

Iranian EFL Teachers' Beliefs in English Language Institutes and Universities

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ABSTRACT

This study sought to compare Iranian EFL teachers regarding their ethical beliefs at Iranian English language institutes and universities. To this end, first, the grounded theory method was used to conduct some interviews with 40 EFL teachers (20 male, 20 female). They were randomly selected from about 140 teachers working at institutes and universities in Fars province, Iran. After coding the obtained data, some categories were recognized, a model was designed, and exploratory factor analysis was conducted. The results confirmed the existence of social, collaborative, emotional, and managerial impacts. Then, a questionnaire was designed and developed based on grounded theory procedures, literature results, and the results of the qualitative studies. 140 EFL teachers filled it out and then the collected data underwent both descriptive and inferential statistics. The obtained results indicated that there was a significant difference between teachers regarding their ethical beliefs in universities and institutes. Moreover, it was revealed that the male and female teachers were significantly different. The mean scores of the female teachers and the male ones are 79.2500 and 75.2500 respectively. The findings of the current study can be useful for teachers, educators, teacher trainers, policymakers, and evaluators to make appropriate decisions and judgments.

Keywords: Language institutes; Teachers' beliefs; University teachers

INTRODUCTION

The current understanding is that beliefs are views, propositions, and convictions one dearly holds, consciously or unconsciously, about the truth value of something. They are mostly acquired through such disparate means as personal experiences, familial ties, educational encounters, cultural transmission, or public propagation. Whatever their origin, beliefs are used by individuals as a filtering mechanism through which new encounters and experiences are screened, interpreted, understood, and absorbed. They are clearly subjective judgments and may at times defy logic. They are by nature disputable and disposable (Kumaravadivelu, 2012).

Beliefs are 'psychologically held understandings, premises, or propositions about the world that are felt to be true (Richardson, 1996, p.103). A number of researchers have asserted the importance of studying beliefs, particularly in understanding and predicting behaviors (Fishbein and Ajzen, 1975; Bandura, 1997; Ajzen, 2002). According to Williams and Burden (1997), teachers' beliefs about language learning 'affect everything that they do in the classroom', guiding and prompting classroom actions much more strongly than the use of a particular methodology or course book (pp. 56–57). Breen et al. (2001, pp. 471–472) also outlined four main reasons why studying teachers' beliefs are important: 1) Identifying the guiding principles that teachers

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articulate in relation to their classroom work can complement observational studies by enabling research to go beyond description towards an understanding and explanation of teacher actions. 2) Teachers' beliefs provide a source of experientially based professional 'know-how' that may serve as a focus both for initial teacher education and to promote reflective practices in ongoing teacher development. 3) Any educational innovation has to be accommodated within a teacher's own frameworks of teaching principles. Increased awareness of such frameworks in specific contexts can inform curriculum policy and planning in relation to any innovation. 4) Conversely, beliefs may result in the emergence of new teaching principles which produce grounded alternatives to the 'accepted wisdom' passed on by methodologists who may be far removed from actual classrooms (Kumaravadivelu, 1994; Pennycook, 1994; Phillipson, 1992).

Turning to some of the specific pedagogic decisions, a detailed case study conducted in the field of general education (Samuelowicz & Bain 2001) focused on two teachers and their beliefs about teaching, knowledge, student learning, and the links between teaching and learning. Teacher A believed firmly in teacher-centered (mostly transmissive) and Teacher B in learner-centered (mostly facilitative) orientations to teaching.

Not surprisingly, a close connection between teacher beliefs and teacher behavior has been found among English language teachers as well. In a study similar to the one by Samuelowicz and Bain described before, Sue Garton (2008) focused on two TESOL teachers with differing belief systems, and on the differing classroom interactional patterns, they promote and wondered how very similar lesson plans are carried out by two teachers with totally different beliefs actually lead to formally similar lessons but with very different class atmosphere.

