

CHAPTER- ONE

INTRODUCTION

This chapter begins with the background study of the research. Then, it strives to point out statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

People all around the world say that only the human beings have their teachers and learners. As the intellectual and social beings, the humans prefer sharing tested experience and experiments as the basis of learning. In addition to this, we the humans are historically called as the top most social creatures among other animals found in the earth. That's why, we love living in a community collaborating and helping each other. These are the core reasons why education is needed for all humans.

Education is the product of human intellectual capacity and generative faculty of mind. Education evolved in the verge of human civilization in ancient Greece in about 400 BC. After that it developed in the different modes of human development and has approached in today's form. The well-known American philosopher, John Dewey (1859-1952) with an eye of progressivism in education opines, "Education is the progressive reconstruction of education" (as cited in Dhakal, and Koirala, 2066, p.49). He emphasizes on thought and action. Education provides to humans thoughts and insights and also evokes to bring them in action in time.

Human being is defined as the unique creative among all the creatures not only because they involve in learning process but also because we acquire and learn something new through language. So, language can commonly be defined as such entity through which we express our thoughts, feelings, emotions, desires,

and inherent needs. It is the sole means of communication and social interaction. Various linguists have defined the term language in several ways. Richards (1985, p.153) states, "Language is the system of human communication by means of a structural arrangement of sounds (or their written representation) to form longer units e.g. morphemes, words, sentences". Similarly, Wardhaugh (2006, p.1) defines "A language is what the members of a particular society speak." Anyway, it is a vital tool of human communication and human's private property.

Teaching is traditionally viewed jug and mug theory because teachers were supposed to be well knowledgeable people whereas learners were considered to be like empty pots. But these days, there can be seen gradual changes on teaching. Teaching is facilitating and giving helping hands to those who are eager to learn. And also teaching means inspiring and encouraging those who are not. Teaching as a profession offers bright, intellectual and social challenges of the job. Gage (1984, p. 6) describes the art of teaching as "an instrumental or practical art, not a fine art aimed at creating beauty for its own sake. As a instrumental art, teaching is something that departs from recipes, formulas, or algorithms" (as cited in Arends, 2001, p.4). Likewise, Brown (1994) defines teaching as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (p.7). Similarly, Ur. (2005) views, "Teaching is one of the challenging professions. A teacher can and should advance in professional expertise and knowledge throughout his/her career and such advances do not depend on formal courses or external input". In the same way, Neupane (2006, p.22) states "The main tool of professional development is within the teaching routine itself..." Furthermore, according to Sthapit (2000, p.1) "The main objective of teaching a thing is to help the learners in learning it. Teaching, therefore, should be geared to facilitating learning on the part of learners. This is true of language as well".

After the analysis of the above mentioned paragraphs, we can conclude that language composes of different functions as an important tool, teaching and learning as continuous process and to gain education as an output, hence, these terms build a system. Teaching and learning activity as being social interaction process, teacher and learners play their own roles in the classroom. The role of learners is equally important to the role of teachers in order to make a concrete sense in the field of language teaching and learning. Language learning process is the process of being familiar and accumulating information about the people and their culture. Necessarily speaking, there is need of learning second language. In case of learning English as a foreign language or second language, of course , it happens to be played active and positive roles on the part of the both learners and teachers as well as other stakeholders. And it, in turn, has a great impact on learning process because the perception and beliefs about learning English of teachers and learners may hinder or foster the degree of gaining knowledge. That's why it is an important task to have deep concern on the multiple roles of the learners in the language classroom. Moreover, if it is not taken into account seriously, teaching any language does not seem to support the global challenges of communication.

So, what it can be summed up that language teaching and learning process cannot ever be imagined without the active role and participation of both teachers and learners. In addition to this, knowing the reflective life experiences of the learners is highly demanded area of interest in English Language Teaching (ELT) field. In this regard, we can say that the more researches are conducted and implemented practically the more the quality of education is improved. Thus, the role of learners in the English language classroom was my study area.

1.2 Statement of the Problem

Language teaching is not the one way process, rather it is two way process. It is effective not because teachers teach and students learn but because they have

different responsibility to be pursued carefully. In other words, language teaching is fruitful only when there is active participation of both the teacher and learner in the classroom. In addition to this, it is more difficult matter than one can say that English environment is necessary to be maintained because it is really a serious matter to pursue such things for the teachers. Moreover, it becomes even a great issue if the impact of the roles on learning language is not considered in today's learning context. That's why, the role and responsibilities of learners in English language classroom was realized to be discussed as the problem of the study. The main problems due to lack of consideration on the role of a learner in an English language classroom were listed as follows:

-) Problems to ascertain the impact and influence of the learners' role in the developmental learning potentialities in the field of English Language Teaching (ELT).
-) Problems to identify different roles which are frequently used in the English language classrooms as an English language learner.
-) Problems to know what sort of roles the learners prefer to play in English language classrooms which may cause effect to understand learners' individual perception.

1.3 Objectives of the Study

The following objectives were specified in the study:

- i. To ascertain the roles of learners on learning English in the English language classrooms as perceived by learners.
- ii. To find out the frequently used roles by the learners at the time of teacher – learners' involvement in the classroom in accordance with those roles of the classroom.
- iii. To suggest some pedagogical implications.

1.4 Research Questions

The following research questions were used in the study:

- a. What sort of multiple roles are played by the learners in learning English?
- b. What could be frequently used roles by the English language learners in the classroom?
- c. What different roles the learners prefer to play in English language classrooms?

1.5 Significance of the study

Nepal is said to be multilingual, multiethnic, multicultural, geographically stated country. In such a country, the people, in a society, come from different cultural and historical background. In such case, we can say hopefully that there is heterogeneous class from different background hence it is really difficult to manage and run the class smoothly. That's why, as an English language teacher should be aware of knowing multi-sites context of the classroom. It is needed to take care of complex network of classroom culture. This is what the researcher is going to study that could be the effective roles of the learners that might minimize the impartiality in opportunities. Moreover, a language teacher should have the knowledge of different roles that fit every student in the classroom and also evaluate whether such roles provided them have positive or negative impact on their learning process.

So, it is hoped that this study plays a significance role in the field of English language teaching and teacher professional development giving a vision to those language teachers who have been facing a long term problem heterogeneous classroom and who have been trying to develop their profession in the field of teaching. It will also be significant to the students, other language teachers, upcoming researchers and all the stakeholders who are involved in

teaching learning process. To be specific, it will be significant for those who really want to give and take something different in teaching field and for those who are seriously willing to develop their teaching profession.

1.6 Delimitations of the Study

The study had the following limitations:

- a) The study was delimited to the five government-aided schools in Myagdi district only.
- b) The study was limited to the ten English language learners from each school studying at grade nine and their respective classes.
- c) The study was based on the roles of learners in the English language classroom conducted in Myagdi district.
- d) The study was further limited to the analysis of responses obtained from the respondents only.

1.7 Operational Definitions of the Key Terms

- Roles of Learners** : It refers to responsibilities of learners they bear in the classroom such as follower, explainer, interpreter etc.
- Multiple roles** : The roles involving of more than one is referred as multiple roles
- Frequently used roles** : The roles which are often used by the learners in the language classroom
- Teacher- learners' involvement** : It refers to the situation when the teacher and student get engaged in different classroom activities.
- Respondents to stimuli** : It refers to one of the roles applied in the classroom where the teacher questions and the students answer.

- Progressivism** : It stands for Philosophy referring to underlying base of theoretical thoughts
- Psychological bases** : It is a theoretical guidelines related to human mind such as behaviourism, cognitive constructivism and social constructivism
- Philosophical bases** : the guidelines which refer to the belief, concept, theoretical thoughts like humanism, progressivism etc.

CHAPTER – TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part consists of the review of related theoretical and empirical literature as well as their implications to the study. Moreover, theoretical or conceptual framework is also included under this part.

2.1 Review of Related Theoretical Literature

This includes the English language, teaching as a profession and English language teaching in turn it deals with diversities of the learners such as their age, learning styles and distinctive levels. After that it discusses one of the most noticeable aspects of the study i.e. ‘roles of learners in the English language classrooms’.

2.1.1 The English Language

The English language belongs to Indo- European language family and the sub branch of Germanic language family. It is an international language. It is used as one of the major lingua-franca in the world. There are many Englishes. Everyone should be familiar with English language to cope with the present development of the science and technology. Moreover, a man in the present era, without being familiar with English cannot compete in any section of knowledge. It has been influenced by everyday communication of every language speaker. It is used to get worldwide knowledge in various fields like literature, religion, culture, education, discovery etc. Thus, in the context of Nepal, English language is taken as of great importance. It is taught as a compulsory subject up to bachelor level in Nepal. Most of the private institutions use the English language as their official language and private or boarding schools use English as a medium of instruction. Further, English is taken as a prestigious language in Nepal as well.

2.1.2 Teaching as a Profession

Though teaching was not taken as a profession traditionally, it is viewed as a profession nowadays. Teaching was viewed as not driven strictly regarding knowledge, skill and conduct. It was considered to be missing some critical criteria such as degree of autonomy, self-governance, accessible, clearly defined and codified base. But this trend in the field of teaching has been changed now. Teaching as a profession equals to doctors, pilot, engineers, lawyers etc. The strong reason behind this view towards teaching as a profession is, teaching also needs to have the similar qualities as that of others. The teachers like other professionals must be professional. To be a professional, one needs to have expertise, skill and conduct. Such code of conduct has been applied in the teaching as well to make teaching professional.

Regarding teaching profession, Khaniya (2006, p.7) states “Teachers, professors, doctors, engineers, lawyers, etc. are regarded as professionals”. According to him, professional is he who performs tasks involving not only skills and knowledge but also expertise, and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction. Weiler (1995) states “Professionals are at the top of a hierarchical pyramid of occupations, they are the experts in a particular field and they rationally employ advanced knowledge for common good” (as cited in Villegas-Reimers, 2003, p.39).

