



Teaching Grammar: Relationship between English Language Teachers Beliefs and Practices

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Abstract

Previous research has revealed the influential role of teachers' beliefs in determining their professional behavior. Teachers' beliefs affect not only their teaching, but also filter new input, suggesting significant implications for the implementation of educational innovations and teacher development. This study explores the interconnections between teachers' beliefs, their instructional practices and professional development, examining the extent to which the introduction of an innovative teaching approach impacts teachers' beliefs and behavior. It focuses particularly on grammar instruction in the context of English teaching in secondary schools of the Pakistan. 40 schools from Lahore and kushab district were selected for survey. Questionnaire data explored teachers' beliefs and their self reported practices. Findings indicated that teachers placed great emphasis on grammar and that they were unfamiliar with inductive approaches to grammar instruction. The individual nature of the uptake process, its lack of uniformity and the challenges faced by the teachers are discussed, as are the implications for the provision of professional development. Data analysis involved descriptive statistics, independent t test analysis and MANOVA. Educational implications will also be discussed. It will also open great opportunity to researchers to do further research in this area of study.