

# English Language Teachers' Epistemological Perceptions and Classroom Management Skills

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**Abstract:** The paper focused on English language teachers' epistemological beliefs and their classroom management practices at intermediate level. The study aimed to find out the most frequently employed classroom management strategies of English language teachers, what epistemological beliefs do English language teachers hold? and, how do the epistemological ideas of English language teachers influence their methods of classroom management? Population of the study consisted of English Language Teachers at public and private colleges in district Mardan, Khyber Pakhtunkhwa. In this study, 14 English language teachers were selected purposively for interview. The researcher employed semi-structured interview to collect data. Results demonstrated that English language teachers who adopted learner-centered approach at the behavioral and instructional dimensions had faith in students' active participation and acquiring knowledge. This means that factors influencing the construction of knowledge included learning effort, critical thinking, and other context-specific characteristics. The study found a link between English language teachers management style and the sources of knowledge they consider to be valid.

**Key Words:** Epistemological Beliefs, English Language Teachers, Classroom Management Skills

## Introduction

Epistemological beliefs are a factor that predicts people's behaviors (Hofer, [2007](#)). He discussed that how people learn their views on knowing and how these epistemological premises are a component of and have an impact on cognitive processes of thinking. These beliefs are about the knowing processes which lead to a true knowledge. Realizing this, epistemological beliefs subsequently made their way into the teaching field, impacting pedagogy, instructor conduct, student interactions, classroom management rules (Chan, [2010](#)). In addition to being essential to a successful teaching career, teachers' classroom management techniques also make up a significant portion of their professional identity (King, [2013](#)). Regarding learning, social connections, and student behavior, classroom management often refers to a broad range of plans and activities (Martin & Sass, [2010](#)). They divided classroom management into three main categories: behavior, people, and instructional management. Although the concept of classroom management may appear complicated and involve numerous layers and sub-components, they did so. People's management is the way in which teachers assist students as unique persons. Instructional management is the way in which teachers choose their materials, manage their time, create their syllabuses, and engage in pedagogical activities. Later on, when they agreed that there were particular similarities between the people and behavior management magnitudes, this taxonomy was

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changed. The final classification, which was reduced to behavior and instructional management, was created by Martin and Sass (2010) by combining people's managing with the other two variables.

Recent research in teacher education have concentrated on this topic since Epistemological Beliefs play a significant role in understanding the practical components of instruction (Roth & Weinstock, 2013). The majority of educators believe that fostering contact between students and the outside world and advancing students' acquisition of knowledge are the two main objectives of education. As with other teaching strategies, a teacher's beliefs about learning may be the foundation of their classroom management. More research is needed to determine how teachers' EB might influence their classroom management techniques, even with the majority of studies examining the relationship between teachers' Cognitive processing, independent learning techniques, and teachers' attitudes about teaching (Aypay, 2010) are some of the elements of teacher education that are influenced by epistemological beliefs.

Although previous research on teacher education acknowledged the influence of Epistemological Beliefs on teachers' classroom reality, the status and internal relationships between Epistemological Beliefs and language instructors' performance continue to appear as uncharted territory for inquiry (Kumara vadivelu, 2012). Specifically, an acute feeling of insufficiency is heightened when it comes to studies that examine how language instructors' experiences, performances, and beliefs are formed through interactions with one another (Moodie, 2016). That being said, this study used a reflective inquiry to examine the characteristics of English language teachers' Epistemological Beliefs and classroom management strategies, as well as the ways in which their EB influences their classroom management strategies.

### Teachers' Epistemological Beliefs

Personal epistemology was defined by Hofer (2007) as the many educational and psychological methods of knowledge acquisition. The personal senses that people use to analyze things are another name for personal epistemology (Muis, Bendixen & Haerle, 2006). One of the pioneers in the field, William Perry created new avenues for future research on epistemological beliefs with his groundbreaking investigations into the conceptual component of learners' conceptions of knowledge acquisition and personality (Kuhn & Park, 2005). His compilation of research demonstrated the evolution of human reasoning and Epistemological Beliefs toward greater complexity.

