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The Roles of English Language Teachers as Perceived by Learners of English as a Foreign Language at An-Najah National University

وجهات نظر طلاب تخصص أساليب تدريس اللغة الإنجليزية نحو الأدوار المختلفة لمعلم اللغة الإنجليزية كلغة أجنبية في جامعة النجاح الوطنية

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Abstract

The aim of the study is to investigate the perceptions of students majoring in Methods of teaching English Language towards the different roles that the teachers of English as a foreign Language may take in the classroom, and what are the most important teachers roles as perceived by English Language learners. Moreover, the study tries to find if there is relationship between students gender, academic level and students average and his or her perception towards the roles that the teacher take in the English classroom.For the purpose of the study, the researcher developed a questionnaire which includes eight roles of English language teacher. eighty three students from the Teaching Methods Department, (majoring in methods of teaching English) filled out the questionnaire.The results indicated that the students perceived the role of the teacher as an investigator as the most important role while the role of the teacher as a controller the least important one. Based on the findings the researcher recommends other studies to be conducted: such as investigating more potential roles of English language teachers. Further studies are also recommended to investigate the teachers' perceptions towards their different roles. Finally, there is a need for a comparative study to show the similarities and differences between students' and teachers' perceptions towards the different roles of English teachers.

المخلص

هدفت هذه الدراسة الى استقصاء وجهات نظر طلاب تخصص أساليب تدريس اللغة الإنجليزية حول الأدوار التي يمكن لمدرس اللغة الإنجليزية كلغة أجنبية القيام بها داخل غرفة الصف، وما هي أهم الأدوار بنظرهم، الى جانب معرفة ما اذا كانت هناك علاقة بين جنس الطالب، ومستواه الأكاديمي ومعدله ووجهة نظره حول الدور الذي يأخذه مدرس اللغة الإنجليزية داخل غرفة الصف. من أجل تحقيق أهداف الدراسة طورت الباحثة استبانة استناداً إلى الأدب التربوي في هذا المجال احتوت على ثمانية أدوار للمعلم. أجاب عن الإستبانة ثلاثة وثمانون طالباً وطالبة من قسم أساليب التدريس (تخصص أساليب تدريس لغة إنجليزية). أظهرت نتائج الدراسة أهمية دور المعلم كباحث مهتم في التوصل الى أنجع أساليب التدريس وتطوير نفسه باستمرار، في حين أن أقل الأدوار أهمية كما رآها الطلبة كان دور المعلم كمسيطر. وبناءً على نتائج الدراسة فإن الباحثة توصي بإجراء دراسات أخرى تعرض أدواراً أخرى للمدرس ودراسات أخرى تبين وجهات نظر الأساتذة في الأدوار التي يأخذها مدرس اللغة الإنجليزية في الصف وعمل دراسة مقارنة تبين وجهات نظر الطلاب والأساتذة من حيث التشابه والاختلاف بينهما.

Introduction

The profession of teaching English as a foreign language has been a demanding and complicated process; teaching does not only mean giving the grammatical rules, teaching vocabulary, practicing reading and writing and evaluating students. Teachers' biggest problem, particularly the teachers, is how to motivate students to learn and how to maintain this motivation for maximal classroom Learning .

The teacher should not be threatening authority in the classroom, but rather he/she should teach the students to be their own managers so that the teacher would not be seen as despot and strict. Teachers should know how to manage the class and teach students to manage themselves, (Ince, 2000).

Henson and Eller (1999) on the other hand believed that sometimes teachers and students see things differently, and the differences in perceptions between the teacher and students contribute to discipline problems. In order to reduce differences, the teachers' role should be clear to everyone. Teachers should be proactive facilitator, imaginative classroom manager .

Prodromou (1991) suggested that students' expectations and opinions about the role of the teacher are good starting points for beginning to understand and meet students' needs.

Teachers need to know more about the skills required of the teacher who wishes to encourage good language learning. Prodromou defined some of the teachers' roles and emphasized particularly the role of the teacher as a manager.

Perceptions of the language teachers' roles have changed considerably since 1930s, Recntly, language teachers are no longer seen exclusively as individuals who hold and transmit language to the class, but they are seen as people who assist the learner to develop a natural capacity to communicate in another language (English Language) (Yalden, 1996).

Statement of the Problem

Because English Language is an international Language, it has been selected to be a compulsory subject for all students. The general goal for teaching English is to equip students with whatever is necessary for them to be able to communicate effectively and successfully using English.

Most teachers often complain because they believe that students are not successful communicator in English Language. Teachers feel helpless and they wish to change the situation.

The researcher believes that the origin of the problem is not because there are no knowledgeable teachers, but rather it is the problem of teachers' practices. Teachers are more often than not spending every minute in class in explanation of several Language items and neglecting the importance of providing students with chances to use the Language.

The present study therefore, will try to deal with this problem and study the perceptions of students towards the different role that their teachers may take in English class where teachers do not always work mechanically and according to certain procedures.

Recently, teachers are more sensitive to their role as human individuals who are ready to investigate about what is suitable for their particular learners. They are adviced to get familiar with the different roles which facilitate the teaching situations and make them able to attract their students and urge them to work by providing them with opportunities to use Language freely without being fully controlled by their teachers.

Purpose of the Study

Based on the above considerations, this study tries:

1. **To. investigate the roles of English language teachers as perceived by their students.**

2. **To. find out how students rank the different roles of the teachers according to the level of importance.**

3. **To. find out if the students' perceptions towards the roles of the teachers are affected by variable such as students' gender, students' academic level, and students' grade average.**

Questions of the Study

For the purpose of the study, the researcher will try to answer the following questions:

1. **What are the most important roles of English as a foreign Language teachers as perceived by their students?**

2. **Are there any significant differences at ($\alpha = 0.05$) in the students' responses towards the role of the teacher due to gender?**

3. **Are there any significant differences at ($\alpha = 0.05$) in the students' responses towards the role of the teacher due to academic level?**

4. **Are there any significant differences at ($\alpha = 0.05$) in the students' responses towards the role of the teacher due to grade average?**

Significance of the study

The study is significant because it aims at revealing the learners beliefs about the teaching and learning process in general, and the roles of English teachers in the classroom.

