

APPRAISAL OF ENGLISH LANGUAGE TEACHERS' ROLE IN PAKISTANI COLLEGES FROM DIRECT INFLUENCE PERSPECTIVE

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ABSTRACT

This study aims at investigating the role of English language teachers in the learning process of EFL students in Pakistani public sector colleges. It is the responsibility of the English language teachers to ensure students' proficiency in reading and writing skills at graduation level according to the prescribed syllabi. For this purpose, it is essential that the teacher should allocate equal time to all the activities in the classroom. The role of English language teacher is of pivotal nature for learning process and students' linguistic proficiency depends on him. Therefore, the present research has been conducted to ascertain the role of English language teacher in EFL classes arranged in randomly selected Pakistani government colleges of Lahore, Pakistan. Flander's (1970) Model of Interactive Analysis Category System – based on direct observation – has been selected as a tool for collecting data. The analysis was done by mixed methods keeping in view the outlines provided by McCarthy (1991). The researchers have found that the teachers in public sector male colleges of Lahore are not performing their duties up to the mark. They do not engage students in different activities adjunctive for the learning process. They do not attempt to boost confidence among students. They prefer to stick with direct influence, i.e. lecturing, asking questions, imposing their authoritative attitude on the students by their knowledge, scolding the students, and these factors result in the form of silence on the part of learners. Hence, to fulfill the real purpose of education, the direct influence on the part of teachers has to be controlled and indirect influence has to be increased.

Key terms: Classroom interaction (discourse) analysis, Flander's Interactive Analysis Category System (FIAC), direct influence, Pakistani English Language College Teachers

INTRODUCTION

A healthy language learning classroom interaction has two layers, one is teacher's direct influence that refers to teacher's lecturing, assigning different tasks and giving directions to the students, and criticizing or justifying his authority. The other layer is teacher's indirect influence that refers to teacher's praising or encouraging the students, using their ideas during classroom interaction, accepting their feelings, and asking various questions during the classroom interaction (Flander, 1970, Ramzan et al., 2023). It would be logical to say that the second layer of teacher's classroom interaction can play a pivotal role and can bring about triggering the learning process of the students towards positive side. On the other hand, if teacher's direct influence remains prevalent in the classroom interaction, the ratio of

students' learning would be declined towards less or no proficiency in all four skills of the language i.e., listening, speaking, reading, and writing skills (Javaid et al., 2023). It is because of the fact that the students will find rare chances and opportunities to participate in classroom learning activities. Such classroom interaction cannot be regarded as an ideal classroom interaction because an ideal classroom interaction is an amalgamation of both direct and indirect influences of the teacher during which the students can find equal opportunity to participate in classroom interaction, they can have liberty to express their ideas adjunctive for learning process, they can share different ideas with other students as well as teacher, and they can be appreciated by their teachers (Wade, 1994, Ramzan et al., 2023). In this

way, it seems logical to say that teacher's preference to adopt direct influence in classroom interaction can cease language learning process of the students and such classrooms where teacher's direct influence remains prevalent, produces learners who cannot be proficient in four skills of language.

If we talk about our language learning context in public sector boys' colleges of Lahore, we find classrooms where most of the teachers prefer to have direct influence during classroom interaction whose results are very obvious, that is, in the form of teacher's dominance in the classroom that leads to the closure of the process of critical thinking in the students and their ability of problem solving (Morgan, 1999). Students get motivated and use media to have more learning and exposure (Ramzan et al., 2023). Peer pressure can make them embittered and expressive writing improves their communication and interactions (Javaid & Mahmood, 2023a,b). Language and vocabulary proficiency impacts greatly (Ikramullah et al., 2023). Students if have social adjustment experience better coordination (Maqbool et al., 2021). Parenting style also impact behaviour of students (Kamran et al., 2023). They miss what we regard as creativity and are unable to write a single page in proper English which is a clear reflection of their inability in writing skill. The reason is very obvious that the teachers are not making their part actively into the stream of making proficient users of language capable enough to perform well in all skills of language. Mindful teachers impact differently. Workplace environment affects wellbeing of teachers (Javaid et al., 2023; Khan & Javaid, 2023, Ali et al., 2024). Therefore, the present study has been conducted to assess the role of English language teachers in public sector boys' colleges of Lahore, Pakistan in the perspective of teacher's direct influence.

