

**ROLES OF TEACHERS IN THE ENGLISH LANGUAGE
CLASSROOMS**

**A Thesis Submitted to the Department of English Education
in Partial Fulfilment for the Master of Education in English**

**Submitted by
Ashok Babu Ghimire**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2010**

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Ashok Babu Ghimire** has prepared this thesis entitled "**Roles of Teacher in the English Language Classrooms**" under my guidance and supervision.

I recommend this thesis for acceptance.

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/04/13

.....

Ashok Babu Ghimire

DEDICATION

This present work is dedicated to my late-father and late-brother who made me commence my schooling and ceaselessly endeavored with the aim at making me the person as I am today.

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It is my great pleasure that this research work has come into existence due to the unforgettable encouragements and invaluable suggestions from the different renounced personalities of the Department of English Education, T.U. I am really delighted to pay my respect and appreciation to all those who directly and indirectly contributed to accomplish this research.

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Prof. Dr. Anju Giri, Dr. Bal Mukunda Bhandari, Dr. L.B. Maharajan, Mr. Vishnu Singh Rai, Dr. Tapasi Bhattacharya, Mr. Prem Bahadur Phyak, Mr. Bhesh Raj Pokhrel, Mrs Hima Rawal, Mrs. Saraswati Dawadi and Mrs. Madhu Neupane for their direct and indirect worthy suggestions to accomplish this work. Similarly, I would like to express sincere gratitude to **Mr. Rishi Ram Rijal**, Reader at the Department of English Education Mahendra Ratna Campus, Tahachal who provided me resource materials and invaluable suggestions in preparing this work. In the same way, I owe a particular debt to **Mr. Bal Krishna Adhikari**, Lecturer at the Department of Education, TU. who revealed me the direction towards qualitative research and provided lots of resource materials to carry out the research.

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ABSTRACT

This research study entitled “Roles of Teachers in the English Language Classrooms” aims at identifying the perceived attitudes of teachers towards their roles and finding out the frequently used roles in the classrooms. The researcher collected the data both from primary and secondary sources for the study. For the primary sources, the researcher selected three government-aided secondary schools located at Kirtipur in Kathmandu using purposive sampling. Three English teachers from each school teaching at grade nine and their respective classes were selected for the sample size. The researcher followed the qualitative approach for the indepth study to find out the perceived attitude of teachers towards their roles, hence, analysis and interpretation of data is done through the process of content analysis but quantification is also done to see the frequency of roles though it is not emphasized. This study concludes that teachers have positive attitudes and perception towards all the roles but they advocated their roles from the ground of communicative approach. Some roles as ‘organizer and resource’ were found most frequently occurring, some as ‘prompter, participant, model and tutor’ were found less frequently occurring and some as ‘social worker and friend’ were not found at all in the English classrooms.

This research work encompasses four chapters. The first chapter deals with introduction which comprises background of the study, review of the related literature, objectives and significance of the study. The second chapter deals with the methodology section, the main governing part of the research. It includes the philosophical and methodological considerations which reveal the direction and build the ground for the study, source of data, tools for data collection, data collection procedure and limitations of the study. Similarly, the third chapter includes in the analysis and interpretation of the data to identify the perceived attitudes of teachers regarding the roles and their occurrences. The available data from different sources and tools were analyzed and interpreted under separate headings, then, the information was triangulated to

deduce the findings. The fourth chapter presents the findings derived from the analysis and interpretation of the collected data. It also provides some recommendations based on the findings. The final section ends with references and appendices used in the research.

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Sample Of Collected Data

LIST OF ABBREVIATIONS AND SYMBOLS

3Ps	Presentation, Practice, Production
TU	Tribhuvan University
BC	Before Christ
AD	Anno Domini
e.g.	For example (Exemplia Gratia)
P.	Page
PP	Pages
i.e:	id est (=Latin for 'that is')
ibid:	ibidem (=Latin for 'in the same place').In the book or piece of writing as the one that has just been mentioned.
etc	et cetera (=and other similar things)
et al.	et alii (= and other people)
Ed	Edited
ELT	English Language Teaching
EFL	English as a Foreign Language
ESL	English as a Second Language
JALT	Japanese Association of Language Teachers
NELTA	Nepal English Language Teachers' Association
M. Ed	Master of Education
M. Phil	Master of Philosophy
Ph. D	Doctor of Philosophy
Prof.	Professor

TA	Teacher A
TB	Teacher B
TC	Teacher C
S	She
S.N.	Serial Number
CUP	Cambridge University Press
OUP	Oxford University Press
Vol.	Volume
UK	United Kingdom
USA	United States of America

CHAPTER ONE

INTRODUCTION

This chapter begins with the background study of the research. It, then, attempts to describe language professionalism and English language teaching in turn. After that it deals with one of the most noticeable aspects of the study i.e. 'roles of teachers in the English language classrooms'. Furthermore, it strives to probe into the previous studies done in the related field. It also points out the objectives of the study. Finally, it ends with the significance of the study.

1.1 Background of the Study

Education is the product of human intellectual capacity and generative faculty of mind. Aristotle (384-322 BC) also puts the similar opinion. What he says is 'education is the creation of a sound mind in a sound body'. 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. Education is the multifunctional tool of human development by which all round development of a person is possible. In this regard empiricist philosopher, John Locke (1632- 1704 AD) opines that 'plants are developed by cultivation men by education'.

Human being is endowed with unique property of language, so, is able to acquire education. Language is such entity through which we express our thoughts, feelings, emotions, desires and inherent needs. It is the sole means of communication and social interaction. Krishnaswamy and Verma (1992) state that "Language is a distinctively human characteristic and distinctively determines man's nature and personality" (p. 5). Similarly, Wardhaugh (1972, p. 3) defines "Language is a system of arbitrary vocal symbols used for human communication" (as cited in Brown, 1994, p. 4). Brown (1994) argues that to

presume to define language adequately would be folly. Anyway, it is a vital tool of human communication and human's private property.

Teaching is a process in helping somebody learn something by giving information. Teaching offers bright, intellectual and social challenges of the job. 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, according to Sthapit (2000) "The 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 the learners. This is true of language teaching as well" (p.1). Likewise, 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 an instrumental art, teaching is something that departs from recipes, formulas, or algorithms" (as cited in Arends, 2001, p. 4).

After the analysis of the above mentioned paragraphs, we can conclude that language functions as an input, teaching a process and to gain education 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. But the role of a teacher seems to be pivotal in the language classroom.

1.1.1 Language Teaching Professionalism

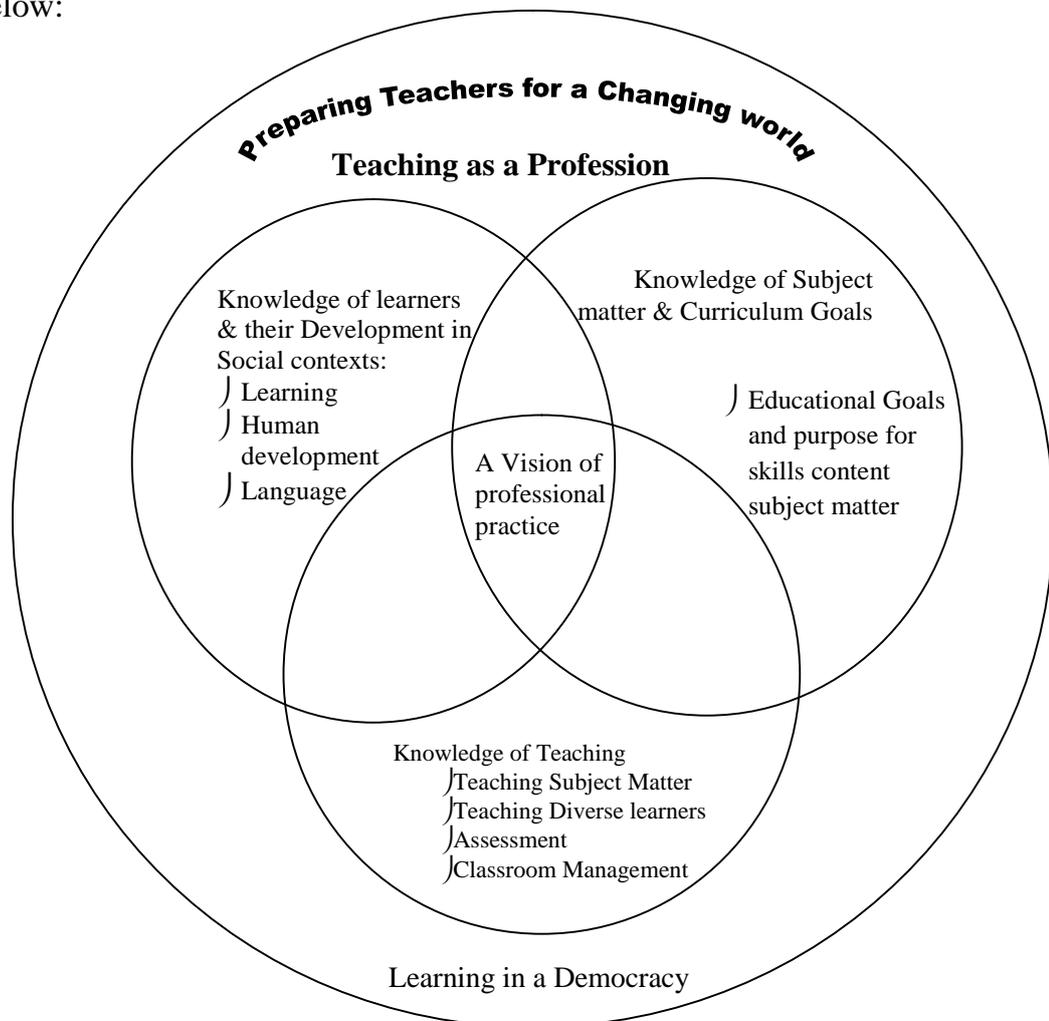
In a layman sense, language teaching generally means teaching about a language in the classroom. In fact, language teaching is not confined within the four walls of a classroom. Its coverage is much wider. In particular, language teaching refers to 'teaching to use a language, especially second language'. Stern (1991) defines language teaching as "The activities which are intended to bring about language learning" (p. 21). He further argues that 'language teaching' is more widely interpreted than instructing a language class. Stern (ibid) writes:

Since language teaching is defined as ‘activities intended to bring about language learning’, a theory of language teaching always implies the concepts of language learning. In a given theory the concepts of learner and learning may not be made explicit, or they may be misguided, too rigid, too limited, too demanding; or they may fail in other ways to do justice to the learner or the learning process. But it is hardly possible to visualize a language teaching theory which is not also a theory of language learning. A good language teaching theory would meet the conditions and needs of learners in the best possible ways (p. 21).

Professionalism is the combination of all the qualities that are connected with trained and skilled people. Though language teaching commenced its journey in Athens and Sparta in ancient Greece, it had to wait long to flourish as an established profession. From the mid 1980s, the teaching profession has begun to codify the knowledge base for professional practice and standards for the work of practitioners. Professional development, in a broad sense, refers to the development of a person in his or her professional role. More specially, Glatthorn (1995, p. 41) says “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically”(as cited in Reimers 2003, p. 11). Richards and Rodgers (2001) mention that “Language teaching came into its own as a profession in the twentieth century” (p. 1). They contend ahead that language teaching in the twentieth century was characterized by frequent change and innovation and the development of sometimes competing language teaching ideologies.

Hoyle (1995) writes “There have been debates over the years and throughout nations as to whether teachers are professionals as opposed to mere ‘workers’, and whether teaching is a profession and not just an occupation” (as cited in

Reimers 2003, p. 33). He further presents a helpful analysis of teaching based on five criteria used to define a 'profession'. These are social function, knowledge, practitioner autonomy, collective autonomy and professional values (p. 34). In the past, teaching did not match all the above criteria necessary to be treated as a profession. Fortunately, the tendency over the last few years has been to begin to accept teaching as a profession and, consequently, the transformation from teacher- *training* to teacher *professional development*. A central part of being a professional teacher is a commitment to help all students succeed. Hammond et al. (2005, p. 11) present a conceptual framework of teaching as a profession which includes a vast amount of information relevant to effective teaching and learning which is presented below:



Due to the advancement of technology language teaching profession is continually exploring new options for addressing basic issues and the effectiveness of different instructional strategies and methods in the classroom. Stern (1991) argues that language teachers- probably more than other professionals –find that they are constantly bombarded from all sides with a surfeit of information, prescriptions, directions, advice, suggestions, innovations, research results and what purports to be scientific evidence.

1.1.2 English Language Teaching

English has been a widely used lingua franca round the world today. Since the concept of global village is developing, it has been a means of survival skill and a versatile tool of social bond of people at every corner of the globe. English is taught as a second or foreign language almost all the countries of the world nowadays. There is a penetrating effect of English in every sector of today's society. Phillipson (1992) and Pennycook (1994, 1998) state:

Not every one 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 cultural 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 easily noticed condition, but one

nevertheless of great significance (as cited in Swales, 1993, pp.283-284).

A similar opinion is expressed by Mishra (1993) “English today is not only the window of the world, but the door to ‘success’, social power and prestige” (p. 28).

English language teaching has carried a long standing history in the page of language teaching. Howatt (1997) 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 and settlement has ensured the teaching of the language a role, sometimes central, sometimes peripheral in the educational history of virtually every country on earth (p. 5).

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) 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) (p. 22).

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

According to Bhattarai (2006) 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 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 tasks like a technician but it also involves responsibility for explaining why some thing works.

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

1.1.2.1 Roles of Teachers in English Language Classrooms

The term 'Role' generally means one's duty or responsibility in a particular situation. 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 behaviour" (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.

In our daily lives, we fulfill roles that have features of all these defining characteristics. We are, in a multitude of ways, actors of social roles, we need to play different roles in different situations as per the demand and responsibility we bear within society. Here, my concern is with ‘role of teacher in English language classrooms’. So the most striking question in this regard is, what are teacher roles?’-during a lesson the teacher needs to manage the activities and the learners in the classroom in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviour are called ‘teacher roles’.

Even in situations where teachers have primary responsibility for how they teach, they may assume very different roles within their own classrooms. Behind our expectations of role behavior there lies a set of attitudes and beliefs about the roles in question in the English language classroom. Teaching and learning are essentially social activities, implying role relationship between teacher and learner, learners and learners. These relationships are established, maintained and evaluated through communication.

We find very straightforward impression of teacher’s behavior on students.

Rogers (1961) mentions:

The way we dress, the stance we adopt and our attitude to the class make an immediate impression on students in this sense we need to make some kind of distinction who we are, and who we are 'as teachers'. This does not mean that we should somehow be dishonest about who we are when we face students. There will always be a need to be 'congruent' (in Harmer 2007, p. 108).

Girard (1977) opines that the important part of the teacher's job is to motivate learners. In more recent 'learner-centered' approaches to language teaching, however, the teacher's function is seen mainly as a provider of materials and conditions for learning'. Similarly, Dykstra (1978, p.4) considers the following characterization of the teacher's role:

. . . near automatons who stand up, call roll, talk a lot, give cues, ask simple content questions, check for comprehension, check for recall, keep records, discipline students, bestow grades and generally carry on with clerical tasks far below what their own level of ability might be (cited in Wright, 1987p. 49).

Several roles are assumed for teachers in communicative language teaching. Breen and Candlin (1980, p.99) mention:

The teacher has two main roles: The first role is to facilitate communication process between all participants in the classroom and . . . The second role is to act as an independent participant within learning-teaching group. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as a resource himself, second as a guide with in the classroom procedures and activities. . . . A

third role is that of researcher and learner (cited in Richards and Rodgers, 2001, p. 167).

Supporting Breen and Candlin, Richards and Rodgers (2001) assume some other roles such as *needs analyst*, *counselor* and *group process manager* for a teacher in communicative language teaching.