One of her subjects—Charlotte—believed in the personal, affective side of teaching, placing a definite emphasis on people, relationships, and contact. She believed that all she had to do was to create the right conditions, and learning would automatically fol-

low. The other teacher—Linda—focused on her professional competence, subject matter knowledge, and her own preparedness. She thus emphasized the learning process and the need to move the lesson forward methodically. Given these divergent beliefs, their classroom interactional patterns also differed. Linda's classes were "smoother" with a clear Initiation-Response-Feedback (IRF) pattern. Charlotte's IRF sequences were rarely a straightforward three-part exchange, as she promoted negotiated interactions and risk-taking on the part of her learners. Noting that their peers and students considered both of them to be highly effective teachers, Garton derived an important conclusion:

This means that, as teachers, we will inevitably have different beliefs about teaching and learning and different approaches in the classroom. Concepts such as "best method" and "good teaching" should therefore be abandoned in favor of the recognition of diversity in teachers and the idea that "best teaching" is "the individually best – best step for each teacher."

Recognition of diversity in teachers entails not only recognizing differential beliefs among different teachers but also recognizing the disparity between teachers' beliefs and their practices. This has been amply illustrated with particular reference to the teaching of grammar in the context of English language teaching. A study of teachers' stated beliefs about the incidental focus on form (which requires primary attention to meaning rather than grammar) and their classroom practices clearly showed inconsistencies between what is believed and what is practiced (Basturkmen, Loewen & Ellis 2004). In a more recent study, Simon Phipps and Simon Borg (2009) examined the disparity in the grammar teaching beliefs and practices of three teachers of English by observing and interviewing them over a period of eighteen months. Their conclusion:

Prima facie, this study suggests that, in teaching grammar, the beliefs of the three teachers here were not always aligned with their practices.

Lee (2009) stated that he was unable to ascertain whether the mismatches were mere excuses or whether there were justifiable

reasons. Although there is overwhelming evidence that teacher beliefs play a crucial role in shaping teaching performance, it has been widely acknowledged that an individual teacher's belief system does not even require internal consistency and it would indeed be futile to look for it (Pajares 1992). That has not prevented researchers from trying to explain the observed tensions between beliefs and practices in terms of personal and institutional constraints (Farrell & Lim 2005, Phipps & Borg 2009). In looking for plausible explanations, researchers have surmised that some of the tensions may have been the artifacts of the research design they followed; meaning, different elicitation techniques may have elicited different responses. They have further observed that some of the teachers were not consciously aware of their beliefs about teaching until directly asked by the interviewer (Farrell & Lim 2005). In spite of these caveats, researchers have attributed some of the tensions to (a) contextual factors such as a prescribed curriculum, time constraints, and high-stakes examinations; (b) pulls and pressures between teachers' beliefs systems and subsystems (i.e., core vs peripheral beliefs); and (c) reverence and emotional attachments to traditional ways of teaching that they were exposed to when they were students.

What the above discussion indicates is that belief systems have the potential to predispose teachers to take a particular action in the practice of their everyday teaching even if they know it is not the best course of action. This distinct possibility raises questions of moral and ethical import because beliefs may also become values, which house the evaluative, comparative, and judgmental function that is bound to affect teaching behavior (Pajares 1992). Teacher beliefs are thus closely linked to teacher values.

Unfortunately, however, despite all the benefits that the previous studies have offered, they suffer from some shortcomings, and the paucity of research in the domain of EFL teacher beliefs regarding both university cases and institutes can be seen and said. First, their primary focus has not been on male and female teachers. In addition, the findings of most

of the above studies are based on employing just an individual method of data collection. However, "by combining methods, advantages of each methodology complement the other and make for a strong research design and result in more valid and reliable findings" (Laws & McLeod, 2006, p. 3). Moreover, rarely, if any study has been done on university and institute teachers simultaneously.

Since learning the English language in universities and institutes entails teachers with different characteristics and perspectives about the present and prospective students and teaching in current modern society, teachers' beliefs are of paramount importance to be taken into account in the classrooms. Investigating the factors and components of teachers' beliefs can and will affect the teaching and learning of the subject matter and help create strategies that might be beneficial to universities, institutes, teachers, and students as well.

