

# **Socializing Influences Pertaining to Classroom Ecology and Interactive Reciprocity: A Need to Study ESL Teachers in Local Cultural Perspectives**

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## **Abstract**

*Globalization has established an intellectual hegemony. The studies conducted in academically and industrially advanced countries are being generalized for the rest of the world. Resultantly, the educational policies in the less developed or developing nations are being expounded with complete ignorance or marginal consideration of local cultural and academic context. This study conducts a detailed literature review on the issue of teacher socialization and socializing influences pertaining to classroom ecology and interactive reciprocity, both in the international context and indigenous perspective. The study, after deep analysis of related literature, concludes that teacher socialization is, fundamentally, a culturally rooted issue and when it is discussed in the international context, it is more important to discuss and understand this area in local cultural settings addressing indigenous requirements.*

**Key words:** Teacher socialization, socializing influences, classroom ecology, interactive reciprocity, cultural orientation

## **1. Introduction**

### **1.1 Background: Ignored Indigenous Perspectives**

Globalization and internationalization have established an intellectual hegemony. The studies conducted in academically and industrially advanced countries are being generalized for the rest of the world. Resultantly, the educational policies in the less developed or developing nations are being expounded with the complete ignorance or marginal consideration of local cultural and academic context. It needs keen understanding while generalizing the studies globally. For an effective understanding of any concept the issue must be reviewed with reference to the indigenous settings, in addition to the international context.

Teacher socialization is a complex and complicated subject which deals with the education, learning, practices, professional development and enculturation of teachers, particularly the beginning teachers. Instead of running after the latest teacher socialization problems and issues studied in the international or foreign world, it is more important to find out and discuss *local and out-of-date* issues. As the teacher socialization is a cultural issue and deeply affected by the cultural contexts, the possibility of relativity always exists and the issues being addressed in one culture or country may be considered obsolete and non-pertinent for the other countries. For instance, the studies on English teacher socialization conducted in English speaking countries must be viewed differently from the studies being conducted in non-English speaking countries. The teachers of both the cultures have different socialization issues and problems which may be sometimes altogether different from each other. English language teaching in Pakistani institutions and the socialization issues of ESL teachers must be studied with the international insights as well as independently from the rest of the world. The miserable plight of ESL teaching and the teachers in Pakistan cannot be

compared with the studies conducted on English teachers in other native English speaking countries. Accordingly, the situations cannot be improved merely by implementing the recommendations of studies conducted in some different cultural backgrounds without investigating their compatibility with the local needs.

## **1.2 Purpose and Method of Study**

In this context, the purpose of this study is to review the related literature on teacher socialization with special reference to the socializing influences pertaining to classroom teaching and management and the students. The reviewers have attempted to cover the issue in both the international context and local cultural perspective of Pakistan. This paper will help bring out the real issues of Pakistani teachers, which require further empirical or theoretical studies and thus future studies could be focused on indigenous questions and local cultural problems pertaining to teacher socialization influences for classroom management. This study includes both the commonality and uniqueness of the concept in the existing literature related to the socialization influences, particularly reciprocity of interaction among teachers and pupils and classroom ecology and physical environment.

The literature for this study was reviewed from global to local perspective, encompassing the international trends and prevailing practices in the local cultural context of Pakistan. For this study, the local culture is interpreted as the Pakistani educational institution culture, particularly up to higher secondary school or college levels. The studies discussed here focus on ESL teaching in the local context, though the results can be generalized to a great extent for other subjects. Various studies were reviewed and analyzed pertinent to the topic of study: studies on teacher socialization in general, classroom management and teaching skills and a broad review of teacher socialization studies in the local context of Pakistan with particular emphasis on classroom ecology and interactive reciprocity.

This review will create an awareness of the need to view socializing influences pertaining to classroom ecology and interactive reciprocity in local cultural context and motivate further theoretical and empirical studies focused on indigenous questions and local ESL problems. It will help ESL teachers establish more control over their classroom management and dialogue with pupils. Finally, the findings of this review will benefit teacher students, teachers, and teacher educators to set their direction of future policies and research projects for the local issues of teacher socialization.

