



To investigate the predictability of EFL teachers' sense of classroom management by perception of identity and teaching style

Pantea Pahlavani*, Assistant Professor, Majid Rezazadeh

Department of English, Qazvin Branch, Islamic Azad University, Qazvin, Iran

Abstract

Teachers play a vital role in the success or failure of their learners in any educational setting and second language learning is not an exception. Accordingly, research on teachers and their related factors has received a great attention in recent years. The main objective of the present study was to investigate the predictability of Iranian EFL teachers' perception of identity and teaching style with their sense of classroom management. To this end, 120 EFL teachers were selected from different language institutes in Tehran and Karaj. The participants were asked to complete three standardized questionnaires including "Behavior and Instruction Management Scale (BIMS)", the "Teaching Style Inventory (TSI)", and the "Teacher perception of identity". After data collection and analysis, it was revealed that there is a positive and significant relationship between teachers' perception of identity with their sense of classroom management, as well as between their teaching style and sense of classroom management. Furthermore, utilizing multiple regression analysis showed formal authority among teaching styles and perception of identity had the prediction power in teachers' sense of classroom management. Moreover, by comparing the standardized Beta coefficients, it was revealed formal authority could be a better predictor for classroom management rather than teachers' perception of identity. The findings of the present study would have implications in second language teacher education and teacher training.

Keywords: EFL teachers; sense of classroom management; teaching style; perception of identity

Introduction

It is believed in any education setting, teachers as the core element play an important role in the success or failure of their learners (Kulshrestha, & Singhal, 2017) [28] and the effectiveness of teachers can improve education more than any other single factor (Wright, Hom, & Sanders, 1997) [45] because teachers mainly guide and educate students (George & Visvam, 2013) [19]. So, doing research on teachers seems necessary and important for a successful society. Many researchers have examined different factors like teacher's personality (Keshavarzi & Amiri, 2016, Behnam & Bayazidi, 2013) [27, 5], attitudes and belief (Xu, 2012; Gilakjani, 2017; Marashi & Azizi, 2018) [39, 20, 30], behaviors (Bell, 2005), and so on that influence teachers and the teaching process, consequently. Classroom management as a teacher's efforts to oversee classroom activities such as learning, social interaction, and student behavior has recently attracted a great deal of attention by researchers (Macias, 2018; Evans, 2012; Shulman, 1986) [29, 15, 38]. Moreover, the issue of teachers' identity seems to have a great influence on teacher's behavior inside or outside of the classroom. On the other hand, for many learners, teacher's style of teaching would be an effective factor in understanding the course subject. Despite the rich findings from previous researches, however, little effort has been devoted to studying L2 teachers' sense of classroom management behavior in conjunction with their teaching styles and their perception of identity and this study had the propensity to fill the gap in literature. In fact, the aims of this study were to investigate the relationship between EFL teachers' classroom management and their teaching style and teacher identity in one hand and find out any possible difference in predictability of teachers' identity and teaching styles with their classroom management.

Literature review

1. Classroom management

For many years, one of the most controversial topics in general education has been the issue of classroom management (Macias, 2018) [29]. This term has been defined and discussed by many scholars and educators. For instance, for Freiberg (2013) [16], classroom management is concerned with a course of action of teachers' behavior and activities that are basically anticipated that would develop student co-operation and consideration in classroom. Similarly, Brophy (1996) referred to classroom management as "actions taken to create and maintain a learning environment conducive to successful instruction" (p. 5). Also, classroom management alludes to any action a teacher does to compose students, space, time, and materials with the goal that students' learning can occur in a shared administration, group building, and a harmony between the requirements of the instructors and students (Wong, Wong, Rodgers & Brooks, 2012) [44]. In the same vein, Berliner (1988) [8] asserts that classroom management includes all those essential activities which are important to maintain an environment which generates necessary and positive conditions for learning. Martin and Sass (2010) [31] consider classroom management with three broad and independent dimensions including instructional management, people management, and behavior management. According to Martin, Yin, and Baldwin (1998) [32], the instructional management includes activities such as establishing daily procedures, monitoring seat work, monitoring students' independent work, and allocating materials. They continue to consider people management as the way teacher perceives the students and how they view their relationship with the students. The final dimension, i.e., behavior management, is somewhat similar