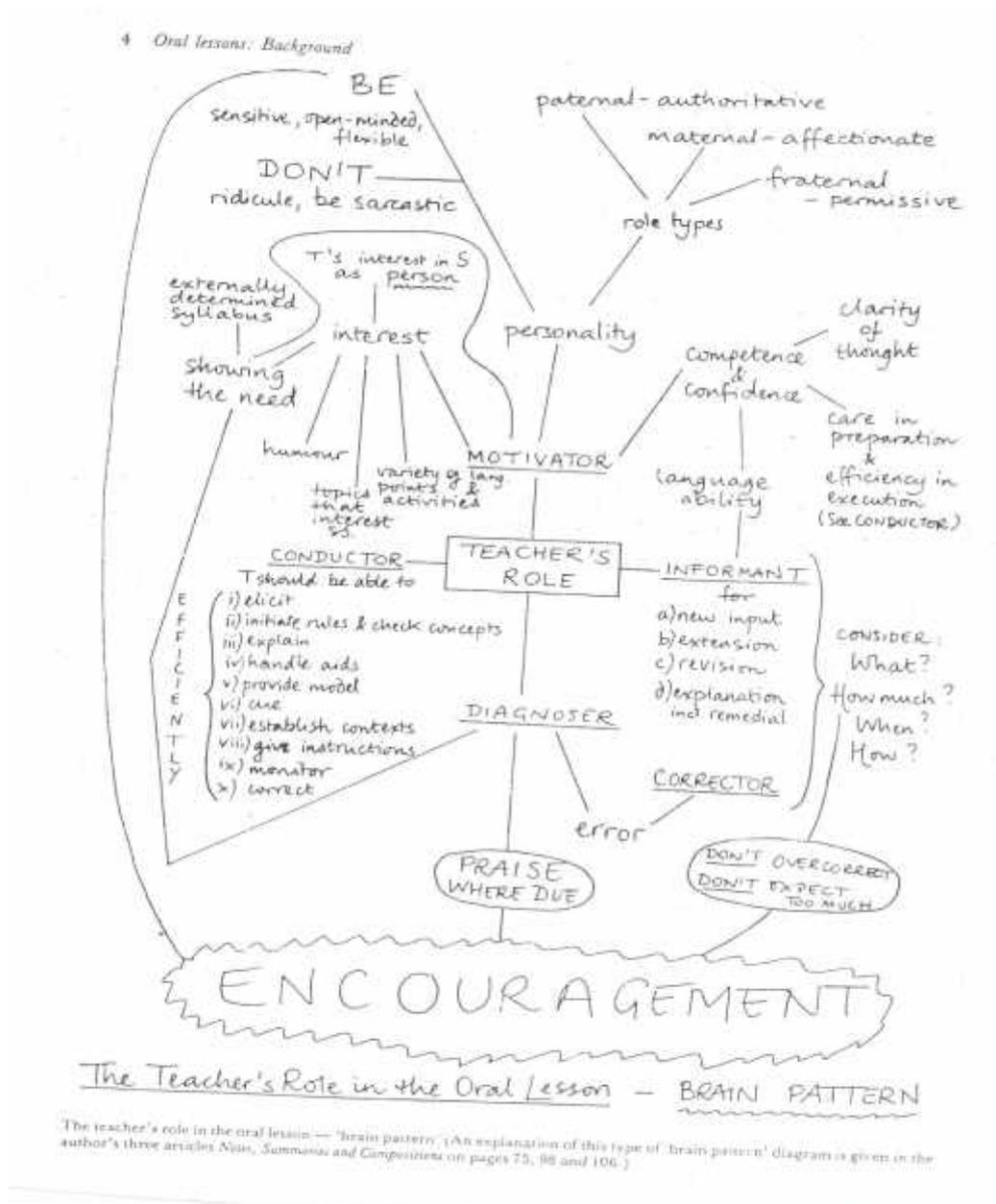
In the same way, prioritizing the communicative intent in English language teaching, about the role of teacher, Littlewood (1981) says, “The concept of the teacher as an *instructor* is [. . .] inadequate to describe his overall function. In a broad sense, he is a *facilitator of learning* and may need to perform in a variety of specific roles, separately or simultaneously” (p. 92).

These include the following.

-) As general overseer of his students’ learning.
-) As classroom manager.
-) The familiar role of language instructor
-) He may act as consultant or adviser, helping where necessary.
-) He will sometimes wish to participate in an activity as ‘co-communicator’ with the learners.
-) In only one of these roles, then is he the traditional dominator of the classroom interactions.

Freebairn (1984) views that “the present wave of communication materials makes new demands of the teacher’s role in the classroom. Now, a teacher has not only to act as an *instructor* but also as a *counselor, manager and observer*” (as cited in Holden, 1984, p.17). Furthermore, she claims that new developments in educational technology are presenting teachers with exciting new challenges to meet and skills to learn. Similarly, Cranmer (1985) points out the roles of the teacher as *Motivator, Informant, Conductor, Diagnoser, Corrector* (as cited in Matthews, Spratt and Dangerfield, 1985, pp. 1-3) in addition to ‘getter- through-of syllabus’ we should aim to fulfill in the oral

lesson English language classroom. 'The teacher's role in the oral lesson – Brain Pattern' has been presented in the diagram below:



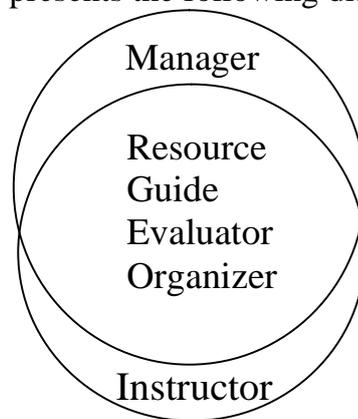
In the same book, Read (1985) presents different roles of the teacher in 3ps stage, i.e. “*informant* under presentation, *conductor*, and *corrector* under practice and *monitor*, *advisor*, *encourager*, *mistake-hearer* and *consultant* under production stage” (p.17). According to him, role of the teacher varies according to the activities involved.

Following Wright (1987), essentially, teachers have the following two major roles in the English language classroom:

1. To create the conditions under which learning can take place: the social side of teaching.
2. To impart, by a variety of means, knowledge to their learners: the task-oriented side of teaching.

The first one is termed as '*enabling*' or *management* function and the second the *instructional* function (pp.51-52).

Wright(1987,p.52) presents the following diagram:



Likewise, Silberstein (1987, p.32) writes down “using the audio-lingual method, the teacher’s role was sometimes caricatured as that of a “*combination drill sergeant and orchestra conductor*” (cited in Kral 1994, p.11). Lopez (1994) adds that “today however, the teacher is a *facilitator of learning*” (cited in Kral, 1994, p. 11).

Wright (1990, as cited in Richards and Nunan, 1990, pp.82-84) mentions the following reasons for making a focus on teacher and learner roles a central issue in teacher education:

1. The importance of teacher and learner roles in an understanding of language teaching has recently been highlighted in several important studies. Richards and Rodgers (1986), for example, in an analysis of language

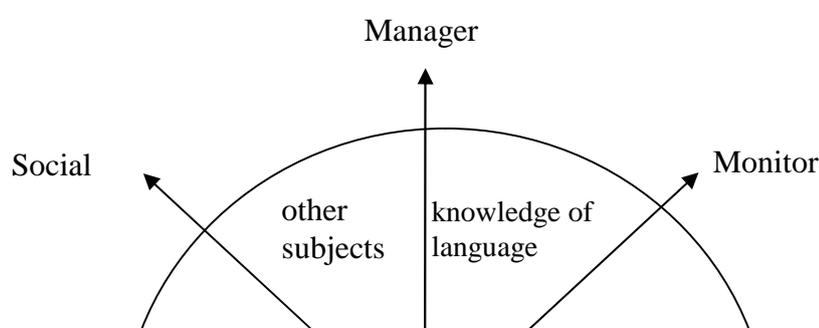
teaching approaches and methods, discuss the role relationships implicit in different approaches to language teaching.

2. The teacher- learner role relationship lies at the very heart of the classroom process. The language classroom is a social setting with its own conventions, norms, and behaviours. It is an essentially human institution with all the positive and problematical characteristics of such an institution.
3. Questions raised by an exploration of teacher and learner roles have an implicit appeal to the concerns of new entrants to the profession. An understanding of roles also mediates between theory and practice because it focuses on the people most intimately involved in the translating of theory into practice who are able to test and modify theory through practice and who are in the enviable position of being able to derive theory from practice- teachers.

Similarly, Tudor (1993) indicates two main roles which teachers perform in most traditional modes of teaching. “The first is that of *knower*. The second role is that of *activity organizer*”. Both of these roles will persist in learner-centered approach, but teacher will need to assume a further role that of *learning counselor*” (p. 24).

Prodromou (1994) presents the following diagram which shows the teacher trapped with in certain constraints (the inner circle) which, when overcome, activate a wider range of teacher- roles (outer circle).

Prodromou (1994) presents the following diagram which shows the teacher trapped with in certain constraints (the inner circle) which, when overcome, activate a wider range of teacher- roles (outer circle).



Source: Kral (1994, p. 21)

The role of the teacher varies according to the activities and age of the students. Ur (1996, p. 295) lists out the following relationships between teacher and adult students.

Authority - subject to authority

Assessor - assessed

Transmitter - receivers

Motivator - people to be motivated

Activator - people to be activated

Counselor - clients

Seller of service - buyers of services

Resource - users

Highlighting the learner – centered approach to teaching in recent years, Mishra (1999) argues that the role of language teacher expands from one who implements theory to one who also creates, tests, reflects, questions and informs theory within the context of his classroom. He further opines that a teacher is in a position to remove the ‘mental blocks’ of the learner regarding

learning English as a second or foreign language and to bring in an attitudinal change by arising confidence in themselves.

