

# TEACHERS ROLES IN ENGLISH-LANGUAGE CLASSROOMS

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## Abstract-

Teachers play numerous crucial roles in English language classrooms, facilitating language learning and creating a supportive and engaging learning environment. This research project, "Teachers Roles in English Language Classrooms," attempts to investigate instructors' perceptions regarding their responsibilities and the most commonly employed roles in classes. The researcher gathered data from both primary and secondary sources for this study. The researcher used purposive selection to pick three government-aided secondary schools in Karnataka state, rural as primary sources. Three English instructors from each school teaching grade nine and their corresponding classrooms were chosen as the sample size. The researcher used a qualitative approach to study teachers' attitudes towards their roles, analyzing and interpreting data through content analysis. Quantification was also used to determine the frequency of roles, but not emphasized. This study found that teachers have good attitudes and perceptions about all jobs, but prioritize communication approaches when advocating for them. In English classes, positions such as organizer and resource were the most common, while prompter, participant, model, and tutor were less common, including social worker and friend were not present.

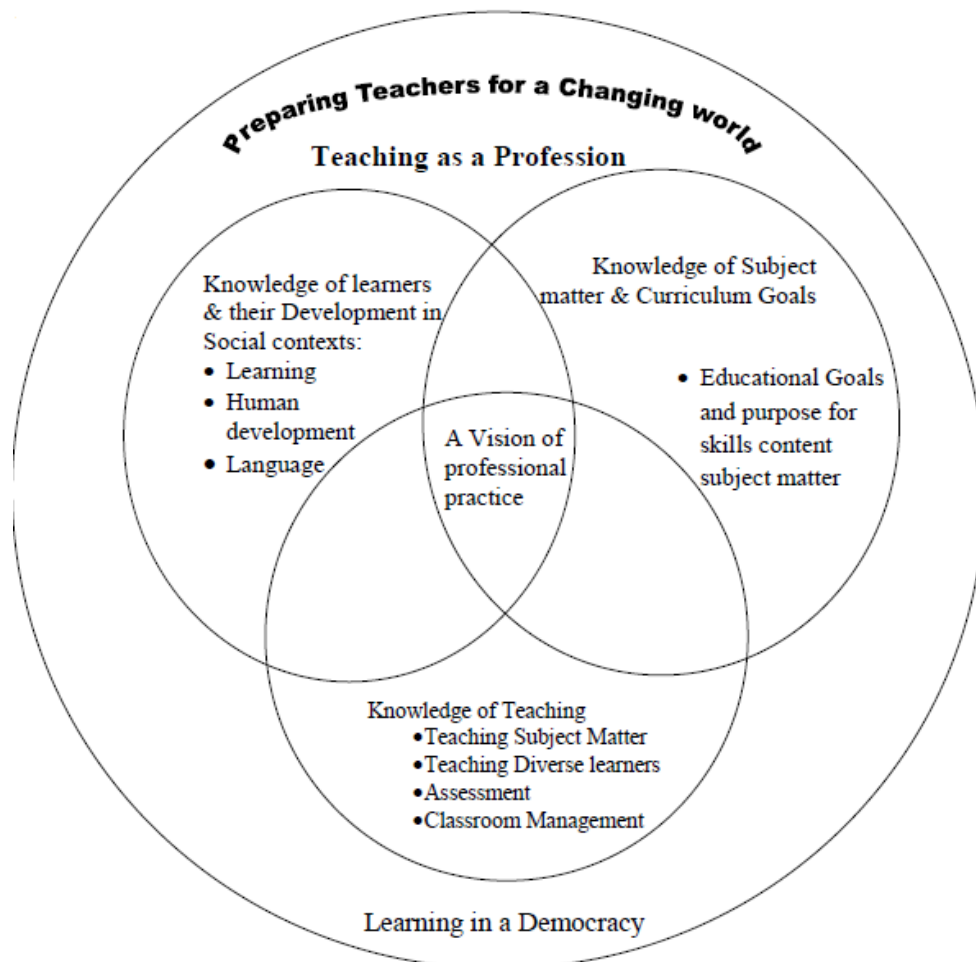
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## 1. Introduction

Education stems from a person's intellectual and creative abilities. Aristotle (384-322 BC) holds a similar perspective. According to him, education aims to cultivate a healthy mind and body. Education originated in ancient Greece around 400 BC, with the birth of human civilization. It evolved through several stages of human development to reach its current form. Education is a versatile instrument that promotes holistic human development. John Locke (1632-1704 AD), an empiricist philosopher, believes that people evolve via instruction, much as plants do through nurturing. Humans have a unique ability to gain education through language. Language helps us convey our thoughts, emotions, desires, and needs. It is the primary mode of communication and social interaction. According to Krishnaswamy and Verma (1992), language is unique to humans and shapes their essence and personality. Wardhaugh (1972) defines language as "a system of arbitrary vocal symbols used for human communication" (Brown, 1994). Brown (1994) contends that attempting to define language effectively would be foolish. It is an important instrument for human communication and private property. Teaching is the process of imparting knowledge to others. Teaching provides stimulating intellectual and social challenges. Brown (1994) defines the term "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". According to Brown (1994), Sthapit (2000) states that the goal of teaching is to assist learners in acquiring knowledge. Effective teaching should focus on supporting student learning. This applies to language teaching as well. According to Gage (1984), education is a practical craft rather than a fine art that aims for aesthetics.