According to Hoyler (1995, as cited in Villegas-Reimer, 2003, p.35), “There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere ‘worker’ and whether teaching as a profession and not just an occupation” . Village-Reimer (2003, p.36) mentions “Fortunately, the tendency over the last few years has been begun to accept teaching as a profession and, consequently, the transformations from teacher training to teacher development”

“Teachers are the major elements of entire education system those are placed at the heart of education system (Dewey1916, Dean 1992) pack and unpack the curriculum (Hamilton, 1997) and thus they have to be more professional in their business” (as cited in Poudel,2006). The importance of teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides a motivation for continuous career growth. Most of the people agree that professionalization of teachers is essential for the upliftment of the entire education system. And this is an issue of great interest to all concerned with the education system.

2.1.3 English Language Teaching

In this period of globalization, the world has been a ‘global village’ because of global means of communication. In this sense, it is the English which is understood as a global language around the world. The English has played as a lingua-franca for the purpose of sharing and caring trends and the system among different countries. Moreover, a few countries which refused English in the past have been influenced by the global necessity of English. Nowadays, English has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. Since the concept of global village is developing, it has higher degree of information whether printed or electronic; it has been the main tool of discovering new knowledge indeed. English is taught as a second or foreign language almost all the world nowadays. There is a great effect of English in every sector of today’s society. Phillipson (1992) and Pennycook (1994, 1998) state:

“Not everyone sees the growth of English as a benign or even desirable phenomenon. Many people worry about what it means for the cultures and languages it comes into contact with, seeing its teaching as a form of culture or linguistic imperialism” (as cited in Harmer, 2007,p.16).

Focusing on the globalization of the English language, Burchfield (1985) mentions:

English has also become a lingua franca to the point that any literate, educated person on the face of the globe is in a very real sense deprived if he does not know English. Poverty, famine and disease are instantly recognized as the cruelest and least excusable forms of deprivation.

Linguistic deprivation is a less noticed condition, but one nevertheless of great significance (as cited in Swales, 1993, pp. 283-284).

A similar opinion is expressed by Mishra (1999, p.28) “English today is not only the window of the world, but the door to ‘success’, social power and prestige”.

English language teaching has carried a long standing history in the page of language teaching, Howatt (1984, p.5) reports:

The history of English language teaching is a vast subject. The spread of English round the world in the wake of trade, empire-building, migration settlement has ensured the teaching of the language a role, sometimes central, sometimes peripheral in the educational history of virtually every country on earth.

On the basis of the aforementioned views on English language teaching, it can be clearly said that teaching English has been compulsory in the context of globalized world. It is so because English has been ruling the world for a long history in all most all the countries not only because English is a lingua franca but also because it forces people to use it. Without learning English, people cannot sell themselves in this challenging world which is imperialized with English.

Howatt further argues that during the first half of the twentieth century, the teaching of English as a foreign language emerged as an autonomous profession. The intellectual foundations for this autonomy rested on the fusion of the two reforming traditions inherited from the previous century: the applied linguistic approach of the Reform Movement and the monolingual methodology of the Direct Method.

In the context of Nepal, the history of English education can be traced back to the formal schooling program i.e. in the first decade of Rana Regime. Awasthi (2003, p.22) mentions:

English entered in the Nepalese education in 1854 when the then Prime Minister Jung Bahadur Rana opened a high school in Kathmandu.

However, it was not introduced in the higher education until 1918 when Tri-Chandra College, the first college in the kingdom, was established.

The introduction of ELT in Nepalese education started only in 1971 with the implementation of National Education System Plan (NESP).

In our country, education system is continuously flawed by political and economical condition, governmental policies and neighboring impact.

According to Bhattarai (2006, p. 1) “English teaching situation is built upon different historical facts, and the way a nation responds to them. For years English has occupied a prominent place in the Nepalese syllabus and for years it stood for the teaching and the learning of it through literary genres, the methods being unquestionably grammar, translation and direct”.

Nowadays, English is taught as a compulsory subject from the grade one in government-aided schools as well. Almost fifty percent of schools, both private and public, together use English as a medium of instruction. As students can earn university degree in specialization in the English language, ELT is the developing as a profession. Khaniya(2006) states that professional is he who

performs tasks involving not only skills and knowledge but also expertise. English teachers are, in principle, professionals because their responsibility is not confined only to perform task like a technician but it also involves responsibility for explaining why something works.

For the upliftment of society and for the promotion of professional growth, English language teachers should cope up with new techniques and principles of language teaching according to the changing winds and shifting sands of language teaching.

2.1.4 The Learners

All around the world, students of all ages, individual differences and levels from different contexts for learning purposes are called learners. In general definition, the learners learn something for fulfilling their needs. But if we define the learners as English language learners may have different reasons and purpose individually. In the context of our country, many people learn English because they want to move into a target-language community and they need to be able to operate successfully within the community. In case of learning English, the learners learn English according to their needs; some students learn English for a Specific Purpose (ESP), some need English for an Academic Purpose (EAP) and some learn English for a General Purpose (EGP).

The learners differ individual to individual in a greater degree. They belong to different social, cultural and economic background. Their behavior individual knowledge and preferences vary greatly. In this regard, Harmer (2007, p.14) states, “Whatever their reasons for learning (or the circumstances in which it takes place), it is sometimes tempting to see all students as being more or less the same. Yet there marked differences, not only in term of their age and level, but also in terms of different individual abilities, knowledge and preferences”. According to him, the following are some of these differences of learners:

2.1.4.1 Age

Learners are often described as children, young learners, adolescents, young adults or adults. Within education, the term ‘children’ is generally used for learners between the ages of about 2 to about 14. Students are generally described as ‘young learners’ between the ages of about 5 to 9, and ‘very young learners’ are usually between 2 and 5. At what ages it is safe to call students ‘adolescents’ is often uncertain, since the onset of adolescence is bound up with physical and emotional changes rather than chronological age. However, this term tends to refer to students from the ages of about 12 to 17, whereas ‘young adults’ are generally thought to be between 16 to 20. Harmer (ibid) further says we need to remember that there is a large degree of individual variation in the ways in which different children develop.

2.1.4.2 Learning Styles

According to Harmer (ibid), the learning styles differ learner to learner. He views that the ‘Neuro- Linguistic Programming model’ (NLP) takes account of this how the learner learns individually. Some students are especially influenced by ‘visual stimuli’ whereas some are especially affected by ‘auditory input’. On the other hand, some are stimulated by ‘kinaesthetic activity’. What he still adds, is although we all respond to all of these stimuli, for most of us, one or other of them (visual, auditory, kinaesthetic) is more powerful than the others in enabling us to learn and remember what we have learnt. He further adds another way of looking at student variation is offered by the concept of Multiple Intelligences (MI), first articulated by Howard Gardner. In his formulation (and that of people who have followed and expanded his theories), we all have a number of different intelligences (mathematical, musical, interpersonal spatial, emotional etc.). However, Harmer(ibid) views that one can be good at one area and weak in the other one but it is inappropriate to describe someone as being ‘intelligent’ or ‘unintelligent’,

because while we may not have much of a knack for, say, music that does not mean our abilities are similarly limited in other areas.

2.1.4.3 Levels

What he opines on levels is that teachers generally make three basic distinctions to categorize the language knowledge of their students: beginner, intermediate and advanced. Broadly speaking, beginners are those who do not know any English and advanced students are those whose level of English is competent. Between these two extremes, intermediate suggests a basic competence in speaking and writing and an ability to comprehend fairly straight forward listening and reading.

All in all, we can conclude that any sort of students for learning can be found in the classroom. So, the teachers should be aware of such learner differences and apply teaching method and techniques accordingly. If it is done, the quality of education can be enhanced and produced globally accepted manpower from the educational field.

2.1.5 Roles of Learners in the English Language Classrooms

When the term 'role' is concerned, it certainly refers to the great responsibility and a serious duty in a particular context. The role that's why must be considered to be important in any situation. Without role of any people in any situation makes a sense like doing for nothing fruitful. So, the role of learners in English language classrooms is very important since the learners are kept at the center in teaching learning process. Regarding this matter, the Concise Oxford Dictionary (1982) defines 'role' as "actor's part; one's function, what person or thing is appointed or expected to do" (in Wright 1987, p. 3). Wright defines role as "... a complex grouping of factors which combine to produce certain types of social behavior" (ibid, p.7). Similarly, according to Ellis and McClintock (1990), "A role can be defined as the part taken by a participant in any act of communication" (as cited in Richards and Lockhart 1996, p. 97).

Richards and Lockhart (1996, p. 98) present the following characteristics of roles:

-) They involve different kinds of work and different levels of responsibility.
-) They involve different kinds of relationships and different patterns of interaction and communication.
-) They involve different power relationships.

We, in our daily lives, play different roles to fulfill daily needs since we are the social creatures by birth. To live a life in a community fulfilling our desires and necessities, we need to have some sense of playing different roles according to situation. We are, in a multitude of ways, actors of social roles, we need to play as per the demand and responsibility, we bear within society. Here, my concern is with 'roles of learners in English language learning'. So, the most striking question in this regard is what are learner roles? -during a class lesson the learners (in the classroom) needs to play to involve in different activities in different ways. This means he or she needs to behave in different ways at different stages of the activities provided by the teacher during the lesson. These different kinds of behavior are called 'learner roles'.

Even in situation where learners have responsibility for how they cope, they may assume very different roles within their home. Behind our expectation there lies a set of attitudes and beliefs about the roles in question in the English language learning. Teaching and learning are essentially social activities, employing role relationship between teacher and learners. These relationships are established, maintained and evaluated through communication. Regarding the role of learners in the process of learning, a great American philosopher, John Dewey (1859-1952) expresses his meaningful opinion concerning the most important freedom is freedom of intelligence. In his words:

The only freedom that is the enduring importance is freedom of intelligence; that is to say; freedom of observation and the judgement exercised in behalf of purposes that are intrinsically worthwhile. The commonest mistake made about freedom is, I think, to identify it with freedom of movement, or with external or physical side of activity.

Now, this external and physical side of activity cannot be separated from the internal side of activity; from freedom of thought, desire and purpose....

