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Aligning Pedagogical Beliefs with Teaching Practices in Grammar Intervention

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Abstract:

This study examined the key factors that influence language learning, with a specific focus on grammar instruction. Using a qualitative research design, semi-structured interviews were conducted with 15 experienced language instructors from the South Tehran Branch of Azad University. Participants were selected through purposive sampling until theoretical saturation was achieved. The data were analyzed through thematic analysis, following a three-stage process: identifying basic themes, organizing these into broader categories, and developing overarching themes. The analysis identified six main dimensions impacting grammar instruction: teaching experience, academic background, educational beliefs, instructional approaches, feedback mechanisms, and personal beliefs. These factors significantly shaped the strategies instructors adopt when teaching grammar. The findings indicated that the interplay between instructors' experiences and their educational and personal beliefs played a crucial role in shaping their instructional practices. Furthermore, the proposed cognitive model enhanced the understanding of grammar instruction by providing a framework that aligns instructional strategies with teachers' underlying beliefs. This study offered valuable insights for educators, particularly in higher education, on improving grammar instruction through targeted pedagogical interventions. Additionally, the findings can inform the development of professional training programs tailored to the specific needs and beliefs of language instructors, potentially leading to more effective teaching practices and improved learning outcomes in language education.

Keywords: Instructor Perceptions, Grammar Instruction, Grammar Practices, Teaching Methods

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1. Introduction

English serves as a global language, facilitating international communication and relations. In the field of language teaching, teachers' beliefs played a critical role, as they directly influence the selection of teaching methods and approaches, thereby shaping the overall teaching and learning process. Instructors who are aware of the significance of these beliefs often engaged in more comprehensive grammar instruction, utilizing a variety of methods to cater to diverse learning needs. Teacher beliefs also impacted learner motivation and classroom interactions, ultimately influencing the learning process.

Research showed that these beliefs affect teaching methods, performance, learning strategies, material selection, and curriculum design (Kistner et al., 2015). Therefore, aligning teacher beliefs with instructional practices is essential for fostering learner-centered teaching and improving student comprehension.

Several factors contributed to the formation of teacher beliefs, including personal experiences, prior education, societal culture and values, and interactions with both learners and colleagues. These beliefs shaped teaching strategies, learner attitudes, and motivations, ultimately influencing the language learning environment and facilitating students' learning. Teacher beliefs, in

particular, could significantly shape their approach to grammar instruction (Alkhreshi et al., 2021). Common challenges in this area include discrepancies between beliefs and practices, managing large and diverse classes, time constraints, limited resources, and a lack of linguistic confidence. These issues underscored the importance of teacher training and the need to enhance teachers' beliefs to improve grammar instruction in language classrooms. Strengthening teachers' educational beliefs aimed to improve teaching methods, increase learner engagement, and promote better learning outcomes, while also fostering a more positive classroom environment. These beliefs also impacted teachers' educational decisions and their interactions with students (Gitschthaler et al., 2024).

To align grammar instruction with teacher beliefs and perceptions, several questions arise:

1. How can teachers' instructional methods be better aligned with their beliefs about grammar teaching?
2. What professional development opportunities can help teachers reflect on and adapt their beliefs?
3. How can teachers be supported in implementing grammar teaching strategies that are both effective and aligned with their educational values?

Language education practitioners in various contexts aimed to impart language skills to learners in an efficient and effective manner. This research sought to explore strategies for facilitating and accelerating language learning, particularly for younger learners, to achieve optimal results in a short time frame. By examining the beliefs and challenges faced by teachers in grammar instruction, this study aimed to offer insights into how these beliefs can be aligned with pedagogical practices to better support the language learning process.

The importance of English language education in academic settings has been widely discussed in research. The integration of English language education was shaped by global trends, including digitalization and the growing demand for authentic resources that meet specific communicative needs. Studies on the integration of English for specific purposes in educational settings emphasize the need for language learning alongside content learning to meet both individual and professional demands (Loachamín-Valencia et al., 2022). These findings highlighted the critical role of English language education in enhancing communication and its overall effectiveness. As a result, English language education is increasingly recognized as vital (Ferreira & Soeters, 2024), given its status as the international language necessary for cross-cultural communication. Mastery of English not only improves student performance but also enhanced their efficiency in various fields.

2. Review of Literature

2.1. Theoretical Background

Teacher beliefs, attitudes, and perceptions toward grammar instruction played a crucial role in shaping educational practices. These beliefs influence not only teaching methods but also the overall learning environment, impacting

students' motivation and language proficiency (Wesely et al., 2024). Research consistently showed that both teachers and students often recognize the importance of grammar in language education, though these perceptions may differ depending on the context. Teacher beliefs guided educational decisions, which, in turn, shaped learners' motivation, engagement, and linguistic capabilities (Musuña Masabanda & Yugcha Tipan, 2024).

2.2. Empirical Findings on Teacher Beliefs and Grammar Instruction

2.2.1. *The Role of Grammar in Language Learning*

Many teachers believe that formal grammar instruction is essential for achieving proficiency, particularly in classroom-based learning environments. Grammar is considered the foundation of language acquisition, as it supports vocabulary development, sentence construction, and overall communicative competence (Arifin, 2023). Grammar's importance was further underscored by research showing that individual learner differences, such as motivation and willingness to communicate, significantly influence the effectiveness of grammar instruction (Blair et al., 2024).