to the concept of classroom discipline but differs in that it focuses on a teacher's pre-planned methods of preventing misbehavior, rather than simply on their reaction to it once it occurs (Martin *et al.*, 1998) ^[32]. Classroom management issues appear to be exclusive to the field of L2 education as foreign language teacher face with. For example, issues like "inaudible responses, unwillingness to communicate in the target language, lack of respect for the study of foreign languages, and the inclusion of students who were heritage speakers of the target language, are likely to have a significant impact on foreign language teachers' classroom management skills" (Macias, 2018, p.161) ^[29]. For most educational settings, this facet includes setting rules, providing a reward, establishing opportunities for student input, commenting on behavior, and giving directions (Martin & Sass, 2010) ^[31]. To achieve this purpose, teachers may plan rationally for their lessons, prepare teaching and learning materials more judiciously, organize the content, decorate classroom and establish daily routines.

2. Teaching Style

According to Grasha (1996) ^[23], teaching style is viewed as a particular pattern of needs, beliefs, and behaviors that teachers display in the classroom. He also states that "style is multidimensional and affect how teachers present information, interact with students, manage classroom tasks, supervise coursework, socialize students to the field, and mentor students" (p. 3). It can also be defined as "the expression of the totality of one's philosophy, beliefs, values, and behaviors" (Jarvis, 2004, p.40).

In other words, to Conti and Welborn (1996) ^[11] teaching style refers to a "teacher's pervasive qualities that persist even though situational conditions may change" (p.21). Regardless of the content that is being taught, teaching style is linked with various acquirable and identifiable sets of consistent classroom behaviors by the teacher (Conti & Welborn, 1996) ^[11]. As many L2 scholars believe teaching style is an influential factor in learners' experience of knowledge formation and academic achievement (Knowles, 1980; Churcher, 2016), there is a necessity for further studies on this teacher related issue.

Grasha (1996) ^[23] identifies five teaching styles in his teaching style models. The five styles are "expert, formal authority, personal model, facilitator and delegator Styles" (p. 154). Although it may seem appropriate to place teachers into one of the five categories of teaching styles, Grasha (1996) ^[23] emphasizes that everyone who teaches possesses each of the five teaching styles to varying degrees. Based on what he considers as teaching style, expert teaching style possesses knowledge and expertise that students need and strives to maintain status as an expert among students by displaying detailed knowledge and by challenging students to enhance their competence. S/he is concerned with transmitting information and insuring that students are well prepared. Secondly, formal authority possesses status among students, concerned with providing positive and negative feedback, establishing learning goals, expectations, and rules of conduct for students. Concerned with the correct, acceptable, and standard ways to do things and with providing students with the structure they need to learn.

Next, personal model believes in "teaching by personal example" and establishes a prototype for how to think and behave. Oversees, guides, and directs by showing how to do things, and encouraging students to observe and then to emulate the instructor's approach.

The fourth teaching style, i.e. Facilitator, emphasizes the personal nature of teacher-student interactions. Guides and directs students by asking questions, exploring options, suggesting alternatives, and encouraging them to develop criteria to make informed choices. Overall goal is to develop in students the capacity for independent action, initiative, and responsibility. She works with students on projects in a consultative fashion and tries to provide as much support and encouragement as possible. At last, Delegator is concerned with developing students' capacity to function in an autonomous fashion. Students work independently on projects or as part of autonomous teams. The teacher is available at the request of students as a resource person.

3. Teacher Identity

In recent years, the concept of teacher identity has been focused in general education (Xu, 2014) ^[47, 48]. It is viewed as "an important analytic tool for understanding schools and society" (Gee, 2000, p. 99) ^[18] in the third millennium, and is utilized as a frame or analytical lens through which different aspects of teaching can be investigated (Beauchamp & Thomas, 2009) ^[4]. It is difficult to conceptualize teacher identity as there is no universal single definition which is accepted by the scholars as Han (2016) ^[24] considers identity a sense of being rather than an external object visible to the naked eye. Richards (2008) refers to identity as "the differing social and cultural roles teacher-learners enact through their interactions with lecturers and other students during the process of learning. These roles are not static but emerge through the social processes of the classroom" (p.167). He continues to mention "personal biography, gender, culture, working conditions, age, gender, and the school and classroom culture" (p.167) are the possible factors which can shape identity. For many researchers, identity is considered as a changing process. For instance, Mc Lean (1999 as cited in Xiong & Xiong, 2017) ^[46] recommends that "teachers' sense of themselves shifts with new social contexts, new questions and new ideas (p.102). In addition, identities could be negotiated and renegotiated in social conditions and contexts of which social organizations like schools are separate from each other (Trent, 2012) ^[41].