A more thorough model of Epistemological Beliefs was developed by Schommer (1990) by drawing on these lines of research. Schommer offered a five-dimension scheme of epistemological beliefs: omniscient authority, certain knowledge, simple knowledge, quick learning, and innate/fixed ability. According to his definition, the system of epistemological belief is a complex matter with largely autonomous parts. In contrast to sophisticated believers, who see knowledge as a complex phenomenon, naïve believers consider knowledge to be simple. This classification illustrates this difference. Knowledge is perceived as being transmitted by an authority figure (a simple believer) instead of a sophisticated believer through logical reasoning (omniscient authority knowledge). Both certain and tentative knowledge exist, according to persons who have particular beliefs about knowing. Followers of the theory of intrinsic ability contend that learning is an innate rather than an acquired talent. Learning speed (rapid and/or gradual) is the subject of quick learning. A 63-item scale to assess epistemic beliefs was created by Schommer (1990) based on this categorization. Luft and Zhang (2014) noted that Schommer's research technique faced certain obstacles due to the exclusion of certain criteria from the validation study. Epistemological beliefs are widely acknowledged to impact teaching practices and behaviors in the classroom (Feucht & Bendixen, 2010). Educators who hold this belief tend to employ learner-centered pedagogy, as noted by Chan (2010), and he argued that knowledge is more sophisticated or complex.

### Classroom Management Approaches

The efficacy of teaching and learning has been consistently determined by classroom management procedures, an area that is impacted by instructors' Epistemological Beliefs (Brown, 2007). Such approaches are crucial as Muis et al. (2006) created a model depicting the methods instructors use to control their classrooms in order to convey the idea of classroom management. Based on theories of child development, teachers' approaches to classroom management were classified into three categories: non-interventionist, interventionist, and interactionalist. These perspectives formed the foundation of classroom management. According to Roth and Weinstock (2013), a non-interventionist viewpoint

asserts that a kid must be encouraged to discover their own voice in the outside world. Consequently, a non-interventionist educator feels that less control should be used in the classroom and that little effort should be put into modifying the conduct of the students. However, an interventionist seizes command of the classroom setting and behavior of the pupils. The interactionalist method is halfway between the two extremes, emphasizing the reciprocal exchange between learners and their surroundings. Interactionalists are interested in what students do to change their surroundings and how people are shaped by the outside world (Tanase & Wang, [2010](#)).

There are three different ways that instructors approach classroom management: interventionist, which is more controlling, and interactionalist, which is less controlling and more focused on helping teachers find a balance in their careers (Yang et al., [2008](#)). Kuhn and Park ([2005](#)) claimed that teachers who take a controlling approach to classroom management tend to be very authoritative and view students as passive recipients of knowledge, on the other hand, instructors who provides a freedom of discussion and participation in the classroom activities are considered as having non-interventionist approach. This approach gives learners more space to speak and participate in classroom activities.

### Research Questions

1. To find out the most frequently employed classroom management strategies of English language teachers?
2. What epistemological beliefs do English language teachers hold?
3. How do the epistemological ideas of English language teachers influence their methods of classroom management?

### Significance of the Study

Epistemological Beliefs play a crucial role in forecasting instructors' conduct as well as the real elements of instruction, learning, and classroom management (Lee & Schallert, [2016](#)). Research on the contradictions and ambiguities around the ways and extent to which instructors' Epistemological Beliefs might influence their actions in the classroom is currently ongoing. The study used a qualitative method to focus on the Epistemological Beliefs of English language teachers and how it influences their approaches to classroom management. This study may advance the investigation of the role of epistemological beliefs in teacher education and advance our knowledge of the connections between teachers' beliefs and their actions in the classroom whether in the form of instructional practices or classroom management strategies. Studying classroom management techniques may also provide new perspectives to the classroom environment and the way that teaching and learning occur (Sosu & Gray, [2012](#)).