After analyzing the previous paragraphs, we can infer that language serves as an input, teaching as a process, and education as a product, resulting in a system. Teaching and learning are social interactions in which both teachers and students perform unique roles in the classroom. Teachers have an important role in language classrooms. Language teaching involves teaching a language in a classroom setting. Language

instruction extends outside classrooms. Its coverage is significantly broader. Language instruction focuses on teaching how to utilize a language, particularly a second language. Stern (1991) defines language teaching as "activities that promote language learning". He contends that 'language instruction' has a broader meaning than simply educating a language class. Professionalism encompasses the attributes associated with trained and skilled individuals. Language teaching began in ancient Greece's Athens and Sparta, but took time to become a well-established profession. Since the mid-1980s, the teaching profession has codified professional practice knowledge and norms. Professional development encompasses personal growth within one's work. Glatthorn (1995) defines teacher development as professional progress via experience and careful examination of teaching (quoted in Reimers 2003). According to Richards and Rogers (2001), language teaching emerged as a profession in the 20th century. The authors argue that language instruction in the 20th century was marked by constant change, innovation, and opposing ideologies. As technology advances, language teachers are investigating new ways to address basic challenges and evaluate the success of various instructional tactics in the classroom.



**Fig. 1 Preparing teachers for a changing world**

### 1.1 Roles of Teachers in English Language Classrooms

The phrase 'Role' refers to one's obligation or responsibility in a given scenario. The Concise Oxford Dictionary (1982) defines 'role' as "an actor's part; one's function, what person or thing is appointed or expected to do" (Wright 1987). Wright describes role as a complicated set of circumstances that contribute to certain social behaviors. Ellis and McClintock (1990) define a role as "the part taken by a participant in any act of communication" (Richards and Lockhart 1996). According to Richards and Lockhart (1996), roles include the following features. They have varying types of job and levels of responsibility. Relationships and communication styles vary. They entail various power dynamics.

### 2. Objectives of the Study

The research study's aims were as follows:

- To understand instructors' opinions about their jobs in English courses.
- To identify teachers' commonly employed roles and learners' engagement in them.
- To propose some pedagogical implications.

### 3. Significance of the Study

Teaching a diverse language group is a demanding intellectual endeavor. Although everybody can teach, only a select few excel at it. Teachers bear a greater obligation to meet the needs of today's society and prepare students for global competition. Effective language teaching requires dynamic and adaptable teachers who can adapt to changing situations and student levels. This research study explores the function of teachers in English language schools. The goal is to identify effective roles for secondary English instructors in English language classrooms to enhance teaching and learning outcomes. The research study's findings will provide valuable insights for individuals involved in language teaching and learning. This study's findings will be especially useful for inexperienced teachers. Students can learn effective presentation skills through classroom exercises. This will help ELT trainers, curriculum designers, and textbook writers achieve English education objectives.

### 4. Method of Procedure

In the chapter discussing the conceptual and methodological aspects of qualitative research, the focus is on explaining how the study was conducted to achieve the desired outcomes. Here's an outline of what this section might include:

**Research Design:** The chapter begins by outlining the overall research design chosen for the study. This includes explaining why qualitative research was selected as the most appropriate approach for addressing the research questions or objectives. The chapter may discuss the philosophical underpinnings of qualitative research, such as phenomenology, grounded theory, or ethnography, depending on the specific focus of the study.

**Research Questions and Objectives:** The chapter then details the research questions or objectives that guided the study. It explains why these questions were chosen and how they align with the broader goals of the research. The chapter may also discuss any theoretical frameworks or conceptual models that informed the development of the research questions.

**Sampling Strategy:** Next, the chapter describes the sampling strategy used to select participants for the study. It explains the rationale for choosing a particular sampling approach, such as purposive sampling, snowball sampling, or convenience sampling. The chapter discusses criteria for participant selection and how the sample size was determined to ensure the study's validity and generalizability.

**Data Collection Methods:** The chapter elaborates on the data collection methods employed in the study. It explains how data were gathered from participants, such as through interviews, focus groups, observation, or document analysis. The chapter discusses the advantages and limitations of each data collection method and how they were chosen to address the research questions effectively.