Effective teaching requires careful and reflective thought about what a teacher is doing and the effects of his or her action on students' social and academic learning. Arends (2001, p. 18) points out the following attributes of effective teachers:

-) Effective teachers have personal qualities
-) Effective teachers have positive dispositions toward knowledge.
-) Effective teachers command a repertoire of teaching practices.
-) Effective teachers are personally disposed towards reflection and problem solving.

Spratt, Pulverness and Williams (2005) view that every teacher changes roles during a lesson. These roles will be appropriate to the type of lesson, activities, lesson aims and the level and age of the learner. They present the following roles teacher often uses in the English language classroom. They are: *Planner, Informer, Manager, Monitor, Involver, Parent/Friend, Diagnostician and Resource*. They further argue that there are certain roles that we usually use at certain stages of the lesson, i.e., for example, we are 'planners' before the lesson, may be 'monitors' during groups work and pair-work activities and 'diagnosticians and evaluator' after the lesson.

Harmer (1991, 2001 and 2007) says that the way the teacher behaves in different kinds of activities changes according to the nature of activities. He mentions the multiple roles of a teacher in the English language classroom.

-) The teacher as controller.
-) The teacher as assessor.
-) The teacher as organizer.
-) The teacher as prompter.
-) The teacher as participant.
-) The teacher as tutor.

-) The teacher as investigator.
-) The teacher as performer.
-) The teacher as teaching aid.
-) The teacher as language model.
-) The teacher as provider of comprehensible input.
-) The teacher as motivator.
-) The teacher as resource.
-) The teacher as feedback provider.
-) The teacher as facilitator.
-) The teacher as observer.

Harmer (1991) draws the important distinction between the roles of the teacher as *a controller* and *facilitator* since these two concepts represent opposite ends of a cline of control and freedom.

In the above mentioned paragraphs, different scholars have expressed different but more or less similar views about roles of the teacher in the English language classroom. A successful teacher always tries to adopt his/her role according to the methods and techniques employed, activities involved and need and level of his students to make his/her teaching effective and fruitful.

1.2 Review of the Related Literature

This section provides information of previous research work and other related literature on role of teachers. Kumar (2007) goes on saying “The literature review is an integral part of the entire research process and makes a valuable contribution to almost every operational steps”(p. 30). 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 your 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, every body 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 behaviours in the classroom. Gephard (1994) argues that awareness of teaching is empowering. In gaining an awareness of how we teach we must first come to terms with how we define our role as a teacher of language.

According to the changing trend, English teacher has been guided by different approaches and strategies of pedagogy in the history of English language teaching.

Luft (1969, as cited in Richards, 1990 pp. 119-120) categorizes four types of information about teacher behaviour that teachers can examine through self-assessment: information concerning *the open self*, *the secret self*, *the blind self* and *the undiscovered self*. According to him, ‘the open self’ refers to information about a teacher’s behavior that is known to the teacher and to

others. 'The secret self' refers to information known to the teacher but not to others. Similarly, 'the blind self' refers to information known to others but not to the teacher. And 'the hidden self' refers to information about a teacher's behavior that is unknown to both the teacher and to others within the school environment.

Spratt (1985, p. 5) views that most teachers know that the same cannot always be said for language students. And yet success in language learning depends not only on going through the mechanics of learning, but also on *wanting* to learn, and a teacher can do much to generate student motivation. Therefore, to teach a new language point, a teacher needs both to establish the mechanics of lesson efficiently and to choose contexts and activities that will increase students' motivation and their perception of their need to learn.

Similarly, Wright (1987) opines that classroom language learning is a group activity. The nature of the activity will vary according to 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 them naturally influences the actions of the group- roles 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' behaviour contributes to the classroom language learning process. We also need to know how the group process might bring about changes in behaviour 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 too (p. 11).

Altaha and Hibir (1990, pp 42-43) present some characteristics of EFL teacher from a new perspective. They are: Training, Fairness, Friendliness, Attitudes towards errors, Firmness, Belief in teaching, Awareness of individual differences.

Similarly, Kolf (1990,p.40) mentions:

At a lecture given at the 1988 national JALT conference Karl Diller Suggested that a teaching method might be considered scientific if it follows sound principle, and the teacher is an artist in his or her work of applying those principles to concrete settings and individual students.[...] The “Sound Principles, Applied with Art” approach is more likely to bolster teacher’s enthusiasm for the practical work that goes into every lesson and which is their real area of expertise.

Tudor (1993, p. 30) suggests that learner-centred teaching adds a number of responsibilities not normally found in traditional approaches-these responsibilities relating to the development and channeling of students’ human and experiential potential. It has been suggested that teachers who envisage adopting a learner-centred approach should think carefully of the implications of this choice in terms of the extra work and responsibilities it entails.

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 individuals place in society.

Following Arends (2001), the role of the teacher is a complex one that has been shaped by historical and contemporary forces. Expectations for teachers have changed. Teachers today are expected to help students construct their own knowledge and to be actively involved in their own learning.

Smith (2001) asserts focusing on the technological advancement, we should see teacher's role that of 'guide and mentor', encouraging students to take charge of their own learning, helping them to learn at their own pace.

Reimers (2003, p. 31) argues that views on the role of the teachers are culturally and socially embedded, and teachers' own perspectives of their role and profession affect, and are affected by, the conception of teaching that is prevalent in their societies.

Hammond et al. (2005) is in the opinion that it is important for teacher to understand their roles and responsibilities as professionals in schools that must prepare all students for equitable participation in a democratic society.

Harmer (2007) expresses his view that when we walk into the classroom, we want the students to see someone who looks like a teacher whatever else they look like. He makes it clear that this does not mean conforming to some kind of teacher stereotype, but rather finding, each in our own way, a persona that we adopt when we cross the classroom threshold. The point is that we should be able to adopt a variety of roles within the classroom which facilitate learning. Some of these roles come naturally to most teachers, while others have to be thought about more carefully. Harmer (ibid) mentions:

However, since we can say that the aim of all committed teachers is to facilitate learning, however they go about it, it makes more sense to describe different teacher roles in more detail and say what they are

useful for, rather than make value judgments about their effectiveness in terms of their 'facilitator' credentials (p. 108).

In the Department of English Education at T.U., there has not been carried out any research similar to my work which seeks to examine 'role of the teacher in English language classroom'. Samadarsi (1988) conducted a research on 'A study on the expected classroom behaviours of Trained English Teachers'. His main focus was to examine the classroom behavior of trained English teachers. He tried to study the overall good and bad behaviours of trained teachers but not the roles of teachers though he mentioned that the role of teacher is central to language teaching. But my qualitative study attempts to identify the perceived attitudes of teachers towards their roles and study the frequently used roles by them in English language classrooms and learners' involvement according to those roles.

1.3 Objectives of the Study

The objectives of this research study were as follows:

- a. To identify the perceived attitudes of teachers towards their roles in English classrooms.
- b. To find out the frequently used roles by the teachers and learners' involvement in accordance with those roles.
- c. To suggest some pedagogical implications.

1.4 Significance of the Study

Teaching to a linguistically heterogeneous group is really intellectually challenging enterprise. Everybody can teach and can be a teacher, but very rare persons can be good teachers. The higher portion of responsibility and duty to fulfill the needs and demands of the contemporary society and make the learners competitive in this globalized village has come on the shoulders of the teachers. It is only possible in dynamic and versatile teachers who can act

different roles in the language classroom as per the demand of the classroom situation and level of students. This research study is about the 'role of teacher in English language classrooms'. It strives to seek the possible roles that secondary level English teachers can play in English language classrooms to make the teaching and learning fruitful. It is, therefore, the findings of this research study will be meaningful insights to those people who are concerned with language teaching and learning activities. Particularly, novice teachers will get significant assistance from the findings of this study. They can get noble ideas about how to present themselves according to the activities involved in the classroom situation. It will be equally beneficial for ELT trainers, curriculum designers and textbook writers as well to meet the objectives of English education. Finally, this study cultivates the concept and points out the direction for those who want to carry out the qualitative research in the days to come though it is not completely enclosed with the qualitative frame.

CHAPTER TWO

METHODOLOGY

This chapter comprises philosophical and methodological considerations of the research as it is grounded on qualitative approach. It attempts to present the process how the research work directed towards the expected objectives.

2.1 Philosophical Considerations

Philosophy is the most respected province of knowledge. It is a great intellectual adventure which influences both the personal and social aspects of human life. Shand (2003) defines "Philosophy is a way of life to be built up over-years; philosophical thinking is a cast of mind that becomes part of person's very nature" (p. 2). In simple words, philosophy is the corridor of life. It leads the human actions, hence it guides the research activities. It is important to be aware of the philosophical consideration because the research is depend upon a particular philosophical assumption and that research should maintain consistency between the philosophical setting and the method it adopts. While dealing with philosophical consideration, epistemology, ontology and axiology are regarded as the three conceptions of social reality. Hornby (2000) defines conception as "The process of forming an idea or plan An understanding or a belief of what . . . (something) should be" (p. 252).