Having a connection with language learning and teaching, we may have an experience where students naturally do not respond to the questions by the teacher in the classroom. This statement has also been confirmed during a study conducted by Sato (1982). It has also been observed that even the responses, the students make, are in monosyllabic words such as yes or no as stated by Rocca (2010) that it is a regular struggle to get students to ask questions and participate in discussions. A thorough glance at the proceeding in EFL classroom in public sector boys' shows that most of the students prefer to sit silent in classroom in response to the teacher's

questions. It has also been observed that the students respond to the teacher's question in monosyllabic words like "yes" or "no" which is in fact a demonstration of their inability. The obvious reason for this deficiency shown by the students is teacher's direct influence as direct influence hardly provides the space to the students to participate actively in classroom interaction. Therefore, the present study has been conducted to see the effects of teacher's direct influence on EFL students' learning process. For this purpose, Flander's Interactive Analysis Category System has been exploited as a model to analyze the role of teacher in the perspective of direct influence.

1.1 Objectives of the Study

The objectives of the present study are:

1. to investigate the role of English teachers in EFL classroom in the perspective of direct influence
2. to see how does direct influence affect the reading and writing skills of the students
3. to ensure whether Flander's Interactive Model in our pedagogical context is applicable or not.
- 4.

1.2 Research Questions

In Pakistani EFL learning context, most of the teachers prefer to adopt direct method which may cause to fetter the learning process of the students and they do not get proficiency in both reading and writing skills of English Language. It sounds illogical to raise a question on the performance or caliber of the teachers as they are not doing it deliberately. They need to be informed about the harmful consequences of direct method for learning process. The research questions for the present study therefore, revolve around the role of English teacher in the perspective of direct method. These follow as under:

1. What is the role of English teacher in an EFL classroom in the perspective of direct influence?
2. How does a teacher's direct influence affect the reading and writing skills of the students?
3. Is Flander's Interactive Model in our pedagogical context applicable or not?
- 4.

1.3 Significance of the Study

If we try to analyze EFL learning context at graduation level in public sector boys' of Lahore, Pakistan, we may find that the teaching methodology of the teachers is lacking what we can say constructive teaching whereas constructive teaching

style affects students learning process (Chang, 2002). The first and foremost significance of the present study is for the language teachers in the form of the enhancement of constructive style of teaching. Constructive teaching refers to the teacher's contribution by making the students take their part in learning process through participation which is possible if the teachers adopt both layers of teaching, that is, direct and indirect influence. Furthermore, the students can get a proficiency level in both reading and writing skill which would be beneficial for them not for their academic process but also for their practical lives.

2. Literature Review

A teacher has a pivotal role in a pedagogical process which remains incomplete rather dead without the efficient performance of a teacher (Murati, 2015). Thus in the whole pedagogical process, teacher and his/her role cannot be minimized or ignored. The role of a teacher includes the knowledge of the subject or area and how this knowledge is communicated to the students along with unbiased, objective and professional behaviour (Beltran, 2000). The working relationship of a student and a teacher is quite difficult to encompass and pin down in clear cut ways. It depends on the maturity and wisdom of a teacher to work through such relationships (Buber, 1965). Teacher needs to have a personality which could inspire the learners towards the set goals of a society or any institution rather than enslaving them. It could imply not taming or pressurizing the students rather channeling and giving ways to their energies towards productivity and positivity in the context of a society (Gonzalez et al., 2011).

Various studies have been conducted on the issues and problems of snubbing or restricting the students/learners from participating during the learning process. They are kept dumb while the classrooms remain teacher-centered where the teacher only speaks and takes the whole time. This situation does not boost or form the confidence of the learners rather it plays a very negative role in making the learners confused and resultantly the whole process rather than participating in the well-being of a society fails and produce very negative effects. Olkhovaya et. al. (2018) identified the following aspects and features in a pedagogical process:

- 1) A well-equipped teacher

- 2) A well –established and tested curriculum
- 3) A desirous and hopeful learner
- 4) Healthy environment
- 5) Supportive management

All the above elements are the integral part of the pedagogical process. Each element is interdependent. A lacking of any single element may cause a serious damage to the whole system which is supposed to be very important for the development of a society. Any progressive society can be seen as the off-shoot of the combination of the above mentioned features. But there can be seen many contexts where so many violations regarding the system are committed (Kurymbayev, et. al. 2016).

