Examining Indonesian Teacher Roles in EFL Classroom: Insights from Elementary Teacher Narratives

Adi Irma Suryadi*, Joko Nurkamto, Endang Setyaningsih

Department of English Education, Universitas Sebelas Maret, Surakarta

*Corresponding email: adiirmasuryadi@student.uns.ac.id

Abstract: Examining Indonesian Teacher Roles in EFL Classroom: Insights from Elementary Teacher Narratives. **Objectives:** Different roles have been attributed to teachers; from knowledge transmitter to caregiver. These roles are intertwined with one another and their complexity has attracted numerous researchers to investigate. In spite of the extensive literature and studies on teacher roles, very few studies have highlighted the complexity and changing roles of teachers from the insider point of view. This study explores the insider perspective of an elementary school teacher to gain clearer insights on teacher roles. **Methods:** The study focuses on how teachers narrate their roles as teachers and draw emerging themes from the narration. The data of this study were collected by semi-structured interviews, classroom observation, and document analysis. **Findings:** Through thematic analysis, the study reveals that the teacher played many roles from planning the materials, managing the class, monitoring and evaluating the students' progress. **Conclusion:** These imply that teacher professional development and teacher competence become a concern in order to optimize the teachers' roles.

Keywords: Changing teachers' roles; elementary school teachers' roles; narrative inquiry.

Abstrak: Menelaah Peran Guru Indonesia di Kelas EFL: Wawasan dari Narasi Guru Sekolah Dasar. Tujuan: Peran yang berbeda telah dikaitkan dengan guru; dari penyampai pengetahuan ke pengasuh. Peran-peran ini saling terkait satu sama lain dan kompleksitasnya telah menarik banyak peneliti untuk menyelidikinya. Terlepas dari literatur yang luas dan studi tentang peran guru, sangat sedikit studi yang menyoroti kompleksitas dan perubahan peran guru dari sudut pandang orang dalam. Studi ini mengeksplorasi perspektif orang dalam dari seorang guru sekolah dasar untuk mendapatkan wawasan yang lebih jelas tentang peran guru. Metode: Studi ini berfokus pada bagaimana guru menceritakan peran mereka sebagai guru dan menarik tema yang muncul dari narasi. Data penelitian ini dikumpulkan dengan wawancara semi terstruktur, observasi kelas, dan analisis dokumen. Temuan: Melalui analisis tematik, penelitian ini mengungkapkan bahwa guru memainkan banyak peran mulai dari merencanakan materi, mengelola kelas, memantau dan mengevaluasi kemajuan siswa. Kesimpulan: Hal ini menyiratkan bahwa pengembangan profesional guru dan kompetensi guru menjadi perhatian dalam rangka mengoptimalkan peran guru.

Kata kunci: Perubahan peran guru; peran guru sekolah dasar; narrative inquiry.

To cite this article:

Suryadi, A, I., Nurkamto, J., & Setyaningsih, E. (2022). Examining Indonesian Teacher Roles in EFL Classroom: Insights from Elementary Teacher Narratives. *Jurnal Pendidikan Progresif*, *12*(1), 307-322. doi: 10.23960/jpp.v12.i1.202224.

■ **INTRODUCTION**

Teachers' roles change during the lesson according to different tasks being undertaken and teaching aims they want to achieve (Zheng, 2015). Traditionally, teachers' roles are mostly as a giver of knowledge, where teachers share knowledge to students on a particular subject, through lessons that build on their prior knowledge and move them toward a deeper understanding of the subject. In the 1990s, when attention to the student-centered approach grew, teachers' roles were expected to shift. The transformation of the learning paradigm requires teachers to provide personalized and individualized instruction adapted to students' needs, learning preferences, interests, and abilities (McCombs, 2013). In addition, the students are no longer viewed as passive receivers of information in the classroom. But in the practice, Ahonen et al. (2014) found that teachers still described their role mostly as knowledge transmitters who were responsible for students' learning and development.

In 2020 when the pandemic started to sweep the globe, teachers were forced to migrate to online learning. In Indonesia, many teachers and students face a difficult situation due to the lack of infrastructure to conduct online learning. Poor signal, availability of gadgets, and expensive data packages force teachers to select the cheapest and most accessible tool/ app for the student and synchronous learning using video-based apps is often not a good option compared to asynchronous mode with text-based apps such as WhatsApp. Under these circumstances, some teachers may experience confusion on how they should perform their roles.

Substantively, teachers' roles are not a new issue. Previously, some scholars have attempted to discuss this issue from various perspectives and contexts. In Malaysia, Arifin, Bush, & Nordin (2018) defined the roles and responsibilities of excellent teachers. They discovered five themes that emerged from the data analysis by gathering data through semi-structured interviews with instructors and triangulating it with documents, concentrating on their roles as teacher, content expert, facilitator, mentor, and innovator. Cuconato, Bois-Reymond, & Lunabba (2015) conducted a study entitled "Between gate-keeping and support: teachers' perception of their role in transition". By using qualitative case studies in 12 schools, they developed three constellations of how teachers perceive their role in relation to supporting students: support focused on employability, support focused on access and opportunities, and support focused on students' well-being.

Another study conducted by Kelly, Dorf, Pratt, & Hohmann (2014), compared teacher roles in Denmark and England. They used a case study (i.e., comparing two cases) to examine the roles taken on by a small group of Danish and English language teachers from each country, arguing that teacher roles give a window into pedagogy. They discovered that the eight instructors observed in England regularly assumed a coaching role, which was uncommon in Danish education. Furthermore, they discovered that English teachers frequently changed roles, although in a fluid and comfortable manner. However, conflicts emerged when responsibility was transferred from teachers in whole-class instruction to students in a group or individual work. Danish teachers, on the other hand, were calm, consistent, and responsible for guiding students' learning throughout. Danish teachers observed were actively encouraged students, providing positive role models, and their approaches to misbehavior were frequently discursive and negotiated. English teachers who took part showed more distance, reserve, and frequently emphasized their instructional roles.

