

A comparison of Teacher's Traditional and Innovative Roles

Osman Musa Yagoub

Sudan University of Science and Technology College of Graduate Studies

ABSTRACT :

This paper aims at investigating and assessing various roles played by teachers of English as a foreign language (EFLT) in the English classroom. The researcher divides these roles into two types. Traditional roles based on traditional methods of teaching such as lecture and discussion and the other innovative ones based on electronic learning due to the rapid evolution of technology and its influences in education and all aspects of community. This study highlighted the different roles that English teacher as a foreign language play in the classroom and the significance of innovating new ones that based on the rapid technological changes in the modern society and appropriate to the learners' needs and interests. To collect the required data for this study, the researcher conducted teachers' questionnaire. The data was collected from secondary schools English male teachers in Asir province. Findings of this study revealed that English teachers as a foreign language should implement new innovative roles and functions in the classroom. The findings also indicated that there are great changes in the learners' attitudes towards the learning of English language due to the educational technology. The study recommended that educators and syllabus designers must pay attention to the learners' needs and interests when preparing plans and syllabus. It also recommended that English teachers as a foreign language must receive sufficient amount of training to implement new approaches, techniques and teaching styles based on educational technology.

المستخلص :

تهدف هذه الورقة إلى دراسة وتقييم الأدوار المختلفة التي يقوم بها مدرسو اللغة الإنجليزية كلغة أجنبية داخل حجرة الدراسة. يقسم الباحث هذه الأدوار إلى نوعين. الأدوار التقليدية المعتمدة على طرق التدريس القديمة مثل طريقة المحاضرة أو المناقشة والأدوار المبتكرة الحديثة المبنيّة على التعليم الإلكتروني والتكنولوجي المتسارع وأثره في التعليم وكافة نواحي المجتمع. سلطت الدراسة الضوء على الأدوار المختلفة التي يقوم بها مدرس اللغة الإنجليزية وأهمية ابتكار أدوار جديدة مبنية على المتغيرات التقنية المتسارعة و متناغمة مع حاجات واهتمامات المتعلمين. لجمع البيانات المطلوبة لهذه الدراسة أجرى الباحث استبيان لجمع البيانات من مدرسي اللغة الإنجليزية الذكور بالمدارس الثانوية بمحافظة عسير. كشفت نتائج هذه الدراسة أنه يجب على مدرسي اللغة الإنجليزية كلغة ثانية تطبيق أدوار و وظائف ابتكاريه في حجرة الدراسة. كذلك أشارت الدراسة إلى أن هنالك متغيرات كبيرة طرأت على اتجاهات المتعلمين تجاه تعلم اللغة الإنجليزية نتيجة للتعليم التكنولوجي. كما أوصت الدراسة بأنه يجب على التربويين ومصممي المناهج مراعاة حاجات المتعلمين و اهتماماتهم عند إعداد الخطط والمناهج الدراسية. كما أوصت الدراسة على أن مدرسي اللغة الإنجليزية كلغة أجنبية يجب أن يتلقوا قدرًا كافيًا من التدريب لتطبيق طرقًا وتقنيات وأساليب تدريس مرتكزة على التعليم التكنولوجي.

INTRODUCTION :

To attain mastery of English as a foreign language, learners need to develop the four main language skills; listening, speaking, reading and writing besides improving their thinking skills. Nonetheless, the learners' ability to communicate and interact orally with others by using the target language effectively is of utmost significance. Developing of efficient oral skills is particularly of paramount necessity. The learners need not only to be able to perform accurately, fluently and spontaneously but as future professionals, they are required to educate others and help them develop their communicative competence. English language teaching in our present time has undergone numerous changes and transformations. The creation of new knowledge about English and contextualized teaching of multiple language skills require certain types of teachers who are well equipped and aware of their comprehensive role. This role has been and continues to be a dynamic field in which new dimensions and perspectives of teacher role can be described. The focus on developing learners' communicative competence and promoting learning strategies, learners' autonomy and self-confidence to manage their own learning needs a teacher to be facilitator of knowledge to help learners how to learn rather than being the source of knowledge. The teacher role is to enhance students' motivation and self-confidence, increase their awareness of their learning needs and develop creative and critical thinking.

