

## TEACHING WRITING: THE INFLUENCE OF CONTEXTUAL FACTORS ON TEACHERS' BELIEFS AND CLASSROOM PRACTICES

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### ABSTRACT

The primary aim of this study was to investigate the teaching of writing, specifically examining the influence of contextual factors on teachers' beliefs and classroom practices in the Khairpur Mir's district of Sindh, Pakistan. Utilizing a qualitative research approach, data was collected through a triangulated study design involving close-ended questions, observations, and interviews. The study focused on EFL/ESL Teachers in secondary schools. Employing a survey method, the researcher administered Stage I close-ended questions, utilizing response options (agree, neutral, disagree). Stage II involved observations, and Stage III consisted of interviews with 11 participants. Data were collected from a total of 176 participants across sixteen institutions. The data underwent analysis in Excel using tables, observations were audio-taped and detailed, and demographic information from interviews was presented in a graph. The findings of the study suggest that the influence of contextual factors and teachers' beliefs is attributed to a teacher-centered approach, inexperienced teachers, and a misalignment between the class environment and teachers' beliefs. These factors significantly impact writing instruction. Furthermore, the study provides practical and dynamic recommendations to address the influence of contextual factors on teaching writing, teachers' beliefs, and classroom challenges affecting EFL/ESL teachers' writing. These recommendations aim to offer valuable insights for decision-makers in academia, individuals, teachers, and other stakeholders involved in the EFL/ESL learning environment.

**Key words:** Teacher beliefs, Contextual factors, Writing instruction, Classroom practices, EFL/ESL teachers

### INTRODUCTION

In the face of rapid globalization, the 21st century demands effective English instruction to prepare students for professional success. Suwaed (2011) underscores the centrality of English as the "language of science, technology and communication" in today's global market. Pakistan, despite incorporating English as a second language throughout its educational system, faces ongoing debates about the proficiency of its students. Lasala (2014) found that secondary students' writing skills lag behind their oral skills, even within acceptable levels. This weakness cuts across grammatical, sociolinguistic, discourse, and strategic aspects of writing. Pablo and Lasaten (2018) further confirm

this, highlighting difficulties in academic essay writing with issues like limited ideas, weak connectivity, incorrect word usage, and inadequate citations. Pakistani college students also exhibit general academic writing weaknesses and negative attitudes towards the skill (Hernandez et al., 2017). Given this context, writing plays a crucial role in Pakistani English language education. Further, Borg (2007) defined in his study that surge stems from recognizing teachers as active decision-makers who shape learning experiences. In practice, teachers continuously observe, analyze, and react to situations, with their teaching philosophy driving their behaviors. Jalbani, et al., (2023) further

emphasis on consideration of the rise of "teacher cognition" research. Maitlo, et al., (2023) have discussed the most significant development in second language teacher training. Their studies also highlight crucial links between teacher beliefs, practices, and educational contexts. Borg (2011), aiding our understanding of teacher beliefs. Since a teacher's work environment strongly influences their beliefs and practices, exploring this interplay within a specific context is crucial Zheng (2015). Although teacher beliefs are a well-established research area, further studies are needed to delve deeper into the dynamic interactions between teacher beliefs, practices, and contexts. Research on change initiatives highlights that top-down reforms often falter if they clash with teachers' deeply rooted views on teaching and language learning. As the bridge between policy and practice, teachers need to internalize reform ideas before translating them into their daily routines. However, sociocultural hurdles and the complexities of their work environment can impede this critical transformation Soomro, et al., (2023). Therefore, effective curriculum implementation requires careful consideration of both teachers' beliefs and the contexts that shape them. This study dives into the beliefs of EFL/ESL teachers in Khairpur Mir's, District Sindh, Pakistan regarding the influence of contextual factors on teachers' beliefs and classroom practices Soomro, et al., (2024). Specifically, it explores how well their classroom practices and teaching writings. The research further delves into the factors shaping how teachers translate their beliefs into classroom actions. By looking beyond mere observable behaviors and into the "inner logic". Zheng (2015) driving their choices, we aim to shed light on the teaching writing: the influence of contextual factors on teachers' beliefs and classroom practices are center of this study to explore the related factors and to add the findings for future studies to help teachers, professors, educationist, and other stakeholders.