### Review of the Literature

Personal epistemological belief is thought to be the foundation for what teachers do and how they behave in the classroom (Olafson & Shraw, [2006](#)). Research on the origins of EB and how Epistemological Beliefs are created has been the subject of numerous studies in education. Lee and Schallert ([2016](#)) asserted that studying epistemological beliefs is the first step in changing teacher education curricula and developing fresh viewpoints on the teaching profession. According to Tanase and Wang ([2010](#)), who looked at elementary school teachers' attitudes about teaching and learning, students' beliefs about curriculum development and knowledge acquisition are either directly or indirectly influenced by instructors' epistemological beliefs.

Yadav and Koehler ([2007](#)) suggested a similar approach when they identified instructors' views as significant determinants of educational results. On the other hand, more focused inquiries concern the facets of instructional practices impacted by educational branding. King ([2013](#)) claims that Epistemological Beliefs are crucial factors that determine how a teacher behaves in a classroom. Feucht and Bendixen ([2010](#)) also claimed that daily schedules, instructional strategies, and teacher decisions about what to teach or cover mirror teachers' beliefs about the state of the curriculum and the role of students in the production of knowledge. Adding to the research on Epistemic Beliefs, Tsai and Kuo ([2008](#)) suggested that positivistic and/or constructivist viewpoints filter classroom procedures, classroom management, and instructional activities. Similarly, Lee and Schallert ([2016](#)) contended that a crucial indicator of an instructor's values and the process by which students acquire knowledge is their Epistemological Beliefs. Research

currently available indicated that educators with more sophisticated and relativist Epistemic Beliefs likely to support students' creativity in creating their own knowledge and performing well in the classroom (Ertmer, 2005).

Studies investigating the problem have also focused on the similarities and/or differences in EBs between professors of diverse subject matter. According to Kuhn and Park (2005), regardless of the situations and subject areas, various teachers should use the same EBs since they assume certain similarities in human nature. The beliefs vary depending on the subject they teach, according to Lim and Chai (2008) argument against this notion. Hard scientific instructors, including those in math and physics, have naïve assumptions, in contrast to soft science teachers in literature and social sciences. Further research has found that behavioral patterns and social circumstances are likely to be other factors of Epistemic Beliefs creation and change (Tsai & Kuo, 2008). According to Yang et al. (2008), sociocultural circumstances influence the experiences and views of language instructors. This premise was supported by experimental investigations. They looked at the Epistemic Beliefs of English language instructors in Hong Kong and discovered a relationship between the beliefs of teaching and learning, as well as a reflection of the EBs in the classroom performances of the teachers.

## Research Methodology

Nature of the study was qualitative. Population of the study consisted of English Language Teachers at Public and Private Colleges in District Mardan, Khyber Pakhtunkhwa. Two-stage sampling technique was applied, in the first phase, seven colleges were selected conveniently which were Peshawar Model College Mardan, Quaide Azam School & College for Boys, ANSI Degree College Mardan, Mardan Model School & College Mardan, Peace School & College Mardan, Government Postgraduate College Mardan, Government College of Management Sciences Mardan. In the next phase, two English language teachers were selected conveniently from each college. The researcher sought permission from the college principals through an application to allow the research to conduct interview of the teaching staff at the college premises. After seeking the permission, the participants were briefed about the aim of the study in order to develop rapport with them. Data confidentiality was guaranteed by the researcher in order to secure participant cooperation and agreement for data collection. The demographic information of the respondents is shown in the following table. data regarding the research participants.

