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Role Dynamics in EFL Classrooms: Toward More Authentic and Interactive Learning Environments

Rachid Enaim
Ibn Tofail University / Kenitra; Centre Régional des Métiers de l'Éducation et de la Formation (CRMEF) / Rabat
Email: Enaimrachid@gmail.com
Achraf El Khalifi
Mohamed V University / Rabat
Email: Achraf.elkhalifi@um5r.ac.ma
Bekou Ali
ESEF, Ibn Tofail University / Kenitra
Email: ali.bekou@uit.ac.ma

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Abstract

Teachers' roles have always been a central concern among various EFL practitioners. Early generations of teachers preferred transmissive and authority-centered functions, but with the advent of student-centered pedagogy, communicative and humanistic approaches, teachers' roles were turned upside down. The article seeks to investigate the delineation of teachers' roles by drawing on scholarship in applied linguistics and educational psychology. It examines six roles that emerged during the process of collecting and analyzing data. For each role, the study analyzes the theoretical backgrounds and identifies some key pedagogical implications that can be put into practice. Various epistemological commitments about the profession and the nature of language learning influence teachers' roles. To collect data, the study uses a self-administered questionnaire. Therefore, a reflexive model of role performance is needed in English as a Foreign Language (EFL) teacher education and professional development.

1. INTRODUCTION

The roles of teachers, or their expected responsibilities within the classroom, have consistently been a focal point in discussions concerning the mechanisms of learning within applied linguistics. Such discourses underscore a profound concern and acknowledgment that classroom interaction transcends a mere neutral transfer of knowledge. The classroom is a social and cultural setting where the personalities of both students and teachers, along with power dynamics and knowledge hierarchies, constantly interact. English as a Foreign Language (EFL) classes are particularly significant, as they often represent the primary, and frequently the sole, opportunities for learners to gain direct exposure to the target language. This necessitates that teachers assume various roles depending on the specific context, with a focus on maximizing learner exposure and fostering an effective learning environment.

Riley's (1985) distinction between status and role offers a valuable framework for comprehending teachers' roles—comprising rights and duties—across various interactional contexts. He asserts that the most productive foundation for any investigation into interaction is the distinction

drawn by some scholars between status as a collection of rights and duties, and role as the enactment of those rights and duties (Riley, 1985a). Teachers possess institutional status as experts and authority figures, which grants them the capacity to dynamically shift their roles through moment-to-moment interactional choices. This conceptualization is particularly beneficial for teacher education, as opposed to mere training in a singular specific role, because experienced educators develop professional flexibility that enables them to interpret and anticipate classroom dynamics, responding appropriately. Conventionally, teachers' primary roles have been associated with the transmission of knowledge: functioning as controllers of all aspects of the classroom and as assessors of learning. However, the advent of the communicative approach in the 1970s and 1980s—especially with Hymes' contributions regarding the development of communicative competence—has shifted these roles. In this context, teachers have transitioned into mediators of communicative experiences rather than mere transmitters of linguistic knowledge in EFL classes. Continual advancements in humanistic language teaching, task-based instruction, and learner autonomy have profoundly transformed the role of the educator. As Riley (1985b) states, "The nature of the tasks and their importance in the learning situation should help us define the respective roles of teachers and learners."

2. TEACHER'S ROLES: FROM TRANSMISSION TO FACILITATION

Teachers' roles have launched many debates among various EFL practitioners. The reconceptualization of the teacher's roles dominated the development of language pedagogy in the twentieth century. Historically, earlier traditions depicted the teacher as the authoritative transmitter of knowledge; yet the embracement of modern pedagogical practices has reoriented the teacher toward a facilitative, learner-centered stance. This shift in roles did not occur suddenly but rather resulted from extensive research and scholarship in the field of language teaching. This review seeks to trace the renegotiation of teachers' roles from the structuralist and audiolingual methods of the mid-twentieth century through the communicative revolution of the 1970s and 1980s to the task-based and humanistic approaches that have subsequently deepened and complicated the facilitative model. Shifting from transmission to facilitation is not a mere classroom technique, but a crucial reorientation of the teacher's epistemic and relational stance. The transmission of knowledge in language teaching is based on structuralist linguistics, which has had a big influence on the audiolingual method that has dominated EFL for a long period. This model considers language as a system of habits that can be learnt through imitation and reinforcement. Therefore, the teacher's role was mainly to model and correct. The teacher controls and evaluates learner responses as they possess what learners lack. This gives teachers pedagogical authority.