### **OBJECTIVE**

To explore the various contextual factors that influence teachers' beliefs about writing instruction in classroom practices at secondary school level in Sindh Khairpur.

### **PROBLEM STATEMENT**

Current research on effective writing instruction remains sparse on the international stage, with a particular lack of studies considering contextual factors and their influence on teachers' beliefs and classroom practices. This gap is especially pronounced in the Pakistani context, particularly in Sindh Khairpur District, where no such investigation has been conducted. Motivated by this significant void and pressing need, this study aims to shed light on these unexplored issues by examining how contextual factors and teacher beliefs shape classroom practices in this specific context. While some researchers have explored differences in classroom practices between vocational and academic high schools, to the best of my knowledge, a comprehensive study encompassing the interplay between teachers' beliefs, classroom practices, and influencing factors like prior learning experiences, teaching efficacy, and contextual forces is absent. Past research on teacher beliefs and practices has yielded conflicting results regarding potential shifts in both. Notably, within the sphere of teachers' beliefs and practice research, we lack insights specific to non-native English speakers teaching EFL/ESL courses in large-class settings at Government Schools in Sindh Khairpur District, Pakistan Maitlo, et al., (2023). This study seeks to address this knowledge gap and offer valuable insights in this understudied area.

### **SIGNIFICANCE**

Significance of this study dives into the intricacies of teaching writing and the influence of contextual factors on teachers' beliefs and classroom practices at school level in Khairpur District, Sindh Pakistan. The primary objective of this study is to find intricacies of contextual factors and influences to pinpoint the most prevalent teaching writing classroom practices. Further this study is significant to understanding how Khairpur's specific socio-economic, cultural, and educational context shapes teachers' beliefs and classroom practices in writing instruction is crucial. Hence, an exploratory study into what beliefs teachers hold about L2 academic writing and whether these teachers' beliefs are realized through their instructional practices is instrumental in strengthening the teaching of academic writing in the high school. The findings of

this study hope to bring in useful insights necessary for classroom teachers, education practitioners, and curriculum developers to design informed instructional decisions and sound teaching practices for the continuous improvement of quality education. In addition, the study will enrich existing body of knowledge in the field of second language teaching which education specialists from another context may find relevant and useful.

### **Purposes of the Study**

The primary purposes of this study are to investigate Pakistani high school teachers' beliefs and practices regarding the teaching writing and the influence of contextual factors on teachers' beliefs and classroom practices and to examine the relationships among their beliefs about teaching English, their classroom practices, and other factors such as their learning experience, their perceived teaching efficacy, and contextual factors.

### **LITERATURE REVIEW**

Teachers' Beliefs and Classroom Practices in L2 Academic Writing  
Exploring Teacher Beliefs in English Language Teaching:

While research on teacher beliefs in applied linguistics and English language teaching offers valuable insights into classroom realities, (Borg 2003; Ahmad, et, al., 2023) highlights the need for more focus on specific contexts and sub-areas like speaking and writing. So the idea of Borg is explicitly connected to this study. But this study avoids to consider Borg contextual framework figures.

### **Contextual Influences on Belief-Practice**

Melketo's (2012) Ethiopian case study reveals disconnect between university teachers' stated beliefs and actual classroom practices, attributing it to factors like class time, student expectations, and test-driven teaching. Similarly, Suwaed (2011) finds in Libya that cultural factors significantly influence writing instruction, shaping teachers' cognition and practices. Further, Al-bakri (2015) adds that both general life beliefs and educational beliefs impact EFL/ESL teachers' written corrective feedback, along with beliefs about their roles, teaching-

learning processes, and their students which shows the contextual influence on teachers' beliefs.