We can also view on multiple roles of learners from the perspective of philosophical and psychological approach. The way the learners the gain knowledge by playing different roles are concerned differently. As per the matter of taking different views on roles of learners, 'behaviourism' is an approach to psychology emphasizes stimulus- response bond, frequency of repetition and reinforcement. It greatly focuses on the matter of habit formation. It assumes that the mind of child by birth is like a tabula-rasa (blank sheet of paper). The most well-known examples are that of Pavlov and Skinner. According to behaviouristic point of view, the roles of learners in English language learning can be listed as follows:

-) They are passive learners;
-) They are just the respondents to stimuli;
-) They are only the follower of what their teachers suggest to do;
-) They are just like other animals which make a set of habits; they do not have creative ability (Roberts 1998).

Anyway, behaviouristic view on learner role has an important effect since it tries to shape the behavior of learner by external factor which is also regarded as a significant role in learning.

Humanistic approach, on the other hand, emerged in the 1950s as a rebellion against the limitations of the behaviourist psychology and psychodynamic or psychoanalysis theory. It rejected the notion of approach to behaviourism that language process is a matter of habit formation. Keeping the concept as opposed to behaviourist psychology, it focuses on the uniqueness and importance of the individual so the humanistic approach is often called the 'third force' in psychology after psychoanalysis and behaviourism (Maslow, 1968). Humanistic theory, in the English language teaching and learning, has contributed some of the guideline since the concern is about the roles of learners in the English language learning process, the following roles can be presented according to humanistic approach:

-) Each learner is unique and is a whole;
-) They each have an innate potential for a fully developed self;
-) Self is essentially good;
-) They have self –agency that is they can exercise individual choice to determine their own personal growth (Roberts, 1998, pp.18-19).

Despite of being free from criticism, it has major contributions to develop the ELT situation. It primarily advocates for learners keeping them at the centre of teaching learning process. It encourages each learner to feel free and make a choice of their own because they pay the role of active, self- agent.

Constructivism is the theory that we learn most effectively through experience and input. Within this theory falls two schools of thoughts: cognitive constructivism and social constructivism. Vygotsky, a Russian psychologist and philosopher in the 1930s is associated with the social constructivist theory

whereas cognitive constructivism is based on the work of Jean Piaget. If we talk of Piaget's cognitive constructivism, he proposes that learners build their knowledge through experience. What he believes that knowledge is constructed. Learners are more likely to be involved in learning when it is relevant and is personally meaning. Moreover, as the learners go on collecting experiences, they also develop mental models of the world and are changed according to time and experiences. In this regard, they construct, reconstruct knowledge.

Furthermore, Piaget includes two major principles that guide both biological and intellectual growth of human: adaptation and organization. Adaptation further consists of two concepts: assimilation and accommodation. Piaget's second principle, i.e. organization refers to the nature of adaptive mental structures. He suggests that the mind is organized in complex and integrated ways. Piaget also introduced the notions of equilibration and schema.

Cognitive constructivism ever after such wonderful concepts of mental process in learning certainly has a great impact in the field of ELT. Since my research is concerned on the role of a learner in the English language classroom.

Williams and Burden (1997) support the idea of constructivism in language teaching and mention the following roles of the learners:

-) Learners are active knowledge constructors.
-) They use their own strategies and mental process to sort out the systems that operate in the language to be learned.
-) They play active roles in language learning.

Thus, Piaget's cognitive constructivism has had a propound influence in the field of education though it has also been criticized in several ways. Using constructivism in teaching learning process enables the students and the teachers to construct their own conceptualizations and solutions to the problems.

Now, Vygotsky's social constructivism emphasizes the child's interactions with people while Piaget emphasized the child's interactions with physical objects in developing mature forms of thinking. For Vygotsky places the social and cultural context as primary concern which determines the type of cognitive process that emerge. Social constructivism believes that knowledge is a human product. It is socially culturally constructed. People create meaning through their interactions with each other and with the environment where they live. Social constructivism focuses on "the importance of culture and context in understanding what occurs in society and constructing knowledge based on this understanding" Derry (1999). Social constructivism views learning as a social process. Similarly, Grendler's (1997, p. 13) point supports it, "Social constructivists believe that the signs and symbols developed by a particular culture and the child's interaction in learning these symbols are essential in developing... higher mental functions".

On the basis of all the citations mentioned above, we can say that children are born into a social world. Learning occurs through interaction with other people. Vygotsky's approach was holistic because he rejected the view that things to be learned are broken down into small subcomponents. Instead, he believed that complete meaning is the unit of learning and teaching. There are mainly four basic principles underlying Vygotskian theory:

-) Development cannot be separated from its social context.
-) Language plays a central role in mental development.
-) Children construct knowledge.
-) Learning can lead development.

Thus, Vygotsky's social constructivism presented by Wink and Putney (2002), discusses the following multiple roles of a student and student view of self:

Roles of a Student

-) The student as an active thinker.
-) The student as an explainer.
-) The student as an interpreter.
-) The student as an inquirer.
-) The student as an active social participator.

Student view of Self

-) The student view as a sense maker.
-) The student view as a problem solver.
-) The student view as a socially appropriate member.

The above discussion of Vygotsky's social constructivism presented by Wink and Putney (2002) help conduct that the application of Vygotsky's social constructivism in the field of language learning is important and influential since it believes learner as a social being. Anyone as a learner learns through active participation in social and cultural context.

Furthermore, there are many philosophical approaches which really provide the philosophical premises to develop and support the concerned stakeholders in the field of teaching. Progressivism is one of the philosophical approaches which provide very influential contributions to the education field. John Dewey, William James, Ross are some of the well-known philosophers in progressivism. According to progressivism in education, the roles of students have been discussed below:

-) Student is the centre of learning.
-) Students are the developers of experiences.

-) Students find the cause of the problem.
-) Students as the creator of values.
-) Students as the planner.
-) Students as the developer of learning processes.
-) Students as co-operator than competitor.

Thus, progressivism in education is considered to be a very important and useful philosophy.

In the above mentioned paragraph, different scholars have expressed differently but more or less similar views about roles of the learner in the English language classroom. A successful learner always tries to adopt his or her role according to the different approaches and philosophy employed, activities involved and need and level of individual differences to make his or her learning effective and fruitful.

As I retrieved the information from online research, it was discovered to be discussed in this way:

Individuals, groups and organizations have roles and responsibilities in assessment. Some are indicated here but these are not comprehensive or definitive lists.

Learners:

-) Engage actively in learning.
-) Are assessed as part of daily learning through a range of activities including dialogue and interactions with peers and teachers, practical investigations, performances, oral presentations and discussions.
-) Are assessed on written work and on products such as artwork, reports or projects.

-) Demonstrate their knowledge and understanding, skills, attributes and capabilities through a wide range of evidence including specific assessment tasks, activities, test and examinations.
-) Shape and review their learning by reflection, setting learning goals and next steps including through personal learning planning.
-) Review their own learning through self-assessment.
-) Collaborate in peer assessment.
-) Contribute to moderation activities

(Retrieved from www.educationscotland.gov.uk/swc2004.semantic web.)

Similarly, Kreis (2004) has suggested many options for the role that a student can assume; the same is true for an instructor. The researcher has made a fine list of roles which learners and instructor can choose.

Learner Role

Apprentice	Develops knowledge of a field by working in it under the direction of an expert.
Builder	Constructs the knowledge products designed into an activity by the instructor; the products could be discrete (e.g., a diagram, an essay) or collective (e.g., a website, an e-portfolio).
Case Study Worker	Analyzes case studies to identify and understand the underlying principles and practices implicit in the cases.
Context Explorer	Gains an understanding of how others view a given issue or problem by exploring the context they bring to the process—their facts, emotions, motives, personal standards, behaviors, etc.

Independent Researcher	Uses a self-directed, systemic, discipline-based process to collect, analyze, and interpret knowledge or information.
Laboratory Researcher	Develops an understanding of research problems and issues by devising and conducting experiments to prove or disprove hypotheses.
Listener	Listens for details and concepts in order to increase his or her knowledge.
Peer Mentor	Supports fellow learners over time by guiding / assisting them with their development as learners (discipline-specific and / or general).
Peer Teacher	Gains a deeper understanding of a topic or field through the preparation and interaction involved in teaching other students.
Publisher/ Broadcaster	Develops and distributes content (e.g., online self-publishing, blogging, podcasting); may be formal, academic content or informal content based on personal interest and/or academic influences.
Scholar	Answers questions and/or directs thinking based on his or her discipline-based research; implicitly assumes a commitment to sharing findings with a larger disciplinary community.
Team Member	Works on projects and assignments as part of a team to learn collaboratively.
Writer	Applies, analyzes, and/or synthesizes knowledge or information through writing.

Instructor role

Architect	Establishes a data or information structure of data from which a student can work.
Consultant	Answers or addresses a few major issues or concepts

	as an expert.
Designer	Establishes an instructional framework that promotes learning.
Expert	Exhibits a history of creating new knowledge; knows an area or field better than many others.
Explorer	Explores an issue, topic, discipline, etc., to develop/discover new knowledge, either formally or informally.
Guide	Supports students in the learning process by providing cues, promoting reflection, and strengthening insights; this may be a meta-role underlying other roles (e.g., lecturer, reviewer, resource, explorer).
Learner	Participates in student-led class sessions as someone trying to learn from the material/approach designed and developed by the student(s).
Lecturer	Presents knowledge and information to students via lectures/ presentations.
Publisher/ Broadcaster	Develops and distributes content (e.g., online self-publishing, blogging, podcasting); may be formal, academic content or informal content based on personal interest and/or academic influences.
Resource	Functions as a source of information for a given body of knowledge.
Reviewer	Critically evaluates and provides feedback on students' work to increase their understanding of a topic and / or field.
Role Model	Serves as an example to learners of a successful professional in a field, a standing to which they might aspire themselves.

Scholar	Answers questions and/or directs thinking based on his or her discipline-based research; implicitly assumes a commitment to sharing findings with a larger disciplinary community.
Scientist	Systematically measures and evaluates well-defined questions or issues and integrates the scientific knowledge gained into the instructional process.
Speaker	Provides information about an issue or topic in a more general, less structured or specific fashion than a lecturer.