However, the rise of the communicative approach has changed these roles. The EFL teacher's role has become about when, where, and with whom to use them appropriately. The objective of teaching a language is no longer about linguistic structures; it now emphasizes the social context in which language is used. The teacher has become a facilitator of the communicative process and an organizer of classroom resources. The CLT shifted the teacher's position from being at the center of classroom activities and resources to a learner-centered one.

The humanistic approach has a tremendous influence on language teaching as it has profoundly changed teachers' perception of their roles. They become facilitators by creating conditions for development instead of directing content. This requires what Rogers (1969) and Stevick (1980) call unconditional positive regard, empathic understanding, and congruence, positioning the teacher's emotional intelligence as the primary professional competence. The 1980s and 1990s witnessed the emergence of task-based language teaching (TBLT) that boosted the facilitative model because language learning takes place through meaningful engagement in communicative tasks. The teacher's role here revolves around being a task designer and classroom manager. According to Ellis (2003), TBLT represents a particularly demanding form of facilitative practice, as it requires teachers to tolerate communicative ambiguity and resist the temptation of premature correction, rather than teacher explanation. The teacher's feedback and corrective role should enhance communicative initiatives.

It would be completely wrong to assume that the shift from transmission to facilitation has gone smoothly and without theoretical and practical difficulty. Benson and Voller (1997) claim that the cross-cultural applicability of the teacher being a facilitator has been a serious problem because learner autonomy and the facilitative model cannot be universally agreed on. This perception differs from one culture to another, as there are societies that consider teacher authority normal and should be kept, whereas in others, the teacher's authority can be reduced without affecting classroom management problems. There is also the problem of teacher identity: there are teachers who have constructed their professional identity around the transmission model, and the shift to the facilitative one would be too demanding. It is not an easy task to switch from a well-defined model that does not tolerate learner errors and controls every aspect in the classroom to another one that boosts communication without being at the center of teaching/learning processes. This has created strong psychological and professional pressure on teachers, especially those who have been using the transmission model for many years. Another obstacle to the shift from the transmission model to the facilitative is the institutional constraints that teachers face, which can be summarized as examination pressures, inflexible syllabi, and sometimes large class sizes. This creates structural conditions that foster transmission at the expense of facilitation. Halliday (1994), for instance, argues that the facilitative model can be developed in Western, well-resourced educational settings where there is tolerance for ambiguity and low uncertainty avoidance.

3. METHODOLOGY

Data Collection

This study is quantitative, informed by the positivist approach that relies on concrete data. It seeks to investigate teachers' roles in Moroccan EFL classes. Data were collected using a well-structured and self-administered questionnaire. A comprehensive review of the literature inspired the questionnaire. It was divided into three sections: 1) demographic information, 2) Likert-scale items to measure the central construct of the study using YES or NO choices, and 3) a limited number of open-ended questions to provide complementary qualitative insights.

The target sampling consisted of high school teachers from three Moroccan schools: Abdelkarim El Khattabi in Tiflet, Mohamed V in Kenitra, and Abi Dar El Ghiffari in Rabat.

Before collecting data, this study used a pilot sampling of eight teachers, but it was not included in the results. It aimed to assess the clarity, coherence, and relevance of the questionnaire items and to ensure that actual participants could respond within the designated timeframe. Data collection was executed in accordance with official institutional protocols. Participants were informed of the study's academic purpose and assured of the confidentiality of their responses. Some revisions with expert review playing a pivotal role in the development of the final version to enhance the instrument's validity. Due to space and publication limitations, the complete study was divided into two complementary parts. Both parts are based on the same dataset, but each article is to be published independently.