### **Beliefs Influencing Effective Practices**

Positive examples also emerge show how genre pedagogy training positively impacts Chinese teachers' writing instruction beliefs, while Wu and Hung (2011) develop a framework for EAP teaching based on a teacher's beliefs, highlighting critical thinking, academic writing, and thesis writing as key areas. Yang and Gao (2013) further solidify the belief-practice link, finding consistency in three out of four Chinese EFL writing teachers which shows great influence of effective writing practices.

### **Teacher Beliefs as a Driving Force In Education**

Since the 1980s, researchers have recognized teachers as active decision-makers, placing emphasis on their cognition - the intricate interplay of knowledge, beliefs, and thoughts. Borg (2003) solidified this notion, highlighting teacher cognition's central role and its susceptibility to contextual influences in shaping pedagogical decisions. Further research by Richardson (1994) supports the strong potential of teacher beliefs to directly impact classroom practices. Such above studies support this study in this novice context of Sindh Kairpur.

### **Focusing on Esl/Efl Contexts**

Within the realm of ESL/EFL education, the question of what molds teacher beliefs led me to explore a specific facet: what factors shape teachers' beliefs about adopting novel teaching methods? This inquiry delves into the potential influences of governmental policies, high-stakes exam pressures, prior learning experiences, and other contextual elements Ahmad, et al., (2022).

### **The Pakistani Context**

This question holds particular relevance in the Pakistani context, where Taguchi (2008) have investigated Pakistani English teachers' perceptions and practices regarding Communicative Language Teaching (CLT). The rationale behind this focus lies in the historical prevalence of traditional teaching methods among Pakistani high school teachers and their limited exposure to CLT upon its introduction.

### **TEACHER KNOWLEDGE**

While knowledge and beliefs are often treated as separate entities, defining teacher belief invariably evokes notions of knowledge. Shulman's (1986) model already blurs the lines by outlining three dimensions of teacher knowledge, including subject-matter expertise, pedagogical understanding, and curriculum fluency. This framework adds "practical knowledge" (Verloop & Beijaard 2001) as a fourth dimension, emphasizing teacher-generated insights shaped by personal experience and guiding specific actions within the classroom. Further blurring the lines, Abbasi, et al., (2022) proposes (beliefs, assumptions, and knowledge) as a spectrum, arguing that teachers' interview responses reveal an indistinguishable blend of these elements in their decision-making. Similarly, Woods see knowledge and beliefs as inseparable. Therefore, this study recognizes the inherent complexity and opts to use the terms teacher knowledge and teacher beliefs interchangeably. This reflects the understanding that these seemingly distinct concepts form a tightly interwoven tapestry, guiding and informing teachers' practices in the classroom

### **CLASSROOM PRACTICE**

While "classroom practice" and "teaching practice" are often confused, they offer distinct perspectives. As Krainer and Goffree (2006) argue, "teaching practice" focuses on the individual teacher, their style, and interest in pedagogy. In contrast, "classroom practice" takes a broader, neutral view, encompassing the classroom as a dynamic system Abbasi, I. A., & Anthony, E. M. (2021). This system includes not just the teacher's actions, but also the crucial interactions and processes among students and between students and the teacher. Therefore, you favor "classroom practice" because it captures the full picture of learning in action Abbasi, et al., (2022). This includes the methodologies employed, the roles played by both teacher and students, the chosen activities and materials, and the teacher's skill in managing situations such as student interactions, communication, and assessment. By using "classroom practice," we acknowledge the collaborative and holistic nature of learning, moving beyond a solely teacher-centric perspective Jeevan, et al., 2023; Amin, et al., 2023).