Teachers may be aware of principles of different roles they might play in their classrooms; perhaps such considerations of the different roles of the teachers will help them to understand why they do what they do. The study will fill the gaps in the literature in this

area and provide educational practioners with insights about the importance of developing a sense of classroom community. It will clarify which types of teachers' behavior are the most beneficial in building and maintaining working classroom community.

Review of related literature

Regardless of the amount of time the teacher spends with their students. They have different roles that affect their students' learning. Some of these functions emerge through daily contact with students in the classroom and concern relate instructions; others result from students exposure to teachers in the larger school settings and may affect students' general linguistics, social and cultural development.

Language teachers must make decisions all the time. Some of the decisions are relatively minor ones, by other decisions have more profound implications. One of the major decisions that the teacher should consider is what is the major role of the teacher in the classrooms and what are the potential roles that the teacher can play and lead to best results in providing students with chances to participate and to be responsible for their learning. These roles have been dealt with differently in different teaching methods.

Role of the English Teacher according to Ten major methods of teaching English as foreign language:
According to the Grammar – Translation Method, Allen (1983); Chastain (1976); indicated that the roles of the teacher and students are very traditional. The teacher is the authority in the classroom. He/she is in complete control . The students do as he / she says so they can learn what he knows, and what he/ she wants students to know .

According to the Direct Method, Diller (1978); Paulston (1971) suggested that although the teacher directs the activities in the classroom, the students role is less passive than in the Grammar Translation Method. The teacher and students are more like partners in the teaching and learning process. The teacher assists and works with students.

According to the Audio-Lingual Method, the teacher is taking the role of an orchestra leader. He / she directs and controls the language behavior of the students. He / she

is responsible for providing his / her students with a good model for students to imitate (Paulston,1971; Finocchiaro 1974; Brooks 1960). Students are imitators of the teacher's model or the tapes the teacher supplies of model speakers. They follow the teachers directions and respond as accurately as possible.

The role of the teacher in the Silent Method as suggested by Gattegno, (1972); Madesen (1979); is like the role of a technician or an engineer. The teacher helps the learners, and the learners can do the learning. The teacher, based on what students knew before, offers help when necessary. The teacher pays attention to students' perceptions attracts their awareness and provides exercises to ensure their facility with the language.

According to Suggestopdia Lazanov (1982); O'connell (1982); Racle, (1979); viewed the role of the teacher as similar to the Grammar Translation Method. The teacher is the authority in the classroom, students must trust their teacher and respect him / her.

According to suggestopedia, students will retain information better if they get it from someone whom they can trust and who has authority on them.

In community language learning, Blair (1982); Curran (1976); indicated that the major role of the teacher is the counselor role.

According to them the teacher helps the students in their struggle to learn the foreign language which could be threatening to the students, so the teacher skillfully understands this and helps the students to overcome the difficulties of dealing with the foreign language .

In the Total physical Response Method, Asher (1982) believed that the most important role of the teacher is the director of students behavior. The teacher initiates the work, and the learners imitate the teacher's nonverbal model. At some point later after several hours of instructions student will be ready to speak and then at this point there will be a role reversal with one student directing the teacher and other students.

The role of the teacher According to the communicative approach as suggested by, Celce-Murcia(1983); Brumfit, (1979); littlewood (1983); Madsen (1983). According to them the teacher is seen as facilitator of the learners' learning. The teacher had many roles to fulfill . He/she is a manger who manages the classroom activities. The teacher's major responsibility is to establish situations that are likely to promote communication. The teacher acts as an advisor by answering students questions and monitoring their performance. At some other times, the teacher can be a communicator by being engaged with communicative activities along with students. The students are communicators; they actively negotiate meaning and try to make themselves understood even when their knowledge of the target language is not complete. The teacher's role according to the communicative approach is less dominate than in teacher - centered method where students take more responsibility and manage their own learning.

The role of a foreign language teacher according to the Functional Notional Method allows students to learn a function or a task in an authentic situation using accurate language .

Teachers provide the task and the students practice meaningful functions that may apply to various situations, at the same time the vocabulary and grammar will be filtered into their learning. Students have control and are able to express themselves in a foreign language. They can make choices of what to say and not simply fill in a line of a dialogue

To conclude, the role of the teacher according to the Functional Notional Method is indirect one, teachers provide tasks or functions and students have to make choices and work on these various tasks and functions. Teachers encourage students to work to their fullest potential. (Guntermann, and Phillips, 1982).

According to the situational approach, the role of the teacher is to provide students with different situations related to real life. The teacher is supposed to pay attention to the students' needs. The teachers provide texts for the students that introduce them to use English in particular ways. The role of the teacher is to show students how to perform language functions and they may decide which functions are more important for which levels. (Harmer, 1991).

Different views related to the role of English Language teacher

Larsen-Freeman (1986) believed that the teacher can be a supporter. He /she should promote students' self reliance by encouraging them to work towards independence. The teacher is also seen as a motivator and stimulator by fostering students' expectations about reading and arousing their interest to read. The teacher according to Larsen- Freeman is a prompter; he / she should promote thinking skills by encouraging students to participate in the discussions and decision – making. The English teacher is also seen as a reading teacher who presents new vocabulary, and teaches language patterns and reading strategies appropriate for students. The teacher is seen as a director supporting learning by explaining how students should do certain activities . Another role of the teacher according to Larsen – Freeman is the role of the monitor which involves going round the class while students are doing activities in order to observe their performance, listen to them and give advice. The teacher is a communicator working directly in a one to one basis with the students so the teacher becomes a partner in the communication.

The teacher also plays the role of the evaluator by evaluating and judging the students' performance and helping them to see if they have completed the task successfully .

Prodromou (1991) suggested several roles for the teacher. As a manager, the language teacher gives instructions for students to work in groups. As a model, the teacher asks students to repeat after him / her. As a monitor, the teacher goes round the class listening to pairs practicing a dialogue. As a counselor, the teacher advises students how to best approach a task. As an informant he/she explains the grammatical issues or gives rules. As a facilitator, the teacher provides chances for students to work on their own. As a social worker he/she discuses the students' personal problems which are affecting their work. And finally, as a friend he/she chats with the students over coffee, or arranges visits or trips.

