**The Possible Interface between EAP Instructor’s Personal Intelligences and Their Classroom Management Beliefs**

**Mavadat Saidi 1; Zohreh Bayat Shahbazi2**

*1 Assistant Professor of TEFL, Shahid Rajaee Teacher Training University, Tehran; Email: m.saidi@sru.ac.ir*

*2 MA Student of TEFL, Shahid Rajaee Teacher Training University, Tehran; Email: z.bayat.shahbazi@gmail.com*

**Abstract**

EFL classroom management has frequently been addressed. However, it seems to be underresarched in EAP settings. Considering the significant role of the instructors in holding, moderating, and managing EAP courses, the current study aimed to investigate the possible relationship between the instructors’s interpersonal and intrapersonal intelligences and their classroom managament beliefs in the English for Academic Purposes (EAP) context. To this end, 70 EAP instructors were asked to answer the relevant items to these two personal intelligences from McKenzie’s (1999) Multiple Intelligences Survey and the Behavior and Instructional Management Scale (BIMS) (Martin & Sass, 2010). The findings demonstrated the EAP instructors’ approaches towards classroom management. Furthermore, the results of the analysis revealed a significant relationship between these intelligence types and EAP instructors’ beliefs about managing EAP classes. The findings would enrich the existing literature and carry some pedagogical implications for training EAP instructors and holding in-service workshops in order to enhance the quality of EAP courses.

**Keywords:** *Classroom management beliefs, English for academic purposes, Interpersonal intelligence, Intrapersonal intelligence.*