### **Previous Studies Regarding Teacher's Beliefs**

Despite difficulties in defining "belief," research consistently links them to teacher practice. Borg (2003) frames beliefs as "teacher cognition," guiding thoughts and behaviors. Farrell & Bennis (2017) show strong connections between beliefs and instructional decisions, though not always translating perfectly to classroom practice. This disconnect is explored by Suárez Flórez & Basto (2017) who found pre-service teachers' beliefs evolving in real classroom settings. Further highlight the impact of teacher perceptions towards students on teaching practices. He provides a nuanced perspective, revealing that despite diverse teaching beliefs, a common focus on meeting student needs unites teachers in practice. In summary, while complexities exist, the influence of teacher beliefs on their choices and actions remains undeniable. While Khonamri and Salimi (2010) found Iranian teachers acknowledging the importance of reading strategies but not always integrating them into practice, Melketo (2012) observed a disconnect between Ethiopian university teachers' stated beliefs and actual classroom practices, highlighting contextual factors at play. Libya and Al-bakri (2015) in Jordan both emphasize the impact of culture and personal beliefs on writing instruction, while show positive effects of genre pedagogy training on Chinese teachers' writing beliefs. Zipagan and Batang (2011) highlight the influence of teachers' beliefs on L1 use and cultural connections in their practices. Further, reveals diverse beliefs about motivational strategies in Filipino ESL teachers, while Gabinete (2017) emphasizes the crucial role of technological resources in teaching and assessing reading comprehension. This research underscores the complex interplay between teachers' beliefs, contextual factors, and their actual classroom practices, calling for further investigation and support to optimize reading and writing instruction in diverse settings.

### **METHODOLOGY**

This section provides a comprehensive overview of the research methodology employed in this article. It details the chosen research design, sampling strategy, instrumentation used for data collection, and the steps taken to ensure the validity and reliability of the findings Mailto, et al., (2023) Cheema, et al., (2023).

To overcome limitations, the researcher employed methodological triangulation - using multiple data sources like interviews and classroom observations employing survey research technique. Further, to gain an in-depth understanding of the topic, the researcher adopted a Qualitative-method approach. The reason to apply this method was to analysis, and interpretation to deepen insights and strengthen findings. This approach minimizes the potential biases inherent in relying solely on one data type to gain a richer, more nuanced understanding which helps reduce bias and strengthen findings.

**Table 1**  
*Data collection stages*

		Close-Ended	Class Observation	Teachers Interviews
		The kind of evidence the scholar aims to collect from each type of data procedure		
<b>Beliefs</b>	Instructor/Learner Pedagogy Teaching Skills Classroom Environment Instructional Approaches Standard Textbooks	Beliefs	Beliefs	Beliefs
<b>Practice</b>	Teaching Text practice Teaching Writing skill Practice Learner-Centered Practice Instructional Practice		Practice	
<b>Context</b>	Classroom context Pupil individual contact School atmosphere Institute setting	Context	Context	Context

**Sampling, Instruments and Data Analysis Procedure**

The sample size for this study on teachers' writing: influence of contextual factors on teachers' beliefs and classroom practices, consisted of 176 high school respondents from various schools across District Khairpur. All participants were randomly selected from High schools which are as follows: <sup>1</sup>Naz Pilot High School, <sup>2</sup>Saint Theresa's High School, <sup>3</sup>Comprehensive Higher secondary School, <sup>4</sup>Waris Gambhir High School, <sup>5</sup>Girls Higher Secondary School civic Centre, <sup>6</sup>High School

Ahmedpur, <sup>7</sup>High School Pir-jo-Goth, <sup>8</sup>High School Pir Badal, <sup>9</sup>Sir John High School, <sup>10</sup>Waqar Public High School, <sup>11</sup>Sajjad Model School, <sup>12</sup>Pak-Turk Higher Secondary School, <sup>13</sup>The Educators, <sup>14</sup>Kouro Goth High School, <sup>15</sup>Therhi High School, <sup>16</sup>Manghanwari High School. The researcher obtained face to face data through close-ended questionnaire with agree, neutral, and disagree options and analyzed data statistically that was presented in tables and graphs.

**Class Observations & Procedures**

Beyond the survey, the researcher observed diverse teaching writing influences on the beliefs of teachers in classroom practices through classroom visits with Iexperienced teacher from two high schools (academic), chosen for their varied backgrounds and long careers. To gain deeper insights into teaching styles, the researcher observed each participant twice, once for English I and once for English II (due to scheduling restrictions). During each class, the researcher took comprehensive field notes on classroom atmosphere, teacher and student activities, and key utterances, while also collecting handouts, student work, and school documents. After each observation, detailed accounts were written based on the notes, focusing on lesson flow and interactions. Audio recordings were not transcribed, as the focus was on overall classroom dynamics and teaching methods.