In the light of narrative teaching in Pakistan, Khan et. al. (2017) found out the weaknesses in Pakistani pedagogical system and pointed out and suggested to make the whole system alive if full benefits are to be taken. In this process, the teacher cannot be overlooked. He/she has to be fully equipped not just with the information and knowledge of subject but with the alive personality as well. The students have to be given a way to propound their own say and the inner thoughts on the subject.

A heated debate has been going on the role of a teacher since centuries. In some parts of the world, it is thought to empower a teacher to manipulate the whole teaching process in a classroom while in others it is the learner who is given more importance (Johnson, 2017). Here the teacher's role is seen in the following ways:

- 1) Independent role of a teacher
- 2) Dependent role of a teacher
- 3) Interdependent role of teacher

The first category i.e. the full independence of a teacher provides a teacher with full command on the whole pedagogical process. The teacher is considered all in all so far as the curriculum, courses and other necessary elements of the process are concerned. The whole process depends on the moods, abilities and interests of a teacher. Here the role of teacher becomes dictatorial in a way. In some contexts where there is no check and balance on a teacher, he/she may not perform his/ her role or duties as expected of him/her (Fredriksen & Rhodes, 2018).

The second element like the first one seems an extremist view of the whole system. Here a teacher seems quite helpless because he/she is made dependent in the whole process. A teacher is not

considered a part of the curriculum development and course delivery. Rather he/she is given with exact ready-made syllabi and asked to deliver these in a certain time period. Here a teacher becomes quite a machine even before the students because he/she is supposed to make the student-centered classroom where a student is given more time and importance to participate. Now more independence lies with the students (Gunduz, 2016).

The third feature i.e. the interdependent role of teacher seems more balanced view than the first two. Now each element of the whole pedagogical process is given equal importance. In a way, this element is like a bridge between the first two. This is quite an egalitarian way of the whole teaching and learning process. This mode also helps to avoid the direct influence of the teacher and provides quite a sufficient space for the learners as well who are kept quiet during the process in the countries like Pakistan (Khan, 2020).

Littlewood (1980) regards teacher as a facilitator who facilitates the students in their learning process. According to him, this facilitation includes:

1. A general overseer of learning, who coordinates the activities so that they form a coherent progression from lesser to greater communicative ability.
2. A classroom manager, who is responsible for grouping activities into lessons and for their overall organization.
3. A language instructor, who presents new language, controls, evaluates and corrects learners' performance.
4. In free communicative activities he will act as a consultant or adviser, helping where necessary. He may move around the classroom and monitor student's progress, strengths and weaknesses.
5. Sometimes he will participate in an activity as a 'co-communicator' with the learners. He may encourage learners without taking their main role (Littlewood, 1980).

It is the responsibility of the teacher to adopt such a methodology that may create balance in direct influence and indirect influence. Hostler (1986) stated that if we want adults as autonomous and self-directing, they have to be encouraged to participate in classroom interaction and the decision that may affect them. Such things can be seen if the teacher does not decline towards direct influence only.

Classroom interaction, if carried out positively, can be regarded as vital adjunction for learning

process and can facilitate the students towards achieving their goals of learning, that is, proficiency in reading and writing skills. The consequences of teacher's direct influence may create obstacles in getting the outcomes of learning process as suggested by Allwright and Bailey (1991) who regard outcomes as the results of four elements; input, practice, opportunities, and receptivity.

Critical pedagogy can be termed as teaching method having more focus on indirect influence. Critical pedagogy is not new for the language teachers; its roots were first developed by Brazilian Educator, Paulo Freire in his famous book, titled "The Pedagogy of the Oppressed in the 1960s and 70s". Freire (1970) introduced a new model in his book and openly criticized the old traditional method of teaching i.e. lecturing for longer time than conducting any other activities during classroom interaction with which students critical thinking can be generated within their minds.