Some scholars consider different dimensions for identity. For example, Day and Kington (2008) ^[14] believe in three dimensions for identity like personal identity, situated or socially located identity and professional identity. Later on, Xun, Sun and Peng (2014) ^[48] modified these dimensions into four, including career identity, major identity, personal identity and situated identity. Some researchers believe professional identity as a dynamic process is changing gradually in an ongoing process of combination of the individual's personal and professional sides (Beijaard, Meijer, & Verloop, 2004). In addition, Day (2011) argues professional life phases, job commitment, personal resilience and effectiveness could influence the concept of identity.

In recent years, L2 teachers' identity issue as an important key to ensuring the teachers' commitment to their work and adherence to professional norm (Hammerness, Darling-hammond, & Bransford, 2005) ^[25] has received a great attention by many researchers. Beauchamp and Thomas (2009) ^[4] assert in teaching profession, teachers' professional identity helps them shape their own view about "how to act", "how to be" and "how to understand" their job

and role in school as well as society (p. 178). Therefore, conducting different researches helping EFL teachers understand their identity is becoming more and more significant.

Nowadays, a lot of researchers and scholars intend to achieve a deep view and opinion about the effective factors in maximal use of teachers' abilities based on their cognitive, affective, and behavioral dimensions of performance. For instance, several researches have been conducted on the relationship between teachers' classroom management and learners' achievement and motivation (Mirzaee & Rahimi, 2017) [33]. Impact of some other variables on classroom management has also been studied like teachers' years of experience (Unal & Unal, 2012), gender (Oktan, 2015) [34], personality traits (Andabai, 2013) [2], and demographic information (Amadi, 2017) [3].

With respect to the review of literature, the researchers of the present study were convinced the prediction of L2 teachers' sense of classroom management through their perceived identity and their teaching style has not been explored yet; hence the present investigation was undertaken to initially explore the relationship between Iranian EFL teachers' sense of classroom management and their perceived identity and teaching style. Also, the researchers intended to investigate whether there is any difference in predictability of Iranian EFL teachers' perception of identity and teaching style with their sense of classroom management. To reiterate, the suggested research questions in this study were as following.

RQ1: Is there any statistically significant relationship between Iranian EFL teachers' sense of classroom management and their teaching style or their perception of identity?

RQ2: Is there significant difference in predictability of Iranian EFL teachers' perception of identity and teaching style with their sense of classroom management?

Method

1. Participants

The participants of this study were 120 EFL teachers from different language schools from two cities, i.e. Tehran and Karaj. The participants of this study were including both genders with different educational degrees like bachelor, master and Ph.D. in teaching English and translation. Due to the fact that many teachers were not cooperative in completing the questionnaire, the researcher did not take the experience, age, and gender of the participants into consideration. The teachers were selected based on convenient sampling, i.e. a sample of non-probability sampling where the participants are chosen based on their accessibility, availability, and proximity to the researcher (Goddard & Melville, 2004) [22], and their willingness to participate in the present study. Table 1 summarizes the demographic information about the participants.

Table 1: Participants of the Study

teachers	n	level of teaching	age range	educational degree
Female	60	Intermediate-Advanced	24-40	B. A. M.A., Ph.D.
Male	60	Intermediate-Advanced	23-45	B. A. M.A., Ph.D.

2. Instruments and materials

In order to accomplish the purposes of this study, three standardized questionnaires were utilized by the researchers.