**Interviews Participants & Procedures**

To further delve into the observations of eleven teachers and students, the researcher conducted individual semi-structured interviews lasting 25-35 minutes each. These interviews explored various aspects, including participants' teaching/learning experiences, professional history, beliefs about language teaching/learning and classroom practices, and contextual factors influencing their school environment. Building upon initial questions, the researcher probed deeper into specific elements observed during the lessons, enriching the understanding of their teaching and learning contexts.

**Table 1**  
*Demographic Representations Teachers' profiles*

NO: (T)	Age	Education	Experience (Y)	Level	Institution
I	47	M.A	XVI	IX-X	Govt. School
II	43	BA, Med.	XIV	IX-X	Govt. School
III	46	BA, Bed.	VI	IX-X	Govt. School
IV	39	MA English	XII	IX-X	Govt. School
V	41	M.Phil. English	X	IX-X	Govt. School
VI	44	BA, Bed.	XIII	IX-X	Govt. School
VII	49	BA English Literature	XIV	IX-X	Govt. School
VIII	40	BA, Bed.	XII	IX-X	Govt. School
IX	35	MA Literature	VIII	IX-X	Govt. School
X	37	MA Med	IX	IX-X	Govt. School
XI	40	BA, CT	VII	IX-X	Govt. School

The table above provides the demographic characteristics of participants selected for interviews in this study. The researcher included eleven participants from different schools. It details their age, education level, EFL/ESL teaching experience, the level of EFL/ESL classes they taught, and the institutions where they taught.

**RESULTS**

**Qualitative Close-ended Results**

**Table 02**

*To what extent do you agree that students' socioeconomic background significantly influences their writing development?*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	120	141.2%	141.2%	141.2%
	Neutral	6	7.1%	7.1%	148.2%
	Disagree	50	58.8%	58.8%	207.1%
	Total	176	100%	100%	100%

The table above showing that from the total 176 participants the 120(percent & valid percent141.2%; cumulative percent141.3%) agreed; the 6(percent & valid percent 7.1%; cumulative percent148.2%) neutral; the 50(percent & valid percent 58.8%; cumulative percent 207, 1%) disagreed to the statement. So, the majority of respondents responded positively.

**Table 03**

*The main goal of writing instruction should be to prepare students for standardized tests.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	98	115.3%	115.3%	115.3%
	Neutral	9	10.6%	10.6%	125.9%
	Disagree	69	81.2%	81.2%	207.1%
	Total	176	100%	100%	100%

The table above showing that from the total 176 participants the 98(percent & valid percent115.3%; cumulative percent115.3%) agreed; the 9(percent & valid percent 10.6%; cumulative percent125.9%) neutral; the 69(percent & valid percent 81.2%; cumulative percent 207, 1%) disagreed to the statement. So, the majority of respondents responded positively.

**Table 04**

*Teaching grammar and mechanics explicitly is crucial for improving student writing.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	143	168.2%	168.2%	168.2%
	Neutral	2	2.4%	2.4%	170.6%
	Disagree	31	36.5%	36.5%	207.1%
	Total	176	100%	100%	100%

The table above showing that from the total 176 participants the 143(percent & valid percent168.2%; cumulative percent168.3%) agreed; the 2(percent & valid percent 2.4%; cumulative percent170.6%) neutral; the 31(percent & valid percent 36.5%; cumulative percent 207, 1%) disagreed to the statement. So, the majority of respondents responded positively.