Denzin and Lincoln (2000) replace the term "philosophical consideration" by the term "paradigm"(as cited in Subedi, 2009, p.45). Guba (1990, p.17) defines 'paradigm' as "a basic set of beliefs that guide action" (as cited in Denzin and Lincoln, 2005, p. 22). Similarly Patton (2002) mentions "Paradigm is a particular world view where philosophy and methods intersect to determine what kinds of evidence one finds acceptable"(p.571). Following Denzin and Lincoln (2005), paradigms deal with first principles, or ultimates. They are human constructions. They define the world view of the researcher- as-

interpretive- bricoleur. Denzin and Lincoln (ibid), A paradigm encompasses four terms. Ethics (axiology), epistemology, ontology and methodology (p.183).

My research work is based on the view of constructivist paradigm.

Constructivism begins with the premise that the human world is different from the natural, physical world and therefore must be studied differently. It claims that learning is a social and cultural activity, that knowledge is somewhat personal, and the learners construct meaning through experience and interaction with others. As my research study is based on constructivist paradigm, it is grounded on the following branches of philosophy.

2.1.1 Ontology

Ontology is a major offshoot of ‘metaphysics’ which deals with the nature of existence. Ontology is the study of ultimate reality. Ontology explores the answers of the questions like, is the reality one or is it many?, If many, what is the relation between them? and so on. Cohen and Manion (2000) say, “It concerns the very nature or essence of the social phenomenon being investigated” (p. 5). Denzin and Lincoln (2005) opine. “Ontology raises basic questions about the nature of reality and the nature of the human being in the world” (p.183). Observing from the ontological standpoint, I agree with that there is no ultimate truth and reality is not already existed but it differs from individual perception or mind, place and context. In my research work, I have used the different teachers’ perceptions and feelings to find out their attitudes towards their roles and my understanding in students’ involvement as per the roles in English classes.

2.1.2 Epistemology

Epistemology is another major area of philosophy which refers to the theory of knowledge. It studies the methods, structure and validity of knowledge. Epistemology asks, how do I know the world?, What is the relationship

between the inquirer and the known?, and so on. Cohen and Manion (2000) state “ Epistemological forms concern the very bases of knowledge-its nature and forms, how it can be acquired and how communicated to other human beings” (p. 6). According to Denzin and Lincoln (2005), every epistemology implies an ethical- moral stance toward the world and the self of the researcher. Knowledge is transactional. So, understanding of any event or object in this pluralized world is subjective. From the constructivist stance, the change of meaning and reality are the product of new mental understandings. In my case, the epistemological assumption provides me the way of knowledge generation about the role of teacher in English classrooms. I constructed the knowledge by interviewing the teachers and reflecting my experiences observing the classes.

2.1.3 Axiology

Axiology, next important field of philosophy, is related to the theory of value, ethics, aesthetics and religion. It looks at judgments, rightness or wrongness, goodness and principles of conduct. Axiology seeks to answer of, what are the important values which are to be desired in living ?, how will I be as a moral person in the world?, and so on. The study of axiology helps us frame a consistent set of values to live by. So, from Axiological standpoint , in my research, I have given the importance of subjective values. I have valued the knowledge got from the literature, interview and observation and all the process and tools I used in my research.

2.2 Methodological Consideration

Methodology is a system of ways of doing something. Research methodology is the process of conducting research. It points out the systematic ways of planning, conducting and concluding of research. As Cohen and Manion (2000) mention “By Methods we mean the range of approaches used in educational research to gather data are to be used as a basis for inference, interpretation, explanation and prediction” (p. 44). Methodological consideration seems to be worthy in research work because it reveals the direction and paves the ground for research to proceed ahead. My research methodology has been guided by

constructivist paradigms. Accordingly, I am relativist from ontological standpoint, subjectivist from epistemological standpoint, so my research tends to be qualitative in nature.

2.2.1 Qualitative Research

As schooling broadened its purview and expanded its moral, cultural and legal jurisdictions in the second half of the twentieth century, so educational research grew apace and shifted took place in research. Changing views of role of research in education and changing preferences for different ways of doing research are related to this shifts. Rapid social change and the resulting diversification of life worlds are increasingly confronting social researcher with new social contexts and perspectives. According to Denzin and Lincoln (2005), by the 1960s battle lines were drawn within the quantitative and qualitative camps. Quantitative scholars relegated qualitative research to a subordinate status in the scientific arena. In response, qualitative researchers extolled the humanistic virtues of their subjective, interpretive approach to the study of human group life. Especially, due tendency of the researchers has been found toward qualitative research since last quarter of twentieth century and the first decade of twenty- first century. In the present era qualitative research is a field of inquiry in its own right. Peshkin (1993) mentions:

Today there is a pressing need to show how the practices of qualitative research can help change the world in positive ways. So at the beginning of the twenty- first century it is necessary to reengage the promise of qualitative research as a form of radical democratic practice (cited in Denzin and Lincoln, 2005, p. x). Similarly, Flick (2006) writes “Qualitative research is of specific relevance to the study of social relations, owing to the fact of the pluralization of life worlds” (p.11). Denzin and Lincoln (2005) elaborate the concept of qualitative research as:

Qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the

world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world (p.3).

Qualitative inquiry is not a single monolithic approach to research and evaluation, as Schwandt (1997a, p. xiv) writes in his very useful dictionary of qualitative terminology: “Qualitative inquiry . . . is a set of multiple practices in which words in methodological and philosophical vocabularies acquire different meanings in their use or in particular acts of speaking about the meaning of the practice” (cited in Patton, 2002, p. 76). Similarly, Denzin and Lincoln (2005) argue that qualitative research is an interdisciplinary, transdisciplinary, and sometimes counterdisciplinary field. It crosscuts the humanities and the social and physical sciences. Qualitative research is many things at the same time. It is multiparadigmatic in focus. Its practitioners are sensitive to the value of multimethod approach. They are committed to the naturalistic perspective and to the interpretive understanding of human experience.

Here, it is imperative to mention the central characteristics of qualitative research given by Taylor and Bogdan (1984, as cited in Freebody, 2003, p.37)

Qualitative Research:

-) is inductive and holistic;
-) is sensitive to researcher effects;
-) draws on ‘natural settings’ as the source of data ;
-) is interested in the subject’s point of view;
-) is descriptive of the taken- for- granted experience of members;
-) reports all valuable perspectives available;
-) is humanistic ;

-) is interested in ‘the inner life of the person and
-) has an emphasis on validity , regards all settings and people as worthy of study, and regards research as a craft.

Putting in a nutshell, we can summarize the above definitions as, qualitative research produces descriptive data about people’s worlds and their observable behavior in natural settings.

2.2.2 Selection of Site and Population of the Research

Every research work is carried out in certain area and locality and particular number of population should be selected for the convenience of the study. To accomplish the targeted objectives of my research, I selected the three secondary schools of Kirtipur area. All of them were government- aided schools. They are Mangal Higher Secondary School, Janasewa Higher Secondary School and Aadinath Secondary School.

I centralized my research on ‘role of teacher in English language classrooms’ though I do not discard the view that the roles of students are of equal importance in classroom activities. I did my field research in the above mentioned schools located at Kirtipur Municipality of Kathmandu district. Why Kirtipur Municipality in Kathmandu district and why not some other places or own my home village? Regarding the ideal research site, Marshall and Rossman (1989) argue that “ It is where entry is possible, where there is a high probability of a rich mix of many of the processes, people, programs, interactions or structures of interest , and where the researcher can define an appropriate role and be assured of good sampling” (as cited in Koirala, 1996, p.33).

Kirtipur Municipality is a highly cultivated land for education where the largest university campus for higher education in Nepal (TU) is located. Besides this, many schools and colleges both private and public are running here. Basically there are some reasons which inspired me to choose this place for the field visit of my research. First was the fact that I was a novice research student of the department of English education at T.U.This place was accessible and

reachable for me. Second, I had to visit more than three government- aided secondary schools for the repetitive study to observe the roles of teacher, in the village it would not be sufficient. Third , I needed to consult the department library, Central Library frequently for the sufficient references and so on for my research work.

