

English Teacher not as Authority but as a Skill and Culture Facilitator – A Study

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Abstract

Purpose: This paper considers the changing role of English teachers in India, who are no longer seen as the source of authority but as people who help to develop skills and cultural exchange. It examines how English language teaching (ELT) can be reformatory through a learner-centred approach, communicative competence, and cultural representation to support a wide range of learners. Methodology: This study adopts a conceptual and theoretical approach that synthesises the available literature, classroom practices, and principles of educational psychology. The analysis draws on behaviourist and cognitive theories, functional and communicative language teaching models, and recent developments in technology-assisted learning (TAL).

Findings: The review shows that the Indian ELT traditionally utilises teacher-centred approaches, but the increasing importance of learner autonomy and cultural inclusivity requires a change in the learning method. Facilitators can support critical thinking, intercultural competence, and digital literacy, and no longer focus on a limited set of LSRW (Listening, Speaking, Reading, Writing) skills. Conclusion: ELT roles change through three ongoing processes: teacher development, incorporation of local culture into the curriculum, and responses to new technology. Empirical studies on the effects of facilitative teaching on the outcomes of learners in multilingual and multicultural classrooms should be examined in the future. Future Research Directions: Future research can be conducted on the impact of task-based and technology-based pedagogy on communicative competence and the impact of cultural representation on the motivation of learners in different contexts of Indian education.

Keywords: English Language Teaching, Teacher as Facilitator, Cultural Representation, Learner-Centered Approach, Communicative Competence, Indian English Education

Introduction

English in India has long been both a tool of global communication and a symbol of socioeconomic opportunity. While its colonial legacy is undeniable, English now serves as a medium for intercultural exchange and professional growth (Bose & Gao, 2021). However, the persistence of teacher-centered pedagogy in many Indian classrooms has limited the development of critical thinking, creativity, and communicative competence among learners. The central argument of this paper is that English teachers in India must transition from being authoritative figures to facilitators who enable learners to engage actively with language and culture. This approach aligns with global trends in education that prioritise learner autonomy, collaborative learning, and the integration of cultural diversity into curricula (Richards, 2020).

Literature Review

From Authority to Facilitation

Traditional ELT in India has been influenced by the grammar-translation method and teacher-led instruction (Agarwal 1984). Wilkins (1976) and Widdowson (1987) emphasised communicative language teaching (CLT), urging a shift towards functional and interaction-based approaches.

More recent work underscores the role of teachers as co-communicators and process managers (Richards & Rodgers, 2014).

Cultural Representation in ELT

Bose and Gao (2021) argue that Indian ELT must balance global English standards with local narratives, values, and identities. Incorporating Indigenous content can enhance learner engagement and counteract the colonial hegemonic view of English.

Educational Psychology and Language Learning

Behaviourist theories (Skinner, 1957) stress repetition and reinforcement, while cognitivist approaches (Piaget, 1970) emphasise problem-solving and learner agency. In modern ELT, an integrated approach that leverages both perspectives has proven to be effective (Lightbown & Spada, 2022).

Technology Integration

Digital platforms, Learning Management Systems (LMS), and blended learning methods have transformed English language teaching (ELT) globally. In India, these tools can bridge gaps in resource availability and facilitate interactive, learner-centred instruction (Sharma and Westbrook, 2021).

Methodology

This study is a conceptual/theoretical paper based on a qualitative review of the literature, policy documents, and pedagogical frameworks in ELT. The scope includes the following: Analysis of teacher roles in Indian ELT from historical, cultural, and pedagogical perspectives.- Examination of theoretical models influencing ELT, including behaviourist, cognitivist, and communicative approaches.- Review of recent scholarship (2019–2024) on cultural representation and learner-centered pedagogy. No primary empirical data were collected; instead, the analysis synthesizes secondary sources to provide a theoretical basis for pedagogical transformation.

Findings and Discussion

Paradigm shift of pedagogy: The transition between teacher-centred pedagogy and learner-centred pedagogy is the key to the development of self-sufficient communicatively competent students.

Socialisation and Culturalization: Incorporating local cultural backgrounds within English language instruction increases motivation and identity construction among learners.

Role of Technology: Digital tools increase the opportunities for genuine communication and task-based learning.

Teacher Competence: Ongoing professional growth must be maintained to stay abreast of new methodological and technological changes.

Suggestions

Curriculum Reform: Incorporate culturally relevant materials and communicative tasks.

Training of Teachers: Frequent professional development seminars on facilitative teaching, cultural pedagogy, and technology application.

Assessment Innovation: Move beyond rote evaluation to performance-based and formative assessments.

Policy Support: Promote institutional policies that emphasise learner autonomy and intercultural competence.

Conclusion

International teaching of English in India no longer requires the same approach to the English language that was adopted during colonialism and should be based on skills facilitation and cultural representation. According to the role of teachers, they are very important in facilitating the independence of learners to make them culturally sensitive communicators. ELT can be more beneficial to students by incorporating digital technology, cultural material, and learner-centred pedagogy to equip them with the skills to meet the challenges of the global and local cultural landscape.

Limitations: This study is theoretical and conceptual; empirical research is required to prove its propositions.

Future Studies: It is recommended that studies be conducted to test the effects of facilitative teaching

on language proficiency and learner identity in various Indian contexts.

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