

Teachers' Roles on English Language Teaching for Promoting Learner-Centered Language Learning: A Theoretical Review

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ABSTRACT

Keywords: teachers' roles, student-centered, learner-centered, language learning, language teaching

Both students' language learning and teachers' language teaching are interconnected components of the language-learning process, and they rely on each other to create an effective language-learning environment. This research article investigates the teachers' roles in language teaching to promote the students' learner-centered language learning. The method applied in this paper was a library research study where theories were summarized and synthesized from academic sources to provide the answers to the research problems. The instruments used in this study were journal articles, conference proceedings, books, and book sections in the field of language teaching and learning. The results indicated that English teachers, assuming diverse roles including controllers, assessors, managers, and facilitators, collectively contribute to shaping a dynamic and student-focused language learning environment, fostering autonomy, motivation, and self-directed learning throughout students' language acquisition journey. The findings can enhance the quality of teachers' teaching process by prioritizing students' needs, interests, and life-long learning.

Introduction

The growing global importance of English as a world language has significantly influenced English classrooms and their participants (Ly, 2022). The teaching of English has undergone considerable transformations in recent decades, paralleling shifts in students' profiles. With many students now initiating their foreign language learning journey in primary school, educators must demonstrate flexibility to facilitate effective learning. In this evolving scenario, English teachers not only impart knowledge about the language itself but also emphasize practical usage, placing a particular emphasis on fostering strong communication skills. This shift reflects the broader significance of English, necessitating a dynamic and adaptable approach to meet the evolving needs of students in today's educational environment.

Individual students exhibit varying aptitudes when acquiring a second language, with some

easily embracing it, while others encounter challenges that may lead to demotivation and declining interest. This poses the crucial question of what measures English teachers should undertake to ensure successful student learning. In the contemporary educational landscape, teachers are tasked not only with the responsibility of imparting knowledge but also with the creation of an environment conducive to effective learning. Recognizing and addressing the diverse learning capacities of students, English teachers play a pivotal role in fostering an atmosphere that supports and motivates learners, contributing to a more successful language acquisition experience (Brown & Lee, 2015).

The roles and responsibilities of an English teacher within the classroom are integral for fostering optimal learning growth. Various teaching styles and objectives may operate uniquely, yet collectively, they play crucial roles in aiding students in learning and advancing their language skills. This necessity to perform diverse roles within the classroom is essential for achieving the most effective learning development. Each role possesses distinct characteristics, operates in a unique manner, and serves varied educational aims. In combination, these roles contribute to the comprehensive and multifaceted approach required for creating an environment conducive to the best possible learning outcomes (Harmer, 2015).

The objective of this paper is to define the responsibilities of educators in the field of language teaching. The teacher's role will be clarified by drawing insights from various sources, each of which will be explained methodically. The aspiration is that this paper serves as a valuable resource for individuals engaged in the field of education, providing insights that enhance our understanding of the genuine responsibilities associated with language teaching.

Literature Review

Definitions of the concept 'teacher role'

Whether we are conscious of it or not, we routinely assume different roles in various daily situations, each accompanied by its set of expectations. Consequently, individuals have the capacity to engage in an assembly of roles, and teachers are no exceptions. As stated by Nunan (1989), the term 'role' relates to the expected functions that learners and educators are assigned during the implementation of learning activities, encompassing both the performance of tasks and the social and interpersonal relationships among the participants. Specifically, Richards (2015) highlights that the roles of teachers are connected to several aspects: the functions they are anticipated to perform, the extent of control they have over the learning process, and the level of responsibility they bear for the content.

The characterization of the teacher's role in the domain of English Language Teaching (ELT) is a complex and continually evolving concept that mirrors the dynamic aspects of language education. In shaping the language learning experience for students, educators hold a central position, impacting not solely the acquisition of linguistic proficiency but also cultivating a favorable and encouraging learning atmosphere (Gao, 2021; Umar, 2021; Hennebry-Leung & Xiao, 2023).