4. FINDINGS AND INTERPRETATIONS

4.1 The Teacher as Friend

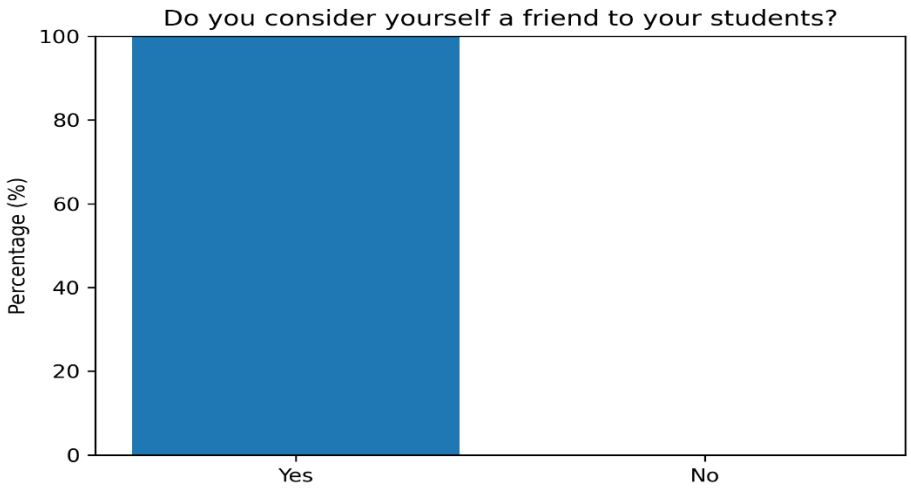

Figure 1. Teachers' responses to the teacher-as-friend role

As shown in Figure 1, teachers' responses indicate a collective endorsement of relational pedagogy and a rejection of authoritarian distance within classrooms. This can be interpreted as an awareness of educational discourses that emphasize learner-centered approaches. Consequently, teachers aim to foster emotionally supportive learning environments rather than hierarchical relationships. Learning occurs in settings characterized by respect and open communication. This conception of power distribution and distance in the classroom is grounded in numerous theoretical frameworks. The notion of teachers forming friendly relationships with students aligns with Carl Rogers' humanistic approach, which underscores the facilitative roles of educators. Rogers posits that "the facilitation of significant learning rests upon certain attitudinal qualities that exist in the personal relationship between facilitator and learner" (106). The teacher-as-friend model correlates with Rogers' emphasis on reducing psychological burden and distance to ensure learners feel accepted and understood. Nevertheless, teachers are mindful of differentiating facilitative relationships from friendship altogether, recognizing that effective teaching and learning necessitate professional connections.

This attitude, teacher-as-friend, can also be interpreted by Nodding's work on the ethics of care. She claims that "the primary aim of every educational institution and of every educational effort must be the maintenance and enhancement of caring" (Infed.org 2025). This paradigm positions relational engagement as instrumental to learning and as an educational target in itself. Learners do better when they feel cared for by adults, especially their teachers, because teacher-as-friend involves key psychological strategies such as engrossment and motivational displacement, which help learners feel protected. Yet teacher-student relationships should remain within the bounds of professional boundaries to ensure a safe learning environment. Another theoretical framework that might be useful for analyzing and interpreting study participants' answers is Vygotsky's sociocultural theory, which argues that scaffolding students' learning processes with love, trust, and knowledge influences cognitive development. When learners feel secure, they tend to take risks in learning, which is crucial for enhancing learning.

The relational approach adopted by study participants has many advantages. Warm and supportive teacher-student relationships reduce the affective filter, unlike environments full of anxiety and low self-esteem, which are very serious barriers that prevent learning from taking place. In language classes where learners are to take risks, making mistakes, especially while learning new sounds, words, and structures, psychological backup gained thanks to caring teachers is important. Genuine relational connections create effective contexts for meaningful use of the target language. When learners see teachers as loving and caring about their learning, rather than just as people whose job is to fill minds with knowledge, communicative language use is more likely to occur. Good/organic teacher-student

relationships have a great deal of influence on students' motivations because feeling connected to a caring teacher satisfies learners' needs. In the Moroccan context, which may be described as a collectivist cultural environment, warm teacher-student ties have a tremendous impact on learning, because relations and social interactions precede tasks and engagement.

Despite the advantages mentioned above, the 'blind' embrace of the teacher-as-friend paradigm may bring about serious obstacles that need much consideration. By definition, friendship is generally among equals (peers) and characterized by mutual choice and vulnerability, while teacher-student relations are characterized by evaluative authority and role-specific instead of lasting and holistic. In such relationships, the ultimate objective is students' welfare and learning, and it is not based on personal gain and satisfaction. This means that teacher-student connections, regardless of their warmth and closeness, cannot be genuine ties, which require a high level of selectivity and preference. This tendency may affect fairness in the classroom and violate the principles of equity in the classroom environment. If learners feel less valued or are not treated equally, they lose engagement and achievement.

