

## How Newly Appointed ESL Teachers' Beliefs Are Translated Into Their Pedagogic Strategies

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**Abstract:** *This study analyses the interaction of newly appointed English as Second Language (ESL) teachers with students in a public sector university of Pakistan. The focus of the study is to understand how newly appointed teachers with no teaching experiences and training interact with students in the ESL classroom. The study is conducted in two phases. In the first phase students-teachers interactions are analyzed using Lave and Wenger's (1991) Community of Practices. Ten students and four teachers were purposively sampled for in-depth interviews and observations. It was found that despite sharing same educational background, lack of experience and training, teachers' motives and strategies differ significantly and divide them into 'facilitators' and 'knowledge transmitters'. In the second phase, teachers' teaching motives and strategies were further analyzed using the philosophical concept of epistemology and ontology. The findings have significant implications for the policymakers, the institutes, teachers' trainers and teachers.*

**Key words:** *Community of practice, teachers' role, pedagogic strategies, epistemological beliefs, higher education*

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### I. Introduction

The paper focuses on students' interaction with teachers in the ESL classroom with a specific focus on teachers' pedagogic strategies and their ontological and epistemological beliefs, which inform their teaching strategies and define their roles in the classrooms. The study was conducted in two phases. The first phase was the part of PhD period in which the author used the concept of community of practices to define teachers' role in the classes mainly from students' perspective (Rind 2014). In the second phase, the author attempted to understand why the teachers of same educational professional backgrounds act in entirely different ways in the classrooms.

ESL classrooms are viewed as important sites in which learners acquire English language skills in a formal or instructional setting, and in which teachers support students to gain particular linguistic and academic competencies. In order to acquire these competencies, students' participation in classroom activities is seen as essential (Morita 2004; Hirst 2007; Barnawi 2009; Smoke 2013; Wang 2014; Rind 2015). Classroom participation implies that students are engaged actors on socio-cognitive planes, where cognitive and social properties are reciprocally connected and essential to solve given problems. Socio-cognitive interactions are inevitably more complicated in a classroom made up of linguistically and culturally diverse students (Hirst 2007). Morita (2004: 573) points out that 'understanding how these students participate in their new academic communities and acquire academic discourses in their second language has become critical'. The crucial importance of acquiring academic discourses in ESL requires in-depth analysis; however, for this analysis to take place, the notion of community within an ESL classroom and the roles teachers play within this community must first be conceptualised. This paper uses the Community of Practices (CoP) to conceptualise the ESL classroom and teachers' role within this community from students' perspective.

### Community of practices in relation to ESL

Lave and Wenger (1991) developed Community of Practice (CoP), an approach that considers both structure and agency when conceptualising community. Wenger explains CoP as 'groups of people who share a concern or passion for something they do and learn how to do it better as they interact regularly' (cited in Toohey 2000:1). A number of researchers have used CoP in the context of ESL (Morita 2004; Barnawi 2009; Asoodar et al. 2014). For example, Morita (2004) used CoP to explore socialization experiences related to academic discourse on an ESL programme in a Canadian university. The study examined the ways in which ESL learners negotiated their participation and membership in their new ESL classroom communities, and particularly in open-ended class discussions. Using a case study approach, Morita (2004) illustrated that students faced major challenges in negotiating competence, identities, and power relations, a negotiation which was required in order for students to participate and be recognized as legitimate and competent members of their ESL classroom communities. Morita (2004) also found that students attempted to shape their own learning and participation by exercising personal agency and actively negotiating their positionalities, which were locally constructed in a given classroom.

Barnawi (2009) similarly used CoP to explore Saudi students' English language learning experiences at a North American university. According to Barnawi (2009), membership in a CoP situated in an English-medium academic classroom always alters as *newcomers* (students who have no or minimal experience of attending English medium schools and have no access to the *power* associated with English language skills) interact with *old-timers* (students who have been to English-medium schools, and already have the access to the power associated with English language skills). This interaction involves language learning and socialization, whereby competency and membership are required in order to participate in the discourse community (Lave and Wenger 1991; Morita 2004). Here the process of participation— *legitimate peripheral participation*— has significant implications for the membership in the discourse community.