Stanley (2004,p.4), in his article, under the topic, “The Role of the Teacher, the Role of the Learner and the Role of the Technologies” has included some types of behavior i.e. people who play a lot of video games, channel surf, etc. ,foster their own need for constant change. He suggests that at least some people actually develop through ‘practice’ their sense of entitlement to high-level-attention-getting information presentation or at least lack of practice lose their ability to focus for extended periods. In other words, he centralizes that learner need to ‘focus’ both inside and outside of the classroom in order to succeed. Of course, the teachers should try to provide stimulating lessons, but the learners must also learn to accommodate the fact that, in life, in order to achieve their goals, they need to tolerate situations which are not always ideally structured to entertain and involve them.

Similarly, Loras(2010) suggests in his blog entitled “Teachers and Learners – Roles that Complement Each Other” that learners need to play crucial role for better learning. He obliges the learners to take into consideration seriously that learning is a great commitment. They need to believe in hard working and continuous practice. He further mentions that learning is like a chain and each

lesson and studying is a link in the chain. If the learners fail to study or miss a lesson without making for it, then automatically break the learning chain and their learning is disrupted. A good learner should pay attention on study. And the teachers are always there to encourage them. An intelligent learner is responsible for their achievement and advancement in learning and the teacher turns the classroom into an enthusiastic and encouraging place for learning (as well as organized), then the learners will enjoy being there as well.

Thus, it can be summed up that the language learners need to be conscious for better learning. They have to play different roles for the enrichment in learning. And the teachers are supposed to play different roles of organizers, encouragers and enthusiastic persons.

2.2 Review of Related Empirical Literature

This section provides information of previous research work and other related literature on the role of learners. Kumar (2007, p.30) goes on saying, “The literature review is an integral of the entire research process and makes a valuable contribution to almost every operational steps.” He further adds that it has value even before the first step that is when you are merely thinking about a research question that you may want to find answer to through research journey (ibid, p.30). Since an important responsibility in research is to compare one’s findings with those of others, it is believed that the literature review plays an extremely important role in any research. We can contend that being gregarious animal, everybody bears with own role and responsibility in family, institution, and society where they live in. language teaching has made its room as professionalism in the changing society. Language teaching has developed in its own as an established profession in the present era. In the changing context, we have the responsibility of representing teaching as a challenging intellectual enterprise. Teaching is the business of sharing and exchanging role behaviors in the classroom. Gephard(1994) argues that awareness of teaching is empowering.

In gaining an awareness of how we teach we must first to terms with how we define our role as a teacher of language.

Wright(1987,p.11) opines that classroom language learning is a group activity. The nature of the activity will vary according to the several factors. These influence the roles individuals adopt in the classroom language learning process and how they interpret their roles. He means to say the social and psychological ‘baggage’ that participants bring with the naturally influences the actions of the group –role are adopted and distributed on the basis of these factors. Wright (ibid) says:

We are concerned with how initial expectations about roles contribute to the group process and also how teachers’ and learners’ behavior contributes to the classroom language process might bring about changes in behavior over the long term. We must also bear in mind that roles are likely to change because group activity is dynamic. We have to conceive of roles as flexible and dynamic.

Mishra(1999) puts his views that with an increased focus on the learner today, it is evident that responsibility of the teacher has increased qualitatively, in the sense that, the teacher now has to be more alert and more aware of what goes on in the classroom. The teacher is now supposed to create an environment conducive to language learning in the classroom. His intention is to show the teacher is in the position to help learners in empowering themselves in the given language learning situation. Moreover, the teacher is important precisely because what we teach and more importantly how we teach it reflects our own attitudes to society and individual plays in the society.

Berge (2000), in his article, entitled “New Roles for Learners and Teachers in Online Higher Education” has mentioned the changing concepts of roles of learners in learning language through online education. His main concern on how online education affects greatly on playing different roles. And what he has found is with the emergence of technologies that makes it easier for two-

way communication, the image of the independent distant learner is changing. Historically, in higher education, there has been a teacher- centered focus on transferring knowledge from expert to novice. Today, the roles of education, demographics of the population, and the life styles of students are converging to cause a focus on students being transformed into self-directed, life-long learners who construct meaning both individually and socially. Taken together, these factors demand a culture change within higher education that both necessary and painful to teacher and learners. That is why it can be concluded that emergence of new technologies in the field of ELT has played important role to bring change on roles of learners.

Here, the researcher Sah,(2010) carried out the research on “Role of Intrinsic Motivation in English Language Learning”. His main objective was to investigate language learning intrinsically motivated students of higher secondary level grade eleven of the private colleges of Kathmandu valley. She used questionnaire and the motivation observation form as the research tools. Random sampling was used to select twenty students from each private college and one English teacher was selected purposively from the same college. She found that most of the students learn the English language for different purposes like: to get extra knowledge, to improve their English, to get praise and appreciation of the teacher. But they are not intrinsically motivated when their teachers give them less priority during the classroom teaching, do not show the same interest to all their students and use only teacher- centered methods.

Ghimire, (2010) carried out a qualitative research on “Roles of Teachers in English Language Classrooms”. His main objectives of the study were to identify the prescribed attitudes of teachers towards their roles and find out the \frequently used roles in the classrooms. He collected the data both primary and secondary sources for the study. For the primary sources, he selected three government – aided secondary schools located at Kirtipur, Kathmandu using purposive non- random sampling. He used interview schedule and observation

checklists as research tools for data collection. He has concluded that teachers have positive attitudes and perception towards all the roles but they advocated their roles from the ground of communicative approach. He also found that some roles as 'organizers and resource person' were most frequently occurring, some as 'prompter, participant model and tutor' were less frequently occurring and some as 'social worker and friend' were not found at all in the English classroom. Though, this study deals with qualitative research it has not even been particularized into a specific research design. Because there are other different types of research designs under the qualitative research.

In the same way, Giri (2010) carried out a survey research on "Perception of Teachers and Students on Lecture Technique". The aim of the study was to find out the perception of teachers and students on lecture technique in teaching English at higher secondary level. The population of the study was 10 teachers teaching at higher secondary and 50 students of Nawalparasi district. Questionnaire was the major tool of his study. He has concluded that although different teachers perceive lecture technique differently, what is commonly found that it is a technique to conduct in the classroom to complete the course within an academic year.

Likewise, Aliakbari et al. (2010) carried out a research on a topic "Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach" has concluded that marking as one dramatic turnover in language teaching, task-based language teaching (TBLT) has proved itself beneficial and effective in bringing about real situations of language use to take place and in satisfying communicative needs of learners while the former methods were unable to meet actual demands of learners to communicate in the target settings. Accordingly, what they found out that it has been duly embraced by practitioners and material developers simply because it specially pays serious and real attention to oral abilities.

In the Department English Education at T.U., there has not been carried out any research similar to my work which seeks to examine ‘the role of learners in English language classrooms’. Ghimire (2010) carried out a qualitative research on “Roles of Teachers in English Language Classrooms”. He just focused on the roles of teachers only. And Stanley (2004,p.4), in his article, under the topic, “The Role of the Teacher, the Role of the Learner and the Role of the Technologies” discussed the roles of learners as well but not the roles related to English language in the classrooms. But my study attempts to identify the perceived attitudes of learners towards their roles and study the frequently used roles by them in English language classrooms.

2.3 Implications of the Review for the Study

In literature review, our central focus is to examine and evaluate what has been studied before on a topic and establish the relevance of this information to our research. This review of the study may obtain from the variety of sources including books, journals, articles, reports, etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is equally important to examine and evaluate what has been said and what has not been said yet for finding new area for further research. To, summarize, the aforementioned studies have their own value and importance in their respective field. Here, my area of interest is English language learning so I have selected this topic. There are very limited research studies which have been carried out in previous in the field of classroom observation of learners under ELT. Wright (1987, p.11) opines that the teachers need to be up-to-date and dynamic in each moment if one desires to be a professional teacher and the students must also be aware of using those roles in an effective way. In addition to this, Stanley, (2004) reflects that though the teachers are responsible to initiate each lesson in the classroom, the learners must also involve themselves in different classroom activities even outside the classroom if they really want to be a successful learner. Ghimire, (2010) has found that teachers have positive attitude and perception towards all the roles