2.1 Behavior and instruction management scale (BIMS)

Behavior and Instructional Management Scale (BIMS) is a standardized questionnaire developed by Martin and Sass (2010) with twenty-four-items in a six-point Likert scale from "1= strongly disagree" to "6=strongly agree" (See Appendix A). This inventory includes two main subscales: behavior management (BM) and instructional management (IM), each of which contains twelve items. The first twelve items of this questionnaire tap into teachers' behavioral management approaches. To be more specific, BM section addresses teachers' performance in setting rules in classroom, controlling students' behavior and determining punishment for off-task behaviors and misbehaviors. Conversely, instructional management subscale (IM) contains twelve items asking teachers about what they do to monitor learning activities, to set daily routines and to select teaching materials. The reported reliability of this questionnaire is 0.748 and the researchers allocated 20 minutes for completing it.

2.2 Teaching Style Inventory (TSI)

Teaching Style Inventory (TSI) is a standardized scale constructed and validated by Grasha (1996) [23]. It is a forty-item questionnaire in a seven-point Likert scale ranging from "1= strongly disagree" to "7= strongly agree" (See

Appendix B). This inventory categorizes teachers' instructional behaviors into five styles including (a) expert, (b) formal authority, (c) personal model, (d) facilitator, and (e) delegator. In fact, each subsection of TSI is composed of eight questions which enable teachers to identify their teaching. The reliability index of TSI is reported as 0.75 and allotted time for answering this questionnaire was 45 minutes.

2.3 Teacher perception of identity (TPI)

The questionnaire was adapted from a questionnaire invented by Xun, Sun and Peng (2014), which aims at measuring English teachers' identity status. Xun, et al. (2014) developed this questionnaire and tested it through exploratory confirmatory analysis. TPI includes 33 items in a five-point Likert scale ranging from "1= strongly disagree" to "5= strongly agree" and it explores teachers' career identity, major identity, situated identity and personal identity respectively (See Appendix C). For each item, the participants are required to choose from. According to Xun *et al.*'s (2014) examination, the questionnaire is credited with fine reliability. The researchers considered 40 minutes for administrating this questionnaire.

3. Procedure

The participants of the present study were selected from certified teachers employed at different English language institutes in Tehran and Karaj cities. They were 120 male and female teachers educated in different majors of English language, with different educational degrees, and ages.

Based on their willingness to participate in the study, the researchers contacted with teachers, explained the aims of the study, asked them to provide accurate responses and mention that their personal information would be confidential utilizing merely for academic purposes, they answered three questionnaires, i.e., BIMS, TSI, and TPI in pen and paper or online. The survey took participants approximately 90 minutes to complete. The procedure of data collection lasted almost three months. After collecting all questionnaires, the researchers analyzed them utilizing relevant correlation coefficient and multiple regression statistical analysis by SPSS statistical software version 23.

Results and discussion

1. Results

Before answering the research questions of this study, it was needed to check a number of assumptions and perform some

preliminary analyses. These analyses would determine the legitimacy of running the analyses along with the type of statistical techniques, i.e., parametric or non-parametric. To begin with, the assumptions of interval data and independence of participants (Tabachnick & Fidell, 2007) [40] were already met as the present data were measured on an interval scale and the participants were independent of one another.

In addition, it was needed to check the normality assumption of the distribution of variables (Tabachnick & Fidell, 2007) [40]. In order to check the normality of the distributions, two procedures were followed. First, Table 2 shows the Kolmogorov-Smirnov test was run as a further attempt to inspect the normality of the distributions. Second, the descriptive statistics of the data were obtained and kurtosis and skewness ratios.

Table 2: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teaching style	.070	120	.200*	.942	120	.000
Perception of Identity	.080	120	.055	.977	120	.035
behavioral and instructional management scale	.048	120	.200*	.992	120	.718

*. This is a lower bound of the true significance.

As the results show, the p value for all three variables is more than .05, and the normality of distribution for these scores is supported. Also, the descriptive statistics related to

the obtained scores on the instruments, including the calculated values of skewness ratio and kurtosis ratio, appear below in Table 3.