Wenger (1998a) argues that the notions of 'peripherality' and 'legitimacy' are vital as both notions facilitate newcomers' actual participation in the classroom in order to help them move to the centre of the community, which in turns enables them to access greater power. Peripherality provides 'an opening, a way of gaining access to sources for understanding through growing involvement' (Lave and Wenger 1991: 37). This idea suggests that individuals can be members of the CoP in various ways, and their roles and positions in the community are subject to change over place and time.

Meanwhile, legitimacy affects the way in which individuals gain access to particular CoPs (Barnawi 2009). Newcomers must be given a sufficient sense of legitimacy in order to be seen as viable potential members. Wenger (1998b:101) argues that 'only with legitimacy can all their inevitable tumbling and violations become opportunities for learning rather than cause for dismissal, neglect, or exclusion'. Legitimacy therefore also plays a vital role in the teaching and learning process, as it facilitates access to power. The higher the level of legitimacy granted to learners in a certain classroom setting, the more they will be able to negotiate and construct their identities in the CoP (Toohey 2000).

Teachers play a vital role in the CoP, as they act as power holders and are able to grant any level of legitimacy to learners. This usually depends on the roles teachers play in the classrooms. A number of studies have been carried out in order to understand teachers' perceptions of teaching and their roles in the classrooms (e.g. Samuelowicz and Bain 1992; Prosser et al 1994; Kember and Kwan 2002). Although different classifications are used in each study, they all conceptualise teaching at a spectrum, with teaching as 'helping students develop conceptions' at one end, and teaching as 'transmitting the concept of syllabus/teachers' knowledge' at the other (Prosser *et al.* 1994: 223-25). Teachers in the former category perform the role of *facilitators* or *collaborators*, working together with students to construct new knowledge and understanding of various concepts. This approach leads in to classes which are student-centred. By contrast, teachers in the latter category perform the role of *knowledge transmitters*. This involves simply passing linguistic knowledge on to students, and it is assumed that if students learn all the vocabulary and grammar delivered by teachers, they will learn the language. This approach leads to classes which are teacher-centred; teachers are the experts, and control everything that happens.

Christiansen (2010) used CoP to examine different pedagogic strategies that teachers use to shape students' learning experiences in higher secondary schools. She concluded that, with their different pedagogic strategies, teachers can create classroom communities of practice, in which students become practitioners of content, by investing time and passionate interest in their subject. During this time, teachers can act as facilitators, ensuring equal access and inclusion to all students. A successful facilitator of a classroom community of practice will scaffold, providing explicit instruction as they model and then coach students to do activities themselves. After students begin to master basic skill sets, the role of the teacher recede to provide mentoring and supporting choice on the part of the student. This gradually allows the student to migrate into more central, generative roles within the CoP. Providing choice and giving power are highly effective practices to motivate and engage students in the content area.

This paper uses the CoP to conceptualise the ESL classroom from students' perspective. This means that the focus is on how students understand the community of ESL classroom; how they define the role of teachers in the community; how teachers' pedagogic strategies enhance or limit students' opportunities to participate, and therefore increase or decrease their legitimacy in the community. Then, using the concept of ontology and epistemology, this study attempts to explore why teachers of same qualification and experience have different teaching strategies and roles in the classrooms. Before exploring these questions in the findings section, the background and motivation of conducting this study is discussed in the following section.

