

The Impact of the Teacher's Role on Students' Achievement and Motivation in ESP Teaching

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The English teacher plays an important role in teaching and education, therefore there are many roles that the teachers can play according to the methods of teaching which are discussed. These roles effect the achievement and the motivation of the students. Therefore, the aim of this research is to investigate experimentally the impact of teacher's role on students' achievement and motivation in English for Special Purposes (ESP) teaching. The research has studied four roles of teacher (authority, counsellor, and facilitator and multi-roles) to fulfil the aim of the research. The sample of the research is 110 students. It is hypothesised that there are no significant differences among the fourth experimental groups in achievement and motivation. An experiment has been applied for four groups which were taught by the researcher, with different roles. The experiment has lasted 15 weeks; at the end a test and a motivation questionnaire were applied for all groups. After analysing the results statistically, it has been found that there are statistically significant differences among the groups favour for teacher's multi-roles for achievement and teacher's facilitator role for motivation.

Key words: *Teacher's role, English for special purposes, English foreign language teaching.*

Introduction

Teachers ignore aspects of college teaching; so teaching is considered a routine function that anyone can do. Thus, anyone who has content expertise can teach. Therefore, a teacher's job is to transmit information and the student's job is to memorise and then recall the information (Lie, 2002). This is the problem in almost all of our Iraqi colleges that deal with ESP.

Many teachers ignore the fact that our students actively construct their own learning; students do not passively accept knowledge from the teacher or course. The teachers still adopt John Luck's assumption that the students are a blank sheet of paper, waiting for the teacher to write on (Johson and Smith, 1991).

The problem of the current research is what is the teacher's role utilised in teaching ESP at colleges. Many ESP teachers at the college level still give their students a list of words to memorise; the teacher neglect the student's needs and interest. Therefore, ESP students have no motivation for learning English subjects, which affects their achievement, as well as English, which is taught as a foreign language in Iraq. Thus, this research is an attempt to illuminate different teacher's roles which is important in ESP teaching for Iraqi students' achievement and motivation. This research investigates experimentally four types of teacher's roles (i.e authority, counsellor, facilitator, and the multi-roles teacher) to answer the question is there any difference among them in students' achievement and motivation. Thus, the present research aims at investigating experimentally the impact of teacher's role on students' achievement and motivation in EFL teaching.

Importance of the Problem

The value of the research is summarised in the following points:

- 1) 1-The importance of this research lies in the fact that using a specific teacher's role could assist in enhancing students' achievement and motivation.
- 2) 2-The results of the research will be useful to guide English instructors to use the right role in their lectures instead of relying only on the traditional one and improving their quality of teaching.
- 3) 3-It is hoped that the current research will make some contribution towards improving the teaching of ESP.

Relevant Scholarship

Atmaca (2018) aims to find out and compare the perspectives of two types of English teachers (in and pre-service) and the role of English teachers. The study has followed an interview procedure to collect the data. The sample of the study is 241 English teachers. The results have revealed 17 major roles emerged of English teachers (model, facilitator, guide, prompter, counsellor, consultant, supporter, organiser, authority, observer, mentor, motivator, helper, speaker). The model English teacher role has the highest frequency. Atmaca's (2018) study compares two types of English teachers to observe the roles; while the current research experimentally investigates the impact of four teachers' roles.

Dja'far et al (2016) examines Indonesian EFL teachers' perception of students' motivation and English for special purpose learning achievement. The sample is 204 students from 6 classes for Economic and Business. The study has used a questionnaire to assess students' motivation and achievement. The study divided the motivation into low, moderate and high. The results have shown that the students' motivation and achievement in reading and writing aspects of ESP between the students of low and high motivation are at different achievements. Thus, the results have revealed that Indonesian EFL teachers apply motivational strategies to bring benefits to improve achievement. This study has dealt with university students as the current research. Furthermore, the study focused on ESP for the research, but the previous study has examined the teachers' perception of motivation and achievement, while this research investigatee the teachers' roles on motivation and achievement. Additionally, the current research deals with methods of teaching but the previous study has studied the strategy of learning.

