well grasped.

Let us also point out that teachers are not to be blamed on decisions they take in their class because most of them rarely use pair work and group work. Strategies used to deal with activities are very important particularly during the individual work. It is very important to leave student work alone (individual work) to allow him discover things and find solutions himself and ask for teachers' help for further understanding.

4.2-4 Physical and Organizational Hindrances

Under the effect of fatigue, students cannot achieve the work in the class. Students' time table is established so that after the sport activities, they must go and work in class again. Dirty and disturbed by the heat, they become weak and hardly listen to the teacher. Finally, some doze. Any role the teacher plays in front of these weak and discomforted students cannot work. One of the classes I visited was in this situation.

Some students rarely put their "kakki" uniform on and prefer staying in their dirty T-shirt. Actually, after the sport in the stadium the students' timetable should be set so as to allow them be free for a while in order to get ready for another lesson in class or simply let them go home. Besides, the class where teachers and students work should not be surrounded by noise in order to keep the students' attention in the class.

In the light of what is done on the questionnaire, on the interview and on the class observation on the one hand, and with regard to the teachers' roles and English language teaching on the other hand, it is clear that EFL teachers are confronted with some problems in their new roles in the context of CBA. Therefore, it is very worth formulating some recommendations and suggestions so as to help teachers overcome these problems.

CHAPTER FIVE: Recommendations, Suggestions and General

Conclusion.

This chapter deals with the recommendations, the suggestions and the conclusion. As far as the recommendations and the suggestions are concerned, they are addressed to those in charge of the school's affairs in Ouémé-Plateau regions such as educational authorities, teachers and also learners and their parents in order to find some corrective measures for teachers in fulfilling their roles.

5.1 Recommendations to the Government

Education is firstly a matter of government whatever the country is. The government has much to do in helping teachers perform their job correctly.

5.1-1 Teachers' Training

Quality education is not only a responsibility of teachers. There must be a public responsibility to ensure all citizens have the right to receive quality education. Such an important matter cannot be left to individuals, private companies or to the market. To create quality education it is necessary to establish a good practice and to meet demands at all levels (the classroom, the schools/institutions and the educational system in which classrooms and the school/institution exist). Even if individual teachers are able to establish good classroom practice in spite of badly functioning schools /institutions and non-supportive educational authorities, this can only last for short periods.

In order to support teachers in their efforts to improve the quality of education, governments and relevant educational authorities must provide education and professional development of high quality to the teachers and provide them and the schools with the resources.

Nowadays things have proved true that nearly 95% of the students after their studies in English at the university go straight to our secondary schools to teach. As we know that most of these students after university start teaching, it would be better that some didactic lessons be an obligation not only in the third year of didactic but also from the first to the fourth year in the English department whatever the option is. From there, the students, even without any professional training could be at least aware of what teaching is and what their roles could be once in the classroom. Unfortunately; things are different and we plead for change.

Furthermore, the government should re-organize the in-service training for the teachers because they are no more frequent in rural areas. Teachers should be trained on their roles in the classrooms in order to make teaching what it must be and help students learn easily.

Finally, the existing teachers' training must be after all a daily government preoccupation so as to bring corrections to the problems facing teaching in our country.

5.1-2 Teachers' Recruitment

The major suffering of our secondary schools today is the lack of qualified teachers. This is proved by the presence of a huge number of part-time teachers in schools. It is now a necessity for the government to recruit teachers. The presence of part-time teachers does not totally solve the problem because each year at least a school is opened and teachers are in need. Many graduates and qualified students still wait to be recruited and remain jobless and have to run here and there. The solution will not be sending the existing part-time teachers home and recruiting qualified and trained teachers but see how the recruitment can favor everybody. Effort has been made through the conversion of part-time teachers to under-contract ones. As the saying goes "*As things remain to be done, nothing is done*".