### **Background and motivation of the study**

Most of the universities in Pakistan offer English as compulsory subjects in all most all the undergraduate programmes. They mostly hire English language teachers without any proper qualification, training or teaching experience. Most of the freshly graduates are offered jobs to teach English compulsory subjects at undergraduate level. The university where this study was conducted hires permanent English faculty on the bases of a first-class postgraduate degree in English Literature, and success in interview. The temporary

English faculty is hired on a second-class postgraduate degree in English Literature and success in walk in interview. Once these applications succeed in interview, they (temporary and permanent faculty alike) begin teaching as soon as they have been appointed, with no induction or teacher training beforehand. This motivated me to analyse how these novice teachers interact with students and what roles they play in the classes. Once their roles were identified, I wanted to know why the teachers of same qualification and experiences adopted different pedagogic strategies, what drives them to adopt different roles in the ESL classrooms.

## **II. Methodology**

With the epistemological stance of interpretivism and qualitative research orientation, I used case study approach to understand students' interaction with teachers in the English classrooms from students' and teachers' perspectives. Ten students and four teachers from a public sector university of Pakistan were purposively selected for in-depth study. The selection of ten students was based on their diversity. They come from different regions (rural /urban areas), ethnicities, family and education backgrounds. The four teachers were of different genders (two male and two female), but have almost same year of teaching experience (i.e., one to two years) and same qualification (i.e., an M.A in English Literature). I refer to these teachers as 'novice' because they did not have any previous teaching experience and did not receive any training.

Semi-structured interviews and observations were used as the main tools to collect data. The interviews were conducted in two phases. In the first phase, the interviews with students and teachers were conducted between September to December 2013. In the second phase, only interviews with same teachers were conducted in February 2015. All interviews were conducted in regional languages (Urdu and Sindhi), tape recorded, translated, and transcribed. Since participants responded in regional languages, great care was taken to translate their responses in a way that maintains the natural quality of their contributions. The interview process began with students; after interviewing two students, one teacher was interviewed. Although this pattern was not strictly followed throughout the research process, this approach helped to access teachers' perspectives on issues raised by students in their interviews, and vice versa. This meant that a dialogue of sorts could be established between students' and teachers' perspectives during the transcription and analysis process.

The observations were mainly used for three purposes: firstly, to understand the context English classrooms; secondly, to understand and explore the sensitive issues, which participants were uncomfortable to discuss in interviews; and thirdly to verify interviewees' certain responses and claims.

## **III. Findings and Discussion**

The analysis of the data collected in the first phase from students, teachers and classroom observations suggest that, although the novice teachers are inexperienced, have not received teacher training, and operate within the same constraints (e.g. large classes, limited class time, lack of AV aids), pedagogic strategies differ significantly between these novice teachers. It is mainly because some of these novice teachers acknowledge the fact that they are not well trained as teachers. At the same time they also realise the fact that they are not expert in the field of ESL as their last degree was in English Literature. Therefore, they consider ESL classroom as opportunity to improve their teaching skills; at the same time learn new things from students. Therefore, they use pedagogic strategies which allow students maximum opportunities to participate in, and so give students a high level of legitimacy in the community of the ESL classroom. I refer to these novice teachers as *facilitators* in the further discussion.

By contrast, other novice teachers, although realise the fact that they are not trained teachers and experts in ESL, focus on maintaining their authority as teachers in the classroom. They believe that they can only maintain their authority in the classroom if students do not challenge their knowledge and position. Therefore, they choose those strategies which limit students' participation in classroom, thereby reducing their status from full participants to peripheral participants in the community of the ESL classroom. I refer to these novice teachers as *knowledge transmitters* in the further discussion.

It was also found that facilitators and knowledge transmitters have different aims for the ESL programme. According to students, facilitators aim to 'learn' and 'improve [their] teaching practices' when they teach ESL courses, and while knowledge transmitters adopt a more didactic approach thus aim to 'teach only' and 'maintain their authority as teachers in the classes' (Student 2, 4, 9, 10).