2.2.3 Sources of Data

Data is the nucleus part of any research work from which we draw inferences and conclusions for the study. So, the researcher should search for the good sources of data to proceed the research ahead smoothly. According to Kumar (2007), there are two major approaches to gathering information about a situation, person, problem or phenomenon. Sometimes, information required is already available and need only be extracted. However, there are times when the information must be collected. Information gathered using the first approach is said to be collected from secondary sources, whereas the sources used in the second approach are called primary sources (ibid, p. 118). In course of my research, I used the following sources of data.

2.2.3.1 Primary Sources of Data

As the primary sources I used three English teachers of the above mentioned secondary schools situated at Kirtipur Municipality and all the students of ninth grade of those schools. I met them in natural setting, interviewed with those teachers and observed the real classes so they were the sources of first- hand- data for this study.

2.2.3.2 Secondary Sources of Data

For the secondary sources of data of this research work, I consulted many books like Wright (1987), Harmer (1991, 2001, and 2007), Kral (1994), Richards and Lockhart (1996), Patton (2002), Denzin and Lincoln (2005) Flick (2006) and so on, ELT journals, articles and further references.

2.2.4 Tools for Data Collection

The construction of a research tool is the first practical step in carrying out a study. In addition to the available data gathered from related books, ELT journals, articles and so on, I collected field information using two data

gathering instruments: Participant observation preparing observation checklist and Interview schedule. I observed the classroom role relationship and behaviour of teachers and students. I maintained a daily dairy and reflected on what I observed in the classrooms.

2.2.5 Process of Data Collection

In the first step of data collection procedure, I gathered information about government aided secondary schools according to the nature and accessibility of my research using non random purposive sampling. Then in the second step, I visited those secondary schools as the preliminaries of the field visit. I introduced myself, shared my proposal with the head teachers and with the concerned teachers and made a request for help. I found head teacher and English teacher of Janasewa Higher Secondary School very frank and co-operative.

In the third step, I interviewed with the concerned English teachers before observing their classes; it was because I had to capture their perceived attitudes and feelings towards roles of their own prior to giving detailed information about the study. Then in the fourth step, I observed the classes of the teachers understudy for a week to find out the frequently used roles of teachers and learners' participation there. I maintained a daily diary along with this. Finally, I completed the observation checklist with the tips of classroom observation and diary record.

2.2.6 Limitations of the Study

This study focused solely on the roles of teachers in the English language classrooms, although roles of students are also equally important in teaching learning process. It did not attempt to touch external, outside classroom roles of teachers as well. It was carried out at purposively selected secondary schools, teachers and students of Kirtipur Municipality, hence, wide spread generalization should not be made from it. While the study was tried to conduct with in qualitative frame, it emphasized the depth seeking rather than breadth-seeking so small sample size was selected for the study.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter attempts to present the analysis and interpretation of data gathered from the multiple research tools. 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, findings have been deduced triangulating the analyzed information from various sources.

3.1 Interpretation of Information Obtained Through Interview

Interview schedule was the main tool to identify the perceptions, attitudes and feelings of the teachers towards their roles in English classrooms. The Information obtained from the interview schedule has been analyzed and interpreted through the process of content analysis. Kumar (2007) 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 "(p. 240). 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 ways:

3.1.1 Key Point 1: Teacher has Dominant Role in English Classroom or Not

Teaching and learning is essentially a social activity implying role relationships 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 learning process in the sense that s/he initiates almost all the activities. Three teachers TA, TB and TC reacted differently with the statement 'teacher has dominant roles in English classrooms or not'. TA agreed with the statement. He said, 'Yes I think so because learning theories are parroting types but actually it should not be so'. TB partly accepted with the statement. He responded, 'I don't think dominant but he is a big mobilizer in the classroom'. But TC opined in this way: what I think is it was / is used in GT method. In communicative approach, it can't be dominant role.

Here, we find more or less similarity among the responses of the different teachers that the teacher's role is dominant while GT method is in use as TC opined above. Although classroom activities are guided by teacher's tactfulness, subject matter and the methodologies adopted, participatory approach is more fruitful in teaching and learning process.

3.1.2 Key Point 2: Different Roles Applied in English Language Classroom

Teaching through the same techniques and methods applying the same roles can be boring and detrimental. Teachers need to play the multiple roles in English classrooms. All the teachers gave the overlapping ideas against the question 'can you think of other roles except controller, assessor, participant be applied in the English classroom? According to TA '*facilitator, manager and encourager*' were the roles that could be applied in the classroom. Similarly, TC favoured the roles as *guide, facilitator and actor*. TB answered like this:

Except these roles, he also should play the role that controls the classroom environments such as discipline. Other roles can be '*motivator, facilitator, manger, encourager*'.

Of course, teachers seem to apply various roles in the classroom. But they must be aware of the different roles they can adopt and know when and how to use them. As TB said to handle the disciplinary problem and to control the classroom situation smoothly, students should not be given over freedom. So, the teacher should be dynamic in all the aspects related to teaching and learning. Moreover, s/he should have the capacity of how to handle the classroom environment well.

3.1.3 Key Point 3: Teachers' Opinions Towards Different Roles

All the teachers expressed their own opinions and feelings towards different roles. TA opined that 'teacher should play different roles according to classroom situation and subject matter but role of a *facilitator* is better to make the students active'. TC's opinion was like this: 'Different roles are necessary as the learning situation and the level of students demand. It depends upon the text sometimes, what type of text is'. He further said that 'playing different roles is a must'. 'I have absolutely positive attitude towards different roles' and TB opined in this way:

Teacher should always encourage students to take part in conversation, for that, roles of *facilitator*, *encourager* and *motivator* are important. Translation method does not help much. My focus is to make them speak English. All the roles that develop communicative ability. I appreciate them.

There is similarity between the opinions expressed by TA and TC. Both mean to say what roles are acted upon depend on the situation, subject matter and level of students. We can clearly see the positive attitude in TC's expression towards different roles while he opined, "Playing different roles is a must". TB's opinions tend to highlight the importance of communicative approach in teaching English, hence the roles of *facilitator*, *encourager* and *motivator*.

Thus, tactful and skilled teacher is s/he who adopts the roles as per the demand of subject matter, classroom situation and interest and level of the students.

3.1.4 Key Point 4: Roles Used According to the Classroom Situation

While responding to the question 'Have you ever used any roles according to the classroom situation and interest of the students? If so what roles they ask to play?', teachers gave mixed responses. Teacher A said, 'of course, my students ask me to play the roles of *participant* and *facilitator*'. But Teacher C responded that:

Not on a large scale but to some extent. Sometimes I check the role of students, they become teachers themselves. Sometimes they ask me to be *demonstrator*, if possible *experimenter* too.

Here, we see that teachers try to play the roles according to the situation and interest of the students as possibly but different factors affect the conditions. As the Teacher C expressed above, sometimes there should be reciprocal role-relationships for the effectiveness of the roles employed. Except that, we find students want their teachers play the participatory roles like *participant*, *facilitator*, *experimenter* etc.

3.1.5 Key Point 5: Preferred Roles and Reasons for Using Them

Preference of using roles varies from teacher to teacher. They have their own interest and logic about that. In this regard TA's answer was 'I prefer to implement the roles of *facilitator* and *encourager* in the classroom because if the students visualize the lesson, they understand that well enough'. Similarly, TC's view was slightly different as: the role of *facilitator* but sometimes it does not work. Especially in teaching reading, we have to follow other roles because the situation is they have to read, they have to understand. The choice of roles for Teacher B was the following:

Roles of *friend*, *monitor*, *facilitator* because they can help me to perform better, they can make the students better and increase their participation in the classroom activities.

All the teachers agreed that they prefer to choose the role of a *facilitator* simply because it increases the learners' involvement and develops the learning pace as the TA opines, 'If the students visualize the lesson, they understand that well enough. This means there is active participation of the students with activities in the classroom.

3.1.6 Key Point 6: Teachers' Perception Towards Traditional and Modern Roles

The roles of the teachers are firmly rooted in the theories, methods and approaches of language teaching. Different methods and approaches entertained in the field throughout the eras, hence roles of teacher such as *controller*, *orchestra conductor* . . . *facilitator* came.

Regarding this, all the teachers put their personal views. According to Teacher B. 'We can never say any role is perfect and the best that's why new role is coming. In the past GT method was good but now communicative method'. Similarly, Teacher C viewed 'with the demands of different methods, roles are used in the classroom. GT method does not help in language acquisition so text

book preparation on the basis of communicative approach is really good'. He further said, 'Applying the role of *facilitator* is terminal point, we may not reach there'. In the same way, to quote the response of Teacher A as:

According to the era of language teaching, different roles came on their own and tried to fulfill the aim of language teaching. Though I focus the role of *facilitator*, I don't ignore other roles as well. I have positive attitude and perception towards all the roles from *controller* to *facilitator*.