English language teaching can be defined "as the teaching activity that is doing by an English

teacher” (Ishak & Nahdhiyah, 2020, p. 83). Within the realm of ELT, the teacher's role covers a diverse set of responsibilities. As asserted by Sistyawan *et al.* (2022), teachers are not purely conveyors of information; they are facilitators who guide students through the language learning process. This involves not only delivering lessons but also engaging in interactive and student-centered teaching methodologies (Emiliasari, Prasetyo, & Syarifah, 2019; Almubarakah & Arifani, 2021; Sadaghian & Marandi, 2021). In addition, the evolving nature of technology in education has also redefined the teacher's role. Digital tools and online platforms have become integral in ELT, transforming the traditional teaching paradigm (Jones & Lee, 2020). Teachers now assume the role of digital facilitators, integrating technology to enhance language learning experiences.

The significance of assessment in the teacher's role cannot be overstated. Weideman (2019) argue that language teachers are not only evaluators of language proficiency but also designers of assessments that align with communicative language teaching principles. This underscores the holistic nature of the teacher's role in shaping the language curriculum. Moreover, the teacher's role extends beyond the classroom, as emphasized by Leotta (2021), who highlights the importance of teachers as cultural mediators. In a globalized world, ELT teachers play a crucial role in acquainting learners with diverse cultural distinctions, thereby fostering the cultivation of intercultural competence.

The definition of the teacher role in ELT is complicated, encompassing aspects of facilitation, cultural mediation, technology integration, and assessment design. A systematic comprehension of the teacher's role is essential for the ongoing improvement of language education (Kumbakonam & Archana, 2017; Naibaho, 2019; Umar, 2021).

Learner-centered language learning

Learner-centered language learning has emerged as a prominent pedagogical approach in the field of second language acquisition, emphasizing learners' dynamic engagement and autonomy throughout the language learning journey (Boyadzhieva, 2016). This paradigm shift from teacher-centered to learner-centered methodologies aligns with contemporary educational theories, fostering a more personalized and effective language learning experience (Amponsah, 2015; Gulnaz, Alfaqih, & Mashhour, 2015; Banavath & Reddy, 2023). Researchers suggest that learner-centered language learning is helpful in enhancing learners' motivation, self-efficacy, and overall language proficiency (Kassem, 2018; Nguyen, 2022; Afshar & Jamshidi, 2022).

One key aspect of learner-centered language learning is the integration of learner autonomy, allowing individuals to take ownership of their learning journey and tailor it to their specific needs and preferences (Begum, 2018). This is consistent with Vygotsky's socio-cultural theory, which emphasizes the importance of learner agency and collaboration in the learning process (Pathan *et al.*, 2018). Furthermore, learner-centered language learning is closely linked to constructivist principles, wherein learners actively construct knowledge through meaningful interactions and experiences (Ardiansyah & Ujihanti, 2017).

Learner-centered language learning represents a pedagogical pattern that places learners at the forefront of the language acquisition process (Jaiswal, 2019). The integration of learner autonomy, constructivist principles, technology, and collaborative learning underscores its

relevance in contemporary language education (Boyadzhieva, 2016; Ardiansyah & Ujihanti, 2017; Zeng, 2020; Zhou, Chen, & Chen, 2019). Ongoing research and practical applications are essential for refining and implementing learner-centered language learning approaches that cater to the diverse needs of language learners.

The influence of technology on teachers' roles and learner-centered language learning

Technology has profoundly transformed the roles of ELT teachers and promoting learner-centered language learning. Traditional teaching methods often centered around the teacher as the primary source of knowledge, but technology has shifted this dynamic (Harris, Mishra, & Koehler, 2009; Ertmer & Ottenbreit-Leftwich, 2010). Teachers now serve as facilitators, guiding students through interactive and personalized digital resources (Cattaneo, Bonini, & Rauseo, 2021; Kumar & Mamgain, 2023). The integration of technology has empowered learners to take more ownership of their language acquisition, fostering autonomy and personalized learning paths (Nguyen, 2021; Trinh, 2023; Mhlongo *et al.*, 2023).

Incorporating technology into learner-centered language learning has garnered significant attention, as it provides learners with diverse resources and opportunities for authentic language use (Doan, 2023). Online platforms, mobile applications, and virtual reality tools offer avenues for immersive and contextually rich language learning experiences (Ahmadi, 2018; Ibrahimi, Yunus, & Sulaiman, 2023). Research suggests that technology-enhanced learner-centered language learning can positively impact learners' linguistic and cultural competencies (Hameed, 2020; Vellanki & Bandu, 2021; Zainuddin, 2023).

