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ANALYSIS OF THE ROLE OF TEACHERS AND TUTORS IN THE PROCESS OF ENGLISH LANGUAGE TEACHING AND LEARNING

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Abstract: *The presence of tutors in the learning process plays as important a role as the role of teachers. The difference lies in the amount of work: in training courses, the role of tutors is higher, while in schools it is higher. Being a tutor is not an easy task, requiring creativity and innovation in teaching to make learning more enjoyable. In addition, students need encouragement and motivation to achieve optimal learning outcomes. The purpose of this study is (1) to explain the role of tutors in English language learning methods and processes to improve learning effectiveness, (2) to describe the influence of the tutor's personality and discipline on English language learning, and (3) to explain the assessment of classes as a factor that increases the effectiveness of English language learning. The study uses a simple non-experimental quantitative method with survey design, complemented by observation and documentation analysis. The research stages include preliminary preparation, literature review, method development, toolkit development, data collection, data analysis, and presentation of research results. The data was obtained through a survey conducted among 150 respondents. The results of the study show that the role of the teacher in improving the effectiveness of learning is crucial. The personal qualities and discipline of teachers in learning English influence students, and classroom assessments have shown that they increase the effectiveness of learning English. In general, teachers are able to provide satisfactory services and make a positive contribution to English language learning. The target result of the study is publication in an accredited national educational journal.*

Key words: *the role of a teacher, learning English, personality, assessment of classes, language center.*

Introduction

Tutor is a term referring to a teacher in non – formal educational institutions such as courses, homeschooling, or similar educational programs [1]. There is no difference between teachers and tutors in the performance of their duties; tutors can also be called educators. It is assumed that with the help of a tutor, the learning process can proceed smoothly and efficiently. This is consistent with

Jamariah's statement that tutors, especially peer tutors, are very effective at increasing student engagement both in groups and individually. This strategy provides each student with the opportunity to act as a teacher for their peers. Thanks to this approach, students who were previously reluctant to participate in the learning process will be more motivated to actively participate. Tutors act not only as assistants, but also as those who offer solutions for their students. From this we can conclude that tutors play a very important role in the learning process. Being a tutor is definitely not an easy task. Much needs to be done to ensure that the training runs smoothly and successfully. All events should be well planned, and their success can be measured. Student support and motivation are also part of the tutor's role. Tutors should make more efforts to motivate those who are less interested in learning English. When a person has a positive attitude towards English, they will strive to learn it well. Conversely, if a person has a negative attitude, they will usually be reluctant to explore it. This is consistent with Sardiman's opinion, which states that educators have eight roles: informer, organizer, motivator, mentor, initiator, mediator, facilitator, and evaluator [2]. By optimally fulfilling these eight roles, educators can help students develop both academically and personally. Educators are not only sources of information or evaluators of learning outcomes, but also act as motivators of student learning and initiators of innovations in teaching. This demonstrates the importance of professionalism and multifaceted skills for every teacher in solving the challenges of the ever-changing world of education.

In addition to the role of the teacher, learning English in the classroom is influenced by other factors, including the personality and discipline of the teacher. The teacher's personality, which includes qualities such as patience, flexibility, and adaptability, plays a crucial role in creating a supportive learning environment. According to Cimesi's research, teachers with a friendly and supportive nature can increase students' motivation and involvement in the learning process[3]. This suggests that the teacher's personality affects not only the atmosphere in the classroom, but also the learning outcomes of students. Along with personality, the teacher's discipline is also a key factor in learning English. Good discipline helps to create structure and order in the classroom, which is crucial for maintaining students' attention and concentration. Renaldo's research shows that discipline consistently applied by teachers can improve students' academic performance and form better character traits [3]. Effective discipline involves not only following the rules, but also providing appropriate support and guidance to students. The combination of personal qualities and discipline of a teacher can create an optimal learning environment. Tutors motivate, strive, develop and ensure a culture of using English and other foreign languages through language courses. The purpose of this study is to answer the questions posed in it. Objectives of this study: 1) explain the role of tutors in classroom teaching methods and processes to improve; 1) the effectiveness of English language learning; 2) explain the personal qualities and discipline of teachers in the classroom that affect English language learning; 3) An explanation of classroom assessment methods that can improve the effectiveness of English language learning. Research on the role of teachers in English language teaching has been conducted by various researchers. Several studies on this topic have been conducted by other researchers.: Widodo et al. We conducted a study called "The role of teachers in virtual learning." The study used qualitative methods, including in-depth interviews, participant observation, and documentation analysis. The data was analyzed using data reduction, data presentation, and inference steps. The findings of this study demonstrate the importance of the teacher's role in virtual learning within the framework of the equivalency program of the C package as a mentor, motivator, facilitator and learning manager for the proper achievement of goals. One of the areas requiring improvement in this study is the need for a long-term assessment of the impact of the teacher's role in virtual learning in order to gain an understanding of the sustainability and effectiveness of the methods used. Niken conducted a study entitled "The application of the mutual learning model in teaching English (indirect speech) and its impact on student learning outcomes." The purpose of this study was to determine the success of teaching English to students. As a result of the study, it was concluded that teaching English using the mutual learning model was successful and well-received.

