

THE IMPORTANT ROLES OF TEACHERS IN ENGLISH LANGUAGE TEACHING (ELT)

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Abstract: The aim of this research is to elaborate the roles of teachers in English language teaching (ELT). Starting from free trade, the increasing number of foreign companies established in Indonesia, so that the use of international languages such as English is very widespread. Of course, aspiring entrepreneurs and job seekers have to master English so they can keep up with the times in this globalization era. If you are still in school or college, then you have the opportunity to learn and master English. If you have graduated from school or college, you should be ready to enter the world of work with the English skills needed by your place of work. To acquire good communication skills or to excel in communication skills, one has to acquire expertise in all the four skills. They are *Listening, Speaking, Reading* and *Writing*. Before students are able to master these 4 skills, students have to develop interest towards the subject or language. This is where the important role of the teacher will appear.

Keywords: *ELT, four Skills, Importance Roles, English Teachers*

INTRODUCTION

Education is an important need for every human being. Where in the educational process there is leading turning between educators and pupils. Education is important in efforts of every human being to become a human person who are educated and have broad insight. Education forms the next generation to be ready to face change times that are growing rapidly. Being an educated person means following the process of intelligence and development of potential continuously and optimally.

Many problems which happen in our school today where students are as the victim because of this rushes, for example drugs, free sex, engage in a gang fight, murdering, abortion, etc. Further, the failure of the conditions above because the failure of communication. Communication is the basis for all human interaction, and in the communication there is a

process or activity that serves to connect senders and receivers of message through space and time.

Lessons learned during the current school disruption should drive educators / teachers to change their perspectives and practices. Reshaping schooling perspectives and practices should deliberate on the why, who, what and how of education.

Many of us are familiar with the roles of teachers and their influence on children's education but there are many other roles within education that impact on the schooling of hundreds of thousands of children. Teacher is a profession. Teacher is a professional position. The duties and responsibilities of teachers are basically to educate, who are required to be able to play their roles and functions in carrying out their teacher duties. (Rahman: 2014: 11). As an educator, the teacher must know that the

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professionalism of the teacher is not only in his ability to develop knowledge, but also on his ability to carry out interesting and meaningful learning for students.

The expertise of teachers is not going to be matched by parents, no matter how well-intentioned. Teachers are professional experts with motivational skills to engage reluctant learners, in individual, small group and whole class settings. Many parents will not have these attributes, nor will they have access to the student's peer group that is often leveraged by teachers. Similarly, school culture is characterized by routine for students (e.g. a specific time each day to start, take breaks, and complete certain activities). Unfortunately, there is a risk that student achievement gaps may widen during this period if home-based learning is poorly executed. Therefore, it is critical that both teachers and parents work together to implement practical and evidence-based solutions to the challenges posed by the COVID-19 pandemic.

Based on James Martin's opinion which is quoted by Ian Gilbert why humanity may be currently stalling down, especially in education the barrel of its own gun. Ian hits some of 9 total. (Ian Gilbert: 2011: 4-8):

1. Catastrophic global climate change

An easy one here, unless you are a member of the former Bush administration. Did you know, though, that Internet data centers are predicted to have a larger carbon footprint than aviation by 2020? Or that a city like London has an eco-footprint 12 times its surface area? Or that China has plans to build 400 cities the size of Bristol over the next ten to twenty years? And did you know that 0.2 percent of the oceans' energy could satisfy the entire world's demand for electric power?

2. Unstoppable pandemic of new infectious disease

We were worried about bird flu in Chinese swans but then we were caught out by swine flu in Mexican pigs. At the time of writing, they have just discovered two turkeys with the H1N1

virus in Chile. So, birds with swine flu! As William Karesh, vice-president of the Wildlife Conservation Society, who studies the spread of animal diseases, told the BBC, 'The only 4 Save the world constant is that the situation keeps changing'. So, watch this space and, in the meantime, carry on sneezing into your own armpit as per government instructions.

At the close of 2019, the WHO China Country Office was informed of a pneumonia of unknown cause, detected in the city of Wuhan in Hubei province, China. According to the authorities, some patients were operating dealers or vendors in the Huanan Seafood market.

Staying in close contact with national authorities, WHO began monitoring the situation and requested further information on the laboratory tests performed and the different diagnoses considered.

On 4 January 2020, WHO announced it would work across its 3 levels – country office, regional office and HQ – to track the situation and share details as they emerged. (<https://www.who.int/emergencies/diseases/novel-coronavirus-2019/events-as-they-happen>; accessed on February 11, 2021 at 09:07 am).