Statement of the Problem

The traditional roles of teachers of English as a foreign language used in the

English classroom are no longer appropriate to the learners' interests, needs and social demands. There is need for new roles to meet the demands of our modern time and the rapid technological changes that are taking place,

Objectives of the Study

The following are the objectives of the study.

1. To recognize the teachers innovative new roles that are based on new technology compared to the traditional roles they used to perform in the class.
2. To determine the effectiveness of the teacher's innovative new roles in class.

Significance of the Study

The significance of the study lies in emphasizing the teacher's new role that can be played in the classroom. This new role is extended to include helping the students in various aspects of life. For the role of the only "controller" can no longer meet the needs for developing the learner's character.

Questions of the Study

The researcher sets forward the following questions, and seeks for their appropriate answers:

1. What are the roles that English language teachers carry out in their classrooms?
2. What are the changes in the teacher's role that are required for the modern classroom of our present time?
3. What are the advantages and disadvantages of the traditional roles of teacher?
4. What are the roles that can best serve the general principles of education traditional or innovative ones?

Hypothesis

1. English language teacher adopts only traditional roles in the classroom.
2. These roles are confined to certain techniques and activities.
3. Teachers' innovative roles in English classroom are more suitable to fulfill the general principals of education than traditional roles.

1.6 Delimitations of the Study

The study deals with the male teachers of English as a foreign language in secondary schools in Asir Region (Saudi Arabia) for the academic year 2013 – 2014 First semester.

1.7 Definition of Some Terms

Electronic Learning

White (1983,p. 51) defines "electronic learning" as " learning from any device dependent upon the actions of electronics, such as televisions, computers, microcomputers, videodiscs, video games, cable, radios, interactive cable, videos texts, tale-texts and all the other devices in the process of being invented that are electronic in nature.

Pastoral

The Oxford Advanced Learners Dictionary defines "pastoral" as "relating to the work of a priest or teacher in giving help and advice on personal matters, not just those connected with religion or education"

Subject matter

Webster's Third New International Dictionary defines "subject matter" as "the information or ideas that are discussed or dealt with in a book, movie, etc.

2. Literature Review

2.1. Background

A quick review of educational literature on the teacher's roles in learning and

teaching English language as a foreign language (T.E.F.L) shows that during the past thirty years the concept of the role of the teacher has undergone a considerable change. The teacher is no longer viewed as the transmitter of knowledge, but as a diagnostician, a guide, and a decisive participant in the educative process. According to Breen and Candlin's (1980) study (cited in Richards and Rodgers 2001, p. 167)

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.

A teacher is one of the essential components that work in the English classroom to achieve the demanding changes in the human learning abilities, skills and acquisition of the foreign language. These components are divided into two types, human and inhuman. The human components are the teacher and the learners, whereas the inhuman are the syllabus and the teaching materials. The role of the teacher is to facilitate the syllabus and make cohesion between these components to establish an ideal basis for effective teaching of English as a foreign language (T.E.F.L). Corder (1976, p. 171) states:

Efficient foreign language teaching must work with rather than against natural processes facilitate rather than impede learning. Teachers and teaching materials must be adapted to the learners rather than vice-versa

Harmer, (1983,p. 201) states, "Based on the functions that the teacher performs in different activities, the teacher's roles as

controller, assessor, organizer, prompter, participant and resource-provider". The role of the teacher is to promote the foreign language acquisition by providing opportunities for authentic communication and to take into account the formal instruction role that he plays in helping to create an acquisition-rich English classroom. Much of the research, however, has taken place motivated by the assumption that the classroom foreign language acquisition will be more effective and successful if the environment conditions found in naturalistic acquisition prevalent.