The study used a qualitative approach. The weak side of this study is its limited methodology, so it is not convincing enough to establish a causal relationship between the application of the mutual learning model and learning outcomes. Justiani et al. We conducted a study entitled "The role of tutors in increasing students' motivation for independent study." This study began with the problem of insufficient motivation of students to study independently. This has a significant impact on student learning outcomes. The purpose of this study is to study the role of tutors in increasing students' motivation to self—study. This study has a disadvantage, namely that it relies only on survey results, which may actually produce biased or inaccurate results. The above studies highlight the importance of tutors in the context of English language teaching and provide valuable insights into effective strategies for improving student learning outcomes. While previous studies have highlighted various aspects of the role of a tutor, this study uses a simple, non-experimental, qualitative descriptive approach to analyze the role of tutors across the entire language services center, complemented by observation and documentation methods. Thus, it is expected that the results of this study will provide new ideas and practical recommendations for developing more effective teaching methods through peer learning and enrich the existing literature on non-formal education. In this study, the theory of the role of teachers proposed by Sardiman will be used to analyze the data. This theory identifies eight main roles that a teacher should perform, namely: informer, organizer, and facilitator. Motivator, mentor, initiator, mediator, facilitator, and evaluator. Each of these roles performs a specific function in supporting an effective and holistic learning process. Based on this concept, researchers can determine the extent to which educators fulfill each of their roles in the educational context being studied. Using Sardiman's theory as a basis for analysis allows researchers to comprehensively assess the contribution and participation of educators in the teaching and learning process. Through this approach, it is also possible to identify which aspects of these eight roles are already functioning optimally and which still need to be strengthened. It is expected that the results of the analysis based on this theory will provide a comprehensive picture of the quality of teachers' work and its impact on achieving educational goals in a research environment. To answer the above problem, the researcher formulated a discussion with this teacher in the form of three research questions, including:

1. What is the role of teachers in classroom teaching methods and processes to improve the effectiveness of English language teaching?
2. How do teacher's personality traits and discipline affect English language learning?
3. How can classroom assessment improve the effectiveness of English language learning?

This study of the role of teachers has not previously been conducted at Farabi University, in particular, in the Department of Language Studies. Therefore, the author considered it necessary to conduct this research. In addition, the results of this study will help to better understand the role of teachers in teaching. Future teachers who wish to teach students in any country will receive additional, clearer information about their future teaching activities.

Method

According to Karimuddin, quantitative research methods can be divided into two main types: experimental (including quasi-experiments and studies of a single object) and non-experimental (such as descriptive, comparative, correlation, survey, retrospective and historical). In this study, the researchers used a simple descriptive non-experimental quantitative approach using a survey. The survey was used as the main tool for collecting field data. However, in addition to the survey, to complement the analysis of the role of teachers in learning English. The study was conducted at Farabi University. The study was conducted from December 2024 to May 2025. The respondents who filled out the questionnaire were students who participated in an English course. The total number of respondents was 150 people, divided into 10 groups. The English course was conducted both online and offline, depending on the needs of each group. Teachers and students made their own schedules. To obtain high-quality research results, data collection must be carried out seriously and carefully. To determine the necessary data collection methods, researchers must determine the focus of the study. Data collection in this study was carried out using the following methods: distribution of the questionnaire. The questionnaire was distributed to the respondents at the 10th meeting. In addition, the author also conducted observations in each classroom, without interrupting or interfering with