Underhill (1989) also believed that the teachers can play different roles. They can be lecturers, teachers and facilitators. The lecturer is the teacher in any educational context (primary secondary /public / private /etc.) who has knowledge of topic taught, but no social skill or interest in the techniques and methodology of teaching. According to Underhill, the teacher is believed to be the person in any educational setting who has knowledge of a topic and is also familiar with a range of methods and procedures for teaching it. The role

of a facilitator according to Underhill refers to any educational setting where the teacher introduces the topic, and is skilled in the use of current teaching methods and techniques.

Stevick(1996) suggested that to have effective language classrooms there are several expectations for students and teachers. He suggested that students should be involved in the process, feel comfortable while involved in an intellectual activity and listen to one another as well as to the teacher. Stevick also suggested that teachers should be in general control, and they should encourage originality in students, and give information about appropriateness and correctness rather than criticize or praise.

Yalden (1996) pointed to the need for new classroom strategies. This requires a new definition of the teacher who must be concerned with providing an environment that supplies appropriate sort of intake in which the learner can engage in creative interaction. The teacher according to Yalden is no longer director of the process.

Cross (1995) on the other hand emphasized that prospective language teachers should try their best to be in contact with current affairs, global issues, social concerns, local businesses, economic issues, and the target culture. Their role as language teachers is not limited to the classroom; it should not be separated from real life.

Harmer (1983) believed that the role of the teacher should go beyond the traditional classrooms. The teachers are usually seen as controllers of the activities, presenters of interaction, and assessors of correctness and errors.

Clarkson (2000) offered her reflections of two types of English teachers. The first teacher is viewed as a long – time teacher, while the second is a teacher who is in her fourth year of teaching. These teachers talked about their experiences on their careers and their relationship with each other. They emphasized the importance of their mentor mentee relationship and emphasized their significant role in the classroom.

Balderrama (2001) described the teachers role and believed it is basic to the struggle for educational equity and achievement. She emphasized the attempts to humanize teachers' role in critical examination of schooling. The teacher should actively study and pay

attention to the psychological learning atmosphere and the inner process of learning. The aim is to enable learners to take much responsibility for their learning .

Lewis (1994) indicated that one aspect of classroom management is the role of the teacher. He believed that teachers sometimes are losing their central role as practiced in the traditional classrooms, where students asked questions that teachers could answer. In a communicative language classrooms; on the other hand, they may ask how to say something that the teacher or textbook has not yet introduced or even that the teacher can not answer. Whitney (2002) conducted a study which focuses on the use of audiotaped journal which encourages learners to build connections between the themes explored and their personal experiences, values and beliefs, 54 students participated in the study. The teacher- research identified themes through comparison methods. The results suggest that students were able to investigate course content in ways that were relevant to their lives.

They used critical thinking to analyze the topics. Teachers used the techniques of thinking with learners for teaching them. These strategies were seen as ends in themselves. Teacher role ends when he/she activates learners, invites them to talk successfully, encourges them to participate. By doing so teacher would be able to project a thin vision of his/her role as a teacher.

Peterson (2004) believed that teaching is a profession in which teachers are accustomed to be in the spotlight. In this article the author reported the case of Tina a new teacher at Norvegian public junior high school. She teaches Arts & Crafts for seventh grade. Her collegues described her as challenging, enthusiastic, committed and focused educators.

Her own challenge is to find a good balance between the many roles she has to perform in inclusive education. One that works toward a goal of serving as integrated student body as a manager, administrator of material, initiator, facilitator, reflection partner and mentor.

The writer described how she shaped a learning environment characterized by clear and unambiguous signals about what is acceptable behavior, while she insisted on creativity and originality. The most important question raised in her case was: How can teacher keep

the class in order and maintain creativity.?

Based on the previous review of literature, the researcher believes that social as well as educational changes have to emerge so as to meet the ever changing world and the different needs of students.

The old and traditional methods in teaching a foreign Language are not rewarding because they emphasis the role of the teacher as a dictator controller and dominator of the classroom, and the teacher is the only authority, students are recipient of information, in other words they are passive learners. Thus when it comes that they have to use the language in real situations, they simply can not because they are not trained to make their own decisions.

The new trends and approaches in language teaching advice that teachers have to assume different roles, The researcher believes that there are many roles which are more appropriate than the role of the controller such as: role of facilitor, investigator counselor, organizer, participant, assessor, adviser, prompter, and many other roles.

In all these roles the teacher may function differently and more efficiently than the roles of the dictator and controllers. The teacher using these roles, may invite students to live in a real situation using English, Students in the other hand, might be attracted to one role more than the other, therefore, the teacher has to evaluate the particular situation (teaching learning situation) and play the role that is more appropriate to his particular learners.

Methodology

Instrument of the Study

The researcher developed a questionnaire which consisted of thirty five items covering eight major roles of English Language teachers.

Population

The population of the study consisted all students majoring in method of teaching English in the Educational Sciences Faculty at An-Najah National University in Palestine. The total number of the population is 220 (two hundred twenty students).

Sample

The subjects who participated in this study were students majoring in the methods of Teaching English enrolling in several courses in the field of teaching English during in the second semester for the academic year 2003 – 2004.

The sample of the study is a stratified random sample. The number is (83). The sample is distributed according to independent variables as follows:

Table (1): Sample Distribution According To Gender, Academic level and students' iverage

Gender	Frequency	Percentage
Male	26	31.3
Female	57	68.7
Total	**83**	**100.0**
Academic Level	Frequency	Percentage
First	19	22.9
Second	17	20.5
Third	19	22.9
Fourth	28	33.7
Total	**83**	**100.0**
Average	Frequency	Percentage
Very good and more	24	28.9
Good and less	59	71.1
Total	**83**	**100.0**

Validity of the instrument

To ensure the validity of the instrument, the researcher handed the questionnaire to experts in the field of Method of Teaching, who were kindly required to examine each item in terms of wording, clarity of the meaning and relevancy to the purpose of the study. The items were approved by all of them indicating that statements are clear enough to reveal the desired meaning. This means that the questionnaire has face validity. The examiners

of the questionnaire suggested that the eight thematic roles of teacher should be arranged in eight different domains which cover the main aspects of the different roles of English teachers, and by this the researcher ensured that the questionnaire has content validity.