Previous studies regarding various roles of ELT teachers

In the study of Kumbakonam and Archana (2017), the authors discussed five major roles of an ELT teacher involving of learner, facilitator, assessor, manager, and evaluator. In addition to those, Naibaho (2019) added more teacher's roles including controller, organizer, prompter, participant, resource, tutor, observer, and performer. Both studies concluded that teachers play a vital role in ensuring successful learning aligned with objectives and fulfilling recommended roles during teaching is crucial for classroom success. As a result, through diverse responsibilities, teachers become typical guides, contributing significantly to shaping students' futures (Basalama & Machmud, 2018).

ELT teachers face potential barriers in adopting diverse roles within the classroom. As controllers and organizers, they may encounter resistance to relinquishing traditional power dynamics, hindering the shift towards student-centered approaches (Keiler, 2018). Time constraints and resource limitations can impede effective organization, impacting the continuous implementation of well-planned lessons (Harmer, 2015). The prompter's role introduces challenges in striking the right balance between guidance and autonomy, particularly when catering to a variety of learning styles and abilities (Kuswanto & Anwar, 2017).

Becoming a participant and resource provider demands flexibility in instructional methods and materials (Annisa, Saragih, & Bancin, 2021). Teachers may struggle to transition from the comfort of a directive approach to a more collaborative role, and resource constraints can limit their ability to tailor materials to diverse student needs (Brown & Lee, 2015). Simultaneously, taking on the roles of tutor, observer, and performer requires dedicated time for individualized

support, self-reflection, and professional development (Naibaho, 2019). Overloaded schedules and limited institutional support can hinder these roles, preventing teachers from fulfilling their potential as mentors, reflective practitioners, and dynamic contributors to the learning environment (Ur, 2012). In navigating these barriers, ELT teachers must continually seek opportunities for professional growth and advocate for supportive educational environments.

Previous studies regarding the relationship between teachers' roles and learner-centered learning

According to Keiler (2018), teachers play a pivotal role in shaping the learning experiences of students, with their instructional strategies and approaches significantly influencing the degree of learner-centeredness within a classroom. Learner-centered learning is characterized by its emphasis on active student participation and engagement (Tzenios, 2022). Teachers who adopt facilitative roles rather than traditional authoritative roles have been shown to contribute positively to the establishment of learner-centered environments (Darsih, 2018). In a study conducted by Singh and Singh (2021), it was found that teachers who empower students to take ownership of their learning foster a sense of autonomy and intrinsic motivation.

Furthermore, the importance of teacher-student relationships in learner-centered learning cannot be overstated. According to Rasuli *et al.* (2023), positive teacher-student relationships contribute to a supportive learning atmosphere, enhancing students' confidence and willingness to engage actively in the learning process. This sentiment is echoed by To (2021), who emphasizes the role of teacher encouragement and feedback in promoting a learner-centric classroom culture.

In terms of instructional strategies, recent research by Olugbenga (2021) underscores the significance of varied and interactive teaching methods in learner-centered approaches. Teachers who integrate technology, collaborative projects, and experiential learning activities contribute to a more dynamic and student-focused educational environment (Ahmadi, 2018; Hameed, 2020; Philominraj *et al.*, 2020). Moreover, studies of Kusumoto (2018) and Ali (2019) have highlighted the impact of teacher modeling and demonstration in facilitating a learner-centered approach, encouraging students to apply critical thinking and problem-solving skills.

Research Questions

As evidenced by the diverse research cited, teachers hold the key to creating environments that empower students to become active, engaged learners. In line with the study's objectives, the theoretical review aimed to address the specified research questions:

1. What are the various roles of teachers in English language teaching within student-centered learning?
2. How do the English teachers' roles influence the learner-centered language learning of the learners?

Methods

Design of the Study

The research employed a thoughtful methodology based on scholarly inquiry, specifically adopting a library-based research approach. This method involved an extensive review of diverse theoretical frameworks related to the subject matters under investigation, thereby contributing comprehensive insights to address the research problems.

Participants

Unlike empirical studies, theoretical reviews focus on aggregating and interpreting existing knowledge to develop a cohesive theoretical framework, offering valuable insights and advancing understanding in the chosen field (Cohen, Manion, & Morrison, 2018). As a result, human participants were not applicable in this theoretical review paper.