**Table I**

*Demographic Information of the Respondents*

| Age |     | Qualification |          | Gender |      | Teaching Experience (years) |    |
|-----|-----|---------------|----------|--------|------|-----------------------------|----|
| <35 | >35 | MA/BS         | MPhil/MS | Female | Male | <5                          | >5 |
| 11  | 03  | 11            | 03       | 05     | 9    | 8                           | 6  |

## Data Collection Tool and Data Collection Process

Nature of the study was qualitative therefore, the researcher applied semi-structure interview as tool for data collection. Roulston and Choi (2018) explained that interviews are the best method for eliciting teachers' opinions, about their expertise, whereas other methods (such as self-report scales and observation) might not give a good picture of what instructors are thinking. The researcher developed the scale by himself after a thorough study of the relevant literature. Th scale was validated through experts and they identified three items to be removed from the scale and five were recommended to be rephrased. The researcher modified the scale accordingly.

Before conducting the interview, permission was sought from college principal and a written consent form was signed from the participants that indicated his/her willingness to take part in the study. The participants were informed about the recording of their interview for merely this study. The interview process almost took twenty-five minutes and it was recorded in Urdu language for the easiness of the respondents to express themselves openly. The researcher translated the transcripts of the interviews as he is also an English language teacher at a university. Nonetheless, in order to guarantee the correctness of the transcribed data, two experts were requested to verify the level of translation and sentence meaning.

## Data Analysis

After transcribing and translating the text into English, the researcher used thematic analysis as suggested by Clarke and Braun (2017). The researcher reviewed the transcripts to reduce the chance of meaning loss. According to Clarke and Braun (2017) model of thematic analysis, in the first step researcher familiarized with the data which led to the generation of initial codes in the next phase of data analysis. The third step was to search for themes and in the next phase the themes were reviewed. In the fifth step, the themes were defined and were named and finally it was reported in a draft form.

## Results

Different ways may be used at different dimensions of classroom management, as shown by themes and sub-themes derived from interviews. Although, the majority of emerging themes suggested that learner-centeredness was preferred over teacher-centeredness, the traditional meaning of management is instructors' domination over the classroom. After going over the main ideas, cross-referencing previous research, and analyzing theoretical frameworks, the researcher classified the classroom management strategies (see tables 2 and 3). Every aspect of managing a classroom is covered in detail in the sections that follow.

### The Behavioral Aspect of Classroom Management

The main topics of classroom behavior control are detailed in Table 2. Hence, it may be inferred that the study's participants primarily supported the interactionalist method to controlling behavioral issues in the classroom. In the continuum of classroom management styles, instructors that fall into this category often represent a flexible approach and a propensity to foster students' feeling of autonomy.

**Table 2**

*The Behavioral Aspect*

| Key Themes   | Occurrence |
|--|------------|
| Building relationships with pupils to provide a welcoming classroom atmosphere | 28%        |
| Using their first names while calling the pupils                               | 37%        |
| Laughing and telling jokes to relieve the tension and stress of learning       | 18%        |
| Praising students' accomplishments with kind remarks, even if they are small.  | 17%        |

According to the participants, every decision made in the classroom should take the requirements and psychology of the pupils into consideration. For the majority of them, effective classroom management can result from finding a balance between the control of the teachers and consideration of the students' positions inside the classroom. The first stage in maintaining student control was to establish rules at the outset of instruction. *"My first approach is prevention, so I try to warn my students about the consequences of breaking the rules by acting like a doctor"*. Another teacher stated, *"I provide my pupils a variety of penalties for various violations, like as absences, chattering to classmates, and chewing gum. To make the rules more democratic, I may also include some amusing and lighthearted articles"*. This research indicates that classroom management strategies have changed and been reevaluated. Previously, teacher-student contact was given secondary importance in the classroom and had a bureaucratic focus.

Feigenbaum (2024) stated that Carl Rogers' humanistic perspective questioned this method, educators have attempted to substitute positive reinforcement and positive feedback for punitive responses to rule-breaking behaviors in their interactions with pupils (Luft & Zhang, 2014). According to the English language teachers in this study, fostering good emotions in students helps to prevent a lot of classroom management issues and produces positivity in learnings of the students as greater desire to communicate, more cooperative study environment). *"My students are very sensitive," one of the teachers wrote in his or her weekly diary. Even small gestures of support elicit a response from them. I gave one of my bashful students a slap on the back and remarked, "Well done, honey," when he answered my*

question correctly one day. It was quite astounding to witness the reserved and quiet student suddenly demonstrating a strong desire to communicate.