4.2 The Teacher as Facilitator

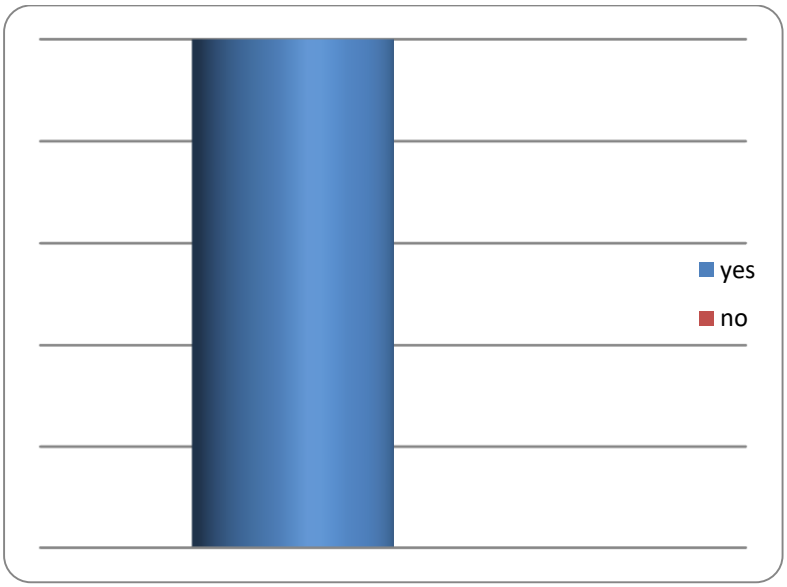

Figure 2. Teachers' responses to the teacher-as-facilitator role

As shown in Figure 2, the agreement among EFL teachers, sampled in this study, that teachers are facilitators is ascribed to contemporary information/knowledge environments. The advent of the internet and AI plays a crucial role in the teacher's epistemic authority, as learners have access to saturated learning settings. The facilitator role is grounded in constructivist and social constructivist learning theories. Learners need careful scaffolding activities for knowledge/information access. In this paradigm, teachers facilitate learning by controlling the sequencing and pacing of information exposure, and learners are active constructors of knowledge. The internet and AI language models have changed learners' perceptions of teachers' roles in classrooms. The shift requires more competencies that are not included in Moroccan EFL teachers' and practitioners' training. The 100% agreement on teacher-as-facilitator is largely due to AI's prevailing presence as an epistemic authority. AI tools provide students with 'experts' that never tire or are absent, and are always ready to give an unlimited number of repetitions/reexplanations, etc. This has created an authority crisis that is very crucial in classroom management. Students check teachers' explanations against AI answers. They often favor algorithmic feedback over human corrections.

However, there is a paradox as 100% of teachers identify as facilitators, and meanwhile 40% identify as controllers. The two roles are contradictory regarding their practices and philosophical

backgrounds. A teacher cannot play both roles. The coexistence of both positions reveals a conceptual confusion about what being a facilitator and controller mean, or an uncritical engagement with the survey without deep reflections on the consistency of responses. From a realistic perspective, genuine facilitation cannot be met in large classes, as is the case in the Moroccan context. The facilitator must cater for individual learning processes, which is not possible in Moroccan classes that usually have over forty students. The curriculum imposes heavy constraints that make it hard for teachers to be facilitators because teachers have to cover certain components in a given time. That is why they find themselves obliged to go through prescribed units/lessons and ensure that students learnt the materials they are going to be examined on.

4.3 The Teacher as Project Manager

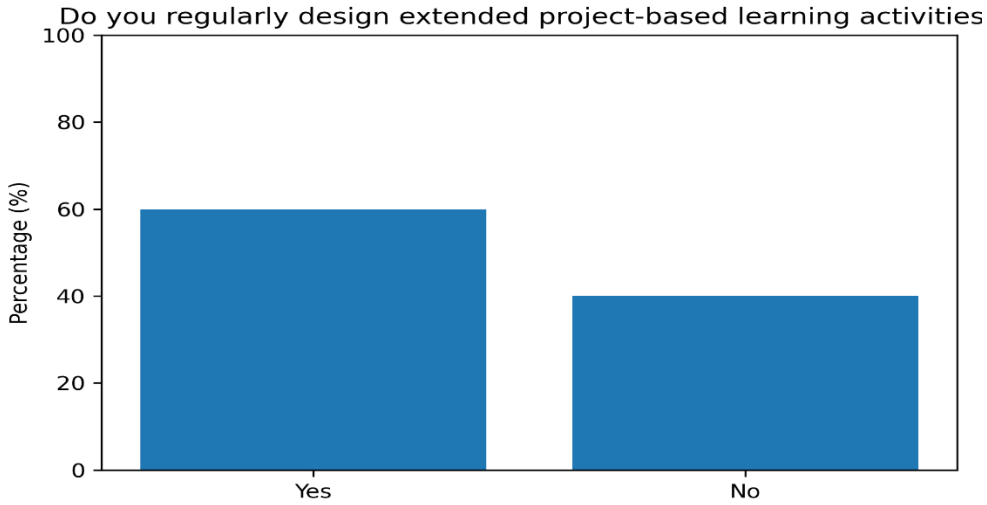

Figure 3. Teachers' responses to the teacher-as-project-manager role

As shown in Figure 3, participants' responses reveal that they adopt project-based learning, which is given considerable attention in the Official Guidelines of EFL in Morocco. Teachers seem to go beyond their traditional roles of content delivery. Their attitude aligns with constructivist approaches, where students engage in extended tasks that call for planning and collaboration to achieve the desired outcome.

