Academic Roles of English Language Teachers: A Study of the Perceptions of Pakistani Teachers and Students

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Abstract

The roles of English language teachers in Pakistan have been a critical issue since its foundation. This case study explores perceptions of Pakistani English teachers and students regarding the academic roles of English language teachers in classrooms. It is an effort to identify the gaps between the perceptions and the practices to be bridged to make ESL a living language for students. This case study is exploratory and it falls in qualitative paradigm. The sampling is purposive as the participants of the study are English language teachers and students of an army public school and college in Cantonment area Lahore. The tools of the study are interviews from teachers and students of the school. The data is analysed by applying grounded theory as a research method. The themes emerged as a result of open, axial and selective coding are employed to develop a core category. As a result, a model of versatile English teacher emerged as a core category. The roles of English language teachers as instructors, facilitators, helpers, guides are explored besides the prerequisites as command on subject, teaching practices, teaching experience, examiner and teaching training which may prove the turning points in their students' performance in English towards a better direction. In this perspective, some recommendations are forwarded for English teachers in Pakistan to be versatile to make their students proficient in English. In future, a comparative study to explore the perceptions of English language teachers and students of suburban or rural areas public and private schools regarding roles of English teachers needs to be conducted in Pakistan to explore the gap between perceptions and practices.

Keywords: Grounded theory, Roles of English language teachers, SLA, theories of teaching and learning, Versatile English teacher

Introduction

English language teachers perform very significant roles to improve their students' English in the educational institutes. Their roles determine the performances of their students in English which is taught as a compulsory subject. Unless English teachers are aware of the significance of their roles themselves for improving their students' English as a living language as well as their own professional growth, they cannot become competent English teachers. Perceptions regarding the roles of English language teachers have undergone remarkable changes since 1930.The study of educational theories from Behaviourism to Progressivism reveals the fact that the roles of teachers have been transformed from threatening authority to facilitators over the years. The change from Skinner's (1976) proposal of 'skill and drill' to Lowery's (2011) notion of 'effective teachers' flexibility' to make content 'memorable' rather than 'memorisable' is significant.

English teachers are required to perform many roles simultaneously to fulfill the demands of their jobs as teachers. Presently, they are perceived as instructors, facilitators, managers, guides, controllers, motivators, evaluators, organizers etc.

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The statement of the problem describes that the performance of Pakistani students in English has been a debatable issue since the foundation of Pakistan in 1947. Even if some students are structurally competent in English i.e. they have command over the language items- grammar, vocabulary, syntax etc., they are unable to communicate in English in real life situations. Their poor performance in English is sometimes attributed to the unsatisfactory performance of English teachers in classrooms besides some other factors. At times, English teachers are the only source of information for students to learn English. Ultimately, their performance in English is the manifestation of the roles performed by English teachers in classrooms. The objective of the present study is to explore the perceptions of English teachers and students regarding the academic roles of English teachers in the classrooms. Its aim is to find out the gap between perceptions and practices to be bridged to make ESL a living language for students.

The present study is an effort to answer the research questions:

   i)   What roles do English teachers perform in theirclassrooms?
   ii) How are the roles of English teachers in classrooms perceived by ESL teachers and students?
   iii) What are the gaps between perceptions and practices to be bridged to make ESL a living language for students?

The present study is an effort to fill the gap in the research conducted in the area of English Language Teaching (ELT) in Pakistan. Most of the research in the area of ELT in Pakistan has been conducted to explore the challenges and issues regarding the roles of English teachers who have been rendering poor performance. However, this case study explores the roles of English teachers whose performance is up to the mark. This study may provide the other side of the picture which has not been exposed yet to be followed as a role model. The present study is significant as it brings into light the perceptions of English teachers and students of an Army Public School and college in Lahore district, selected as a case study regarding the roles of English teachers. The results of students in English are very impressive in contrast to the results of students in English of other Army Public Schools in Pakistan generally and in Lahore particularly. An investigation into the perceptions of roles of English teachers may help other English teachers to follow their path to improve their students' English. The roles of these English teachers may become role-models for other English teachers for improving their students' English. These roles may provide guidelines and prove a source of inspiration to overcome shortcomings and drawbacks in the roles of English teachers.