The present study is of importance and interest since few (if any) have been written on Iranian EFL teachers' beliefs in Iranian English language institutes and universities. And understanding and assessing the teachers' beliefs can provide and foster the right mutual relationship between teachers and students too. In addition, probing into this area may serve to make us aware of the teachers' gaps and deficiencies and, thus, accelerate and elevate the removal of the gaps between the university and institute teachers and enhance the quality of teaching and the atmosphere of the classrooms. Hence, the present study intended to concentrate on investigating Iranian EFL male and female teachers regarding their beliefs at Iranian English language institutes and universities and compare them with each other.

LITERATURE REVIEW

'Belief' is a common concept in various research literature in sociology, anthropology, psychology, philosophy, and many other disciplines. Despite the diversity in using this term, the prior research and reviews on teacher beliefs and on teacher knowledge and beliefs contribute to an agreement on some characteristics of teacher beliefs (Fang, 1996; Kagan, 1992; Nespor, 1987; Pajares, 1992; Woolfolk

Hoy, Davis, & Pape, 2006). Ample research (e.g. Nespor, 1987; Pajares, 1992) suggests that both the professional development of teachers and their classroom practices are influenced by educational beliefs. It was, however, not until the 1970s that research on teaching emphasized the significance of teachers' beliefs. From the mid-1970s to early 1980s, studies typically focused on teachers' decision making, concerning how teachers manage their classrooms, allocate time, plan lessons, judge general student understandings and so on. Since the 1990s, research has focused on the exploration of the knowledge and beliefs that lay behind the practice to organize activities, socialize with people, collaborate with them, motivate people and so forth.

Some studies (e.g. Johnson, 1994; Numrich, 1996) revealed how pre-service ESL teachers' beliefs are based on prior experience and how such experience relates to classroom practice. Johnson (1994) found that pre-service teachers' instructional decisions during a class were based on images of teachers, materials, activities and classroom organization generated by their own L2 learning experience. Numrich (1996) also found that teachers decided to promote or to avoid specific instructional strategies on the basis of their positive or negative experiences of these respective strategies as learners. Some other researchers on teacher education and development have put forth how teachers' beliefs play a critical role in affecting their teaching and the kinds of thinking and decision-making that underlie their classroom practices (Moon, 2000; Richards, 1998; Richards & Lockhart, 1996; Smith, 1996; Trappes-Lomax & McGrath, 1999). Furthermore, according to some others, these beliefs are stable sources of teachers' reference, are built up over time, and are related to teachers' theories of language, the nature of language teaching practices, roles of themselves as teachers, and relationships with their students (Johnson, 1992; Richards, 1998). Based on research conducted on the nature and effects of beliefs, White (1999) made the following claims: (1) beliefs have an adaptive function to help individuals define and understand the world and themselves, and (2) beliefs are instrumental in

defining tasks and behaviors. Thus, teachers' belief systems, including their attitudes, values, expectations, theories, and assumptions about teaching and learning, are considered a primary source of teachers' classroom

practices. These beliefs are usually guided by a number of factors: their own experience as learners in classrooms, prior teaching experience, classroom observations they were exposed to, and their previous training courses at school (Richards, 1998).

Teachers' beliefs have already been classified into various sets of categories by some researchers (Johnson, 1992; William & Burden, 1997). William and Burden (1997) divided their discussion of teachers' beliefs into three areas: (1) about language learning, (2) about learners, and (3) about themselves as language teachers. Furthermore, a number of studies have attempted to investigate the beliefs of ESL teachers through questionnaires or inventories (Hsieh & Chang, 2002; Johnson, 1992; Kern, 1995; Liao & Chiang, 2003; Richards, Tung, & Ng, 1992; Yang, 2000). Yang (2000) discussed prospective teachers' beliefs in four areas: (1) general beliefs about child development, (2) general beliefs about language learning, (3) specific beliefs about teaching English to children, and (4) self-efficacy and expectations.

Beliefs are also very powerful in human beings' behavior and lives. Beliefs can make human beings love and live or hate and fight with each other (Fisherbein & Ajzen, 1975; Ajzen, 1988; Bernat & Gvozdenko, 2005). In educational contexts, based on the social cognitive theory (Kitsantas & Zimmerman, 2009; Bembenuddy & White, 2013), students and teachers' decisions, actions, functioning and learning are shaped by the beliefs they bring with them. Teachers and students usually act on what they believe is good and right. The effects of beliefs are even bigger than the effects of methodological instructions, and what students and teachers do is governed by their beliefs (Li & Walsh, 2011). Brown (2014) also believes that teachers and educational administrators should try to raise their awareness about what works and what does not work in the classroom.