In spite of the extensive literature and studies on teacher roles, very few studies have

highlighted the complexity and changing roles of teachers from the insider point of view. Specifically, very few studies have discussed the complexity of changing roles of EFL young learners' teachers. Whereas, the role of the teacher is key with young learners (YLs). Ideally, the teacher functions as a language and intercultural awareness model, the teacher models as a reader, as a learner, and – crucially – models the language to be learned. Therefore, this study is designed to explore the complexity and changing roles of EFL young teachers from an insider point of view to answer the research question, what do the narratives an EFL teacher reveal about the contribution of participant's significant life experiences to their roles in teaching English to young learners?

Teachers' Roles and the Use of Narrative

Teachers' roles refer to what teachers perform in classrooms (Keiler, 2018), either as teachers' duties, functions, or responsibilities (Fareh, 2018) either before class, in class, or after class across different instructional contexts (Huang, 2019). There are some classifications or descriptions of teachers' roles. Each scholar has their classification and is sometimes similar to each other. Alvarez, Guasch, & Espasa (2009), for example, classified teachers' roles into five categories, namely designer/planning function, social role, cognitive role, technical domain, and managerial domain. Berge (1995) classified teachers' roles as pedagogical, psychological, managerial, and technical. In addition, instructional design, structure, fostering dialogue, and direct instruction were proposed by Anderson, Liam, Garrison, & Archer (2001); and cognitive, affective, and managerial roles by Coppola, Hiltz, & Rotter (2002). Varvel (2007) proposed managerial, personal, technical, instructional design, pedagogical, evaluation, and social roles. Badia, Garcia, & Meneses (2016) defined

teacher roles as managing social interaction, instructional design, directing the use of technology, learning assessment, and learning support. In reality, these positions overlap, making it difficult for classroom teachers to understand their roles and analyze the particular duties and tasks associated with teacher roles due to the overlapping theoretical classification (Baran, Correia, & Thompson, 2011).

Therefore, from various classifications of teacher roles, this research focuses on the three main roles of teachers, namely cognitive role, affective role, and managerial role (Baran et al., 2011; Coppola et al., 2002; Huang, 2017; Huang, 2018; Huang, 2019). The cognitive role, in particular, is associated with the processes pertaining to learning, information storage, remembering, reasoning, and problem-solving. The affective role, on the other hand, is concerned with teachers' influences on the relationship between students, teachers, and the classroom environment. Finally, the managerial role relates to course management, which includes responsibilities like course design, organization, leadership, and control (Baran et al., 2011; Coppola et al., 2002; Huang, 2019). The exploration of the insider perspective is believed to give clearer insights on teacher roles, especially in terms of cognitive role, affective role, and managerial role, and for this reason, the study takes the narrative from an EFL elementary school teacher. The study focuses on how teachers narrate their cognitive role, affective role, and managerial role as teachers and draw emerging themes from the narration.

■ METHODS
Research design

The design of the study employs narrative inquiry to provide insights on the interrelationship of context, the teacher's life experiences, and her experiences as an EFL teacher in Indonesia.

Narrative inquiry is a way of understanding experience, and it is also a research methodology (Clandinin & Caine, 2012). Therefore, narrative inquiry is a form of qualitative research aimed at understanding a phenomenon through the collecting of information and the telling of stories. In short, the main strength of narrative inquiry lies in its focus on how people use stories to make sense of their experiences in areas of inquiry where it is important to understand phenomena from the perspectives of those who experience them (Barkhuizen, Benson, & Chik, 2014).

Participant and setting

This study takes place in a highly reputable public elementary school in central Java, Indonesia. The subject of this study is Ruth (pseudonym), an elementary EFL teacher who has been teaching English to children for five years. Prior to teaching in the current elementary school, she had experience teaching children from various socio-cultural backgrounds. Her students came from different parts of Asia (e.g., Korea, Hong Kong, and India). Her educational background was English education from a highly reputable university in Central Java, Indonesia. Apart from formal education, she also has English training experience for six years. In addition, she has attended several international conferences. All of her educational and training backgrounds helped her to develop her professional and teaching competencies.

Data collection and analysis

To collect data, the researcher conducted face-to-face interviews, classroom observations, and documents analysis. Firstly, the researcher conducted face-to-face interviews with the elementary school teachers to narrate their experiences about their roles when teaching English to young learners. The interview was semi-structured equipped with an interview guide or protocol, which involves a changing protocol

that evolves based on participants' responses and will differ from one participant to the next (Magaldi & Berler, 2020). Therefore, this kind of interview provides flexibility in digging deeper information from the participants. There were 35 questions in the semi-structured interview, and those questions were grouped into nine categories; regarding, learning objectives, preparing teaching materials, teaching methods, classroom management, evaluation, curriculum changing, interaction with students' parents, interaction with school administrative, and interaction with colleagues, The interview was audio-recorded, then transcribed by using F4transkript.

Secondly, the researcher conducted direct observations repeatedly to the point of saturation, in order to get in-depth data and patterns about the roles of teachers during the process of TEYL. During direct observations, the researcher took field notes and filled in the observational checklist which is adapted from Nafissi and Shafiee (2019). The observation checklist covers lesson organization (7 items), presentation and pedagogical practices (9 items), teachers' interaction (8 items), and content knowledge and relevance (4 items).