This is a case study and it has some limitations. The study may not be generalized due to the use of purposive sampling. Its results may be limited to a particular group of students instead of representing all Pakistani English teachers and students. A study which involves evaluation of perceptions, attitudes and beliefs may not be very valid as some participants may not answer truly to save face .Moreover, the participants of the study were successful English students, most of whom exhibited outstanding performance. The delimitation of the study indicates that it may be conducted on a wider scale in all the army public schools by employing mixed methodology technique to explore the perceptions of English teachers and students regarding the roles of English teachers.

Literature Review

Areview of the literature on the topic presents the relevant theories, views, opinions and researches of various eminent linguists and researchers in the field of ESL. To present a comprehensive scenario of the situation on the topic, it includes theories of learning, second language acquisition (SLA) theories, social learning theory, theories of teaching and roles of English language teachers in Pakistan for a comparative analysis of the different roles of English teachers, prescribed by the theories and related researches. The theories of learning and relevant research have significant contributions in resolving the puzzle of learning and teaching. There are three main learning theories- Behaviourism, Cognitive Constructivism and Social Constructivism besides relevant researches from the fields of neuroscience, anthropology, cognitive science, psychology and education. The beliefs and propositions presented in these theories have strong implications for determining roles of teachers in the process of teaching and learning.

The proponents of Behaviourism, J. B. Watson(1930) and B. F. Skinner (1976) propose that transmission of information from teacher to learner is the transmission of the response appropriate to a certain stimulus. Thus behaviorist teaching methods, 'skill and drill' are successful to elicit 'correct' response, rote learning or memorization. The role of teacher is to ensure consistent repetition of content with rewards or punishments depending on learners' responses. Contrary to behaviorism, cognitive constructivism as a learning theory proposed by Piaget (1968) and Perry (1999)focused on mental processes 'inside the learner's head'.

Cognitive constructivists contend that knowledge is actively constructed and learning is a process of active discovery. The role of teacher is to provide resources to facilitate discovery and guide learners to assimilate new knowledge. Social constructivism by Lev Vygotsky (1968) propagates that all cognitive functions are products of social interactions and that learning is the process by which learners are integrated into a knowledge community. According to Vygotsky (1978language and the conceptual schemes are essentially social phenomena. Social constructivism as a variety of cognitive constructivism emphasizes the collaborative nature of learning. The role of a teacher is to make students work in pair and group activities for collaborative learning as learning is believed to be social phenomena.
Second Language Acquisition (SLA) theories put forward various propositions regarding learning as a second or foreign language in the perspective of first language acquisition theories. These theories are formulated either deductively or inductively. Some of them are still practised on account of their relevance and significance. Theories of second/ foreign language learning include: Monitor Model, Inter-language, In-put, Linguistic Universals, Universal Grammar, Cognitive, Multidimensional Model and Acculturation/ Pidginization. The theories are described briefly in the following to determine the roles of English teachers in classrooms. Stephen Krashen's Monitor Model (1970) as an 'overall' theory of second language acquisition has important implications for language teaching. It forwards five central hypotheses: Acquisition versus Learning Hypothesis, Monitor Hypothesis, Natural Order Hypothesis, Input Hypothesis and Affective Filter Hypothesis. Krashen's Monitor Theory is a macro theory which covers most of the factors in second language acquisition including age, personality traits, classroom instruction, innate mechanisms of language acquisition, environmental influences, input, etc. It implies that the role of an ESL/ EFL teacher is to cater for 'cognitive, affective and psychomotor domains' (Bloom, 1956) for teaching English language.

Interlanguage Theories have been introduced by Selinker (1969) to describe the linguistic stagesundergone by second language learners during the process of learning the target language. There are three main approaches to the description of interlanguage systems. According to Selinker (1972) interlanguage is a temporary grammar which is systematic and composed of rules. These rules are the product of five main cognitive processes: overgeneralization, transfer of training, strategies of second language learning, strategies of second language communication and language transfer. Selinker's interlanguage system emphasizes on cognitive factors and focuses on the strategies employed by learners while learning a second language. Adjemian (1976) presents second approach to the theory of interlanguage. He considers that interlanguages are natural languages but they are unique in that their grammar is permeable. Tarone (1979, 1982)has forwarded third approach to the description of interlanguage system. She describes interlanguage as a continuum of speech styles. Learners shift between styles according to the amount of attention they pay to language form. Ellis (1985) has forwarded the next approach to interlanguage system. She argues that learners begin with forms which are used in free variation during the early stages of second language acquisition (non-systematic variability) until more organizing and restructuring has taken place (systematic variability). The interlanguage theories were inductively derived from studies following Error Analysis, the view that by analyzing learners' errors we can predict the linguistic stage that a learner is at.It implies that an ESL teacher has to deploy various strategies for a balanced and comprehensive language teaching.