Table 3: Descriptive Statistics

	Statistic	Statistic	Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
TSI	120	212.20	23.912	-.997	.221	-4.51	4.463	.438	10.18
TPI	120	131.64	12.881	-.392	.221	-1.77	1.482	.438	3.38
BIMS	120	108.72	8.251	-.027	.221	-0.12	-.043	.438	-.98
Valid N (listwise)	120								

As demonstrated in Table 3, if both skewness ratio and kurtosis ratio values fall within the range of -1.96 and +1.96, this point can support the normality of distribution for the scores (Tabachnick & Fidell, 2007) [40]. Accordingly, BIMS scores were considered normal, whereas TPI and TSI scores were not considered normal. In this regard, the researchers concluded that the data did not meet the assumptions of parametric statistical techniques, so for finding the

correlation between teachers' classroom management and their teaching styles as well as the relationship between teachers' classroom management and their perception of identity, the researchers employed non-parametric test. In order to find this relationship, the data were analyzed using the Spearman coefficient of correlation. Table 4 shows the result of this analysis.

Table 4: Correlation between TSs, TPI and BIMS

		Classroom Management
Spearman's rho Expert	Correlation Coefficient	.238**
	Sig. (2-tailed)	.000
	N	120
Formal authority	Correlation Coefficient	.402**
	Sig. (2-tailed)	.000
	N	120
Personal model	Correlation Coefficient	.305**
	Sig. (2-tailed)	.000
	N	120
Facilitator	Correlation Coefficient	.285**
	Sig. (2-tailed)	.000
	N	120
Delegator	Correlation Coefficient	.321**
	Sig. (2-tailed)	.000
	N	120
Perception of Identity	Correlation Coefficient	.401**
	Sig. (2-tailed)	.002
	N	120

** Correlation is significant at the 0.01 level (2-tailed).

According to the results of the analysis reported in Table 4, it was concluded that there was a positive and significant correlation between Iranian EFL teachers' teaching styles, i.e. expert ($r=.238, p<.05, N= 120$), formal authority ($r=.402, p<.05, N= 120$), personal model ($r=.305, p<.05, N= 120$), facilitator ($r=.285, p<.05, N= 120$), delegator ($r=.321, p<.05, N=120$) and their classroom management as p values are less than 0.05. In addition, it was concluded that there was a positive and significant correlation between Iranian EFL teachers' sense of classroom management and their perception of identity, $r =.401, n =120, p<.05$. According to the obtained results, the researcher employed multiple regression statistical analysis to find out the

predictability of teachers' TSs and TPI with their classroom management. Before utilizing multiple regressions, the assumption of sample size was checked. Tabachnick and Fidell (2007) [40] proposed a formula for calculating sample size requirements, taking into account the number of independent variables: $N > 50 + 8m$ ($m =$ the number of independent variables). In this analysis, there were two independent/predictor variables, calling for a sample including more than 66 participants. Including 120 cases, the sample pool seemed to be large enough to meet this assumption. Table 5 presents the regression model summary including the R and R2.

Table 5: Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.553a	.306	.269	6.721	1.958
a. Predictors: (Constant), delegator, Perception of Identity, expert, personal model, formal authority, facilitator					
b. Dependent Variable: behavioral and instructional management scale					

As reported in the above table, R came out to be 0.553 and R2 came out to be 0.306. This means that the model explains 30 percent of the variance in classroom management (Cohen, Cohen, West, & Aiken, 2003) [10].

Table 6 reports the results of ANOVA ($F(6, 113) = 8.306, p = 0.000$), the results of which were considered significant. This means that the model can significantly predict sense of classroom management.

Table 6: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	2251.213	6	375.202	8.306	.000 ^b
	Residual	5104.779	113	45.175		
	Total	7355.992	119			

- a. Dependent Variable: behavioral and instructional management
- b. Predictors: (Constant), delegator, Perception of Identity, expert, personal model, formal authority, facilitator

Table 7 demonstrates the Standardized Beta Coefficients which signify the degree to which each predictor variables contribute to the prediction of the predicted variable.