Thirdly, the researcher also did document analyses to reinforce the results obtained from interviews and observations. The documents covered educational documents such as teacher's journals, English teaching materials, students' works or portfolios, assessments, and other documents that are needed in this study. The documents would be collected from participants, and from the school where the participants were affiliated. The classroom observations, face-to-face interviews, and documents analysis are applied in order to increase the trustworthiness of the data.

To analyze the data, the researcher used thematic analysis because the thematic analysis is discussed in detail in qualitative data analysis manuals. In addition, thematic analyses are mainly

concerned with the content of narrative data (Barkhuizen, Benson, & Chik, 2014). In general terms, it involves a repeated reading of the data, coding, and categorization of data extracts, and their reorganization under thematic headings (Barkhuizen, Benson, & Chik, 2014). The detailed steps were: 1) repeated reading of the data; the researcher tried to read the data (e.g., transcripts, documents, etc.) entirely several times in order to get a sense of the data as a whole. 2) coding and categorization of data extracts; the researcher placed all the data into the NVivo 12 application, then the researcher gave nodes (i.e., coding) to all the data. 3) reorganization under thematic headings; the researcher tried to combine and assemble codes under a category or theme to find out the patterns (i.e., seeing the broader themes or outline of the entire analysis).

■ RESULT AND DISCUSSIONS
Cognitive roles

Ruth described her role as a provider of learning content for her students. She developed materials that she thought were interesting or met her students' interests. She noted that her students love materials with attractive visuals, well-organized, and concise. She stated that "...good visuals, they are interesting, colorful, and the transitions are good, not messy, neat. I personally think if we see something neat it is more interesting to look at…" (Interview/CR.01). In addition, she also developed additional materials (e.g., YouTube videos) that she thought could help her students to repeat the lessons outside the regular class schedule when her student did not understand or missed the lesson. "If at the zoom meeting, the children can't listen to me well, can't do the pronunciation well, I hope they can repeat it again by watching the video on YouTube" (Interview/CR.02).

In conducting online classes, Ruth saw her role as a policy-maker for her class. She noted that she implemented a policy of intermittent learning (i.e., conducting online learning once every two weeks and conducting online quizzes once every two weeks alternately). She stated that "...my system is a zoom meeting this week, next week's google form. This week's zoom meeting, google form or video like that…" (Interview/CR.03). She thought that this policy could help her students to retrieve their knowledge (i.e., what her students have learned). In addition, she thought that this policy could provide an opportunity for her students to learn independently. Ruth also saw her role as a knowledge constructor for her students. She noted that always posed some questions to her students during the class. She believed that by posing questions, it could help her students to construct their knowledge. She stated that "…I try to invite them to communicate more by asking simple things, one of which is to find out whether they understand or not…" (Interview/CR.04).

Those roles (i.e., provider of learning content, policy-maker, and knowledge constructor) belong to cognitive roles based on the cognitive load theory (Sweller, 2005; de Jong, 2010; Sweller, 2011). Cognitive load is the process of transferring information from the working memory (i.e., short-term) to the long-term memory (de Jong, 2010; John Sweller, 2005). The first role, in describing her role as the teacher as a provider of learning, she noted that she facilitated students by resorting to media in her materials, such as colorful, interesting, and neat materials. In addition, teacher R also made videos to be uploaded to YouTube in order to help young learners to repeat what they do not comprehend. This description matched with her teaching practice. Observation revealed that the teacher used teaching media (e.g., video) and interesting materials to support students' English learning. Learning videos, according to Homer, Plass, & Blake (2008), have a beneficial influence on cognitive load. Many experts believe that students require assistance from their teachers in

order to effectively use digital tools (Comas-Quinn, 2011; Lai et al., 2015). Unlike previous studies that have highlighted a distinct category of technological roles of online teachers (Baran et al., 2011; Lee, 2011; Subramaniam, 2010), specific tasks concerning technological roles in this study were instead categorized under cognitive roles, such as the teacher uses videos to help students learn English, and the teacher uses media to help students learn English. Cognitive load is one of the most important factors to consider when creating educational materials, including video.

In the second role, in describing her role as a policy-maker, teacher R noted that implemented a policy of intermittent learning. Teacher R conducted online learning once every two weeks and conducted online quizzes (e.g., Google Form) once every two weeks alternately. This description matched with her teaching practice. Observation revealed that the teacher not only made a policy but also implemented the policy. Scholars have found that the implementation of online tests has some functions, one of them is retrieving knowledge. Students learn directly from the process of retrieving knowledge. As stated by Weinstein, Madan, & Sumerack (2018) practicing retrieval is a powerful way to improve meaningful learning of information, and it is relatively easy to implement in the classroom. For example, the teacher can give students practice tests (e.g., short-answer or multiple-choice, see Smith & Karpicke, 2014). Smith & Karpicke (2014) found that both multiple-choice and short-answer question formats produce robust positive effects on long-term, meaningful learning. Therefore, by implementing the policy of online learning and online quizzes alternately, the teacher attempted to construct students' cognitive domain by retrieving their knowledge. In other words, the implementation of online quizzes can be used to assess learning at a range of cognitive levels (McAllister & Guidice, 2012), even though

they generally are only used to assess low-level cognition (Boitshwarelo, Reedy & Billany, 2017).

In the last role, in describing her role as knowledge constructor, teacher R noted that she always asked the students during the learning process. This description matched with her teaching practice. Observation revealed that the teacher always asked students in each stage of the teaching-learning process. In addition to asking all students, the teacher also often asked or appointed one of the students to answer or respond. This specific task echoes Subramaniam's study (2010) where similar activities of online teachers were found to assist students to construct content knowledge. Examples of such activities include posing questions, comprehending, readdressing students' explanations, and so forth (Huang, 2017). Therefore, posing such questions is one way to uncover students' cognitive domain of English subject matter in classroom interaction (Kurniawati & Fitriati, 2017). Similarly, Shanmugavelu, Ariffin, Vadivelu, Mahayudin, & Sundaram (2020) found that questioning in teaching and learning sessions is one of the most important aspects of mastering knowledge.