Universal Grammar (UG) theories are based on Chomsky's claim that there are certain principles that form the basis on which knowledge of language develops. These principles are biologically determined and specialized for language learning (Chomsky, 1969). Originally, UG theory is concerned with the first language learner. However, its principles have been adopted and applied in the field of second language acquisition. The UG has been used for language transfer, fossilization and L2 pedagogy. The 'Competition Model 'by Felix (1985), consists of two subsystems: the Language-Specific Cognitive System (LSC-system) and the Problem-Solving system (PSC-system) and it is responsible for the differences in the learning processes employed by children and adults. The role of an ESL teacher is to focus on these linguistics items while teaching English.

Cognitive Theories' psychologists and psycholinguists view second language learning as the acquisition of complex cognitive skills. Some of the sub-skills involved in the language learning process are applying grammatical rules and choosing the appropriate vocabulary, following the pragmatic conventions governing the use of a specific language (McLaughlin, 1987). These sub-skills become automatic with practice. The language acquisition theories based on a cognitive view of language development regard language acquisition as the gradual automitization of skills through stages of restructuring and linking new information to old knowledge. However, it is difficult to construct a comprehensive cognitive theory of second language acquisition due to variations in these models. Ultimately, it is difficult to determine a specific role of an ESL teacher.

In the Multidimensional Model (Clahsen, Meisel & Pienemann, 1983), the learner's stage of acquisition of the target language is determined by two dimensions: the learner's developmental stage and the learner's social-psychological orientation. The Multidimensional Model does not only identify stages of linguistic development but it also explains why learners go through these developmental stages and it predicts when other grammatical structures will be acquired (Ellis, 1994:384). However, the Multidimensional Model does not explain the process through which learners obtain intake from input and how they use this intake to reconstruct internal grammars (Ellis, 1994:388). In this respect the Multidimensional Model is limited as it does not manifest role of a teacher in teaching process. Acculturation/Pidginization Theory by Schumann (1978) suggests: "second language acquisition is just one aspect of acculturation and the degree to which a learner acculturates to the target-language group will control the degree to which he acquires the second language." From this perspective, second language acquisition is greatly affected by the degree of social and psychological distance between the learner and the target-language culture. The last two theories, Multidimensional Model and Acculturation Theory focus on the acquisition of a second language by adults in naturalistic environment. It is assumed that the role of an ESL teacher is to create a naturalistic environment for teaching ESL to learners.

The review of SLA theories reveals that almost all the second language acquisition theories regard SLA a gradual process. The language learners use strategies, cognitive or innate mechanisms to progress towards the target language through various stages of development. It is noteworthy that no SLA theory is comprehensive, rather each theory emphasizes on various aspects of SLA individually. These theories have significant implications for English language teachers if they are used and manipulated skillfully by ESL teachers. Hence, the role of an ESL teacher is very sensitive to cater for all the prerequisites of ESL teaching.

Social learning theory by Bandura (1989) explains human behaviour in terms of continuous reciprocal interaction between cognitive, behavioral and environmental influences. Regarding teachers' and students' behaviours, an important principle of the theory describes that exposure to positive role models can alter students' attitudes. In this regard, Bandura (1989) has identified three basic models of observational learning in his theory of social learning- live model, verbal instructional model and symbolic model. The description of 'Good models for social learning' by Sternberg and Williams (2009, p. 261) points out that the behaviour of a teacher is more likely to be imitated than the behaviour of a random adult. It implies that students' learning in the classroom is directly reciprocal to teachers' teaching. In this regard, teachers' roles are significant to determine students' performance in the classrooms. An authoritative English teacher may hinder learners' learning by his/ her strict attitude.

Theories of teaching are indispensable to take into account the roles of teachers in the process of teaching. Theories of teaching have been derived from either theories of learning or researches on teachers' behavior during teaching- learning situations. These theories define and describe the philosophies of various researchers and scholars which help to understand the gradual change in the concepts regarding the role of teachers generally and English teachers particularly. An overview of these theories highlights the roles of teachers. In this regard, Rogers (1969) emphasizes: "But if there is one truth about modern man, it is that he lives in an environment which is continually changing" and therefore the aim of education must be the facilitation of learning. He defines the role of teacher as that of a 'facilitator of learning'. Tough (1979) has described four characteristics of an adult teacher as an 'ideal facilitator'. Knowles (1980) perceives an English teacher as an explorer, helper, facilitator, sharer of ideas, guide, planner and motivator.