On 5 January 2020, WHO published its risk assessment and advice and reported on the status of patients and the public health response by national authorities to the cluster of pneumonia cases in Wuhan.

3. Destitute nations slipping into a deepening trap of extreme poverty

We live in one of the poorest nations in the world and it would appear we have two choices – sit on the beach in Hazarder whilst our family starves or grab a high-speed inflatable boat and a whole arsenal of firearms and go get yourself a supertanker and a yearly revenue of \$150 million.

4. Unstoppable global migrations of people

The key word here is 'unstoppable'. We're not talking about an influx of plumbers from the former Soviet bloc. According to UNHCR, the

UN's refugee agency, the number of uprooted people in June 2009 was standing at 42 million worldwide. And then there was the trouble in Sri Lanka, and the Swat Valley in Pakistan, and the floods in the Philippines, and the tsunami in the South Pacific Islands, and the earthquake in Indonesia.

5. Weapons of mass destruction becoming inexpensive

These are real WMDs, not pretend ones.

6. Growth of shanty-cities with extreme violence and poverty

Where do we start? Take Brazil. A recent study found that 5,000 people aged between 12 and 18 are killed in Brazil's cities and towns each year, most of whom are poor and uneducated black males.⁶ The forecast is that figure will stand at 33,000 by 2012. Or India.

7. Mass recruitment for suicide terrorism

From the book, *The Making of a Terrorist: Recruitment, Training, and Root Causes* by James J. F. Forest, a three-volume set with over 50 contributors from around the world:

"While conventional wisdom prior to 9/11 would have many of us believe that terrorists and potential terrorist recruits reside in some remote location, today it is much better understood that recruitment for terrorism can take place anywhere, from big cities like London, Hamburg and New York to the picturesque town of Cour d'Alene, Idaho or the tranquil villages of Kamikushiki and Tomizawa, near Mount Fuji, Japan." (Forest 2005).

8. Nuclear/biological terrorism

This is 'Recommendation 1' from the *World at Risk: The Report of the Commission on the Prevention of WMD Proliferation and Terrorism*, a report submitted to George W Bush on 2 December 2008.

"The United States should undertake a series of mutually reinforcing domestic measures to prevent bioterrorism: (1) conduct a comprehensive review of the domestic program to secure dangerous pathogens, (2) develop a

national strategy for advancing bio forensic capabilities, (3) tighten government oversight of high-containment laboratories, (4) promote a culture of security awareness in the life sciences community, and (5) enhance the nation's capabilities for rapid response to prevent biological attacks from inflicting mass casualties." Religious war between Muslims and Christians

Only a few months before his controversial Nobel Peace Prize win in October 2009, President Obama was still being accused of planting seeds of 'revenge and hatred' amongst Muslims, by Bin Laden.

This from a 2001 online BBC report: 'Earlier this year, scientists in Australia were working on a genetically-based contraceptive to control the country's mouse plague. But, in the process, they accidentally created an unusually deadly strain of mouse pox, which is related to the human smallpox virus.'

The good news is every single one of these 'mega problems' as Martin calls them is solvable. Human beings are infinitely resourceful. We've been through all sorts of rubbish in the past and pulled through. The thing is, it's not you, me or James Martin who are going to solve the problems. After all, we created them. It's going to be the children whose coursework you were going to mark; it's going to be that bottom set year seven math group you so dread teaching on a Thursday afternoon; it could even be – and this is where the pressure really is on you and your colleagues – that girl you are just about to permanently exclude for not following the school rules. These are the people that James Martin refers to as the 'transition generation'.

They are the ones who are going to get us out of this mess. But they can only do that if we, as teachers, equip them with what they need to achieve this. That's not just knowledge but the skills, attributes, passion and commitment to make a difference, all of which need to be combined with the ability to think, not our thoughts, but new ones of their own. The

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Director of Stanford University's Ventures Program.

Tina Seelig, teaches her students of entrepreneurship to approach such problems with relish. 'Every big problem is a big opportunity,' she says, adding, 'No-one will pay you to solve a non-problem.' What, then, are you doing in your day-to-day job to ensure that you are equipping the future saviors of the world with what they need to complete that task successfully, bearing in mind that, as Einstein said, the mess isn't going to be sorted by using the same thinking that created the mess in the first place?