The embrace of the teacher-as-project-manager model marks a clear shift from traditional instructional approaches that focus on lecturing to modern ones in which learners are active. Moroccan education authorities adopt the Standards-Based Approach that highly values project-based learning. The latter boosts various language skills (reading, writing, speaking, and listening). When a group of students conducts project work, they discuss findings, write reports, and present the final product orally in front of their peers. Project-based education is an effective tool to learn and develop twenty-first-century competencies that go hand in hand with essential content knowledge. In a project, learners will develop skills such as communication, problem-solving, critical thinking, and creativity. These skills have become crucial to integrate the contemporary job market as studies "have shown the emergence of new concepts in the job market, such as problem-solving, communication, etc." (Enaim 2025). Project-based learning creates space for language acquisition, and language learning is facilitated through meaningful interactions, as projects require negotiation of meaning. They also provide opportunities for authentic language use instead of artificial classroom tasks, particularly when learners search for a topic that interests them.

However, there is a group of participants who do not agree about being project managers. Though they are a minority, their attitude merits considerable analysis and interpretation. This resistance may reflect pedagogical and contextual factors rather than curriculum constraints or lack of motivation among teachers. Those who declined the teacher-as-project manager might have had

appropriate training in project-based education. Indeed, designing and monitoring a project with learners calls for substantial training and investment in project management, which is not taught in training centers. For this reason, the fact that some teachers reject project manager identification reveals an explicit honesty in not possessing the expertise and knowledge to implement project-based language teaching. Another interpretation of such an attitude is large class sizes that make projects unmanageable. This study concludes that contextual constraints are significant factors that make it hard for teachers to engage in project-based learning. Working under pressure to prepare learners for examinations can be another reason to reject the role of project manager. High school students are supposed to cover 10 units and sit for a national summative exam at the end of the year. This creates institutional and social pressure. In brief, there is not one single interpretation of the delineation of project manager identification among the teachers included in this study.

4.4 The Teacher as Knowledge Owner

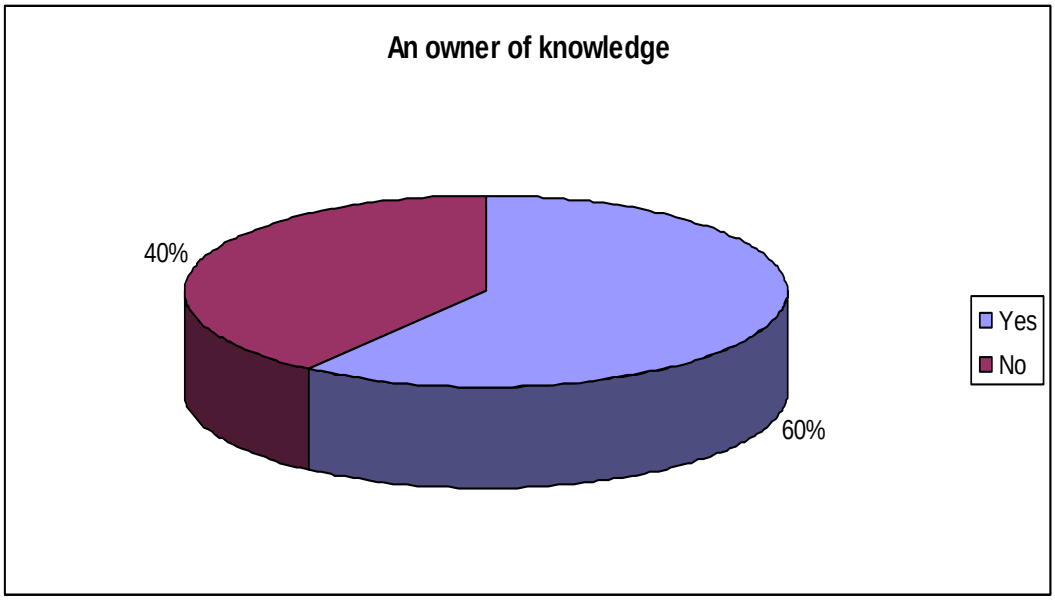

Figure 4. Teachers' responses to the teacher-as-knowledge-owner role

As shown in Figure 4, 40% of participants reject knowledge ownership, whereas 60% confirm it is the most revealing part of the study concerning teachers' epistemological positioning. The very first observation is that this finding aligns with contemporary educational discourses that oppose traditional tendencies that cast teachers as know-it-alls. The division among teachers is subject to deeper analyses and interpretations.