2.2 Teachers Traditional Roles

The term role, as Dörnyei and Murphey (2003) point out, "is a technical term which originally comes from sociology and refers to the shared expectation of how an individual should behave. In other words, roles describe what people are supposed to do" (p. 109).

Teacher's traditional roles are based on general education principles in relation to the foreign language teaching principles. These roles are changed according to the purposes of English language learning and the major change in those purposes. Nowadays many learn English for several reasons such as getting job, communicating with others or other various pragmatic reasons. On the lights of these changes, teachers need to understand what kinds of roles they should use to improve English foreign language acquisition.

There are certain roles that are considered essential in teacher's job. These roles reflect sound educational principles and help teachers to fulfill their responsibilities such as instructing, motivating, controlling, organizing,

assessing, participating, facilitating, promoting and helping role. While many researchers consider the role of the teacher is an important component of efficient classroom management, some researchers regard it as part of the design of a methodology or approach. The researcher is going to discuss the most common roles that teachers play in present-day second/foreign language teaching classroom setting.

2.3 Teacher Role as a Motivator

Motivating students to learn is one of the most crucial roles of the English language teacher, however, students are motivated to learn when they can satisfy a basic need through learning. Many teachers actively involve themselves in teaching as a career because they have some needs to satisfy through teaching. It has been observed that students' desire for achievement becomes stronger, when they are motivated to learn. Motivating students to learn also increases mental and physical efforts towards learning. The first step in tackling the problem of motivation is that the teachers need to understand and appreciate the role and importance of motivation in any learning situation. In the context of second language learning, William Littlewood (1987, p. 53) observes:

in second language learning as in every other field of human learning, - "motivation is the critical force which determines whether a learner embarks on a task at all, how much energy he devotes to it, and how long he perseveres. It is a complex phenomenon and includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experience, and so on.

The home is the first situation where students aware that learning is worthwhile, satisfying, and frequently fun. Learners' parents must help them enter the classroom fully motivated and ready to take risk and cope with failure. Parents may enrich their children at home by encouraging exploration, competence and autonomy. On the other side, students who are low in motivation face difficulties in their learning instead of delight and being physically present, they often mentally absent.

Enhancing learners' motivation should be a crucial role of the teacher for better learners' classroom engagement. To increase motivation among students in classroom, teacher must implement various specific processes. These processes generally fall into the categories of intrinsic and extrinsic motivation. The intrinsic motivation is about the students' interests and experiences and to which extend these interests and experiences related to the learning topic. The most important issue about motivation is that teacher must not compel learners to learn a topic that they are not interested in. Learners are more attentive and well motivated when their needs and interests are considered. Motivation is a very learner-centered phenomenon and the teacher's role is mainly as a provider of conditions and setting for learning while language learners take responsibility for their own motivation and performance. Teacher's roles are to stimulate student's curiosity by providing achievable learning activities for better English language acquisition. Motivation is mainly depends on the learner where as teacher responsible for providing materials,

conditions and continuous support for learning.

2.4 Teacher Role as a Controller

Learners control may lead to greater fluency because Cathcart's 1986 study (cited in Ellis 1994, p. 594) has found that situations in which learners controlled the discourse led to "a wide variety of communicative acts and syntactic structures, whereas situations where the teacher had control seemed to produce...formulaic chunks"

One of the essential roles of the teacher is to establish a suitable amount of control over the classroom. The teacher controls the pace for making activities to run smoothly and efficiently. The most important example of this type of control is the time control. The teacher controls students' participation so that every student has an equal opportunity. Nunan (1989) notes, "the roles of teachers and learners are, in many ways, complementary" (p.87). This is logical because if I am not controlling most aspects of communication, the students must. The teacher has to make sure that students use target language items while they do production activities. The teacher can control the degree of accuracy in students' production. The main advantage of the appropriate degree of teacher control is to make students aware and recognize what and why they learn certain topics or lessons. This appropriate degree of control, also help stimulates students to pay their attention to what the teacher say, and all the students receive the same knowledge at the same way and at the same time. The role of the teacher as a controller; however is to control the entire classroom and give students much

time to speak English as a target language.