Table 7: Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	64.227	6.971		9.213	.000
	Perception of Identity	.144	.059	.234	2.447	.016
	Expert	.020	.145	.014	.135	.893
	Formal authority	.507	.168	.346	3.013	.003
	Personal model	.125	.162	.091	.773	.441
	Facilitator	-.043	.167	-.030	-.260	.795
	Delegator	-.004	.149	-.003	-.029	.977

- a. Dependent Variable: behavioral and instructional management scale

The inspection of the p values showed that teachers' perception of identity as well as formal authority as predictor variables make statistically significant unique contributions to the equation as their p values are less than .05. In other words, formal authority among different teaching styles and perception of identity could be significant predictors of Iranian EFL teachers' sense of classroom management. Moreover, by comparing the standardized Beta coefficients related to these two significant predictors, it was revealed formal authority (Beta coefficient= .346) could be a better predictor for classroom management rather than perception of identity (Beta coefficient= .234).

2. Discussion

The researchers in this study inspected the relationship between Iranian EFL teachers' teaching style and their sense

of classroom management as well as the relationship between their perceived identity and sense of classroom management. Also, the researchers checked the possible difference in predictability of Iranian EFL teachers' perception of identity and teaching style with their sense of classroom management. Although this study was conducted in two cities with limited number of male and female EFL teachers, as well as administrating three questionnaires for teaching style (TS), perceived identity (PI), and sense of classroom management (SCM) measurement, the relationships between TS and SCM/PI and CM were proved. Also, the results revealed formal authority as one of the teaching styles were a better predictor for teachers' SCM rather than their PI. In this section, the results of the study are compared and contrasted in relation to the previous findings in order to test the research hypotheses of the study.

It is believed classroom management is a complex activity in the education process. It demands talent, skills, energy and ability from teachers because it directly deals with the behaviors of learners (Ahmad *et al.*, 2012)^[1]. Also, the basic purpose of classroom management is to encourage students towards learning and to promote their positive behaviors (Froyen & Iverson, 1999)^[17]. Accordingly, any environmental, behavioral, and psychological factors related to teachers may influence on this exercise. In one study conducted by Rahimi and Asadolahi (2012)^[36], the results showed classroom management and teaching style are interchangeably linked with each other and those teachers with more interventionist orientation in classroom management used more teaching activities inside the class. In the same vein, Davies (2010)^[12] asserts teaching style affects classroom management, which can mean either a successful or disastrous learning environment. In other words, as classroom management has an impact on students' learning process, every influential factor on classroom management leads to possible success or failure of learners. Teachers with different teaching behavior have different orientations towards classroom management and consequently on learners' learning process (Macias, 2018)^[29].

In addition, the significance of teacher education towards identity development has been verified in recent literature (Beauchamp & Thomas, 2009; Watson, 2006)^[4, 43]. In one hand, teachers' perceived identity is attributable to the teachers' different understandings about the profession of being an English teacher (Xiong & Xiong, 2017)^[46]. On the other hand, "improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development" (Oliver, 2007, p.3)^[35]. Accordingly, it could be concluded how teachers' identity influence teacher' classroom management.

The other finding of the present study showed, formal authority as one of the teaching styles was a better predictor for teachers' classroom management rather than teachers' perceived identity. In Formal authority teaching style, the teacher provides learners different feedback, establishes learning objectives and rules of conduct for students (Grasha, 1996)^[23]. It seems all these behaviors are in line with goals of classroom management. In other words, based on Glasser's (1990)^[21] choice theory model, which considers individuals as capable of making their own choices in terms of their behaviors and based on their needs and feelings, as well as to avoid any "disruptive behaviors" (Ishtiaq, 2009)^[26] inside the class which leads to an ineffective teaching process, formal teaching authority could be more effective than teachers' perceived identity. Another reason for this finding could be the factors of teachers' demographic characteristics, educational and sociocultural contexts in Iran.

Conclusion and implication

Despite the emphasis on teacher education in modern language pedagogy and the well accepted view that L2 teachers require different programs for empowering their teaching behavior in EFL classrooms, many aspects related to teachers have not been investigated yet. The present study aimed at investigating the relationship between teachers' TS/PI and their sense of classroom management. Also, the second driving force of the present research was to identify

any possible difference in predictability of Iranian EFL teachers' perception of identity and teaching style with their sense of classroom management. The results verified the significant and positive relationships among these variables. Furthermore, it was revealed formal authority was a more significant predictor for classroom management rather than perceived identity.