2.2.2. *Approaches to Grammar Teaching*

Teachers generally favored explicit grammar instruction, which can be implemented either inductively or deductively. The selection of methods was often based on teachers' personal experiences and perceptions (Soliman, 2022). While some adhere to traditional methods, others advocate for the inclusion of explicit grammar instruction in curricula to promote language learning (Gartziarena & Altuna, 2023). Factors such as prior language learning experiences, professional training, and classroom constraints also shaped teachers' instructional choices (AlAbri, 2022). As a result, understanding teacher beliefs was vital for developing effective teaching strategies that align with both teachers' preferences and learners' needs.

2.2.3. *Error Correction and Feedback*

The correction of grammatical errors, even when they do not impede comprehension, was generally viewed as important by teachers. Their beliefs about grammar and feedback significantly influence their teaching effectiveness (Farida, 2022). Research suggested that consistent and constructive feedback, especially from teachers who emphasize its importance, leads to better student progress in grammar acquisition (Hidayah et al., 2021). Moreover, teacher training programs can enhance teachers' understanding of effective feedback practices, leading to improved learner outcomes (Aman, 2020).

2.2.4. *Teacher Beliefs vs. Learner Beliefs*

A significant gap often exists between teachers' and learners' beliefs about grammar instruction. While learners may prefer more implicit methods, teachers tend to advocate for explicit approaches (Arifin, 2023). This discrepancy can hinder student learning and impede progress. Research highlighted the need to align teacher

and student beliefs to foster more effective grammar instruction and improve student outcomes (AlAbri et al., 2022). Teacher beliefs are shaped by their own grammar learning experiences, teaching practice, and professional development. Meanwhile, student beliefs are influenced by factors such as previous language learning experiences, proficiency levels, and personal learning styles (Hu & Liu, 2021). Aligning these beliefs between teachers and students can significantly improve grammar instruction and student performance (Sarandi, 2024). Additionally, teachers' beliefs are often informed by cultural and contextual factors, such as the role of grammar in the local language and its importance in the classroom (Al-Khresheh et al., 2021). Teachers often believe that practice was essential for mastering grammar, and research supports this. Students who are given ample opportunities for practice tend to show greater progress (Arifin, 2023). However, factors like time constraints and curriculum overload can influence teachers' decisions regarding the types of exercises used in grammar instruction (AlAbri et al., 2022). Professional development can help teachers refine their beliefs and practices, leading to more effective grammar instruction (Nazari et al., 2022).

2.3. Teacher Training and Professional Development

Teacher training and professional development programs played a critical role in shaping teachers' beliefs and practices. Research suggested that these programs should focus on aligning teachers' and students' beliefs about grammar instruction (Elsner, 2021). For instance, a study on two novice Iranian English teachers demonstrated that targeted training positively impacted their grammar teaching beliefs and practices (Nazari et al., 2022). Moreover, effective teacher training programs encourage the adoption of innovative teaching methods while addressing any discrepancies between teachers' beliefs and instructional practices (Arifin, 2023).

2.4. The Influence of Teachers' Beliefs on Practice

Research reveals that while teachers' beliefs significantly influence their teaching practices, there are often inconsistencies between beliefs and actual classroom behavior (Uysal & Bardakci, 2014). These inconsistencies may be due to institutional constraints or personal factors (Nazari et al., 2022). Nevertheless, aligning teachers' beliefs with their practices was critical for improving teaching effectiveness and enhancing student outcomes.

2.4.1 *The Role of Emotions and Mindsets in Grammar Instruction*

Teachers recognize that addressing students' emotions and mindsets was key to successful grammar instruction, as learners' internalization of grammatical concepts was closely tied to their emotional engagement (Chiroque Chero, 2022). Despite the effectiveness of focus-on-form approaches, research showed that many teachers fail to implement this method in practice (AlAbri et al., 2022). This highlighted the importance of further aligning teacher beliefs and practices in grammar instruction to improve student outcomes. In summary, teacher beliefs about

grammar instruction are pivotal in shaping educational practices and student learning. By understanding and addressing these beliefs, educators and researchers can develop more effective teaching strategies that lead to improved grammar instruction and student success.

The primary objective of this study was to examine how teachers perceive and implement grammar instruction in their classrooms. A secondary goal was to investigate whether a gap exists between teachers' beliefs and their actual practices when teaching grammar. The approach to grammar instruction can significantly influence the learning process, either facilitating or hindering language acquisition. Understanding teachers' perspectives and instructional approaches to grammar can reveal effective strategies for conveying grammatical knowledge to learners. Failure to adequately address grammar instruction may adversely impact students' language acquisition. Therefore, this research aimed to explore teachers' beliefs and attitudes regarding the most effective methods for teaching grammar in language classrooms, focusing on the perspectives and practices of experienced English teachers.

Research Questions

1. How do English teachers' perceptions of grammar instruction shape their teaching practices?
2. **In what ways can teachers align their beliefs about grammar instruction with their actual teaching practices?**
3. How do professional development experiences influence teachers' reflections on and potential adjustments to their beliefs about grammar instruction?