Teachers' beliefs are also strong predictors of their decisions and classroom practices. Nation and Macalister (2010) believe that what teachers do is determined by their beliefs. In the same vein, Williams and Burden (1997) state that "teachers' deep-rooted beliefs about how languages are learned will pervade their classroom actions more than a particular methodology they are told to adopt or course book they follow" (p. 57). Likewise, Kagan (1992) states that teachers' instructions and practices reflect their beliefs about language learning and teaching. Borg (2003), on the other hand, notes that teachers are considered experts by their students because they are active agents in educational contexts who make instructional decisions and choices based on their knowledge, thoughts, and beliefs. They can, consequently, affect their students' beliefs (Riley, 2009). Riley (2009) further believes that if teachers' and students' beliefs are consistent with each other learning is enhanced, otherwise, there will be a clash between the teachers and the students.

Beliefs are focal points of research studies aiming to understand an individual's intentions for particular points because beliefs are propositions that are held consciously or unconsciously and accepted as true by individuals (Borg, 2001). In this vein, investigating beliefs provides a deep insight into an individual's inner world. This is also emphasized by Hancock and Gallard (2004) highlighting the role of beliefs in guiding an individual's intentions for action. This function of beliefs determined the scope of studies in the field of education where teachers' and students' beliefs are investigated with the aim of understanding individuals' thoughts and behaviors.

In this respect, Shavelson and Stern (1981) asserted that what teachers do is governed by their thoughts and teachers' decision making are determined by their theories and beliefs. In this context, regarding the characteristics of any teaching procedure being comprised of various decision-making processes, investigating teachers' beliefs is significant to understand the reasons behind providing a particular teaching environment.

In this vein, Calderhead (1996) proposed five main areas that teachers hold a particular belief as beliefs about learners and learning, beliefs about teaching, beliefs about the subject, beliefs about learning to teach, and beliefs about self and the teaching role. Concerning these five main areas, teachers' belief system is comprised of their conceptualizations of different issues such as the characteristics of learners, effective learning and teaching processes, the field of study, teaching experience, self-efficacy, and characteristics of a good language teacher. Apart from teachers' beliefs, understanding learners' beliefs are also important for profiling the effectiveness of a classroom environment since "learners have their own agendas in the language lessons they attend" (Nunan, 1989: 176). In other words, learners bring particular beliefs into the classroom and they contribute to the effectiveness of the teaching and learning environment.

Considering this function of the relationship between teachers' and students' beliefs, different studies were carried out with the aim of understanding the congruency between beliefs held by students and their teachers. For example, Nunan (1989) found mismatches between learners' and teachers' views about important issues in the learning process. While teachers value communicative activities, learners place greater value on traditional activities. In the same vein, Spratt (1999) revealed that only 54% of activities carried out in their teaching procedures are favored by learners in a Hong Kong university. On the other hand, Kern (1995) elucidated positive and negative relationships between learners' and instructors' beliefs in his study including students enrolled in French lessons at a university in the USA. The quantitative analysis of the data revealed that both students and instructors are optimistic about the language learning process. On the other hand, mismatches were found about issues concerning pronunciation, error correction, and the importance of rule learning.

The results of previous studies illustrate the possibility of connection and disconnection between teachers' and students' beliefs. However, Richard and Lockhart (1996) emphasized

the role of social and institutional contexts on teachers' beliefs. This is also important for students' beliefs because there is a strong consensus about the context-specific nature of beliefs (Brown & Cooney, 1982; Bandura, 1986; Pajares, 1992). Therefore, it is not useful to generalize the findings of beliefs studies to other social and cultural contexts.