## **2. Literature Review**

### **2.1 Perspectives on Teacher Socialization**

Danziger (1971) has explained the teacher socialization as a complex and communicative process which prepare teachers for smooth adaptation to the teacher culture and acquire the knowledge, skills, norms and practices required for teaching profession. The literature contributed by Danziger refers that the term was being used simultaneously by other disciplines, sociology, anthropology and psychology. In a vast context, however, it must be recognized that teacher socialization is not merely *learning* in the limited approach; rather it involves the holistic and continuous professional and social development of the teachers with the aim of effective enculturation in the teaching group (Merton, 1968). The recent works keep defining the concept of teacher socialization with the addition of new interpretations and factors influencing the socialization process. The workplace socialization has been discussed as the process through which the individual learns the knowledge, skills and disposition which facilitate him become an effective and active

member of society (Weidman, Twale & Stein, 2001). Similarly, Wougman and Lohrer (2000) include certain feature in professional socialization: understanding organizational goals and objectives, acquiring organizational knowledge, efficiency in learning technology and professional language, and linking the professional role with one's identity. Perna and Hudgins (1996) believe that organizational socialization is not only limited to the required skills but it also integrates the necessary organizational behaviors, norms and practices.

### **2.1.1 Multifaceted studies on socializing influences**

The most common type of study in this field is to approach the issue by comparative analysis of various groups of prospective or beginning teachers. Recently, the issue has been highlighted in the context of teacher professional development and consistent learning in the global scenario (e.g., Schwillle & Dembele, 2007; Villegas-Reimers, 2003). Some other studies focused on other perspectives, e.g., teacher socialization in the context of technological education (Hansen, 1995), the issue with the understanding of professional socialization (Weidman, Twale & Stein 2001), and from the perspective of classroom management and organizational culture in the local cultural context (Tahir & Qadir 2012). Recently, various international organizations have arranged the publications of many remarkable works on the area of teacher professional learning and socialization (e.g., Anderson 2004; Giordano 2008).

### **2.1.2 Beginning teachers: Heart of teacher socialization studies**

In the studies on teacher continuous development and socialization, the prospective and beginning teachers have been the focus as it is generally understood that the impacts a teacher receives in the early career play a very significant role in his or her forthcoming teaching career (e.g., Tahir & Qadir, 2012; Veenman, 1984). However, teacher socialization is a continuous phenomenon and the new teachers gradually become old and responsible for many new roles. *Moir has discussed various stages of teacher enculturation process and teachers' adjustment to the two distinct but related dimensions: occupational socialization and organizational socialization (Moir, 1999).*

### **2.1.3 Cultural orientation of teacher socialization studies**

The key role of internal and environmental influences in understanding the teacher socialization has been studied continuously for many years in various cultural contexts in several countries. Zeichner and Gore have cited these studies conducted in different countries: Australia; the United Kingdom; the United States (Zeichner & Gore, 1990). The studies were also conducted by Sharma in India (Sharma, 1992), Tahir and Qadir in Pakistan (Tahir & Qadir, 2009). The studies establish the idea that teacher socialization issue has been studied in different cultural and institutional contexts on different socialization topics. However, all these studies share the teacher professional development and institutional socialization and also distinguished by their unique cultural and institutional milieus.

## **2.1 Socializing Influences Pertaining to Classroom Teaching and students**

Workplace culture and working conditions impinge multi-faced influences on teacher socialization since they join teaching profession and the particular school. Fledman (1981)

explains that professional task mastery in real-life classroom environment can be interpreted as a direct influence on overall professional development of teachers and help teachers develop self-confidence and acquire proficiency in dealing with new duties and roles to reach the optimum level of performance. Similarly, Morrison (1995) has discovered that teachers in their initial service years mainly focus on learning classroom techniques which they think is the most critical aspect of their enculturation into the organizational and teaching related culture. In a study Larson (1986) explains the interactive relationship between a teacher and the classroom as one of the most significant socializing influences on developing teachers' knowledge base, technical know-how and professional behaviors. The studies on reciprocity of classroom interactive influences can be traced back in Haller's (1967) model which relates pupils' impacts on teacher socialization. This model suggests how teachers' behavior is defined through a system of operant conditioning. Furthering Haller's studies, Pollard's (1982) theoretical model is very significant in understanding the socializing influences pertaining to classroom teaching and students. Pollard divides such influences on interactive level into two broader categories: (1) pupil influence on socializing teachers, (2) classroom ecology which affects teacher and pupil interaction. Likewise, in a study on classroom habit, Turner and Patrick (2004) find that student's work habit is influenced both by student factors and classroom ecological context. The latest technological gadgets are shaping the modern classroom, students and teachers differently from the past classroom. The computer, internet and multimedia have become the major factors shaping the physical ecology of classroom, especially the ESL classroom. The use of computer affects the classroom cultural ecology and motivates students and ultimately this motivation results in good performance and better learning standards (Lowther, Ross & Morrison, 2003). Equally, the use of Information and Communication Technologies (ICTs) is becoming an integral part of ESL teacher professional socialization and the teachers need to be prepared in their pre-service training for manipulating ICTs in an effective way.