3. The reliability of the instrument

The reliability of the study was calculated using the Cronbach Alpha formula. Accordingly, the reliability coefficient was 0.73 which fits the purpose of the study. Cronbach Alphas was used to evaluate the internal consistency of questionnaire items and therefore reflects the extent of corrolations among the questionnaire items.

5.Statistical analysis

Data Analyses

In this study, the researcher used the descriptive method to attain the main purpose of the study, the questionnaire were distributed to the to the students and the data was collected by the researcher and were analyzed by using the following different techniques to answer the questions of the study:

-Means, standard deviations, percentages.

-Wilks Lambda Test. to compare the different roles of the teachers.

-Sidak Post Hoc Test. to find out which role is better perceived than the other roles.

- Scheffe Post Hoc Test. For post comparison among independent variables when there is significant statistical differences.

-Independent T.Test to determine the effect of gender variable.

-One Way ANOVA to determine the effect of Academic Level and Average variables.

- Cronbach Alpha formula to determine the reliability coefficient of the questionnaire.

Results of the study

The summaries of the results obtained from the statistical analysis are introduced and the main results of the study questions will be highlighted. To analyze the findings, the researcher used the following ranks (Aqel, 2002).

(80% and more)	very high degree
(70% - 79.9%)	high
(60% - 69.9%)	moderate
(50% - 59.9%)	low
(less than 50%)	very low

Results related to the first question which states

Q1. What are the most important roles of English as a foreign Language teachers as perceived by their students?

To answer this question , the researcher used the means, standard deviations, percentages and ranks for each domain and the items within each domain.

Table (2): Means, standard deviations, percentages and ranks of the role of the teacher in different domains

No.	Role of teacher	Means *	SD	Percentages	ranks
1	Investigator	4.21	0.537	84.2	Very high
2	Participant	4.00	0.540	80.0	Very high
3	Resource	3.98	0.588	79.6	High
4	Prompter	3.91	0.530	78.2	High
5	Organizer	3.80	0.498	76.0	High
6	Tutor	3.70	0.514	74.0	High
7	Assessor	3.65	0.582	73.0	High
8	Controller	3.60	0.576	72.0	High
Total Score		**3.85**	**0.294**	**77.0**	**High**

* Maximum score is "5" degree:

This means that students perceptions for the teacher's role was high (77.0%) and this indicates that the level of the students' perception to the significance of the teacher's in the entire roles was high (77.0%) .

A.Results related to the controller role

Table (3) shows the means and standard deviations, percentages and ranks of the students' responses for the items under Controller Role.

Table (3): Means, standard deviations, percentages and ranks of Controller Role Items

No.	Item	No. in Questionnaire	Means *	SD	Percentages	ranks
1	The teacher should be able to attract and motivate the students.	4	4.16	0.943	83.2	Very high
2	The teacher should be able to inspire the students.	3	3.80	0.917	76.0	High
3	The teacher should be the one to point out the mistakes and correct them.	6	3.59	1.116	71.8	High
4	The teacher should have complete control of what students do.	1	3.53	1.028	70.6	High
5	The teacher should be the important source of roughly–tuned comprehensible input.	5	3.42	0.977	68.4	Moderate
6	The teacher is the one to determine when students speak and use the language.	2	3.09	1.078	61.8	Moderate
Controller Role			**3.60**	**0.576**	**72.0**	**High**

* Maximum score is “5” degree:

This means that students’ perceptions for the teacher role as a controller was high (72.0%) and this indicates that the level of the students’ perceptions to the significance of the controller role was high (72.0%).

B. Results related to the assessor role

Table (4) shows the means, standard deviations, percentages and ranks of the students' responses for the items under Assessor Role.

Table (4): Means, Standard Deviations, percentages and ranks of Assessor Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
7	The teacher can use video for whole class feedback.	11	3.83	0.96	76.6	High
8	The teacher should only draw students' attention to their mistakes without making a big fuss of the students' mistakes (gentle correction).	9	3.79	1.35	75.8	High
9	The teacher should be able to find out how well the students performed	8	3.73	0.83	74.6	High
10	The teacher's major job is to evaluate students work.	7	3.52	1.08	70.4	High
11	One way that teachers can point out the errors for the students is by using a tape recorder.	10	3.39	1.15	67.8	Moderate
Assessor Role			**3.65**	**0.582**	**73.0**	**High**

* Maximum score is "5" degree

This means that students' perceptions for the teacher role as assessor was high (73.0%) and this indicates that the level of the students' perceptions to the significance of the assessor role was high (73.0%).

C. Results related to the organizer role

Table (5) shows the means and standard deviations, percentages and ranks of the students' responses for the items under Organizer Role.

Table (5): Means, Standard Deviations, percentages and ranks of Organizer Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
12	The teacher should have the ability to give explanation about the task.	13	4.26	0.734	85.2	Very high
13	The teacher should be able to tell students clearly what they are going to do.	12	4.26	0.828	85.2	Very high
14	The teacher should make sure that the students always understand the assignment even if they have to use their native language.	14	4.02	1.011	80.4	Very high
15	The teacher should explain to the students only what they need to do in a certain task; they should not try to understand every thing.	15	2.66	1.222	53.2	low
Organizer Role			**3.80**	**0.497**	**76.0**	**High**

* Maximum score is "5" degree

This means that students' perceptions for the teacher role as organizer was high (76.0%) and this indicates that the level of the students' perception to the significance of the organizer role was high (76.0%).

D. Results related to the prompter role

Table (6) shows the means and standard deviations, percentages and ranks of the students' responses for the items under Prompter Role.