5.1-3 Building and Fitting up Schools

What can also favor teachers to play easily their roles in teaching English language is also a good and clean classroom. We are no more in the era where teachers should teach under mangoes' trees with students sitting on blocks. As such, the teacher cannot be at ease to teach. Some schools today have twenty classes with only ten or twelve classrooms. It is true that today sitting under mangoes' trees and on blocks do not exist any more but today students and teachers have to wait until a teacher finishes teaching in a class in order to have a place where to teach and learn.

To find solutions to these problems, it is a necessity for the government to build more classrooms not only to allow each class to have its classrooms but also to avoid classes with large number of students so as to allow teachers to work comfortably. Besides, the classrooms must have electricity to allow the use of the modern didactic materials.

5.1-4 Necessity to Value English Language

English is a foreign language so a great importance should be given to it to allow much interest. In our country French language and the local languages are frequently used and English is used only when there is a need. Many competitions are organized in mathematics and in French to foster learners' interest in the subject. Among those competitions we can name "Miss Mathématique" and "Je Sais épeler". Nothing is organized in English to foster interest apart from the tests and exams. The government can motivate E F L teachers and learners by organizing trips to the nearest English speaking countries. During these trips, teachers can exchange experience with other teachers especially on how they teach the language. The other thing to point out is about the credits allocated to the English subject in the classrooms. Apart from the classes of literature and the one of the third form, which grade had been multiplied by three (3) last year, the other classes of science have low grade in English. As such, students focus their studies

on subjects with high grade and pay little attention to those with low grade especially English. Meanwhile every class grade must be the same. As such students will not have a feeling that a subject is more important than another one.

Finally, the number of hours devoted to English language teaching is another point. From 6^e to “terminale” English is taught during either two hours at the rate of twice a week or three hours at the rate of once a week. Other subjects have up to seven hours a week. The problem is: can the teacher cover teaching with his different roles during two hours? Taking also into account the students preoccupations and their note taking? To find a solution to this specific problem, more time should be given to the teaching of this foreign language so as to allow frequent debates and discussions.

5.1-5 Teachers’ Motivation and Recognition

To better succeed in his roles, and be at ease in teaching, the teacher should be in good conditions. Good conditions imply many things. Teaching profession is regarded today as one of the poorest jobs. Nobody can have a good job without passing under a teacher’s guidance. Teachers should be taken care of. Their effectiveness and performance depend on their living conditions. The government should provide teachers with the necessary moral and financial supports to better do their job. The government should also ensure that teachers have a salary comparable with other professions requiring the same level of qualification and responsibility. They should also ensure that teachers receive the moral recognition appropriate to their level of qualifications and responsibilities. Today we should recognize that there are some teachers who are good enough as far as roles are concerned. The government should promote good teachers. By doing so, other teachers will try to be serious in teaching and in respecting their roles in order to be promoted one day.

5.2 Recommendation to School Authorities

In our secondary schools, principals have a set of responsibilities so as to help teachers in teaching and mainly in their roles.

Firstly, I would like our principals to accept teachers with a given background (certificate) in their school. Until today the university first certificate (BAC) is still present in some of our secondary schools. We know they need teachers and the most available ones are part-time teachers. But it is not a reason to accept those who have earned only BAC to teach students. It is like putting a student in front of another student to teach. He knows nothing about the roles of the teacher and teaching because he was a student just a few months earlier.

Secondly, some of “Licence” or “Maitrise” holders also need a pre-service training because none of them has received professional training. The school authorities, after the recruitment of the part-time teachers, should give them two weeks or a month of pre-service training through the teachers’ leader of the workshop called “A.E.”. The recruited part-time teachers should follow the “A.E” teaching strategies or should be supervised by the “A.E” so as to give them steps for teaching and let them know their roles in the classroom because one thing is to master English, its grammatical rules and provide correct answers for activities and another thing is to know how to convey this knowledge.

To prevent the students from sleeping in the classroom during lesson after sport activities, I would like to invite the school principals to put the students’ sport time table in a particular moment so that after sport activities they go home to have rest. I know that this is not so easy but if they try, it will help the teacher always have the students’ attention during his teaching

5.3 Suggestions

Through the analysis of my research work, I discovered that teachers have some problems in their teaching process and some other problems have been

raised. Therefore, I think that it is very important to formulate some suggestions, learners and their parents and mainly to teachers to help them a little bit even if my contribution does not solve all their problems.

