

# **The Iranian EFL Teachers' Perceptions of Their Roles in English Language Classrooms**

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**Teachers' role in the education can never be denied. It is expected that teachers can create contexts and atmospheres which are conducive to learning and teaching. It is certainly rewarding to explore Iranian EFL teachers' perceptions of their roles in English language classrooms, since it can have an effect on classroom instruction and progress. The aim of this study was to determine Iranian EFL teachers' perceptions of their roles in English language classrooms in order to shed some light on the practice of language teaching and learning in an EFL context. To this end, a 5-point Likert-scale questionnaire "EFL Teacher's perceptions of their roles" was developed by the researcher and administered with 50 male and female EFL teachers who worked in different language institutes in Rasht through mail and in person. Moreover, an interview, as an another instrument for collecting the data, was implemented to survey EFL teachers' ideas, opinions, and perspectives about their roles. Teachers' perceptions of their roles in English language classrooms were measured using mean scores and standard deviations through the use of tables and figures. The results revealed that EFL male teachers had better perceptions of their roles in the classroom. In a sense, EFL male teachers had more knowledge and understanding about their roles and responsibilities, compared with their counterparts. In addition, it was shown that EFL teachers were more aware about their roles as manager, motivator, and evaluator. Caretaker was less perceived by EFL teachers towards their students in comparison with other roles. Also, it was shown that EFL teachers with different genders, ages, degrees, and majors had different perceptions.**

**Keywords : English as a foreign language (EFL), Language classroom, Teachers' perception, Teacher's role**

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