Table (6): Means, Standard Deviations, percentages and ranks of Prompter Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
16	The teacher needs to encourage students to participate.	17	4.46	0.831	89.2	Very high
17	The teacher needs to make suggestions on how students may proceed in an activity.	18	4.09	0.759	81.8	Very high
18	The teacher gives suggestions only when needed.	16	3.20	1.068	64.0	Moderate
Prompter Role			**3.92**	**0.530**	**78.4**	**High**

* Maximum score is "5" degree:

This means that students' perceptions for the teacher role as prompter was high (78.4%) and this indicates that the level of the students' perception to the significance of the prompter role was high (78.4%).

E. Results related to the participant role

Table (7) shows the means, standard deviations, percentages and ranks of the students' responses for the items under Participant Role.

Table (7): Means, Standard Deviations, percentages and ranks of Participant Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
19	The teacher participation improves the atmosphere in class.	21	4.31	0.731	86.2	Very high
20	The teacher should participate as equal in an activity.	19	4.15	0.917	83.0	Very high
21	Teachers' participation gives the student chances to practice with professional speakers of the language.	22	4.09	0.878	81.8	Very high
22	The teacher should not try to dominate the activity.	20	3.45	1.074	69.0	Moderate
Participant Role			**4.00**	**0.540**	**80.0**	**Very High**

* Maximum score is "5" degree:

This means that students' perceptions for the teacher role as participant was high (80.0%) and this indicates that the level of the students' perception to the significance of the participant role was high (80.0%).

F. Results related to the resource role

Table (8) shows the means and standard deviations, percentages and ranks of the students' responses for the items under Resource Role.

Table (8): Means, Standard Deviations, percentages and ranks of Resource Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
23	The teacher should be always ready to offer help if needed.	24	4.42	0.843	88.4	Very high
24	The teacher should be available for consultation anytime.	25	4.04	0.788	80.8	Very high
25	The teacher acts like a resource center.	23	3.51	1.119	70.2	High
Resource Role			**3.99**	**0.588**	**79.8**	**High**

* Maximum score is "5" degree:

This means that students' perceptions for the teacher role as resource was high (79.8%) and this indicates that the level of the students' perception to the significance of the resource role was high (79.8%).

G. Results related to the tutor role

Table (9) shows the means and standard deviations, percentages and ranks of the students' responses for the items under Tutor Role.

Table (9): Means, Standard Deviations, percentages and ranks of Tutor Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
26	The teacher should be ready at anytime to be called upon mainly for advice and guidance.	27	4.18	0.798	83.6	Very high
27	The teacher could act as a coach and as a resource person where students are involved in their own work.	26	3.68	0.868	73.6	High
28	The teacher may help students by pinpointing their errors on the rough drafts.	29	3.60	0.868	72.0	High
29	The main role of the teacher is to clarify ideas and limit the task.	28	3.34	0.980	66.8	Moderate
Tutor Role			**3.70**	**0.514**	**74.0**	**High**

* Maximum score is "5" degree:

This means that students' perceptions for the teacher role as tutor was high (74.0%) and this indicates that the level of the students' perceptions to the significance of the tutor role was high (74.0%).

K. Results related to the investigator role

Table (10) shows the means and standard deviations, percentages and ranks of the students' responses for the items under investigator Role.

Table (10): Means, Standard Deviations, percentages and ranks of Investigator Role Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
30	The teacher should always try to develop his/her own skills.	31	4.33	0.800	86.6	Very high
31	The teacher should be able to try different techniques.	35	4.31	0.909	86.2	Very high
32	The teacher may advise students on how to get the most of their learning and what to do if they want to study more.	30	4.30	0.745	86.0	Very high
33	The teacher should always observe what works well in class.	34	4.30	0.639	86.0	Very high
34	The teacher should always investigate about what is going on and what is new.	33	4.19	0.756	83.8	Very high
35	The teacher can for training seminars.	32	3.85	0.814	77.0	High
Investigator Role			**4.22**	**0.537**	**84.4**	**High**

* Maximum score is "5" degree:

This means that students' perceptions for the teacher role as investigator was high (84.4%) and this indicates that the level of the students' perceptions to the significance of the investigator role was high (84.4%).

Table (11) shows the means, standard deviations, percentages and ranks of the students' responses for the items under all the roles.

Table (11) : Means, Standard Deviations, percentages and ranks of all the roles Items

No.	Item	No. in Questionnaire	Means	SD	Percentages	ranks
1	The teacher needs to encourage students to participate.	17	4.46	0.831	89.2	Very high
2	The teacher should be always ready to offer help if needed.	24	4.42	0.843	88.4	Very high
3	The teacher should always try to develop his/her own skills.	31	4.33	0.800	86.6	Very high
4	The teacher should be able to try different techniques.	35	4.31	0.909	86.2	Very high
5	The teachers' participation improves the atmosphere in class.	21	4.31	0.731	86.2	Very high

6	The teacher may advise students on how to get the most of their learning and what to do if they want to study more.	30	4.30	0.745	86.0	Very high
7	The teacher should always observe what works well in class.	34	4.30	0.639	86.0	Very high
8	The teacher should have the ability to give explanation about the task.	13	4.26	0.734	85.2	Very high
9	The teacher should be able to tell students clearly what they are going to do.	12	4.26	0.828	85.2	Very high
10	The teacher should always investigate what is going on and what is new.	33	4.19	0.756	83.8	Very high
11	The teacher should be ready at any time to be called upon mainly for advice and guidance.	27	4.18	0.798	83.6	Very high
12	The teacher should be able to attract and motivate the students.	4	4.16	0.943	83.2	Very high

13	The teacher should participate as equal in an activity.	19	4.15	0.917	83.0	Very high
14	Teacher's participation gives the student chances to practice with professional speakers of the language.	22	4.09	0.878	81.8	Very high
15	The teacher needs to make suggestions how students may proceed in an activity.	18	4.09	0.759	81.8	Very high
16	The teacher should be available for consultation anytime.	25	4.04	0.788	80.8	Very high
17	The teacher should make sure that the students always understand the assignment even if they have to use their native language.	14	4.02	1.011	80.4	Very high
18	The teacher can go for training seminars.	32	3.85	0.814	77.0	High
19	The teacher can use video for whole class feedback.	11	3.83	0.96	76.6	High