Despite the valuable and extensive studies that have been done in the area of teachers' beliefs, the previous studies suffer from any of the following shortcomings. There is a paucity of research conducted on the nature of teacher beliefs from a multi-dimensional perspective in Iran as an EFL university and in the institute-based context in the same study. In addition, there are some problems with regard to the instruments used in them. For instance, the questionnaires were initially designed by the researchers without taking into account the participants' viewpoints. Furthermore, the questionnaires were mainly constructed based on the nominal scale in that they required the participants to select from among the two options of "yes" and "no". However, a nominal-scaled questionnaire can limit the amount of quantitative information (Ross, 2002) and cannot accurately reflect the participants' optimal answers. Moreover, their primary focus has not been on female teachers.

The purpose of the study was to investigate Iranian EFL teachers regarding their beliefs at Iranian English language institutes and universities. Thereby, attempts were made to find answers to the following research question and test the related hypotheses:

RQ1. *Is there any significant difference between Iranian EFL English language institutes and universities' teachers concerning their beliefs?*

RQ2. *Is there any significant difference between Iranian EFL English language institutes and universities' male and female teachers concerning their beliefs?*

H1. There is a significant difference between Iranian EFL English language institutes and university teachers concerning their beliefs.

H2. There is a significant difference between male and female teachers in their beliefs.

METHOD

Design

This study was conducted on the basis of a mixed-method research design. First, to achieve a systematic outcome by the categorization of the obtained data, the researcher chose a qualitative method in which 40 institute and university (20 male, 20 female) EFL teachers, were interviewed on the basis of GT procedures. Then, a quantitative approach was done, in which a questionnaire was developed based on the results of grounded theory procedures, and was filled out by 140 Iranian English language institute and university teachers. The second phase of the research was conducted as a complement to the first phase to check whether the qualitative findings would be confirmed or not.

Participants

The participants of the first phase of the study were 40 institute and university (20 male, 20 female) EFL teachers, selected through random sampling from among 140 teachers, with the age range of 20 to 65, working at institutes and universities in Fars province, Iran. They held B.A. (10), M.A. (16), and Ph.D. (14) degrees in English. In the quantitative phase, a questionnaire was designed and developed out of the results of the previous phase and then filled out by 140 EFL institute and university teachers. These participants too held B.A. (35), M.A. (55), and Ph.D. (50) degrees in English. They were selected through convenience sampling.

Instruments

The following instruments were employed in the current study: In the first phase of the study, a semi-structured interview was conducted. In the second phase, 140 questionnaires were distributed among Iranian EFL English language institute and university male and female teachers. In order to ensure the reliability of the results, the participants were informed that their beliefs would be kept secret.

Procedures

In conducting the study, the participants were first interviewed. The interviews were recorded and transcribed for later analysis as the main

path to making the questionnaire. Then, the questionnaire was developed with 20 test items regarding the four factors that emerged under the main category of beliefs for Iranian EFL teachers; namely, social, collaborative, emotional, and managerial factors. The questionnaire was designed based on a 5-point Likert scale and delivered to 140 teachers comprising 70 university teachers (35 Male and 35 female) and 70 institute teachers (35 male and 35 female). The reliability of the questionnaire, after being filled out by a group of teachers, was estimated by using Cronbach's alpha. The results showed high reliability. i.e. 0.70. Moreover, to evaluate the validity of the questionnaire and to confirm the results of the first phase of the study, confirmatory factor analysis was run in which the number of factors was decided upon. The final draft of the confirmatory factor analysis of the questionnaire had 20 items in which emotional and social components (factors) had the maximum number of statements 7 and 7 respectively. The collaborative and managerial components had 4 and 2 statements respectively. Further, it had some other components such as age, education, and gender.

Finally, the elicited quantitative data were put into the SPSS 19 and were descriptively analyzed in terms of the minimum, the maximum, the mean, the standard deviation, the skewness, and the kurtosis for the main variable of the study. Then, an Independent-Sample t-test was conducted to compare the components and categories of teacher beliefs among Iranian EFL English language institute and university teachers.