ongoing learning activities. During the observations, the author made several important notes. These important notes will be used by the monitoring checklist system. "Observation checklists are an effective and efficient assessment tool because they help teachers focus more on observations and help them understand behaviors that influence learning" [4]. The checklist of observations used in this study was borrowed from McKay. The survey was conducted twice in each classroom at different times to make it clear whether the survey results were true. As indicated in the section on data collection methods, a questionnaire will be used in this study. The Likert scale is used in the questionnaire. The Likert scale is a scale used in surveys to measure attitudes and opinions. Using the Likert scale, students of the English course were asked to fill out a questionnaire in which they had to indicate their agreement with a number of questions. The content of the questions and statements in the questionnaire was divided into three parts: part A, containing questions or statements concerning teaching methods and processes (11 points), Part B, containing questions or statements concerning personality and discipline (6 points), Part C, containing questions or statements concerning assessment (5 points). For the observation sheet, a technique borrowed from McKay was used [5]. This observation sheet contains 6 points that will help the authors evaluate learning activities during classes. During the observations, the researchers kept documentation for each lesson. In this study, simple statistics calculated using averages were used to analyze the data. To analyze the collected survey data, the researchers used SPSS version 20. After collecting the data and analyzing the survey and observations, the researchers drew conclusions that answered three (3) research questions.

Results

Survey. To analyze the role of teachers in learning English at Farabi University, a questionnaire was distributed among students attending classes. It was assumed that the number of respondents would be 150, but only 148 answered (two students did not fill out the questionnaire). The completed questionnaires were processed using the SPSS version 20 software. The results of data processing are presented below. 148 respondents (91 (61.5%)) fully agreed, 55 (37.2%) agreed, and 2 (1.4%) disagreed with the statement that the teacher explained and presented the lesson plan in the first lesson. An average score of 4.58 indicates that, on the whole, the students fully agreed with this statement (Figure 1).

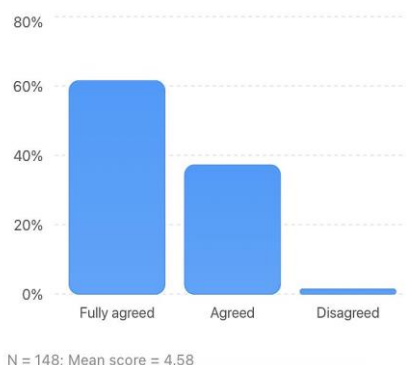


Figure 1 – Students' responses to the statement: "The teacher explained and presented the lesson plan during the first lesson"

57 (38.5%) of the respondents agreed, and 91 (61.5%) fully agreed that the material was presented in accordance with the lesson plan. An average score of 4.61 indicates that, in general, the students fully agreed that the teachers presented the material in accordance with the lesson plan (Figure 2).

57 respondents (38.5%) agreed, and 91 respondents (61.5%) fully agreed with the way the teachers presented the teaching materials. An average score of 4.61 indicates that, in general, students fully agreed that the teachers presented the teaching materials systematically and in an accessible form (Figure 3).



Figure 2 – Students' responses to the statement:
«The material was presented in accordance with the lesson plan»



Figure 3 – Students' evaluation of the presentation of teaching materials

2 people (1.4%) did not agree that the teachers provided relevant examples, 51 people (34.5%) agreed, and 95 people (64.2%) fully agreed. The average value of 4.61 indicates that, in general, students fully agreed that the teachers provided relevant examples when explaining the educational material. 1 person (0.7%) strongly disagree, 1 person (0.7%) disagree, 58 people (39.2%) agree, and 88 people (59.5%) strongly agree with the statement about two-way communication. The average value of 4.56 indicates that, in general, students strongly agree that teachers have developed a two-way communication system implemented in the learning process (Figure 4).