Dewey(1899) perceives teacher as a 'leader of activities' while proposing hands on approach of teaching as a proponent of theory of pragmatism. Burner (1966) considers teacher as an 'inquirer' in the process of constructing theory of instruction. Bandura and Walters (1963) perceive teacher as a role-model while forwarding theory of teaching through modeling. Gage (1972) points out four characteristics of teachersi.e. 'warmth, indirectness, cognitive organization and enthusiasm' to improve learning. Some eminent linguists have suggested various roles of English teachers. Larsen- Freeman(1986) considers an English teacher a supporter, motivator, stimulator, director and monitor. Underhill (1989) assumes an English teacher a lecturer and a facilitator. Prodromerou (1991) perceives an English teacher a manager, instructor, model, monitor, counselor, informer, facilitator and friend. Cross (1995) stresses on the role of an English teacher as a well- informed teacher. Stevick (1996) thinks about an English teacher as a controller, manager and encourager. The roles of English language teacher perceived by theorists and researchers are benchmarks in the process of ESL teaching.

These roles are assumed on different grounds- English teachers' qualification, professional training, command on the subject, aptitude and attitude, dedication to the job, sense of responsibility, school of thought etc. It is noteworthy that roles of English language teachers in private sector schools differ entirely from public sector schools of Pakistan. This factor brings into light their performance in the form of students' language competency in English. It shows English language teachers' competency in the subject, based on their command on English language _ grammar, syntax, vocabulary, pronunciation, comprehension etc. accompanied by fluency. Bashiruddin and Qayyum (2014) argue that English teachers in private schools are 'self-motivated' as compared to their counterparts in public schools. That is why private school students outperform their counterparts in public schools. A project- STEP has been implemented in Pakistan by the Policy and Planning Wing of the Ministry of Education in Pakistan, in collaboration with UNESCO and financial assistance from USAID. The project has developed professional standards for teachers. The Standard 10 which deals with ESL/EFL teachers, reports three main criteria: (a) knowledge and understanding (b) dispositions (c) performance and skills. These standards are a foundation for middle and secondary school English teachers. It is noteworthy that the first criteria falls in the cognitive domain, the second in affective and the third in psychomotor domain of learning, as pronounced by Bloom (1956) in his taxonomy of learning objectives. It is important for teacher educators to cater for the three domains for a holistic development of learners. English teachers may play many roles at the same time- guide, facilitator, role-model, mentor, dictator, instructor, manager, consultant, advisor etc. to meet the needs of their learners in ever changing environment.

Research Methodology

A constructivist grounded theory approach was employed to interrogate and interpret the textual data and transcripts to find the perceptions of English teachers and students regarding the roles of English teachers. This approach was practised by using three coding processes: open, axial and selective coding to organize the collection of data (Sarantakos, 2005). The textual data were identified and labeled into open codes at first step. The responses to the identified codes were recorded and constructed according to the frequency of their occurrence.

The subjects of the study were 12 English language teachers of English department and 140 students of grade VIII from section A,B,C,D, studying at an Army Public School in the district Lahore. The sample of the study was purposive. It included 06 English language teachers and 35 students of grade VIII, in the department of English language at an Army Public School in the district Lahore. The tool of the case study to explore the nature, processes and implementations of the involved variables was semi- structured interviews. It is evident by the literature review that the most effective way to examine English teachers' and students' understandings and perceptions of various roles of English teachers are through processes of introspection and retrospection. The qualitative research methods which involve such processes include interviewing. The instrument protocol included 10 open-ended questions for English teachers and10 open-ended questions for students to elicit their responses. The teachers were interviewed individually whereas the students were interviewed in focus groups.

The interviews were conducted personally after the permission of the principal of the school. The teachers' and the students' consent was sought by their signatures on the consent form. It was assured that their feedback would be confidential and used only for the purpose of research. It was completed in one month.