Hypothesis of the Research

The following hypothesis will be tested:

- 1) There are no statistically significant differences among the fourth experimental groups which are taught English according to four different teacher's role (authority, counsellor, facilitator and multi- roles) on the students' achievement; and
- 2) There are no statistically significant differences among the fourth experimental groups which are taught English according to four different teacher's role (authority, counsellor, facilitator and multi- roles) on the students' motivation in ESP teaching.

Method of the Research

An experiment design was adopted to achieve the aim of the research and to know which teacher's role is effective on achievement and motivation in ESP teaching for students.

Definition of Basic Terms

The variables of the research operationally is defined;

Teacher's Roles

The teacher plays many roles according to the method which is followed, and the roles of the teacher in Teacher-centered approach, are different from the Learner-centered approach.



Teacher's Authority Role

The teacher is the authority in the class and the students do as the teacher says, so they can learn what the teacher knows (Freeman, 2000).

Teacher's Counsellor Role

The teacher as a counsellor is essentially passive because the teacher provides the language necessary for students to express themselves freely and to say whatever they want to say (Hadley, 2003). The teacher's role is initially to support the students in their struggle to master the foreign language. The students are very dependent upon the teacher, but over time they become independent (Freeman, 2000). The teacher creates a supportive atmosphere for the class and encourages students to understand the grammatical system from their own efforts. The teacher also isolates important vocabulary that the students need. (Ibid:114).

Teacher's Facilitator Role

The role of the teacher is to facilitate communication in the class. The major role of the teacher is to establish situations likely to promote communication and during the activities the teacher acts as adviser answering the students' questions and monitoring the students' performance (Freeman, 2000).

Achievement Test

A test designed to measure how much of a language students have successfully learned within a specific course, textbook and programme. The test is given at the end of the course to measure language learning at the current point in time (Richards and Schmidt, 2002).

The research is intended to measure English for the purpose of Physical Education on students' achievement. The students should know and recognize the sports and their equipment, as well as the place where the sports can be played.

Motivation

Motivation is an inner drive, impulse, emotion, or desire that moves one to a particular action (Brown, 1994). Motivation is the choice of a particular action and the effort expended on it (Dörnyei, 1994). The operational definition of motivation, is the extent to which the individual exerts an effort or strives to learn the language. This is undertaken because of a desire to learn the language and the culture of its speakers, to achieve self- satisfaction, self-efficacy and certain external goals.

The Experimental Design

The research has followed the fourth experimental groups design as in table (1):

Table 1: Experimental Design

Group 1	Group 2	Group 3	Group 4
Section (C) ESP taught according to teacher's authority role	Section (A) ESP taught according to teacher's counsellor role	Section (D) ESP taught according to teacher's facilitator role	Section (B) ESP taught according to teacher's multi-roles

Population and Sample Selection

The population of the research is Iraqi students at Baghdad University. The sample of the research is the College of Physical Education and Science Sports for Women, Baghdad University, a third-year stage with 110 students. The students are purposely selected at the academic year 2017-2018 second course. The groups were selected randomly from the sections (section C represents the first experimental group, section A represents the second experimental group, D represents the third experimental group, and section B represents the fourth experimental group)