As mentioned earlier, teachers who reject the idea of knowledge ownership have educational and philosophical backgrounds that challenge knowledge transmission from teachers to students/experts to novices. Knowledge is not a given commodity that can be transmitted from one person to another; rather, it is constructed, contextualized, and, finally, distributed. A teacher cannot own something that keeps changing over time. Teachers are not possessors according to critical pedagogy. For this model, knowledge is not a static capacity that teachers hold, and learners do not have. Teachers and learners are co-investigators of information that emerges as a result of the dialectical relationship between the real world and one's reflection. Rejecting knowledge ownership is an acknowledgment that teachers do not have answers to all questions, and there are limitations to individual knowledge. This implicitly means valuing learners' knowledge rather than treating them as blank slates, since learners have their own prior knowledge.

However, 40% of participants who affirm that they are knowledge owners should not be neglected or viewed as representing regressive philosophies. Their responses reflect institutional realities and legitimate differences between teachers' and students' knowledge. The idea of knowledge

ownership may be seen through the lens of expertise instead of hierarchy. In language classes, EFL as a case, teachers possess knowledge of grammar, phonological patterns, social language use (sociolinguistics), etc. It would be risky to leave students to inefficient discovery learning when the teacher knows what is supposed to be done and/or said. Teachers' positions aligning with knowledge ownership reflect an institutional responsibility as knowledge authorities within educational systems because teachers are appointed in a given school to ensure students learn particular skills. Teachers are also regularly assessed based on their subject matter mastery and expertise. Another possible interpretation of 40% of teachers affirming they are owners of knowledge is that they evaluate classroom realities honestly instead of claiming progressive slogans. Despite the recurrence of constructivist discourses among teachers, they are still regarded as primary knowledge sources in most cases. That is, they choose content, introduce information, answer questions, and correct learners' performances. Learners very often wait for teachers to confirm their knowledge.

Indeed, the issue of knowledge ownership has consistently fueled epistemological debates among educational psychologists. Teachers' responses mirror philosophical and theoretical tensions rather than adopt a predetermined stance. If knowledge is considered objective and universal, then teachers may be viewed as possessors of knowledge; conversely, if knowledge is socially constructed and perspectival, asserting ownership of knowledge becomes untenable because there is no stable or objective information or knowledge. This dialectical stance corresponds with the debates between absolutism and relativism. Teachers' responses may reflect their philosophical orientations, with those rejecting the concept of knowledge ownership aligning with constructivist relativism, while those affirming it tend to rely on realism.

4.5 The Teacher as Assistant

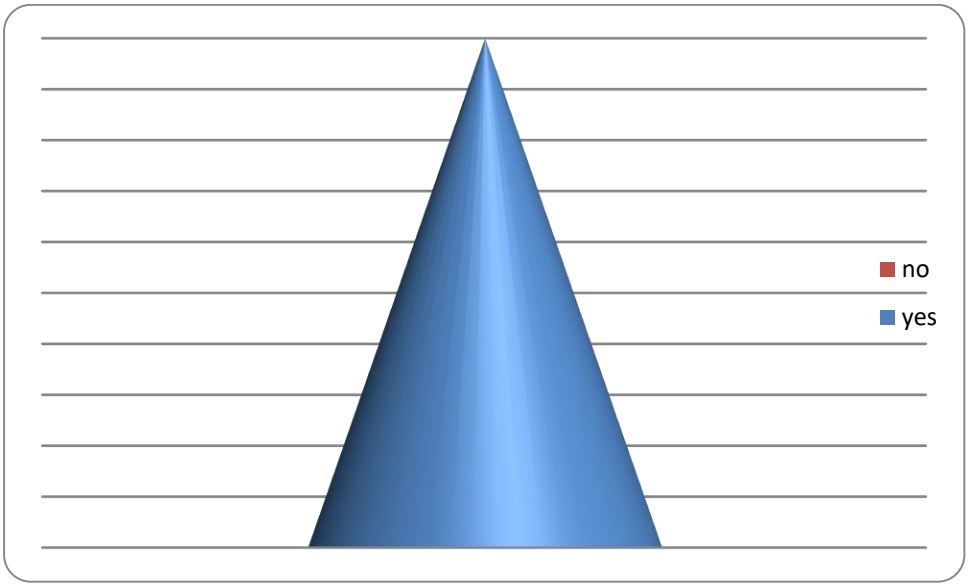

Figure 5. Teachers' responses to the teacher-as-assistant role

As shown in Figure 5, the total affirmative response to whether teachers are assistants to their students reveals a collective tendency towards embracing the idea of the helping roles teachers can play. This finding aligns with learner-centered philosophies that enhance learner autonomy and agency, catering to students' needs. The assistant metaphor suggests the responsiveness and availability of teachers to react to learners' needs and worries by adjusting their teaching methods and techniques based on learners' development. This represents a core attribute of adaptive expertise that allows teachers to monitor students' learning and modify instructions to address needs that continuously emerge.