RESULTS

Here the results of the two phases of the study including the obtained categories of beliefs are presented and tabulated for later discussion. The list of categories are as follows:

1. teacher belief about HE/HER colleagues
2. teacher belief about students' behaviors
3. teacher belief about procedures

4. teacher belief about education systems
5. teacher belief about materials
6. teacher belief about the social status of students
7. teacher belief about students' cultures
8. teacher belief about their economic and political conditions
9. teachers' beliefs about themselves
10. teacher belief about institutes and universities' financial problems
11. teachers' beliefs about class programs
12. teachers' beliefs about students' level of education
13. teachers' beliefs about the age of students
- 14) teachers' beliefs about students' family
15. teachers' beliefs about male and female students' interests
16. teachers' beliefs about students' friends
17. teachers' beliefs about HE/HER principals
18. teachers' beliefs about with time plan
- 19) teachers' beliefs about students' needs
20. teachers' beliefs about the institute and university atmosphere.
21. teachers' beliefs about the feeling of the students
22. teachers' beliefs about students' emotional problems
23. teachers' beliefs about students' tolerance

Table 1
Confirmatory factor analysis of the questionnaire

Factors	No. of statements
Social factors	7
Collaborative factor	4
Emotional factors	7
Managerial factors	2

Independent Samples t-tests showed whether there is a statistically significant difference in the mean scores for the two groups. Table 3 below provides the mean and standard deviation for each of the groups (teachers in universities and English language institutes), and the number of people in each group N.

Table 2
The Components and Their Definitions of Iranian EFL Teachers' beliefs in Iranian English language institute and University Categories

Components	Definitions or Explanations
Social factors	It Is "how teachers relate to their practice in light of both social and individual perspectives", (Urzúa & Vásquez, 2008, p. 1935).
Collaborative factors	According to Clarke (2008), it is the concept of a 'community of practice'. It is Co-participation in the community of practice (Varghese, Morgan, Johnston & Johnson, 2005).
Emotional factors	According to Goleman (2005), The logic of the emotional mind is associative and it takes its beliefs to be absolutely true and discounts any evidence to the contrary. On the other hand, the rational mind takes its beliefs tentative; new evidence can disconfirm one belief and replace it with a new one. As a result, it can be seen that emotions are indispensable for rational decisions; "the emotions, then, matter for rationality" (Goleman, 2005, p. 28).
Managerial factors	As Britzman (1984: 449) stated, " unless the teachers establishes the control, there will be no learning).

Table 3
Group Statistics in Universities and Institutes

	Occupation	N	Mean	Std. Deviation	Std. Error Mean
Teacher Belief	university	70	77.4000	9.25316	2.06907
	Institute	70	77.1000	12.49800	2.79464

To test the hypothesis, the result of the data analysis provided in Table 3 should be taken into account. The first section of Table 4 provides the results of Levene's test for equality of variances. This test shows whether the variance (variation) of scores for the two

groups (teachers in universities and English language institutes) is the same. The significance level for Levene's test is .192 for beliefs. This is larger than the cut-off of .05. This means that the assumption of equal variances has not been violated (Hair et al., 2007).

Table 4
Independent Samples Test for Universities and Institutes

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
Beliefs	Equal variances assumed	1.765	.192	4.157	38	.000	18.55000	4.46240	9.51634	27.58366
	Equal variances not assumed			4.157	36.509	.000	18.55000	4.46240	9.50421	27.59579

Based on the information provided in Table 4, we can check research hypothesis 1 as follows:

As shown in table 4 the Sig. (2-tailed) value is .001 for beliefs. As the values are less than the required cut-off of .05, we conclude that there is a statistically significant differ-

ence in the mean beliefs scores for teachers in universities and English language institutes, since the university teachers have higher levels of belief than those of the institute ones. The mean scores of the institute teachers and the university teachers are 77.1000 and 77.4000 respectively. Therefore, the first hypothesis

is supported in this survey. The mean difference between the two groups is also shown in this table, along with the 95% Confidence Interval of the difference showing the Lower value (9.51634) and the Upper value (27.58366).

Table 5
Group Statistics in Male and Female

	Sex	N	Mean	Std. Deviation	Std. Error Mean
Beliefs	Male	70	75.2500	10.34090	2.31230
	female	70	79.2500	11.24781	2.51509

To test hypothesis 2, the result of the data analysis was provided in Table 5. The first section of Table 6 below provides the results of Levene's test for equality of variances. This test shows

To test the second hypothesis (difference between male and female teachers in beliefs), new data must be provided. Table 5 provides the mean and standard deviation for each of the groups (male and female), and the number of people in each group (N).

whether the variance (variation) of scores for the two groups (male and female) is the same. The significance level for Levene's test is .106 for beliefs. This is larger than the cut-off of .05.