Instructional Materials

The fourth experimental groups have taught English for Physical Education. The material taught is adopted from (Sadiq, 2012), (Sadiq, 2010), and (Sadiq, Baan: 2009). The aim of the course is to teach the students sports with their equipment, as well as the place where the sports can be played and the classification of these sports. The same material is taught for four groups, but with different instructions for each group. The experiment has lasted for 15 weeks, two hours per week in the second course of the academic year (2017-2018). The researcher taught the fourth group. The same material is taught (See Appendix 3) but the differences are in the teacher's role. Firstly, the experimental group (Section C) who are taught according to the teacher's authority role, has controlled the students who respond to the teacher's questions and follow the instructions of the teacher. Also, the teacher has decided, guided, controlled everything in the class. Secondly, the experimental group (Section A) is taught according to the teacher's counsellor role in the class. In this group, the teacher has divided the students into groups of five students each. So, they can work together freely, especially when the material is not new, but they need the counsellor when it is new for them. In these groups the students themselves have decided on the material that they want to learn and the sequence of sport which they are teaching. Thirdly, the experimental group (Section D) which is taught according to the teacher's facilitator role also are divided into groups. Each group is responsible for their sport which is chosen by the group. Thus, each group has explained the game to a classmate, the

teacher just facilitated if there was a problem. In this group, there are some guessing games that can be played by the groups to promote learning. Finally, the last experimental group (Section B) is taught according to the teacher's multi-roles. This group uses all the above mentioned roles. The teacher in some activities is the authority of the class but also, the students are given the opportunity to express their needs in groups. The teacher has divided the class into groups in some activities to let the students do the activities by themselves. The teacher has walked through the groups to facilitate any difficulty. These groups are making games by guessing, questioning, answering, choosing. As the teacher plays many roles in this group, so do the students. In some of the activities, the teacher has controlled the students and respected the role of the students. In this group, the teacher's role is balanced between their role and the students' role. The students' role is equal to their teacher's role.

At the end of the experiment which has lasted for 15 lectures; the students are tested according to ESP test. Also, the students have received a motivation questionnaire to fulfil the second aim of the research.

Construction and Administration of the Test

The sample of the research is given an ESP test which includes three questions (See appendix 1). The test is adopted after the validity is ensured by the specialist jury member. Also, reliability is scored (0.83) which is considered a very good one. The same test is adapted to the post-test without any modifying.

Language Learning Motivation Questionnaire

The questionnaire was developed by the researcher to assess students' motivation in ESP by drawing on an open questionnaire, Gonzales' Foreign Language Learning Motivation Questionnaire (2010), and the motivation questionnaire used by Taguchi et al. (2009). An open questionnaire has been designed and administered to 20 students at the same college third-year stage. The researcher has explained the questions and encouraged students to ask for further information or examples to encourage them to write as much as possible, to get more data. From their responses, these items have been drawn:

1. FL will prepare me to acquire a new identity.
2. We want to experience another culture to evaluate our culture.
3. Studying English can be important for me because I will learn more about what's happening in the world.
4. Studying English can be important for me because it will enable me to better understand and appreciate English.
5. Learning a FL is really interesting.

6. It is necessary for me to study English well in order to get a high mark in English proficiency tests such as (TOEFL and IELTS).

The language learning motivation questionnaire is grouped into four categories: 1) Desire for career and economic enhancement (goal-oriented), 2) Desire to become a global citizen, to communicate with foreigners and the need for cultural integration (culture-oriented), 3) Self-satisfaction with learning and self-efficacy (self-oriented) and 4) A motivation. The motivation questionnaire (40) items have been drawn from these sources: students, relevant literature, specialists in Psychology and ELT and other questionnaires used in the field. It is done with a five-point Likert scale ranging from the following options: strongly agree, agree, undecided, disagree, and strongly disagree. The teacher has translated the questionnaire into Arabic language, so to collect fair responses.

Results of the Research

The results of the test and the questionnaire have been analysed, in order to determine whether there is significant difference among the four groups in achievement and motivation.