2.5 Teacher Role as an Organizer

The teacher as an organizer plays a significant role in the English classroom. Organization of the English classroom has great effects on innovation, change and ability of taking risk. However, organization is a difficult task for several reasons. It takes a while to initiate and keep it in place. Material on organization generally comes from business rather than education and that makes it difficult to assume this role without further information, knowledge of necessity, must precede planning and organization.

The teacher's role as an organizer is very complex and needs the teacher to be equipped with a variety of skills, rich experiences, self-knowledge, maturity and reflection. Improving organization in the teaching role and introducing better structure into the management of a class, require teachers personal organization and self-examination.

While a teacher designs or organizes tasks for learners to perform, he has to bear in mind different factors related to the tasks and activities that students can carry out in the class. These factors are such as learners' previous experiences the relevancy of the subject matter and students range of individual differences. In doing this, the teacher has the freedom and challenge to exert his experience and creativity for helping students implement activities, skills and tasks for better learning. Apart from the teacher's role as an organizer is that a teacher has to think about what the activity is going to be like and anticipate problems that may arise. The teacher should also walk around and monitor what students are saying while

they are doing the activity. If some students are not doing the right task, the teacher should correct that task.

2.6 Teacher Role as an Assessor

According to Harmer (1983), "as an assessor, the teacher does two things, that is, correcting mistakes and organizing feedback. Harmer insists that correcting should be gentle. Gentle correcting involves showing that incorrectness has occurred", but not making a big fuss about it Teachers use several methods to assess. However, assessments require being authentic. In other words, the assessment must measure the goal stated and be appropriate for the method employed.

A teacher cannot just teach a lesson and then move on. Teachers must assess each student's growth and mastery of the lesson objectives. This assessment can happen informally through classroom observation or through formal methods like quizzes and tests. Expert teachers are able to recognize patterns in the test results of their students and then plan their lessons to meet their students' needs. "Good teachers know how they must assess their students learning", suggests Mapstone (1996, p. 2), and they want to do it well".

Teachers draw a distinction between assessment and evaluation. Assessment refers to the tools and resulting measurements. Evaluation is using those assessments to find the value in certain events. Teachers use assessment to determine where the child is in the learning process and what teaching processes have worked. "The assessment of students is an integral part of teaching", suggest Whitman & Schwenk (1984, p. 30) and requires the

development of rapport and genuine interest in the student". Tests, quizzes, papers, discussion, observation are a few examples of assessments. The teachers use assessments to evaluate the pupils with grades and/or parent conferences.

2.7 Teachers Role as a Manger

Teachers often have to take on the role of manager. They are in charge of the class and would normally be standing at the front of the class giving explanations or instructions. How well a teacher can manage a classroom depends on their management style. Some teachers naturally have a more controlling style whilst others are more relaxed and allow the students flexibility whilst still maintaining control of the classroom. The role of manager could encompass classroom, behavioural and performance management. Classroom management incorporates organizing, planning, record keeping and classroom organization and all are important to avoid chaos in the classroom. Behaviour management is also important to ensure unruly students do not disadvantage focusing students. The teacher should always be in control of the classroom and introduce techniques to promote discipline such as rewards or penalties e.g. detention.

2.8 The Innovative Roles of Teacher

The role of the teacher may not be as simple as most people think and is always changing. A role can be defined as an expected behaviour in a given individual social position. In recent years, there has been more emphasis upon student-centred lessons as opposed to teacher-centred. In reality, it is likely that a combination of both is depending on the type of activity concerned. A teacher can widely play several roles in the classroom.