### **2.2.1 Interactive influence socializing teachers for classroom management**

The idea of interactive influence is supported by empirical evidence. Doyle (1979) concludes that the influences of pupils on teacher socialization should be interpreted independent of the other influences teachers receive, e.g. from their senior colleagues and supervisors. The discussions on many bidirectional models of socialization support this idea and also reveal various facets of such influences (e.g., Blase, 1986; Riseborough, 1988). Larson (1986) considers these interactive influences very helpful in teacher socialization process as it improves teachers' skills and experience and smoothes their adjustment in teaching profession.

Several other studies in the field of classroom influences in teacher socialization have identified that the reciprocity of classroom interaction influences both teacher and pupils, (e.g., Leithwood, Louis, Anderson, & Wahlstrom, 2004; Louis & Marks 1998; Tabachnick & Zeichner, 1985; Tahir & Qadir, 2012). Various aspects of personality and teacher development have been discovered having these influences, including behaviors, beliefs, teaching practices and even performance and results. However, very few of these studies, focus on the role of these influences in the overall process of beginning teacher socialization. Some studies have presented that openness and closeness of reciprocal interaction between students and teachers result in higher motivation level for both teacher and students (Yunus, Osman, & Ishak, 2011).



### **2.2.2 Ecology of classroom influencing teaching and learning process**

The second influence of ecology of classroom has a great impact on teacher socialization process. Doyle and Ponder (1975) have noted six major features of classroom which influence the teachers' socialization process: multidimensionality, simultaneity, immediacy, unpredictability, publicness, and history. Doyle (1977) asserts that a good teacher, dealing with the classroom environmental settings effectively, gets effectively socialized in teaching profession. Other studies have found various multidimensional features, related to classroom ecological settings, which are directly related to professional development of teachers (e.g., Creemers, & Reezigt, 1996). Such factors, according to these studies, facilitate or deter the effective enculturation of teachers. The work of Hargreaves (1988) also confirms the similar findings and asserts the positive role of such classroom influences in teacher development. In summary, various studies on classroom ecology, (e.g., Ellison, Boykin, Towns, & Stokes, 2000; Louis, & Marks 1998) present numerous factors comprising classroom ecology which can be explained as two types: (1) environmental ecology or classroom physical conditions including, for instance, décor, seating arrangements, equipment and facilities, stimulating resources, location, size, lighting, temperature, windows etc; (2) social or cultural ecology of classroom including discipline and classroom management, attitudes, perceptions, expectation, freedom, motivation, participation, stress, students and teacher relationship etc.

### **2.3 Factors Structuring the Socializing Influences in Local Cultural Perspective**

English teaching in Pakistan, a controversial national policy issue, is facing so many problems of gigantic magnitude including untrained teaching staff, vacillating national policies, hackneyed and outdated curriculum, primitive teaching methodologies and above all the lack of resources (Mansoor, 2009; Warsi, 2004). Besides these major issues, the focus of teacher learning and developing programs is not on the real-life classroom issues pertaining to real classroom ecology and interaction between the teacher and students. Instead, the entire concept of professional development and teaching reforms is based on organizing some off-the-job, traditional, outdated and obsolete training workshops and refresher courses which usually comprise some old teaching approaches and old-time evaluation and testing tips along with the description of old theories of education psychology (Ali, 2011; Enge & Akbar, 2007; Vazir & Meher, 2010).

In Pakistan, the present concept of professional development and teacher socialization is confined and short-term based. Generally, the beginning teachers' mentoring in real-life classroom environment and practical long-term teaching are not planned and considered as a part of sustainable professional development (Qadir, 2009). However, the voice are also raised, e.g., (e.g., Mirza, 2009), though on a small scale, for a move shift from traditional off-the-job training workshops to real-life mentoring and continuous teacher development. Professional learning of ESL teachers is taken as an event but not as a continuous process which can be related with classroom practices. In reality, mostly ESL teachers do not find a connection between these events and their pedagogical practices.