To summarize the cognitive roles, teachers played different kinds of roles, they are: 1) teacher as a provider of learning content, teacher facilitate students cognitive domain by providing interesting materials (e.g. interesting or colorful visuals, smooth transitions, and providing YouTube videos); 2) policy-maker and implementer, the teacher made and implemented the policy of online learning and online quiz alternately in order to retrieve students' knowledge; 3) knowledge constructor, the teacher constructed students' cognitive by retrieving their knowledge.

Affective roles

Ruth described her role as a teacher as an attention-getter, an initiator and a sustainer of

interaction. She noted she always asked some questions to her students during the class that she thought could help her students to stay focused. She stated that "…I try to invite them to communicate more, ask simple things like that, it can provoke their concentration, to let them stay focused…" (Interview/AR.01). In addition, she noted that her students did not concentrate and always did something if they were not involved in the learning process. She elaborated that "…If I keep talking, then sometimes they will play, it's called children, sometimes they will do something. I gave an example, I called one child automatically later, the other one, oh, it turned out to be called, later I have to pay attention to that. it's easy like that…" (Interview/AR.02).

During the class, Ruth also described her role as a role model (trust builder) for her students. Ruth also played a role as a role model (trust builder) for her students. She noted that she built good communication by trying to fulfill what she said to her students. she stated that "…I also kept what I promised, for example, I said this zoom meeting will be for 30 minutes, so, in 30 minutes I will try to finish it, otherwise, the kids won't believe me either…" (Interview/AR.02). Moreover, Ruth described her role as a boredom buster for her students. She noted that she was awaited by her students because her students were bored learning a thematic lesson for five days a week. She stated that "…the role of the English teacher during the pandemic is actually quite awaited for the children because of their boredom for five days of thematic learning. The children want English lessons. Thematic lessons are quite complex and numerous. in English lessons, although they may not understand it very well, maybe they will learn new things that are interesting for them…" (Interview/AR.03).

These roles (i.e., as an attention-getter, and initiator and sustainer of interaction, a role model (trust builder), and a boredom buster) belong to affective roles based on the student's attitude (O'Donnell, Reeve, & Smith, 2009; Green & Batool, 2017; Bali & Musrifah, 2020), and the willingness to participate (Ilonen & Heinonen, 2018). First, in describing her role as an attention-getter, and an initiator and sustainer of interaction, she noted that she always posed some questions to the students during the class in order to make them stay focused. This description matched with her teaching practice. Observations revealed that the teacher often asked or posed some questions during the teaching-learning process in order to make students stay focused. As noted by Ilonen and Heinonen (2018) that the basics of an affective domain could be as receiving which refers to the student's willingness to participate in the educational activity and to learn about the topic. Similarly, Huang (2017) revealed one example of an effective domain that the teacher helps students to stay focused.

In addition, learning became more obviously a two-way process (Coppola, 2002). That is, by posing questions, the learning process did not only run in one way (i.e., teacher to students). The students are expected to actively give responses to the questions being asked to them since every question that the teacher gave to them needed to be answered or responded to by the students. Then, there will be active interaction and communication established between teacher and students when the students give the answers. In other words, posing questions is one way for teachers to be more communicative to students during the teaching-learning process. It is believed that the co-presence of an online teacher in the online classroom could help the learning environment be less distant (Harms et al., 2006).

In the second role, in describing her role as a role model (trust builder), she noted that she built good communication with students, one example was trust-building. The teacher tried to fulfill what she said to the students. This

description matched with her teaching practice. Observation revealed that the teacher always opened the zoom meeting about five minutes before the time. She stayed at the Zoom meeting to wait for the students to join the Zoom meeting. Teacher R always ended the class before the time was up. It indicates that the teacher indirectly became a role model for students to be disciplined (i.e., on-time). As mentioned by scholars, one of the characteristics of the affective domain is attitude (O'Donnell, Reeve, & Smith, 2009; Green & Batool, 2017; Bali & Musrifah, 2020). Attitudes can be formed through observing and imitating something positive, then through verbal and nonverbal reinforcement (Darmadji, 2014).

In the last role, in describing her role as a boredom buster, teacher R noted that the English teacher during the pandemic was quite awaited. One reason was a boredom buster, because of student boredom to learn a thematic lesson for five days in a week. Therefore, the English lesson became a new atmosphere which makes students more enthusiastic to learn. This description matched with her teaching practice. Observation revealed that the students were active and enthusiastic to learn. This was evidenced by the activeness of students to answer when the teacher asked questions. From the results of several observations, even though the teacher appointed one student to answer, they still answered the teacher's questions at the same time. It indicated that students were active and enthusiastic to learn. Similarly, Gustiani (2020) revealed that the students' motivation toward their online learning was intrinsically affected more by their ambition to learn new knowledge and enjoyment in experiencing new learning methods. It was also influenced extrinsically by external regulation and environmental conditions.

To summarize the affective roles, there are different kinds of teacher roles, they are: 1) teacher as attention-getter, the teacher asked questions to the students in order to make students stay focused. 2) Teacher as initiator and sustainer of interaction, where the teacher actively posed questions to the students during the teaching-learning process. 3) Teacher as a role model (trust builder), the teacher played as a role model, where the teacher tried to fulfill what she said to the students. 4) teacher as a boredom buster, the presence of the English teacher was always awaited because the students were bored to learn thematic lessons for five days a week.

Managerial roles

In planning the materials for her class, Ruth described her roles as consulting and decision-maker for her class. She decided what to do to know her students' background and needs, and how to provide suitable instructions and examples for her students. In the beginning, she noted that she communicated with the homeroom teachers to dig up information about the general characteristics of her students, and the background of her student's parents that she thought could help her to decide what kind of materials and instructions would be suitable for her students.

