

# Exploring the Correlation Between EFL Teachers' Beliefs and Their Instructional Practices: A Mixed-Methods Study

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Despite the substantial research on the relationship between teachers' beliefs and their instructional practices, little has been known about the correlation between the two among which teachers' beliefs exert the most important influence on instructional practices. This study aims to explore the correlation between college English teachers' beliefs and their instructional practices, employing classroom observation, semi-structured interviews, and questionnaires as research instruments. The findings revealed that teachers' beliefs, both as an overall construct and in each distinct dimension—including beliefs about professional development, curriculum objectives, and teaching purposes—exhibited significant correlations with their instructional practices. Among these, the two aforementioned belief dimensions were identified as the most influential predictive variables.

*Keywords:* teachers' beliefs, instructional practices, the beliefs about teacher's professional development, the beliefs about the purpose of curriculum and the purpose of teaching, correlation

## Introduction

As the important aspect of teacher cognition, teachers' beliefs are “teachers' fundamental notions about teaching factors such as teaching, learning, learners, curriculum, the role of a teacher, etc.” (Borg, 2001, p. 187). Teachers' beliefs can have a significant impact on their teaching decisions, instructional practices, and professional development (Zhang & Liu, 2014). To improve teachers' career preparation and educational practice, it is important to explore the relationship between teachers' beliefs and their instructional practices (Yu & Xin, 2000; Liu, 2004).

Among the existing research of the relationship between teachers' beliefs and their instructional practices, most of them focus on whether there is (in)consistency or (mis)alignment between them (Lou & Liao, 2005; Phipps & Borg, 2009; Zheng & Simon, 2014; Dou, 2015; Esfandiari & Hussein, 2023), on what aspects they are inconsistent (Bao, 2019; Yuksel, Soru & McKinley, 2021), and the influencing factors for the inconsistencies (Yuan, Chen, & Jing, 2020; Ye & Hu, 2024; Yang et al., 2024).

However, scant attention has been paid to what kind of correlation exists between teachers' beliefs and their instructional practices and which beliefs have significant impacts, as Elisabeth and Hänze (2019, p. 7) stated “no clear picture evolves in regard to the actual impact of university teachers' beliefs on their teaching practice”. Furthermore, studies on the relationship between teachers' beliefs and their instructional practices mainly

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exploited qualitative methods, particularly case studies via observation and interview (Borg, 2003; Ji & Li, 2024). Many of them have the general problems of unclear dimensions and small samples (Gao & Cui, 2022; Liu, 2024), leading to a lack of a comprehensive view on the relationship between teachers' beliefs and their instructional practices in the EFL context. Hence, "the correlation between teachers' beliefs and their instructional practices needs further exploration" (Xiang, Zheng, & Wu, 2016, p. 82). The current study aims to address this research gap by exploring how the beliefs of teachers in Chinese universities shape and correlate with their instructional practices. By drawing on the data from a mixed-method design, the study seeks to answer the following research questions:

- (1) How do EFL teachers' beliefs shape their instructional practices?
- (2) What is the correlation between EFL teachers' beliefs and their instructional practices?
- (3) Which teachers' beliefs have the most significant impacts on their instructional practices?

## **Literature Review**

### **Classification of Teachers' Beliefs**

Scholars abroad and at home hold different opinions on the dimensions of teachers' beliefs. Various classifications of teachers' beliefs such as the two categories (Smith, 1993), four categories (Chen, 2011), five categories (Dou, 2015), six categories (Borg, 2001), seven categories (Zheng & Jiang, 2005), and even eight categories (Liu, 2004) can be found in the existing literature. These classifications were made by scholars from different perspectives using diverse research methods. For instance, Borg (2001) classified teachers' beliefs based on the theoretical analysis. Zheng and Jiang (2005) generalized their classification from the data of case interviews, while Dou (2015) extracted the dimensions by means of quantitative factor analysis. However, these studies were conducted by using either qualitative or quantitative methods, and their classifications were not necessarily tailored for higher educational settings in the EFL context. Therefore, a mixed-methods study on the classification of teachers' beliefs in Chinese context is of great necessity.