Research materials

In this literature research, the research materials predominantly comprised scholarly articles, books, reports, and other academic publications relevant to the chosen topic. These materials were chosen for analysis and evaluation due to several following reasons (Cohen, Manion, & Morrison, 2018; Creswell & Guetterman, 2019; Snyder, 2019):

- **Relevance:** The selected materials directly addressed the research topic or provided insights into related concepts, theories, or methodologies.
- **Credibility:** The reliability of the authors and publishers lent credibility to the research materials, ensuring authority and trustworthiness of the information presented.
- **Recency:** Preference was given to recent publications to ensure the incorporation of the latest findings, developments, and perspectives in the field.
- **Diversity:** A range of perceptions and approaches represented in the research materials enriched the analysis, offering a comprehensive understanding of the topic.

Data collection procedure

The data collection procedure for this theoretical review paper involved systematically gathering and analyzing existing literature relevant to the chosen research topic. This process entailed comprehensive literature searches, critical evaluation of scholarly articles, and synthesis of key concepts and findings.

Data analysis

The data analysis methodology employed was synthesized in the principles of descriptive qualitative analysis, ensuring an extensive interpretation of the gathered information. This approach facilitated a systematic exploration and clarification of the complicated aspects of the research domain, affording a strong foundation for scholarly discussion and academic contribution.

Findings

Key roles of teachers in English language teaching

In an English classroom, a teacher takes on various roles with distinct objectives. The roles and duties of an English teacher within the classroom are crucial for fostering the most favorable and desirable learning progress. While teaching styles and goals may vary, each serves a significant purpose in aiding students' learning and the enhancement of their language skills.

Teacher as Controller

The dominant belief of the teacher's role often centers around that of a fully organized classroom controller, where the teacher assumes responsibility for arranging all aspects of the learning environment. This role involves maintaining control over classroom activities, providing instructions, organizing exercises, reading aloud, and demonstrating high-quality performance to students (Obilișteanu & Niculescu, 2015).

Educators who view their primary duty as knowledge transfer may find comfort in this role, drawing inspiration from fascinating instructors in their past (Naibaho, 2019). However, not all teachers possess the capacity to inspire students. The controller role is evident during specific instances such as making announcements, clarifying concepts, or leading question-and-answer sessions, particularly in language learning contexts (Durán & García, 2021). Additionally, there is acknowledgment that certain situations, like taking attendance or providing instructions, necessitate a controller's role. While this role serves organizational and informational purposes, the danger lies in limiting teachers to this singular function, as whole-class teaching offers advantages, but it should not be the exclusive role embraced in the diverse landscape of effective teaching (Harmer, 2015).

Teacher as Assessor

In ELT classrooms, teachers play a pivotal role as assessors, responsible for evaluating students through correction and feedback, both formally and informally. This evaluative process, occurring during lessons via graded tests or quick quizzes, is essential for understanding students' present achievements and charting a course for future learning (Ur, 2012). Assessing students is not only a tool for extracting knowledge but a crucial aspect of refining language skills. Teachers must ensure the accuracy and benefits of the assessment methods, including verbal feedback, quizzes, and assigned tasks (Rea-Dickins, 2004). This process informs not only immediate corrections but also guides future teaching techniques, contributing to students' language mastery (Weideman, 2019).

Students, relying on teachers as assessors, expect indications of correctness in language usage and feedback on their performance. Clear communication of assessment criteria is emphasized, guiding students on what aspects to focus on, such as correct speech and grammar during conversational exercises (Alharbi & Surur, 2019). Additionally, students need to understand the purpose and fairness of assessments, as objective evaluation fosters constant interest in language learning. The teacher's role as an assessor, involving feedback, correction, and diverse assessment techniques, thus shapes a dynamic and constructive ELT environment (Mentz & Lubbe, 2021).

Teacher as Manager

The role of an ELT teacher extends beyond lesson planning and teaching techniques; it consists of crucial responsibilities as a classroom manager. Classroom management involves various tasks, including bringing the class together at the beginning of a lesson, organizing group activities, and ensuring individual participation (Ur, 2012). As a manager, the teacher plays a significant and imperative role in maintaining order and fostering a conducive learning environment.

A teacher's role as a manager is complex and essential for successful teaching and learning. Beyond following time constraints, the teacher must expertly handle the diverse academic and interpersonal aspects of the classroom (Miller, Summers, & Miller, 2012). This requires employing various teaching techniques and practical approaches. Proficient classroom management, such as managing class timings effectively, becomes a pathway to the success of teaching and learning methods, displaying the teacher's indispensable role in creating a beneficial environment for students' academic and personal growth (Kumbakonam & Archana, 2017).

Teacher as Resource and Tutor

ELT teachers assume a dual role as both valuable resources and tutors for their students. As resources, teachers engage students through conversation, furnish English language materials, and provide additional information to address students' needs. This includes being a spoken language resource, facilitating communication and language development. Furthermore, teachers act as tutors, offering personalized guidance to students facing challenges in expressing themselves verbally or in writing. This tutoring role extends to one-to-one teaching situations, and even in larger classes, teachers allocate focused attention to individuals or small groups, enhancing the learning experience and contributing to students' language proficiency (Harmer, 2015).

During writing sessions or presentation preparations, the teacher's primary function may not be to control or instruct. Instead, students may seek the teacher as a source of information, asking about expressions, word meanings, or gathering information for assigned tasks. On these occasions, the teacher's readiness to provide information and maintain a supportive role is crucial, fostering a sense of trust and meeting students' informational needs in the learning process (Naibaho, 2019).

Teacher as Participant

In enhancing the efficacy of ELT, teachers sometimes need to engage with students as participants rather than organizers. This approach not only affords students the opportunity to communicate with someone possessing advanced proficiency in the target language but also provides teachers with valuable insights into students' English language learning progress (Annisa, Saragih, & Bancin, 2021). Acting as participants allows teachers to more equally connect with students, fostering a dynamic exchange of ideas that contributes to a lively learning atmosphere.

However, while the role of the ELT teacher as a participant can stimulate discussions and make

the learning experience more enjoyable, there are potential drawbacks. Teachers must ensure the balance between active participation and unintentionally dominating the discussion. Successful execution of this role requires a high level of sensitivity and skill, as teachers must avoid overwhelming students while still contributing to a lively and engaging English learning experience (Brown & Lee, 2015).

Teacher as Investigator and Monitor

The ELT teacher assumes the critical role of an investigator, a dimension of their responsibilities that extends beyond their observable behavior in the classroom. This investigative role is driven by a commitment to enhancing teaching strategies through a systematic examination of the teaching process and a keen focus on classroom dynamics (Pianta & Hamre, 2009). This role as an investigator emphasizes the teacher's proactive attitude in continuously seeking ways to optimize the educational experience .

Within the variety of roles carried by ELT teachers, that of a monitor and evidence gatherer emerges as integral to effective teaching. During communicative tasks, teachers attentively observe classroom activities, not only to ensure students follow assigned tasks but also to collect valuable information about their verbal interactions (Annisa, Saragih, & Bancin, 2021). This monitoring function serves as a foundation for informed decision-making, enabling teachers to measure the appropriate level of feedback required.

Teacher as Role Model

Beyond imparting language skills, ELT teachers serve as crucial role models for students. The influence of a teacher is not confined to the classroom but vibrates throughout a student's life. As students observe and emulate their teachers, valuable traits such as honesty, affection, and fairness are instilled (Fithriani *et al.*, 2021). Moreover, teachers act as linguistic prototypes, embodying the ideal English speaker during lessons. Students absorb not only language skills but also linguistic nuances, accent, and writing styles directly from their teachers (Hidayat, Fadhillah, & Septiawan, 2022). This modeling process is an integral part of language acquisition, emphasizing the importance of teachers embracing their role as influential figures in students' academic and personal journeys.

In reality, the ELT teacher's responsibility includes being a role model both inside and outside the classroom. Beyond task demonstration and modeling within academic contexts, teachers play a pivotal role in shaping students' character and language proficiency. The impact extends beyond immediate learning, contributing to the enduring development of students throughout their lives (Basalama & Machmud, 2018).

Teacher as Prompter and Editor

According to Harmer (2015), teachers in the field of ELT often play dual roles as prompters and editors. As prompters, they motivate students to persevere, offering guidance on the next steps in their language learning journey. Conversely, in the role of editor, teachers provide feedback on student writing or presentations, emphasizing improvement rather than mere correction. This feedback aims to enhance language skills, encouraging students to write and speak more effectively.

The nature of this guidance is distinct from traditional correction; it focuses on making constructive suggestions to aid improvement. Additionally, the teacher's feedback is crucial in the learning process, involving a delicate balance of corrective feedback, approval, and confirmation (Ur, 2012). Understanding what students are doing well, identifying areas for improvement, and providing guidance on enhancement are essential components of the ELT teacher's role in fostering language development.

Teacher as Instructor and Activator

Ur (2012) states that the role of an ELT teacher incorporates both instructive and activating functions. In the instructional aspect, the teacher, alongside teaching materials, imparts knowledge about language components such as sounds, letters, words, grammar, and communicative application. Crucial teaching skills involve offering appropriate language examples and delivering clear explanations.

However, the teacher's role extends further from instruction; it involves activating students in language use. Facilitating student engagement is pivotal for language acquisition, and this does not solely entail speaking or writing but may encompass listening or reading. To achieve this, the teacher must design tasks that prompt students to actively interact with language forms, meanings, and usages, thereby fostering a comprehensive language learning experience (Brown & Lee, 2015).

Teacher as Supporter and Facilitator

The role of an ELT teacher is crucial because they serve not only as educators but also as supporters and facilitators in students' development. It is imperative for students to feel a genuine concern from their teachers. As facilitators, teachers guide and support students in self-exploration and learning by creating an optimal learning environment that mirrors students' societal, intellectual, and linguistic experiences (Kumbakonam & Archana, 2017). The teacher, in the role of a facilitator, lays a solid foundation for students' personal growth. Additionally, the teacher plays a vital role in encouraging learners, aiding their comprehension as well as suggesting effective learning strategies. This not only enhances learning and motivation but also fosters independence, enabling students to continue progressing beyond the confines of the classroom (Ur, 2012).

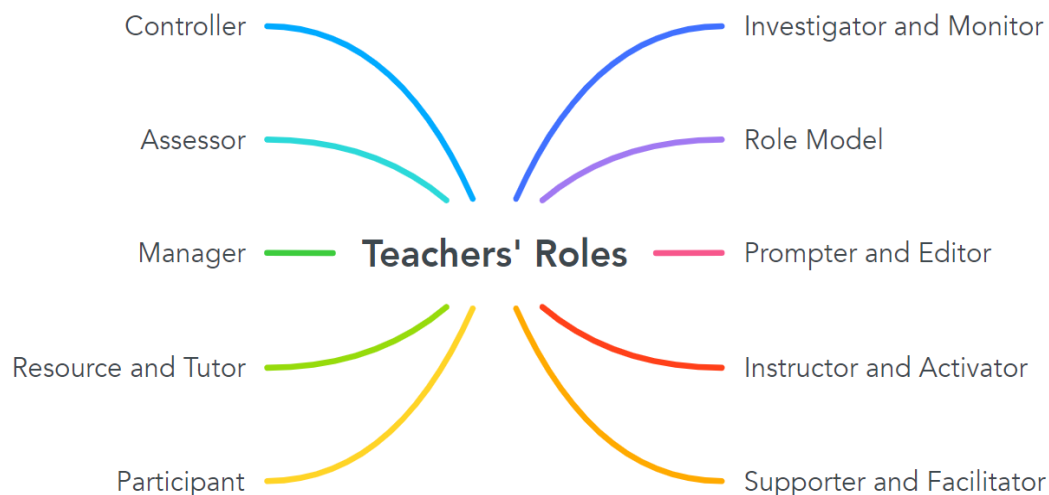


Figure 1. Different roles of teachers in English language teaching

The influence of English teachers' roles on learner-centered learning

English teachers play diverse and interconnected roles that significantly impact students' learner-centered language learning. These roles consist of being controllers, assessors, managers, resources, tutors, participants, investigators, role models, prompters, editors, instructors, activators, supporters, and facilitators. Each role contributes uniquely to shaping a dynamic and student-centric language learning environment.

On the one hand, the role of a controller can hinder learner-centered language learning if it is taken to an extreme. Excessive control may limit students' autonomy and initiative, impeding the development of self-directed language acquisition (Obilișteanu & Niculescu, 2015; Naibaho, 2019). Rigid control can restrict opportunities for students to make choices, engage collaboratively, and take ownership of their learning process, hindering the creation of a dynamic and interactive classroom environment (Harmer, 2015; Durán & García, 2021).