This role subtly emphasizes ongoing scaffolding and encouragement to establish a foundation for gradually transferring responsibility to learners. Teachers who see themselves as facilitators prepare

learners for life instead of just evaluating their performance. This dimension—teachers as supporters of students—can be linked to several educational frameworks. One of these is student-centered, which focuses on learners' needs and growth rather than merely covering several lessons or units. Teachers who adopt this approach tailor their instruction to meet students' needs by offering individualized support that guides learners through paths aligned with their abilities and preferences.

However, the assistant metaphor is a serious issue that may hinder professional identity, power dynamics, and pedagogical commitment. Being an assistant diminishes professional identity as it undervalues teachers' expertise, which is crucial in teaching. Teachers are usually fully qualified professionals with expertise and knowledge in the subject matter; therefore, they are supposed to play more critical roles, especially while dealing with young learners. Assistant identity undermines teachers' professional authority by breaking boundaries between teachers and students. Another problem with teachers being assistants is that they may over-support learners, who may end up relying on teachers to do tasks for them. When learners intervene, they may actually prevent learning from taking place. Learners who are accustomed to teachers' support do not trigger their cognitive abilities, as they know teachers are going to help them when they get stuck or face learning challenges.

Teaching practices include times when assistance can be appropriate or not. It is the teachers' duty to distinguish appropriate from inappropriate assistance. Efficient support is highly recommended to push learners toward autonomy. It involves providing help at the edges of learners' abilities that enable performance, especially when learners cannot accomplish tasks. It is about the right choice of timing because teachers must be fully aware of when to provide support to avoid being overwhelmed, while at the same time boosting learners' cognitive capabilities. Appropriate assistance is generally about process support, helping learners develop strategies and metacognitive awareness, rather than product support that may lead to completing work for students. Inappropriate assistance usually creates ongoing dependency. To explain, when teachers provide immediate support or full awareness, they deserve students despite good intentions. For example, when a teacher breaks complex and challenging tasks into small steps and provides excessive accommodation, they create a classroom environment that does not enhance learning due to a lack of autonomy. There are times when allowing struggle is needed to facilitate learning, particularly with experienced teachers who have developed sophisticated pedagogical knowledge. Despite agreeing on the importance of being assistants, teachers find it challenging to make moment-to-moment judgements about the suitable time to assist and when to allow students to struggle with difficult tasks, as cognitive struggle can be productive. These decisions require thorough pedagogical competencies.

Teaching requires various roles depending on the content to be covered, the set-up learning objectives, and students' needs/levels. Teaching a grammatical structure, especially if it is new and beyond learners' abilities, requires some techniques that allow the teacher to act as an expert and demonstrate knowledge that learners lack. However, applying previously taught grammar rules/structures in writing assignments may call for more scaffolding, but if needed. Indeed, reducing teachers' roles to a single metaphor is not enough to capture teachers' roles because they usually move between roles according to the situations they find themselves in. For instance, teachers might be activators in giving direct instruction and explicit teaching. In oral practice, learners might be supported to elicit language structures and enhance communication, fluency-oriented activities, instead of accuracy. Teaching requires simultaneous roles and tasks, such as managing the learning environment, representing content accurately, and so on.