Although teachers held on to many of their traditional roles (e.g. class leader or director, lecturer, discussion leader), they negotiated multiple new roles in classrooms that utilize innovative technology-supported practices. The new teacher roles the researcher identified were instructional designer; trainer; collaborator; team coordinator; advisor; assessment specialist, classroom manager and pastoral role. Each role is associated with specific activities and is made possible by the use of technology in support of project-based learning and inquiry-based instructional methods. The essential factor for the implementation of teacher's new roles is the information and communication technological, which shaped the educational system of the current century.

2.9 Teacher Role as a Facilitator

As a facilitator, the teacher tries to break the invisible wall, communicate with students and create interactive as well as supportive environment rich of harmony where activities can be performed smoothly and efficiently. If teaching is a professional job, facilitating is the role of the teacher. Littlewood (1981) conceptualizes the role of the language teacher broadly as the "facilitator of learning" in the context of Communicative Language Teaching (CLT) instead of the rather narrow concept of the "teacher as instructor". According to Littlewood, a teachers role as a facilitator entails the sub-roles of an "overseer" of students learning, a "classroom manager", a "consultant" or "adviser", and sometimes, a "co-communicator" with the learners. (p. 92) Facilitating role of the teacher is more successful in exploring students' psychological feelings when the teacher realizes how to turn

burdensome language classroom into dynamic one. The teacher as a facilitator is premised on the idea that learning is primarily the learner's responsibility. By taking the roles above, the teacher hopes to create learners who can take charge of their own learning and eventually become autonomous or independent learners. The teacher first role is to facilitate the communication process between all participants in the classroom, the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. 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 within the classroom procedures and activities. Being a good facilitator is the most challenging attributes of a teacher. He has to observe individual learners, assess their needs, provides appropriate climate and resources to foster a positive classroom atmosphere that is conducive for learning. The characteristics of a good facilitator according to Carl Rogers, an eminent humanistic psychologist, (1961 in Dornyei and Murphey) a good facilitator needs to have three attributes which are empathy (ability to understand and respond to emotions and expressions' of others), acceptance (a non-judgmental positive attitude towards students) and congruence (being sincere, real, communicating according to one's true self).

2.10 Teacher Role as Collaborator

The concept of the role of teachers as collaborators in the teaching and learning of the English language as a foreign

language represents a change to traditional educational role that a teacher can play in the English classroom. The concept of teachers as collaborators can be applied to English classrooms to motivate EFL learners' autonomy via several electronic media such as You Tube. There is notion of collaborative learning and teaching in foreign language learning, which "has emerged over the last ten years as the significant concept within the field of language education" (Nunan 1992, p. 1). This concept focuses on learners and encourages them to learn language by experiential and shared learning. Within this concept, the role of teachers as collaborators in the teaching and learning process represents a great change to the traditional educational patterns.

Unfortunately, collaboration is not always easy to establish in the classroom in particular and schools in general. However, there is excellent information available that will assist a teacher in his endeavor. Collaboration is essentially a style of interaction that can enhance problem-solving and planning activities between the teacher and one or more others. This style of communication occurs when parties are viewed as co-equals and they voluntarily agree to work together to address a shared need. As a collaborator, a teacher's role shifts from the expert model and he works jointly with teachers. Therefore, he wants to pull back from "teacher-directing" mode and exhibit a more interactive and sharing style. The teacher's goal is to develop a working, trusting relationship with the teacher, one that emphasizes shared responsibility and decision-making. The two teachers will work together to define

the problem and develop plans of action. A teacher should be perceived as part of a team approach to problem solving and not as an expert who gives the answers

2.11 Teacher Role as a Model

The importance of the teacher as a role model is well recognized. Walton (1985) concluded, " Sociological research has demonstrated the extent to which an important component of learning derives from example given from their own person by teachers, who significantly influence medical students in many respects, such as their choice of future career, their professional attitudes and the importance they assign to different subjects" (p. 50)

Role modeling is one of the most powerful means of transmitting values, attitudes and patterns of thoughts and behaviour to the students. Students learn not just from what their teachers say, but from what they do in their practice, knowledge, skills and attitudes they exhibit. " Being a role model" suggested McAl-lister (1997 p. 53) is widely recognized as critical in shaping, teaching, coaching and assisting future clinicians as it is the most powerful teaching strategy/.