Comparison of the Mean Scores and Standard Deviation of the Sample

The mean scores of the fourth experimental groups in the test are compared; the mean score of the authority role of the teacher is (15.77) and the standard deviation is 2.233; while the mean score of the counsellor teacher's role is 17.46 and the standard deviation is 2.442. the mean score of teacher's facilitator role is 18.72 and standard deviation is 2.05; the teacher multi-roles mean is 19.37 and standard deviation is 1.884. The results indicate that teacher's multi-role mean score is the higher in the achievement of English than facilitator, counsellor, and the lower achievement is in the authority teacher's role as it has shown in table (2)

Table 2: Mean Scores and Standard Deviation of the Sample in Achievement

Report			
Achievement of fourth groups			
types of teacher's role	Mean	N	Std. Deviation
authority teacher's role	15.77	26	2.233
counselor teacher's role	17.46	28	2.442
facilitator teacher's role	18.72	29	2.051
multi-roles	19.37	27	1.884
Total	17.86	110	2.529

Comparison of the Mean Scores and Standard Deviation of the Sample in Motivation

The highest mean score is recorded in the teacher's facilitator role is 167.97; than the teacher's counsellor role mean score is 138.32. The lower mean score is scored in the teacher's authority role which is 63.88; than the teacher's multi-roles which is 137.11. Thus, the most motivated students in ESP teaching are the third experimental group (section D) which is taught according to the facilitator teacher's role as shown in table (3).

Table 3: Mean Scores and Standard Deviation of the Sample in Motivation

Report			
Students' Motivation of learning English Language			
types of teacher's role	Mean	N	Std. Deviation
authority teacher's role	63.88	26	16.041
counselor teacher's role	138.32	28	23.611
facilitator teacher's role	167.97	29	16.014
multi-roles	137.11	27	13.423
Total	128.25	110	41.945

Analysis the Data of the Research

The research data is analysed by using the SPSS system by using an ANOVA formula. The results of the research are exposed to a normality test to determine the normality of the groups. All the scores are above 0.05, so the experimental groups are normal. Also, the groups have no extreme values; a multivariate General Liner has been used to analyse the data of the research. The results as are shown in table (4). A significant score 0.00 shows the achievement of the fourth groups, which indicates that there is statistical significant differences among all experimental groups, thus the null hypotheses is rejected.

Table 4: Results of the Experimental Groups

ANOVA					
Achievement of fourth groups					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	201.285	3	67.095	14.348	.000
Within Groups	495.669	106	4.676		
Total	696.955	109			

Also, the significant score is 0.00 in the motivation questionnaire which indicate that there is statistical difference among the experimental differences. Table (5) is shown that.

Table 5: Students' Motivation in the Experimental Groups

ANOVA					
Students' Motivation of learning English Language					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	158417.980	3	52805.993	167.837	.000
Within Groups	33350.393	106	314.626		
Total	191768.373	109			

Discussion

The results of the research show statistically significant differences among all types of teacher's roles. The teacher multi-roles is the most significant among all the groups as it is shown in figure (1);

Figure 1. Students' Achievement of Experimental Groups



The results of the students' motivation shows that the most significant is in the facilitator's role. This indicates that the facilitator role of teacher motivates the students more than any other teacher's role. As expected, the authority teacher's role is the lowest to motivate the

students, which means that students are not motivated when the teacher used the authority role in teaching English. Figure (2) has shown that.

Figure 2. Students' Motivation of Learning English Language

Estimated Marginal Means of Students' Motivation of learning English Language



The results of the research agree with Hadely (2003), that the teacher provides structured guidance, and knows how and when to allow the students to work on their own. Thus, teachers can go a long way toward accommodating individual student needs more effectively. The role of the teacher effects the achievement of the students. While the teacher's facilitator role is shown to be the most motivating among the experimental groups and the teacher's authority role is the lowest motivator of students among all the roles. The results of the research are a variation of Dja'far etal's (2016) as that study proved that the students' achievements have varied according the students' motivation. This research has chosen three English roles from Atmaca (2018) authority, counsellor, facilitator and it has added the multi-role. Additionally, this research has proved that students' achievement in multi-roles of the teacher is the best.