Correspondingly, the same gap can be traced in the studies on teacher socialization being conducted in the local cultural context. Most of the studies conducted in the local Pakistani context mainly discuss the issues of evaluation of these off-the-job traditional faculty or teacher development programs, (e.g. Ali, 2011; Enge & Akbar, 2007; Jumani, 2007; Vazir & Meher, 2010). Even the latest ESL conferences on emerging issues

do not successfully address the real-classroom ecological issues and focus heavily on the literary and general themes. Usually, no on the ground or empirical researches are discussed in such conferences related to ESL teachers' classroom issues. Usually the research studies are being conducted in line with the modern global trends which may appeal the international readership and address the global issues, not directly addressing the indigenous issues.

### **2.3.1 Large Classes as a source of negative influence**

A quite few studies may be found conducted in the local Pakistani context highlighting the classroom ecological issues and the reciprocity of interaction between teachers and students. Large classes (large number of students in a class) have been alluded as one of the major ecological features affecting teacher socialization and student learning massively and negatively. Many other negative socializing influences are triggered due to large classroom ecology mainly including lack of individual attention to students, discipline issue, and less possibility of interactional reciprocity between teacher and students. Further, this problem also affects the other factors of overall educational environment, for instance, teacher and learner intrinsic motivation, cognitive and emotional involvement, and disruptive behaviors in students (Assor, Kaplan, & Roth, 2002; Prenzel, Drechsel, & Kramer, 2001). Sarwar's (2001) work is very important in the local context of Pakistani classroom and it emphasizes the need of innovation to deal with this gigantic issue which otherwise creates many negative socialization influences both for the teachers and the students. Similarly, Bughio (2013) in his study in public sector institution in Pakistan concludes with the need to change and invent teaching strategies in large classes on the reason that traditional teaching strategies have proved ineffective in producing desired teaching and learning results. The learner-focused and pro-autonomy approach are required to be implemented in large classes incorporated with new and related teaching strategies, e.g., increasing students' participation through group learning and organization of group leadership. The study of Shamim (1996) reveals what really happens in large language classrooms and thus many problems related to language-related nervousness, classroom orientation and teacher's decision making emerge which may have negative socializing influences both on teachers and students. In an important and broad scale study, Azhar (2004) finds numerous multifaceted issues related to large classroom management, e.g., lack of teacher training for dealing large classroom management issues, shortage or absence of appropriate teaching aids, and unresponsive attitude of school administration.

### **2.3.2 A big challenge of maintaining classroom discipline**

A few studies on the Pakistani ESL classroom also point to an important factor which grows as a big socializing influence pertaining to classroom ecology: the classroom discipline. The biggest challenge an ESL teacher has to face is of eliminating the classroom noise, urging students to concentrate on their lessons and activities, moving around the class and taking up the attendance. The noisy classes are labeled as loose discipline classes and teachers are supposed to be less trained and inexperienced and the students less obedient. The main cause behind classroom discipline is of large classes and due to which ESL teachers are not able to exploit new and better teaching methods or focus on learning output. In a study, Farooq (2011) emphasizes the need to train prospective teachers for effective classroom management skills so that they can create a cordial and interactive environment in classrooms. Another study

conducted in the local perspective finds that the beginning teachers in Pakistani institution are faced with some classroom discipline problems and they sometimes are not successful in creating a student-centered environment to focus on individual student need (Tahir & Qadir, 2012). The study also reveals that even the syllabi and teaching objectives set for ESL classes do not require an interactive teaching learning environment for classrooms. Likewise, it is found that the teachers' inability to create a congenial environment in a classroom may lead the cause of undisciplined classroom where the teachers are no more responsible for delivering the desired results (Haider et al., 2012).