2.12 The Pastoral role of Teacher

The pastoral role of the teacher is also extremely important to students' progress. Schools are not only institutions for learning academic subjects. Schools are also about preparing students for life. Pastoral care embodies both the personal and social development of students and education. We should not wait for problems to happen and then teach learners how to cope with them, but equip them with skills in advance, which will not only enable them to cope with

problems but also foresee and overcome them.

As the saying goes, prevention is better than cure. Teachers should be approachable and take on the role as friend, confidante and mentor. Mentoring is ancient. Homer as the "wise and trusted counselor" whom Odysseus left in charge of his household during his travels described the original Mentor. Athena, in the guide of Mentor, became the guardian and teacher of Odysseus' son Telemachus. In modern times, mentoring has been introduced into every form of learning. (2) Mentoring is a personal, as well as, a professional relationship and develops over an extended period. A mentor will try to be aware of the changing needs of the students and try to vary the type of attention, help, advice, information and encouragement that he or she provides.

The current studies of related literature on the role and functions of teachers are varied and diverse. Researcher Write Tony (1987) outlined, "Our concept of what teacher and learner roles in a classroom should be has been shaped by many factors by describing a wide variety of roles. He invites the reader to ask, "Is this true of me"? and to re-assess his role in terms of teaching tasks such as imparting knowledge, listening, evaluating, facilitating and motivating. In this way, the teacher arrives at teaching style which "lies at the heart of the interpersonal relationship between the teacher and learner".

According to Willy, A Renandya (2012) .As English has now obtained a status as a global language,, there is a need for teachers to critically examine their pedagogical practices and adjust their roles so that they are more in keeping with the

principles that underlie the teaching of English as a global or international language. This, however, does not mean that the teachers should abandon their “traditional” roles and take on completely new roles. As I have argued in the article, some teacher roles are based on widely accepted principles of learning which the teacher should continue to cherish. However, other teacher roles need to be critically examined as they are based on assumptions that may not be in harmony with the realities and principles of EIL.

According to Shik Shaheen Taj (2008) Teachers are committed to their students and their learning. Teachers are responsible for managing and monitoring student learning My paper tries to depict the role of English teacher not just as a guide, motivator and evaluator but also as a facilitator This paper also discusses about the importance of four skills Reading, Listening, Writing and Speaking. The role English plays in technical institution and the role of English teacher in technical field is discussed. Teacher is one of the agents of transmission. Teacher is always a learner. Teachers learn best by studying, by doing and reflecting, by collaborating with other teachers, by looking closely at students and their work, and by sharing what they see.

Maria del Mar Camacho i Marti (2006) states the teacher will have to develop skills related to learning contexts that changes in teaching and learning paradigms require. Thus, the teachers role is multiplied and shifts from being a single transmitter of knowledge to become facilitator, guide of the learning process, integrator of (ICT) media, researcher and designer of suitable

learning scenarios, collaborator (with other and students) orchestrator, learner and evaluator.

Richards and Rodgers (1986) consider teacher roles as part of the „design“ component of a method, pointing out that these are related to the following issues:

- (a) the types of function teachers are expected to fulfill,
- (b) the degree of control the teacher has over how learning takes place,
- (c) the degree to which is the teacher is responsible for determining the content of what is taught, and
- (d) the interactional patterns that develop between teachers and learners.

3. Materials and Methods of the Study

To obtain necessary information about English teachers attitudes and opinions about the importance of the English language teacher's roles and the change of these roles according to the rapid evolution of technology and its influences on all aspects of the current society, the researcher designed a careful written questionnaire. The questionnaire was administered to a sample of 40 secondary English language teachers teaching English as a foreign language in Asir region. 15 items have been proposed are expected to improve the teacher's attitudes.

The researcher has calculated the means and standard deviations for each item to recognize the respondents' views toward this item. T-test and variance analysis (ANOVA) were also used to detect if there were any statistically significant differences between the EFL teachers responses in terms of their teaching experience, academic degree and the school level that they teach secondary schools. The questionnaire had a

considerable credibility. The reliability factor is about (0.67). Using Person Correlation Coefficient for the validity of the questionnaire, there was a significant correlation among the questionnaire items and all other items grouped at the statistical significant level. (81.8) Furthermore, the questionnaire was given to three experts at King Saud University for the purpose of face validity.

Table (4.1) contains items concerning the teachers' attitudes toward the roles that EFL teachers must implement to achieve the required effectiveness of the foreign language teaching. 95% of the sample individuals agree that English teacher must understand and aware of his roles sample individuals respond to this item in details. 55% of the sample individuals strongly agree that a teacher must recognize what are his roles clearly. 70%, of the sample individuals agree that a teacher must emphasize values more than knowledge. (75%) of the sample individuals is given to the use of a variety of roles and functions. 77.5% of the sample individuals emphasize that a teacher must appeal to students needs and interests. 90% of the sample's response ranges between agree and strongly agree to item (5) the encouraging of the student's feelings and emotions. On the other hand, 77.5% (in item 6) agree that the teacher's goals clearly defined are essential role of the English teaching as a foreign language. Concerning the classroom environment 87.5 of the sample individuals, in item (7) agree that it is one of the teacher's attempts in achieving new roles in the classroom. Item (8) is about the teacher traits to be compassionate, caring and loving 77.5% of the sample individuals agree about the

importance of these traits. On the other hand, 77.5% agree that facilitating knowledge and classroom activities is of great significance role of English teacher. 77.5% of the sample individuals agree about item (10) understanding and using the potential of education technology. In item (11), the teachers' opinion about managing and controlling classroom activities as a crucial role, about 92% of the respondents accepted the idea of the teacher's role as a manger of classroom activities. About 87.5% of the respondents believed that encouraging students to communicate in real life situations is a teacher major role. In item (13) about 77.5% of the sample individuals accepted the researchers attitudes about giving students freedom to become autonomous learners as a teacher role. About 75% of sample individuals agree about the acceptance and developing students' ideas and feelings. In the last item, the researcher investigates respondents' opinions about the idea of improving positive attitudes toward and interest in learning.

3.1 Findings

The findings of this study were in agreement with the findings concluded by previous studies in the field. The following findings were drawn from the analysis of data obtained through questionnaire about teachers' attitude about the changing roles of English teachers in classroom.

- Teacher's new innovative roles provide students with necessary skills to survive and thrive in society, long life learning and knowledge about the subject matter.
- Teacher's roles are not just to impart knowledge but also to establish principals that will breed, drive and set

technological innovation and electronic growth.

- Teachers of English as a foreign language must develop a variety of new roles in the classroom that appropriate to students' needs, interests and level.

Conclusion and Recommendations

In conclusion, according to new social changes and demands of English language teaching, teacher's roles have witnessed a great change. In the past, teachers used to be the major source of knowledge because their adoption of traditional roles such as class leader, director, lecturer, discussion leader, organizer, and classroom manager. Such traditional roles are not appropriate to the modern English classroom. Therefore, teachers should employ new innovative roles based on electronic learning and modern teaching techniques. These new

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roles are such as facilitator, in structural designer, collaborator, and subject specialist as well as a role model. Depending on the findings and conclusion of the study, the researcher thinks that the following recommendations are of essential significance to improve English teachers' roles in classroom.

1. Teachers may use various new functions and tasks relevant to the learners' needs, attitudes and interests.
2. Teachers of English as a foreign language must be more trained and better qualified to implement new approaches, techniques and teaching styles based on educational technology.
3. Teacher roles should be in harmony with the learners' roles to facilitate teaching.

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Appendix

1. Questionnaire:

These statements represent constructing views of the impact of traditional roles of the teacher via innovative ones in English classroom.

Dear English Language teachers (Secondary & Intermediate Schools)

In this study, the researcher hopes that you will participate with your opinions toward the Role of the Teacher in English classroom as a Foreign Language. TEFL

The researcher will gratefully appreciate your assistance by selecting the responses that best represent your opinions.

Make sure that all information is just needed for the sake of the investigations relevant to the study and it will be confidential to the researcher.

Name: (Optional)

.....

Gender: Male ()

Female ()

Qualifications:

.....

Nationality:

.....

Age:

.....

Years of experience:

.....

.....

Place of work:
.....
.....

For a teacher expected roles in classroom are to.....

Strongly Agree Agree Neutral
Disagree Strongly Disagree

For each statement, select the response that best represents your (Agreement or Disagreement).

SA A N D SD

Statement	SA	A	N	D	SD
1. understand and aware of his roles.					
2. emphasize values more than knowledge.					
3. use a variety of roles and functions.					
4. respond to students needs and interests.					
5. encourage expressions of feelings and emotions.					
6. make his goals clearly defined.					
7. create a responsive classroom environment.					
8. be compassionate, caring and loving.					
9. facilitate knowledge and classroom activities.					
10. use the benefits of potential of educational technology.					
11. manage and control classroom activities.					
12. encourage students to communicate in real life situations.					
13. Give students freedom to become autonomous learners.					
14. accept and develop students' ideas and feelings.					
15. improve positive attitudes toward and interest in learning.					

Statement	Strongly disagree			Disagree			Neutral			Agree			Strongly agree		
	q	Fre	Per	q	Fre	Per	q	Fre	Per	q	Fre	Per	q	Fre	Per
1. understand and aware of his roles.	0	0		0	0		2	5%		15	37.5%		23	57.5%	
2. emphasize values more than knowledge.	1	2.5%		0	0		5	12.5%		12	30%		22	55%	
3. use a variety of roles and															

functions.	1	2.5%	1	2.5%	0	0	10	25%	28	70%
4. appeal to students needs and interests.	0	0	1	2.5%	4	10%	15	37.5%	20	50%
5. encourage expressions of feelings and emotions.	1	2.5%	0	0	3	7.5%	14	35%	22	55%
6. make his goals clearly defined.	0	0	0	0	3	7.5%	7	17.5%	30	75%
7. create a responsive classroom environment.	2	5%	0	0	3	7.5%	12	30%	23	57.5%
8. be compassionate, caring and loving.	0	0	0	0	2	5%	7	17.5%	31	77.5
9. facilitate knowledge and classroom activities.	0	0	4	10%	5	12.5%	17	42.5%	14	35%
10. use the benefits of potential of education technology.	1	2.5%	3	7.5%	6	15%	13	32.5%	17	42.5%
11. manage and control classroom activities.	1	2.5%	0	0	2	5%	13	32.5%	24	60%
12. encourage students to communicate in real life situations.	2	5%	0	0	3	7.5%	19	47.5%	16	40%
13. Give students freedom to become autonomous learners.	0	0	1	2.5%	10	25%	20	50%	9	22.5%
14. accept and develop students' ideas and feelings.	4	10%	10	25%	9	22.5%	11	27.5%	6	15%
15. improve positive attitudes toward and interest in learning.	1	2.5%	0	0	3	7.5%	17	42.5%	19	47.5%

Statistical Procedures

Table (4.1): Shows the sample's attitudes and opinions about the traits and characteristics of the effective English foreign language teacher.