Excerpt: *"...Yes, in communication with the class teacher, I asked about the character of the students as a whole. Then during this pandemic, I also asked the general character of the parents, whether they put enough pressure, which was disturbing to the children. Well like that, I also considered that when I gave an example or gave a question during a zoom meeting, I reduced the level of difficulty because once during a zoom meeting I saw my students being scolded. Well, that's what I think I should avoid..."* (Interview/MR.01).

After getting information from the homeroom teachers, Ruth noted that she decided the learning goals or targets by herself with various considerations. She stated that "…So for the

targets or goals, it is from the teacher themself to determine. I've tried to look for the English syllabus for elementary school, but after discussing it with some teacher friends at other schools, it's better if we adjust it for our targets and goals according to the students themselves. So, in my opinion, that's a bit, a bit ambiguous. I think it's too hard, so I decided to go with what's in the textbook…" (Interview/MR.02). She also noted, from his experience teaching during this pandemic, she thought that she should not set high targets. Especially, she thought that it was a limited time. She stated that "…It's good to set our own goals or targets. The good thing is that we can adjust it because the portion of the time itself is really limited. So, I can't set a high target for the students…" (Interview/MR.03).

In addition, Ruth also saw her role as a material developer. She noted that, although she decided to follow the material in the textbook, she thought that she needed to develop the material to make it interesting and meet students' needs. She stated that "...It takes a long time because if we teach English, especially for elementary school children, where English is a foreign language, we can't just talk. there must be a lot of visuals, so that's what takes a long time to develop. The material is taken from the book, I added some from the internet…" (Interview/MR.04).

In managing the class, Ruth described her role as a policy-maker for her class. She made policies that she thought could make her students more disciplined and make her classroom run as expected. She noted that she conveyed the rules to her students in the first meeting. she stated that "...In that lesson, I gave the rules first, if you want to do this, it has to be like this, then what time the class will start. That's the most basic thing I always do at the beginning of the semester meeting, so then the children will understand that…" (Interview/MR.05).

In addition, Ruth also saw her role as a facilitator for her students. She used the first language or L1 (i.e. Indonesian) a lot during the class that she thought could help her students to understand the materials easily. She noted that it was the first time for her students to learn English at the elementary school and they have not learned English at the kindergarten. She stated that "…because they just got English here, in this elementary school, most of them did not get English lessons at kindergarten except singing, such as children's English songs like that. So, for daily interactions, for example, class order, they haven't learned it yet. So, I have to use Indonesian more first for lower grades, grades 1, 2, and 3…" (Interview/MR.06)

In monitoring and evaluating the class, Ruth described her role as an evaluator for her students. She noted that she implemented online classes and online quizzes (e.g. via Google Form) alternately that she thought of as a benchmark for the extent to which her students understand the learning materials. She stated that "...So far, the monitoring was from collecting assignments, so I monitored it from google form…" (Interview/MR.07). In online quizzes, she noted that she had some experiences, such as her students did the quiz more several times, her students' parents contacted her, and so on. She stated that "...sometimes there are children who did it several times, one child did it twice, I also highlight that. Some parents contacted me personally with the reason for example, 'the letters were supposed to be all small, I made them all big, Miss'. Some of them are like that. Now I understand, I invited them to do it again with the same answer and only different letters. but for the multiple-choice, I took the first one because it was only for observation, so it doesn't matter if I took the first one…" (Interview/MR.07).

These roles (i.e., as a consulting, decision-maker, material developer, policy-maker,

facilitator, and evaluator) belong to managerial roles where the teacher planned well in advance regarding handling the classes within the stipulated time, covering academics as well as interpersonal skills with various teaching techniques which is obviously a path to practical approach. Mixed synonymous terms are adopted for similar broad propositions of managerial roles. For instance, "facilitator" (Coppola et a.l, 2002), "administrator" (Bawane & Spector, 2009), "process facilitator", "instructional designer", "material producer" (Aydin, 2005), and "manager" (Goodyear et al., 2001). No matter how differently managerial roles are named by theorists, the tasks in this sub-area seem to be more consistent than those in the former factors. The managerial roles in this study, starting from planning the materials, managing the class, monitoring and evaluating the students' progress.

The first role, in describing her role as the consulting, she noted that she consulted with homeroom teachers about the general characteristics of the students, and the general characteristics of the students' parents (e.g., put enough pressure on their children) as considerations in making materials and examples in the learning process. In this situation, the teacher tried to provide support for the student who is in a special situation. This description matched with her teaching practice. Observation revealed that the teacher often communicated with the homeroom teacher. During the class, teacher R seemed to convey the material slowly and did not put pressure on the students. In this case, the teacher has taken the right decision to consult with the homeroom teachers about the general characteristics of the students, and the general characteristics of the students' parents. In order to plan and implement effective learning time and support each student's abilities, it is necessary that teachers accurately judge the general background of students. In this context many factors are discussed, especially students' actual

abilities and verbal skills, family conditions and support, the composition of class, teachers' backgrounds, and teachers' behaviors (Dee, 2005; Esser, 2006; Kluczniok et al. 2013). In addition, Tobisch and Dresel (2017) conclude their findings that students' backgrounds causally influenced teachers' decisions.