The quality of qualitative study does not rely on the criteria of validity, reliability and generalisability (Connelly and Clandinin,1990) but on the trustworthiness, authenticity and fairness which are tested by the criteria of "credibility, transferability, dependability and confirmability" (Lincoln and Guba, 1985). These criteria demand a high level of vigilance of inquiry. Traditional standards of validity and reliability do not apply to a qualitative case study research like this. The transcribed data of the interviews was confirmed by the participants to "reduce bias" (Padgett, 1988).

Findings of the study

The findings of the research include the data collected by semi-structured interviews with English language teachers and focus group interviews with the students of army public school. The interviews were fully transcribed and systematically analysed using grounded theory analysis techniques "open, axial and selective coding, paradigm model" (Strauss & Corbin, 1998). The textual data were analysed by using coding approach: the themes were identified and labeled as open codes. The open codes were categorized as axial codes. Further, the axial codes were integrated to develop selective codes. The themes emerged as a result of open, axial and selective coding were used to develop a model based on core category.

Open codes: To explore the roles of English language teachers, open codes emerged by the data analysis of English teachers' perceptions and students' perceptions. Forty open codes emerged from English teachers perceptions include: English teachers roles as guide, facilitator, role-model, coordinator, administrator, organizer, proficient, competent, evaluator, user of eclectic teaching methods, subject knowledgeand ICT skills, administrator, resource person, coordinator, active, motivator, user of various teaching strategies, need analyzer, provider of opportunities to practise language skills, informer, reformer by reinforcement and rewards, producer of independent learners, able to relate text to real life situations and trainer of novice teachers, counselor, interactive, tutor, instructor, examiner, trainer, proficient, competent, creative, friendly, objective, dynamic, coordinator and observer. Thirty fiveopen codes emerged from students' perceptions include: manager, controller, guide, encouraging, resource person, friendly, user of different teaching strategies, supervisor, facilitator, role- model, informer, interactive, provider of opportunities for practising four language skills, subject knowledge and ICT skills, organizer, administrator, coordinator, examiner, illustrator, authoritative, experienced, creative, interactive, supportive, skillful, trustworthy, confident, dynamic, proficient, practical, authoritative, composed, firm, independent and dynamic.

Axial Codes: The open codes were categorized as axial codes. As a result, some axial codes emerged from English teachers' perceptions and students' perceptions. The axial codes for English teachers' perceptions include: roles of English teachers, administrator, examiner and trainer. The axial codes for students' perceptions include: roles of English teachers, subject knowledge, administrator and examiner.

Selective Codes: The axial codes were integrated to develop selective codes. The themes emerged as a result of selective coding were used to develop a model for roles of a versatile English language teacher. The selective codes for English teachers' perceptions include: roles of English teachers, teaching practices, teaching experience, subject knowledge and ICT skills, examiner and trainer. The selective codes for students' perceptions include: roles of English teachers, subject knowledge, teaching practices, teaching experience and examiner.

Core Category: A core category was selected by reviewing all codes. The core category must be the sun, standing in orderly systematic relationship to its planets (Strauss and Corbin, 1990). Subsidiary categories were related to the core category. A framework was developed by the data analysis which was used to develop a model for the core category.
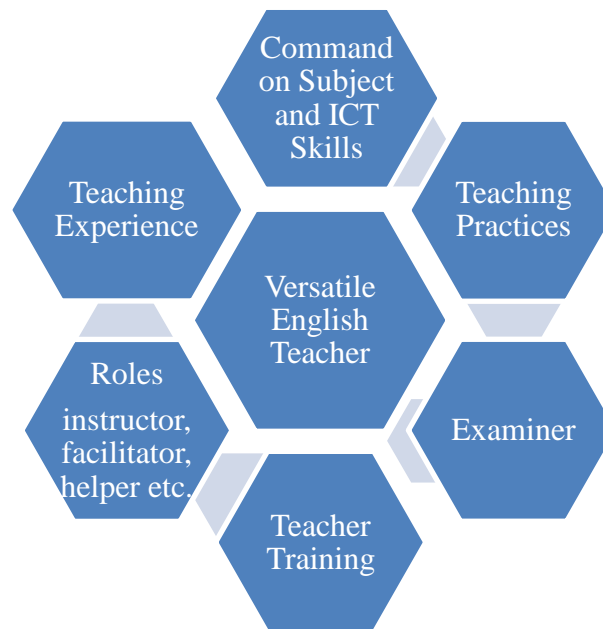

Figure 1: Versatile English Teacher Model

Discussion

The grounded theory approach was feasible for this study as the experiences shared by the participants were exclusive and there was no predetermined hypothesis for the gathered data. Corbin and Strauss (1998) emphasized that a researcher does not begin a project with a preconceived theory in mind. Rather, the researcher begins with an area of study and allows the theory to emerge from the data.