From the responses given above by all the teachers, we can find the symmetrical opinions i.e. all the roles attached with the methodologies are vital throughout the period of language teaching. They perceive all the roles positively but the emphasis is on communicative approach hence, roles of *facilitator* and *counselor*. As Teacher C expressed, GT method does not help in language acquisition aspect in the present context, so, all the roles which facilitate learning in students involving their active and live participation are better to emphasize as possibly.

3.1.7 Roles Applied for Successful Language Teaching

All the teachers expressed nearly the same views while responding to the question 'Which roles English language teachers should efficiently apply for successful language teaching?' Teacher A Viewed as:

The roles which are applied in communicative approach and role of *participant* seem to be appropriate in today's ELT classroom for successful language teaching.

Teacher C believes that applying different roles depend on level and interest of the students. He said 'This is skill based i.e. how we are leading students from the beginning. But for the higher level, roles as *guide*, *facilitator* and *resource* are better'. Similarly, we can present the Teacher B's idea in this way:

Teacher should encourage the students to speak English, not only focus in reading and writing. I suggest to apply the roles which develop the communicative skills. Teacher should get help from administrator and curriculum designer. Teacher should be provided with sufficient teaching materials.

With the above remarks, all the teachers stand on the same place i.e. on the ground of communicative approach, hence, emphasize the roles of *guide*, *facilitator*, *participant* etc. But as Teacher C said, we should see the level and interest of the students because ultimate goal of language teaching is to develop communicative competence and help the learners in language acquisition. So, as TB's view, we should adopt the roles which develop communicative skills in students.

3.2 Analysis and Interpretation of the Data Obtained From Observation

I used an observation checklist to observe the roles employed by the teachers in the classrooms. I prepared a checklist including possible roles of a teacher supposed to be played in the classroom along with the activities concerned with them. I observed the classes regularly for a week 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 roles frequently occurred, some less frequently occurred and some even not occurred.

3.2.1 Less Frequently Occurred Roles

When I observed the classes of the teachers, I noticed that some roles were less frequently occurred like *prompter*, *participant / involver*, *model* and *tutor* and some even not seen at all like *social worker* and *friend/ parent*. Teacher A and Teacher C were found using the roles of *participant* and *prompter* twice or thrice during observation. Similarly, Teacher B used the role of a *model* occasionally when he made the students pronounce the words 'reprimant', 'informity', 'merely' etc and *role as teaching aid* once while he did gesture to show 'running'. The role of a *tutor* seemed to blur with '*resource and prompter*'. I found the teachers rarely using the roles as '*social worker and parent/ friend*' in the classrooms.

3.2.2 Frequently Occurred Roles

Throughout the observation, I found some roles of teacher frequently occurring in teaching learning process. The main purpose of classroom observation was to find out the frequently used roles of teachers and learners' participation accordingly. The following table depicts the frequently used roles by the three teachers. It has been tried to present numerically.

Table No. 1

Frequently Occurred Roles

Roles	Frequency of roles occurred during a week by different teachers			Average occurrence of roles	Percentage
	TA	TB	TC		
Controller	6	5	5	5.33	76.19
Organizer	6	6	6	6	85.71
Resource	5	7	6	6	85.71
Manager	6	6	5	5.67	81
Facilitator	5	5	6	5.33	76.19
Observer	5	5	4	4.67	66.71
Counselor	6	4	5	5	71.43
Informant	5	5	4	4.67	66.71
Monitor	5	5	5	5	71.43
Assessor	4	5	4	4.33	61.86

Source: Field visit

The above table portrays that all the roles were not played by the teachers at the equal rate. The only one role *resource* was played by TB throughout the week. Two roles *organizer and resource* were acted upon by all the teachers at the high rate i.e. 85.71% of average frequency. Similarly, role of a *manager* carried second position of occurrence i.e. 81%. Other roles like *controller, facilitator, counselor, monitor, informant* and *observer* were found occurring relatively less number of times respectively. The role of *assessor* was used the least i.e. having 61.86% of occurrence.

The result presented above depicts that different roles were preferred by different teachers in the classrooms; even the same teacher employed various roles in the same classroom. But all the roles tabulated above were used more or less times by them. The students' participation was high and enthusiastic when teachers played the roles of *manager, monitor, facilitator* and *organizer*. The students seemed to be active and attentive when the teacher managed 'pair work' and 'group work' activities. While employing the roles of *informant, model, corrector* and *controller*, they were comparatively passive in the classroom activities.

3.3 Triangulation of Information

The term 'triangulation' simply means making decision of something by triangular process or combining multiple methods. According to Patton (2002) "Triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data including using both quantitative and qualitative approaches" (p. 247). He further says "studies that use only one method are more vulnerable to errors linked to that particular method" (p. 248). So every method has its limitations, and multiple methods are usually needed to test for consistency. Denzin (1978b, p. 28) mentions:

No single method ever adequately solves the problem of rival causal factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation (as cited in Patton, 2002, p .247).

For the purpose of my study, I chiefly used two tools, interview schedule and observation checklist and a subsidiary tool i.e. a daily diary record to collect the data. I tried to triangulate the information gathered using the tools in order to identify the teachers' attitude towards their roles and the learners' involvement.

All the teachers were found expressing nearly the same opinions towards their roles to be played in English classrooms. All the teachers put the emphasis on the roles of *facilitator, counselor, manager, encourager, friend, participant, motivator* and

monitor but they did not discard the possibility of other roles to be applied according to the situation and level of students as well. But classroom observation showed that the highest frequency of the roles as '*organizer and resource*' were used by the teachers than the other above mentioned roles. I noticed the gap between the teachers' opinions regarding some roles as *friend/parent* and *participant/involver* and their application in the classrooms. Although the students' involvement would be more if those roles were employed frequently in the classroom by the teachers but they were less emphasis. Teacher A focused the role of *participant* and Teacher B focused on the role of *friend* in their interview but role of a *participant* was found using very less by TA in the classroom and role of a *friend/parent* was found not to occur at all in all the teachers' classes.

3.4 Conclusion

This study attempted to look into the perceived attitudes of teachers towards their roles and find out the frequently used roles in the English classrooms. With the help of multiple sources and tools, information was gathered. Available information was analyzed thoroughly and deeply. The result showed that some roles such as *social worker* and *friend/parent* were not used by the teachers, some roles like *prompter*, *participant*, *model* and *tutor* were found less frequently occurred. But, the other roles as *organizer*, *resource*, *manager*, *controller*, *facilitator*, *counselor*, *monitor*, *observer*, *informant* and *assessor* seemed to be adopted frequently in the classroom. Out of them, roles as *organizer* and *resource* were found to be employed most frequently. Most of the teachers were found having positive attitudes towards all the roles but strictly advocated the roles as per the communicative approach.

In group activities like classroom language learning, teachers and learners have beliefs and attitudes about each other when they cast different roles. These beliefs and attitudes directly and indirectly affect their expectations about classroom behaviour. As language teachers, we are called upon to play many different roles in a language learning classroom. Our ability to carry these out effectively will depend to a large extent on the rapport we establish with our students and on our own level of knowledge and skill also. In part, successful rapport derives from the students' perception of the teacher as a good leader and a successful professional. That is why, successful fulfillment of a role may be the result of what the social psychologist

Argyle (1969) calls '*skilled performance*' (as cited in Wright, 1987, p 32). We can conclude that doing certain jobs or taking roles by the teachers entail various goals of language teaching and learning in the classrooms.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

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

4.1 Findings

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

- a. With the views presented by all the three teachers, it was found that teacher has dominant role when GT method is in use but while applying communicative method it can/should not be.
- b. It was found that teachers have positive opinions towards all the roles that are likely to be played in the classroom while analyzing the expressions 'teacher should play different roles according to classroom situation and subject matter' by TA and 'playing different roles is a must' by TC. But they put the emphasis on the roles of *facilitator*, *manager*, *encourager* and *guide* that are thought to be applied in the classrooms.
- c. It was found that teachers tried to play the roles according to the classroom situation and interest of the students to some extent. They expressed that their students ask to play the roles of '*participant* and *facilitator*' by TA and '*demonstrator* and *experimenter*' by TC. All the teachers agreed with the view that their preference was to choose the role of '*facilitator*' thinking that it would help them perform better and increase students' participation in learning activities. But such role did not occur in that way in the classrooms.