Critical pedagogy emphasizes students' participation in learning process and critical thinking which sounds very helpful in enhancing their reading and writing skills. But if we talk about our EFL learning context at public sector boys' collages of Lahore, we will find a situation lack of critical pedagogy. The teachers seem reluctant to adopt critical pedagogy one of whose characteristic traits is that it does not allow them to have direct influence only. Resultantly, the students, who are the product of such classrooms environment, are less confident and show a poor performance in reading and writing skills of English Language (Freire, 1970). Thus the current philosophers suggest that to take full benefits of the pedagogical process, the students have to be made fully free mentally to give their in-puts.

3. Methodology and Conceptual Framework of the Study

Discourse analysis can be regarded as the cover term for various disciplines within the field of Linguistics and various social events can be pervasive in it. It is, at the same time, a general term for a number of approaches to analyze written, vocal, or sign language in use, or any significant semiotic event (Gee, 2011). In language classroom, the discursive interaction plays a key role as it determines proceedings of the classroom and especially the interaction of the teacher is very pivotal and needs to be assessed. So, the larger framework for the current study has been taken from

classroom discourse analysis (McCarthy, 1991) for having an insight into the underlying issues mentioned above.

According to Jeffery (2013) Confucius Model of Education depicts that a teacher should adopt such a methodology to create self-enlightenment in the students. Self-enlightenment can be referred to the students' participation in classroom interaction and their presentation of ideas for learning process upon which they can develop their own concepts about the topics being taught to them. He further says that the teacher should teach the students according to their mental abilities.

Plato's Allegory of Cave can be implied as that the teacher should throw the light of his knowledge upon the students in such a way to help the students to meet with their objectives. His way of teaching should not be as to blur students' vision about the subject being taught to them.

McCarthy (1991) believes that the conversation in the classroom must be in adjacency pairs, that is, there must be an appropriate talk between teacher and student and between students as well. Only teacher's talk can kill the learning process.

According to McCarthy (1991) the central entity of classroom interaction is exchanges. They consist of moves; the first move often called the opening move or initiation, the second move is the answering move or response, and the last move is called the follow up move. The idea behind it is that there must be a questioning answering session in the classroom. Teacher as well as students must participate in questioning answering session. It is the responsibility of the teacher to ensure the participation of the students in classroom interaction as well as enable them to respond the questions made by the teacher.

Turn taking is the basic entity of any interaction. It must be on an appropriate time. Any interruption in turn taking can cause to deteriorate the process of interaction whose negative effects would be the learning process. So, the researchers have kept in mind Confucian Model of Education, Plato's Allegory of Cave and McCarthy's Principles of Classroom Interaction for analysis in order to determine to role of the teacher in Pakistani learning process.

3.1 Methodology

In any research study, methodology plays a very crucial role which tells the researchers how to proceed further to meet with the objectives of the study and to determine the answers of the research questions. The approach for the present study is mixed one which allows the researchers to have an enquiry with the combination of both qualitative and quantitative approaches involving collecting data and its analysis of both kinds (Creswell, Plano & Clark, 2007).

3.2 Population of the Study

The population of the present study is public sector boys' colleges in Lahore, Pakistan where B.A. classes (both 3rd year and 4th year) are being provided to the students. In Lahore, the following public sector boys' colleges are offering B.A. classes:

1. Government Islamia College, Railway Road, Lahore.
2. Government Dyal Singh College, Lahore.
3. Government Shalimar College, Bagbanpura, Lahore.
4. Government College for Boys Gulberg, Lahore.
5. Government College Township, Lahore.
6. Government Islamia College for Boys, Ghazi Abad, Lahore Cantt.
7. Government College for Boys, Gulberg, Ferozpur Road, Lahore.
8. Government College for Boys, Model Town, Lahore.
9. Government Degree College for Boys, Shalimar Town, Lahore.

3.2 Sampling

The researchers have preferred random sampling technique and selected three colleges for collecting data. Government Islamia College, Railway Road, Lahore, Government Dyal Singh College, Lahore, and Government Shalimar College, Bagbanpura, Lahore are selected with the simple random sampling technique.