20	The teacher would be able to inspire the students.	3	3.80	0.917	76.0	High
21	The teacher should only draw students' attention to their mistakes without making a big fuss of the mistakes (gentle correction).	9	3.79	1.35	75.8	High
22	The teacher should be able to find out how well the students performed	8	3.73	0.83	74.6	High
23	The teacher could act as a coach and as a resource person students are involved in their own work.	26	3.68	0.868	73.6	High
24	The teacher may help students by pinpointing their errors on the rough drafts.	29	3.60	0.868	72.0	High
25	The teacher should be the one to point out the mistakes and correct them.	6	3.59	1.116	71.8	High
26	The teacher should have complete control of what students do.	1	3.53	1.028	70.6	High

27	The teacher's major job is to evaluate students' work.	7	3.52	1.08	70.4	High
28	The teacher acts like a resource center.	23	3.51	1.119	70.2	High
29	The teacher should not try to dominate the activity.	20	3.45	1.074	69.0	Moderate
30	The teacher should be the important source of roughly – tuned comprehensible input.	5	3.42	0.977	68.4	Moderate
31	One way that teachers can point out the errors for the students is by using a tape recorder.	10	3.39	1.15	67.8	Moderate
32	The main role of the teacher is to clarify ideas and limit the task.	28	3.34	0.980	66.8	Moderate
33	The teacher gives suggestions only when needed.	16	3.20	1.068	64.0	Moderate

34	The teacher is the one who determines when students speak and use the language.	2	3.09	1.078	61.8	Moderate
35	The teacher should explain to the students only what they need to do in a certain task they should not try to understand every thing.	15	2.66	1.222	53.2	Low
Total Score			**3.85**	**0.294**	**77.0**	**High**

To know if there are differences in the students' reponses towards the role of the teacher according to the different domains. Wilks' Lambda Test from (SPSS) program has been used to analyze the data.
Table (12) shows the results of Lambda test.

Table (12): Wilks' Lambda Results for Differences in the Students' Reponses towards the role of the teacher according to the Different Roles

Wilks' Lambda Value	**F**	**D.F**	**Error D.F**	**Sig***
0.413	15.400	7	76	0.0001

* Significant at ($\alpha = 0.05$), critical at (2.13)

Table (12) shows that there are differences between the roles. To know in favor of whom the differences are, Sidak Post Hoc test had been used to compare between the roles.
Table (13) shows the results of Sidak Post Hoc test.

Table (13): Sidak Post Hoc Test Results for multiple comparisons between the roles

Role of Teacher	Controller	Assessor	Organizer	Prompter	Participant	Resource	Tutor	Investigator
Controller		-0.052	-0.204	-0.319*	-0.403*	-0.388*	-0.104	-0.616*
Assessor			-0.151	-0.267*	-0.350*	-0.335*	-0.052	-0.564*
Organizer				-0.115	-0.199	-0.184	0.099	-0.413*
Prompter					-0.083	-0.068	0.215	-0.297*
Participant						0.015	0.298*	-0.214
Resource							0.283*	-0.229*
Tutor								-0.512*
Investigator								

* Significant at ($\alpha = 0.05$)

Table (14) shows the differences as follows :

1-The Prompter role over the Controller and Assessor roles.

2-The Participant role over the Controller, Assessor and Tutor roles.

3-The Resource role over the Controller, Assessor and Tutor roles.

4-The Investigator role over Controller, Assessor, Organizer, Prompter, Resource and Tutor roles.

Results related to the second question which states

2. Are there any significant differences at ($\alpha = 0.05$) in students' responses towards the role of the teacher due to the students' gender variable?

To answer this question, independent T-Test has been used to analyze the data from the questionnaire. Table (14) shows the results for both males and females over the diffe .

Table (14): T-Test Results for Differences in the Students' Reponses towards the role of the teacher according to Gender for Different roles

Role of Teacher	Gender	N	Mean	SD	D.F	T	Sig.*
Controller	Male	26	3.47	0.578	81	1.423	0.158
	Female	57	3.66	0.570			
Assessor	Male	26	3.66	0.571	81	0.090	0.929
	Female	57	3.65	0.592			
Organizer	Male	26	3.67	0.587	81	1.640	0.105
	Female	57	3.86	0.443			
Prompter	Male	26	3.85	0.619	81	0.703	0.484
	Female	57	3.94	0.488			
Participant	Male	26	4.02	0.563	81	0.293	0.771
	Female	57	3.99	0.534			
Resource	Male	26	3.98	0.656	81	0.008	0.994
	Female	57	3.99	0.560			
Tutor	Male	26	3.59	0.552	81	1.425	0.158
	Female	57	3.76	0.491			
Investigator	Male	26	4.05	0.562	81	1.850	0.068
	Female	57	4.29	0.514			
Total Score	Male	26	3.78	0.332	81	1.687	0.095
	Female	57	3.89	0.269			

* Significant at ($\alpha = 0.05$) critical at (1.96)

The results of table (14) show that the computed T-Test values are 1.423, 0.090, 1.640, 0.703, 0.293, 0.008, 1.425, 1.850, and 1.687. All of these values are less than critical T.Test value (1.96). This means that there are no significant differences at ($0.05 = \alpha$) in the students' responses toward the role of the teacher due to gender variable.

Results related to the third question which states

3. Are there any significant differences (α = 0.05) in students' responses toward the role of the teacher due to the students' academic level variable?

To answer this question, One Way ANOVA has been used to analyze the data from the questionnaire.

Table (15) shows the description of the academic level variable, and table (16) shows the results over the different roles.