- d. I found all the teachers having symmetrical perception towards traditional and modern roles from controller to facilitator i.e. all the roles attached with the methodologies and approaches are taken as vital through out the period of language teaching. They perceive all the roles positively as TB said, 'we can never say any role is perfect and the best that's why new role is coming'. Similarly, TC viewed 'with the demands of different methods, roles are used in the classroom but he clearly said 'GT method does not help in language acquisition'.
- e. There was found more or less common views of the teachers regarding successful language teaching. They suggested applying the roles which develop the communicative skills in students. In this regard TB's idea was 'teacher should encourage the students to speak English not only focus in reading and writing'. For TC, applying different roles depend on the level and interest of the students but for the higher level roles as *guide*, *facilitator* and *resource* are better.
- f. I noticed that roles like *prompter*, *participant*, *model* and *tutor* were less frequently employed in the classroom. Even, roles of *social worker* and *parent / friend* were seen not to use at all. Similarly, it was found that roles of '*organizer* and *resource*' seemed most frequently employed by the teachers. Then other roles like *manager*, *controller*, *facilitator*, *counselor*, *monitor*, *informant*, *observer* and *assessor* were found applying relatively less number of times in the English language classrooms.
- g. The students participation in the classroom activities was seen high and enthusiastic when teachers played the roles of *manager*, *monitor*, *facilitator*, *participant* and *organizer*. They seemed to be motivated and attentive when the teachers managed 'pair work' and 'group work' activities. While employing other roles as *informant*, *model*, *corrector* and *controller*, they were comparatively passive in the learning activities.
- h. I found the gap between some roles and their implications in the classrooms though the students' involvement would be high as per those roles. Teacher A focused on the role of '*participant*' and Teacher B focused on the role of

'*friend*' in their interview but role of *participant* was found practiced very less times by TA in the classroom and role of *friend/parent* was found not to occur at all in all the teachers' classrooms.

4.2 Recommendations

The following recommendations are suggested on the basis of the findings derived of this study for the pedagogic purposes.

- a. Almost all teachers said that teacher's role seems dominant when GT method is used. It is true that teachers in large class environments may have status as the dominant source of knowledge and language, yet interactive teaching/learning approaches require a shift in attitudes and skills away from known safe paradigms. So, as possibly teachers are suggested not to follow traditional methods like GT method simply because it does virtually nothing to enhance a student's communicative ability in the language and does not help in language acquisition too. Such methods demand authoritative roles of teacher, so, participatory and collaborative learning theories need to be followed in the recent learner- centered approaches.
- b. It was found that teachers put the emphasis on the roles of *facilitator*, *manager*, *encourager* and *guide* which were thought to be applied in the classroom even though they have positive attitudes towards all the roles. For effective and live classes, they should be able to switch between the various roles judging when it is appropriate to use one or other of them. For the empowerment of the learners' potentiality, teachers need to enrich their linguistic repertoire of the roles according to more frequent referent power approaches.
- c. It was found that teachers tried to play the roles according to the classroom situation and interest of students only to some extent. If the students show their interest and involve actively in the classroom activities while employing the roles like *participant*, *facilitator*,

demonstrator and *encourager*, the teachers should attempt to use them. As the ultimate goal of language teaching is to develop communicative competence in the learners, the teachers need to focus on the roles of '*facilitator* and *participant*' so that they can act them more naturally and develop communicative ability in the students.

- d. I agree with the statement 'we can never say any role is perfect and the best' as the teachers perceive all the roles from *controller* to *facilitator* positively. Still, there are more recent methodological implications of approaches and roles used accordingly the teachers should adopt. It should be like a 'balanced activities approach' which sees the job of a teacher as that of ensuring that students get a variety of activities which foster acquisition and learning.
- e. Regarding successful language teaching, most of the teachers suggested to apply the roles which develop the communicative skills in students. But in a class, there will be a number of different personalities with different ways of looking at the world. So, a genuinely adaptable teacher is s/he who jostles for to be par excellence, of course, should incorporate the two overriding principles behind good lesson planning and teaching are variety and flexibility. That certainly helps the students bridge the gap between 'skill-getting' in the classroom situation and 'skill-using' in real life situation.
- f. The roles as *organizer* and *resource* were seen most frequently occurred; roles as *prompter*, *participant*, *model* and *tutor* were seen less frequently occurred; similarly, roles as *social worker* and *friend /parent* were not found to be used at all by the teachers. Here, teachers had better use the roles like *participant* and *friend/ parent* along with other democratic and humanistic roles for the promotion of learner's autonomy but should not ignore other roles as well if the situation demands because the adoption of only one of them will be detrimental to

a varied and interesting class. They should use learner centered techniques like 'pair work' and 'group work' activities for their remarkable involvement in learning.

- g. I found the noticeable gap between some roles and their classroom implications. The role of '*participant*' was found to be used less frequently and other roles *social worker* and *friend/ parent* were not found to be used at all; of course, the students' involvement would be high while employing them. So, for bridging such gaps, the teachers are suggested to adapt these roles at the right moment taking into consideration that every learner is unique and every learner- teacher relationship is unique. Employing the roles of *social worker* and *friend/ parent* is related to the psychological capacity of the teacher. The teacher must be fair, treat his/her students equally and as far as possible understand and act on the worries and aspirations of his/her pupils so that s/he can drive them towards successful language learning. Treating all the students equally not only helps to establish and maintain rapport but is also a mark of professionalism.

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Appendix I

INTERVIEW SCHEDULE

Date:

Name of School: Class:

Name of Teacher:

This is an inseparable part of my research study entitled “Role of Teacher in English Language Classrooms”. Under the supervision of **Dr. Jai Raj Awasthi**, Professor at the Department of English Education, T.U., Kirtipur. It aims at gaining teachers’ perception and attitudes towards their roles in Secondary level English classrooms. So, teachers’ responses as required by questions of interview schedule are noteworthy to identify the perception of different roles of teachers it is because the context in which teachers work have an important influence on teaching, since different teaching settings involve teachers in different kinds of roles.

Your participation is highly valuable for me to achieve the objectives of my study. Any information you provide will be kept entirely anonymous. I assure that it doesn’t harm you at all.

Q.No.1 How long have you been teaching English?



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

Q.No.3 Teachers play different roles in English language classrooms such as controller, assessor, participant, performer, and so on. Can you think of other roles that you think can be applied in the English classroom?



Q. No. 4 What is your opinion towards different roles that English language teachers can play in the classroom?



Q. No. 5 Have you ever used any roles according to the classroom situation and interest of the students? If so, what roles your students ask you to play in the classroom?



Q. No. 6 Which role do you prefer to implement in your class yourself and why?



Q. No. 7 In the traditional approach to language teaching, teacher used to play role of controller but now at the time of communicative language teaching teachers' main role is of facilitator. There are many roles in between them, what is your perception towards them?



Q. No. 8 As you are a language teacher you have wide knowledge of different roles. Now could you share your experiences which roles English language teacher should efficiently apply for successful language teaching?

.....

Informant

.....

(Interviewer)

Ashok Babu Ghimire

Appendix II

CLASSROOM OBSERVATION CHECKLIST

Name of School:

Date:

Name of Teacher:

Class:

S.N	Different classroom activities of teacher as per the different roles demand	Rating of Frequently used roles during a week						
		Frequency of observation in days						
		1	2	3	4	5	6	7
1.	The teacher gives instructions for students to get into groups (manager) .							
2.	The teacher asks students to repeat a sentence after his/her for pronunciation practice (model) .							
3.	The teacher goes round listening to pairs practicing a dialogue (monitor) .							
4.	The teacher advises students how best to approach a task (counselor) .							
5.	The teacher explains when we use the present perfect for recently completed actions (informant) .							
6.	The teacher provides materials and guidance to enable students to work on their own (facilitator) .							
7.	The teacher stays behind after class and discusses one of the students' personal problems which is affecting his/her work (social worker) .							
8.	The teacher chats with students							

	over coffee or arranges a cinema visit with the class /comforts learners when they are upset or unhappy (friend/ parent).							
9.	The teacher takes the register, tells students things, organizes drills, reads aloud (controller).							
10.	The teacher nudges the students forward in a discreet and supportive way in a role play and simulation activities (prompter).							
11.	The teacher joins in the activities such as student discussions, role play, or group decision making activities as a participant in his/her own right(participant/ involver).							
12.	The teacher presents himself and gives information in middle of activity such as students involving in a piece of group writing (resource).							
13.	The teacher works with individuals or small groups when students are working on longer projects such as process writing, preparation for a talk or debate(tutor).							
14.	The teacher tells the students what they are going to talk about (write or read), gives clear instructions about what exactly their task is, then organizes feedback finally (organizer).							

15.	The teacher offers feedback on students' performance, grades students in various ways and says whether students can pass to the next level (assessor).							
16.	The teacher wants to observe what students do (especially in oral communicative activities), either in their use of actual language or in their use of conversational strategies (observer).							

.....
Observer (researcher)
Ashok Babu Ghimire