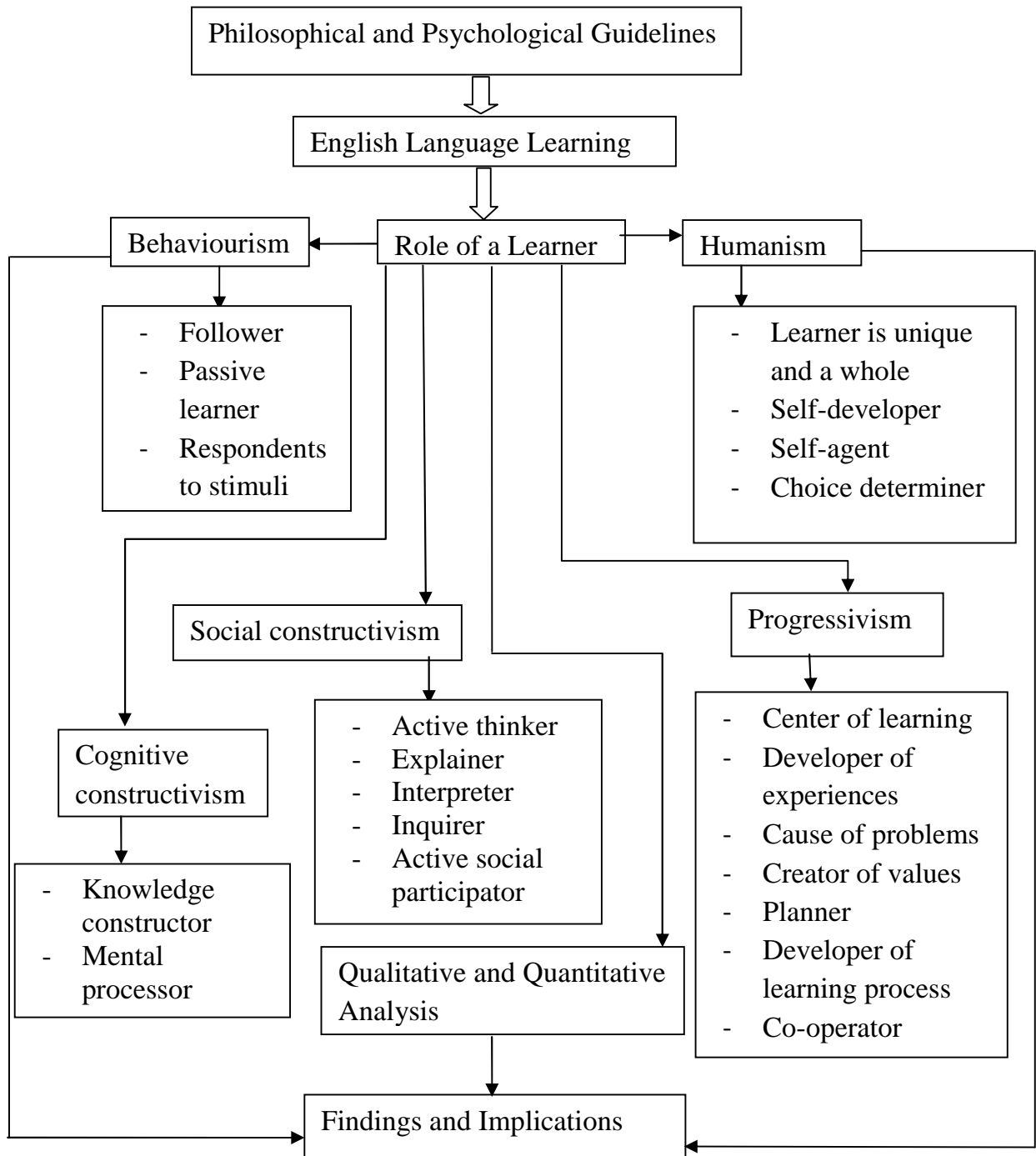
which have been suggested for them. Loras, (2010) has reported that the role of learners is inevitable to make a better process in learning. All of the research works, article, journals, books, unpublished thesis and online researches have discussed different roles and responsibilities in relation to other fields like the roles of teachers, the role of technologies, in online higher education etc. but it has not been found that the roles of learners in English language classroom. It does not mean the further research works don't help my research; it helps my research widen and provide information to conduct my research. The previous studies have suggested many different roles of the learners which are advanced and dynamic and focus on changing concepts. But I could not find other many roles that the learners should play and want to play along with their opinions towards multiple roles which occur in the English language classroom.

Therefore, I considered and selected as one of the new studies in the field of English education especially in the Department of English Education and this work is a new attempt in the exploration of above mentioned untouched area. This had been a single study to address the roles of learners in English Language Classrooms in the department. So, this seemed to be a new study.

Likewise, Aliakbari et al. (2010) carried out a research on a topic "Impact of 'Role Play' on Fostering EFL Learners' Speaking Ability: A Task-Based Approach" and they have mentioned that marking as one dramatic turnover in language teaching, task-based language teaching (TBLT) has proved itself beneficial and effective in bringing about real situations of language use to take place and insatisfying communicative needs of learners while the former methods were unable to meet actual demands of learners to communicate in the target settings.

2.4 Theoretical/Conceptual Framework

The conceptual framework of my study was as follows:



CHAPTER-THREE

METHODS AND PROCEDURES OF THE STUDY

3.1 Design of the Study

Survey research was used to complete this study.

To study the impact of roles of learners in English language classroom, I followed mixed research design (i.e. qualitative and quantitative) in general and the survey research design in particular. In this type of research, I visited the determined field / area to find out existing data. Specifically, it was carried out in large number of population in order to find out to address the large population by selecting sample population which was representative of the study population as a whole. In this context, Cohen and Manion (1985), (as cited in Nunan, 1992, p.140) write:

Surveys are the most commonly used descriptive method in educational research, and may vary in scope from large scale governmental investigations through to small –scale studies carried out by single researcher. The purposed of survey research is generally to obtain the snapshot of condition, attitudes, and / or events at a single point of time.

Similarly, Nunan (1992, p. 140) states “Surveys are widely used for challenging data in most areas of social inquiry from politics to sociology, from educational to linguistics.” Likewise, Cohen et al. (2010) write that survey research in which researchers gather data at a particular point of time especially to describe the nature of existing situation or to identify most standard one against the existing situation. From the aforementioned definitions, we can conclude that survey research is a type of research which studies large and small population by selecting sample population chosen from study population. Survey is also carried out in educational sectors to obtain a snapshot of conditions, attitude and events at a single point of time.

According to Nunan (1992, p.140) “The main purpose of survey research is to obtain a snapshot of conditions, attitudes, and or events at a single point of time.” According to Cohen and Manion (1985) “Surveys are the most commonly used descriptive method in educational research and may vary in scope from large government scale through scales studies carried out by single researcher (as cited in Nunan, 1992, p. 140). A survey usually addresses the large group of population, sampling is necessary to carry out investigation. The concern here is to ensure that sample should be representatives of the study. Population of the whole sampling is doing to obtain practicability of the study. Nunan (1992, p. 141) suggests the following eight step procedure of survey research:

- | | |
|---------------------------------------|--|
| Step 1: Define objectives | - What do we want to find out? |
| Step 2: Identify target population | - Who do we want to know about? |
| Step 3: Literature review | - What have others said/
discovered about the issue? |
| Step 4: Determine sample | - How many subjects should we
survey, and how will identify
these? |
| Step 5: Identify survey instruments | - How will the data will be
collected: questionnaire/interview? |
| Step 6: Design survey procedure | - How will data collection actually
be carried out? |
| Step7: Identify analytical procedure | - How will the data be assembled
and analyzed? |
| Step 8: Determine reporting procedure | - How will be written up and
presented? |

The discussion above entails that survey is one of the important research methods used in educational investigations. It was mainly carried out to find out people's attitudes, opinions and specified behavior on certain issues, phenomena, events or situations. The finding of survey is generalizable to the whole population / group. For this reason, I chose survey design in my study.

3.2 Population and the Sample of the Study

The population of the study was all the English language learners studying at grade nine of Myagdi district. I selected five government-aided schools and the sample of the study was ten English language learners from each school and their total number is 50.

3.3 Sampling Procedure

I visited the selected number of schools situated at Myagdi district. The sample population consisted of the ten students of grade nine each from five different schools. I selected this sample through purposive non random sampling. The purposive non sampling was used because it was quite difficult for me to identify the exact number of schools and their names at the time of necessity and also the accurate number of students studying at different classes.

3.4 Data Collection Tools

I developed structured and semi-structured interview schedule and observation checklist as research tools in order to elicit the data on the roles of learners in English language classrooms. The interview was used for those selected students and their respective classes were observed in the classroom through the observation checklist.

3.5 Data Collection Procedure

I prepared the interview schedule and observation checklist. I visited the selected district. At first, I introduced myself to the concerned authorities and

the informants. I told them the objectives of my study. I collected data from the selected grade ninth students, using interview of both types; structured and semi-structured. Then, I used observation checklist to study current behavior of the students in the classroom. I observed five classes in each school. Finally, I collected the required information, thanking the respondents for their help and co-operation.

3.6 Data Analysis and Interpretation Procedure

To study the impact of roles of learners on learning English in the English language classrooms perceived by the learners, I followed mixed research design (i.e. qualitative and quantitative) in general and the survey research design in particular. In this type of research, I visited the determined field / area that is Myagdi district to find out existing data. Specifically, it was carried out in large number of population in order to find out to address the large population by selecting sample population which was representative of the study population as a whole. Data were analyzed and interpreted systematically and descriptively.

CHAPTER- FOUR

RESULTS AND DISCUSSION

This chapter presents the results and discussion of the study on the basis of the themes and observational analysis. Analysis and interpretation of data seems to be worthy in research work through which findings are deduced.

Bogdan and Biklen (1998) write:

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other materials that you accumulate to increase your understanding of them and to enable you to present what you have discovered to others. Analysis involves working with data, organizing them, breaking them into manageable units, searching for patterns, discovering what is important and what is to be learnt and deciding what you will tell others (as cited in Neupane, 2007, p. 61).

In order to gather the required data for the study, I chiefly used two tools i.e. observation checklist and interview schedule and a subsidiary tool i.e. a daily diary record. Information gathered using the different tools has been analyzed thoroughly and descriptively. The information obtained through interview has been analyzed and interpreted by making qualitative themes but quantitative analysis is also done for the data obtained from observation. Finally, conclusions have been deduced triangulating the analyzed information from various sources.

4.1 Results

This research study entitled “**The Role of Learners in English Language Classrooms**” aims at identifying the impact of the roles of the learners on learning in the English language classrooms and even finding out the frequently used roles in the classrooms. I collected the data both from primary and secondary sources for the study. For the primary sources, I selected five

government-aided secondary schools located at Myagdi district by using purposive non-random sampling. Ten English language learners from each school studying at grade nine and their respective classes were selected for the sample size. I followed the qualitative and the quantitative approach for the in-depth study to find out the perceived attitudes of the learners towards their roles, hence, analysis and interpretation of data is done through the application of statistical approach and content analysis under descriptive approach. This study includes that the learners have positive attitudes and perception towards different roles. The results are listed below:

-) They confidently opined that multiple roles they play in the English language classroom have positive impact on learning that means the more they play different types of roles the more they are sure they learn. It means the responsibilities they bear in the language classrooms help and benefit them for better learning. Therefore, they said they should perform varieties of roles and responsibilities in each sector even outside the classroom to succeed in English language learning as they want.
-) It was identified such roles like '*follower, problem solver, respondents to stimuli and inquirer*' were found most frequently occurring in the language classroom, some as '*active participant, co-operator, knowledge constructor, developer of experience, active social participants, explainer and interpreter*' were less frequently performed and some as '*active thinker, choice determiner, planner, creator of values, unique creature, self-agency, mental processor, center of learning, self-developer*' were very rarely used by few of the students in the English language classrooms.
-) They further spoke up that they are positive in reaction to those roles in the sense that though they are not provided ample opportunities to perform, they believe they can learn more successfully through engaging and energizing themselves in different activities.