### **Relationship Between Teachers' Beliefs and Instructional practices**

Although substantial attention has been paid to unveiling the relationship between teachers' beliefs and practices in K-12 education (Gibbons, Villafañe, Stains, Murphy, & Raker, 2018; Chen, Phillips, & Dong, 2024), more evidence is needed in higher educational settings. Munby (1982) indicated that the significance of teachers' beliefs to the understanding of teacher decision making and teacher thinking could not be overemphasized. Pajares (1992) also claimed that teachers' beliefs are important predictors of teachers' classroom instructional practices since they have a strong relationship with teachers' instructional plans and decision making.

Most of the recent studies abroad and at home on the relationship between teachers' beliefs and their instructional practices focus on the consistency or inconsistency between them. Some studies revealed that teachers' instructional practices are broadly consistent with their beliefs (Fitzgerald, Dawson, & Hackling, 2013; Lou & Liao, 2005; Yang, 2010; Liu, 2024) while others found that belief-practice discrepancies were more salient (Phipps & Borg, 2009; Wei & Cao, 2020; Yüksel et al., 2021; Ye & Hu, 2024). Other scholars suggested that the relationship between teachers' beliefs and their instructional practices is not always consistent or inconsistent, but complicated and changeable, which depends on institutional, situational, and socio-cultural factors (Zheng, 2013; Uludağ, 2024). However, the discussions on the coexistence of consistencies and inconsistencies between teachers' beliefs and instructional practices are not enough to shed light on what degree of correlation exists

between them. Although a few studies did identify a significant correlation between the participants' beliefs and their intended instructional practices (Du et al., 2020), they did not explore which beliefs have important impacts on their practices. Therefore, the question of "which beliefs do influence teacher decision making" (Munby, 1982) does not seem to get a satisfactory answer. Given that the development of beliefs is situated, studying the complex relationship between teachers' beliefs and their instructional practices in the EFL context is of particular importance. Its findings were supposed to benefit those who are seeking to produce or reshape teacher education programmes and may have some implications for Asian and international English language teachers.

## Methodology

### Participants and Context

The participants of this study were the teachers who taught *College English* in universities (excluding higher vocational colleges) in mainland China. *College English* is a compulsory integrated course for non-English major undergraduates in most universities and colleges in China. Its contents usually cover comprehensive knowledge and skills of listening, speaking, reading, writing, and translating. The samples in the case study were three teachers teaching the course of *College English* at the same level in a key university in A Province. By using convenience sampling and purposive sampling strategies, the research used classroom observation and face-to-face interviews to collect the qualitative data. To protect their identification, the participants were anonymized and informed that they had the right to be excluded from the research at any time. Table 1 summarizes the background information of the three participants.

Table 1

*The Background of the Participants in the Case Study*

Teacher (pseudonyms)	Age	Title	No. of years teaching <i>College English</i>	Teaching qualifications
Ms. Li	28	Teaching assistant	2.5	MA in English Language Teaching
Mr. Zhou	39	Associate professor	12	PhD in Linguistics
Ms. Wu	41	Associate professor	17	MA in English Language Teaching

After the case study, a stratified sampling and a random sampling strategy were adopted to conduct a questionnaire survey. 409 teachers teaching *College English* from 22 universities in six regions of China (East China, Northeast China, Central China, Northwest China, Southwest China, and South China) took part in the questionnaire survey. 348 (85.1%) participants were female and 61 (14.9%) were male. 3.2% of the participants were professors, 31.3% were associate professors, and 65.3% were lecturers. The proportion of the professional titles of the teachers was basically in line with the overall characteristics of the national college English teaching faculty in mainland China, indicating that the sample had great representativeness.