On the other hand, several roles of English teachers positively influence learner-centered language learning. The assessor's role fosters a dynamic and responsive environment by providing personalized feedback, correction, and guidance (Rea-Dickins, 2004; Ur, 2012). This approach empowers students to actively engage in their language acquisition, promoting autonomy and self-directed learning (Weideman, 2019; Mentz & Lubbe, 2021). The roles of classroom manager, resource provider, and tutor contribute to learner-centeredness by establishing a structured and supportive environment, offering tools and materials for autonomous exploration, and providing personalized assistance tailored to individual needs (Miller, Summers, & Miller, 2012; Kumbakonam & Archana, 2017).

In addition, the teacher's role as a participant enhances learner-centered language learning by fostering interactive and dynamic educational environments. Active participation in discussions alongside students models language use, encouraging active participation and ownership of learning (Brown & Lee, 2015; Annisa, Saragih, & Bancin, 2021). The investigator's role, through meticulous observation and adaptation of teaching methods, promotes autonomy and

active student involvement in shaping their language learning journey (Pianta & Hamre, 2009; Annisa, Saragih, & Bancin, 2021).

Furthermore, the role of a role model also has positive effects on the learner-centered language learning by shaping linguistic skills, attitudes, behaviors, and overall language acquisition approaches. Through authentic demonstrations of effective communication strategies, language usage, and cultural nuances, teachers inspire students to explore language independently (Basalama & Machmud, 2018; Fithriani *et al.*, 2021; Hidayat, Fadhillah, & Septiawan, 2022). The dual roles of a prompter and editor encourage independent thinking, active engagement with language, and reflective practices, promoting a learner-centered paradigm where students drive their own progress (Ur, 2012; Harmer, 2015).

Moreover, the dual roles of an instructor and activator positively impact learner-centered language learning by imparting foundational knowledge and prompting active engagement with language components. This structured foundation, coupled with interactive tasks, fosters autonomy, critical thinking, and a deeper understanding of the language within a student-centric learning environment (Ur, 2012; Brown & Lee, 2015).

The roles of supporter and facilitator also contribute to shaping a learner-centered language learning environment by establishing a foundation of trust and care, fostering a positive atmosphere, and guiding students in self-exploration and autonomous learning. The provision of effective learning strategies and resources enhances students' motivation and self-directed learning skills, contributing to a dynamic and learner-centric language learning experience (Ur, 2012; Kumbakonam & Archana, 2017).

Discussion

The research questions have been addressed through the data obtained from the above findings. In relation to the first research question, 14 major roles of teachers in English classes have been found. These roles include controllers, assessors, managers, resources, tutors, participants, investigators, role models, prompters, editors, instructors, activators, supporters, and facilitators. Seven out of these 14 functions of ELT teachers are mentioned in the study of Ur (2012), which are instructor, activator, model, provider of feedback, supporter, assessor, manager, and motivator. Besides, Harmer (2015) adds some more roles teachers play in English classrooms, which are controller, monitor and evidence gatherer, prompter and editor, resource and tutor, and organizer/task-settler. These functions of teachers have also been synthesized in the findings of this paper.

In student-centered learning environments, teachers in English language teaching take on complicated roles that extend beyond traditional lecture-based approaches. Firstly, teachers become facilitators who guide students through their language learning journey, encouraging active participation and critical thinking. Instead of being the sole source of knowledge, they create opportunities for collaborative learning, allowing students to engage in meaningful discussions and problem-solving activities. This approach not only enhances language skills but also fosters independent thinking and communication abilities (Osmani, 2019; Kim, Raza, & Seidman, 2019; Cosgun & Atay, 2021).

Furthermore, teachers in student-centered English language classrooms act as mentors and motivators. They understand the diverse learning styles and preferences of their students, tailoring instruction to accommodate individual needs. Through personalized feedback and constructive guidance, teachers inspire a sense of confidence and self-efficacy among learners. This supportive role helps cultivate a positive learning environment where students are encouraged to take risks, make mistakes, and learn from them (Anwar & Ijje, 2023). Ultimately, in student-centered English language teaching, teachers play pivotal roles as facilitators, mentors, and motivators, contributing to the holistic development of language skills and fostering a lifelong fancy of learning (Zahroh *et al.*, 2023).