-) Similarly, they mentioned that they are interested to play different roles because they think it is important to play. And they replied they sometimes request their teacher to involve in different activities.
-) According to the learners, they preferred the roles like '*captain, self-agency, planner, active thinker, active listener, English speaker, inquirer, and problem solver*'. Similarly, they favored the roles as '*story teller, entertainer, singers, characters in plays, resource person, joker, presenter and planner*'. Moreover, other roles they preferred are '*host or hostess, speaker, helper, active listener and comprehensive reader, singer, active thinker, story teller, questioner, peer teacher, English environment creators, testees and active participants*' which help them be the successful language learners.
-) Likewise, it was found that they tried to involve themselves to motivate towards learning but there may be many reasons which hinder them not the teachers only but other elements like school environment, school management committee, parents sometimes, fellow students, contemporary society and culture and many others.
-) The learners also mentioned the other roles except they were observed according to categorization included in the checklist. They are '*entertainer, active listener, comprehensive reader, English speaker, captain, classroom circulator, English-environment creator, characters in dramas and participants on dialogue and conversation, classroom observer, programmer, host, comedian, story teller, peer teacher, resource person, examinees and advisor*'.
-) It was found that they played some roles according to the teacher's advice such as '*follower, problem solver, respondents to stimuli, active listener, mental processor, comprehensive reader*' less frequently and they even acted '*mental processor, active social participants, class captain, leader, peer teacher, and explainer*' in the same way. But they further replied that there should be good co-operation between the learners and teachers to apply proper and appropriate roles in the classrooms.

Likewise, sometimes they played different roles on their own interest such as the roles of '*classroom observer, questioner, active thinker, self-agency, knowledge constructor, and developer of experience*' by especially those who are active and townlearners at higher rate.

4.2 Discussion/ Interpretation

4.2.1 Interpretation of Information Obtained Through Interview

Interview schedule was the main tool to identify the perception, attitudes and feelings of the learners towards their roles in English language classrooms. The information obtained through the interview schedule has been analyzed and interpreted through the process of content analysis. Kumar (2007, p.240) mentions "Content analysis means analysis of the contents of an interview in order to identify the main themes that emerge from the responses given by your respondents". Furthermore, direct quotations of speech of the interviewee have been presented in their own words as the data for the qualitative research. So information achieved through interview has been analyzed by making themes in the following way:

4.2.1.1. Key Point 1: Learners Views on Impact of Multiple Roles on Learning English

The selected learners from five different government-aided schools, they all viewed that there is positive impact of multiple roles played by the learners on learning English.

In a continuation of analyzing their views, the learners from SA expressed that 'Sure, the roles we play in the classroom have impact on learning. We do not feel a kind suppression and depression when learning English if we involve in varieties of activities'. In addition to this, they replied that 'The roles have positive impact on learning. Playing many different roles benefits and fosters learning. According to the SB students, 'Of course, they have positive impact

on learning because the more we involve in different roles, the more active we become. And our own activeness increases the rate and route of learning.’ Putting forward the views of SC they said ‘Yes, the roles we have been playing in the language classroom have impact on learning. If we get engaged in different roles, they make us more active and more responsible in learning process.’ Similarly, ‘Well, there is positive impact of the roles on learning so we need to be provided lots of such creative roles in the classroom.’ The SD opined in this way. The last but not the least expressed that ‘Certainly, we feel there is positive impact of the roles on learning. The roles if played effectively really improve the present status of language learning.’

All of the learners from different schools expressed their positive perspective towards the various roles that can be performed in the classrooms. They all said that the roles performed in the classroom have positive impact on learning in the sense that being encouraged to bear different responsibilities always makes them aware and careful, purposeful in learning process and also can address the learners who have multiple intelligences and differences. To include all sorts of students to the main stream of the nation, the teachers are offered to be innovative, advanced, modern and forward-looking. The teachers are supposed to be able to address to such a complex classroom cultures as one of the sincere and sensitive by creating inclusive and child friendly environment in the classroom.

4.2.1.2 Key Point 2: Roles Efficiently Used by Learners in the Classroom

All the learners expressed nearly the same views while responding to the question, ‘Which roles English language learners should efficiently use for successful language learning?’ The learners SA viewed as:

The roles we have been using in the classroom are *follower*, *inquirer*, *respondents to stimuli*, and *problem solver*. Only playing these roles is sufficient for language learning. And the role of *follower* does not seem to be appropriate in today’s ELT classroom for successful language learning.

The learners of SB believe that performing different roles is really important. They told that they have frequently been playing the roles such as *respondents to stimuli, inquirer, captain, problem solver, follower, co-operator, active participant, and mental processor*. They added that they want their teachers to implement other more interesting and locally effective roles in the language classroom. The SC students exposed their views on efficiently used roles that we play the roles like the students of other schools but we have been using other more roles like *knowledge constructor, developer of experience, active social participants, choice determiner and co-operator* less frequently because we are informed soon in comparison to those village students. We use technologies, get engaged in online sources and media that's why we get more chances to develop knowledge about English language. They said they do not play the role of *passive follower* sufficiently in the classroom. Then, the SD students played the roles nearly like the students of SA students as *follower, respondents to stimuli and problem solver*. But they opined that the roles which they have been playing are not enough to learn language more successfully. Likewise, the SE students expressed that, 'We are in the schools of remote area so we do not have references to develop and construct knowledge ourselves. We completely depend on teachers. Whatever they say to do, we follow them. Moreover, we try to answer their questions and try to solve the problems if provided.'

With the above remarks, all the learners have been playing different roles less or more in the classroom. But playing limited roles and the same role every day is not interesting and purposeful if anyone desires to learn language successfully and effectively. To take the benefit of emerging and modern approaches and methods, the teachers including the learners need to be aware to those new methods to apply in the classroom. If not used, there is no longer works of those methods. And to implement such modern traditions in teaching and learning process, all the stakeholders mentioning teachers and addressing learners, concerned authorities and bodies and more importantly the

government must be conscious about forming policies, applying them and monitoring in time. If then something changes come in the field of language learning and teaching.

4.2.1.3 Key Point 3: Learners' Opinion towards Different Roles

All the learners expressed their own opinions and feelings towards different roles. The learners of SA opined 'We should play different roles either according the teacher's advice or on our own interest. If the teachers help us participate in different roles, we are encouraged and brought into right tract on the way of learning.' If, in true, the learners themselves select their preferred roles, they are activated and motivated towards learning. But most of the students of SA showed their interest to pursue the responsibilities provided by the teachers. The SB students' opinion was like this: 'We should play different roles in the language classroom so that we can learn more easily and more successfully. We, in this way, have positive view towards different roles that can be performed in the classroom. However, the roles played according to the traditional approach are also threatening and authoritarian'. They further spoke up that 'Even though the teachers are trying to provide such opportunity to the students, they even must know that playing different roles is a must. We want freedom psychologically in learning not such sophisticated classroom in fact'. 'We have absolutely positive attitudes towards different roles because they have impact on language learning.' the SC students opined in this way. 'The more active we become the more successful language learner we are. They put forward their feelings that if we play various role they of course, help us to improve English and make our future brighter. They help us to confident to tackle with future difficulties in English language in different countries. They encourage us to communicate and interact with those people who speak English.' The SD students expressed, 'Yes, of course we have positive views towards different roles not because we have lots of chances to play but because we think we need to play.' They further said that 'We would like to request our teacher to understand the importance of different role of the learners and would

apply in the classroom. We need to know and go forward like all other learners of cities. We also want to know to learn new things and to do new work either according to the teacher's advice or on our own interest. We just want to play more other roles such as center of learning, choice determiner active social participants, planner etc. we are not fully satisfied with the roles we have using up-to-date'. Similarly, the learners studying at SE also opined in a similar way as those of the SD. They also felt the importance of different roles and expressed positive opinions towards the roles. We have been using the roles of followers, respondents to stimuli, problems solver and questioners sometimes. But only playing the roles are enough to learn language more successfully. We should to learn more other creative roles in the classroom so that our aim is fulfilled. The learners of SD and SE opine in a similar way. They have been following the teachers' advice to involve in different role plays. They further damaged their teachers to be more innovative and creative in language teaching and learning process. They say they should act upon either according to the teacher's advice or on their own interest. Anyway,we should play after all. We can clearly see the positive attitude towards different roles. If we analyze the views of the learners of SB and SC, they are active and keen and curious themselves .they make demands to the teacher to bring newly born approaches and methods to language teaching and learning process. Though they have been playing different roles in the classroom, they want something more creative and psychologically beneficial roles to be welcomed to the classroom. They would like to express that the teachers should there to apply different in the classroom.

Thus, the students should themselves be one of the most importantcatalysts to bring changes in language learning, and those who consider themselves as the tactful and skilled teacher. She / he should able to adopt and apply the roles as per their thoughts, the demand of subject matter, classroom situation and interest and level of the students.

4.2.1.4 Key Point 4: Preferred Roles and Reasons for Using Them

Preference of using roles varies from learner to learner as they are considered as unique human beings. It differs from student to student because they are from diversities of cultural, social, economic background, different level and pace of learning, opinion and attitudes. They have their own interest and logic about that. In this regard, while responding to the question, ‘Which role do you want your teachers would implement in the classroom and why?’ the learners from SA that, ‘ We want our teachers would implement in the classroom the role of *co-operator, problem solver, knowledge constructor, developer of experience, choice determiner, active thinker, respondents to stimuli, explainer and inquirer*. They further gave the reasons like ‘We want to learn English language more successfully.’ Besides this, the learners of SB gave the reply in this way, ‘We would like to offer our respected English teacher to bring the roles such as *resource person, planner, presenter, respondents to stimuli, inquirer, choice determiner, and knowledge constructor*.’ The reason behind choosing these roles is they think they should play to improve and develop the spirit of learning English. Similarly, ‘We prefer the roles like *active participants, visitors, talker, technology users, entertainer, active thinker, mental processor* because playing different roles is a key to success and we can get better job in future and we can also get opportunities to go abroad’, the SC students answered in this way. According to the learners SD, ‘ We favor the roles such as *planner, active thinker, active participants, centre of learning and unique creature* because we can get sufficient help to understand what things are going on even outside the classroom. We want to learn with fun and pleasure.’ Likewise, the students from SE said that, ‘We like to play the roles of *practitioner of English, active participants, planner, and co-operator* because we learn certainly something when we bear different responsibilities.’