3.3 Tool for collecting Data

Ned Flander (1970) introduced a model for observation of classroom interaction, titled "Flander's Interactive Analysis Category System (FIACS)" which consists of ten categories. The said model has been exploited to unearth the underlying issues. The detail of the categories of the Flander's Model is as under:

Sr. No.	Name	Explanation	Belong to
1	Accept Feeling	Teacher accepts and cares the feelings of students and does not hurt them	Teacher's Indirect Influence
2	Praises or Encourages	Teacher praises and encourages the actions of the students during interaction	
3	Accepting and using students' ideas	The students present ideas which is used by the teacher	
4	Asking Question	Teacher asks different questions from the students about the topic	
5	Lecturing	Teacher teaches the topics	Teacher's Direct Influence
6	Giving Directions	Assigning different topics to the students	
7	Criticizing or justifying authorities	The teachers makes the students realize that he has authority in the class	Students' Talk
8	Pupil Talk Response	The Students response to the questions	
9	Pupil Talk Initiation	Students take active part in discussion	
10	Silence	Silence or pause during interaction	

Table 1: Showing the detail of categories of the Flander's Model

	1	2	3	4
5				
4				
3				
2				
1				

Figure 2: Showing procedure to mark a tally

3.4 Procedure

The procedure to use the Flander's Model as tool has three stages. At first the researchers have to sit at the rear corner of the classroom where they can observe all the proceeding of classroom. The second stage is the stage of coding the data through the number of categories and the third stage is to encode the data into the tabulation form for which a matrix of 10 columns and 10 rows is used. The researcher first records his observations, marks the number of categories on a paper, and makes pairs of the numbers. Then, these numbers are tabulated in the matrix in a way as mentioned below: -

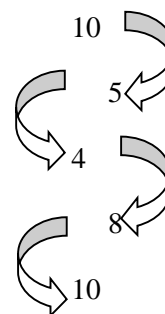


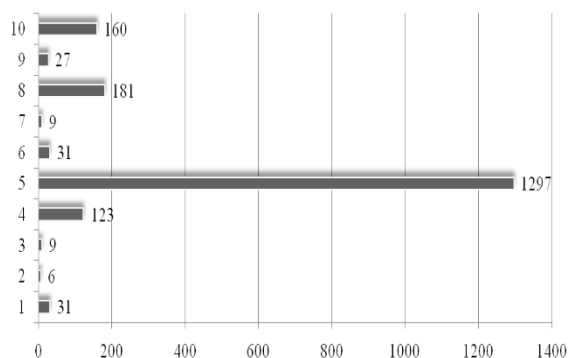
Figure 1: Showing the procedure to make pairs of data points from matrix.

4. Data Analysis

The data was collected and analyzed keeping in view the above theoretical framework and model and following results have been found:

4.1 Results

The researchers visited all the colleges mentioned above and observed all the classes. Total 1874 data points have been collected whose detail is as under:



Graph 1: Showing the detail of data from the Colleges of Lahore, Pakistan

The data collected from the different public sector boys' colleges of Lahore shows that the English teachers dominate the classroom throughout the class time. The ratio of teachers' dominance in the classroom is as high as 80.36%. If we talk about teacher's direct influence in the classroom, we can see that the teachers in the classroom preferred to adopt it without any other option to select. The ratio of teachers' direct influence is 88.78% which is a clear reflection that the teacher is preferably opting lecturing for most of the time without caring whether the students are getting what is being taught to them or not.

4.2 Discussion

4.2.1 Teacher Behavior and students' Mental Level

It seems pertinent to mention here that most of our EFL students are a product of Grammar Translation Method (GTM) where the key emphasize is on reading and writing skills. It is logical to assert that the students produced by Grammar Translation Method have no or less proficiency in speaking and listening skills or it can be said that their ability to get listening material and speaking in response to what is being taught to them is not up to the mark. But the analysis of our current data shows that the teachers in public sector boys' colleges of Lahore do not care about this aspect of their students' mental level and the abilities possessed by the students and prefer to deliver lecture in target language in spite of the fact that the students do not have caliber to speak and understand in English. Such students need to be paid explanations of various things in their native language but the teachers do not care for this. This situation leads the students towards disengagement that refers to the students' less participation in

learning process which results in students' becoming passive learners.