The second role, in describing her role as a decision-maker, she noted that she decided the learning goals by herself with various considerations, (e.g. looked for from the previous syllabus, discussing with colleagues) and then decided the learning goals by following the textbooks. In this case, the learning goals, materials, and activities, the type of evaluation, were absolutely decided by the teacher herself. This description matched with her teaching practice. Observation revealed the teacher determined the learning goal and the materials by herself. This role is in accordance with Griffith & Lacina (2018), teachers make decisions about classroom management and organization, but more importantly, teachers make planned teaching decisions about instruction and at the moment teaching decisions based on the learner, the text, and the goals. In this way, teachers are decision-makers who are empowered by their professional knowledge of pedagogy and their practical and situated knowledge of individual learners. Teachers are decision-makers who recognize the particular strengths and needs of their students in their classrooms and capitalize on those strengths to prepare for and teach just at the edge of the students' current capacities while looking ahead to both the long-term and immediate goals for students.

In the third role, in describing her role as a material developer, the teacher noted that she developed interesting and suitable materials for the students. Although the material followed in the textbook, she tried to develop the material to make it more interesting and according to needs (e.g. add some from the internet). This description

matched with her teaching practice. Observation revealed the teacher displayed visually appealing material (i.e. colorful, suitable illustration, etc.). Similarly, Kusuma & Apriyanto (2018) concluded their findings that some existing topics, sometimes, are not appropriate to students' knowledge background, the context, and even the curriculum of the school. Accordingly, developing a kind of material will become an alternative way to solve the inappropriateness. Therefore, the teacher has played her role as the material developer very well in order to provide interesting and suitable materials for the students.

In the fourth role, in describing her role as the policymaker and implementer; the teacher noted that she made a policy in order to make students more disciplined and make the classroom run as expected. The different policy maker and implementer roles in the cognitive roles and managerial roles. In cognitive roles, the teacher made a policy to help students to construct their knowledge. In managerial roles, however, the teacher made a policy to make students more disciplined and make the classroom run as expected. This description matched with her teaching practice. Observation revealed the teacher provided rules in the first meeting (e.g., the time for joining the zoom meeting/ student tardiness tolerance, how to ask permission, etc.). Similarly, Gujjar & Naoreen (2009) revealed that discipline involves employing guidance and teaching techniques to encourage students to become self-directive and thus to create an atmosphere conducive to learning. Therefore, the teacher tried to play a role as a policy-maker in order to make students more disciplined and make the classroom run as expected.

The fifth role, in describing her role as the facilitator; the teacher noted that she used the first language or L1 (i.e., Indonesian) a lot during the learning process. She noted the reason for using the L1, she wanted to help students to understand the materials easily because it is the first time for

the students to learn English at the elementary school and they have not learned English at the kindergarten. This description matched with her teaching practice. Observation revealed the teacher used L1 more during the learning process. This is in line with previous studies, where the teacher used the L1 in order to facilitate the students because it was the first time for the student to learn English. Some scholars found that using the L1 has some functions, such as giving instruction, vocabulary, check students' understanding, giving feedback, giving the meaning of unknown words, emphasizing the important points, and many more (Manara, 2007; De la Campa & Nassaji, 2009; Littlewood & Yu, 2011; Sali, 2014; Taþçý & Ataç, 2020). Therefore, by using the L1, the students are expected to easily follow and understand the materials. Taþçý & Ataç (2020) concluded their findings that L1 is necessary and useful in facilitating the teaching-learning process, especially at the beginner levels.

In the last role, in describing her role as the evaluator, she noted that she implemented online classes and online quizzes (e.g., via Google Form) alternately as a benchmark for the extent to which students understand the learning materials. This description matched with her teaching practice. Observation revealed the teacher implemented online classes and online quizzes (e.g., via Google Form) alternately. In other words, if this week was a zoom meeting, the next meeting would be an online quiz (e.g., Google Form) and vice versa. Observation also revealed that some of the students' parents contacted teacher R personally (e.g., via WhatsApp) to ask about the materials or about the quizzes. Putri, Andriningrum, Rofiah, & Gunawan (2019) proposed that as an evaluator, the teacher is required to be a good and honest evaluator, by giving an assessment that touches on aspects of the personality of students and aspects of the assessment of students' answers when the test.

To summarize, in the educational process, the teacher used different managerial dimensions, meaning the roles to coordinate the activity of teaching from planning, managing, monitoring, and evaluating, to support the students and achieve the institution's objectives. The main roles of the teacher in managerial roles are the manager, consulting, decision-maker, material developer, policymaker, facilitator, and evaluator. Those roles indirectly refer to one main role, teacher as a manager.

■ CONCLUSIONS

In line with prior research (e.g., Coppola et a., 2002; Huang, 2017; Huang, 2018; Huang, 2019) where there are three broad teacher roles, namely cognitive roles, affective roles, and managerial roles. However, the current study extends the findings of previous studies by framing the narratives of the teacher into cognitive roles, affective roles, and managerial roles. As stated by Baran et al. (2011) Teachers should not simply accept the roles and competencies designated by authorities without critically reflecting on their roles and all the assumptions. Therefore, it is important to explore the insider perspective of an elementary school teacher to gain clearer insights on teacher roles.

From the insider perspective, the teacher played many roles in order to make the process of teaching-learning English for young learners run optimally. In cognitive roles, 1) teacher as a content provider where the teacher facilitates student's cognitive domain by providing interesting materials (e.g. interesting or colorful visuals, smooth transitions, and providing YouTube videos); 2) policy-maker and implementer, the teacher made and implemented the policy of online learning and online quiz alternately in order to retrieve students' knowledge; 3) knowledge constructor, the teacher constructed students' cognitive by retrieving their knowledge.

In affective roles, 1) teacher as attention getter where the teacher posed some questions during the teaching-learning process in order to make students stay focused. 2) Teacher as initiator and sustainer of interaction, where the teacher actively posed questions to the students during the teaching-learning process in order to build a positive student-teacher relationship. 3) Teacher as a role model (trust builder), the teacher played as a role model, where the teacher tried to fulfill what she said to the students. 4) teacher as a boredom buster, where the presence of the English teacher was always awaited because the students were bored to learn thematic lessons for five days a week.