It implies that an in-depth analysis of the data is followed by a thorough processing and the researcher's thoughts and impressions emerge in the form of theoretical concepts. The data were transcribed for objectivity. Some notes were written to prepare a coding scheme. The concepts and themes were developed from the raw data by using the constant comparative method and the coding paradigms of the grounded theory approach, that is, open, axial, and selective coding. The participants' statements were considered as the basic units of meaning. To develop categories, the units with the same coding were collected for open coding. Various concepts and categories emerged concerning challenges faced by the participants. Then core categories were developed by making the connections among the different sub-categories by applying the axial coding. Further, some categories were integrated in selective coding to create a model for core category. Finally, a model was developed with the emerged themes. A core category 'Versatile English teacher' emerged out of themes categorized as selective coding for teachers and students. There are five sub categories which include roles of English teachers, command on subject and ICT skills, teaching practices, teaching experience, examiner and teacher training.

Versatile English Teacher

A model for 'Versatile English Teacher' was developed on the basis of framework determined by data analysis. It emphasizes that versatile English teachers are capable of performing diverse roles in classrooms to teach English as a living language instead of a bookish language. The model is not only supported by the related theories and extant literature but it also presents the image of an ideal English teacher in Pakistan. An English teacher shared her views about the roles of an English teacher during interview as; u----she should be very active. She should be proficient. She should consider manage time very well. She must consider the needs and demands of the students. She should not apply the same strategies on all the students. I think she should teach and test her students for the sake of their improvement.

A student expressed her views regarding dynamic roles of English teachers as;*'um-----yes, she knows how to control the class to maintain discipline. She is also friendly with us. She is not so strict. She listens to us and understands what we say.'*

The views of English teachers and students show that English teachers are flexible and considerate to cater the needs of English students. Their eclectic approach to teaching makes them all-rounder in classrooms.

Roles of English Teacher

The sub-category 'Roles of English teacher' was determined by the responses of English teachers and students as they identified diverse roles of English teachers in classrooms. A comparative analysis of the mentioned roles reveals the similarity among the identified roles by English teachers and students except one role i.e. teacher trainer. An English teacher pointed out diverse roles of English teachers in classrooms as:m-----you know she explains the lessons and helps the students to understand the concepts. She guides the students to complete the lesson and solve exercises. She provides the related worksheets or handouts to practice the concepts. She facilitates the students while performing the different activities in the class room. She controls and organizes all the activities that are going on in the class room. An English teacher manages the time effectively to cover the syllabus within the given time limit. An English teacher also evaluates the student's performance. So she constantly switches her roles according to the situation. A student commented on the roles of English teacher as:um---my English teacher guides the students to do different tasks in the class room. She is a role model for the students and the students copy her. The teacher helps them to prepare for the exams and after giving tests, she points out the student's mistakes to correct them.These roles strongly influence students' affective domain. They inculcate moral values, ethics, discipline, cultured and civilized behavior in students.

Command on the Subject and ICT skills

'Command on subjectand ICT skills' is a very crucial sub-category, identified by English teachers and students for a versatile English teacher. It is mandatory to have in depth knowledge of different areas of English language including grammar, syntax, pronunciation etc. and literature and ICT skills. One of the English teachers asserted about the command on English as a subject as: *'well---its' important for English teachers to have in depth knowledge of English as a subject. Moreover, they must have ICT skill. Otherwise, they will not be able to clear the concepts and enhance the four skills of their students.'*

It is noteworthy that teachers' command on subject improves theirstudents' cognitive domain. All the identified characteristics of a versatile English teacher are shadowed if an English teachers is not proficient in English.

Teaching Practices

'Teaching practices' is the next sub- category identified as a theme by selective coding process for a versatile English teacher. They include teaching skills, strategies and techniques practised by English teachers in classrooms. An English teachers tated as: *'u----some English teachers encourage students and tell them that if there is something confusing, feel free to ask----- do not hesitate.'*

There are some attributes other than competency and learning that are needed to becomean effective English teacher. English teachers must possess some skills and techniques to teach effectively. They must be able to devise the ways to teach different topics and lessons effectively. They enhance the psychomotor domain of students by enabling them to learn and practice English as a living language.