Nonetheless, some teachers expressed unfavorable opinions about being flexible in policing students' behavior, saying that "a few students abuse my generosity by playing around, talking excessively when they shouldn't, and causing chaos in the classroom". But this instructor also mentioned that being serious might demotivate certain pupils, preventing them from learning or from participating in educational activities in the classroom.

Additionally, a different teacher explained how they manage the class by saying, *"based on my experiences, I've learned that some pupils grow overly connected to me, which is not pleasant because it usually leads to the students acting disobediently"*.

### Classroom Management Aspects That Focus on Instruction

The below table presents the emergent themes from the instructors' interviews, which suggest that the research participants used an interactionalist approach.

**Table 3**

*The Classroom Management's Instructional Aspect*

| Major Themes  | Frequency |
|---|-----------|
| By means of group learning exercises, inquire about the opinions of students regarding their inclination to possess additional content. | 35%       |
| Allowing students to speak for the majority of the class period rather than the professors  | 27%       |
| Getting nervous and quiet pupils involved in class discussions and encouraging them to speak  | 38%       |

The majority of instructors' journals described how to include students in developing the syllabus and how to analyze their needs while choosing resources and instructional strategies. *"I attempt to see what's needed in order to handle the instructional aspects. I look closely at my pupils' performance to identify their areas of strength and weakness. For instance, I will concentrate more on speaking if they require more speaking assignments."* Without a doubt, needs assessments would make sense in situations when teachers are aware of their pupils' psychological makeup and can pinpoint their preferences. One of the educators described how he developed teaching tasks:

*"In my classroom, I rely on games to provide students a distinct experience in speaking English. Choosing their involvement in assignments seems to pique my kids' attention more (weekly notebook). Another instructor stated that "In order to learn about my students' opinions about the materials used in the teaching-learning process, I start by asking them what reading materials and additional pursuits they think would be useful or necessary. Individuals have diverse preferences and learning styles, therefore presenting variety in assignments and instructional activities may maximize the learning opportunities for various pupils"*.

According to Moodie (2016), by embracing a democratic dominance of the classroom and a learner-centered approach to instruction, considering the students' requirements, passions, inclinations, and methods of language acquisition. To enhance students' self-regulation, autonomy, and social skills to tackle real-world issues, group management techniques and task engagement are recommended (Roth & Weinstock, 2013). The importance of recognizing pupils' character in elevating their learning style and mood is demonstrated by these excerpts. Teachers also talked far less than students did, on average. It's justified by this remark: *"My students need to talk and have time to practice speaking English because that's why they are here to learn how to do so"*. Since preparing students for circumstances outside of the classroom is the ultimate purpose of education, this particular component of classroom management would be of far more importance to teachers:

Nonetheless, a few themes ran counter to the interactionalist perspective on managerial education. As far as instructional features are concerned, the following excerpts demonstrate the participants' predisposition toward authority. Weekly diaries revealed in certain places that professors disagreed with allowing students to choose the



course material or curriculum. For instance, a teacher commented that, *"instead of attending to the needs of my students and creating a syllabus based on their requirements, I have to cover the material that the office specifies before I begin my classes. The college administration sends me a course outline and specifies which sections of the textbook I must cover"*.

One of the respondents stated *"it takes a lot of time to lead discussions and conduct group activities, and teachers are unable to spend much time on pair work and group activities. Since they are expected to cover specific book chapters to help students to be ready for the final exam"*.