### **2.3.3 Influence of using ICTs in ESL classroom**

Pakistani teachers are now taking more interest in incorporating the latest technology, particularly web and corpus, in their teaching methods as well as in syllabus design. Research work is increasingly benefitting from the use of information technology (Tahir, 2010). Many studies, conducted in various cultural settings, however, stress the need of integrating technology into curriculum (e.g., Edwards & Briers, 1999; McLaren, 2005). The studies conducted in the local context, (e.g., Abbas & Asif, 2012), conclude, not with a hopeful picture, that effective use of electronic technology in ESL classroom has been an improvised area and the teachers are found not very familiar with using latest electronic gadget, for instance, computer and internet, mobiles, multimedia, projectors, and tape recorders. Many teachers, as reported in mostly studies, were found claiming the unavailability of electronic equipment in their classes, however they wished to use it. In fact, the aims, objectives, syllabus, teaching methodologies and testing and evaluation are required to be planned in a way that they can be incorporated with the need and usage of electronic technology. A big question is always raised: what is the need of electronic technology when ESL class objective is to cram some lessons verbatim and then reproduce the copy in evaluation exam? However, the use of electronic technology has been emphasized much in the studies on classroom ecology and students motivation, ultimately affecting the teacher and students performance. In a literacy program organized by Mobilink-UNESCO in a rural area of Pakistan, it was found obviously that using mobile technology had a very sound impact on students learning and the students showed better performance in literacy examinations (Winthrop & Smith, 2012). Similarly, the study emphasized the need to integrate information and communication technology in ESL classroom teaching. The study narrated the success story of a teacher trained for the purpose and concluded that all the teachers in Pakistan, particularly from the rural areas, needed training for integration of latest electronic technology in teaching their subjects.

### **2.3.4 Non-interactive syllabus and material**

A small number of studies, carried out in specific Pakistani educational settings, have found that syllabus and the teaching content used in ESL class do not urge for an interactive teacher-student relationship. The development of interactive language skills among students remain a neglected area in syllabus and material preparation. As all the classroom activities and teaching methodologies, originated from the teaching objectives and manifested through syllabus, impact the cultural ecology of ESL class which may convert into a unidirectional lecturing, if syllabus is not communicative and interactive. An important work by Warsi (2004) in context of local circumstances reveals that the syllabus and teaching material are not designed according to

communicative needs of ESL learners and thus encourage a unidirectional class where teacher mainly focuses on delivering the lectures and telling the stories to *silent, disciplined* and *obedient* students. Ali (2012) in a similar study has also found that a big gap exists between what the national policies define for education and what actually happens in a real classroom. The study concludes that integrative efforts are required to bridge this gap, with a firm start from a fresh review of existing national policies to the real classroom practices.

### **2.3.5 Discouraging influence of student disruptive behavior**

One more study conducted in a Khyber Pakhtunkhwa region of Pakistan finds that students' disruptive behavior remains a big challenge for classroom cultural ecology. The same study claims that almost all types of disruptive behavior were found in students and this problem, ultimately, contributes as a significantly negative socializing influence on a teacher's performance and professional enculturation. The causes may be traced in the socio-academic background of the students, teachers and institutions (Ghazi et al., 2013). Another similar study has also found that student's deviant behavior is one of the main challenges for teachers. The causes allude to the unprepared and unmotivated teachers which ultimately promote a deviant behavior among students in classroom. The influence is reciprocal and teachers are also negatively affected, as a result of this problematic classroom behavior of pupils (Yunus, Osman, & Ishak, 2011).

## **3. Analysis & Findings**

The studies were discussed both in general way and in comparison to Pakistani context with focus on indigenous needs (contextual, intellectual, social, academic, learning and personal), feasibility (resources & finances, workforce & resource persons, local working conditions of teachers and organizations) and desired outcomes (usefulness & social impacts). From the extensive study of the literature, briefly discussed above, related to teacher socialization in general and socializing influences pertaining to classroom ecology and interactive reciprocity in the general context and with special reference to Pakistani educational context, the related findings are presented as follows:

### **3.1 Socializing influences: A need to view in specific cultural background**

Teacher socialization is system of complex, communicative process and convoluted, outgoing methods through which teachers selectively come by the standards, mind-set, norms, information, abilities, and behaviors of the teaching profession and of the specific school or academic environment in which they are required to work. Being a culturally rooted issue, the studies in the area of teacher socialization have been studied in various cultural settings. More significantly, the studies conducted in English-speaking should not be generalized, at least for non-English speaking countries and non-native English teachers. The veteran scholars in this field, e.g., (e.g., Tabachnick, 1988, Zeichner & Gore, 1990), have warned researchers about the dangers of generalizing research findings generated in one country to another as it could be inherently misleading and emphasize the need of considering the special conditions and cultural settings in a country when interpreting findings.

### **3.2 Multifaceted Socializing Influences in Workplace Settings**

Throughout the literature on teacher socialization and professional development, the beginning teachers have been the focus with the major theme of their socialization in



their workplace settings: the pupils, the ecology of the classroom, occupational learning, the colleagues, and the institutional characteristics of school organizations. Further, the idea of effective socialization was interpreted as the criterion which measures the success of institutional socialization programs and the beginning teachers' adaptation to the socialization process in their new jobs. Continuing to this, organizational culture and working conditions impinge multidimensional influences on teacher socialization in teaching profession and the particular school organization. Mainly, these socializing influences have been discussed in two broader perspectives: pupil influences on socializing teachers, classroom ecology which affects teacher and pupil interaction. These two major influences trigger other professional and socialization needs of teachers to establish good relationship with senior colleagues, enhance their professional learning to adjust well to organizational practices.