### **Teachers as facilitators:**

For facilitator, teaching is viewed as a learning experience in which they understand students' different responses to their teaching strategies, and improve their teaching practices to facilitate students' learning. These teachers view classes as an opportunity to both teach students and to learn from them, as expressed by Teacher 1: *Teaching is more like a learning experience [...] We are actually putting ourselves in the position of students [...] where we are not actually telling them, but learning something about them*

(Interview with Teacher 1)

These teachers therefore consider ESL classes as an opportunity to improve their teaching and class management skills. Teacher 4 has been teaching for two years, but also described his approach to teaching as a process:

*When I was newly appointed, I took my first class [without any experience] and it was not good, because it was my first experience of teaching [...] we can get confidence with the passage of time, slowly and gradually and we learn [teaching] techniques with the passage of time, and we slowly understand the nature of students, how they want to learn, how we can teach them [...] All this knowledge comes when we give more opportunities to students to talk, to share their ideas, to give us feedback on how we teach [...]*

(Interview with Teacher 4)

With this approach, these teachers allow students to participate as much as possible, in order to hear their opinions, to learn from their knowledge and to gain feedback on teaching strategies. They frequently interact with students, and respect their opinions:

*[...] for [novice] teachers like me it is necessary to [frequently] interact with students, because they [students] are accustomed with modern [teaching] methods that they have experienced in schools if they studied in good [private elite English medium] schools [...] Although I have [subject] knowledge, I still want that students should talk so that I learn new knowledge from them. So, I am there in the class not only to teach but also to learn from students [...]*

(Interview with Teacher 3)

Students reacted positively to teachers who follow this approach, explaining that they felt comfortable and confident in their classes. As Student 10 notes, students perceive the facilitators as a part of community in the ESL classroom in which everybody interacts with each other in order to gain new knowledge of English language:

*Though all these [novice] teachers are in the process of learning, but some act in a way that make me feel comfortable in their presence [...] I have found that some of these teachers come in the [ESL] class for the sake of learning like us. [...] they appreciate us if we share something new in the class. They appreciate if we ask them questions. Even if they don't know anything they say that "Ok I have noted that, and I will confirm it, and I will tell you again tomorrow" [...] it is like we all are students and we all are learning together*

(Interview with Student 10)

Facilitators demonstrate a flexible approach to discussions with students in ESL classes, acknowledging the fact that the students are up-to-date with new English language knowledge acquired via the internet and other forms of technology. This acknowledgement motivates them to adopt flexible attitudes in their teaching. Unlike traditional, authoritarian teachers (Harber and Davies 1998:98), facilitators display a willingness to listen to students, and appreciate it when students share new knowledge in the class. Although some teachers feel disappointed for their lack of familiarity with this knowledge, they nevertheless remain positive and encourage students to introduce new knowledge to the class:

*I give positive expressions when students share some new facts that I don't know [...] Of course I would be little disappointed with myself because as a teachers I should have known these facts. But I show my happy surprise for the sake of students so that they remain encouraged and keep bringing new knowledge in the class. [...] I ask them that they should bring references so that we can share it with all. [...] they feel good and encouraged*

(Interview with Teacher 2)

Although this approach appreciates students who share new knowledge with the class, it only legitimises the membership of a few highly active students, and can demotivate other students (Soureshjani and Riahipour 2012). As legitimate membership in the community of the ESL classroom requires constant participation (Morita 2004; Hirst 2007; Barnawi 2009), active students frequently participate in classes in order to maintain their legitimacy in the community.

*I have to [regularly] talk [participate in activities] in the class so that they [students and teachers] should know that I am an intelligent student. You know that if you stop participating then you will lose your image as intelligent student*

(Interview with Student 1)

This usually has negative effects on students who do not participate, either because they lack confidence or because they miss opportunities. These students therefore feel less important as members in the community. Teacher 2 admits that frequently praising a few particular students may lead to other students feeling insignificant in comparison. She, therefore, frequently communicates with quieter students:

*[...] there are other students who feel as if they are let down and only that one student knows the most. So this situation is problematic, but I personally try my best to keep things in balance. Like one day there was a nice assignment of a student that I have showed to the whole class and at the same time I told them 'don't feel that you cannot do that, you can do better than that'. So, I have to make such comments which bring a kind of harmony among students.*

(Interview with Teacher 2)

Teacher 2's approach, therefore, motivates more students to work hard and explore new aspects of the subject, using alternative learning resources including the Internet. Students work hard in order to participate and share their knowledge in the class, and so earn teachers' praise and approval:

*[...] Madam X and Sir Y do that [praise students]. They always get very happy when someone tells the class a new thing [related to English language]. They also appreciate that student a lot. [...] they are not like others who get angry if you tell them new thing. Like they ignore you and sometimes mock at you, so... but they (X and Y) are very nice. I personally didn't say something new in the class yet, but I always try that I should bring something new in the class so that they also appreciate me. Sometimes, I also prepare for the topic before going in their classes [...] I use our [course] books mostly, but sometimes I use internet as well. You know you can get good examples there [...].*

(Interview with Student 8)

Moreover, it was found that facilitators were more alert and sympathetic to students' potential problems, as their own experiences as students were still fresh in the memories. Teacher 3 highlighted this aspect of his ESL teaching experience in the following account. When interacting with Kabutar (Pseudonym), a male student from a rural background, Teacher 3 was reminded of his own experiences of university as a student from a rural area. Kabutar reminded Teacher 3 of his younger self, and so through pedagogic strategies such as appreciation, encouragement and active acknowledgement of Kabutar's talent in the class, Teacher 3 gave the student legitimacy and reinforced his membership in the community.

*[...] you know I am from Sindhi [vernacular] medium school of my village, so when I came here [as a student] in the first year, I was quite shocked to see students participating, and talking and asking questions in the classes. They have no fear at all [...]. In the primary and secondary schools of village we always had a fear of teachers. We were always required to remain silent or say what they [teachers] want us to say. But there [at university] it was no such fear among students [...] I wanted to perform, participate and raise questions in the classes, but with this background I couldn't. But it happened with me only for two years. After the second year, I started participating. Like I kept asking myself what is difference between those who are participating and me? They are human being like me. I knew English but I could not speak properly, and it happened with practice [...]. So I thought that I can change myself even if I am from backward [rural] areas or from Sindhi medium schools. [...] In the first semester, I didn't realise that there are certain students who have the talent but they don't participate. But when exams were conducted and I checked copies, I found a copy of a student that was extra ordinary. I read his name and you know his name was a typical village name Kabutar. The next day, I went into the class and asked 'who is Kabutar?' He raised his hand, and you know he dressed like a villager, and was sitting at one corner. In fact, I never noticed him before. But then I called him on the [teachers'] desk and told him in front of the whole class that he wrote exceptionally well, and told him that he was very intelligent. I praised him and told him that he should talk in the class and feel free to say whatever he likes. And you know then he started participating in the class [...] I saw myself in him, because when I appeared in the exams I always did well, but I couldn't speak in the class. So, I always try to encourage such students.*

(Interview with Teacher 3)

Naturally, Kabutar was extremely grateful to Teacher 3, appreciating his patience, encouragement and attention in the class. Student 3's description of Teacher 3 confirmed the teacher's supportive attitude towards students who shared his background:

*Yes, there are some teachers like teacher X who appreciates students like us [villagers]. Actually we need more attention. I told you before that our schooling is not good, so we don't have confidence to participate in the classes, but if someone [teacher] pushes us and appreciates our work, or gives us chance to participate in the class then that person always has a lot of respect in our eyes. We feel good in the classes of these teachers, and always work hard*

(Interview with Student 3)

Overall, facilitators use pedagogic strategies which encourage interactions with students. They do this by allowing students to participate as fully as possible, by listening to their opinions, weighing their arguments, and respecting their feedback. By acting as facilitators in the class, these teachers work together with students to construct new shared knowledge and understandings of the ESL. Students feel comfortable, confident, encouraged and motivated in facilitators' classes, which, according to Arnold and Brown (1999), are the basic features of a good second language learner.

### **Teachers as knowledge transmitters:**

By contrast, knowledge transmitters are usually more concerned with establishing their credibility and maintaining their authority in the classroom. These teachers believe that admitting or showing any kind of weakness would undermine their credibility and authority in the classes, and therefore use pedagogic strategies which are more likely to conceal their shortcomings. This is primarily achieved by discouraging interactions of any kind in the classroom; asking questions is therefore discouraged, and any student who violates this implicit

rule is victimised. Knowledge transmitters appear to feel that their credibility as teachers is being challenged when students question their arguments or point out their mistakes, or when they are unable to answer students' questions. In order to maintain their authority, they therefore adopt approaches which ensure that their classroom is teacher-centred; namely, the teacher talks, the students listen, and are expected to obediently write down everything the teacher says.

Knowledge transmitters' lack of experience and poor subject knowledge significantly contribute to their sense of insecurity, which results in their negative attitudes towards students. This phenomenon was highlighted by many ESL and EFL non-native teachers from all over the world during an online discussion at ELTchat.com, 'Non-native English speakers and their insecurities about teaching a language' (ELT chat 2011). The insecurity most commonly expressed by ESL teachers in this online discussion was the fear of being confronted by their students in the class. These teachers shared their experiences of feeling challenged when students ask difficult questions, or point out pronunciation, grammatical, or factual mistakes.

However, none of the teachers involved in the online discussion mentioned how they react in these situations. In the present study, it was found that knowledge transmitters commonly react aggressively to students who challenge them; unsurprisingly, this demotivates students and decreases their desire to participate in the class. Student 10 described the way in which students feel uncomfortable and lacking confidence in knowledge transmitters' classes, which Arnold and Brown (1999) describe these feelings as key barriers to learning a second language:

*In this semester, we have got some [novice] teachers who don't make us feel comfortable in the class. They want us to remain statue in the class, and they think that we shouldn't even be given opportunity to move, and if somebody [students] speaks they get criticised. These teachers don't give us chance to ask questions [...] if we ask them questions they feel uncomfortable [...] they feel that we are making fun of them*

(Interview with Student 10)

Although students primarily ask questions due to their own confusion or curiosity, knowledge transmitters seemed to perceive questions as a challenge to their personal authority in the classroom. This sense of insecurity means that even casual conversations of students in the classrooms are viewed as potentially threatening, as Student 10 noted:

*There is, I would say, some kind of sense of complexity in these teachers. When we talk to each other, these teachers think that we are talking about them, about their teaching style or about their mistakes. So they have this complexity problem; and they get emotional and angry if they see us talking to each other in the classrooms*

(Interview with Student 10)

The knowledge transmitters mostly adopt a defensive approach in their teaching, which means that they avoid admitting to making mistakes in the class, and feel insulted if any students highlight them. In order to avoid acknowledging their mistakes, knowledge transmitters attempt to justify their incorrect answers. These attempts seem fairly futile, however, as students notice these strategies and identify them as part of knowledge transmitters' efforts to establish and maintain their credibility in the class. Moreover, students perceive these strategies as a failure on the part of knowledge transmitters who underestimate students' own knowledge and understanding:

*[...] If you ask some of them [novice teachers] a question and if they don't know the answer, they make their own answers. They think that students are ignorant and will accept any answer. But if some student points out their wrong answers, they don't accept their mistake and feel insulted. [...] I think these teachers are trying to make their place [in the department] and show us that they know a lot more than us. But we can see what they know and how much they know*

(Interview with Student 4)

When knowledge transmitters adopt this approach in the classroom, clashes between them and students occur. In particular, students who persistently argue when they disagree with knowledge transmitters find themselves in trouble. Knowledge transmitters first try to ignore these students; if they persist, the knowledge transmitters become aggressive and shout at them. Consequently, students feel degraded and lose the confidence to participate in future. The following quotations from Student 6, Student 7 and Student 5 illustrate this:

*Student 6: Teacher A was very aggressive whenever one of our class fellows asked her some questions in the class. [...] She insulted him once because he asked many questions. Although he was a very intelligent student, the teacher's aggressive attitude made him quiet forever. We never saw him asking any question again*  
*Student 7: ... If these teachers don't know answers they should simply say that they don't know it, or they would tell us after confirming the answers. Instead they get angry at us and silent us forever! (Interview with Student 6 and Student 7)*

*[...] at times, I can see that some teachers are explaining certain things inappropriately. I feel like I should tell them about it. But if I would try to tell them that they are wrong in their description then they would simply get angry and insult me.*

(Interview with Student 5)

This defensive approach to teaching does not enable students to progress from legitimate peripheral participation to full participation in the community of ESL classroom. Instead, knowledge transmitters demote old-timers of the student community to a peripheral level. These old-timers are students who studied English in elite English medium schools and private language institutes, and who usually participate fully in ESL classes. However, their participation is curbed significantly in light of teachers' aggressive attitudes. Student 10 described an incident which demonstrated how students can lose their motivation, interest and confidence due to the attitudes of knowledge transmitters. His account also indicated the way in which students move from full participation to the peripheral level, and so lose their legitimacy in the community of ESL classroom:

*There was a student who used to ask questions from teacher A but the response of teacher was not very good. She just ignored him.[...] Sometimes he was insulted in the class.[...] Initially he was a good speaker in our class, but slowly and gradually he was pushed away and then he stopped participating in the class.[...] this attitude of teacher impacted him a lot and everybody noticed it*

(Interview with Student 10)

Students are not only insulted and ignored in the classroom as a result of knowledge transmitters' negative attitudes; if they continue to challenge their authority, they can allegedly even be punished through their exams:

*[...] at times I find myself in a position to tell to these [novice] teachers something that I feel they don't know. At times they like it and encourage me, but some teachers really get upset, [...]. The result of this is shown in the examination. My results drop low. [...] I learned that you should never challenge some teacher at university. [...] Yes, if they are wrong, I mean one should have this capability to accept mistakes, one shouldn't be egoist like you are teacher, you are at a right position, you know things better. If a student is trying to tell you something additional, or something you are not right at, so a teacher should be flexible in a way that they should accept it. But some teachers usually do not accept this. They think that they have been insulted, and they deduct marks!*

(Interview with Student 2)

Knowledge transmitters may attempt to increase their authority and credibility through harsh classroom strategies, but their students are evidently not convinced. Instead, students lose respect for these teachers; they continue to attend the classes since ESL courses are compulsory, but lose their interest and motivation to learn the courses. Nevertheless, since teachers assign their grades for the course, students must comply with their teaching and learning approaches in order to attain the required grades. Within the ESL classroom of a knowledge transmitter, a legitimate member of the community is viewed as a student who acts according to the teacher's interests, as Student 2 reflected:

*[...] I am a mouthy student, so some teachers ignore me. That's why I think I am not that close to them. I know some students who are closer to these teachers and get good marks [...] they are intelligent but they are diplomat [...] I mean that they try to go as teachers want. [...] I mean... see I cannot ignore if any teacher commit a mistake. And if I point them out they get angry. They do not like students who challenge their authority*

(Interview with Student 2)

Knowledge transmitters' strategies, therefore, create a classroom context in which the concept of community is distorted, participation is discouraged, interactions restricted, and the communication gap both among students and between teachers and students is widened.

### **Teachers of same qualification and prior work experience with different roles:**

A considerable body of research is out there which focuses on the relationship between learning and the beliefs that teacher holds about the nature of knowledge and the process of its acquisition (Perry 1968, Ryan 1984, Glenberg and Epstein 1987, Schommer 1994). Grouped together, these sets of beliefs are referred to as epistemological beliefs (Elliot and Chan 1998). These beliefs construct teacher's understanding of 'learning' as well as 'learners'. On his/her understanding of learning and learner, a teacher plays his/her role in the class using certain strategies, which yield certain learning outcomes. Using this framework, the interviews in the second phase with both the knowledge transmitters and facilitators link their roles with their epistemological beliefs. The following table illustrates our findings.

