



RESEARCH PAPER

Exploring the Impact of Teacher Ideologies on ESL Learners Language Acquisition

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ABSTRACT

This paper investigates how teacher ideologies affect the language acquisition of ESL learners in Bahawalpur district. The major goals were: (1) to determine and test the prevalent teacher ideologies, which are possessed by ESL teachers in the chosen setting, (2) to explore the role of teacher ideologies in the outcome of language development, and (3) to explore the connection of instructor ideologies and the instruction practice in ESL learners language acquisition. The sample included ESL educators in state and privately owned institutions of the district of Bahawalpur. Stratified random sampling was used to sample 120 teachers so as to have representation in terms of gender, type of institution and years of experience in teaching. A structured questionnaire was used to gather data on the beliefs of teachers, their perceived learner outcomes, and the instructional practices of the teachers. Statistical package of the social sciences (SPSS) version 26 was used to analyze the collected data with the help of the descriptive statistics such as mean scores, standard deviation, frequency and percentages analysis. The results indicated that communicative and learner-centered ideologies prevailed among ESL educators and specifically, the beliefs centering on communicative competence, learner motivation, meaningful interaction and student autonomy. The outcomes also showed that the teacher views of the teacher agree that the ideologies play a significant role in fostering confidence, fluency of learners, and grammatical development of the learners and their general language proficiency. Moreover, the results were also characterized by a high level of alignment between teacher beliefs and classroom instructional practices indicating that the pedagogical choices are predominantly dependent on ideological orientations. Nonetheless, the moderate endorsement of grammar-oriented and examination-based practices is contextual educational pressure.

KEYWORDS

Teacher Ideologies, ESL Learners, Language Acquisition, Communicative Competence, Classroom Practices, Learner Motivation, Teacher Beliefs

Introduction

The English as a Second Language (ESL) learning process continues to be one of the critical aspects of the Pakistani education system where language diversity and the lack of equal opportunities to gain a quality education become a problematic issue (Khan and Iqbal, 2022). Implementation of STEM education practices has also gained prominence as a strategy of promoting cognitive, critical thinking and applied use of language among learners in secondary schools (Bybee, 2013). Among others, STEM education offers students the scientific and technological literacy as well as the real life-based context of developing the academic English language proficiency by solving problems and learning within groups (Honey, Pearson, & Schwein gruber, 2014).

The teacher ideologies are of essence in determining the language acquisition among the ESL learners by determining the instructional method, interaction among teachers and learners in the classroom, as well as the engagement of the learners. Studies have shown that the views teachers have on the manner in which language is acquired (i.e. whether innate capacity or practice are the most significant factors and whether correction of errors is a significant factor), have a direct effect on teaching decisions and student achievement (Pajares, 1992). As an example, the policies of hegemonic ideologies that promote the use of standardized English tend to discriminate multilingual practices whereas counter-hegemonic ideas that adopt translanguaging create inclusive environments that promote motivation and identity formation in a diverse ESL classroom (Bettney Heidt & Olson-Wyman, 2025).

Research in pre-service and in-service ESL teachers has shown that these ideologies are shaped by their personal experiences, professional training and institutional policies which usually cause conflict between the expectations of the society and the needs of the learners. In such setting as international schools, the positions of teachers towards linguistic diversity can make or break the classrooms based on enhancing power disparities or supporting equitable language acquisition, and the empirical evidence indicates how through reflective classroom practices, the teachers shift towards flexibility (Busch, 2010). Besides, critical language awareness interventions are designed to question dominant ideologies so that the teachers can negotiate between beliefs and better practice their second language development (Metz, 2021).

Teacher ideologies in Pakistani ESL workplaces are mixed up with the sociolinguistic hierarchies in which the English language is the representation of elitism and the Urdu nation, and it influences the L1 inclusion and adoption of technologies in learning. According to local studies, positive beliefs about bilingual cognition improve attentional and motivation levels of learners, but the lack of resources and customary norms prevent progressive changes. This highlights the need to train selectively in order to refocus ideologies on multilingual realities to achieve their best ESL results. The teacher ideologies, which are beliefs, attitudes, and perceptions about teaching and learning, have a pivotal role in determining the ways of teaching and the classroom dynamics (Pajares, 1992). Studies have shown that constructivist orientated teachers tend to teach using interactive and inquiry based approaches that promote language use whereas traditional or teacher centred oriented teachers tend to emphasize on rote learning and grammar drills (Richardson, 2003). Such ideological paradigms have a direct effect on the level of integration of STEM practices into the ESL classroom and therefore, the possibility of the learners to use real language.

ESL students are usually confronted with the two-fold responsibility of learning complex academic information and learning English language in the secondary schools. Incorporating STEM practices also presents ability to allow learners to participate in disciplinary discourse, learn subject-specific vocabulary and develop critical thinking (NRC, 2012). Nevertheless, the effectiveness of the implemented process of such integration is conditioned by the conceptual knowledge of STEM pedagogy among teachers and their perceptions of the applicability of this approach to language acquisition. The proposed research fills the literature gap because it investigates the role of teacher ideologies in the acquisition of language by ESL learners in STEM-oriented teaching.

Literature Review

Teacher ideologies and ESL learning have been widely studied in the educational research. Classroom practices and student achievement depend on teacher beliefs which

are usually as a result of personal experience and education level as well as professional growth (Borg, 2003). With reference to STEM education, it has been found that the attitude of teachers towards the relevance of STEM integration is the determinant of the ability to scaffold language development in the format of a content-based instruction (Schneider & Preckel, 2017).

STEM education gives language realistic context to use, thus developing not only linguistic but also cognitive development. As an example, STEM problem-based learning entails the ability of the learner to share ideas, come up with hypotheses and defend solutions and improve academic English proficiency (Hmelo-Silver, 2004). A study by Lee, Quinn, & Valdes (2013) indicates that a combination of STEM material and language teaching has enhanced vocabulary learning, reading, and writing abilities among ESL students.

In spite of these advantages, STEM-based ESL teaching depends on the level of conceptual awareness of teachers, as well as the ideological orientation to student-centered pedagogies. The traditional teachers may oppose the novel practices, which restrains the exposure of the learners to the real language practices (Kagan, 1992). On the other hand, educators who share constructivist or inquiry based values tend to adopt collaboratively based project based STEM activities that encourage language interactions and cognitive transactions (Fang, 1996).

The language acquisition of ESL learners is affected by teacher ideologies significantly as demonstrated through several empirical studies. According to Johnson (1992) 60% of 30 ESL teachers possessed consistent theoretical beliefs that correlated with skill-based, rule-based, or function-based instructional approaches that directly reflected in the practices of teaching literacy, and this highlights the significance of beliefs in the teaching consistency. On the same note, Busch (2010) has shown that the beliefs of pre-service teachers changed after SLA coursework minimizing the role of grammar and innate ability in favor of cultural roles positively influenced acquisition methods. The ideologies of assimilationism in the Pakistani contexts were often incompatible with the multilingual ways of students, restricting the use of L1 and holistic languages development.

Subsequent studies indicate ideological conflict in varied environments. Bettney Heidt & Olson-Wyman (2025) found that international schools had hegemonic ideologies which are upheld by institutional policies by excluding multilingualism and influencing the sense of identity of learners, but that counter hegemonic changes through reflective training yield more successful results. Metz (2021) demystified the ideologies of the English teachers to find that there was a tendency to revert to deficit attitudes when dealing with non-native speakers, and no intervention was made to change the situation. An experiment with BS-level Pakistani students found favorable attitudes of teachers increased speaking fluency and confidence (81-85), whereas unfavorable attitudes hindered motivation.

Other researchers validate the mediating role of ideologies in the face of adversities. A thesis on SLIFE exposed ethnic/language beliefs and guiding philosophies of ESL teachers as they influenced differentiated instruction with personal experiences being the major contributor. Surveys at the elementary level revealed that teachers required institutional support in order to develop counter-hegemonic ideologies to support the ELL performance. In general, these 14 reviews confirm that teacher ideologies can be adjusted to align with the learner-centered and multilingual methods through training to increase ESL acquisition.

In Pakistan, the source suggests that there is a lack of empirical studies that investigate the intersection of STEM education, teacher ideologies, and ESL acquisition (Ali & Hussain, 2020). The majority of the research studies are either centered on the learning of content knowledge of STEM or the general teaching of language, but not how the teacher beliefs influence the integration of the areas.

The teacher ideology as a factor in influencing the acquisition of English by ESL learners has emerged as an active and though understudied field of interest. The teacher ideologies mean the strongly held beliefs about the language, learning, and learners, and pedagogy that has a huge impact on instructional choices, patterns of interaction in the classroom, assessment, and feedback strategies. Such belief systems tend to decide the type of teacher that teachers are, be it communicative, grammar-based, learner-centered, or teacher-centered, thus influencing the amount of meaningful input and output a learner gets. Studies on second language acquisition provide that interaction, feedback, and comprehensible input are the key aspects of language development. But in the case that ideological orientations of teachers do not follow the principles of modern SLA, its classroom practices can restrict the communicative competence of students and suppress their general language learning. Although this theory is theoretically interconnected, scanty empirical studies have carefully studied the direct influence of the ideologies of teachers on the linguistic performance of ESL learners, especially in developing learning environments. Moreover, discrepancies in the beliefs and the real classroom activities of teachers pose more problems to ESL learners. Teachers might give comments that they are in support of the communicative language teaching though still feel the pressure of the institutions and their own beliefs towards examination-based, grammar-translation practices. These ideological conflicts can affect the motivation, readiness to communicate, and interest of the learners in the target language. The research has indicated that teacher cognition has a very strong influence on pedagogical behavior and learning environments, and still, there is the gap in comprehending how these ideological orientations result in quantifiable language acquisition gains among ESL learners. Consequently, the area to be examined to understand the influence of teacher ideologies on the language acquisition process of ESL learners is to determine whether and how the belief systems help or inhibit the effective language acquisition, which ultimately will lead to better teacher education and change in education.

Material ad Methods

Research Design

Quantitative research design was adopted to reflect quantitative aspects of teacher ideologies and its influence on the ESL learners. The quantitative element entailed a questionnaire-based survey to measure conceptual awareness and teaching practice of teachers (Creswell & Plano Clark, 2018).

Population of the Study

Its population included secondary school teachers in South Punjab who were teaching ESL learners. The population of teachers, which was available, was about 300 teachers in three districts.

Sampling Technique and Sample Selection.

The sample size of 120 teachers was selected using a stratified random sampling method with all the teachers in public and private schools as well as the subject

specialization being represented. Stratification served to get different ideological views and experience of teaching.

Research Tool

A survey was used as a means of gathering data in the form of Likert scale survey assessing the conceptual awareness of the participants as well as the instructional practices investigating the teacher ideologies, beliefs that relate to the perceptions of language acquisition of the ESL learners.

Data Analysis Techniques

The descriptive statistics, correlation analysis, and regression were used to analyze the quantitative data that examined the relationships between teacher ideologies and instructional strategies.

Results and Discussion

Table 1
Demographic Information of Respondents

| Variable | Category | Frequency (f) | Percentage (%) |
|-------------------------------|--------------------|---------------|----------------|
| Gender | Male | 58 | 48% |
| | Female | 62 | 52% |
| Age | 21-30 years | 32 | 22% |
| | 31-40 years | 48 | 38% |
| | 41-50 years | 26 | 26% |
| | 51 years and above | 14 | 14% |
| Academic Qualification | Bachelor's Degree | 18 | 18% |
| | Master's Degree | 56 | 56% |
| | MPhil | 20 | 20% |
| | PhD | 6 | 6% |
| Teaching Experience | 1-5 years | 24 | 24% |
| | 6-10 years | 34 | 34% |
| | 11-15 years | 22 | 22% |
| | 16 years and above | 20 | 20% |
| Institution Type | Public Sector | 58 | 58% |
| | Private Sector | 42 | 42% |

The demographic information implies that the sample is considerably balanced in terms of gender, with 52 percent of female teachers and 48 percent of male teachers. The first age group (38 percent) of the respondents is in the 31-40 age bracket, implying that a good number of the participants are in their mid-career rise. A large percentage (26) of them fall in the 41-50 years brackets showing that there are experienced professionals in the study.

In terms of academic qualification, majority of the respondents have a Master's degree (56%), then MPhil (20%) which is a highly qualified teaching population. Regarding the teaching experience, the greatest portion (34%) has 6-10 years of teaching experience, which indicates a moderate level of professional maturity. Also, the percentage of teachers in the public sector is higher (58%), which can affect ideological orientations of institutional policies and curriculum structures.

Table 2
Teacher Ideologies

| Statements | SDA% | DA% | N% | A% | SA% | Mean | SD |
|--|------|-----|----|----|-----|------|------|
| I believe grammar accuracy is more important than communicative fluency in ESL learning. | 8 | 12 | 15 | 40 | 25 | 3.62 | 1.12 |

| | | | | | | | |
|---|----|----|----|----|----|------|------|
| I believe students learn English best through real-life communication activities. | 5 | 10 | 12 | 45 | 28 | 3.81 | 1.03 |
| I believe the teacher should be the main authority in the ESL classroom. | 10 | 18 | 20 | 35 | 17 | 3.31 | 1.21 |
| I believe students should actively participate in constructing their own learning. | 6 | 9 | 14 | 44 | 27 | 3.77 | 1.05 |
| I believe error correction should be immediate and explicit. | 12 | 20 | 18 | 30 | 20 | 3.26 | 1.28 |
| I believe making mistakes is a natural part of language learning. | 4 | 8 | 10 | 48 | 30 | 3.92 | 0.98 |
| I believe the use of students' first language should be minimized in ESL classes. | 15 | 25 | 20 | 25 | 15 | 3.00 | 1.32 |
| I believe students' cultural backgrounds should be integrated into English lessons. | 5 | 10 | 18 | 42 | 25 | 3.72 | 1.06 |
| I believe examinations should determine the focus of ESL instruction. | 14 | 22 | 16 | 30 | 18 | 3.16 | 1.29 |
| I believe communicative competence is more important than memorizing rules. | 3 | 7 | 12 | 46 | 32 | 3.97 | 0.94 |
| I believe learners' motivation plays a central role in language acquisition. | 4 | 6 | 15 | 50 | 25 | 3.86 | 0.97 |
| I believe strict discipline enhances effective language learning. | 9 | 14 | 21 | 36 | 20 | 3.44 | 1.18 |

The findings of Table 1 show that the general view of ESL teachers is that they have positive and communicative-oriented ideologies towards language learning. The high mean scores of such statements of the questionnaire like "Communicative competence is more important than memorizing rules" ($M = 3.97$, $SD = 0.94$) and "Making mistakes is a natural part of language learning" ($M = 3.92$, $SD = 0.98$) prove high agreement levels of respondents. Equally, a significant proportion of them said that motivation of learners is at the center of their acquisition (75% agree/strongly agree; $M = 3.86$, $SD = 0.97$) and that students are supposed to be deeply engaged in that process of building their own learning (71% agree/strongly agree; $M = 3.77$, $SD = 1.05$). These results indicate that the majority of educators support the ideas of learner-centered and communicative methods instead of the purely traditional and structural ones.

Nonetheless, the averages of the items including "Grammar accuracy is more important than communicative fluency" ($M = 3.62$, $SD = 1.12$), "Error correction is immediate and explicit" ($M = 3.26$, $SD = 1.28$), and "Examinations should determine instructional focus" ($M = 3.16$, $SD = 1.29$) are moderate and comparatively large, which shows that there is some ideological tension. There seems to be a split between communicative orientations and examination orientations of teachers. The mean of neutrality when it comes to reducing first language use ($M = 3.00$, $SD = 1.32$) also indicates diversity in beliefs. In general, although the communicative and motivational ideologies prevail, the elements of the traditional and authority based approaches are still apparent.

Table 3
Impact of Teacher Ideologies on Learners' Language Development

| Statements | SDA% | DA% | N% | A% | SA% | Mean | SD |
|---|------|-----|----|----|-----|------|------|
| My teaching beliefs influence students' confidence in speaking English. | 4 | 6 | 12 | 48 | 30 | 3.94 | 0.92 |
| My approach to error correction affects students' willingness to communicate. | 6 | 9 | 15 | 44 | 26 | 3.75 | 1.04 |
| My instructional beliefs impact students' grammatical accuracy. | 5 | 8 | 20 | 42 | 25 | 3.74 | 1.01 |
| Students perform better when teaching focuses on meaningful interaction. | 3 | 5 | 14 | 50 | 28 | 3.95 | 0.89 |
| My beliefs about assessment influence students' learning motivation. | 7 | 11 | 18 | 40 | 24 | 3.63 | 1.09 |

| | | | | | | | |
|---|----|----|----|----|----|------|------|
| Students develop better vocabulary when exposed to communicative tasks. | 4 | 7 | 16 | 45 | 28 | 3.86 | 0.98 |
| Teacher-centered instruction limits students' speaking opportunities. | 10 | 18 | 22 | 30 | 20 | 3.32 | 1.23 |
| Encouraging student autonomy improves language proficiency. | 5 | 9 | 14 | 46 | 26 | 3.79 | 1.02 |
| My expectations about learners' abilities influence their performance. | 6 | 8 | 12 | 48 | 26 | 3.80 | 1.00 |
| My feedback style directly impacts students' writing development. | 4 | 7 | 19 | 44 | 26 | 3.81 | 0.97 |
| My teaching beliefs influence students' confidence in speaking English. | 4 | 6 | 12 | 48 | 30 | 3.94 | 0.92 |

The results of Table 3 indicate that the teachers are very serious in the ideologies that they hold as determinants of language outcomes in learners. Cases where high levels of agreement are attained include; statements like, teaching beliefs make students confident in speaking English ($M = 3.94$, $SD = 0.92$) and, students learn more when teaching is based on meaningful interaction ($M = 3.95$, $SD = 0.89$). Also, the majority of the respondents confirm that communicative activities lead to the improvement of vocabulary ($M = 3.86$, $SD = 0.98$) and that promoting autonomy contributes to proficiency ($M = 3.79$, $SD = 1.02$). These findings indicate that teachers are aware of the direct influence that their beliefs have on helping to develop fluency, confidence, and general competence.

However, the answers to the question T teacher-centered instruction limits speaking opportunities ($M = 3.32$, $SD = 1.23$) display a moderate agreement and greater dispersion, which means that there are varying points of view on the restrictions of the traditional methods. The articles related to assessment and grammatical correctness exhibit rather equal yet positive means ($M = 3.63$ - 3.74), which points to the fact that, although teachers admit that ideology can play a role in the final results that can be measured, opinions are slightly different according to the instructional priorities. On balance, the data substantiate the assumption that teacher beliefs make a great contribution to the learning motivation, participation and skill development of learners.

Table 4
Teacher Ideologies and Classroom Instructional Practices

| Statements | SDA% | DA% | N% | A% | SA% | Mean | SD |
|--|------|-----|----|----|-----|------|------|
| My beliefs about language learning guide my lesson planning. | 4 | 5 | 10 | 52 | 29 | 3.97 | 0.88 |
| I design activities that reflect my personal philosophy of teaching. | 6 | 9 | 15 | 44 | 26 | 3.75 | 1.03 |
| My assessment methods reflect my beliefs about language acquisition. | 7 | 10 | 18 | 40 | 25 | 3.66 | 1.08 |
| I use group work because I believe collaborative learning enhances acquisition. | 5 | 8 | 12 | 50 | 25 | 3.82 | 0.99 |
| I prioritize grammar exercises because I believe structure is essential for learning. | 12 | 20 | 18 | 30 | 20 | 3.26 | 1.27 |
| My classroom interaction patterns reflect my teaching ideology. | 6 | 11 | 19 | 38 | 26 | 3.67 | 1.07 |
| I adjust my teaching strategies according to my beliefs about learner needs. | 5 | 7 | 14 | 48 | 26 | 3.83 | 0.97 |
| I provide corrective feedback based on my views about language development. | 4 | 6 | 15 | 50 | 25 | 3.86 | 0.93 |
| I incorporate communicative activities because I believe interaction supports acquisition. | 3 | 5 | 12 | 52 | 28 | 3.97 | 0.86 |
| I rely on textbooks because I believe structured content ensures better learning. | 14 | 21 | 20 | 28 | 17 | 3.13 | 1.30 |
| My beliefs influence the balance between speaking, reading, writing, and listening activities. | 5 | 8 | 16 | 46 | 25 | 3.78 | 0.99 |

| | | | | | | | |
|---|---|---|----|----|----|------|------|
| My teaching practices consistently reflect my core beliefs about ESL learning | 4 | 6 | 11 | 50 | 29 | 3.94 | 0.89 |
|---|---|---|----|----|----|------|------|

Table 4 reveals that there is a great match in teacher ideologies and classroom practices. Such statements like the fact that my beliefs drive my lesson planning ($M = 3.97$, $SD = 0.88$) and I use communicative activities because communication helps in the acquisition process ($M = 3.97$, $SD = 0.86$) had the highest levels of agreement, which means that teachers deliberately translate their beliefs into learning decisions. Similarly, the corrective feedback ($M = 3.86$, $SD = 0.93$) and the adjustments depending on the needs of the learners ($M = 3.83$, $SD = 0.97$) additionally reinforce the idea that the instructional practices are based on beliefs. Standard deviations of these items are relatively low indicators of consistency between the respondents.

Conversely, the mean scores are lower in prioritizing grammar exercises ($M = 3.26$, $SD = 1.27$) and reliance on textbooks ($M = 3.13$, $SD = 1.30$), which is why their support is moderate, and they are more varied. This indicates that although a few educators still hold that structured or textbook-based teaching methods still have value, a good number of teachers tend to support flexible and communicative teaching methods. In general, the results affirm the existence of significant relationship between teacher ideologies and classroom instructional behaviors, noting that pedagogical actions are majorly indicative of the core beliefs that teachers hold on the issue of language learning and acquisition.

Findings

According to the results of Table 1, communicative and learner-centered ideologies are mostly supported by ESL teachers. The greatest mean scores were obtained in regards to the statements "Communicative competence is more significant than memorizing rules" ($M = 3.97$, $SD = 0.94$) and "Making mistakes is a natural part of language learning" ($M = 3.92$, $SD = 0.98$). Most of the respondents (78 percent) thought and strongly agreed that communicative competence is to be given priority whereas a large percentage (78 percent) also recognized the natural role of errors in language development. In the same manner, there was a high level of agreement on the statements that highlighted the motivation of learners ($M = 3.86$, $SD = 0.97$) and the active participation of learners ($M = 3.77$, $SD = 1.05$). These findings suggest that majority of teachers are willing to use interactive, confidence-building and participatory techniques in ESL classrooms.

Nevertheless, traditional and authority-oriented orientations are also present in the data. There was also a significant percentage of teachers who believed that grammar accuracy matters more than communicative fluency (65% agree/strongly agree; $M = 3.62$, $SD = 1.12$), as they still felt that structural correctness was important. Mean scores of 3.26 ($SD = 1.28$), 3.16 ($SD = 1.29$), 3.00 ($SD = 1.32$) of moderate means of immediate error correction, examination-driven instruction as well as minimizing first language use show variation in beliefs. The standard deviations of these items are relatively higher implying an ideological difference among teachers. All in all, traditional, exam-oriented, and teacher-authority beliefs exist here although communicative orientations prevail.

Table 3 results show that the teachers hold a strong perception of their ideologies having a direct impact on the language development of students. The mean score was the highest in the case of "Students perform better when teaching is based on meaningful interaction" ($M = 3.95$, $SD = 0.89$), then it was followed by the case of "Teaching beliefs influence students confidence with speaking English" ($M = 3.94$, $SD = 0.92$). It was contradicted by a significant majority of respondents that communicative tasks are better to develop vocabulary ($M = 3.86$, $SD = 0.98$) and promote learner autonomy ($M = 3.79$, $SD = 1.02$). These results indicate that educators are aware of the relationship between their

teaching ideologies and the fluency, confidence and communicative development of learners. Simultaneously, moderate agreement values were obtained in regards to statements that concerned assessment ($M = 3.63$, $SD = 1.09$) and grammatical accuracy ($M = 3.74$, $SD = 1.01$), which means that the teachers also admit that their beliefs are the factor that have an impact on the measurable academic outcomes. There was a relatively greater dispersion in the statement of teacher-centered instruction as a limitation of speaking ($M = 3.32$, $SD = 1.23$) as teachers have different opinions on the traditional methods.

According to the results of Table 4, classroom practices and teacher ideologies are well aligned. The largest scores were the highest mean scores in the question My beliefs about language learning guide my lesson planning ($M = 3.97$, $SD = 0.88$) and I incorporate communicative activities because interaction supports acquisition ($M = 3.97$, $SD = 0.86$). A significant proportion of the teachers also confirmed that their practices are always based on their fundamental beliefs ($M = 3.94$, $SD = 0.89$). Also, educators mentioned modifying instructional approaches, depending on the requirements of learners ($M = 3.83$, $SD = 0.97$) and giving corrective feedback according to their perception of language acquisition ($M = 3.86$, $SD = 0.93$). These standard deviations are relatively low, which implies the high level of congruence between respondents.

On the other hand, the moderate endorsement and variation is indicated by lower mean scores in prioritizing grammar exercises ($M = 3.26$, $SD = 1.27$) and relying heavily on textbooks ($M = 3.13$, $SD = 1.30$). Such results suggest that though there are still teachers who find the value of structured and textbook-based learning, lots of them tend to choose the flexibility, communicative, and interactional methods. In general, the findings endorse the assumption that the general instructional practices by teachers are more based on beliefs and that ideological orientations and pedagogical practices are indeed related in the teaching of the ESL classroom.

Discussion

This research has also indicated that the ESL educators strongly support the ideologies of communicative and learner-oriented, but still uphold some traditions. The mean scores of communicative competence ($M = 3.97$), meaningful interaction ($M = 3.95$) and acceptance of error as a normal learning process ($M = 3.92$) are very high hence this shows a good fit in the communicative language teaching practices. These findings can be linked to the theoretical background of Communicative Language Teaching (CLT) that was suggested by Dell Hymes who focused on communicative competence rather than on grammatical skills. On the same note, Stephen Krashen has contributed to the same theory by a postulation of what he refers to as the Input Hypothesis, which states that acquisition of language occurs naturally when learners are able to be exposed to meaningful communication as opposed to memorization of rules. The fact that the teachers overwhelmingly agree with the fact that motivation is central to language acquisition ($M = 3.86$) is also in line with the socio-educational model of Robert Gardner, which emphasizes motivation as a major predictor of second language success. Thus, the current results complement thoroughly-tested theoretical and empirical evidence that communicative and motivational orientations have a positive effect on the ESL learning outcomes.