All the learners expressed that they prefer to play different roles according to their interest and ability. And no doubt, they need the help and co- operation of their teacher. They select themselves some of the roles it does not mean there is

no teacher' role but it means it accounts the teachers to be more *responsible, sensitive, dynamic* and *innovative* because only those who are always positive and true to their learners and profession can understand the heart of education and provide quality education to every learner of today.

4.2.1.5 Key Point 5: Teacher has Dominant Role in English Language Classroom or Not

Teaching and learning is essentially a social activity implying role relationship between teacher and learner, learner and learner. Teacher and learners perform their own roles in the classroom activities. Very often, roles of a teacher seem to be pivotal in the teaching and learning process in the sense that s/he initiates almost all the activities and they take most of the time in performing in the classroom activities. It also said so because there is high rate of teacher talk. The learners reacted almost in the same way except one of the groups in a school. The very group said, "We do not think the teacher has such a power which can handle whole classroom in an effective way. For effective language learning, we also help each other and of course the teacher always stands by." Here, we can say that most of the students agreed with the statement and responded in a similar way, "Yes, the teacher's role is dominant when teaching and learning English in the classroom though there have been emerged many different modern methods and approaches. The teachers are still bound to use the traditional methods in the context of Nepal." It reveals that almost all the English language teachers have been implementing the old and traditional methods eventhough the present day's students some new and innovative in teaching and learning process. According to the students' opinion towards the statement, although classroom activities are guided by teacher's tactfulness, subject matter and methodologies adopted, participatory and local approach is more fruitful in teaching and learning process.

4.2.1.6 Key Point 6: Multiple Roles Played by Learners in English Language Classrooms

Learning by doing, one of the new and mouth piece concepts of present situation in the field of teaching and learning process, derives the sense of stimulating students with works and activities. Designing the purposeful and appropriate tasks for students to engage, study and activate is really more responsible and serious work for language teachers. According to the learners' view regarding importance of roles, they answered positively. They opined that if they get chances to play different roles in the classroom, they can learn more successfully. Moreover, most of the learners gave the overlapping ideas against the question 'Can you think of other roles except explainer, active social participants, interpreter and so on can be applied in the English classroom?' according to the learners of SA '*captain, self-agency, planner, active thinker, active listener, English speaker, inquirer, and problem solver*' were the roles that can be played in the classroom. Similarly, the students of SB favored the roles as '*story teller, entertainer, singers, characters in plays, resource person, joker, presenter and planner*'. In the same way, students of SC answered like this:

Except these roles, we should also play other roles that bring life and laughter in the classroom. Other roles can be '*host or hostess, speaker, helper, active listener and comprehensive reader, singer, active thinker, story teller, questioner, peer teacher, English environment creators, testees and active participants*'.

Likewise, the students of SD preferred the roles such as '*problem solver, active participants, co-operator and active thinker*'. In the same way, the students of SE liked the roles '*planner, centre of learning, questioner, active listener*'.

Of course, the learners are keen to play various types of roles in the classrooms. Moreover, they are more curious and eager to learn English language in the present era because of the globalization of language. They should also be aware of the different roles whether they can applicable and productive when using them in the classroom. In other words, they should also try to suggest teachers what actually they are interested and able to perform to better their learning process.

4.2.1.7 Key Point 7: Roles Used According to Different Situations

While responding to the question ‘Have you ever used any roles according to the classroom situation and interest of the teacher and interest of your own? If so what roles do you play on your own your interest and ability or according to your teacher’s advice?’ The learners gave mixed responses. The students from SA said, ‘Of course, we played some roles according to the teacher’s advice such as follower, problem solver, respondents to stimuli, active listener, mental processor and reader. But they further replied that there should be good co-operation between the learners and teachers to apply proper and appropriate roles in the classroom. Likewise, the students from SB answered, ‘Yes, sometimes we have played different roles on our own interest and sometimes according to the teacher’s advice. We have ourselves played the roles of classroom observer, questioner, active thinker, and self-agency. And according to our teacher’s suggestion, we have acted mental processor, respondents to stimuli, active social participants, class captain, leader, peer teacher, and explainer. In a similar manner, the language learner of SC replied, ‘Yes, we have engaged in activities like follower, speaker, listener, interpreter, respondents to stimuli according to teacher’s advice and inquirer, planner, knowledge constructor, self-agency, and developer of experience on our interest. Furthermore, the learners from SD said, ‘Sure, we have performed so honestly as the follower, problem solver, respondents to stimuli and inquirer according to teacher’s advice. We are quiet and shy ourselves to involve on our interest. We are though interested to perform if the teachers provide friendly environment for such shy students like us.’ In the same vein, the students from SE opined that, ‘Yes, we have done some roles in the classroom such as follower, respondents to stimuli, listener, problem solver and mental processor according to our teacher’s advice. But we are lacking behind to do on our own interest. We do just a very few roles such as inquirer, problem solver and receiver. But we love changes and newness in teaching and learning process. We want to march ahead to build a real confidence, optimism to overcome any hurdles and obstacles regarding English language in near future.’

All the learners agreed that they play different roles either according to the teacher's advice or on their own interest and ability. And they prefer the role of knowledge constructor, class observer, self-agency, developer of experience, questioner, active thinker, and planner etc. because they increase the learners' involvement and develop the learning pace. They said, 'The teachers should change themselves to bring changes in the classroom.'

4.2.2 Analysis and Interpretation of the Data Obtained From Observation

I used an observation checklist to observe the roles played by the learners in the classrooms. I prepared a checklist including possible roles of a learner supposed to be played in the classroom along with the activities concerned with them. I observed the classes regularly for five days and tried to find out the repeated patterns of the roles. I used a daily diary to record the activities involved. During the observation, I found some frequently occurred, some less frequently and some very rarely occurred.

4.2.2.1 Very Rarely Occurred Roles by few of the Students

When I observed the classes of the learners, I noticed that some of the roles were very rarely used by few students of SA, SB and SC whereas the students of SD and SE did not use even a day. The roles such as '*choice determiner, active thinker, planner, creator of values, unique, creature, self-agency, mental processor, center of learning, self-developer*' were very rarely used by few of the students in the English language classrooms.

4.2.2.2 Less Frequently and Most Frequently Occurred Roles

The main purpose of classroom observation was to find out the frequently used roles of learners and teacher's participation accordingly. The following table depicts the frequently used roles by the students of five different schools.

Table No. 1
Less Frequently and Most Frequently Occurred Roles

Roles	Frequency of Roles Occurred During Five Days					Average Occurrence of Roles	Percentage
	SA	SB	SC	SD	SE		
Follower	5	3	3	5	5	4.2	84%
Problem solver	5	5	5	3	3	4.2	84%
Respondents to stimuli	4	5	5	3	2	3.8	76%
Inquirer	3	3	5	2	2	3	60%
Active participants	2	3	3	2	2	2.5	48%
Co-operator	2	3	3	2	2	2.5	48%
Knowledge constructor	2	2	3	1	1	1.8	36%
Developer of experience	2	3	3	1	1	2	40%
Active social participants	2	3	3	2	2	2.5	48%
Explainer	2	2	3	1	1	1.8	36%
Interpreter	2	2	3	1	1	1.8	36%

Source: Field Visit, 2071.

The above table portrays that all the roles were not played by the learners at the equal rate. The learners of SA mainly played the role of *follower* throughout my regular observation but the SB students used the role of *problem solver* and *respondents to stimuli* most frequently. And SC learners played the role of *problem solver*, *respondents to stimuli* as well as *inquirer* at the highest rate. Only the two roles *follower* and *problemsolver* were acted by all the learners of five different schools at highest rate within five days i.e. 84%. Similarly, the

role of *respondents to stimuli* was performed by the learners at the higher rate i.e.76% whereas the only role *inquirer* was played at the high rate i.e. 60%. The other roles like *active participants*, *active social participants* and *co-operator* were carried quite good position of occurrence i.e.48%. In other words, *developer of experience* was played at the rate of 40% only. Other more roles such as *knowledge constructor*, *explainer* and *interpreter* were found occurring relatively less number of times respectively.

The result presented above depicts that different roles were preferred by different learners in the classrooms; even the same learners performed various roles in the same classroom. But all the roles tabulated above were used more or less times by the learners. The learners' participation was high and enthusiastic when the teachers let the students do some tasks themselves and the teachers asked them the questions frequently in the classroom. The students seemed to be active and attentive when the teachers provided them chances to act upon different roles such '*entertainer, comedian, leader, classcaptain, center of learning, resource person, singer, and active social participants*' like group work, pair work, peer teaching, cross checking and classroom competitions. So, the students' present need and their desire to learn demand and offer to all the English language teachers to play the roles such as '*resource person, active counselor, informant and innovative and creative creature*' to bring a reallanguage learning environment in the classroom. In fact, the role of blind follower should not be played most frequently if the students want the other fresh and forward- looking roles in the classroom.

CHAPTER- FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter presents the summary, conclusions and implications of the study on the basis of the themes and observational analysis. Then it suggests some implications in accordance with those findings.

5.1 Summary

When summarizing the main themes of research being based on the data collected through interview and observation, all the learners from five different schools expressed their opinion on their own. At the time, when they were asked to understand the view towards different roles they play in the classroom, they expressed positive opinion and even they confidently opined that multiple roles they play in the language classroom have positive impact on learning that means the more they play different types of roles the more they are sure they learn. It means the responsibilities they owe in the language classrooms help and benefit for better learning. Therefore, they said they should perform varieties of roles and responsibilities in each sector even outside the classroom to succeed in English language learning as they want. On the basis of observation checklist it was found the results like this, though almost all not all the present teachers have reported that they let their learners necessary opportunities to perform. Now, the ground reality is such roles like '*follower, problem solver, respondents to stimuli and inquirer*' were found most frequently occurring in the language classroom, some as '*active participant, co-operator, knowledge constructor, developer of experience, active social participants, explainer and interpreter*' were less frequently performed and some as '*active thinker, choice determiner, planner, creator of values, unique creature, self-agency, mental processor, center of learning, self-developer*' were very rarely used by few of the students in the English language classrooms. They were asked a question to make strong demands to all the

English language teachers to implement the roles in the classroom. They replied that the teachers need to apply different new, interesting and innovative roles which are appropriate for them in the language classrooms. They demanded the roles such as '*choice-determiner, knowledge constructor, planner, centre of learning, creator of values, co-operators, active social participants, mental processor, resource person, presenter, entertainer, and self-agency*'.