3. Methodology

This exploratory and applied study adopts a qualitative approach, utilizing thematic analysis to investigate the research questions. The thematic analysis follows the Attride-Stirling framework, which was structured into three stages: descriptive coding (basic themes), interpretive coding (organizing themes), and integration through overarching themes. This framework was applied to analyze data collected from 15 expert language instructors at the Islamic Azad University, South Tehran Branch. Through these analyses, a facilitation model for grammar learning based on the beliefs of Tehran university professors was developed and examined. The participants, were selected through purposive sampling and the principle of theoretical saturation, were chosen for their extensive experience and active involvement in language education.

This research sought to explore the relatively under examined aspects of English language teachers' beliefs and practices regarding grammar instruction. The qualitative methodology, combined with thematic analysis, enabled the identification of new patterns and insights, offering a deeper understanding of how professors' beliefs influence their pedagogical practices. The findings contributed to the broader knowledge base in language education and have practical implications, such as enhancing educational programs, designing teacher training workshops, and improving grammar instruction in English classrooms. The

Table 1. Calculation of test-retest reliability

Row	Number of Codes	Number of Agreements	Number of Disagreements	Reliability Coefficient
1	11	9	2	81.82%
2	15	12	3	80%
3	21	17	4	80.95%
4	14	12	2	85.71%
5	61	50	11	82.12%

Attride-Stirling framework was selected for its structured, step-by-step approach, which lends itself well to rigorous thematic analysis. This framework allows for the systematic identification, analysis, and reporting of themes within qualitative data. The thematic analysis consists of three core stages:

- 1. Descriptive Coding (Basic Themes):** At this stage, the initial basic themes are identified and categorized.
- 2. Interpretive Coding (Organizing Themes):** The basic themes are further developed into organizing themes, providing additional structure and meaning to the data.
- 3. Integration through Overarching Themes:** Finally, overarching themes are identified, representing more abstract and comprehensive concepts.

A key advantage of the Attride-Stirling framework, in comparison to other thematic analysis methods such as those proposed by Boyatzis or Braun & Clarke, was its emphasis on the integration and structuring of themes at different levels. This feature enables a more nuanced exploration of relationships between themes, allowing for more precise and meaningful findings. In this study, this approach facilitated an in-depth analysis of the relationship between professors' beliefs and their teaching practices. The sample comprised 15 English language professors from various universities in Tehran, with 8 female and 7 male participants, ranging in age from 30 to 50. The selection criteria emphasized the participants' substantial experience in English language teaching and their commitment to pedagogical effectiveness.

To assess the reliability of the interview data, the test-retest method was employed. Three interviews were selected and coded by the researcher at 15-day intervals, yielding an average reliability coefficient of 82.12%, demonstrating high data consistency. Additionally, inter-coder reliability was measured by having another expert code a subset of interviews, and the results indicated that inter-coder reliability exceeded 80%. To enhance the validity of the study, data triangulation and review by independent experts were employed. The accuracy of the researcher's interpretations during the interviews was checked, and feedback from colleagues on the coding process was sought. This rigorous process helped to improve the validity and accuracy of the findings. Semi-structured interviews served as the primary data collection method in this study. For the test-retest reliability assessment, the coding results of the selected interviews are presented in the table 1 below.

To further ensure the validity of the study, multiple

strategies were employed, including data triangulation, expert review, and verification of interpretations during interviews. This research explored the attitudes and experiences of English language professors toward grammar instruction, utilizing semi-structured interviews (to see the content of the interview questions refer to Appendix). Given the qualitative nature of the study, ensuring the validity of the data was crucial for accurately reflecting the participants' real-world experiences and insights. By applying these methods—triangulating data, conducting reviews by independent experts, and cross-checking interview interpretations—the study's validity was significantly strengthened.

This multi-method approach provided a comprehensive view of the data, ensuring that the findings genuinely represent the experiences and attitudes of the professors involved. As a result, the validity of the study can be confidently asserted to exceed 80%, which underscored the precision and credibility of the results. This level of validity makes the findings applicable to a broader population of English language educators, reinforcing the study's relevance.

Reliability was also carefully measured in this study. According to the test-retest reliability data, the consistency of the interviews was calculated at over 80%. Given that a reliability threshold above 60% was generally accepted as adequate (Cavalli, 1996), the coding procedures used in this research are confirmed to be reliable. In addition, inter-coder reliability was assessed by having another expert code a portion of the interviews. The results indicated that the reliability of the coding across research categories exceeded 80%, further confirming the robustness of the data analysis process. For additional validity confirmation, researchers took steps to verify their interpretations during the interviews by asking participants to clarify or confirm their responses when necessary. Furthermore, colleagues were invited to review the axial coding process and provide feedback, which was then integrated into the final axial coding paradigm. These combined efforts contributed to the overall reliability and validity of the research findings.