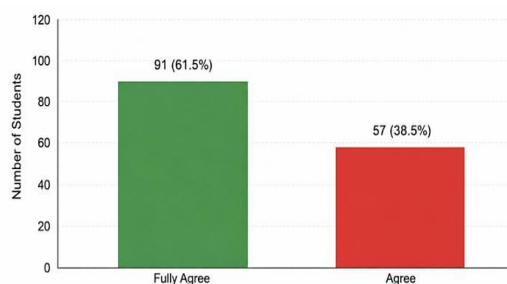


Figure 4 – Students' evaluation of the presentation of teaching materials

91 students (61.5%) fully agreed with the statement about giving participants time to ask questions, and 57 students (38.5%) fully agreed. An average score of 4.61 indicates that, in general, students fully agree that teachers or supervisors encourage participants and give them time to ask questions. 1 person (0.7%) fully agreed that the teachers had given clear answers, 41.9% disagreed, and 57.4% fully agreed. The average value of 4.56 indicates that the students fully agree that the teachers gave clear and accurate answers to each statement of the course participants. 57 people (38.5%) agreed, 90 people (60.8%) fully agreed, and 1 person (0.7%) disagreed with the teachers' positive responses to the questions. An average score of 4.59 indicates that they fully agree that the teachers respond positively to each participant's responses to the teacher's questions during the lesson. 2.7% of the respondents disagreed with the statement that teachers provided motivation for learning, 66 (44.6%) agreed, and 78 (52.7%) fully agreed. An average score of 4.47 indicates that, according to the overall assessment of the participants, they fully agreed with the statement that the teachers provided motivation for learning.

Observation

In addition to the survey, the researchers also conducted observations. This study used an observation form adapted from McKay's work to assess the role of teachers in learning English. This observation form was dedicated to student participation and their reactions to various classroom activities conducted by teachers. The results of these observations provide insight into the effectiveness of the teacher's role in increasing student engagement in learning English. Observations showed that teachers actively used English in various types of educational activities, including instructions, explanations, and discussions. Consistent use of the language by the teachers helped the participants to master syntactic constructions and vocabulary in real communicative contexts. In addition, participants who were used to hearing English from teachers demonstrated improved understanding and use of English during learning interactions. Observations also showed that teachers acted as moderators in classroom discussions, encouraging participants to answer questions and participate in group discussions. Participants who received support from teachers tended to express their opinions more actively in English. The teacher gives positive feedback on the answers of each participant, which further increases their confidence in using the English language. Tutors use various strategies to help students understand English texts, including reading and pointing out related words and images during class. Observations show that students who follow the text closely understand the context and meaning of English words faster. With this approach, tutors act as assistants, helping students establish connections between oral and visual speech. During the training sessions, teachers often use stories or examples to explain the concepts of the English language in a more fascinating way. Observations show that participants who actively respond to teachers' stories or explanations, whether through facial expressions, questions, or comments, tend to understand the material they are studying better.

Teachers who are able to present the material in a fascinating way act as motivators, increasing the involvement of participants. An important aspect of the observations is how the participants follow the instructions in the games and other activities developed as part of the training module. Observations show that teachers who provide clear and systematic instructions help participants understand their tasks. As facilitators, teachers also provide guidance that helps participants focus on their assignments, making learning more effective and enjoyable. Daily assessments are one of the ways to check the participants' understanding of the studied material. Teachers, acting as evaluators, give daily assignments and check students' work. Observations show that participants who are used to daily assessments understand English better than those who are less actively involved in the assessment tasks. Teachers who provide clear and supportive feedback can increase participants' motivation to continue learning and correct their mistakes. Based on observations conducted with reference to McKay's work, it can be concluded that teachers play a crucial role in increasing student engagement in learning English. Teachers who actively use English in their classes, encourage participation in discussions, and provide clear and systematic instructions are able to create an effective learning environment. In addition, daily assessments conducted by teachers help students understand their progress and gradually improve their English language skills. Thus, the teacher's role as a facilitator, motivator, and evaluator in the classroom significantly influences the success of English language learning.

Discussion

In this study, scientists describe the role of teachers in learning English. Based on the survey results, observations, and documentation analysis, the role performed by teachers corresponds to the role of educators, as defined by Sardiman [5]. Specifically, as an informant, organizer, motivator, mentor, initiator, mediator, facilitator, and evaluator. Evidence of each of these roles can be seen in the statements provided in the survey. The content of the questions and statements in the survey is divided into three parts: part A, containing statements about teaching methods and processes (11 points), Part B, containing questions or statements about personality and discipline (6 points), Part C, containing questions or statements about assessment (5 points). The main roles of teachers include initiating, informing, and organizing, as is evident from the presentation of the lesson plan in the first lesson, as shown in Statement No. 1 with an average score of 4.58%. A clear lesson plan from the

