
Roles of Teachers in English Language Classrooms

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Abstract: This article is about the role and importance of teachers in English classes and the teacher should manage the classroom activities and students in different ways during the lesson. Therefore, the teacher should behave differently at different stages of the lesson.

Keywords: teaching, teachers, importance, classroom activities, English classes, lesson.

Teaching is arguably one of the most important careers in our society. In fact, so many other professions wouldn't exist without teachers - because we all have to learn from someone, right? The part of the instructor experiences essential changes with the conveyance of a second-language program. As the English classroom moves from teacher-centred to student-centred and from a language-based to a needs-based approach, the teacher's obligations moreover change. We are, in a large number of ways, performing actors of social parts, we have to be play diverse parts in several circumstances as per the request and obligation we bear inside society. Therefore we should attendable 'role of teacher in English language classrooms'. So the most striking question in this regard is, what are teacher roles?' A good teacher can make a big difference in a student's life. During a lesson the teacher needs to manage the activities and the learners in the classroom in different ways. This means he or she needs to behave in different ways at different stages of the lesson. These different kinds of behaviour are called 'teacher roles'. Indeed in circumstances where instructors have essential duty for how they educate, they may accept exceptionally diverse parts inside their claim classrooms. Behind our desires of part behavior there lies a set of states of mind and convictions around the parts in address within the English dialect classroom. Instructing and learning are basically social exercises, inferring part relationship between instructor and learner, learners and learners. These connections are set up, kept up and assessed intensive communication. We discover exceptionally direct impression of teacher's behavior on understudies. Girard opines that the important part of the teacher's job is to motivate learners. In more recent 'learner- centered' approaches to language teaching, however, the teacher's function is seen mainly as a provider of materials and conditions for learning'. Several roles are assumed for teachers in communicative language teaching. Breen and Candlin mention: The teacher has two main roles: The first role is to facilitate communication process between all participants in the classroom and. The second role is to act as an independent participant within learning teaching group. These parts suggest a set of auxiliary parts for the instructor, to begin with, as an organizer of assets and as a asset himself, moment as a direct with within the classroom strategies and exercises. A third role is that of researcher and learner. Supporting Breen and Candlin, Richards and Rodgers expect a few other parts such as needs investigator, counselor and bunch handle director for a instructor in communicative dialect educating. Within the same way, prioritizing the communicative aim in English dialect educating, approximately the part of educator, Freebairn sees that "the show wave of communication materials makes unused requests of the teacher's part within the classroom. Presently, a instructor has not as it were to act as an educators but too as a counselor, director

and observer". Besides, she claims that unused improvements in instructive innovation are displaying instructors with exciting unused challenges to meet and aptitudes to memorize. Similarly, Cranmer points out the roles of the teacher as Motivator, Informant, Conductor, Diagnoser, Corrector in addition to 'getter- through-of syllabus' we should aim to fulfill in the oral lesson English language classroom. 'The teacher's role in the oral lesson – Brain Pattern' has been presented in the diagram below: In the same book, Read presents different roles of the teacher in 3ps stage, i.e. "informant under presentation, conductor, and corrector under practice and monitor, advisor, encourager, mistake- hearer and consultant under production stage" [5.p.17].

According to him, role of the teacher varies according to the activities involved. Following Wright, essentially, teachers have the following two major roles in the English language classroom:

1. To create the conditions under which learning can take place: the social side of teaching.
2. To impart, by a variety of means, knowledge to their learners: the task- oriented side of teaching. The first one is termed as 'enabling' or management function and the second the instructional function [7.p.51-52].

The teacher will continue to serve as a language model for the students. Whereas remaining the individual with whom the understudies will communicate most frequently, one of the most capacities of the educator will presently be to find or design ways to empower understudies to communicate meaningfully with each other. Rather than effectively coordinating and controlling all exercises the educator will aim to set up conditions for important hone and after that take on the part of a asset individual.

If we look at Wright's research Wright mentions the following reasons for making a focus on teacher and learner roles a central issue in teacher education:

1. The importance of teacher and learner roles in an understanding of language teaching has recently been highlighted in several important studies. Richards and Rodgers, for example, in an analysis of language Instructor Manager Resource Guide Evaluator Organizer teaching approaches and methods, discuss the role relationships implicit in different approaches to language teaching.
2. The teacher- learner role relationship lies at the very heart of the classroom process. The language classroom is a social setting with its own conventions, norms, and behaviours. It is an essentially human institution with all the positive and problematical characteristics of such an institution.
3. Questions raised by an exploration of teacher and learner roles have an implicit appeal to the concerns of new entrants to the profession.

An understanding of parts as well intercedes between speculation and sharpen since it centers on the people most actually included inside the deciphering of speculation into sharpen who are able to test and alter theory through hone and who are inside the invaluable position of being able to decide theory from sharpen- educates. Additionally, Tudor shows two fundamental parts which instructors perform in most conventional modes of instructing. "The to begin with is that of knower. The moment part is that of action organizer". Both of these parts will continue in learner- centered approach, but educator will ought to accept a encourage part that of learning counselor". Compelling instructing requires cautious and intelligent thought of what a instructor is doing and the impacts of his or her activity on students' social and scholarly learning. Arends points out the following attributes of effective teachers: a) Effective teachers have personal qualities and positive dispositions toward knowledge. b) Effective teachers command a repertoire of teaching practices. c) Effective teachers are personally disposed towards reflection and problem solving. Spratt, Pulverness

and Williams view that every teacher changes roles during a lesson. These parts will be suitable to the sort of lesson, exercises, lesson points and the level and age of the learner. They display the taking after parts instructor regularly employments within the English dialect classroom. They are: Organizer, Source, Chief, Screen, Involver, Parent/Friend, Diagnostician and Asses. They advance contend that there are certain parts that we ordinarily utilize at certain stages of the lesson, i.e., for case, we are 'planners' some time recently the lesson, may be 'monitors' amid bunches work and pair-work exercises and 'diagnosticians and evaluator' after the lesson.

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

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