	<b>Knowledge transmitter</b>	<b>Facilitator</b>
Understanding of Knowledge/ Epistemological assumptions	Behaviourism/Positivism	Constructivism/ Subjectivism
Understanding of learning	Accumulation of knowledge by memorization, drills and practice	Knowledge develops as an individual engages in dialogue with others
View of learners	Passive and unreflective respondents	Active agents and core constructors of knowledge
Role of Teachers	Knowledge transmitters	Facilitators
Teaching approaches	Teacher-centred pedagogy	Learner-centred pedagogy
Learning outcomes	Reproducing expected behaviours, memorizing facts	Independent learning, critical thinking

The findings reveal that the knowledge transmitters' roles and strategies are embedded in their basic understanding of knowledge and learning. The data suggest that learning for them is the accumulation of knowledge by memorization, drills and practice. Students are seen as empty vessels and the role of the teacher is to transmit the knowledge, which is out there in the books. The only way to transmit this knowledge is through lectures where student obediently listen and note down every single word comes out of teachers' mouth. A good student is considered to be the one who doesn't challenge the knowledge which is in the books and which the teacher honestly tries to transmit to students. Assessments are also based on this assumption; therefore, those students who reproduce what is taught to them in the class are rewarded and those who do not are victimised. In doing so, teachers unconsciously produce dependent students who are mostly rote learners with no critical thinking and creative skills.

In contrast, the knowledge for facilitators is not an external entity; individual construct their own knowledge by involving in interactions with others. With this understanding, learning takes place when discussions and dialogues take place. This is done with the assumption that students are active agents who can argue and counter argue on different issues and make their own understanding of these issues. Therefore, the role of teacher is to facilitate this process by involving students in discussions, engaging them in debates and letting them explore the issue using multiple resources. In doing so, the facilitators produce independent learners who are equipped with critical thinking and creative skills. These learners frequently participate in the community of ESL class and are able to negotiate and construct their identities.

Although the second phase of the study was conducted almost 2 years after the first phase, it was observed that both facilitators and knowledge transmitters did not change their teaching approaches. It was also observed that these teachers received a number of trainings on content and pedagogy, which were organised, by USAID Pakistan, British Council Pakistan and other agencies; however the basic epistemological beliefs of these teachers remained same.

#### **IV. Conclusion and Implications**

English language carries with it the power that allows learners to participate in the communities where it prevails and gives them legitimacy within these communities (Rind 2015; Rind and Alhawsawi 2013). In the context of ESL classrooms, teachers regulate the power for allowing or preventing learners to participate. The decision of allowing or preventing is based on teachers' basic assumptions of knowledge, learning and learners, which then inform their teaching strategies and their roles in the classes. These strategies and roles significantly influence students' learning experiences and their learning outcomes. These findings have implications for the novice teachers.

Novice English teachers, who are hired by the aforementioned criteria, have limited control over their teaching strategies due to lack of professional teacher trainings and relevant qualification. However, using the strategies of facilitators and avoiding the approaches of knowledge transmitters they may gradually grip their teaching. To start with they should reflect upon their basic beliefs of learning and learners. This would help them analysis their teaching strategies and their roles in the classes. They should use the discourse, which bring them close to students and make them part of students' community. This can be achieved using appropriate use of appreciation, encouraging questioning, showing gratitude when students bring new knowledge, and respecting students' opinion.

However, should we only expect change from novice teachers, or should we ask questions to universities, university regulating bodies and the funding agencies that organise different teacher trainings:

- Why do universities' hiring policy for ESL teachers is weak, despite that these universities acknowledge the importance of English and offer it as compulsory subject at all undergraduate programmes?
- Why don't universities offer orientations to new teachers and organise continuous professional development trainings?
- Why don't universities regulatory bodies like Higher Education Commission (HEC) Pakistan prepare a uniform hiring policy of English language teachers for all universities?
- Why don't the funding agencies like USAID, British Council organise catered training that focus on teachers' basic beliefs of knowledge and learning?

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