very beginning allows participants to understand the learning process and the goals that need to be achieved, which makes them better prepared to participate in each lesson. In addition, teachers also play the role of mentors, facilitators, and intermediaries, which is evident from the way they present the material systematically and easily. This can be seen in statement No. 3 with an average score of 4.61%. High-quality presentation of the material helps participants to understand concepts faster and reduces confusion when learning English. Teachers acting as evaluators and facilitators also respond positively to participants' responses, making participants feel valued and more confident in their participation, as can be seen in Statement No. 8 with an average score of 4.61%. Discipline and teacher attendance also play a crucial role in creating a supportive learning environment [9]. The role of teachers as motivators and mentors is manifested in their desire to start classes on time and constantly attend them according to the schedule. Punctuality is confirmed by approval 12 with an average score of 3.19%, and timely completion of classes is confirmed by approval 13 with an average score of 4.10%. The teachers' good discipline is also confirmed by question 14 with an average score of 4.30%. Consistency in this regard sets a good example for participants and instills disciplined learning habits. In addition, teachers act as informants and assistants, helping participants obtain information related to learning materials, learning resources, support software, and files needed for learning.

Finally, the role of the teacher as an evaluator is also reflected in the way he processes the results of the participants' assessment. This can be seen in statements 7, 8, 17, 19 and 20. By returning corrected exam results, such as quizzes, assignments, and midterms, participants can understand their weaknesses and improve them in the next lesson. A transparent and constructive assessment process allows participants to learn from their mistakes and gradually improve their knowledge. Thus, teachers act not only as teachers, but also as assistants, helping participants to make progress in learning English. By fulfilling these various roles, teachers not only help participants understand English, but also create a dynamic, structured, and enjoyable learning environment [8]. Success in learning largely depends on the active involvement of the teacher in all aspects of learning, from planning to evaluation.

Conclusion

Based on the results of research and observations concerning the role of teachers in learning English. It can be concluded that teachers play a crucial role in classroom teaching methods and processes, increasing the effectiveness of participants' learning. This can be seen from statements 1-11, where teachers perform their duties really well. As initiators, informants, and organizers, teachers are responsible for preparing lesson plans, systematically submitting material, and providing various relevant learning resources. In addition, teachers also act as facilitators and intermediaries, helping participants to understand the material more easily through an interactive approach [5]. Observations also show that teachers who actively use English in their classes are able to familiarize participants with the actual use of the language, making them feel more confident in communicating. The personal qualities and discipline of teachers also have a significant impact on English language learning. This is evident from the participants' responses to questions 12-16 in the survey. Teachers who always arrive on time and conduct classes in a disciplined manner, acting as motivators and mentors, are able to create a favorable learning environment [10]. Observations have also shown that professional, positive, and consistent teachers can increase participants' motivation to participate more actively in learning. Friendly and sociable teachers also create a comfortable atmosphere for participants and promote more open participation in discussions and English language practice. Thus, the personal qualities and discipline of teachers proved to be important factors in improving the effectiveness of training, which leads to greater interest and motivation of participants to learn. The survey results show that classroom assessment also plays a significant role in improving the effectiveness of English language learning [6]. Teachers, acting as evaluators, assistants, and intermediaries, are responsible for providing structured assignments, developing exam questions relevant to the material, and providing constructive feedback on student responses. Observations show that students who regularly receive assessment and feedback from teachers are able to identify their weaknesses and improve their results in subsequent classes. Returning corrected exam papers and assignments also helps

students understand their progress, allowing them to focus more on improving their English language skills. Systematic and transparent assessment motivates students to further develop and deepen their understanding of the English language. Overall, this research and observations confirm that teachers play a vital role in learning English. Optimally performing various roles, teachers not only teach, but also act as assistants, motivators and evaluators, supporting the comprehensive development of the English language among the participants. Based on the results of this study, it is recommended that future researchers study in more depth the impact of various teaching methods on the effectiveness of learning English [7]. Further research could include a comparative analysis of traditional and innovative approaches, as well as the impact of the use of technology in teaching. In addition, it is important to conduct longitudinal studies that track the development of participants over a longer period of time in order to gain a more complete understanding of the factors influencing motivation and engagement of participants. Researchers are also encouraged to engage more deeply with participant feedback to identify their needs.