Additionally, the findings also indicate that the teachers believe that there is a direct connection between their views and the language development of learners. The high levels of agreement on the effects of the beliefs about teaching on speaking confidence ($M = 3.94$), vocabulary development ($M = 3.86$), and learner autonomy ($M = 3.79$) are in line with the previous empirical studies. As an example, Borg discovered that teacher cognition is an important determinant of classroom practices and student engagement. Similarly, Horwitz

also pointed out that the belief teachers hold in regard to language learning will affect the classroom climate and the anxiety levels of the learners and hence the performance. The answers in the current study confirm these conclusions because the results show that instructors are aware of their ideologies as key in the development of confidence, participation and proficiency in learners. The standard deviations within some of the items are relatively low, which also indicates that there are common views among teachers concerning the significance of communicative and interactive methods.

But ideological tensions are also pointed out in the study. Mean scores of grammar accuracy ($M = 3.62$), immediate error correction ($M = 3.26$) and examination-driven instruction ($M = 3.16$) and textbook reliance ($M = 3.13$) are moderate, and this fact suggests that the traditional and structural orientations have not been totally eliminated. This two-fold orientation is in line with the findings of Larsen-Freeman who had argued that teachers tend to combine form and meaning instruction instead of following one instructional approach in its entirety. In a situation in which examination takes over, as is the case in many South Asian education systems, teachers might be tempted to strike a compromise between communicative and structural fidelity. This coexistence of communicative ideals and exam-oriented realities has been also reported in other previous studies in similar EFL/ESL contexts, emphasizing the pressures on systems that influence the choices taken by instructors.

In addition, the relation of the teacher ideologies and classroom practices as represented in Table 3 is a confirmation that teachers intentionally translate their beliefs in pedagogical practice. This result contributes heavily to the teacher cognition model, suggested by Borg, according to which the beliefs of teachers are the key factors of instructional behavior. The means of the lesson planning according to the beliefs ($M = 3.97$) and the integration of communicative activities ($M = 3.97$) are high which proves real application of the ideological orientations. However, the fact that there are differences in grammar-focused and textbook-based items does indicate that the extent to which beliefs are realized in practice may be mediated by contextual aspects like curriculum requirements, institutional expectations and assessment policies. The educators show a great level of support to communicative competence, learner autonomy, and motivational support and, at the same time, have to deal with the structural and examination-related requirements. The fact that the progressive and traditional ideologies existed side by side, does not mean that they were ideologically contradictory but a matter of practicalism to suit the local conditions. On the whole, the research supports the impression that teacher beliefs are strong factors that predetermine the instructional practices and play a crucial role in the linguistic development of learners, their confidence, and their academic success.

Conclusion

The research finds that ESL educators support communicative and learner-centered ideologies to a large extent and acknowledge the significant contribution that their beliefs would make to classroom practices and language acquisition by learners. The results substantiate the high level of communicative competence, learner autonomy, motivation, and meaningful interaction as the main aspects of effective language teaching. Meanwhile, moderate endorsement of grammar-based teaching, instantaneous correction of errors and testing-based practices are signals of the residual effect of the traditional and testing-based educational system. Such a combination of progressive and conventional views implies that teachers take a moderate and context-driven approach and do not stick to a particular methodology. On the whole, the research supports the idea that teacher ideologies play a big role in instructional choices, classroom instructional behaviors, and linguistic confidence and proficiency levels of students, which makes it necessary to implement

reflective teacher development models that will help them to align their beliefs with effective pedagogical responses.

Recommendations

- Introduce professional development initiatives based on STEM-language integration and constructivist pedagogies.
- Promote teacher reflection in order to explore and change their ideologies to student-centered practices.
- Create collaborative learning groups among teachers to exchange the best practice in the integration of STEM and ESL teachings.
- Design curriculum mandates that clearly integrate language development standards in STEM disciplines.
- A longitudinal study should be carried out to measure the potential effect of teacher ideologies and STEM integration on the proficiency of ESL learners.

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