Last but not least, in managerial roles, the teacher played some roles which indirectly refer to one main role, teacher as a manager. The teacher roles are a teacher as the manager, consulting, decision-maker, material developer, policymaker, facilitator, and evaluator. These roles are crucial in the teaching-learning process because they directly affect the success of teaching-learning English, especially English for young learners.

The findings of the current study indicate that teachers' roles are complex and continue to develop according to the circumstances and needs during the teaching-learning process. Therefore, teacher professional development and teacher competency become a concern in order to optimize the teachers' roles, so the process of teaching-learning English to young learners could run optimally and stimulate students to be more active and motivated learners.

■ REFERENCES

Ahonen, E., Pyhältö, K., Pietarinen, J., & Soini, T. (2014). Teachers' professional beliefs about their roles and the pupils' roles in the school. *Teacher Development: An International Journal of Teachers' Professional Development, 18*(2), 177-

197.

Alvarez, I., Guasch, T., & Espasa, A. (2009). University teacher roles and competencies in online learning environment: A theoretical analysis of teaching and learning practices. *European Journal of Teacher Education, 31*(3), 321-336.

Anderson, T., L. Rourke, D.R. Garrison and W. Archer (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks, 5*(2).

Arifin, T. F. T., Bush, T., & Nordin, H. (2018). Framing the roles and responsibilities of Excellent Teachers: Evidence from Malaysia. *Teaching and Teacher Education, 73*, 14-23.

Aydin, C. (2005). Turkish mentors' perception of roles, competencies and resources for online teaching. *Turkish Online Journal of Distance Education, 6*(3).

Badia, A., Garcia, C., & Meneses, J. (2016). Approaches to teaching online: Exploring factors influencing teachers in a fully online university. *British Journal of Educational Technology, 0*(0).

Bali, M. M. E. I., & Musrifah. (2020). The problems of application of online learning in the affective and psychomotor domains during the covid-19 pandemic. *Jurnal Pendidikan Agama Islam, 17*(2), 137-154.

Baran, E., Correia, A, P., & Thompson, A., (2011), Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education, 32*(3), 421-439.

Barkhuizen, G., Benson, P., & Chik, A. (2014). *Narrative inquiry in language teaching and learning research*. New York, NY: Routledge.

Bawane, J., & Spector, J. (2009). Prioritization of online instructor roles: implications for competency-based teacher education programs. *Distance Education, 30*(3), 383 -397.

Berge, Z. L., (1995). Facilitating computer conferencing: Recommendations from the field. *Educational Technology, 31*(5), 22-30.

Boitshwarelo, B., Reedy, A. K., & Billany, T. (2017). Envisioning the use of online tests in assessing twenty-first century learning: a literature review. Research and Practice in Technology Enhanced Learning, 12(16), 1-16.

Clandinin, D. J., & Caine, V. (2012). Narrative inquiry. In A. A. Trainor & E. Graue (Eds.), *Reviewing qualitative research in the social sciences* (pp. 166–179). New York: Routledge.

Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: an exploration of teachers' experiences in a blended learning course. *ReCALL, 23*(3), 218-232.

Coppola, N. W., Hiltz, S. R., & Rotter, N. G. (2002). Becoming a virtual professor: Pedagogical Roles and asynchronous learning networks. *Journal of Management Information Systems, 18*(4), 169-189.

Cuconato, M., Bois-Reymond, M. D., & Lunabba, H. (2015). Between gate-keeping and support: teachers' perception of their role in transition. *International Journal of Qualitative Studies in Education, 28*(3), 311-328.

Darmadji, A. (2014). *Ranah afektif dalam evaluasi pendidikan agama Islam, penting tapi sering terabaikan* [The affective domain in the evaluation of Islamic religious education, important but often

neglected]. *El-Tarbawi, 7*(1), 13–25.

de Jong, T. (2010). Cognitive load theory, educational research, and instructional design: Some food for thought. *Instructional Science, 38*(2), 105–134.

De la Campa, J. C., and Nassaji, H. (2009). The amount, purpose, and reasons for using L1 in L2 classrooms. *Foreign language annals, 42*(4), 742-759.

Dee, T. S. (2005). A teacher like me. Does race, ethnicity, or gender matter?. *The American Economic Review, 95*, 158–165.

Esser, H. (2006). *Migration, Sprache und Integration: AKI-Forschungsbilanz 4 [Migration, language and integration: AKI-research results]*. Berlin: Wissenschaftszentrum Berlin für Sozialforschung.

Fareh, S. (2018). Teacher characteristics and teacher role. In J. I. Liontas & M. DelliCarpini (Eds), *The TESOL Encyclopedia of English Language Teaching* (pp. 1–6). John Wiley & Sons, Inc. https://doi.org/10.1002/9781118784235.eelt0215

Goodyear, P., Salmon, G., Spector, J., Steeples, C., & Tickner, S. (2001). Competencies for online teaching: A special report. *Educational Technology Research and Development, 49*(1), 65-72.

Green, Z. A., & Batool, S. (2017). Emotionalized learning experiences: Tapping into the affective domain. *Evaluation and Program Planning, 62*. 35–48.

Griffith, R., & Lacina, J. (2017). Teacher as decision maker: A framework to guide teaching decisions in reading. *The Reading Teacher, 71*(4), 501–507.

Gujjar, A. A., & Naoreen, B. (2009). Role of teacher as classroom manager. *I-Manager's Journal on Educational Psychology, 2*(4), 65-73.