**Data Analysis Procedures:** The chapter details the procedures used to analyze the collected data. It explains how the data were transcribed, coded, and categorized to identify themes, patterns, and insights relevant to the research questions. The chapter may discuss the use of qualitative analysis software, such as NVivo or ATLAS.ti, to facilitate data management and analysis.

**Validity and Reliability:** The chapter addresses issues of validity and reliability in qualitative research. It discusses strategies used to enhance the credibility, transferability, dependability, and confirmability of the study findings. This may include techniques such as member checking, triangulation, and keeping an audit trail of the research process.

**Ethical Considerations:** Finally, the chapter discusses ethical considerations in qualitative research, such as informed consent, confidentiality, and participant anonymity. It explains how ethical principles were upheld throughout the study to protect the rights and well-being of participants.

Overall, this chapter provides a comprehensive overview of the conceptual and methodological aspects of the qualitative research conducted, detailing how the study was designed and executed to achieve the desired outcomes and contribute new knowledge to the field.

## 5. Research Analysis and Interpretation

This chapter presents the analysis and interpretation of data collected from various research instruments. Data analysis and interpretation are important in determining study conclusions.

To collect data for the study, I employed observation checklists, interview schedules, and a daily notebook. The information acquired through various tools was extensively evaluated and described. Interview data is evaluated using qualitative themes, whereas observation data is studied quantitatively. The findings were determined by triangulating information from many sources.

### 5.1 Interpretation of Data Received from Interviews

The primary method for determining the views, attitudes, and sentiments of the instructors on their responsibilities in English classes was the interview schedule. Through the process of content analysis, the data gathered from the interview schedule has been examined and evaluated. 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 ". Additionally, the interviewee's verbatim quotes have been provided in their own words as the qualitative study's data source. Thus, data gathered through interviews has been examined.

### 5.2 Examination and Interpretation of the Information Received Through Observation

I observed the roles that the instructors were playing in the classes using an observation checklist. I created a checklist that included potential responsibilities that teachers may have in the classroom and the related duties. For a week, I kept a close eye on the classes in an effort to identify any recurring themes in the roles. I kept a daily journal to document the events. Throughout the observation, I discovered that certain roles happened frequently, while others happened less frequently or never at all.

### 5.3 Triangulation of Information

'Triangulation' refers to the practice of making a choice by utilizing numerous ways or a triangular procedure. Patton (2002) states that "combining methods through triangulation strengthens a study." This might entail applying a variety of techniques or data sets, such as quantitative and qualitative methodologies. He adds, "Studies that employ a single method are more susceptible to errors associated with that specific method". Hence, each approach has its limits, and it is typically necessary to evaluate for consistency using different approaches. I collected data for my study primarily using two tools: an observation checklist and interview schedule, as well as a supplemental instrument that was a daily diary record. In order to determine the instructors' attitudes on their duties and the students' involvement, I made an effort to triangulate the data collected using the tools. Teachers generally agreed on their duties in English courses. Teachers prioritize the roles of facilitator, counselor, manager, encourager, friend, participant, motivator, and monitor. However, they also consider additional roles based on the scenario and student level. Classroom observations revealed that instructors employed the roles of 'organizer and resource' more frequently than other roles described above. Teachers' perceptions of their responsibilities as friends, parents, and participants in the classroom differed from their actual implementation. Teachers may increase student participation by using these roles more frequently in the classroom, but there is less focus on them. In interviews, Teacher A emphasized on the role of participant, while Teacher B focused on the role of friend. However, the position of participant was seldom employed by TA in the classroom, and the role of friend/parent was not present in any of the instructors courses.

## 6. Conclusions

This research examines instructors perceptions towards their responsibilities and identifies the most often employed roles in English classes. Multiple sources and tools were used to acquire information. We extensively evaluated the available information. The study indicated that instructors rarely employed some roles, such as social worker and friend/parent, while others, such as prompter, participant, model, and tutor, were less commonly used. However, additional positions such as organizer, resource, manager, controller, facilitator, counselor, monitor, observer, informant, and assessor were commonly used in the classroom. The most often used jobs were organizer and resource. The majority of teachers had good sentiments about all positions, but emphasized the communicative approach.

Teachers and students have distinct views and attitudes towards each other during group activities such as language acquisition in the classroom. Beliefs and attitudes shape students' expectations for classroom behavior, both directly and indirectly. Language instructors take on several duties in the classroom. Our

capacity to properly carry out these tasks depends on the relationship we develop with our pupils, as well as our own knowledge and skills. Students perceive the instructor as a good leader and professional, which contributes to effective rapport.

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