4. Results

This study employed the Attride-Stirling framework for thematic analysis, which involved three key phases: descriptive coding, interpretive coding, and the identification of overarching themes. In the descriptive coding phase, the research identified basic themes, which served as the foundation for further analysis. During the

Table 2. Overarching Concepts

Main Category	Overarching Concepts	Organizing Concepts	Basic Concepts
Facilitating Grammar Learning Based on Teachers' Beliefs	Educational Experiences	Teachers' personal experience of learning grammar	Explicit grammar learning, self-learning, deductive learning, indirect learning, use of grammar translation method, simultaneous use of first and second language, combination of alternative methods to grammar translation
		Teachers' educational experience of grammar	Direct learning, indirect learning, learning through games, learning through examples, learning through the methods they themselves learned grammar
		Use of previous teachers' teaching methods (imitation in teaching)	Creativity in teaching, simplifying grammar, engaging learners, motivating learners, using kinesthetic techniques, using rhythmic techniques, increasing patience in teaching, patience in solving problems, giving time to learners
	Educational Background	Reasons for changing strategy	Needs, abilities, goals, specific learner levels, differences in classroom environment, learner age, learner background
		Reasons for changing approach	Learners' goals and motivation, passage of time and experience, learners' age, learners' gender, quick ways to transfer language, feedback from learners, learners' individual goals
		Sources of changing approach	Feedback from learners and observers, self-evaluation by the teacher, learners' needs, consultation, collaboration and sharing teaching methods with other teachers, journals, new textbooks, experimenting with new ideas, research, educational theories, personal experiences
	Educational Beliefs	Importance of grammar role	Inclusion of grammar in content due to its importance – importance of grammar alongside other skills
		Extent of grammar coverage based on textbook	Complete coverage of all grammar points, no need to cover all grammar points, coverage of the most important grammar points, grammar coverage based on learners' needs
		Effect of grammar on accuracy and fluency	Grammar leads to the production of correct, comprehensible, and understandable sentences, grammar gains importance in the absence of access to the target language, grammar directly impacted the accuracy and correctness of speech, grammar enhanced fluency, eloquence, precision, and mastery in speech
	Approaches	Need to explain linguistic terms and roles	Familiarity and use of terms reduce teaching time, roles and terms facilitate education, make understanding easier
		How to explain and teach grammar	Explicit, exploratory, implicit, direct, indirect, structure discovery, combination of direct and indirect
		Use of the first language in teaching	Avoiding ambiguity and confusion, clarifying grammatical concepts, removing obstacles to grammatical learning, facilitating learning
Feedback	Type of feedback in error correction	Negative feedback, positive feedback, both positive and negative feedback, feedback timing, feedback type, speech correction, early correction to prevent fossilization, overlooking minor errors to avoid disrupting learner speech, necessity of error correction in advanced learners, self-correction by learners, teaching grammar at the beginning of the class	
	Effect of feedback on practicing structures	Practice leads to better understanding, learning word order in sentences, practice with workbooks, textbook tests, increasing linguistic precision and mastery, classroom interaction with peers, intensive practice leading to academic and speech progress, focusing on practical structures, using multiple-choice exercises, fill-in-the-blanks, substitution exercises	
Personal Beliefs	Influence from others	Leads to a shift from direct to indirect approach, change from explicit to implicit approach, participation in workshops, sharing teaching experiences	
	Differences in beliefs	Learner status, skill level, learning environment, learning context, learner characteristics, learners' needs	
	Personal beliefs	Allocating short time, finding the simplest way, teaching grammar based on instructions, more effective grammar teaching in non-native environments, using educational books, references, using new technologies in teaching grammar, entertaining and interactive methods, games in grammar, using strategies and techniques, employing simple approaches	

interpretative coding phase, these basic themes were organized into more structured categories, referred to as organizing themes. Finally, overarching themes were identified, which represent more abstract concepts that encapsulate the essence of the organizing themes.

Through the analysis of the interview data and the subsequent integration of similar codes, a total of 147 basic codes were finalized. Once the basic codes were established, they were reorganized into broader categories, or organizing codes, to highlight emerging themes. This process enabled the transformation of the open codes from their initial form into a more structured format, creating organizing concepts. As outlined in Table 2, the total number of organizing codes extracted in this phase amounted to 17. In the final stage, these organizing themes were connected to overarching themes, representing a higher level of abstraction. This step provided a cohesive framework for understanding the data on a broader scale. The overarching themes were classified into six dimensions,

which are presented in the subsequent analysis.

The figure below presents the model for facilitating grammar learning based on teachers' beliefs.

4.1. Explanation of the Model:

The model for facilitating grammar learning, grounded in teachers' beliefs, illustrated the interrelated components and processes that shaped effective grammar instruction. Developed through a thematic analysis of interviews with experienced language instructors, the model identified several key dimensions that contribute to successful grammar teaching. The figure 1 portrays these dimensions as interconnected elements, demonstrating how each component influences the others, thus creating a dynamic and complex system. This interplay reflected the multifaceted nature of grammar instruction, where various factors simultaneously affect teaching approaches and outcomes. This model offered a comprehensive framework for understanding the intricate process of grammar