5.3-1 Suggestions to Teachers

A teacher must accept his job without much reward. As the saying goes “*who wants to be rich does not choose teaching as his job*”. Teachers deserve more than money. My suggestion to teachers is to regularly evaluate themselves whenever they teach and see to it if they have reached their goal after they have finished teaching. Through this study, some of the students’ problems are known. Solutions must be found by the teachers to help students learn English verbs easily and some reading activities should be done more often to allow texts understanding. To give way to this to happen, Enright (1992) suggested that there are things teachers should do and should not do while teaching:

Do

1-Use clear, normal speech in communicating with student. Moderate your speech if you are a fast talker. It may be necessary to repeat yourself or rephrase what you said. Help to shape what the student wants to say.

2-Use non-verbal cues (such as gestures, pictures and concrete objects) in your teaching to assist

Don’t

1-Do not use unnatural speech with students, such as a baby talk, shouting or excessively slow talking. Avoid using too many idioms or colloquialisms.

2-Do not assume that students always understand what you are saying or that they are already familiar with school

comprehension.

customs and procedures

3-Make sure that students are seated where they can see and hear well.

Provide maximum access to the instructional and linguistic input that you are providing.

4-Treat students as full member of the classroom community. Refer to them often and make it clear to them that you expect them to work and learn.

3-Do not separate and isolate students away from the rest of the class

physically or instructionally.

4-Do not be indifferent to them

Besides, my suggestions to teachers are also to often say the challenges they encounter in their teaching to their colleagues so as to find solutions together. They should be humble to easily have answers for what they need. They should also know that the weekly meetings they have in their workshop should not be neglected. Rather than being an occasion where they discuss about useless things, about their personal problems, they should be considered as a period where pedagogical matters are discussed with great interest with permanent exchange and collaboration with trained and untrained teachers.

To sum up this, they should know that nobody is born a good teacher. They ought to constantly be aware of their roles in teaching, put them in practice and work hard for their professional development and never stop learning as Brown (1994:425) says “*The most interesting things about teaching is that you never stop learning.*”

5.3-2 Suggestionsto Students

The teacher's effectiveness is proved by the learner's success. The teacher's role is not only involved in this success. Students should know that after the teacher has properly finished his teaching most remains to be done. First, students should try to be present in class while the teacher is teaching and be disciplined to favor the role the teacher plays for his success. Students should actively participate and be concerned with what is happening in class. They should know that their effort to succeed is based on practice. They should not be ashamed and shy away from asking questions in class. Nor should they consider that only others can understand English and there is not any chance for them to do so. Besides, I also suggest students to ask their classmates' help in activities and never always wait for somebody else before trying something because they can do better than anyone else. As such, it will not be stressful or difficult for teachers to fulfil their roles.

5.3-3 Suggestionsto Students' Parents

Through my research work and investigation, I noticed that parents' roles imply helping teachers at school. Bringing copybooks and pens is not enough for their children's success. In order to allow the teacher's roles become fruitful, students should be well attended. I suggest that parents provide all that the students need at school especially books in use in order to help him follow the teacher in classroom. They should also see to it that their children learn their lesson at home and do activities. It is also a good idea to come to school as often as possible so as to have information about their children's progress in order to take decision if it is necessary.

CONCLUSION

The main purpose of this study was to highlight the new roles of the English teacher in the Competency-Based Approach. It has been revealed that teachers have many roles to play in teaching English among which there are teacher playing the role of controller, assessor, organizer, prompter, participant, resource, informant, conductor and monitor, manager and guide. He has added to those roles, some responsibilities as well

To succeed in this, I was interested in reading some authors who dealt with the roles of teachers and some factors affecting these roles. Besides, to get reliable information on this topic, I found it useful to design not only questionnaires to some secondary EFL English teachers but also interview some of them and some students. This allows me to have different opinions about the role of an English teacher and the students' opinion on the language in the Competency- Based Approach context and some of the problems they have in teaching. Let us also point out that it was not easy to get information particularly through the questionnaires and the interviews. It was really a question of time and patience.