### English Language Teachers' Principal Epistemic Beliefs

The study also looked at English language instructors' perspectives on the origins of knowledge. Table 4 presents an overview of the principal topics pertaining to the participants' epistemological views across many dimensions. Interviews and a review of weekly notebooks revealed that learning is not inherited and that students may develop their capacity for learning. *"In my opinion, creating knowledge is a dynamic process, and creativity plays a major role in learning,"* the interviewee stated. According to research participants, students are expected to make a substantial contribution to their own learning rather than only receiving knowledge from their lecturers. Teachers felt that by giving students the freedom to choose their own information and make their own discoveries, they could lessen their participation. Here are some remarks in favor of this viewpoint:

*"I believe that studying a language necessitates genuine effort and accountability. Of course, I impart knowledge and comprehension to the students, but I also conceive of activities that would spark their creativity and critical thinking".*  
*"I gave my pupils an assignment to consider two images and identify the differences between them. That being said, I push them and provide them with food for thought, which implies that students are the ones who should be creating knowledge".*

**Table 4**

*English Language Teachers Epistemological Beliefs*

| Dimensions                 | English Language Teachers' Epistemic Beliefs  |
|----------------------------|---|
| Innate/Fixed Ability       | Learning a language is not a natural talent. Learning is a dynamic process.   |
| Learning Effort/Process    | Rather than natural aptitude, perseverance matters more.  |
| Authority/expert knowledge | There are other sources of knowledge as well other than teachers and every now and then can make errors.  |
| Certainty knowledge        | Particular teaching method and techniques are required for various contexts.<br>Learning a language is full of errors and mistakes, and ideas get change. |

The study's participants explained that learning a language is a long process that requires effort rather than innate predisposition *"The importance of natural aptitude for language acquisition is undeniable, but I believe that learning a language needs a lot of effort and diligence"*. To encourage pupils to acquire the lexical items and grammatical functions, it was proposed to incorporate drills and require them to repeat structures. The following passage encapsulated this concept:

*"We are teaching and learning in a remote setting with no native speakers around and no opportunity for English-language communication. All of the tasks I give my pupils are necessary because they must put forth consistent effort to acquire the language".* *"Language proficiency is undoubtedly earned with time and effort; it is not something that can be achieved immediately"*.

For the majority of participants, the third component of epistemological beliefs—the function of authority knowledge and whether or not students are permitted to learn by their own reasoning—seemed difficult. They believed that encouraging language learners to think critically was a high degree of success in language instruction, but many teachers find this to be unrealistic and too idealistic, particularly at the pre-intermediate and elementary levels.

Believing that teachers are not the only sacred source of knowledge and that sources of knowledge are not limited is necessary to develop a strong foundation in language. Every situation has unique characteristics that call for a different approach to instruction and management style. *“Every student has a different experience when learning a language. As a result, no approach or plan could be used everywhere. Throughout my employment, I have encountered a variety of situations”.*

When choosing instructional and classroom management programs, the most crucial factor was their suitability for the intended use. Ideas are subject to change, and language is the means by which these changes are communicated. I strive to stay up to date on the most recent modifications to the materials and textbook. For example, I requested that this semester's students form a WhatsApp group and practice speaking English in a virtual classroom. In any case, the accumulation of language knowledge has been impacted by the numerous changes brought about by technology. This finding might be explained in part by the setting in which the study's English language instructors taught.

### **Relationship of Teachers' Epistemic Beliefs and their Classroom Management Methods**

The researcher was able to comprehend how the epistemological beliefs of English language teachers can influence their methods of classroom management by closely examining the interview data. Teachers' orientation and classroom management practices mirrored their teachings regarding the source of knowledge. One of the respondents said that peer projects and teamwork are, in fact, an essential component of language learning, in my opinion. It is not like history or math, where a teacher shows up to class and covers everything. In order to learn how to communicate in English, the students must speak. The classroom is intimate as a result of this teaching trend. As Sosu and Gray (2012) found that supporting group projects and reciprocal cooperation in the classroom implies a student-centered, productive method of instruction.