**Table 05**

*Technology can significantly enhance student engagement and learning in writing classes.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	103	121.2%	121.2%	121.2%
	Neutral	6	7.1%	7.1%	128.2%
	Disagree	67	78.8%	78.8%	207.1%
	Total	176	100%	100%	100%

The table above showing that from the total 176 participants the 103(percent & valid percent121.2%; cumulative percent121.3%) agreed; the 6(percent & valid percent 7.1%; cumulative percent128.2%) neutral; the 67(percent & valid percent 78.8%; cumulative percent 207, 1%) disagreed to the

statement. So, the majority of respondents responded positively.

**Table 06**

*My approach to feedback emphasizes formative assessment and student self-reflection.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	123	144.7%	144.7%	144.7%
	Neutral	20	23.5%	23.5%	168.2%
	Disagree	33	38.8%	38.8%	207.1%
Total		176	100%	100%	100%

The table above showing that from the total 176 participants the 123(percent & valid percent 144.7%; cumulative percent 144.7%) agreed; the 20(percent & valid percent 23.5%; cumulative percent 168.2%) neutral; the 33(percent & valid percent 38.8%; cumulative percent 207, 1%) disagreed to the statement. So, the majority of respondents responded positively.

**Table 07**

*Professional development opportunities have significantly impacted my beliefs and practices in writing instruction.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	102	120.0%	120.0%	120.0%
	Neutral	13	15.3%	15.3%	135.3%
	Disagree	51	60.0%	60.0%	195.3%
Total		176	100%	100%	100%

The table above showing that from the total 176 participants the 102(percent & valid percent 120.0%; cumulative percent 120.0%) agreed; the 13(percent & valid percent 15.3%; cumulative percent 135.3%) neutral; the 51(percent & valid percent 60.0%; cumulative percent 195.3%) disagreed to the statement. So, the majority of respondents responded positively.

**Table 08**

*Standardized testing creates a narrow and restrictive approach to writing instruction.*

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	127	149.4%	149.4%	149.4%
	Neutral	13	15.3%	15.3%	164.7%
	Disagree	46	54.1%	54.1%	218.8%
Total		176	100%	100%	100%

The table above showing that from the total 176 participants the 127(percent & valid percent 149.4%;

cumulative percent 149.4%) agreed; the 13(percent & valid percent 15.3%; cumulative percent 164.7%) neutral; the 46(percent & valid percent 54.1%; cumulative percent 218.8%) disagreed to the statement. So, the majority of respondents responded positively.

**Observation Results**

At stage two the researcher set format of observations at Naz pilot, Comprehensive, and Saint Theresa's High School to observe the teaching methodologies of the participants. The researcher concluded observations and highlighted the powerful influence of negative learning experiences on teaching methods. The observational data indicated that their actual instructional practices reflected more traditional characteristics. The teachers incorporated various learner-centered activities tailored to their students' levels and context, aiming to offer flexibility for independent learning. However, the majority of these activities were ultimately controlled by the teachers. Additionally, the teachers primarily emphasized whole-class activities, maintaining a traditional classroom arrangement with students' desks in rows facing the teacher's desk and the board. Consequently, student interaction, freedom to choose what and how to learn, were limited in their classrooms. This observation reveals how negative experiences can be catalysts for positive change, motivating teachers to break free from the teaching models they found ineffective and unproductive and influences on teacher's beliefs and practices in classroom practices.

**Interview Results**

In the interactive interviews, we also explored the preference for employing a 'lecture' teaching method. Participants argued that this method effectively prepared students for final exams and kept them focused on the lesson. They also mentioned that they feel a sense of control in the class when using lecturing, even though it might be dull for the students. During the interviews, teachers shared their challenges in promoting a learner-centered approach in classrooms. They identified issues such as maintaining control, organizing lesson content, managing time, and preparing students for exams as significant constraints on implementing learner-centered instruction. They also acknowledged the

importance of considering individual differences among students. Teachers also highlighted how their personal experiences in schooling and teaching shaped their beliefs and practices related to learner-centered teaching. Analysis of the teachers' retrospective comments on their practices revealed various factors related to teachers, students, and the context that influenced their practices in EFL/ESL classrooms. The interviews showed that the teachers operated in an open system where they were exposed to diverse influences from their contexts. Regarding the impact of teachers' beliefs on writing instruction, the teachers did not incorporate as many constructivist approaches to learners as they claimed. The concept of learner-centered activities faced challenges in full implementation due to concerns about exams and other contextual factors such as time constraints, students' needs and expectations, and varying proficiency levels among students.