Teaching Experience

Another sub-category of versatile English teacher is' Teaching experience'. The analysis of data brings into light some features of novice and experienced English teachers for comparison. An English teacher emphasized on the importance of teaching experience when said: *'well----um—I think that experienced teachers can anticipate and manage various students' related tasks; they perform better and handle the situations successfully for the improvement of their students.'*

Another English teacher claimed about teaching experience as: *'yes---experience matters a lot honestly--------if you satisfy your students, then you know that you are doing very well.'*

A student responded enthusiastically while comparing a new and experienced teacher: Um- ---I think that our new teacher is not a very good helper in the class some time. If a student asks a question more than one time, the teacher will not answer her politely. Our previous teacher was experienced and she was able to explain the concepts in a better way.

The data analysis highlights the difference between a novice teacher and experienced English teachers' roles in the following table.

Table 2.Difference between a novice and experienced English teacher

Novice English Teacher	Experienced English Teacher
ELT is transfer of English knowledge	ELT is construction of English knowledge
Teacher- centered class	Student - centered class
Amateurism	Professionalism
Confused	Confident
Introvert	Interactive
Naïve	Refined
Over-reactive	Composed

Teaching experience proves a bench mark as it improves English teachers' performance to the maximum degree. It develops a dictum; practice makes an English teacher perfect. It improves confidence, delivery of information, positive teacher- student interaction, time management and communication skills.

Examiner

'Examiner' is an important sub-category of the core category. An English teacher perceived: *'well----you know wepreparethestudentsforgettingthebestscorein English.Sometimeswe forgett hatourpriorityistoenhancelearningofstudents.* One of the students pointed out: *"Our English teacher is a very good examiner in the class room as she prepares many tests for us. We understand whatever she teaches us. Sometimes some concepts go over our heads.'*

In the perspective of examination oriented education system, English teachers' role as an examiner is the crux of the education process in Pakistan. Students' preparation for term, mid and final exams is considered partly an outcome of English teachers' performance in classrooms. This factor is more crucial especially in rural areas where an English teacher is the only source as well as resource of learning English for students.

Teacher Training

'Teacher training' is last but not the least sub-category of 'Versatile English teacher'. An English teacher answered: '*English teachers training programs help them as they learn new strategies to teach effectively. They work in a controlled situation.*' Another English teacher replied: I think that some ideas are possible inideal situations. When you are in practical life, you have tomanage so many things- the students, their background, aptitude, level of learning, styles of learning and above all the management of the school. You cannot go beyond the rules set by them so you are restricted in many ways. Pre-service and - service teacher training enhance English teachers' overall performance not only by updating them with the contemporary trends in the field of ELT but also providing them with hands on practice. Teacher training is the best substitute of teaching experience for novice teachers.

A mandatory stage of the Grounded theory is the comparison of the emergent theory with the extant literature to analyse the differences and similarities. Eisenhardt (1989) states, 'overall tying the emergent theory to existing literature enhances the internal validity, generalizability and the theoretical level of the theory building from case study research because the findings often rest on a very limited number of cases.' The comparison of the emerged theory with the theories of teaching, theories of SLA and the extant literature reveals certain similarities and differences with them. There is a comparative analysis of the six propositions generated by the study with the relevant theories and extant literature in the following. The model of versatile Englishteacher with sub-categories, roles of English teachers, command on subject, teaching practices, teaching experience, examiner and teacher training is supported by the theories of learning, theories of SLA, theories of social learning, theories of teaching and extant literature. Some competent and learned English teachers are able to teach the students effectively whereas some other teachers cannot teach well. Some teachers can explain the difficult points and concepts in a very easy way by giving simple examples but some teachers are not able to teach concepts clearly. They do not give any hints and clues. So the students do not learn much from their bookish knowledge.