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АҒЫЛШЫН ТІЛІН ҮЙРЕТУ ҮДЕРІСІНДЕГІ ОҚЫТУШЫЛАР МЕН ТЮТОРЛЕРДІҢ РӨЛІН ТАЛДАУ

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Оқыту процесінде оқытушы-тьюторлардың болуы мұғалімдердің рөлі сияқты маңызды рөл атқарады. Айырмашылық жұмыс көлемінде: оқу курстарында тьюторлардың рөлі жоғары. Тьютор болу-оқуды жағымды ету үшін оқытуда шығармашылық пен жаңашылдықты қажет ететін қиын міндет. Сонымен қатар, студенттерге оңтайлы оқу нәтижелеріне қол жеткізу үшін ынталандыру қажет. Бұл зерттеудің мақсаты: (1)

оқытудың тиімділігін арттыру үшін ағылшын тілін үйрену әдістері мен процестеріндегі тьюторлардың рөлін түсіндіру, (2) тьютордың тұлғасы мен пәнінің ағылшын тілін үйренуге әсерін сипаттау және (3) сабақтарды бағалауды ағылшын тілін үйренудің тиімділігін арттыратын фактор ретінде түсіндіру. Зерттеу бақылау мен құжаттаманы талдаумен толықтырылған сауалнама дизайнымен қарапайым эксперименттік емес сандық әдісті қолданады. Зерттеу кезеңдеріне алдын ала дайындық, әдебиеттерге шолу, әдісті әзірлеу, құралдар жинағын әзірлеу, деректерді жинау, деректерді талдау және зерттеу нәтижелерін ұсыну кіреді. Деректер 150 респондент арасында жүргізілген сауалнама арқылы алынды. Зерттеу нәтижелері оқытушының оқу тиімділігін арттырудағы рөлі өте маңызды екенін көрсетеді. Ағылшын тілін үйренудегі оқытушылардың жеке қасиеттері мен тәртіптілігі студенттерге әсер етеді, ал сабақтарды бағалау олардың ағылшын тілін үйренудің тиімділігін арттыратынын көрсетті. Жалпы, оқытушылар қанағаттанарлық қызмет көрсетуге және ағылшын тілін үйренуге оң үлес қосуға қабілетті. Зерттеудің мақсатын нәтижесі-аккредиттелген ұлттық білім беру журналында жариялау.

Түйін сөздер: мұғалімнің рөлі, ағылшын тілін үйрену, тұлға, сабақтарды бағалау, тіл орталығы.

АНАЛИЗ РОЛИ ПРЕПОДАВАТЕЛЕЙ И ТЬЮТОРОВ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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Присутствие преподавателей-тьюторов в процессе обучения играет столь же важную роль, как и роль учителей. Разница заключается в объеме работы: в учебных курсах роль тьюторов выше. Быть тьютором – непростая задача, требующая креативности и новаторства в преподавании, чтобы сделать обучение более приятным. Кроме того, студентам необходимы поощрение и мотивация для достижения оптимальных результатов обучения. Цель данного исследования: (1) объяснить роль тьюторов в методах и процессах изучения английского языка для повышения эффективности обучения, (2) описать влияние личности и дисциплины тьютора на изучение английского языка и (3) объяснить оценку занятий как фактор, повышающий эффективность изучения английского языка. В исследовании используется простой неэкспериментальный количественный метод с дизайном опроса, дополненный наблюдением и анализом документации. Этапы исследования включают предварительную подготовку, обзор литературы, разработку метода, разработку инструментария, сбор данных, анализ данных и представление результатов исследования. Данные были получены посредством опроса, проведенного среди 150 респондентов. Результаты исследования показывают, что роль преподавателя в повышении эффективности обучения имеет решающее значение. Личностные качества и дисциплинированность преподавателей в изучении английского языка влияют на студентов, а оценки занятий, показали, что они повышают эффективность изучения английского языка. В целом, преподаватели способны предоставлять удовлетворительные услуги и вносить позитивный вклад в изучение английского языка. Целевой результат исследования – публикация в аккредитованном национальном образовательном журнале.

Ключевые слова: роль преподавателя, изучение английского языка, личность, оценка занятий, языковой центр.

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