### Research Instruments

The present study adopted an exploratory sequential design (Creswell & Creswell, 2018) by combining a case study and a questionnaire survey. Three specific research instruments were utilized to collect the qualitative and quantitative data. Non-participatory classroom observation intended to examine teachers' instructional practices in the real situation. The contents of the classroom observation sheet included the basic information and teachers' instructional practices at different phases (e.g. preparation before class, teaching activities during class, resource utilization, and evaluation and reflection after class). Semi-structured interview was applied to

understand the deep and implicit notions and attitudes behind teachers' instructional practices. The interview comprised 12 questions, covering their personal information, understanding of national curriculum documents, the types of students' abilities which they give priority to, the teaching methods or strategies they usually use, factors that influence the choice and use of their teaching methods or strategies, the roles they think teachers should play, their self-evaluation of the teaching effect, etc. Based on a bottom-up analysis of the data from the case study, a questionnaire survey was designed and implemented to identify the overall situation of teachers' beliefs and the correlation with their instructional practices. The questionnaire consisted of teachers' basic information and two scales: the teachers' beliefs scale and the instructional practices scale. The teachers' beliefs scale, with a total of 39 items, was designed based on the data of the case study (i.e. the beliefs about teacher's professional development, the beliefs about the purpose of curriculum and the purpose of teaching) and the descriptions in studies such as Zheng and Jiang (2005), Zheng and Simon (2014), and Dou (2015). The instructional practices scale, with a total of 76 items, was designed and revised by referring to the descriptions in studies such as Zheng (2008), Orlich, Harder, Callahan, Trevisan, and Brown (2010), and Zheng (2013). A pilot study was conducted among 42 *College English* teachers. After several remodifications, the final version of the questionnaire was formed. It consisted of 35 items about teachers' beliefs and 64 items about instructional practices.

### **Data Collection**

Classroom observations of three teachers' daily teaching practices were conducted, with 19 class hours (760 minutes) in total. Their teaching processes were videoed with their consent. Meanwhile, semi-structured interviews before and after classes were conducted with these teachers and their interviews were recorded as well with their permission. By drawing on the results from the case study and referring to the descriptions in the prior studies, the questionnaire was designed. 456 copies of the questionnaire were collected by means of one-to-one administration and online administration. Since 47 copies of the questionnaires were excluded due to uncompleted answers or the neglect of reversed items, 409 copies were valid, with an effective rate of 89.7%.

### **Data Analysis**

Firstly, the interview data were transcribed and translated verbatim before they were sent to the participants for member checking. Pseudonyms were used to protect privacy in all transcriptions. Based on a thematic analysis of the data from the classroom observation sheets and interview notes, each teacher's beliefs and instructional practices were interpreted, and the main features were identified.

The quantitative data derived from the questionnaire survey were analyzed with correlation analyses, multiple linear regression analyses, and path analyses via SPSS 16.0 to explore the correlation and causation between teachers' beliefs and their instructional practices. Exploratory factor analysis was performed using principal component analysis with maximum variance rotation. The factor extraction obeyed the following principles: (1) the eigenvalue of the extracted factor was greater than one and the items of the factor were more than three; (2) the output results were arranged in descending order by the factor load size and the load value was not lower than 0.40; (3) the factor attribution of each item was determined by combining the load value of each item and the dimensions of the questionnaire.

The result of the factor analysis of the teacher's beliefs scale showed that the KMO value was 0.886, much higher than the minimum requirement of 0.60 (Qin, 2009), and the value of Bartlett test of sphericity reached the significance level (Sig. = 0.000). Five factors, named "the beliefs about the purpose of curriculum and the purpose

of teaching”, “the beliefs about teacher’s professional development”, “the beliefs about teacher’s role”, “the beliefs about teaching content”, and “the beliefs about resource utilization”, were extracted and the total variance explained was 54.839%. At the same time, the result of the factor analysis of the instructional practices scale indicated that the KMO value was 0.955 and the value of the Bartlett test of sphericity reached the significance level (Sig. = 0.000). Five factors were also extracted from the scale, namely, “classroom communication and management”, “teaching evaluation and reflection”, “teaching preparation”, “teaching and adjustment”, and “activation of learning motivation”.

The results of the item-total correlation statistics showed that the overall Cronbach alpha of the teacher’s beliefs scale was 0.865, indicating a good internal consistency. The highest Cronbach alpha of the five factors was 0.847 and the lowest was 0.603. Although the Cronbach alpha of the beliefs about teacher’s role, the beliefs about teaching content, and the beliefs about resource utilization failed to meet the minimum requirement of 0.70, the reliability was still acceptable due to the small number of items and the measurement of emotional factors about attitudes and opinions (Qin, 2009).

As for the instructional practices scale, the results of the item-total correlation statistics showed that the overall Cronbach alpha was 0.957. Meanwhile, the Cronbach alpha of each factor was all above 0.70, among which the highest was 0.934 and the lowest was 0.762, indicating a good internal consistency.

## Results

### The Way Teachers’ Beliefs Shape Their Instructional Practices

According to the qualitative data from classroom observation and interviews, the core beliefs of Ms. Li, Mr. Zhou, and Ms. Wu included their views and attitudes about their profession, the purpose of curriculum, and the purpose of teaching, utilization of teaching resources and teacher’s role. Their typical instructional practices involved teaching preparation, activation of learning motivation, classroom communication and management, utilization of teaching resources, learning methods and strategies, etc. It is notable that teachers’ beliefs did play a significant role in guiding their instructional practices, which was also reported in the interviews.

For Ms. Li, the main purpose of language learning was communication, and the task of teaching was to provide opportunities and experiences for students to use the language and communicate with others in class. It indicates that Ms. Li, as a novice teacher, has basically acquired modern teaching ideas, and could carry out these ideas in practical teaching. She believes that students should get more exercise in oral expression ability and have more experiences in activities such as group presentation, teacher-student interaction, and student-student interaction. In addition to the beliefs about the purpose of curriculum and the purpose of teaching, Ms. Li’s belief about teacher’s professional development also had a certain impact on her instructional practices, especially in teaching preparation and activation of students’ learning motivation. In the interview with Ms. Li, she said that she loved her profession and students a lot. It is because of the love that she was willing to invest more time and energy in lesson preparation or teaching design, as she said:

I like to be with students, so I like to give classes. I usually spend at least one day preparing for an intensive reading class and another day preparing for a listening and speaking class. I tend to prepare more content each time. (Ms. Li, interview)

In the class, Ms. Li tried to let students play games, do film dubbing, learn and sing English songs, and make oral presentations, etc., to activate students’ learning interest and motivation, and exercise their English communicative ability.

Mr. Zhou's belief about the purpose of curriculum and the purpose of teaching also had a profound impact on his instructional practices. He argued that listening was the most important skill among all the language skills and it was the basis of learning other skills. In the interview, he said:

I believe that listening and speaking are the most important skills. Besides, I always consider that listening is even more important than speaking. If students are exposed to more listening materials, their speaking ability will be better. Therefore, I always lay stress on listening in class, rather than speaking. (Mr. Zhou, interview)

In Mr. Zhou's point of view, the priority of listening ability almost exceeds all the other language skills in the course of *College English*. Hence, the training of other abilities is reduced to the minimum. This kind of belief was not totally in line with what was depicted in *College English Curriculum Requirements* (College Foreign Language Teaching Steering Committee of the Ministry of Education 2020), which stated that the purpose of *College English* teaching was to enhance students' comprehensive ability.

The data in the cases of Ms. Li and Mr. Zhou revealed that teachers' instructional practices are mostly consistent with their beliefs. However, inconsistencies were also observed in the class observations. For instance, the experience of studying abroad and the understanding of teacher's role made Ms. Wu realize that modern teaching approaches should be student-centered. Teachers should try to use the communicative teaching approach in designing teaching activities, and organize more group discussions, oral presentations, etc. But after several attempts, she found that students' English expression abilities were too poor to produce enough output, leading to the unsatisfactory teaching effect. Though sometimes she organized group discussions, she always answered the questions by herself. Ms. Wu complained in the interview:

It is ideal that teachers have the idea of student-centered teaching approach and in the meantime, students have the willingness to engage dialogue with the teacher. But the realistic constraints do exist here. At present, they lack the ability to participate in these activities. They cannot have real dialogues with the teacher and other classmates. Most of the time, we can only share with them what we think is important or useful. (Ms. Wu, interview)

Ms. Wu's teaching idea does conform to the modern teaching approach, however, the status quo of large class size, students' unfavorable English proficiency and expression ability prevent her from realizing her teaching ideal. This is the reason why she feels "confused, entangled, and a little bored." It reveals that student factors contribute a lot to the misalignment between teachers' beliefs and their instructional practices.

### **Correlation Between Teachers' Beliefs and Their Instructional Practices**

Although the results of the case study illustrated the close connection between teachers' beliefs and their instructional practices to some extent, more significant beliefs and instructional practices may not be found due to the small sample and subjective classification. Therefore, the correlation coefficient statistics should be adopted (Qin, 2009) to gain an objective understanding of the strength of the connection between teachers' beliefs and their instructional practices.

The Pearson correlation coefficient showed that teachers' beliefs, both as a whole and in each separate category, were significantly correlated with instructional practices. The correlation coefficient between the overall teachers' beliefs and overall instructional practices was 0.512. Among the five specific categories, the beliefs about teacher's professional development had the highest correlation with overall instructional practices, which reached a 0.544 correlation coefficient, followed by the beliefs about the purpose of curriculum and the purpose of teaching, which reached a 0.471 correlation coefficient. It suggested that these two beliefs exerted the most significant impacts on instructional practices. In terms of specific dimensions, there was no statistically

significant correlation between the beliefs about teacher's role and activation of learning motivation, the beliefs about teaching content and classroom communication and management, the beliefs about teaching content and activation of learning motivation. All the other factors of teachers' beliefs were significantly correlated with each factor of instructional practices. The beliefs about teacher's professional development had the most significant correlation with classroom communication and management, and teaching preparation, with the correlation coefficients of 0.528 and 0.523.

### Teachers' Beliefs Exerting the Most Significant Impacts on Their Instructional Practices

Because the correlation analysis cannot reveal whether there is causality between teachers' beliefs and their instructional practices, multiple linear regression analysis is needed to examine whether the five factors of teachers' beliefs have a significant predictive effect on instructional practices and the magnitude of the predictive power. The results showed that the two variables of "the beliefs about teacher's professional development" and "the beliefs about the purpose of curriculum and the purpose of teaching" entered the regression equation model, as can be seen in Table 2.

Table 2

*Model Summary of the Multiple Linear Regression Analysis*

Models	R	R square	Adjusted R square	Std. error of the estimate	Change statistics				
					R square change	F change	df1	df2	Sig. F change
1	0.544 <sup>a</sup>	0.296	0.294	0.38971	0.296	171.197	1	407	0.000
2	0.587 <sup>b</sup>	0.344	0.341	0.37661	0.048	29.822	1	406	0.000

Notes:

<sup>a</sup> Predictors: the beliefs about teacher's professional development;

<sup>b</sup> Predictors: the beliefs about teacher's professional development, and the beliefs about the purpose of curriculum and the purpose of teaching.

Model 1 (the beliefs about teacher's professional development) could explain 29.6% of the variance of "the overall instructional practices". Model 1 (the beliefs about teacher's professional development) and Model 2 (the beliefs about the purpose of curriculum and the purpose of teaching) could jointly explain 34.4% of the variance of "the overall teaching practices", indicating that these two beliefs were useful predictive variables. Meanwhile, the significance level was 0.000, which was lower than 0.05, suggesting that the regression coefficient was significant. It confirmed the previous results of correlation analysis that these two types of teacher beliefs have the most significant impacts on instructional practices.

Further path analysis (see Figure 1) revealed that the direct influence of "the beliefs about teacher's professional development" on "instructional practices" (i.e. Beta standard coefficient) was 0.410; the direct influence of "the beliefs about teacher's professional development" on "the beliefs about the purpose of curriculum and the purpose of teaching" was 0.521, while the direct influence of "the beliefs about the purpose of curriculum and the purpose of teaching" on "instructional practices" was 0.257. It indicated that "the beliefs about teacher's professional development" not only exerted a direct effect on "instructional practices", but exerted an indirect effect on "instructional practices" through "the beliefs about the purpose of curriculum and the purpose of teaching". The residual coefficients of "instructional practices" and "the beliefs about the purpose of curriculum and the purpose of teaching" were 0.810 and 0.853 respectively, revealing that there were some other influencing variables.

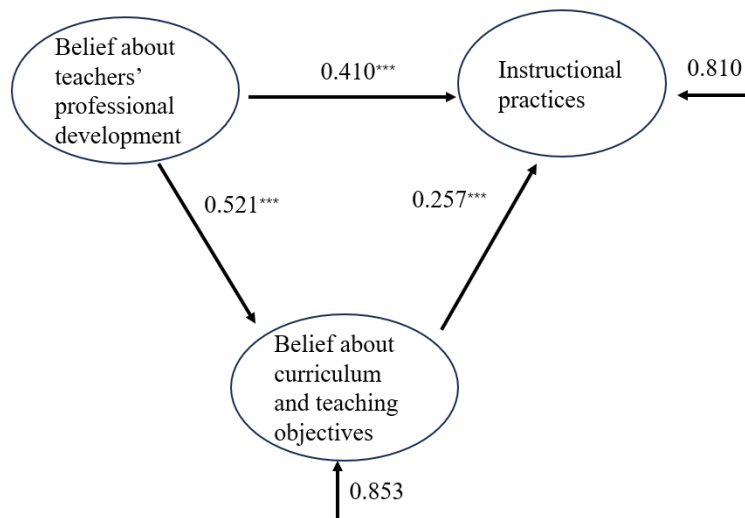


Figure 1. Path analysis model of teachers' belief and instructional practices.

Notes: Beta standard coefficient; \*\*\*: the significance at the 0.001 level.

The results presented above indicate a significant correlation between teachers' beliefs and their instructional practices, both overall and across each specific dimension. In particular, the beliefs about teacher's professional development and the beliefs about the purpose of curriculum and the purpose of teaching were significant predictors of instructional practices, indicating that they were the most important types of beliefs that influenced teachers' instructional practices. The research findings proved Pajares' (1992, p. 326) argument that "teachers' beliefs can affect their instructional practices, and they are the most powerful predictors of instructional practices". Additionally, the question of "which beliefs do influence instructional practices and teacher decision making?" (Munby, 1982, p. 216) was also responded in the present study.

## Discussion

### Influence of Teachers' Beliefs on Their Instructional Practices

It is found from the case study that teachers' beliefs had the significant impact on their instructional practices and their instructional practices generally reflected their beliefs. This finding echoes the research of Fitzgerald et al. (2013), Lou and Liao (2005), indicating that most teachers not only have their own understandings and judgments on various factors of language teaching, but can use these understandings and judgments to guide their own teaching practices. Apart from the consistencies, the study also found certain belief-practice inconsistencies. While various contextual factors such as the exam focused instruction and time constraints were reported in earlier research (e.g. Zheng, 2008; Zheng & Simon, 2014; Dou, 2015), this study provided additional analysis on the important influence exerted by class size, students' English proficiency, and communicative abilities. As can be seen in the case of Ms. Wu's classroom, class size, students' English proficiency, and communicative abilities were important factors hindering the interplay between teachers' beliefs and their teaching practices. This finding was also echoed in the study conducted by Liu (2024).

### Correlation Between Teachers' Beliefs and Their Instructional Practices

The results of the study address the literature gap proposed by Munby (1982) pertaining to which beliefs influence instructional practices and teacher decision making. The findings support the proposition that there is a significant correlation between teachers' beliefs and their instructional practices, both in general and across

specific dimensions. Notably, beliefs regarding teachers' professional development, as well as those concerning the purposes of curriculum and teaching, emerged as significant predictors of instructional practices.

Beliefs regarding teachers' professional development denote the professional concepts that teachers actively embrace and perceive as valid. It involves teachers' passion for their teaching career and their sense of identity in engaging teaching research. Such passion and sense of identity may contribute to teachers' greater sense of responsibility and emotional awareness, which is evident in the case of Ms. Li. The sense of responsibility and emotional awareness reflect teachers' internal willingness to realize their own professional growth. Zheng (2013) also emphasized that teachers' sense of responsibility and emotional awareness are important predictors of teachers' classroom teaching behavior innovation.

In addition to the direct influence on instructional practices, the beliefs about teacher's professional development also have a direct influence on the beliefs about the purpose of curriculum and the purpose of teaching, and thus have an indirect influence on instructional practices. It indicates that the higher professional identity, the stronger the sense of responsibility and emotional awareness teachers have, the more likely they will pay attention to the ultimate goal of curriculum and teaching. An adequate knowledge of the purpose of curriculum and the purpose of teaching may contribute to better belief-practices alignment, an idea that is also reported in the study of Chen et al. (2024) and Yang et al. (2024).

### Conclusion

This study fills the literature gap with both qualitative and quantitative evidence of the significant correlation between teachers' beliefs and their instructional practices, thus offering much insights for teachers' professional development, and teacher education programs.

Given the positive correlation between teachers' beliefs and their instructional practices, EFL teachers should reflect on their teaching beliefs and instructional practices frequently, timely revising or adjusting some traditional concepts that affect their teaching practices and teaching effects. Reflection on their own beliefs and actual practices may "enable teachers to have a better understanding of their beliefs, make sense of their instructional practices, minimize the belief-practice divergence, and maximize their teaching efficacy" (Cheng et al., 2021, p. 25). Teachers should also strive to make their teaching beliefs and instructional practices consistent, which is a crucial step for them to achieve professional development (Liu, 2004; Zhang & Long, 2021).

The findings regarding the predictive variables of the belief-practice relationship suggest that teachers' emotional factors (i.e. sense of responsibility, emotional awareness) and their knowledge and understanding of the purpose of curriculum and the purpose of teaching are some possible moderators in the interplay between the beliefs and practice. To ensure more belief-practice congruence, teacher education programs can organize various experiential activities to help EFL teachers analyze their preconcepts (i.e. original cognition, notions, or attitudes) and emotional factors hindering their belief-practice consistence. Such experiences are conducive to reaching some conceptual change (Zhao, 2020) or belief change in EFL teachers, which may in turn lead to noticeable changes in their teaching practices. Furthermore, targeted institutional support pertaining to curriculum interpretation and teaching rational can enable EFL teachers to actively increase their initiative in teaching (Pappa, Moate, Ruohotie-Lyhty, & Etelapelto, 2019), and ultimately optimize the teaching effect.

Despite the important findings the present study revealed, some limitations should also be addressed. Firstly, the study mainly investigated the one-way influence of teachers' beliefs on their instructional practices, but how instructional practices in turn affected the formation and development of teachers' beliefs is unexplored. Future

research can continue to investigate the complex two-way interaction between teachers' beliefs and their instructional practices. Secondly, the various constraints influencing the belief-practice interplay were not explored thoroughly. However, language teachers' beliefs are inextricably intertwined with their everyday teaching practices, which are mediated by "both macro- and micro-level contextual factors in their classrooms, schools, and communities" (Yuan et al., 2020; Chen et al., 2024). Future research can also consider examining how the various personal and contextual factors are interacted in the formation of belief-practices correlation.

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