Teachers' propensity for flexibility in managing students and a forgiving attitude toward misbehaviors is demonstrated by their reliance on discussion, pair work, and creating a welcoming and joyful learning atmosphere. Martin and Sass (2010) study also found that this link demonstrates how teachers' beliefs about knowledge acquisition influence their decision to use unique classroom management techniques. In actuality, each person's beliefs determine what should be done in the classroom and which approach might work best in the given circumstance.

Sosu & Gray (2012) argued that it is difficult to establish a clear and direct link between classroom management strategies and instructors' epistemic beliefs. This is due to the fact that teachers may adhere to specific classroom management strategies, for instance, but in reality, their effectiveness is influenced by several contextual elements. Certain educators were chosen for this study from private universities where generating more cash would take precedence over providing high-quality services. Teachers should act in a welcome and supportive manner to encourage students to continue attending in order to meet this specific objective. Accordingly, contextual limitations hinder the teachers' performance (Lim & Chai, 2008). For instance, during the interview, one of the educators said that *“there are times when their noise and antics truly get to me. They are too unsettling and naughty. I made an effort to keep them under control, but one day the office manager called me and requested me to exercise patience with the students. She informed me that one of my responsibilities is to draw more students to the language learning center, and that my conduct will play a crucial role in achieving this”.*

### **Conclusion**

Using qualitative data collection and analysis, this study looked at the classroom management and epistemological beliefs of English language teachers. The study's conclusions showed how instructors' classroom behaviors may be influenced by their epistemic views. More precisely, the study discovered that teachers' views about learning form the foundation of their classroom management practices, which combine interactionalist and preventive techniques. Furthermore, the focus on the active role that students play in their education draws attention to the emerging trend of postmodern teaching among English language instructors, which values students' autonomy and agency. Instead, then viewing students as passive consumers of information, the study's participants viewed them as active educators and learners.



It is important to consider the limitations when interpreting the results of this study. The study used interviews as a technique of data collecting in order to gain a deeper knowledge of the concerns being highlighted in this study, which began with epistemological beliefs and traces of beliefs in actual classroom management methods. It should be noted, though, that some aspects of teaching methods may have been left open-ended because some people may be reluctant to disclose themselves, and there may not be a clear alignment between the researchers' perspective and what participants are expected to consider and write about. Furthermore, this study only looked at the classroom management and epistemic beliefs of teachers; it did not address the question of how instructors' classroom management differed from that of teachers in other subjects. To better grasp the problem, it is advised to compare professors with those of other subjects.

### **Implications of the Study**

Despite these limitations, the study's conclusions may have the following implications: Teachers of English, like teachers of any other subject, can implement significant pedagogical change if they become more aware of their own views and the potential links between their beliefs and practices. It is undeniable that one of the best methods to increase this awareness and get past the lack of reflective inquiries is to think about teaching approaches that improve the empirical contribution to good management and instruction. Self-awareness also becomes essential when educators want to create management and teaching profiles that have a lasting impact on students.

Examining English language instructors' epistemic views might help them be more reflective and determine whether their theories and actions align. According to the study's findings, teachers' interviews provide insights into their mental lives and cognitive processes, demonstrating how their ideas influence and filter their actual performance. This information could improve programs for teacher education by emphasizing how beliefs can influence instructors' actions.

### **Recommendations of the Study**

Since contextual factors mediate teachers' epistemic beliefs and ecological and environmental factors modify how teachers' beliefs impact their performance in the classroom, more research can help clarify the variables that may alter the caliber of teachers' classroom practices. Longitudinal studies may shed light on the process by which teachers' epistemic beliefs are developed over time and how modifications to these beliefs may impact real classroom practice. Teachers' views are changed and reformed over time.

The study recommends that future research, using sociocultural theory and its expanded principles (such as active theory), concentrate on the role and status of larger institutions and macro structures in the formation and modification of epistemological beliefs as well as how various cultural contexts influence and appropriate teachers' epistemic beliefs and pedagogical practices. This is because it implies indirect effects of institutions and context on classroom management practices.

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