Table (15): Numbers, Means and Standard Deviations for the Academic Level

Role of Teacher	Academic Level	N	Mean	SD
Controller	First	19	3.88	0.535
	Second	17	3.29	0.608
	Third	19	3.46	0.492
	Fourth	28	3.68	0.547
	Total	**83**	**3.60**	**0.576**
Assessor	First	19	3.69	0.496
	Second	17	3.71	0.682
	Third	19	3.55	0.501
	Fourth	28	3.65	0.641
	Total	**83**	**3.66**	**0.582**
Organizer	First	19	3.80	0.387
	Second	17	3.85	0.476
	Third	19	3.77	0.558
	Fourth	28	3.79	0.553
	Total	**83**	**3.80**	**0.497**
Prompter	First	19	3.93	0.604
	Second	17	4.02	0.520
	Third	19	3.82	0.622
	Fourth	28	3.91	0.422
	Total	**83**	**3.92**	**0.529**

Participant	First	19	3.97	0.570
	Second	17	4.03	0.551
	Third	19	4.06	0.606
	Fourth	28	3.96	0.489
	Total	**83**	**4.00**	**0.540**
Resource	First	19	3.95	0.405
	Second	17	4.23	0.404
	Third	19	3.84	0.819
	Fourth	28	3.96	0.583
	Total	**83**	**3.98**	**0.588**
Tutor	First	19	3.66	0.466
	Second	17	3.63	0.606
	Third	19	3.73	0.603
	Fourth	28	3.75	0.433
	Total	**83**	**3.70**	**0.514**
Investigator	First	19	4.29	0.380
	Second	17	4.11	0.606
	Third	19	3.86	0.675
	Fourth	28	4.46	0.315
	Total	**83**	**4.21**	**0.537**
Total Score	First	19	3.91	0.242
	Second	17	3.82	0.236
	Third	19	3.74	0.400
	Fourth	28	3.91	0.262
	Total	**83**	**3.86**	**0.294**

Table (16) :One Way ANOVA Test Results for differences in the students' reponses towards the role of the teacher according to academic level for different roles

Role of Teacher	S.O.V	Sum Of Squares	DF	Mean Square	F	Sig*
Controller	Between Groups	3.691	3	1.230	4.131	0.009*
	Within Groups	23.528	79	0.298		
	Total	27.219	82			
Assessor	Between Groups	0.276	3	0.092	0.265	0.851
	Within Groups	27.490	79	0.348		
	Total	27.767	82			
Organizer	Between Groups	0.057	3	0.019	0.075	0.973
	Within Groups	20.198	79	0.256		
	Total	20.255	82			
Prompter	Between Groups	0.344	3	0.115	0.399	0.754
	Within Groups	22.676	79	0.287		
	Total	23.020	82			
Participant	Between Groups	0.145	3	0.048	0.161	0.923
	Within Groups	23.792	79	0.301		
	Total	23.937	82			
Resource	Between Groups	1.491	3	0.497	1.464	0.231
	Within Groups	26.830	79	0.340		
	Total	28.321	82			
Tutor	Between Groups	0.233	3	0.077	0.286	0.835
	Within Groups	21.411	79	0.271		
	Total	21.643	82			
Investigator	Between Groups	4.288	3	1.429	5.832	*0.001
	Within Groups	19.363	79	0.245		
	Total	23.652	82			
Total Score	Between Groups	0.387	3	0.129	1.526	0.214
	Within Groups	6.678	79	0.084		
	Total	7.065	82			

* Significant at ($\alpha = 0.05$), critical at (2.74)

The results of table (16) show that there are significant differences ($\alpha = 0.05$) in students' responses towards the controller and the Investigator roles due to the students' academic level variable

To know in favor of whom the differences are Scheffe Post Hoc test had been used to compare between the roles. Table (17) shows the results of Scheffe Post Hoc for the controller role.

Table (17): Scheffe Post Hoc test Results for multiple comparisons in the Controller role

Academic Level	First	Second	Third	Fourth
First		0.5918*	0.4211	0.2014
Second			-0.1708	-0.3904
Third				-0.2796
Fourth				

* Significant at ($\alpha = 0.05$)

Table (17) shows that the differences for :
The first academic level over the second academic level
Table (18) shows the results of Scheffe Post Hoc test for the investigator role.

Table (18): Scheffe Post Hoc test Results for multiple comparisons in theInvestigator role

Academic Level	First	Second	Third	Fourth
First		0.1718	0.4211	-0.1748
Second			0.2492	-0.3466
Third				-0.5959*
Fourth				

* Significant at ($\alpha = 0.05$)

Table (18) shows that the differences for:
The fourth academic level over the third academic level.

Results related to the fourth question which states:
4. Are there any significant differences ($\alpha = 0.05$) in students' responses towards the role of the teacher due to the students' average variable?

To answer this question, independent T-Test has been used to analyze the data from the questionnaire.

Table (19) shows the results over the different roles.

Table (19): T-Test Results for Differences in the Students' Reponses towards the role of the teacher according to Average for Different roles

Role of Teacher	Average	N	Mean	SD	D.F	T	Sig.*
Controller	V. good and more	24	3.344	0.688	81	1.660	0.101
	Good and less	59	3.66	0.516			
Assessor	V. good and more	24	3.67	0.651	81	0.218	0.828
	Good and less	59	3.64	0.557			
Organizer	V. good and more	24	3.96	0.452	81	1.827	0.071
	Good and less	59	3.74	0.504			
Prompter	V. good and more	24	4.07	0.519	81	1.660	0.101
	Good and less	59	3.86	0.526			
Participant	V. good and more	24	4.17	0.597	81	1.902	0.061
	Good and less	59	3.93	0.504			
Resource	V. good and more	24	3.94	0.553	81	0.428	0.670
	Good and less	59	4.00	0.605			
Tutor	V. good and more	24	3.77	0.489	81	0.745	0.459
	Good and less	59	3.68	0.525			
Investigator	V. good and more	24	4.29	0.598	81	0.808	0.422
	Good and less	59	4.19	0.512			
Total Score	V. good and more	24	3.89	0.318	81	0.834	0.407
	Good and less	59	3.84	0.284			

* Significant at ($\alpha = 0.05$) critical at (1.96)

The results of table (19) show the computed T-Test values on 1.660, 0.218, 1.827, 1.660 ,1.902, 0.428, 0.745, 0.808, 0.834. All of these values are less than critical T.Test value (1.96). This means that there are no significant differences at ($\alpha = 0.05$) in the students' responses towards the roles of the teacher due to average variable.

Discussion

The main aim of this study is to find out how students rank the different roles of English language teacher. It also aims at investigating the influence of students' gender, students' academic level and students' average on their preference towards the different roles that English language teacher plays in the classroom . Based on the analysis of the students' responses to the questionnaire items, the researcher hopes to be able to give some suggestions to the teachers about the different roles they may take in the English classroom.