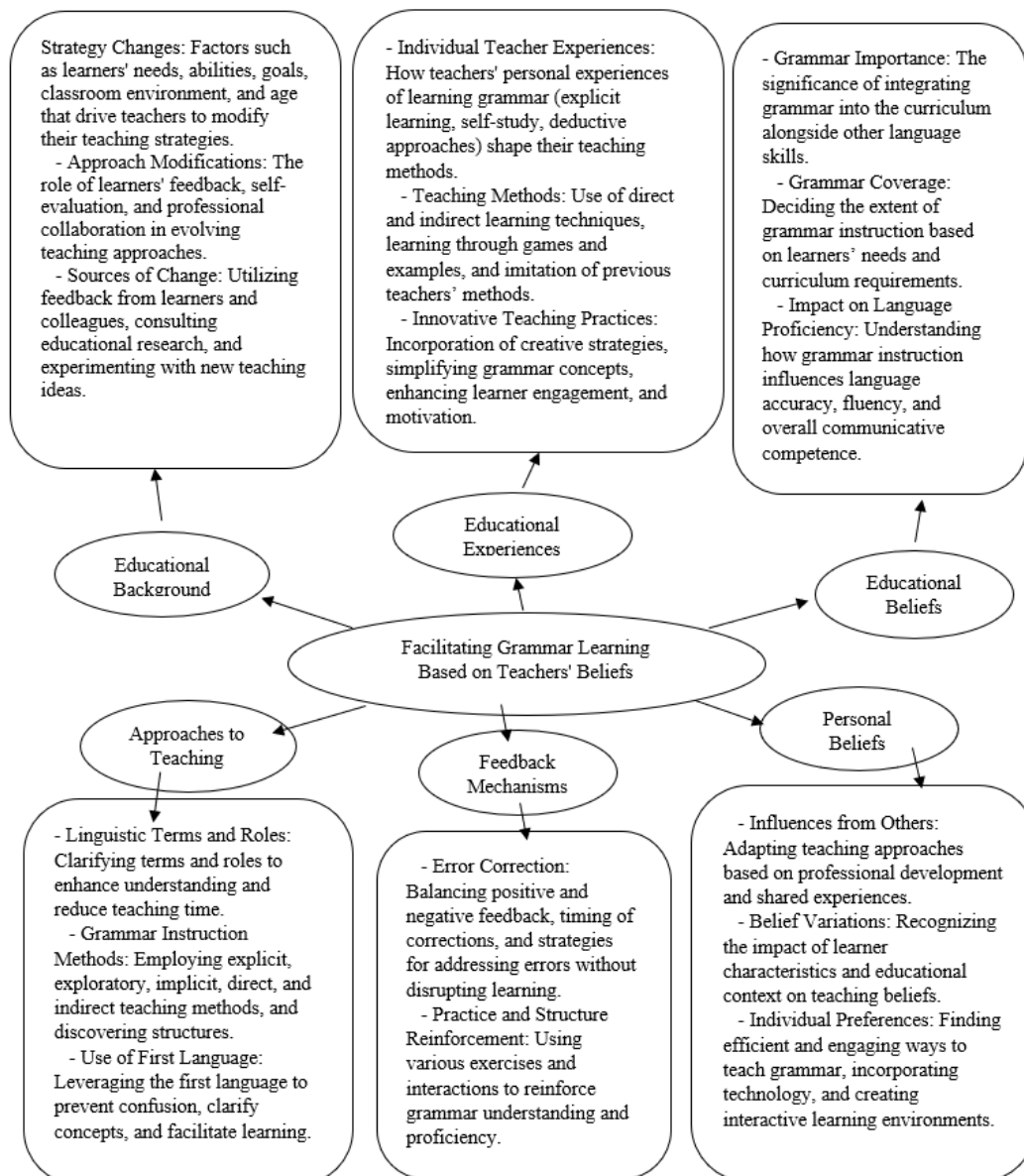


Figure 1. Model for Facilitating Grammar Learning Based on Teachers' Beliefs

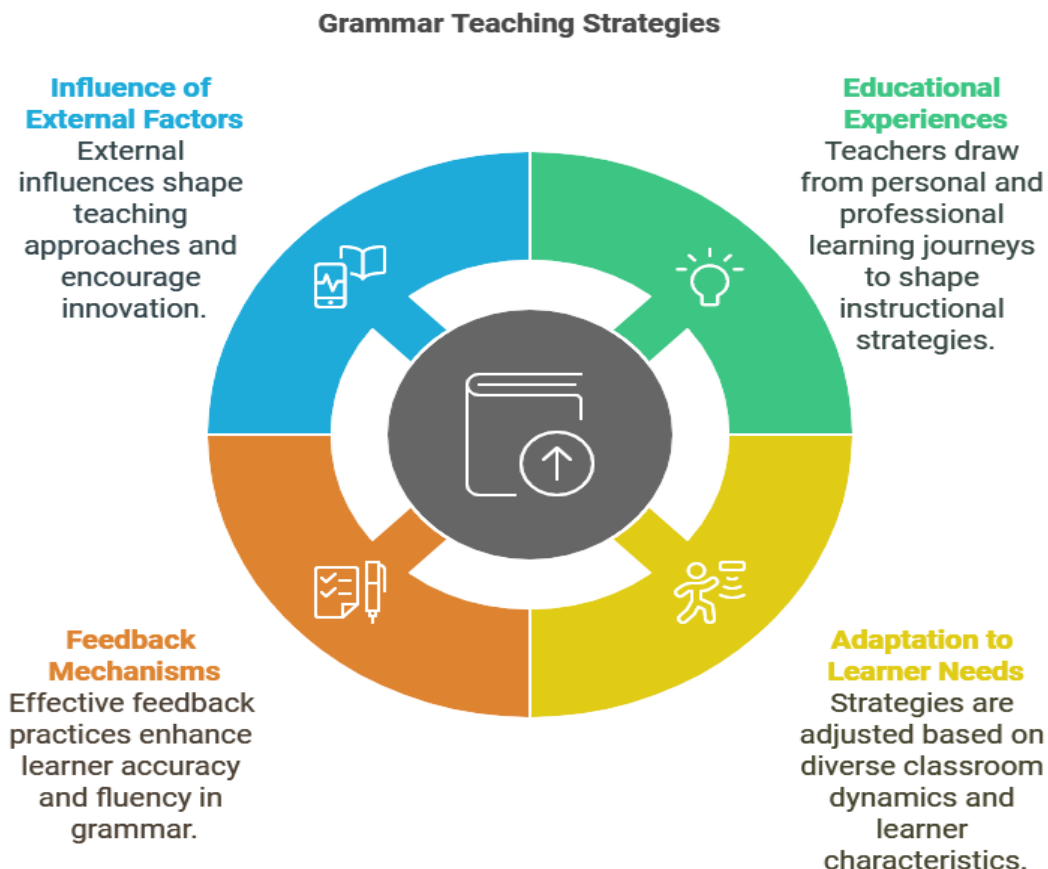


Figure 2. A Framework for Enhancing Grammar Instruction through Aligned Teacher Beliefs and Practices

teaching. By mapping the relationships between beliefs and instructional practices, it provides valuable insights for educators, helping them refine their teaching methods to align more closely with both their pedagogical beliefs and their learners' needs.

Figure 2 highlighted key components that bridge teachers' beliefs and instructional practices. Professional Development fosters practical skills, Curriculum Design enhanced adaptability, and Teacher Evaluation promotes continuous growth. Together, these elements create a learner-centered approach, integrating rule-based and communicative methods to support effective grammar instruction and linguistic proficiency.

5. Discussion

This study investigates the intricate relationship between professors' beliefs and their practices in teaching grammar, addressing the outlined research questions.

Response to Research Question 1:

The Influence of Professors' Beliefs on Teaching Methods

The findings indicated that professors' beliefs about grammar instruction significantly impacted their teaching methods. Professors who possess diverse experiences as both learners and educators tend to adopt a wider variety

of learner-centered approaches in the classroom. This conclusion aligns with existing literature. For instance, AlAbri et al. (2022) demonstrated that educators' instructional approaches are directly shaped by their teaching experiences. Similarly, research highlighted that personal experiences, prior language learning exposure, and professional training contributed to shaping instructional choices (Soliman, 2022; Gartziarena & Altuna, 2023). Furthermore, this study highlighted the critical role of feedback and error correction in the teaching process. Effective feedback contributed to improving the quality of learning and assists professors in adjusting their methods to meet students' educational needs. This finding was consistent with the research of Musuña Masabanda and Yugcha Tipan (2024), who also stress the importance of feedback in the teaching process. Additionally, studies indicated that teacher beliefs regarding explicit versus implicit grammar instruction directly influence the effectiveness of classroom methodologies (Arifin, 2023; Farida, 2022).

Response to Research Question 2:

Aligning Professors' Practices with Their Beliefs

The results suggest that aligning professors' teaching practices with their beliefs necessitates a thorough understanding of the factors influencing these beliefs. Teacher education programs and professional development

opportunities are instrumental in assisting professors to reflect on their beliefs and align them with their teaching methods. This conclusion mirrors the research of Arifin (2023) and Nazari et al. (2022), both of whom underscored the importance of continuous professional development in ensuring coherence between beliefs and practices. Additionally, Elsner (2021) emphasizes that professional development programs should focus on bridging gaps between teacher beliefs and their actual instructional methods. It was recommended that universities design teacher training programs and professional development initiatives aimed at enhancing professors' educational beliefs. Such programs should include workshops, experience-sharing sessions, and specialized training to help professors align their beliefs with the most effective teaching methods. Research also suggested that addressing institutional constraints and curriculum overload could enhance the practical application of pedagogical beliefs (Alabri et al., 2022; Nazari et al., 2022).

Response to Research Question 3:

The Importance of Continuous Professional Development

This research underscored the necessity of ongoing professional development opportunities for professors to revisit and adapt their beliefs about grammar instruction. Feedback from learners, academic administrators, and collaboration with fellow professors played pivotal roles in shaping these beliefs and teaching practices. This finding corroborates the work of Sarandi (2024) and Nazari et al. (2022), who similarly emphasize the significance of feedback and collaboration. Additionally, prior studies indicated that cultural and contextual factors, such as the role of grammar in the local language and educational expectations, shaped teacher beliefs (Al-Khresheh et al., 2021). Moreover, teacher training initiatives that focus on the implementation of innovative teaching methodologies could facilitate greater alignment between beliefs and practices (Arifin, 2023; Elsner, 2021).

Analysis of Feedback and Its Impact on Teaching Methods: Feedback from students and academic administrators was essential for refining teaching practices. Such feedback enables professors to identify the strengths and weaknesses of their methods, allowing them to make necessary adjustments. For instance, positive feedback could enhance student engagement, while constructive criticism could highlight areas that require changes in instructional techniques (Sarandi, 2024). Research suggested that incorporating constructive criticism and integrating modern educational technologies could significantly enhance teaching and learning. Additionally, teacher beliefs regarding grammar instruction must be aligned with learner expectations to optimize educational outcomes (Hu & Liu, 2021; Alabri et al., 2022). Professors could leverage digital tools and online platforms to update their teaching methods and create more engaging learning experiences. Furthermore, studies highlighted that teachers who provided ample practice opportunities for grammar instruction contributed to higher student success rates

(Arifin, 2023). Overall, this study reinforces the idea that teachers' beliefs and practices must be continuously examined and refined through professional development, feedback, and adaptation to educational advancements. Future research should further explore the role of cultural and institutional factors in shaping instructional beliefs and practices to enhance grammar instruction in language education.