### **3.3 Study Gap Identified in Homegrown Research Studies**

Even though the phenomenon of teacher socialization is deeply culturally oriented, a scanty amount of work is available with reference to local Pakistani perspective. In the local perspective, the term teacher socialization is constrained only to traditional teacher training workshop and occasionally held professional learning opportunities. Classroom management skills have been ignored in workplace socialization studies even though it is a vital socializing context for teacher effective enculturation in teaching profession. The ESL community in Pakistan is entangled with many challenges ranging from student learning to teacher professional growth, particularly during their initial years of service. Teachers' professional socialization as a continuous process and workplace learning is viewed as a less significant area in Pakistani research studies in language teacher education. A very small number of empirical studies are available in the area of ESL teacher which detail the process of teacher socialization and the challenges of beginning teachers in ESL classrooms. To the extent of socializing influences in the context of classroom ecological culture, it is unfortunately not a well-explored territory in workplace teacher socialization studies. In reality, mostly ESL teachers do not find a sound link between these events of traditional professional trainings and their real-life pedagogical practices. The major challenges related to socializing influences, traced from the extensive study of related literature, include: large classes, classroom discipline, and use of electronic technology, syllabus and the teaching content, students' disruptive behavior. These and other challenges of teacher socialization influences in classroom and need to be studied and reviewed with a change in mind shift from the traditional off-the-job trainings to workplace professional development and socialization.

## **4. Conclusion**

Teacher socialization is complex and complicated subject which deals with the continuous education, learning, practices, professional development and enculturation of teachers. For an effective understanding of any concept the issue must be reviewed both in the international context and indigenous settings. The literature reveals that studies on teacher socialization were conducted in different cultural contexts and on various dimensions. Nevertheless, most of the studies focused on uniqueness of the cultural settings and simultaneously the commonality issues among the process of teacher socialization worldwide. Workplace culture and working conditions impinge multi-faced influences on teacher socialization since the time the teachers join teaching profession and the particular school. Socializing influences pertaining to classroom ecology and reciprocity can be categorized mainly: (1) pupil influence on socializing teachers, (2) classroom ecology which affects teacher and

pupil interaction. In this context, Pakistani ESL classroom cultural and physical ecological issues must be studied in their own local and regional context.

### **What we need to do?**

Socializing teachers about classrooms and students, in their particular cultural and actual classroom settings, would be a real task to achieve. In this particular context, many studies may guide, on the issues of classroom management, socializing teacher and students and gradual enculturation of teachers into their profession according to informed and effective styles. Classroom management, selection and preparation of subject matter and use of appropriate and varied teaching methodologies to promote an interactive reciprocity in classes are those subjects which must be the general focus of almost every pre-service or in-service professional learning program. Workplace teacher socialization programs must include the ways how to confront with the beliefs the students bring with them in the class, deal with the challenges of classroom management along with other related issues and develop professionally to perform different roles of coaching, modeling and mentoring.

Since the process of teacher socializing influences is largely culturally oriented, there is a need to study that process from a certain cultural viewpoint. Any study of ESL teacher socialization in the background of Pakistani teaching culture is worthwhile addition to the world's knowledge particularly for the collaborative and comparative studies in teacher socializing influences related to classroom ecology and interactive reciprocity. Pakistani ESL classroom cultural and physical ecological issues must be studied in their own local and regional context. They must be studied in the local Pakistani context according to indigenous needs (contextual, intellectual, social, academic, learning and personal), feasibility (resources & finances, workforce & resource persons, local working conditions of teachers and organizations) and proposed outcomes (usefulness & social impacts). Accordingly, the situations can only be improved by implementing the recommendations of studies conducted in local backgrounds and investigating their compatibility with the homegrown needs. However, the studies must include both the commonality and uniqueness of the concept in the existing global literature related to the socialization influences on ESL teachers pertaining to reciprocity of interaction among teachers and pupils and classroom ecology and physical environment. Consequently, it will be quite appropriate to enhance the work in this field of study so that Pakistani ESL teaching community may benefit in particular and contribute to the field of teacher socialization in general.

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