Another thing which has been recorded is that the teachers seem to deliver the lecture only without noticing that the students are not getting for what they are sitting in the classroom. To be so much authorial by the teacher in the classroom brings about an unhealthy relationship between the teacher and the students which results in a long gap between them leaving negative marks on the learning process of the students. The relationship between the teacher and the students can be good only when the teacher behaves according to the mental level of the students and tries to generate confidence in them so that they may be proficient in both reading and writing skills. But teacher's direct influence is a hindrance in the way of what has been told before. In such kind of classroom, where the teacher does not consider the mental abilities of the students, neither the teacher nor the students can achieve their teaching and learning objectives. In this connection, Marzano's comments play a supportive role who states that "an effective teacher-student relationship may be the keystone that allows the other aspects to work well" (Marzano, 2003).

4.2.2 Self-Enlightenment and Teacher's Direct Influence

Self-enlightenment refers to student's participation in classroom discussion and presenting their own ideas about the topic being taught to them. It can be very helpful for the students in terms of developing confidence in them whose consequences can be very fruitful in the form of enhancement of their reading and writing skills.

The analysis of the data, collected from the different colleges of Lahore, shows that teacher's direct influence does not allow the students to generate self-enlightenment in them. The students are not proficient in reading and writing skills and for most of the time; they prefer to sit silent in the classroom. The teacher does not bother to carry out other activities such as group discussion, encouraging the students by using their own ideas, and developing confidence in them by reinforcement. Group discussions are very facilitating for the learning process and can cause to bring about what we regard as self-enlightenment. It helps the students to be engaged in the classroom interaction that can affect students reading and writing skills very positively as stated by Isenberg

(1991) that “small groups discussions” can lead the students to be engaged in classroom interaction.

It is quite natural that the teacher dominates the classroom as described by Flander who says that about two third of the classroom time is consumed by the teacher during classroom interaction (Flander, 1963) but the dominance, observed in the public sector boys collages of Lahore delineated a quite different picture where the teacher consumes almost whole time of the classroom. After such a dominance shown by the teacher, the students do not find any opportunity to respond positively towards enhancing their reading and writing skills. In fact the teacher is not trying to engage the students in such activities with which he can claim that he is trying to get the students on the path of learning.

When the researcher visited various public sector boys’ collages of Lahore in order to collect the data for the present study, he noticed that due to the teacher’s direct influence in the class, the student have developed a habit to nod their heads while lecturing in order to create an impact for the teacher that they are getting what is being taught to them. But unfortunately, the teachers do not bother to ask different questions about the topic being taught to them. They seem to perform their duty and it does not make any difference for them that whether the students are learning or not. The teachers in public sector boys’ collages of Lahore do not allocate any time in the classroom to engage students in different writing activities. The students are not given any activity which may enhance their reading skill. Consequently, they are not able to create self enlightenment in them and are not able to perform well in their exams. All such outcomes are just because of teacher’s authorial behavior towards the students and spending most of the time in lecturing only. Stein, Dixon, and Isaacson (1994) suggest that “the writing disabilities in the students develop in the students just because of the fact that the teacher allocates a little or no time to the students for any writing tasks (p. 392).

A balance classroom interaction can create a healthy learning environment which will stimulate learning process by engaging the students in the activities pivotal for enhancing their reading and writing skills. But public sector boys’ collages of Lahore give a different picture where teacher’s direct influence seems to be an obstacle in the way of students’ participation in classroom interaction. In this connection Richards (1990) stated that students’

participation in classroom interaction helps them in developing the cognitive skills that involves generating ideas which can be helpful for creative writing.

4.2.3 Teacher’s Transition of Knowledge to the Students.

Plato’s Allegory of Cave suggests that the teacher should impart the knowledge to the students in a convincing and easily understandable manner that may cause to bring about blessings for the students in the form of learning. If we talk about our EFL context, the very learning objectives of the students are the enhancement of their reading and writing skills. But it is very unfortunate that most of the students in public sector collages of Lahore do not have potential enough to write a single paper in English and are not able to solve a comprehension passage. The very obvious reason is in fact the role of teacher.

It is worth mentioning here that the teacher’s direct influence causes to generate such an environment in the classroom where teacher is so much declined towards the only activity, that is, delivering lectures only and besides it, none of the other activities seem to be present in the classroom. The data shows that the teachers try to impose upon the students with heavy weapons of their knowledge. Such a behavior of the teacher can cause to blur the vision of the students and they started to develop a sense that they are not able to get through the examination. It is better for them to leave the collage and join some profession which is in fact very low paid and do not let them to be settled in their lives.