Role is a dynamic aspect of (status). When a person exercises his rights and obligations according to his position, he has carried out his role properly. Every person has various roles that come from the patterns of his life interactions. This also means that the role determines what it does for the community and what opportunities the community gives to it. The roles of these teachers will always describe the expected behavior patterns in various interactions, both with students (especially), fellow teachers, and with other staffs. Because whether we realize it or not, much of the teachers' time and attention is devoted to working on the teaching-learning process and interacting with students.

The role of teachers in education is an important factor in determining the level of quality of learning outcomes. Their professional abilities, performance, work motivation, and competencies greatly influence teachers to improve the quality of education. The strategic roles of teachers as servants in the world of education must be able to carry out their main duties, namely teaching and educating students who are their responsibility. The actual realization of the teachers' assignment will be visible from his performance, as evidence of his professionalism, by looking at his professional attitude it can be assessed the quality of the learning he carries out.

The teachers' role means the overall behavior that the teachers must do in carrying out their duties as teachers. Teachers have a very broad roles, both at school, in the family and in society. Roles are certain patterns of behavior which are characteristic of all officers of a particular job or position.

To prepare the expected educational outcomes, the role of the teacher is needed as a bridge for the younger generation to equip themselves in the future. The teacher's role is considered very important in the educational process. Teachers must be able to direct and guide students from stage to stage of development until they reach their maximum ability. Teachers are obliged to make pupils have noble morals, obey the rules and norms that apply in schools and communities and the environment in which they live.

Educating is just one of the various things, and as teachers, ones have to perform all these various things for educating the pupils. Teachers are the individuals in the classroom who have the proficiency, tools and information necessary to edify young pupils.

In this fast growing world, there are abundant changes in teaching approaches along with the learning strategies. Besides Parents, Teachers play a very crucial role in developing a pupils' interest towards a subject or the language. Teachers should thus become learners by thinking about the situation by understanding it through different point of view, before teaching pupils and by making them relevant in everyday circumstances.

The role of teachers in a child's education -- and in American culture -- has fundamentally changed. Teaching differs from the old "show-and-tell" practices as much as modern medical techniques differ from practices such as applying leeches and bloodletting. Students aren't consumers of facts. They are active creators of knowledge. Schools aren't just brick-and-mortar structures -- they're centers of lifelong learning. And, most important, teaching is recognized as one of the most challenging and

respected career choices, absolutely vital to the social, cultural, and economic health of our nation.

Today, the seeds of such a dramatic transformation in education are being planted. Prompted by massive revolutions in knowledge, information technology, and public demand for better learning, schools nationwide are slowly but surely restructuring themselves.

A teacher is one of the keys to the success of education, and without neglecting the roles of the other components, a teacher has a big enough share in realizing the aspirations of the nation to advance education. The role and function of teachers in the learning process cannot be replaced by any sophisticated learning media. For these reasons, the professional ability of a teacher, which includes competence, creativity, and motivation, is necessary to have a qualified teacher.

According to Law No. 14 of 2005 on Teachers and Lecturers, article 10 paragraph (1), teacher competence includes pedagogical competence, personality competence, social competence, and professional competence obtained through professional education. Teachers who have adequate competence are very important in determining the success of achieving educational goals. A very dominant factor to achieve a very significant improvement in the quality of education is that the physiological competence of the teacher must be empowered.

Certified teachers (i.e. teachers who have received the formal education required by the country's regulations) lack knowledge in some subjects such as mathematics, physics, and chemistry, lack adequate quantities of textbooks, and connectivity (and sometimes even electricity) is rare in school buildings. Yet, even in these cases, the demand for higher-level thinking skills is present in the labor market, imposing a double-challenge over an already overburdened school system.

In this context, what should be the role of the teacher? It would be easy to respond that if

the basics do not exist, we should not expect anything more than the basics, thus allowing the next generation of students to be unskilled and unprepared for the future ahead.

The writer tries to state the opposite: It is possible, with the appropriate support, to expect teachers to help students be active citizens and professionals in these times of uncertainty.

Therefore, professional development is a continuing need for teachers not only to learn the skills but also to integrate the newly acquired skills into sound pedagogy. Pedagogic competence is a competence that teachers must have in implementing learning, including the ability to make learning administration consisting of lesson planning, learning implementation, and learning evaluation.

Many teachers today, however, are encouraged to adapt and adopt new practices that acknowledge both the art and science of learning. They understand that the essence of education is a close relationship between a knowledgeable, caring adult and a secure, motivated child. They grasp that their most important role is to get to know each student as an individual in order to comprehend his or her unique needs, learning style, social and cultural background, interests, and abilities.

Their job is to counsel students as they grow and mature -- help them integrate their social, emotional, and intellectual growth -- so the union of these sometimes separate dimensions yields the abilities to seek, understand, and use knowledge; to make better decisions in their personal lives; and to value contributing to society.

They must be prepared and permitted to intervene at any time and in any way to make sure learning occurs. Rather than see themselves solely as masters of subject matter such as history, math, or science, teachers increasingly understand that they must also inspire a love of learning.

In practice, this new relationship between teachers and students takes the form of a

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different concept of instruction. Tuning in to how students really learn prompts many teachers to reject teaching that is primarily lecture based in favor of instruction that challenges students to take an active role in learning.

They no longer see their primary role as being the king or queen of the classroom, a benevolent dictator deciding what's best for the powerless underlings in their care. They've found they accomplish more if they adopt the role of educational guides, facilitators, and co-learners.

The most respected teachers have discovered how to make students passionate participants in the instructional process by providing project-based, participatory, educational adventures. They know that in order to get students to truly take responsibility for their own education, the curriculum must relate to their lives, learning activities must engage their natural curiosity, and assessments must measure real accomplishments and be an integral part of learning.

Educating is just one of the various things, and as a teacher one has to perform all these various things for educating the pupils. A teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young students.

In this fast growing world, there are abundant changes in teaching approaches along with the learning strategies. Besides Parents, Teacher's play a very crucial role in developing a child's interest towards a subject or the language. Teacher should thus become a learner by thinking about the situation by understanding it through different point of view, before teaching students and by making them relevant in everyday circumstances.

METHOD

This study adopts library research (Library Research) which contains an in-depth collection of material on one or several subjects (Young,

1983; p. 188). This study covers the inclusion of primary sources as well as secondary sources.

It is called library research because the data or materials needed to complete the research come from the library in the form of books, encyclopedias, dictionaries, journals, documents, magazines and so on.

Broadly speaking, the reading sources used in this study can be divided into two groups, namely:

1. General sources of reference which usually contain general theories and concepts, namely literature in the form of textbooks, encyclopedias, monographs, and the like.
2. Specific reference sources include journals, research bulletins, theses and others.

FINDINGS AND DISCUSSION

Role is a dynamic aspect of a position (status). If a person carries out his rights and obligations properly according to his position, he has played his role well. Each person has a variety of roles each based on the patterns of life interaction. This also indicates that the role determines the opportunities that the community has given him based on what he has done for the community.

The teachers' roles mean the overall behavior that must be done by the teachers in carrying out their duties as teachers. Teachers have a very broad role, both at school, in the family and in the community where they live. Roles are certain patterns of behavior which are characteristic of all officers of a particular job or position.

We know how important the role of the teacher is and how heavy the duty and responsibility of the teacher, especially the moral responsibility to be digested and exemplified. In school, a teacher becomes an example, a measure or a guideline for his students, in a society where a teacher lives, he is seen as a role model for every member of society. The teacher's important function or role

in teaching and learning activities is as a "director of learning" (director of learning).

A teacher has many functions such as a "teacher", "educator" and "guide", it is necessary to have various roles in the teacher. The role of the teacher will always describe the expected behavior in various interactions, both with students (especially), fellow teachers, and with other staffs. From various teaching and learning interactions, it can be seen as central to its role. Because, whether we realize it or not, much of the teachers' time and attention is devoted to working on the teaching and learning process and interacting with their students.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Teachers also play an important role in the classroom when it comes to the environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can be either positive or negative. If students sense the teacher is angry, students may react negatively to that and therefore learning can be impaired. Teachers are responsible for the social behavior in their classrooms. This behavior is primarily a reflection of the teacher's actions and the environment she sets.

Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them. This can be a positive or negative effect depending on the teacher. Teachers are there not only to teach the children, but also to love and care for them. Teachers are typically highly respected by people in the community and therefore become a role model to students and parents.

Mentoring is a natural role taken on by teachers, whether it is intentional or not. This again can have positive or negative effects on children. Mentoring is a way a teacher encourages students to strive to be the best they can. This also includes encouraging students to enjoy learning. Part of mentoring consists of listening to students. By taking time to listen to what students say, teachers impart to students a sense of ownership in the classroom. This helps build their confidence and helps them want to be successful.

Another role played by teachers is a protector role. Teachers are taught to look for signs of trouble in the students. When students' behaviors change or physical signs of abuse are noticed, teachers are required to look into the problem. Teachers must follow faculty procedures when it comes to following up on all signs of trouble.

Brown, H. Douglas (2007) mentions that "teachers can play many roles in the course of teaching and this might facilitate learning. Their ability to carry these out effectively will depend to a large extent on the rapport they establish with their students, and of course, on their own level of knowledge and skills."

According to Harmer, J. (2007), the term 'facilitator' is used by many authors to describe a particular kind of teacher, one who is democratic (where the teacher shares some of the leadership with the students) rather than autocratic (where the teacher is in control of everything that goes on in the classroom), and one who fosters learner autonomy (where

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students not only learn on their own but also take responsibility for that learning) through the use of group and pair work and by acting as more of a resource than a transmitter of knowledge.

An interactive teacher is by definition one that is fully aware of the group dynamics of a classroom. As Dörnyei and Murphey (2003) explained, the success of classroom learning is very much dependent on:

- How students relate to each other and their teacher
- What the classroom environment is
- How effectively students cooperate and communicate with each other
- The roles not only the teacher plays but the learners engage in

As what the author quotes from Oemar Hamalik's book, according to Adams and Dickey, the role of the teacher is actually very broad, including:

1. Teachers as Teachers

The teacher is in charge of providing instruction in the school (class). He delivered lessons so that students would understand well all the knowledge that had been conveyed. In addition, he must also strive for changes in attitudes, skills, habits, social relationships, appreciation, and so on through the teaching he gives.

2. Teachers as Guides

Teachers are obliged to provide assistance to students so that they are able to find the problem by themselves, solve it his own problems, knowing yourself, and adjusting with the environment.

Students need teachers' help to overcome personal difficulties, educational difficulties, difficulty choosing jobs, difficulties in social relationships, and interpersonal. Therefore, every teacher needs to have a good understanding of group guidance techniques, individual counseling, information gathering techniques, evaluation techniques, research

statistics, personality psychology, and learning psychology.

If a student faces a problem which the teacher is unable to provide help how to solve it, then ask a guidance specialist to provide guidance to the child concerned.

According to Dr. Rachman Natawidjaja quoted by Hellen A, Guidance is a process of providing assistance to an individual which is carried out continuously, so that the individual can understand himself, so that he is able to direct himself and can act naturally, in accordance with the demands and conditions of the school environment, family and community, as well as in general life so that he can taste the happiness of life and can buy meaningful contributions to the life of society in general. Guidance helps individuals achieve optimal self-development as social beings.

Guidance is part of an orderly and systematic educational process in order to help the growth of students on the strength in determining and directing their own lives, which in turn gain experiences that can make a significant contribution to society. Guidance is assistance given to individuals from skilled individuals.

3. Teachers as Leaders

School and class is an organization, in which pupils are as its members. The teachers are obliged to supervise student learning activities, make teaching plans for the class, carry out the best possible learning management, and conduct classroom management in a democratic manner.

Of course, the teacher role as a leader requires certain qualifications, including the ability to carry out leadership, such as planning, implementing, organizing, coordinating activities, controlling, and assessing the extent to which plans have been implemented.

4. Teachers as Scientists

Teachers are seen as the most knowledgeable. He is not only obliged to convey the knowledge he has to the pupils, but he is also obliged to develop that knowledge and continuously cultivate the knowledge he already has.

5. Teachers as People

As a person, every teacher must have certain characteristics liked by his students, by parents, and by society. These qualities are necessary so that he can carry out teaching effectively.

6. Teacher as the Connectors / Facilitators

In the past, it could be said that the main source for gaining knowledge was the teacher, now that value has shifted. Especially in the digital era which is full of the very rapid development of information and communication technology (ICT).

The teacher is not only an educator and a place to ask various academic questions, but also plays an important role in filtering information for the students they educate. On the other hand, the function of the teacher as a teacher is very likely to be replaced by various ICT facilities, for example a search engine on the internet. However, it is believed that the role of teachers as educators cannot possibly be replaced by any technology.

In line with this, teachers also need to develop themselves as facilitators of student learning, and ICT facilities play an important role in optimizing the learning process in the current era.

The school stands between two fields, namely on the one hand has the task of conveying and passing on knowledge, technology and culture continuously developing at its pace, and on the other hand it is in charge of accommodating the aspirations, problems, needs, interests and demands of the community. Between these two fields, the school plays its role as a

connector where the teacher functions as the implementer.

7. Teachers as reformers

Renewal in society occurs due to the inclusion of influences from modern science and technology, which come from developed countries. The influx of these influences, some directly enter into the community and exist through educational institutions (schools). The teacher plays the role of reformers, because through the activities of the teachers, the delivery of science and technology, good examples and others, it will instill a soul reform among students.