With regard to the findings of the present research, the importance of the results lies not only in their contribution to the literature but also in their prominent educational importance for teachers and teacher education program. Teachers can get benefit from the findings of the present research to identify their teaching style in order to provide more effective classroom management strategies to enhance their learners' L2 learning process. Also, the results can help both practitioners and teacher education program designers to highlight the importance of teachers' identity, teaching style, and classroom management in second language settings to help the pre-service or in-service teachers understand and practice L2 teaching profession for the ultimate goal, i.e., success in second language learning.

References

1. Ahmad I, Rauf M, Rashid A, Ali F. Teachers' perceptions of classroom management, problems and its solutions: Case of government secondary schools in Chitral, Khyber Pakhtunkhwa, Pakistan. *International Journal of Business and Social Science*, 2012;3:24:173-181.
2. Andabai P, Basuo BK. Teacher's personality and classroom management of tertiary institutions in Nigeria: The issues and perspectives. *Journal of Educational and Social Research*, 2013;3(6):113-118.
3. Amadi E, Allagoa I. Demographic variables as determinants of teachers' effectiveness in classroom management in secondary schools in Rivers State, Nigeria. *International Journal of Innovative Development & Policy Studies*, 2017;5(4):65-70.
4. Beauchamp C, Thomas L. Understanding teacher identity: An overview of issues in the literature and implications for teacher education. *Cambridge Journal of Education*, 2009;39(2):175-189.
5. Behnam B, Bayazidi M. The relationship between personality types and teaching styles in Iranian adult TEFL context. *Global Journal of Foreign Language Teaching*, 2013;2:21-32.
6. Beijaard D, Meijer PC, Verloop N. Reconsidering research on teachers' professional identity. *Teaching and Teacher Education*, 2004;20:2:107-128.
7. Bell TL. Behaviors attitudes of effective foreign language teachers: Results of a questionnaire study. *Foreign Language Annals*, 2005;38(2):259-260.
8. Berliner DC. The development of expertise in pedagogy, 1988. Retrieved from <https://files.eric.ed.gov/fulltext/ED298122.pdf>
9. Brophy J. Teaching problem students. New York: Guilford, Churcher GA, Owuba L. Teachers teaching styles and students study habits on academic achievement in mathematics among junior high schools in upper east region of Ghana. *International Journal of Educational Administration*, 1988;8(1):31-51.
10. Cohen J, Cohen P, West SG, Aiken LS. Applied multiple regression/correlation analysis in the behavioral sciences (Third Edition). Mahwah, NJ: Erlbaum, 2003.