4.6 The Teacher as Rule Enforcer

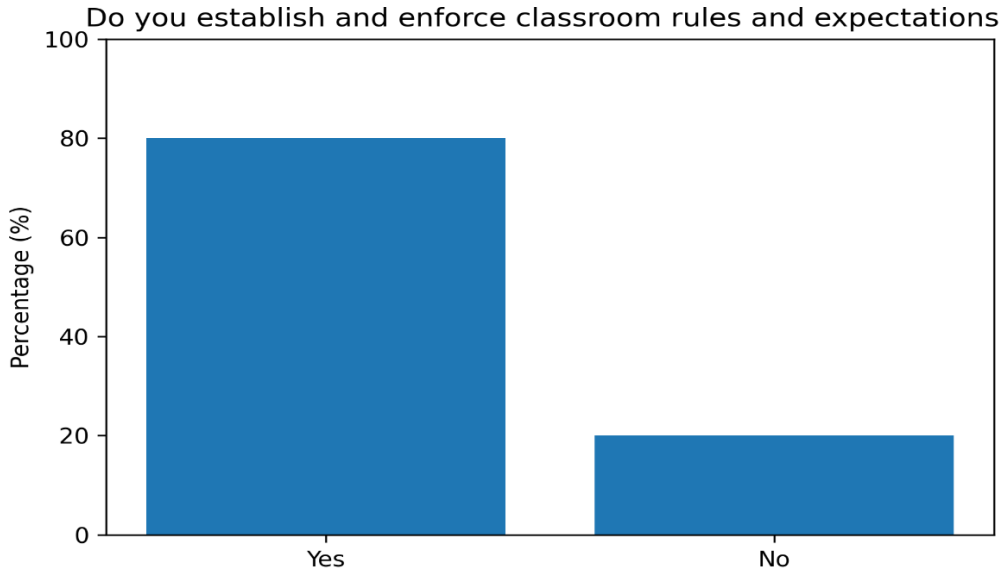

Figure 6. Teachers' responses to the teacher-as-rule-enforcer role

As shown in Figure 6, this question generated thoughtful considerations because it reflects teachers' experience regarding control authority and the relationship between pedagogical knowledge and classroom realities. Having 60% of participants affirming that they are rule-takers while 40% reject this position calls for thorough analyses and interpretations, as it allows teachers to position themselves based on their beliefs and actual classroom practices.

The majority adopting the rule-taker role stands in contrast to the affirmation of more progressive roles, such as facilitator and assistant, which suggest real-life practices in the classroom instead of idealized pedagogical knowledge. This reveals that despite adopting very progressive discourses, actual teaching practices involve enforcing procedural norms. Such an acknowledgment represents a sort of honesty about classroom practices. Participants identify themselves as rule-takers, adopt long-standing traditions of classroom management that seek to establish clear expectations and consistent behaviors to pave the way for learning to occur. These teachers believe that learning takes place when the environment helps students focus cognitive resources on academic tasks instead of chaotic settings that impede learning. When learners spend much time focusing on which behaviors are accepted, they lose substantial cognitive capacity needed for learning.

Teachers who affirm rule-taker identity acknowledge their institutional and legal responsibilities for guaranteeing students' safety and setting a classroom environment that paves the way for learning to take place. Across legal jurisdictions, teachers are expected to bear responsibility for learners' welfare while they are at school. Teachers who allow their classes to be chaotic are likely to fail in their professional obligations. On the other hand, teachers who do not adopt a rule-taker identity may find themselves in conflicts with administration staff and policy frameworks. Drawing on developmental psychology, adolescents generally need appropriate adult guidance. Accordingly, teenagers benefit from adults' guidance, especially nowadays, with high parenting demandingness. This suggests that teachers should combine caring relationships with clear behavioral expectations and rule enforcement. Effective classroom management can be attained through clear and explicit rules at the beginning of the year. When rules are clearly stated, learners know which behaviors are accepted; however, teachers should avoid favoritism. In brief, teachers adopting a rule-taker identity seem to be more realistic because their attitudes reflect what is going on at schools rather than embracing very progressive discourse, which cannot be put into practice in real life. Classroom management requires teachers to impose rules and expectations. Crowded classrooms of more than 40 students with extensive curricular pressures cannot be sites of democracies where rules emerge organically from students'

agreements. Learners do not self-regulate in ways that lead to learning; hence, for teachers affirming rule-taker identity, classroom management is a pragmatic choice that facilitates their task instead of philosophical ideals.

5. CONCLUSION: SYNTHESIS

A deeper and thorough analysis of the participants' answers reveals the complexity of teaching, which is affected by competing ideologies, and the struggle between progressive slogans and actual classroom practices. Participants' reactions do not represent a coherent philosophical framework. The findings can be interpreted from two perspectives: 1) systematic social desirability bias as teachers produce answers with less critical examination, and 2) thorough philosophical tensions that dominate the profession. These perspectives help us identify relationships among various answers and spot contradictions that uncover underlying tensions. This would allow for contextualizing the study findings within the broader scope of education. The very first striking pattern that connects these questions is the unanimity among participants about teachers' roles in EFL classes. Some questions elicit agreement while others show substantial variation. Teachers, who claim to be friends, facilitators, and assistants, are immersed in a progressive pedagogical approach, such as student-centeredness, constructivism, etc. These teachers reject authority, lecturing, and control. Social desirability bias plays an important role in the consensus among participants. Teaching has become a profession characterized by low status and ongoing efforts to regain recognition. Teachers wish to introduce themselves as knowledgeable and keep up with current professionals. Teachers who reject being friends and facilitators risk being seen as resistant to change or inadequately trained. The unanimity on questions that could have generated diverse responses creates misleading foundations for policy and educational practice. Participants' answers may not reveal the beliefs and practices that dominate teaching despite decades of reform that have tried to promote student-centred pedagogies. The study findings reveal significant contradictions: friendship-authority and facilitator-controller, which entail incoherent beliefs.

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