The teacher must always follow reform efforts in all fields and convey to the community within the limits of the capacity and aspirations of the community.

8. Teachers as Agents of Change

The teachers are the most important agents for a good change, especially in the use of good Indonesian for students. Schools participate in improving society by solving problems faced by the community and by participating in development activities that are being carried out by the community.

Teachers as agents of reform (agent of change) is a part the most important in scope education. That is, the teacher as commander in chief on duty bring change to someone who at first not understanding something becomes understand because the results of the teaching and learning process and applying positive values, both privately and publicly carried out in a professional manner.

Nola A., a Senior English Instructor at Eton Institute, provides a useful insight into the roles relevant to today's teaching. It is clear that the 21st-century classroom needs are very different from the 20th-century ones. In the 21st century classroom, teachers are facilitators of student learning and creators of productive classroom environments, in which students can develop the skills they might need at present or in future.

1. *The Controller*

The teacher is in complete charge of the class, what students do, what they say and how they say it. The teacher assumes this role when a new language is being introduced and accurate reproduction and drilling techniques are needed.

In this classroom, the teacher is mostly the center of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

2. *The Prompter*

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary.

When learners are literally 'lost for words', the prompter can encourage by discreetly nudging students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3. *The Resource*

The teacher is a kind of walking resource center ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself available so that learners can consult her/him when (and only when) it is absolutely necessary.

As a resource the teacher can guide learners to use available resources such as the internet, for themselves, it certainly isn't necessary to spoon-feed learners, as this might have the downside of making learners reliant on the teacher.

4. *The Assessor*

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction are organized and carried out.

There are a variety of ways we can grade learners, the role of an assessor gives teachers an opportunity to correct learners. However, if it is not communicated with sensitivity and support it could prove counter-productive to a student's self-esteem and confidence in learning the target language.

5. *The organizer*

Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.

The organizer can also serve as a demonstrator, this role also allows a teacher to get involved and engaged with learners. The teacher also serves to open and neatly close activities and also give content feedback.

6. *The Participant*

This role improves the atmosphere in the class when the teacher takes part in an activity. However, the teacher takes a risk of dominating the activity when performing it.

Here the teacher can enliven a class; if a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners without being too overpowering.

7. *The Tutor*

The teacher acts as a coach when students are involved in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks.

This role can be a great way to pay individual attention to a student. It can also allow a teacher to tailor make a course to fit specific student needs. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one method or style of teaching.

CONCLUSION

What we notice here is that the roles are often interchangeable. The teachers' roles are never static. One activity could see an experienced teacher smoothly transition from one role to another.

That said, the 21st-century classroom is created on the premise that students experience what they require to enter the 21st-century workplace and live in the global environment. The characteristics of the 21st-century classroom, therefore, sets it apart from the 20th-century classroom.

Teacher plays diverse roles in English Language Teaching (ELT). Some of the roles where a teacher performs when dealing the students are as follows - learner, facilitator, assessor, manager and evaluator. By performing various roles, she becomes an ideal guide in shaping their future.

When we want to improve the quality of our education, we must pay attention to the quality of the teacher itself. If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are.

Lectures on a single subject at a time where the norm in the past. Today, collaboration is the thread for all student learning. For instance, the collaborative project-based approach ensures that the curriculum used in this classroom develops:

- a. Higher order thinking skills
- b. Effective communication skills
- c. Knowledge of technology that students will need for 21st-century careers and the

increased globalized environment.

While there is certainly a place for teacher-centered, lecture style learning, the evolving ESL teacher must embrace new teaching strategies that are radically different from those previously employed. The curriculum must become more relevant to what students will be exposed to in the 21st-century.

Facilitating learning is empowering for both the learner and the teacher and frees the teacher from many of the burdens that having to be an 'expert' might entail. It would traditionally have been seen as a weakness for a teacher to say 'I don't know, let's find out' or 'I don't know, do any of you students know the answer?' But, times have changed and so must the role of the ESL teacher.

Regardless of the roles they assume, teacher's shape the culture of their classrooms, improve student learning, and influence practice and production. Making the shift from teacher as an expert to facilitator is sometimes seen as diminishing a teacher's power and authority, but this should not be the case at all.

Above all, there is much work to solve these problems to integrate 21st century learning standards and implement curriculum designed to teach appropriate to such standards. Students and teacher must learn and share content within the context of 21st century skills.

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