In conclusion of this discussion, it seems logical to state that the teacher’s direct influence is making negative effects in students reading and writing skills. The students of public sector boys’ collages of Lahore are not able to compete well in reading and writing skills just because of the fact that the teachers are not doing for what they are in the collages. This research does not have any intention to raise a question mark on the caliber of the teacher but the way they are treating the students is not an appropriate one to provide sustenance to students’ reading and writing skills.

4.2.4 Exchanges and turn Taking

After the analysis of collected data, it came to the knowledge that the McCarthy’s Principles of classroom Interaction are being flouted in public

sector colleges of Lahore. The students hardly get any opportunity to interact with the teacher as well as with the students. Most of the time, teacher controls the turn. There is no answering question session in the classroom and teacher does not bother to make any efforts for boosting students' confidence and well as to ensure students' participation in classroom interaction.

5. Conclusion

After the analysis of the data, the researchers have come to the following conclusion: -

As far as the role of English language teacher in public sector boys' colleges of Lahore, Pakistan is concerned, it is not supportive for the students to enhance their reading and writing skills. Direct influence refers to all the activities which affect the students' participation in classroom interaction and makes them not to be active learners as much of the class time is consumed by the teacher in lecturing and justifying his authority on the students by scolding them. In order to trigger out students towards the direction of enhancing their reading and writing skills, it is mandatory for the teacher to have a balance in both direct and indirect influence.

It is because of the teacher's direct influence that he does not allocate time to the activities which may help the students in enhancing their reading and writing skills. Lecturing for most of the time in classroom does not leave any time for the teachers to assigning the students different activities regarding reading and writing skills improvement. After lecturing, the teacher assigns them to learn various questions from any helping book. Resultantly, the students do not bother to be on the right path leading to creative writing. Instead, they prefer to cram or memorize the questions. In this way, their reading and writing skills are being affected in an adverse manner.

The Flander's Interactive Analysis Category System has a unique style to be used as a model for any research and a tool for collecting data. One of its major benefits is that it enables the researchers to record minute details of classroom interaction which is very helpful in data analysis. This seems to be the best model for classroom observation and helps much to meet with the research objectives in all the scenarios.

5.1. Recommendations for Future Studies

The following recommendations are made out of the present study:

6.1 Recommendations for the teachers

The teachers preferably come to the field of teaching with some objectives to meet which are very obvious in the form of creating proficient learners of language. Classroom interaction is surely their tool to transmit their knowledge to the students. This interaction does not need to be confined to the direct influence only; the teacher should create a balance between direct and indirect influence, so that they may get a help to achieve their outcomes through their teaching method. For this purpose, they need to make themselves equipped with latest innovations in teaching styles and should attend various workshops and trainings which can enable them to have an understanding of having an insight of modern techniques to creating proficient learners in reading and writing skills.

6.2 Recommendations for further researchers

After going through the present study, the researchers can conduct studies in the following fields:

1. Strategies which a private sector school teacher is adopting to enhance students caliber in language skills and producing better results.
2. The role of teacher in producing good student results in examinations.
3. A comparative study about the role of male and female teachers in enhancing English language reading and writing skills of the students.

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Appendix A:

Matrix of the Data from the Public Sector Boys' Colleges of Lahore, Pakistan

	1	2	3	4	5	6	7	8	9	10	
10	0	0	1	25	22	4	1	6	0	84	
9	8	0	1	2	2	0	1	0	4	2	
8	2	2	1	14	13	1	3	85	0	18	
7	0	0	0	2	0	2	0	43	2	5	
6	1	0	0	0	0	23	0	5	0	3	
5	3	0	1	14	1240	1	1	16	0	28	
4	0	0	0	62	13	0	3	25	16	16	
3	0	0	5	0	2	0	0	0	2	0	
2	0	3	0	0	1	0	0	1	0	1	
1	17	1	0	4	4	0	0	0	3	3	
Total	31	6	9	123	1297	31	9	181	27	160	1874
%	0	0	0	6.56	69.21	1.65	0.48	9.65	0	8.53	