Gustiani, H. (2020). Students' motivation in online learning during covid-19 pandemic era: A case study. *Holistics Journal, 12*(2). 23-40

Harms, C., Niederhauser, D., Davis, N., Roblyer, M. D., & Gilbert, S. (2006). Educating educators for virtual schooling: Communicating roles and responsibilities. *Electronic Journal of Communication, 16*(32).

Homer, B. D., Plass, J. L., & Blake, L. (2008). The effects of video on cognitive load and social presence in multimedia-learning. *Computers in Human Behavior 24*, 786–797.

Huang, Q. (2017). Development of an instrument to explore teacher roles based on perceptions of English learners in online learning context. *Cross-Cultural Communication, 13*(5), 1-11.

Huang, Q. (2018). Examining teachers' roles in online learning. *The EuroCALL Review, 26*(2).

Huang, Q. (2019). Comparing teacher's roles of f2f learning and online learning in a blended English course. *Computer Assisted Language Learning*, 1-20.

Ilonen, S., & Heinonen, J. (2018). Understanding affective learning outcomes in entrepreneurship education. Industry and Higher Education, 32(6), 391–404.

Keiler, L. S. (2018). Teachers' roles and identities in student-centered classrooms. *International Journal of STEM Education, 5*(34), 1-20.

Kelly, P., Dorf, H., Pratt, N & Hohmann, U. (2014). Comparing teacher roles in Denmark and England, Compare: *A Journal of Comparative and International Education, 44*(4), 566-586.

Kluczniok, K., Lehrl, S., Kuger, S., & Rossbach,

H. G. (2013) Quality of the home learning environment during preschool age: Domains and contextual conditions. *European Early Childhood Education Research Journal, 21*(3), 420-438.

Kurniawati, A. R., & Fitriati, S. W. (2017). Realization of teachers' questions to uncover students' cognitive domain of English subject matter in classroom interaction. *English Education Journal, 7*(3). 194-200.

Kusuma, H. A., Apriyanto, S. (2018). Strategy on developing English learning material for specific purposes. *International Journal of Education & Curriculum Application, 1*(3), 39-48.

Lai, C., Yeung, Y., & Hu, J. (2015). University student and teacher perceptions of teacher roles in promoting autonomous language learning with technology outside the classroom. *Computer Assisted Language Learning, 29*(4), 703-723.

Lee, D. Y. (2011). Korean and foreign students' perceptions of the teacher's role in a multicultural online learning environment in Korea. *Education Tech Research Dev., 59*, 913-935.

Littlewood, W., and Yu, B. (2011). First language and target language in the foreign language classroom. *Language teaching, 44*(1), 64-77.

Magaldi, D., & Berler, M. (2020). Semi-structured Interviews. In: Zeigler-Hill V., Shackelford T.K. (eds) *Encyclopedia of Personality and Individual Differences*. Springer, Cham.

Manara, C. (2007). The use of L1 support: Teachers' and students' opinions and practices in an Indonesian context. *The Journal of Asia TEFL, 4*(1), 145-178.

McAllister, D., & Guidice, R. M. (2012). This is only a test: a machine-graded improvement to the multiple-choice and true-false examination. *Teaching in Higher Education, 17*(2), 193–207.

McCombs, B. L. (2013). The learner-centered model: Implications for research approaches. In J. H. D. Cornelius-White, R. Motschnig-Pitrik, & M. Lux (Eds), *Interdisciplinary handbook of the person-centered approach: Research and theory* (pp. 335-352). New York: Springer.

Nafissi, Z., & Shafiee. Z. (2019). Teachers' roles in early childhood English language pedagogy: Beliefs of kindergarten English language teachers. *Journal of Early Childhood Teacher Education*, 1-19.

O'Donnell, A. M., Reeve, J., & Smith, J. K. (2009). *Educational psychology: Reflection for action* (2nd ed). USA: John Wiley & sons.

Putri, A. F., Andriningrum, H., Rofiah, S. K., & Gunawan, I. (2019). Teacher function in class: A literature review. *Advances in Social Science, Education and Humanities Research, 382*, 5-9.

Sali, P. (2014). An analysis of the teachers' use of L1 in Turkish EFL classrooms. *System, 42*, 308-318.

Shanmugavelu, G., Ariffin, K., Vadivelu, M., Mahayudin, Z., & Sundaram, M. A. R. K. (2020). Questioning techniques and teachers' role in the classroom. *Shanlax International Journal of Education, 8*(4), 45-49.

Smith, M. A., & Karpicke, J. D. (2014) Retrieval practice with short-answer, multiple-choice, and hybrid tests, *Memory, 22*(7), 784-802.

Subramaniam, K. (2010). Understanding changes in teacher roles through collaborative action research. *J. Sci. Teacher Educ., 21*, 937-951.

Sweller, J. (2005). Implications of cognitive load theory for multimedia learning. *The Cambridge Handbook of Multimedia Learning*, 19–30.

Taþçý, S., & Aksu Ataç, B. (2020). L1 use in L2 teaching: The amount, functions, and perception towards the use of L1 in Turkish primary school context. *International Online Journal of Education and Teaching (IOJET), 7*(2), 655-667.

Tobisch, A., Dresel, M. (2017). Negatively or positively biased? Dependencies of teachers' judgments and expectations based on students' ethnic and social backgrounds. *Social Psychology of Education, 20*,731–752. https://doi.org/10.1007/s11218-017-9392-z

Varvel, V. (2007). Master online teacher competencies. *Online Journal of Distance Learning Administration, 10*(1).

Weinstein, Y., Madan, C. R., &Sumerack, M. A., (2018). Teaching the science of learning. *Cognitive Research: Principles and Implications, 3*(2), 1-17.

Zheng, H. (2015). Teacher beliefs as a complex system: English language teachers in China. *Springer International Publishing Switzerland.* https://doi.org/10.1007/978-3-319-23009-2