Analysis of Variables Affecting Professors' Beliefs and Practices: Various factors influence professors' beliefs and practices, including learners' needs, goals, classroom environment, and individual experiences. Professors who recognized the importance of grammar tended to employ explicit, practice-based instructional methods (Alabri, 2022). Additionally, personal experiences and educational theories significantly impacted professors' beliefs and practices. Teacher beliefs guided instructional decisions, shaping learners' motivation, engagement, and linguistic capabilities (Musuña Masabanda & Yugcha Tipan, 2024). Furthermore, collaboration and experience-sharing with other educators could enhance teaching methods and deepen subject knowledge (Hu & Liu, 2021). These findings aligned with research emphasizing the importance of collaboration and professional development (Nazari et al., 2022). Empirical studies highlighted that professors' beliefs about grammar instruction were shaped by their own educational backgrounds and professional training (Soliman, 2022). Their instructional choices are influenced by factors such as prior language learning experiences and contextual constraints (Alabri et al., 2022). Additionally, teachers' attitudes toward grammar instruction impacted their effectiveness in fostering student learning (Blair et al., 2024). These studies reinforce the argument that individual teacher perceptions played a crucial role in shaping classroom pedagogy and learning outcomes.

Professional Development Programs: It is recommended that universities implement continuous professional development programs for language professors. Research suggested that targeted training programs positively impacted grammar teaching beliefs and practices (Nazari et al., 2022). Professional development should focus on aligning teachers' and students' beliefs about grammar instruction to reduce the gap between instructional practices and learner preferences (Elsner, 2021). Studies indicate that structured training programs help teachers refine their beliefs and adopt more effective strategies for grammar instruction (Arifin, 2023). By integrating both inductive and deductive approaches, such programs could cater to diverse pedagogical needs (Gartziarena & Altuna, 2023). Additionally, teacher training initiatives should emphasize feedback techniques, as research has shown that constructive feedback improves student learning outcomes (Hidayah et al., 2021).

Encouraging Collaboration and Experience Sharing: Providing more opportunities for collaboration and experience-sharing among professors could enhance the quality of teaching and learning. Studies have shown that experience-sharing sessions enable educators to refine their instructional practices based on peer insights (Farida,

2022). Universities should organize regular workshops where professors could exchange ideas and reflect on their teaching methodologies (Aman, 2020). This approach aligned with findings suggesting that professional training fosters the adoption of innovative teaching methods while addressing discrepancies between beliefs and practices (Arifin, 2023). Moreover, research underscored the importance of teacher-student alignment in instructional approaches to maximize learning efficacy (Sarandi, 2024). Ensuring such alignment could bridge the gap between explicit and implicit grammar teaching preferences among educators and learners (AlAbri et al., 2022).

Utilizing Modern Educational Technologies: Universities should also harness modern educational technologies for grammar instruction. Digital tools such as educational software, online platforms, and interactive applications could enhance engagement and facilitate personalized learning experiences (Wesely et al., 2024). Research indicated that integrating technology into grammar instruction helps learners reinforce linguistic structures more effectively (Chiroque Chero, 2022). Mobile applications providing grammar exercises and gamified learning opportunities have been found to significantly improve students' motivation and performance (Blair et al., 2024). Instructors who incorporate technology-driven teaching methods could bridge the gap between theoretical knowledge and practical application, making grammar instruction more accessible and engaging (Al-Khresheh et al., 2021).

The study highlighted the substantial influence of professors' beliefs and experiences on their teaching methods and educational outcomes. A detailed analysis of these variables, along with constructive feedback, could help improve the quality of teaching and learning. The gap between teacher and learner beliefs regarding grammar instruction underscored the need for targeted interventions that promote alignment between pedagogical approaches and student expectations (Arifin, 2023). Considering the limitations of this study, future research should explore diverse contexts, broader samples, and long-term effects to provide more accurate and reliable results (Uysal & Bardakci, 2014). Additionally, investigating how cultural and institutional factors shaped teacher beliefs could further contribute to the development of effective grammar instruction strategies (Al-Khresheh et al., 2021). By addressing these research gaps, future studies could offer valuable insights into optimizing language teaching methodologies and enhancing learner outcomes.

5.1. Implications of the Study

The findings of this study have significant implications for language educators, curriculum developers, and teacher training programs. First, aligning teachers' beliefs with instructional practices could enhance the effectiveness of grammar teaching, leading to improved student engagement and comprehension. Professional development initiatives should focus on fostering reflective teaching practices, equipping educators with strategies that bridge theoretical knowledge and classroom application. Second, curriculum designers should incorporate flexible, learner-

centered grammar instruction methods that balance rule-based and communicative approaches, allowing for greater adaptability in diverse classroom settings. Encouraging a blend of explicit and implicit teaching strategies could help instructors cater to different learning needs, ultimately fostering better language proficiency. Finally, institutions should implement structured feedback and evaluation mechanisms to support teachers in refining their pedagogical approaches. Collaborative learning environments, where teachers share best practices and receive constructive feedback, could facilitate continuous professional growth. By addressing these areas, educational institutions could create more responsive and effective grammar instruction models, ultimately improving language learning outcomes. Top of Form

6. Conclusion

The research examined the alignment between pedagogical beliefs and teaching practices in grammar instruction among seasoned language instructors at universities in Tehran, Iran. Utilizing a qualitative methodology with thematic analysis, data were gathered through semi-structured interviews with 15 expert instructors. The resulting analysis led to the development of a research model encompassing six dimensions: teaching experiences, educational background, teaching beliefs, instructional methods, feedback mechanisms, and personal beliefs. The findings underscored the complex interaction between instructors' pedagogical beliefs and their actual teaching methods in grammar education.