### **DISCUSSIONS**

This study was conducted within an English as a Foreign Language (EFL) English as a second language setting, this research employed a qualitative multiple-case study design. Its primary objectives were (a) to explore the beliefs and practices of teachers in the context of English language teaching and learning, and (b) to discern the impact of teaching writing beliefs on actual teaching practices. Borg (2007) contends that analyses of teachers' practices and cognitions, lacking an acknowledgment of the intricacies of their work, may be incomplete or flawed. Hence, this study aimed to comprehensively comprehend the rationale behind teaching writing and the influence of contextual factors (such as the classroom and school environment) on teachers' beliefs and classroom practices. This understanding was achieved through a triangulated approach involving close-ended questions, observations, and interviews. In summarizing the discussion, the study provides a comprehensive elucidation of the connections between teaching writing, contextual influences, and their impact on teachers' beliefs and classroom practices. It highlights the intricate interplay shaping the correlation between teachers' stated beliefs and their actual implementation. The study underscores the intricate dynamics among these factors, mutually influencing the relationship between teachers'

professed beliefs in language teaching and learning and their practical teaching approaches. It delves into teachers' beliefs, classroom practices, and the surrounding contexts, encompassing the classroom and the school environment, which collectively mold the association between teacher beliefs and their instructional methods in classroom practices. The interplay of "beliefs in practice" is emphasized, contributing to a dynamic relationship between teachers' beliefs and their practical application, as illustrated by Zheng (2015). The study demonstrates that teacher belief systems form an interconnected web, linking individual teachers' mental perspectives with the social contexts of language teaching, incorporating their past teaching and learning experiences into their current instructional strategies and negatively affected.

### **CONCLUSION**

The results indicate that language teachers' classroom behaviors are influenced by a diverse array of interacting factors, often in conflict with one another. Beyond contextual beliefs, this study highlights contextual beliefs that contribute to the discrepancies between teachers' beliefs and the actual occurrences within the classroom, particularly in relation to curriculum/syllabus intentions. The teachers writing dimension encompasses allusions to educational and professional experiences in the teacher's life that impact their understanding of current teaching practices. The interviews and stimulated recall data unveil that teachers' beliefs are shaped by numerous factors, including their experiences as language learners, observations during their teaching apprenticeships, and the cumulative teaching expertise acquired through pre-service and in-service. Therefore, this research contributes to our existing comprehension of the correlation between teachers' beliefs regarding foreign language teaching and learning and their actual instructional methods. Regarding this connection between teachers' beliefs and practices, the data revealed several inconsistencies within teachers' beliefs and practices, particularly concerning teaching writing and the impact of contextual factors on their beliefs and classroom approaches. Despite teachers expressing beliefs aligned with a constructivist perspective in teaching and learning, the study observed that their practical

implementation leaned more towards traditional classroom methods. The research demonstrated that teachers tended to prioritize a prevailing core belief in a teacher-centered approach, rooted in their teaching experiences. Consequently, the teachers' inclination towards a teacher-centered approach may have been shaped by their accumulated teaching experiences.

### RECOMMENDATIONS

Implement regular professional development workshops focused on contextual factors influencing writing instruction. These workshops should provide teachers with strategies to adapt their beliefs and practices to the specific dynamics of their teaching environment.

Encourage the exchange of experiences and insights related to contextual influences, creating a platform for shared learning and innovative approaches to teaching writing.

Encourage and enhance students' understanding and appreciation of writing within various subjects.

Develop a flexible writing curriculum that can be adapted to different contextual factors.

Offer awareness to help teachers navigate diverse classroom settings.

Allowing teachers to tailor their practices to foster a more engaging and inclusive learning environment.

Encourage teachers to engage students which can contribute to empower teachers as reflective practitioners.

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