Regarding the second question, English teachers' diverse roles significantly shape and enhance learner-centered language learning experiences. These outcomes share the same findings in other studies of Kumbakonam and Archana (2017) and Naibaho (2019). Sharing similar results, all findings emphasize the evolving role of teachers in education, focusing on understanding students' perspectives, facilitating learning as self-exploration, creating conducive learning environments, managing classes efficiently, and conducting fair evaluations to foster student growth based on strengths rather than weaknesses.

In terms of the English teacher's function as a controller, the discoveries of this research show that it has both positive and negative implications in learner-centered language learning. On the positive side, providing clear structure and guidance can offer a sense of security and direction, especially for beginners (Obilișteanu & Niculescu, 2015; Durán & García, 2021). Teachers, acting as controllers, can ensure that learners understand fundamental language concepts. However, there's a potential downside if excessive control stifles student creativity and autonomy. Over-reliance on the teacher's guidance may inhibit critical thinking and independent problem-solving skills in learners (Harmer, 2015). Striking a balance between control and learner autonomy is crucial to maximize the benefits of both structured instruction and student-centered exploration.

Among other functions of teachers in English classrooms, the role of a facilitator is remarkably pivotal, as it encourages students to actively participate in their learning journey. By creating an environment where students take the lead, teachers empower them to explore language concepts, collaborate with peers, and develop critical thinking skills (Ur, 2012; Kumbakonam & Archana, 2017). This learner-centered approach ensures that education is not a passive reception of information but an interactive process where students actively construct their understanding of the English language.

Additionally, the mentorship aspect of a teacher's role greatly influences learner-centered language learning. Teachers act as guides, offering personalized feedback, addressing individual strengths and weaknesses, and tailoring instruction to meet specific learner needs. This one-on-one support creates a more student-centric environment, fostering a sense of trust and connection (Brown & Lee, 2015; Naibaho, 2019). Furthermore, the teacher's motivational role is crucial in sustaining learner engagement. By inspiring a passion for language learning, setting achievable goals, and celebrating milestones, teachers contribute to a positive and learner-centered atmosphere, motivating students to take ownership of their linguistic development. In essence, the various roles of English teachers contribute synergistically to the

creation of an effective and student-centered language learning environment.

In short, English teachers' diverse roles significantly influence students' learner-centered language learning. While the role of a controller may have a negative impact if taken to extremes, the positive influences from roles such as assessor, classroom manager, resource provider, tutor, participant, investigator, role model, prompter, editor, instructor, activator, supporter, and facilitator collectively contribute to creating a dynamic, responsive, and student-centered language learning environment. These roles empower students to actively participate in their linguistic development, fostering autonomy, motivation, and self-directed learning throughout their language learning journey.

Conclusion

This paper aimed to delineate educators' responsibilities in language teaching, clarifying the teacher's role through insights from diverse sources. The research employed a meticulous library-based approach, reviewing theoretical frameworks relevant to the study's themes. Primary tools included scholarly books and articles chosen to align with the study's focus. The data analysis followed principles of descriptive qualitative analysis, enabling a thorough interpretation of gathered information. This systematic exploration provided a solid foundation for scholarly discussion and academic contribution, addressing research problems comprehensively. The methodology involved thoughtful scholarly inquiry, contributing valuable insights to the field of language teaching.

English teachers fulfill a variety of roles crucial to students' learner-centered language learning, including controllers, assessors, managers, resources, tutors, participants, investigators, role models, prompters, editors, instructors, activators, supporters, and facilitators. These roles collectively shape a dynamic and student-centric language learning environment. While an excessive focus on the controller role may have negative consequences, the positive impact of roles like assessor, manager, resource provider, tutor, participant, investigator, role model, prompter, editor, instructor, activator, supporter, and facilitator is instrumental. These roles empower students, fostering autonomy, motivation, and self-directed learning in their language acquisition journey.

The results have the potential to improve the effectiveness of teachers' instructional methods by giving priority to the needs, interests, and lifelong learning of students. Nevertheless, some limitations of this study were unavoidable. Particularly, this research only briefly and theoretically examined how each role affects learner-centered language learning. In addition, the absence of specific statistical data comparing the impact of each role on the effectiveness of learner-centered English learning represented another shortcoming.

To address these limitations, future research is recommended to prioritize in-depth statistical analyses to provide a more detailed understanding of how individual teacher roles contribute to the specific characteristics of the learner-centered English learning process. This approach will enhance practical foundation of the study and pave the way for more comprehensive conclusions in this academic domain.

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Biodata

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