11. Conti G, Welborn R. Teaching learning styles and the adult learner. *Lifelong Learning*,1996;9(8):20-24.
12. Davies CA. How teaching style effects classroom management, 2010. Retrieved from <https://resumes-for-teachers.com/blog/classroom-management-tips/teaching-style-effects-classroom-management/>
13. Day C. Uncertain Professional Identities: Managing the Emotional contexts of Teaching. In C. Day, & J. C. Lee (Eds.), *New Understandings of Teacher's Work*, 2011, 45-64.
14. Day C, Kington A. Identity, well-being and effectiveness: the emotional contexts of teaching. *Pedagogy, Culture & Society*,2008;6(1):7-23.
15. Evans EJ. Managing the foreign language classroom: reflections from the pre-service field and beyond (Doctoral dissertation). The University of Iowa, Iowa City, US., 2012.
16. Freiberg HJ. Classroom management and student achievement. *International Guide to Student Achievement*, 2013, 228-230.
17. Froyen LA, Iverson AM. Schoolwide and classroom management: The reflective educator- leader (3rd ed.). Upper Saddle River, NJ: Prentice-Hall, 1999.
18. Gee JP. Identity as an analytic lens for research in education. *Review of Research in Education*,2000;25(1):99-125.
19. George RM, Visvam S. Spiritual intelligence, its correlation with teacher effectiveness and academic achievement-a study. *International Journal of Education and Psychological Research*,2013;2(2):106-110.
20. Gilakjani AP. Teachers' beliefs in English language teaching and learning: A review of the literature. *English Language Teaching*,2017;10(4):78-86.
21. Glasser W. *The quality school: Managing students without coercion*. New York: Harper & Row, 1990.
22. Goddard W, Melville S. *Research methodology: An introduction* (2nd edition). NY: Blackwell Publishing, 2004.
23. Grasha AF. *Teaching with style: A practical guide to enhancing learning by understanding teaching and learning styles*. San Bernadino: Alliance Publishers, 1996.
24. Han I. Conceptualization of English teachers' professional identity and comprehension of its dynamics. *Teachers and Teaching*,2016;602:1-21.
25. Hammerness K, Darling-hammond L, Bransford J. How teachers learn and develop. In L. Darling-Hammond, & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* San Francisco: Jossey-Bass, 2005, 35-389.
26. Ishtiaq H. Teachers can make a difference, 2009. Retrieved from www.dawn.com
27. Keshavarzi A, Amiri H. The effect of teachers' personality and corrective feedback on EFL learners' motivation. *Journal of Applied Linguistics and Language Research*,2016;3(5):118-129.
28. Kulshrestha S, Singhal TK. Impact of spiritual intelligence on performance and job satisfaction: a study on school teachers. *International Journal of Human Resource & Industrial Research*,2017;4(2):1-6.
29. Macias DF. Classroom management in foreign language education: An exploratory review, 2018. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1165981.pdf>
30. Marashi H, Azizi F. EFL teachers' language proficiency, classroom management, and self-efficacy. *International Journal of Foreign Language Teaching and Research*,2018;22(6):89-102.
31. Martin NK, Sass DA. Construct validation of the behavior and instructional management scale. *Teaching and Teacher Education*,2010; 26(5):1124-1135.
32. Martin N, Yin Z, Baldwin B. Construct validation of the Attitudes and Beliefs on Classroom Control Inventory. *Journal of Classroom Interaction*,1998;33(2):6-15.
33. Mirzaee A, Rahimi R. An investigation on relationship between Iranian EFL teachers' creativity and classroom management strategies and learners' improvement. *Journal of Advances in English Language Teaching*,2017;5(4):31-45.
34. Oktan D, Kıvanç, Çağanağa Ç. The impact of teachers' gender differences on classroom management. *International Online Journal of Education and Teaching (IOJET)*,2015;2(4):239-247.
35. Oliver RG. *Effective classroom management: Teacher preparation and professional development*, 2007. Retrieved from <https://files.eric.ed.gov/fulltext/ED543769.pdf>
36. Rahimi M, Asadolahi F. On the relationship between Iranian EFL teachers' classroom management orientations and teaching style. *Procedia - Social and Behavioral Sciences*,2012;31:49-55.
37. Richards JC. Second language teacher education today. *RELC Journal*,2012;39(2):158-177.
38. Shulman L. Those who understand: Knowledge growth in teachers. *Educational Researcher*,1986;15(2):4-14.
39. Xu L. The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies*,2012;2(7):1397-1402.
40. Tabachnick BG, Fidell LS. *Using multivariate statistics*. Boston, MA: Pearson Education, Inc., 2007.
41. Trent J. Becoming a teacher: The identity construction experiences of beginning English language teachers in Hong Kong. *Australian Educational Researcher*,2012;39(3):363-383.
42. Unal Z, Unal A. The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*,2017;5(2):41-60.
43. Watson C. Narratives of practice and the construction of identity in teaching. *Teachers and Teaching*,2006;12(12):509-526.
44. Wong H, Wong R, Rogers K, Brooks A. *Managing your classroom for success*. Science & Children,2012;49(9):60-64.
45. Wright SP, Hom SP, Sanders WL. Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personal Evaluation in Education*,1997;11: 57-67.
46. Xiong T, Xiong X. The EFL teachers' perceptions of teacher identity: A survey of Zhuangang and Non-zhuangang primary school teachers in China. *English Language Teaching*,2017;10(4):100-110.
47. Xu YT. Becoming researchers: A narrative study of Chinese university EFL teachers' research practice and their professional identity construction. *Language Teaching Research*,2014;18(2):242-259.
48. Xun Y, Sun L, Peng F. Formulation and validation of a teacher identity inventory for EFL teachers. *Shandong Foreign Language Journal*,2014;162(5):61-67.