The results of the study show that the secondary staff is young and lay mostly on academic qualifications. It has been revealed that teachers' training and the teachers' roles are of an important point for an effective teaching as well. The results show that it is important to motivate and accommodate students' needs and wishes while teaching.

In order to unmask what I got from the collection of data, I proceeded in presenting them in tables which in their turn, later on, were analyzed with great interest to draw conclusions. As the goal of this study was to assess the teachers' roles in teaching English as a foreign language in CBA and find solutions to the different issues raised by the study, various recommendations and suggestions have been made.

Indeed, in order to make English language teaching/learning more effective in our country, the government has to accompany the teachers in their roles. The government has to find solutions to the problem of lack of infrastructures and adequate teaching materials. They should try to train the existing teaching staff and recruit more competent EFL teachers especially those who have studied didactics and take care of their working conditions.

Moreover, teachers have to be aware of their roles and take good initiatives to improve their teaching and find ways for their personal professional development.

Furthermore, students and parents should also recognize where and what are their roles to help the teacher in his teaching job.

I do know that the formulated recommendations and suggestions might stand the chance to contribute one way or the other to the improvement of the teaching of English as a foreign language in Benin.

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ANNEX PAGES

Questionnaire to the teachers

Dear colleagues, in order to undertake a research work on “Teachers’ changing roles in teaching English as a foreign language in CBA context”, I would like you to give answers to the following questions. Thank you in advance.

School:

1. What are your highest academic and professional qualifications?

BAC Duel Licence Maîtrise

BAPES CAPES

2. What is your professional status?

Part-time teacher under-contract teacher

Full-time teacher

3. Are you;

a) A trained teacher b) An untrained teacher c) Being trained

4. How long have you been teaching English?

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5. Have you been trained for CBA?

Yes No

6. Has the training helped you to be confident in your class?

Yes No

7. What do you think was lacking?

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8. What are your roles as a teacher in the context of CBA?

- a) A controller b) A facilitator c) An assessor
d) An organizer e) A prompter f) A resource person

9. Do you think it is your roles to assess your students' learning styles, their strengths and their weaknesses?

Yes No

10. Can you decide what methods and materials are most appropriate?

Yes No

11. Can you decide whether to adapt, replace, omit and supplement the materials used in the textbooks?

Yes Sometimes No

12. Do you accommodate your students' needs and wishes to your teaching?

Yes No

13. If yes, what can this depend on?

- a) Level of educational background of students
b) Their age

14. How do you motivate your students?

- a) By appreciating their work and giving appropriate feedback
b) By giving learners opportunity to participate
c) By recognizing and praising good performance

d) By introducing competition, games, and songs in class work to arouse learners' interests

e) By relating programmes to the needs and aptitudes of learners

15. Comment about your roles as a teacher in the context of CBA.

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Thank you for your collaboration.

AROUA F. Epiphane

Avrankou, le 26 Février 2014.

Professeur d'anglais

Tél : 97395999 / 64751854

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Monsieur le Directeur
du CEG.....

Objet: Demande d'autorisation d'enquête.

Monsieur le Directeur,

J'ai l'honneur de solliciter de votre haute bienveillance, l'autorisation de mener une enquête auprès des professeurs d'anglais et élèves de votre établissement.

Cette enquête s'inscrit dans le cadre de la rédaction d'un mémoire de maîtrise en anglais portant sur le thème « Examining Teachers' Changing Roles in Teaching English as a Foreign Language in the CBA Context : the Case Studies of some Schools in Ouémé-Plateau Regions »

Dans l'espoir d'une suite favorable à ma requête, je vous prie d'agréer Monsieur le Directeur, l'expression de mes sentiments distingués.

Epiphane F.AROUA