

BJES

ISSN 2306-0557 (Print)

ISSN 2310-5402 (Online)

www. http://bjes.beder.edu.al/

IS THE TEACHER A FACILITATOR OR A MONITOR?**Lokman COSKUN^f****Article history:***Received: September, 2016**In revised form: September, 2016**Accepted: September, 2016**Published: September, 2016***Abstract**

The study aims to identify the factors concerning the teacher`s role for making students' learning effective in language learning environment. Through qualitative method, the study was done in order to give the details of those factors, which are influential for drawing the attention/interest of the students towards learning language in the classroom. This is a comparative study concerning correlation between two significant factors, since the study is related to human behavior that helps for predicting likely outcomes between facilitator and monitor as variables. The significance of facilitating and monitoring is known well by the teachers. In this regard, the views of John Dewey shed lights to the researcher for finding out the role of the respective teacher as facilitator or monitor. With the help of the present study, which behavioral role as a teacher would be helpful for meeting the needs of the students in language learning process or for making the lesson be loved by the students? The data were collected from the views of various researchers including the views of the researcher of the present study, since the researcher had a long term teaching experience in language teaching in various countries. The limitation was that the study involved in the views of the researcher and the others and lacks of any questionnaire and interviews with anybody. The study shows that the teachers need to exhibit the behavioral role of both facilitator and monitor. The researcher is of the opinion that John Dewey used the word the teacher as facilitator meaning that the particular teacher has the role of making learning process easier and also directing learning activity overall. Both role causes actively participating of the students towards the learning language.

Keywords: *Supervisor, Behavioral role, facilitator, Teacher`s role, Language learning*

^f Beder University, Department of Educational Sciences , lcoskun@beder.edu.al

1. INTRODUCTION

Language learning has a strong relation with the role of the respective teacher, since the behavioral role appears influential for language learning of the students and it is likely to channelize the students towards learning the respective language. At the same time, teacher`s role creates an active learning environment but not a passive one. Because of that, the particular students find the atmosphere very helpful for learning and try to actively get involved in learning the language.

Thus, this congenial atmosphere not only encourages the students to learn the language learning materials but also give the students the opportunities for actively participating in learning process as well, since classroom environment becomes fruitful for the students with the help of teacher`s role as facilitator and monitor. The first makes the process easier and the latter gives the monitoring the process in order to make everything go smoothly for enhancing performance of the students. Also, what about their correlational effects and help for towards students` positive outcomes?

Teachers might be a facilitator, if they give a particular task to the respective students through which the students enhance their responsibility (Hmelo-Silver, et, al., 2006) in their language learning. The behavioral of facilitator not only gives responsibility but also it presents “learners’ greater participation rights which give them the potential to take more initiative” (Clifton, 2006). In addition to that, the teachers find the ways of encouraging the students how ask/answer, setting examples for asking, answering and thinking deeply as a role model (Hmelo-Silver, et, al., 2006) during learning process. Also, the teachers find ways of access to the resource materials, which must be available and ready for the use of students (Crosby, 2000) in right time in right place.

Teachers might be a monitor, if they supervise the activities, which might be question/answer, discussion (Hmelo-Silver, et, al., 2006), group work etc. At the same time, the respective teachers find appropriate strategies (Hmelo-Silver, et, al., 2006) in order to put into practice those relevant activities in language learning process. There are two roles of the teachers as a monitor. The first has the role of a guide in order to ask questions, to reply answers, to explore new choices, to suggest alternatives, and to encourage students (Grasha, 1994) to be more creative about informed choices (Grasha,

1994). The latter has the role of consultant through which they are likely to support and give encouragement in group work and project (Grasha, 1994).

2. LITERATURE REVIEW

The teacher's behavior plays a significant role in language learning in order to make the learning process appropriate for students and guide them in actively participating in the learning process through exhibiting the behavioral of facilitator and monitor.

In this regard, the role of facilitator appears as decreasing the intervention of the teacher but increasing the responsibility of the particular students for the good of their own learning processes. Because facilitator knows how to create the models for questions & answers and encourage the students to think deeply (Hmelo-Silver, et, al., 2006). Also, the teacher is not only a dispenser of information (Crosby, 2000) but also he is acting as instructional designer (Anderson, et, al., 2001). As facilitator, he is aware of importance of resource materials for the students and tries his best for their availability and their access in order to use for learning of the students (Crosby, 2000). At the same time, the facilitator finds ways of overcoming any possible deficiencies in those materials while adapting them into the upcoming curriculum (Crosby, 2000). Moreover, this facilitative approach opens the ways for great amount of participation rights, so that the particular students are likely to take more initiative and responsibility for their learning (Clifton, 2006) towards the aimed language. Actually, this facilitative approach also creates an interaction between the teacher and students through which the students "have a larger say in who says what to whom and when" (Clifton, 2006:143).

On the other hand, the teacher is a manager (Crosby, 2000) and a monitor in terms of discussion (Hmelo-Silver, C. E., et, al., 2006), group work, and projects. And the teacher knows how to select and put into practice appropriate strategies if needed (Hmelo-Silver, C. E., et, al., 2006) in above-mentioned activities in right time in right place. Accordingly, the teacher as being manager and monitor checks over the learning process. First of all, he monitors the interaction between teacher and students (Grasha, 1994). Secondly, he guides the students in terms of "asking questions, exploring options, suggesting alter natives, and encouraging them to develop criteria to make informed choices" (Grasha, 1994:143). Thirdly, he tries to improve the students through considering their "capacity for independent action and responsibility" (Grasha,

1994:143). Lastly, the teacher takes the role of consultant in order to give due support and encouragement in projects, group work and etc. (Grasha, 1994:143).

3. DISCUSSION

The behavioral role of both facilitator and monitor appears very meaningful, since the first increases the intervention of the particular students and gives more responsibilities to students for their learning language. The latter supervises the learning process in order to make it a success and to make the learning smoothly for full encouragement and support of the students.

As a matter of fact, the main task of the teacher is that he transfers the knowledge and information to the respective students. But this transferring is not so easy, if the students do not like teaching approaches of the teacher, they may disturb each other or disrupt the lesson. In this case, the behavioral of the teacher plays a significant role to overcome any disruption and disturbance. In this regard, two behavioral roles of teacher appear essential for effective learning. They are facilitating role and monitoring role.

As facilitator, the teacher is not only transferor of the knowledge and information but also he facilitates the learning for the good of the respective students. He can facilitate the learning through giving more participation rights or giving more freedom to express themselves or creating a congenial atmosphere within it the students are likely to take more responsibilities and initiatives for their learning or offering more availability and access to resource materials, since those types facilitative approaches through which the students are likely to be interested in using their full capacities.

Actually, the positive contribution of facilitative “approach creates a scope for both students and teachers not hating from learning/teaching, but loving the learning/teaching process and it also helps the students/teachers learn the learning materials smoothly or teach smoothly” (Aktepe & Coskun, 2014:49). But facilitative role is not enough to teach effectively. What is more than that?

As a matter of course, the monitoring role of the teacher is a requirement for fruitful teaching as well. Because, the teacher is known as manager or monitor, since teaching is needed to be controlled with appropriate strategies. Therefore, teacher as being a

monitor has the role of manager for checking over the whole activities including the interaction between the students and teacher and he has the role of consultant for supporting and encouraging in projects and group work. Lastly, the role of monitor might be directing the students about how to learn, what to learn and why to learn. Because the teacher guides the students for creativity and critical thinking through questions/answers, offering options and alternatives for explorations and teaching the students how to look at life from different angles as well.

4. METHOD AND METHODOLOGY

In this study, a qualitative method was used for comparing two significant factors for behavioral role of the teacher such as; facilitator and monitor. The correlation between two factors plays a very important role, since both of the role should take place in learning environment in order to make the particular students actively get involved in the learning process and to give more responsibilities for their learning as the positive contribution of facilitator and also to check over the this learning process for making the outcomes fruitful as the effective contribution of monitor. The correlations between facilitator and monitor appear essential for transparent learning process.

5. CONCLUSION

Whenever the teachers exhibit the role of facilitator, the students are likely to show more participation in the learning process, since they feel better and comfortable for expressing themselves. In this case, they would like to take more responsibilities, for the facilitative approaches of the respective teacher creates the congenial atmosphere, which gives them more participation rights for showing their potential and encourage them to take more initiative for their learning as well.

With the aid of facilitating and monitoring role, the teacher is likely to give a big hand to the students to use all their capacities through which they are able to find out their weak and strong points. At the same time, they will be aware of using their freedom for expressing themselves in learning environment. Accordingly, they can take initiatives responsibly for the good of their life.

In this regard, the role of facilitator and the role of monitor go along with each other in order to give constructive horizons to the particular teacher how to teach fruitfully and help the students how to benefit from the behaviors of both facilitator and monitor in

terms of actively participation towards learning and learning through taking responsibilities for positive outcomes as well. Both factors not only have effective influence on positive outcomes of the students but also both have strong correlations, since the facilitator prepares the learning process and the monitor checks over the that process for thorough and smooth learning.

Through facilitative and monitoring role of the teacher, the respective students can learn a role model through which they are likely to act in their life in order to solve their personal matters and help the other people accordingly. Therefore, it can be said that the correlations between facilitator and monitor make the learning process easier and understandable and also make the learning process more transparent. As each party knows what, why and how questions. So that, the language learning might be more fruitful for students.

References:

- Aktepe, D., & Coskun, L. (2014). Why Does a Teacher Need to Facilitate the Learning? A Comparative Study. *Journal of Educational and Social Research*, 4(2), 47-50.
- Anderson, T., Liam, R., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context, paper presented at *the Annual Meeting of the American Educational Research Association*, Seattle, WA.
- Clifton, J. (2006). Facilitator talk. *ELT journal*, 60(2), 142-150.
- Crosby, R. H. J. (2000). AMEE Guide No 20: The good teacher is more than a lecturer—the twelve roles of the teacher. *Medical teacher*, 22(4), 334-347.
- Dewey, J. (1897). My pedagogical creed. *The School Journal*, 54(3), 77-80.
- Grasha, A. F. (1994). A matter of style: The teacher as expert, formal authority, personal model, facilitator, and delegator. *College teaching*, 42(4), 142-149.
- Hmelo-Silver, C. E., & Barrows, H. S. (2006). Goals and strategies of a problem-based learning facilitator. *Interdisciplinary Journal of Problem-based Learning*, 1(1), 4.