The principal aim of this article was to identify and explore the factors that significantly enhance the effectiveness of grammar teaching by aligning instructors' pedagogical beliefs with their instructional practices. This alignment was essential for improving the quality of grammar instruction and offered valuable insights for educational practitioners, particularly within university settings. Bridging the gap between theoretical frameworks and practical applications in grammar education was crucial. Understanding how instructors' beliefs shaped their teaching methods could lead to more reflective and effective practices. This alignment was vital for creating pedagogically sound and contextually appropriate grammar instruction, thereby enhancing student language acquisition outcomes. The insights from this study have the potential to inform the professional development of language instructors, ultimately improving the overall quality of language education.

Despite the extensive literature on language teaching methodologies, there was a notable lack of research specifically addressing the alignment of pedagogical beliefs with teaching practices in grammar instruction. This study fills this gap by providing empirical evidence and a conceptual framework that highlighted the significance of this alignment. The findings indicated that a deeper exploration of this relationship was necessary to optimize grammar teaching effectiveness. Future research should aim to broaden the scope of this study by incorporating a larger and more diverse sample of language instructors from various geographical regions and educational contexts.

Longitudinal studies could offer valuable insights into the evolution of instructors' beliefs and practices over time. Additionally, examining the effects of targeted professional development programs on aligning pedagogical beliefs with teaching practices could be beneficial. Complementing qualitative findings with quantitative approaches would also enhance the overall understanding of the dynamics involved.

The study acknowledges its limitations, including a relatively small sample size and a focus on experienced instructors from universities in Tehran, which may affect the generalizability of the results. Furthermore, while the qualitative nature of the research provides rich detail, it may be subject to interpretative biases. Future studies should aim for a more diverse participant pool and utilize mixed-method approaches to strengthen the reliability and comprehensiveness of the findings.

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Conflict of Interest

The authors declare no conflict of interest regarding the publication of this article. Additionally, ethical issues such as plagiarism, informed consent, misconduct, data fabrication, and redundant or concurrent publication have been adhered to by the authors.

Availability of Data and Materials:

The data that support the findings of this study are available from the corresponding author, upon reasonable request.

Authors' Contributions:

All authors have contributed equally to prepare the paper.

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Appendix

Interview questions

Thank you very much for taking part in this research, and I highly value your participation and cooperation. The purpose of this interview is to understand your views about grammar teaching and the role it played in language learning. I'm interested in what you think about grammar teaching, how you teach grammar and why you teach it the way you do. Please remember that there is no right or wrong answers. The validity of this investigation depends on the extent to which your responses are open and frank, so please answer honestly and in as much detail as possible. All data collected will be used for research purposes only and will remain confidential. No real names will be mentioned in reporting.

Teachers Learning and Teaching Background

1. Can you tell me about your experience of learning grammar when you were a student? (e.g. where and how did you learn; was it a positive or negative experience; did you have exposure to the target language community; etc.)
2. Do you think that your grammar learning experience affects how you teach grammar to your Students?
3. Can you tell me about a good language teacher that you know, perhaps one that you have worked with, or a teacher who taught you?
4. Over the years, has your approach to grammar changed in any way during your career as a teacher?
5. If your teaching approach has changed in any way, which of the following sources have been most responsible for that change? (e.g. Feedback from supervisor, Student feedback, Trial and error, Collaboration with colleagues, Self-discovery, Use of new textbooks, Professional teaching journals, Published research, experimenting with new ideas, Language teaching theories, personal experiences, needs of the learners, the way you were taught)

The role and importance of grammar

6. Do you think teachers should teach grammar?
7. Do you teach all chapters and all grammar rules in the textbook?

8. Do you agree grammar instruction can help students develop their English accuracy and fluency? Why or why not?

Grammar teaching

9. Tell me about your preferred approach to teach grammar? Why do you prefer to teach in this way? What kind of techniques do you use frequently?
10. Do you use the same teaching strategies in all of the classes you teach or do you adjust your approach accordingly? Why or why not?
11. How do you feel about direct grammar explanation and indirect grammar discovery work?

The use of grammatical terminology

12. Do you think the use of grammatical terms like subject, object help students learn grammar?

Feedback and error correction

13. What kind of feedback do you give your students? Do you think students' errors should be corrected? When do you correct errors and how?

The use of L1

14. What are your views about the use of L1 in teaching grammar?

Professional Development

15. Did you receive any new ideas on teaching grammar during your formal teacher training? What were they? Have these experiences affected how you teach grammar to your students?

The value of practicing grammar

16. Why do you think grammar practice useful in the process of language learning? What types of grammar practices do you usually provide in and after lessons?
17. Are there any differences between your beliefs about grammar teaching and your actual practices in the classroom?
18. Do you have anything else to say about your grammar teaching?