Conclusion and Recommendations

English teachers perform diverse roles in classrooms. It is noteworthy that anyone of these roles is not less important than some other role rather all the roles retain their worth in the specific situations. Hence, English teachers perform as agents of change by acting as chameleons. Performing various roles is the very requirement of their profession otherwise they may not be effective English teachers. An analysis of English teachers' and students' perceptions reveals that almost all English teachers' follow same scheme of studies and teaching strategies directed by school administration. However there exist some variations due to personality difference. It has been analysed from the integrated categories in the selective coding that English teachers reframe their perceptions regarding their roles in their classrooms. Moreover, they learn to adjust with contradictions in their professional life. It is evident that the notion of a 'Versatile English Teacher' demands change in the perceptions of English teachers which may ultimately change their roles in classrooms. It manifests that teaching English is not simply transfer of knowledge of English language and literature in teacher- centered situations rather it is construction of knowledge in learner- centered classrooms. Han (2005) asserts that it involves the shift of English teachers' identities from their 'old self' to a new professional teacher identity. They start to build a new rapport in classrooms with the new identity to 'gain respect from zero'. Hence English language teachers may become versatile by performing crucial roles to make the process of English language teaching a success by adopting suggested roles. Otherwise, following traditional roles may be their failure. The study shows that the performance of students in ESL classrooms is determined by the performance of English teachers. The study based on beliefs, perceptions and attitudes is not sufficient to recommend any change in a wider education system which is a complex set up involving changes at many levels. However, the study has some recommendations for English language teachers to be versatile.

In this regard, pre-service and in-service training, attending workshops, seminars, conferences (e.g. SPELT) provide ample opportunities to English teachers to refresh their knowledge and skills. It is recommended to ministry of education and provincial governments to announce 'Best ESL Teacher Award' for public and private sector educational institutes separately, provide extra increments for better performance and funding for academic and professional grooming. The study suggests the need of conducting a comparative study in future to explore the perceptions of English language teachers and students of suburban or rural areas public and private schools regarding roles of English teachers to be conducted in Pakistan, to explore the gap between perceptions and practices in the field of ELT.

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Appendix 1
Consent Form

Dear Participants,

I am a PhD scholar at the Institute of Education and Research, University of the Punjab, Lahore. I am conducting a research on the topic: **'Academic Roles of English Language Teachers: A Study of the Perceptions of Pakistani Teachers and English Students'.** I request you to spare some time for interviews and share your valuable views and perceptions on the topic. The feedback will be used solely for data collection for the research. The responses would be valuable in restructuring a model for English Language Teacher in Pakistani context. The copy of the transcribed data will be provided to you for countercheck. Your responses will be dealt confidentially. Your cooperation will be highly appreciated in this regard.

Thanking you in anticipation.

The Researcher,

Farhana Yasmin,   Signature of the Participant
Dr. /2016-F-06
Institute of Education and Research
University of the Punjab, Lahore.

Appendix 2
English Teachers' Interview Protocol

1. Please introduce yourself.

2. Do your students comprehend and practice the concepts of English language courses with ease? If 'No', what are the barriers in understanding and practising these concepts? If 'Yes', what are factors that help in this regard?

3. In what ways you facilitate and support your students to enhance their English language skills?

4. Are you able to manage the class tests, term exams, assignments etc. of your course simultaneously within the time limit? If "No", what are the problems in this regard? If 'Yes', how do you manage it?

5. How do English teachers' roles affect their students' learning behaviour?

6. To what extent you motivate and encourage your students to participate in curricular and co-curricular activities related to English language?

7. What resources are used during English lectures in the class to elaborate the text and practise skills?

8. Does Englis hteachers' command on the subject and ICT skills affect students' to integrate language skills and use effectively in various situations?

9. What is your teaching experience? Does it make any difference in your English teaching performance?

10. What do you think about English teachers' pre-service and in-service training programmes? Do they help them in any ways?

Appendix 3
Students' Interview Protocol

1. Please introduce yourself.

2. Do you comprehend and practice the concepts of English language courses with ease? If 'No', what are the barriers in understanding and practising these concepts? If 'Yes', what are factors that help in this regard?

3. In what ways you are facilitated and supported by your English teachers to enhance your English language skills?

4. Are you able to manage the class tests, term exams, assignments etc. of your course simultaneously within the time limit? If "No", what are the problems in this regard? If 'Yes', how do you manage it?

5. How do your English teachers' roles affect your learning behaviour?

6. To what extent your English teachersmotivate and encourage you to participate in curricular and co-curricular activities related to English language?

7. What resources are used during English lectures in the class to elaborate the text and practise skills?

8. Does Englishteachers' command on the subject and ICT skills affect students' to integrate language skills and use effectively in various situations?

9. Is your English teacher experienced? Does your teachers' experience affect your English teaching performance?

10. What do you think about English teachers' pre-service and in-service training programmes? Do they help them in any ways?