5.2 Conclusions

This study focused on identifying the impact of different roles on language learning the perceived attitudes of learners towards their roles in secondary level English classrooms. I chiefly used two tools to draw out perception and attitudes of learners and frequently used roles in the classroom. After rigorous and micro analysis and interpretation of available information, I have derived the following major findings of my study.

-) It was found that multiple roles the learners play in the language classroom have positive impact on learning. They meant to say the more they play different types of roles the more they are sure they learn. It means the responsibilities they bear in the language classrooms help and benefit for better learning. Therefore, they said they should perform varieties of roles and responsibilities in each sector even outside the classroom to succeed in English language learning as the rate and the route as they want.
-) According to observation what I found is such roles like '*follower, problem solver, respondents to stimuli and inquirer*' were found most frequently occurring in the language classroom, some as '*active participant, co-operator, knowledge constructor, developer of experience, active social participants, explainer, and interpreter*' were less frequently performed. And some as '*active thinker, choice determiner, planner, creator of values, unique creature, self-agency, mental processor, center of learning*', and *self*

–*developer*’ were very rarely used by few of the students in the English language classrooms.

-) It was further identified that they are positive in reaction to those roles in the sense that though they are not provided ample opportunities to perform, they believe they can learn successfully through engaging and energizing.
-) According to the learners, they preferred the roles like ‘*captain, self-agency, planner, active thinker, active listener, English speaker, inquirer, and problem solver*’. Similarly, they favored the roles as ‘*story teller, entertainer, singers, characters in plays, resource person, joker, presenter and planner*’. Other roles they preferred are ‘*host or hostess, speaker, helper, active listener and comprehensive reader, singer, active thinker, story teller, questioner, peer teacher, English environment creators, testes and active participants*’.
-) With the views presented by almost all the learners from five different schools, it was found that teacher has dominant role when teaching and learning English in the classroom especially when English grammar is taught.
-) Likewise, it was found that they tried to involve themselves to motivate towards learning but there may be many reasons which hinder them not the teachers only but other elements like school environment, school management committee, parents sometimes, fellow students, contemporary society and culture and many others.
-) Similarly, they mentioned that they are interested to play different roles because they think it is important to play. And they replied they sometimes request their teacher to involve in different activities.
-) I found all the learners not as a tabula-rasa, they also mentioned the other roles except they were observed according to categorization included in the

checklist. They are '*entertainer, active listener, comprehensive reader, English speaker, captain, classroom circulator, English-environment creator, characters in dramas and participants on dialogue and conversation, classroom observer, programmer, host, comedian, story teller, peer teacher, resource person, examinees and advisor*'.

) It was found that they played some roles according to the teacher's advice such as '*follower, problem solver, respondents to stimuli, active listener, mental processor and comprehensive reader*' and they even acted '*mental processor, active social participants, class captain, leader, peer teacher, and explainer*'. But they further replied that there should be good co-operation between the learners and teachers to apply proper and appropriate roles in the classrooms. Likewise, sometimes they played different roles on their own interest such as the roles of '*classroom observer, questioner, active thinker, self- agency, knowledge constructor, and developer of experience*' by especially those who are active and town learners at higher rate.

5.3 Implications

The following implications are suggested at the different levels on the basis of the findings derived from the study for the pedagogic purposes. Three levels of implications are presented in this part.

a. Policy Level

) As the learners expressed their views that they want dynamic, innovative, competent, energetic, friendly, hard-working and versatile teachers, the central bodies of educational institutions and the government must understand the demand of the present new generation students and considers them while making policies.

-) In other words, the English language teachers, the honorable personnel, management personnel of NCED, Curriculum Development Centre (CDC), Ministry of Education, Department of Education are highly responsible bodies in formulating policies of overall education system of Nepal.
-) My research helps to think about different views of learners on the roles they play in the language classrooms those who are far from the centre and the reality is always bitter, but solutions to problems must always be tried to find out to better learning and teaching process. It must be justified and looked out and looked ahead in time and timely by the government, concerned authorities and all the stakeholders to bring the learners' appropriate policies.

b. Practice Level

-) Students wish to play multiple roles in the classroom because they believe that playing roles have positive impact on learning. Nonetheless, they have been playing the role of *follower* and *respondents to stimuli* most of the times, they would like to play other effective roles. And all the practitioners can consider on the learners' roles to design curriculum which address their local identity, present necessities and appropriateness.
-) As the learners expressed their positive attitudes towards different roles they play in the classroom and they preferred the roles like *entertainer, story teller, writer, comedian, characters in plays, active participants, class circulator* and other innovative roles that's why the curriculum designers, text book writers, scholars, concerned professors and other responsible people can take benefit of my research as constructive feedback and real information to make policies, to design educational and instructional materials and to grasp the desired success in language learning and teaching.

c. Further Research

) This study does not talk about all the factors related with the learner that's why other researchers interested in this field can study and it can provide you necessary information regarding the learners, their level, ability, attitudes towards different roles, the roles they frequently play as well as their preferences on the roles. This work can help you as a piece of mirror for further research by providing new research areas which are left to be investigated.

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Appendix I

Interview schedule

Dear informants,

This interview schedule has been prepared to elicit primary data required for the research work entitled “**The Role of Learners in English Language Classrooms**” under the supervision of **Mr. Raj Narayan Yadav**, Reader, Department of English Education, T.U., Kirtipur. I hope that all of you co-operate with me giving reliable and authentic information which will be invaluable help to complete this research work.

Researcher

Lal Maya Chhantyal

T.U., Kirtipur, Kathmandu

Name of the informants:

Sex:

Age:

Academic qualification:

Q. No. 1 How long have you been studying English in this school?

Ans:

Q. No. 2 Do you agree with the statement that ‘teacher has dominant role in English language classrooms’?

Ans:

Q. No. 3 Do you agree with the statement that 'it is important to play different roles in English language classrooms'?

Ans:

Q.No. 4 Are you interested in playing different roles in the classroom?

Ans:

Q. No. 5 Students play multiple roles in English language classrooms such as explainers, active social participators, interpreters and so on. Can you think of other roles that can be performed in the English classroom?

Ans:

Q. No. 6 What is your opinion towards different roles that English language learners can play in the classroom?

Ans:

Q. No. 7 Do you think that multiple roles played by learners have impact on learning? How?

Ans:

Q. No. 8 What kinds of impact do they have on learning?

Ans:

Q.No. 9 Have you ever played any roles according to the classroom situation and interest of your own or of the teachers? If so, what kind roles do you play on your own interest and ability or according to your teacher's advice?

Ans:

Q. No. 10 What do you think roles played on your own interest or according to your teacher's advice help better in your learning process?

Ans:

Q. No. 11 In traditional approach to language teaching and learning, students used to play the role of passive learners or follower but according to social constructivism and progressivism learners' main role is of knowledge constructor and co-operator respectively. There are many roles in between them, what is your perception towards them?

Ans:

Q. No. 12 As you are a language learner, you know some knowledge of different roles. Now, could you share your experiences which roles English language learners should efficiently use for successful language learning?

Ans:

Q. No. 13 You have been learning English for years. Have you ever experienced there is teacher' interference on students' roles in the classroom?

Ans:

Q. No. 14 Which role do you want your teachers would implement in the classrooms and why?

Ans:

Q. No. 15 You want to learn English more successfully. Have you ever tried yourself to involve in different roles in the classrooms? Or have you ever made a request to your teacher to help you participate in different roles?

Ans:

Thank you.

Appendix II

Classroom Observation Checklist

Dear informants,

This classroom observation checklist is a part of my research study entitled **“The Role of Learners in English Language Classrooms”** under the supervision of **Mr. Raj Narayan Yadav**, Reader, Department of English Education, T.U., Kirtipur. Your co-operation to fill up this form will be of great value to me. I will assure you that performance made by you will be exclusively used only for present study.

Researcher

Lal Maya Chhantyal

T.U., Kirtipur Kathmandu.

Name of the informants:

Address:

Age group:

Academic year:

Date: from.....to.....

S.N	Different classroom activities of learner as per the different roles demand	Rating of Frequently used roles during five days				
		Frequency of observation in days				
		1	2	3	4	5
1.	The students just follow what their teacher says to do (follower).					
2.	The students try to solve the problem themselves (problem solver).					
3.	The students are encouraged to involve or involve themselves in different activities (active participant).					
4.	The students think and view on the critical subject matter raised in the classroom (active thinker).					
5.	The students understand the lesson and construct knowledge on their own perception (knowledge constructor).					
6.	The students co-operate one another rather than they compete (co-operator).					
7.	The students try to learn by doing and develop their own experience (developer of experiences).					
8.	The students help their teacher to make better plans (planner).					
9.	The students respond to their teacher's questions before going through lesson (respondents to stimuli).					
10.	The students use their mind and try to get the gist of something (mental processor).					
11.	The students explain about the topic or pictures they are provided to (explainer).					
12.	The students make queries during lesson (inquirer).					
13.	The students work in pair or group and share ideas (active social participant).					

14.	The students make choices according to their interest and ability (choice- determiner).					
15.	The students are intrinsically motivated and do the tasks individually (self-agency).					
16.	The students show their uniqueness and creative arts (unique creature).					
17.	The students interpret things using their own words (interpreter).					
18.	The students are behaved equally and conducted different extra- curricular activities for their all round development (centre of learning).					
19.	The students do the tasks themselves by searching different problems. The teacher just respects individual preferences (self-developer).					
20.	The students do not follow the things blindly. They also suggest something for better learning (creator of values).					

.....
Observer (Researcher)
Lal Maya Chhantyal