Tables (3), (4), (5), (6), (7), (8), (9) show the means and standard deviations percentages and ranks of students', responses for the different items in the different domains presented respectively as: controller, assessor, organizer, prompter, participant, resource, tutor and investigator. Table (11) shows the means and standard deviations, percentages and ranks of the students responses for the items under all the roles. The results as presented in table (12) show that there are differences between the roles but it does not indicate in favor of which role are the differences. These results agree with Larsen – Freeman (1986) who believed that teachers can play different roles in the English classrooms. The results also agree with Proromou (1991) who suggested different roles for the teacher which are mostly similar to the roles studied in this research. The results agree with Underhill (1989) who believed that teacher can play different roles in the English classrooms.

Table (13) shows that the differences for roles of the teachers as perceived by students are as follows:

The prompter role is more significant than controller and assessor.

The participant role is more significant than the controller, assessor and tutor roles. The resource role is more significant than the controller, assessor and tutor roles. The resource role is more significant than the controller, assessor and tutor roles. The investigator roles is more significant than controller, assessor, organizer, resource and tutor.

From the above mentioned results, It was concluded that students perceived the role of the investigator as the most significant role and the role of the controller as the least significant role and these results agree with the communicative based classrooms which de-emphasized the role of the teacher as a controller and emphasize the role of facilitator, manager, advisor and co-communicator. The results do not agree with Grammar Based Classroom which suggested that teacher should have complete authority in the classroom and that the teacher should be the one to control the students behavior in the classroom. In other words, they emphasized the role of the teacher as a controller. The results do not agree with suggestopedia method which claimed that students learn more from someone who they have great confidence in and someone who has complete authority on them .

Concerning the Second question about the effect of the gender variable, the results show that both males and females believed that the most important role of the teacher is the investigator role, and the least important role is the controller role. These results agree with Yalden (1996) who believed that perception of language teachers roles have been changed. Language teachers are no longer seen as responsible for transmitting the information but rather as people who assist the learner to develop a natural capacity to communicate in another language. The results also agree with those of Larsen Freeman (1986); Prodromau (1991). But these studies talked about perceptions of teachers in general and did not emphasize the effect gender, There is nothing in the literature that covered the differences in the perception of students towards the role of English language teacher due to the students' gender.

The results of table (16) show that there are significant differences at ($\alpha = 0.05$) in the students' responses towards the controller and the investigator roles due to the academic level variables. Table (17) shows that the differences are in favor of the first academic level as compared with the second and table (18) shows that the differences are in favor of the fourth academic level over the third academic level.

The researcher believed that students are expected to assume different roles for their teacher, rather than only one role as a controller of students' behavior. The fourth year students particularly, tend to be in favor of the investigator role, and this is due to the fact that students at this stage are required to do research work, so they prefer that their teacher will be there for them, when the teacher play the role of the investigator, he/she will be more capable to assist in the field of research. Students at this stage would like to know what will work well in their future profession so they like to see their teacher as an individual who always investigates the efficacy of new methods and who actively seeks personal and professional development which would make the job of teaching as interesting and not monotonous.

(Harmer' 1991) indicated that Students like their teachers to constantly seek to enrich their understanding of what learning is all about and what works well, so as to find the job of teaching English as a rewarding one. Furthermore, students like their teacher to play the role of the investigator so as to picture themselves as future teachers who would constantly seek new knowledge and look for what new in the field.

Table (19) shows no significant differences at (α=0.05) in the students' responses towards the role of the teacher due to the students' average variable. The results indicate that the students' average does not influence the students perceptions of the important roles that language teacher should take in the classroom and this indicates that most students regardless of their point average do not like to be controlled completely by the teacher.

The students like to take responsibility for their own learning. They like the teacher to be their tutor, resource person, participant in the classroom activities, prompting the activities. These results again agree with the Communicative Based Classroom, Audio lingual Based Classroom, and the recent approaches in language teaching which emphasize the great roles that students should play in the classroom and which also emphasize active learning and discourage passive learning in which the students would be only receiver of the information; also the results agree with eclectic method in which the teacher has to assume different techniques and strategies based on the teaching and learning situation.

Based on the above mentioned results, the researcher concludes that there is a trend recently that learners prefer to be active individuals if given the opportunity in classrooms, especially in classrooms related to learning a foreign language. Learners want to be responsible for their learning; They do not like to be completely controlled by the teachers. They like to assume more responsibilities in the learning process. Students do not like to be passive receptacle into which teachers pours knowledge. The researcher encourages teachers to release responsibilities for the students gradually by presenting explicitly the learning strategies and then gradually handing the responsibility to the learners after modeling and guiding. Therefore; the teacher can play different roles; a good teacher knows when to act as a controller or a director, and when to act as a guide and assessor or advisor. Depending on the teaching situation, the teacher has to decide which role to assume that would lead to best results so he / she can successfully shifts from one role into another.

Recommendations

Based on the results, the researcher suggests that teachers should maximize their efforts to provide opportunities for language learners to use the language and be responsible for their learning or at least share the responsibility with the teachers.

Teachers are recommended to consider the following

1.Teachers should incorporate more communication activities in the classroom to encourage students to take real part in the learning situation.

2.Teachers should reduce the amount of time students spend listening to grammar explanations and performing drills by teachers. Teachers should recognize that learning begins with learners being involved in the learning situation.

3.Teachers are recommended to get students to switch from taking a relatively passive role, in which they respond to the teacher to one in which they are responsible for active participation.

4.The teachers are recommended to establish a sequence of activities that prepare students for successful participation in the communicative activities.

For further research, it is recommended that a follow up research be conducted

1.To investigate the teachers perceptions towards their role in the language classrooms.

2.It is recommended also that other research be conducted on more potential roles the English teachers may play, considering different domains.

3.A comparative study that shows the similarities and differences between students' perception and teachers' perceptions is also highly recommended .

4.Other studies should follow this one to investigate the perceptions of students towards the role of the English teacher in other universities and schools (primary and secondary) so as to give a more comprehensive picture on the different roles of English language teachers as perceived by a larger population to allow for more accurate generalization.

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