Table 6
Independent-Samples t-Test for Male and Female

		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Beliefs	Equal variances assumed	8.339	.106	5.480	38	.000	22.50000	4.10568	14.18849	30.81151
	Equal variances not assumed			5.480	32.773	.000	22.50000	4.10568	14.14474	30.85526

As shown in table 6, the Sig. (2-tailed) value is less than .001 for beliefs. As the values are less than the required cut-off of .05, we conclude that there is a statistically significant difference in the mean beliefs scores for male and female teachers, since the female teachers have higher levels of beliefs than those of the male ones. The mean scores of the female teachers and the male ones are 79.2500 and 75.2500 respectively. Therefore, H2 is supported in this study. The Mean Difference between the two groups is also shown in this table, along with the 95% Confidence Interval of the difference showing the Lower value (14.18849) and the Upper value (30.81151).

DISCUSSION

As the results revealed, the most relevant and influential factors are emotional and social, collaborative, and managerial factors respectively.

The results obtained regarding the first research question are opposed to those of Richard and Lockhart (1996) who emphasized the role of the social and institutional context in teachers' beliefs. This is important for students' beliefs because there is a strong consensus about the context-specific nature of beliefs (Brown & Cooney, 1982; Bandura, 1986; Pajares, 1992). The results also appear to be compatible with social and emotional subcategories of teacher beliefs addressing and stressing that belief can make human beings love and live or hate and fight with each other (Fisherbein & Ajzen, 1975; Ajzen, 1988; Bernat & Gvozdenko, 2005). In educational contexts, based on the social cognitive theory (Kitsantas & Zimmerman, 2009; Bembenuity & White, 2013), students' and teachers' decisions, actions, functioning, and learning are shaped by the beliefs they bring with them.

In the same vein, Spratt (1999) revealed that only 54% of activities carried out in their teaching procedures are favored by learners in a Hong Kong university. On the other hand, Kern (1995) elucidated positive and negative relationships between learners' and instructors' beliefs in his study including students enrolled in French lessons at a university in the USA.

Concerning the second research question that there is a significant difference between Iranian EFL English language institutes and universities' male and female teachers concerning their beliefs, nothing has been written or mentioned. Unfortunately, it should be mentioned that few studies, if any, have been done on the comparison of Iranian EFL teachers' beliefs in Iranian English language institutes and universities, and even worsen is that it seems the male and female comparative viewpoint of such research has been completely unseen and ignored in Iranian and even international contexts.

Because the nature of teacher belief is a multi-facet case including several domains in the pedagogical milieu, such as emotional, collaborative, social, and managerial one, viewing the teacher's belief from one point of view is intriguing and misleading. Although a lot of research has been conducted in the area of teacher's belief, few if any, have been done regarding the subject of belief from a multi-dimensional perspective in Iranian EFL male and female English language institutes and university teachers.

Overall, the results revealed that there is a statistically significant difference between Iranian EFL English language institutes and

university teachers concerning their beliefs since the university teachers have higher levels of belief than those of the institutes. The mean scores of the university teachers and the institute teachers are 77.4000 and 77.1000 respectively. In addition, Iranian male and female English language teachers regarding their beliefs were significantly different, since female teachers have higher levels of belief than male ones. The mean scores of the female teachers and the male teachers are 79.2500 and 75.2500 respectively.

CONCLUSION

The results of the current study revealed that there was a significant difference between teachers regarding their beliefs in universities and institutes since the university teachers have higher levels of belief than the institute ones. Moreover, it was revealed that the male and female teachers were significantly different. These findings lead to recommendations that impact various areas of education and also pertain to various groups of stakeholders including researchers, policymakers, institutes, universities, schools, teacher educators and teacher preparation faculty, school system leaders, school administrators, and teachers themselves. Although this study has shed light on teacher beliefs, there are some limitations that should be taken into consideration in designing further research studies in this context such as sampling procedure and generalizability too. To address this, further studies in different fields are required to understand the difference between teachers' male and female values and values regarding universities and language institutes.

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