The teacher plays an important role in the class and the teacher can play many roles depending on the situation, time and activities. Teaching is an art which can be undertaken by an artistic teacher when evaluating the students and what they need. Sometimes the teacher's authority role is important in an authoritative situation or sometimes with other students the teacher is the counsellor or facilitator. The most important thing that the teacher can encourage and motivate in the students is for them to reach the best achievement in learning ESP. There is no one



specific role for teaching in all the situations; so the teacher should play many roles all the time. Thus, teacher's roles vary according to the students' need and the situation. There is no one teacher's role that fits all the classes and students, but one teacher can fit all the roles for the benefit of the students.

The research recommends that the teacher should follow multi-roles in teaching English for special purposes. Furthermore ESP teachers will play many roles in teaching.

It is further recommended that other research should be conducted on other teacher's roles as well as, other research may be conducted on teaching general English or other subjects.



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Appendix (A) The Final Form of the Foreign Language Learning Motivation Questionnaire

Dear Student

Read the items carefully choose one certain word that describes and reflects your motivation in learning a foreign language.

Thank you in advance

No.	Items	strongly agree	agree	undecided	disagree	strongly disagree
Goal oriented						
1	Being able to speak English will provide me greater chances of getting a good job.					
2	I study English in order to keep updated and informed of recent news of the world.					
3	I need a knowledge of an FL for a training in my job.					
4	Studying English is important to me because it offers a new challenge in my life.					
5	Studying English is important to me in order to achieve a special goal (e.g. to get a degree or scholarship).					
6	I want to learn an FL because I would like to live or work abroad.					
7	Learning FL is another way of enriching myself for my future career.					
No.	Items 2- Culture oriented	strongly agree	agree	undecided	disagree	strongly disagree
8	It is not difficult to work together with people who have different customs and values.					
9	I want to learn about foreigners' lifestyle in English speaking countries.					
10	I am learning English to be able to interact with foreigners.					
11	I am interested in an FL because I am also interested in foreign cultures.					

12	FL will prepare me to live with foreigners.					
13	FL will prepare me to acquire a new identity.					
14	Studying English can be important for me because I will learn more about what's happening in the world.					
15	I want to learn English because it is useful when I travel abroad.					
16	I feel great when I am able to speak to foreigners using their own language.					
17	I believe that if I can speak an FL, it is easier for me to relate with foreigners.					
18	I am fascinated when I hear a foreigner speaking English.					
19	I can imagine myself writing English e-mails fluently.					
20	English can help me to know more people from different parts of the world.					
21	I want to read books written in English that why I am studying an FL.					
22	English can help me to talk with native speakers of English for educational purposes.					

No.	Items	strongly agree	agree	undecided	disagree	strongly disagree
3. Self-oriented						
23	Studying English is important to me because without it one cannot be successful in my field.					
24	I have learned to enjoy learning English in order to pass the final examination.					
25	I enjoy browsing the homepages that deal with English in the internet.					
26	I enjoy watching movies on TV when it is in English.					
27	I can interact with my colleagues in my FL class though social conversations.					
28	I believe I have the ability in learning English that makes me a more knowledgeable person.					
29	Studying English can be important for me because language learning often gives me a feeling of success.					



30	It is important to me to do better than the other students in my class.					
31	I enjoy learning English because I am good at it.					
32	I feel comfortable speaking English in my FL class.					
33	I am enjoying learning English even if it is difficult.					
34	I am delighted when my teacher notices how I progress in my FL class.					
35	I like the atmosphere of my English classes.					
36	It is necessary for me to study English well in order to get a high mark in English proficiency tests (TOEFL, IELTS, . . .).					
37	Learning English is really interesting.					

No.	Items	strongly agree	agree	undecided	disagree	strongly disagree
4. A motivation						
38	I get nervous and confused when I am speaking in my English class.					
39	I don't like to speak often in English class because I am afraid that my teacher will think I am not a good student.					
40	I am afraid when other students will laugh at you when you speak English.					

Appendix (B) ESP Test

Q1- Write the games under these classifications: (Ten games)

Ball games- Single games -Winter games

Q2- Write the game under its picture:(Choose Five)



Q3- Label Ten equipment of the above picture: