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*Research Paper*

## **Correspondence between EFL Teachers' Cognitive and Behavioral Manifestations of Pedagogical Beliefs: The Moderating Role of Teacher Grit**

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### **Abstract**

Previous evidence suggests that teachers' practices are invariably inconsistent with their beliefs. Different factors have been cited as responsible for such a lack of correspondence. To advance the accumulated scholarship, the current study examined the correspondence/non-correspondence between English as Foreign Language (EFL) teachers' cognitive and behavioral manifestations of pedagogical beliefs and the extent that teacher grit, as a personal variable, impacts the connection between these two manifestations. An initial group of 70 EFL teachers responded to L2 Teacher Grit Scale and Pedagogical Beliefs Questionnaire. Based on their performance on the Grit Scale, two

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sub-groups of fifteen teachers (with high and low levels of teacher grit) were selected to examine the alignment/non-alignment of their pedagogical beliefs and practices. Two instructional sessions per teacher were observed by means of an observation checklist designed based on the Pedagogical Beliefs Questionnaire. Comparisons across the teachers showed that whereas the two groups valued pedagogical beliefs roughly equally, only the teachers with high grit levels showed strong evidence of correspondence between their beliefs and actual instructional practices. Based on the findings, it can be implied that teacher grit can serve a prominent role in the correlation between EFL teachers' self-reported pedagogical beliefs and their actual practices.

**Keywords:** Cognitive/Behavioral Manifestation, Pedagogical Belief, Teachers' Cognitive/Behavioral Correspondence, Teacher Grit

Investigating teacher cognition and beliefs, which is a key component of teacher cognition (Ellis, 2012) and the pedagogical reasoning pertaining to teachers' instructional approach/practices, has received substantial attention, both theoretically and empirically (e.g., Borg, 2011; Freeman, 2002; Nunan, 2004). This amount of attention can be attributed to the substantive bulk of research conducted in the context of teaching English as a foreign or second language (EFL/ESL), which has attributed a key role to teachers' beliefs in shaping their instructional approach. In other words, it is widely accepted that teachers' beliefs inform their overall classroom approaches, activities, and decision-making processes (e.g., Basturkmen, 2012; Lan & Lam, 2020; Stipek et al., 2001). Due to the relevance of teachers' beliefs to their instructional approach, researchers in the field have examined various features of this construct. Furthermore, as Fenstermacher (1979) stated, teacher beliefs are likely to represent a major share of the research and scholarship on teacher effectiveness. That is why a substantial share of the current research on teacher cognition has explored the impact of teachers' beliefs on the instructional practices they display in their classes (Andrews, 2003). It is thus natural to

witness a substantial research base (e.g., Andrews, 2003; Basturkmen et al., 2004; Lan & Lam, 2020; Lau, 2007) developed on how teachers' instructional practices and pedagogical behaviors are influenced by their beliefs.

Although the overall research results and theoretical argumentations speak to the significance of teacher thinking, beliefs, and knowledge, it is generally believed that these cognitive dimensions are not always realized in actual classroom practice (e.g., Basturkmen, 2012; Sinprajakpol, 2004; Speer, 2005). Previous research has provided a number of justifications for why teachers' practices often diverge from their beliefs (e.g., Borg, 2003; Ernest, 1989; Fang, 1996; Liao, 2003; Speer, 2005; Wilson & Cooney, 2002). For example, according to Ernest (1989), such discrepancies are likely to be related to the features associated with teachers and contexts. Besides, the effects of situational and contextual constraints such as the necessity to fulfill the requirements of prescribed institutional curriculum have been documented as responsible for the lack of correspondence between what teachers state as their beliefs and what they display in their actual instruction. Such factors are assumed to act as hindrances in the way of teachers' realization of their beliefs in practice (Basturkmen, 2012; Borg, 2003; Fang, 1996; Lee, 2008; Liao, 2003; Salehizadeh et al., 2020; Sugiyama, 2003; Sinprajakpol, 2004). A number of factors responsible for such incompatibility between beliefs and practices have also been reviewed by Basturkmen (2012). These factors include situational factors/constraints, the presence of various belief systems (core vs. peripheral beliefs), a process of change in beliefs, or even the use of simple research methods in these experiments. Moreover, the other important indicator triggering the inconsistency and suspension of action based on self-reported belief is personal variables (Ellis, 2012).

Attention to teacher-related individual differences has come to be recognized. This recognition paralleled the developments in teacher

psychology that, according to Mercer (2018), can provide important insights into the socio-cognitive processes that characterize the complex milieu of a language classroom. The degree that teachers tend to implement their cognitive beliefs in actual classroom practices is also likely to depend upon teacher personal variables that have not been comprehensively investigated in previous research (Ellis, 2012). The scant research attention to personal variables, as they relate to the actual realization of teachers' beliefs, may have its roots in the process-product perspective on teacher education in which teacher behaviors were supposed to be robotically replicated by teachers alike, irrespective of the individuality of the teachers or the idiosyncrasies of the contexts (Verloop et al., 2001).

Awareness of such factors can provide a window into teachers' overall classroom approach and is likely to provide insights into teacher recruitment policies and preparation practices. Grit is one individual difference variable that, while significant in educational settings (Duckworth & Quinn, 2009; Moe, 2016), has not been adequately investigated in relation to teacher thinking and the extent to which it is likely to modulate behavioral realization of teacher thinking. Since it is cited as a strong precursor to educational success, the premise is that grit is likely to influence teachers' realizations of their instructional beliefs. Grit involves working forcefully and enthusiastically to overcome challenges, sustaining effort and enthusiasm in the face of failure, hardships, and nominal progress in one's efforts (Chen et al., 2021; Duckworth et al., 2007). Moreover, there are assumptions in the literature that grittier teachers outperform the less gritty teachers, and they also maintain their confidence in their abilities and goals much better (Robertson-Kraft & Duckworth, 2014, as cited in Teimouri et al., 2020). According to Baraquia (2020), alongside increments in perseverance (as one of the subcomponents of grit), as it relates to teaching, the passion about teaching as

well as the purpose behind teaching also increase, which provides evidence for the assumption that grit can significantly affect teachers' instructional performance. Thus, the current study sets out to examine the self-reported pedagogical beliefs and actual instructional practices of L2 teachers with varying levels of grit and the likely variations across these teachers to the extent that their pedagogical beliefs conform to their actual practices.


### Literature Review

#### Teacher's grit

Duckworth et al. (2007) define grit in terms of the “perseverance and passion for long-term goals” (p. 1087), which involves two components labeled “consistency of interests and perseverance of effort” (Duckworth & Quinn, 2009, p. 172). The former component concerns a constant focus on activities and tasks over a substantial time period. However, the latter component implies an individual's resistance to the possibility of failure in accomplishing a goal. The construct of grit has been widely discussed in positive psychology, which is an academic discipline concerned with providing ways to people to enhance their social or professional functioning. It has also been documented as a clear indicator of performance across various contexts (whether academic or non-academic (Duckworth, 2013). It has been posited by a number of researchers (e.g., Duckworth et al., 2007; Mueller et al., 2017) that gritty individuals reach better results in their performance compared with their less gritty counterparts. According to Crede et al. (2017), individuals who are possessed with high levels of grit are assumed to be able to recruit their capabilities more effectively since they are far less distracted by the short-term goals and are affected much less by the hardships and hurdles that abound in numerous performance domains on a routine basis. Therefore, grit has drawn much attention from the general public, who view

the construct as a flexible variable leading to success in various fields. For instance, the Department of Education in the United States has, over the past years, raised resources to incorporate grit into the programs developed to help deficient and substandard schools (Cohen, 2015). In this process, numerous institutions have gone one step forward to award specific grades for students' grit levels (Cohen, 2015). Furthermore, competitiveness and efficacy play key roles in building grit (Dugan et al., 2018). The effects of grit on creativity and performance in organizational settings have also been documented. A study on Austrian business owners relating grit and innovativeness to entrepreneurial achievement demonstrated that these two constructs could predict business achievement. More specifically, grit was reported to directly impact success and innovation (Mooradian et al., 2016). Grit is also hypothesized to relate to certain motivation-related variables.

The concept of grit and its connection with language performance has also been documented in relation to second language learning (e.g., Crede, 2018), as the progress of students in a second language greatly depends on their constant efforts (e.g., Dörnyei & Ushioda, 2010). Apart from insisting on their efforts in L2 learning, gritty students tend to use the target language more and pay closer attention to classroom events and participate in the discussions (Teimouri et al., 2020). Feeling less discomfort in the classroom, they are more inspired and effective and keep enjoying their L2 learning experience (e.g., Changlek & Palanukulwong, 2015; Dörnyei & Ryan, 2015; Duckworth & Quinn, 2009). Even though learner grit has received much theoretical and empirical attention, positive correlations have been established between learners' level of grit and their achievement gains (Shectman et al., 2013), teacher grit is a non-cognitive teacher-related variable which is an underexplored topic. Grit, which has been documented to be correlated with persistence for long-term goals, can predict achievement in a diverse array of

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contexts as gritty people try harder to pursue goals (Silvia et al., 2013). Notwithstanding, there is still meager knowledge on teacher grit. The quality of the teacher's grit is accounted for by the degree of the passion, perseverance, and dedication of the teacher working with students to attain their goals over a long time period (Duckworth et al., 2007; Duckworth & Quinn, 2009; Robertson-Kraft et al., 2014).

### **Teachers' Beliefs/Practices Correspondence**

Teacher beliefs have been extensively studied in various educational fields over the past decades. It is widely assumed that teachers' beliefs underlie their actions, influencing and guiding their classroom decision-making (Arnett & Turnbull, 2008; Basturkmen, 2012; Isikooglu et al., 2009). Even though teachers' pedagogy-related beliefs have been reported to form the foundation for their objective instructional behaviors and their impact on teachers' behaviors has been emphasized in most of the belief definitions (Borg, 2001), the reported beliefs of teachers do not always provide a window into their the classroom reality (Pajares, 1992). Language teachers' beliefs have also attracted considerable research interest, where the relationship between practices and beliefs has been emphasized. While teachers' beliefs are significant in terms of instructional practice, due to the oft-reported inconsistency between them and teachers' actual classroom practices, this area received substantial investigative attention (Basturkmen, 2012; Ellis, 2012; Isikoglu et al., 2009). Speer (2005) asserted that teachers' self-reported beliefs could be classified as "professed beliefs" and their representation in the classrooms as "attributed beliefs" (361), which Ellis (2012, p. 144) labels "espoused theory" versus "theories of action".

In her review of the research on the relationship between teachers' reported beliefs and their instructional practices, Basturkmen (2012), as

explained earlier, provides a list of reasons proposed in previous research for the inconsistencies between the two. Outside of the reasons presented above, personal factors have also been reported as the possible variables, which can influence the incongruities between beliefs and practices (Ellis, 2012). However, the number of analyzed personal variables in the field has been limited. For example, Karimi, Abdullahi, and Khales Haghghi (2016) examined the disparities between theoretical orientations for teaching reading and the related practices between two classes of high-efficacy and low-efficacy EFL teachers. The findings indicated that the alignment of teachers' beliefs/orientations with their actual teaching practices was minimal. The findings further revealed variations in the correspondence between reading instruction beliefs and behaviors across high-efficacy and low-efficacy teachers. Moreover, the correspondence between EFL teachers' theoretical orientations/practices for reading was investigated by Karimi and Dehghani (2016). Based on the findings, there was a low association between self-reported theoretical orientations and actual practices for teaching reading among the uncertified teachers, whereas a strong correlation between self-reported theoretical orientations for reading instruction and their relevant instructional practices was found among the certified teachers. Furthermore, in a partial replication of this study, Jooybary, Moradkhani, and Yousofi (2017) examined the role of teacher education in the correspondence between instructional beliefs and practices. More specifically, the authors investigated the differences in beliefs and practices of reading instruction across BA and MA teachers. The findings indicated that both groups of teachers subscribed to the competence-based approach to reading instruction. However, there was a pronounced misalignment of beliefs and practices in the participant teachers.

The current literature analysis shows the necessity of conducting further research on the correlation between teachers' self-reported beliefs and their



teaching practices. It appears that the individual difference variables, as they relate to the teacher-held beliefs and their pedagogical practices and how they correlate with each other, have been neglected in the literature (Ellis, 2012). However, certain variables, including teachers' level of education, gender, teaching experience level, have been highlighted (e.g., Lau, 2007).


Given the theoretical background and the empirical review presented above, the current study aimed to answer three research questions, as follows:

- 1) Are there significant differences in the cognitive manifestations of pedagogical beliefs across teachers with varying grit levels?
- 2) Are there significant differences in the behavioral manifestations of pedagogical beliefs across teachers with varying grit levels?
- 3) Is there any significant difference in the correspondence of self-reported pedagogical beliefs and actual instructional practices across teachers with varying grit levels?

## Method

### Participants

Seventy EFL teachers from three branches of a language institution were recruited as participants, including both male and female teachers with varying levels of teaching experience ranging from 4 to 18 years ( $M = 10.02$ ;  $SD = 3.03$ ). These groups of participants were recruited through convenience sampling. Sixty-one teachers held MA degrees in English-related fields, and nine teachers held BA degrees. L2 Teacher Grit Scale developed by Sudina et al. (2020) and Pedagogical Beliefs Questionnaire designed by Ogilvie and Dunn (2010) were administered to these teachers. Based on their performance on the Grit Scale, the 15 top-scoring and the 15 low-scoring teachers were chosen to investigate the likely variations across the two groups in terms of self-reported pedagogical beliefs and their association with their instructional

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practices. The gender composition of the two groups was kept similar (eight male and seven female teachers per group). The reason for this equality of gender composition was the likely gender-linked differences in the grit levels of the two groups (which may not have been captured by the Grit Scale). This likely difference was based on the literature (Argon & Kaya, 2018). Additionally, this is an established tradition in the research on teacher thinking to keep the gender composition similar. The reason might be likely gender-related differences in the tendency to overreport pedagogical practices, particularly when teachers are observed. All of the 30 participating teachers had MA degrees. Both teacher groups had approximately equal levels of teaching experience; High-Grit Teachers: ( $M = 8.86$ ;  $SD = 1.55$ ); Low-Grit Teachers: ( $M = 8.13$ ;  $SD = 1.45$ ). Furthermore, the levels of the class taught, the coursebook, and the sections taught in the recorded sessions were kept similar across the two groups of the teachers.

## Instruments

### *Teacher Grit Scale*

The Short Grit Scale (Grit-S) developed by Sudina et al. (2020) was utilized to measure teachers' level of grit. This scale contained nine items rated on a five-point Likert-type scale that ranged from "Very much like me" (5) to "Not like me at all" (1). Two sub-factors, the perseverance of effort and consistency of interest, are included in the measure. The items measuring the consistency of interest subscale are scored inversely. The scale's internal consistency was  $\alpha = .78$  ( $\alpha = .70$  for perseverance of effort and  $\alpha = .72$  for consistency of interest).

### ***Pedagogical Beliefs Questionnaire***

The Pedagogical Beliefs Questionnaire was utilized to assess the teachers' pedagogical beliefs. The questionnaire was designed by Ogilvie and Dunn (2010) based on an instrument originally employed in Karavas-Doukas (1996), which aimed to investigate teachers' views about five dimensions of language education, including error correction, group work, the contributions of the learners, the role of the teacher, and grammar. To include a more comprehensive range of topics in language pedagogy, Ogilvie and Dunn (2010) included additional dimensions in the instrument "selected based on their perceived importance in understanding student teachers' pedagogical philosophy" (Ogilvie & Dunn, 2010, p. 167). These dimensions consisted of negotiation of the syllabus, focusing on language study versus language use, fluency versus accuracy, syllabus design, using drills and exercises, improving learner autonomy, focusing on process versus product, and culture. Evaluation of each dimension of the questionnaire is done through a couple of statements—negative and positive. The items of the questionnaire were rated on a five-point Likert scale. The overall internal consistency of the questionnaire was calculated to be  $\alpha = .86$ .

### ***Observation Checklist***

Two classroom instruction sessions per participant teacher were observed in order to examine the behavioral manifestation of teachers' pedagogical beliefs. Based on the Pedagogical Beliefs Questionnaire components, an observation checklist was designed by the researchers as the basis for observations. Since the purpose behind the observation was to find out the extent that pedagogical practices were reflections of the pedagogical beliefs reported by the teachers (based on the Pedagogical Beliefs Questionnaires), we needed to develop a researcher-made checklist to reflect each and every component of the questionnaire to make the comparisons (between reported


beliefs and classroom practices) possible. The appropriacy of the checklist was ascertained by consensual validation (three of the researchers, one PhD student of TEFL, and two TEFL professors specializing in teacher education/performance checked the comprehensiveness and the appropriacy of the checklist).

**Data Analysis**

Independent-samples *t*-test and Pearson product-moment correlation were used to analyze the data. Independent-samples *t*-tests were employed to find out the differences between both teacher groups in their self-reported (cognitive manifestation of) pedagogical beliefs and actual practices (behavioral manifestations of pedagogical beliefs). Correlation coefficients were also conducted to examine the likely variations in the correspondence between teachers' beliefs and practices of the teachers in each group—teachers with high grit levels and those with low grit levels.

**Procedure**

The Pedagogical Beliefs Questionnaire and Teacher Grit Scale were first administered to 70 EFL teachers. Then, the questionnaires and scales were scored, and the grit scores were ranked in order. Afterward, 15 teachers with the highest scores and 15 teachers with the lowest scores on the grit scale were selected. Two class sessions per selected teacher were observed and recorded; the duration of each was 90 minutes. The reason for the inclusion of two sessions was to make sure that there is ample space (in the sense of suppliance contexts) for the teachers to display various practices. Throughout the observations, each behavioral manifestation of the instructional beliefs was jotted down. The sessions were also video-recorded with the permission of the administrative manager and teachers to carefully review the instructional

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practices and assign them to the categories in the checklist. The teachers taught the same reading passages and conversation parts to their students. As a measure of the behavioral manifestations of the teachers' instructional beliefs, the frequencies of the occurrences of the themes in the observation checklist were registered and documented. Those instructional practices that did not fall within the components of the observation checklist were not included in the analyses. SPSS, version 21 for Windows, was used to analyze the data.

### Results

As discussed earlier, the current study examined cognitive and behavioral manifestations of pedagogical beliefs in teachers with high and low grit levels and the probable variations between the two teacher groups regarding the self-reported pedagogical beliefs (cognitive manifestation) and their actual practices (behavioral manifestation).

The first research question probed the probability of any significant differences between both teacher groups in their self-reported (cognitive manifestation of) pedagogical beliefs. Table 1 presents the descriptive statistics of both groups regarding self-reported pedagogical beliefs.

Table 1  
*Descriptive Statistics of both Teacher Groups Regarding the Self-reported Pedagogical Beliefs*

	N	Mean	SD
Low level grit	15	25.26	2.01
High level grit	15	25.40	2.13

As shown in Table 1, both groups showed similar means in their pedagogical beliefs (teachers with high levels of grit:  $M = 25.40$ ;  $SD = 2.13$

and teachers with low levels of grit ( $M = 25.26$ ;  $SD = 2.01$ ). An independent-samples  $t$ -test was run to draw a comparison between the performances of both groups. The results are presented in Table 2, which indicated that there was no significant difference between the self-reported pedagogical beliefs of both teacher groups,  $t(28) = -.176$ ,  $p = .862$ . The two groups of teachers viewed pedagogical beliefs in the same way, and there were no major variations in their self-reported pedagogical beliefs.

Table 2  
*Independent-Samples T-test Results of Both Groups Regarding the Self-Reported Pedagogical Beliefs*

Independent-samples $t$ -test	t	DF	Sig. (two-tailed)	Mean differences
Equal variances assumed	-.176	28	.862	-.13

The second research question investigated the probability of any significant differences between both teacher groups in their actual practices (behavioral manifestations of pedagogical beliefs). Table 3 presents the descriptive statistics of both groups regarding actual practices. Table 4 also shows the findings of an independent-sample  $t$ -test. A significant difference can be observed between both teacher groups on their actual practices. The actual practices of teachers with high level of grit ( $M = 26.40$ ;  $SD = 2.02$ ) are significantly different from those of teachers with low levels of grit ( $M = 17.00$ ;  $SD = 1.25$ ;  $t(28) = -15.26$ ,  $p < .001$ ,  $d = 5.59$ )

Table 3  
*Descriptive Statistics of both Groups Regarding the Actual Practices*

	N	Mean	SD
Low level grit	15	17.00	1.25
High level grit	15	26.40	2.02

Table 4

*The Results of Independent-Samples T-test for both Groups Regarding Actual Practices*

Independent-samples <i>t</i> -test	<i>t</i>	DF	Sig. (two-tailed)	Mean differences
Equal variances assumed	-15.26	28	.000	-9.40

The third research question investigated whether there were any significant differences in the correspondence of self-reported pedagogical beliefs and actual instructional practices across teachers with varying levels of grit. To this end, two Pearson's correlation procedures were used. In the first one, the correlation between self-reported pedagogical beliefs of teachers with low levels of grit and their actual practices was computed. As can be seen in Table 5, no significant correlation is observed between the pedagogical beliefs reported by teachers with low levels of grit and their actual practices,  $r(13) = -.11, p = .688$ . The second procedure examined the correlation between pedagogical beliefs of high-grit-level teachers and their actual practices. As shown in Table 5, unlike teachers with low levels of grit, the results indicated a strong correspondence between the self-reported pedagogical beliefs of teachers with high levels of grit and their actual practices (behavioral manifestation of pedagogical beliefs),  $r(13) = .81, p < .01$ .

Table 5

*Correlation Between Self-reported Pedagogical Beliefs of Teachers' With a Low Level of Grit and Their Actual Practices*

	Actual practices	<i>P</i>
Pearson correlation	-.11	.688
Pedagogical beliefs		

Table 6  
*Correlation Between Self-reported Pedagogical Beliefs of Teachers' With a High Level of Grit and Their Actual Practice*

	Actual practices	<i>P</i>
Pearson correlation	.81	.000
Pedagogical beliefs		

**Discussion**

Grit has recently turned into a popular construct in present-day educational settings. This momentum highlights the need for researchers to explore its components (Disabato et al., 2019). In the field of English language teaching, whether in an EFL or an ESL context, a large number of factors are likely to affect a teacher's perseverance in and passion towards teaching, such as cultural differences, challenges associated with linguistic competency, level of confidence, and increased workload (Sudina et al., 2020). However, limited research has been conducted on this construct in relation to teachers, much less on language teachers. In the light of the recent recognition of the importance of positive psychology in teachers' performance (e.g., Mercer & Kostoulas, 2018), the role of grit among language teachers appears to be deserving empirical attention (Sudina et al., 2020). In this regard, this study examined the correspondence/non-correspondence between EFL teachers' cognitive manifestation of pedagogical beliefs and their behavioral manifestations (actual practices) of such beliefs and the extent that teacher grit moderates the connection between the two. The results revealed that there is not necessarily a correlation between teachers' self-reported beliefs and their actual practices in class, which is in line with the results reported in previous studies on teachers' beliefs/practices correspondence (e.g., Basturkmen et al., 2004; Isikoglu et al., 2009; Phipps & Borg, 2009; Karimi et al., 2016; Karimi & Dehghani, 2016). In this study, it was revealed that self-reported



pedagogical beliefs of teachers with high and low levels of grit were somehow similar; however, their consistency with actual practices was significantly different. More specifically, although both groups valued pedagogical beliefs roughly equally, only the teachers who had high levels of grit demonstrated evidence of correspondence in their actual classroom practices. In fact, only the cognitive representations of the pedagogical beliefs of teachers who possessed high-grit levels were compatible with their actual practices in teaching. According to the findings, it can be implied that teachers' grit level can serve a prominent role in the correspondence between their self-reported pedagogical beliefs and their actual instructional practices. By extension, the findings reported in this study add to the scholarship on the correspondence/non-correspondence of teachers' beliefs and their practices by highlighting the role of personal variables.

Earlier research has established that external hurdles, including shortage of time, covering the prescribed curriculum, and attending too many classes, might be cited as potential factors affecting teachers' instructional approach so that they cannot translate their beliefs into actual practices in the class (e.g., Basturkmen, 2012; Karimi & Dehghani, 2016). In particular, teachers' classroom approach tends to be constrained by the often-prescribed institutions' policies and are not allowed to practice their beliefs when they clash with institutional policies. However, the findings of this research indicate that teacher grit can neutralize the impeding effects of such constraining policies and enhance the correspondence between teachers' beliefs and their practices. In essence, it is likely that teacher grit functions as a possible predictor of teacher behaviors that can push them forward even through hindrances (Duckworth et al., 2009) since teacher grit entails continuing strenuous efforts on the part of the teachers to overcome obstacles in their professional practice (Duckworth, 2016; McCain, 2017). It is asserted

that grittier teachers have a better performance than the less gritty teachers despite their challenges. Duckworth (2016) believes that teacher grit functions as a potential factor in affecting teachers' pedagogical performance inside and outside the classroom. It is a characteristic of gritty teachers to retain trust in their capabilities and sense of responsibility through encouragement or other adaptation strategies. In the same way, these individuals are interested in learning experiences, particularly those that are daunting and demand more effort (Robertson-Kraft & Duckworth, 2014).


In highly demanding settings, grittier individuals work harder and longer and their performance in acquiring skills over time is directly or indirectly affected by their constant commitment despite the challenges they face (Duckworth et al., 2007; Duckworth & Quinn, 2009). The key to the success of such people can be their perseverance and their long-lasting dedication amid the learning and teaching challenges. Given that teaching is a challenging profession, it makes sense to assume that grit can significantly impact teachers' performance. Gritty individuals make sustained efforts towards long-term and challenging goals while, at the same time, dealing effectively with failures and misfortunes (Duckworth et al., 2007; Robertson-Kraft et al., 2014). Gritty individuals are dedicated and never get weary of pursuing their commitments. They can persist in a goal-oriented action in the face of adversity or despair (Park et al., 2004). Accordingly, gritty teachers, even in the face of shortcomings and constraints, try to implement their beliefs in the classroom and keep teaching in line with their beliefs. Therefore, it can be suggested that improving teacher grit contributes to teacher career development since this component will significantly contribute to the implementation of teachers' beliefs in their classroom practices. Consequently, it is recommended that teacher professional development initiatives focus on fostering teachers' grit, as this variable can play a crucial

role in the teachers' fulfillment of their beliefs in the actual classroom settings. Generally, this research reveals that L2-teacher grit is an individual difference worth considering in language teacher education in the future.

**Conclusion**

Considering that teachers' beliefs are indeed significant in guiding their practice in the classroom, investigating the variables improving or impeding the thorough implementation of teachers' beliefs in practice must be taken as one of the major objectives in the area of teacher research in ELT (Karimi et al., 2016). While much research has been carried out on teachers' beliefs/practices in ELT, there appears to be no full image of the variables affecting correspondence/non-correspondence between teacher beliefs and practices.

The findings of this study suggest that teacher grit can contribute considerably to this process. The findings add to the beliefs/practice alignment literature by drawing attention to the significance of grit, as a personal variable, significantly affecting the correspondence between EFL teachers' self-reported beliefs and instructional practices. Consequently, teachers' performance in the field will be strengthened by designing certain initiatives to enhance teacher grit. Providing supportive environments and quality professional development can be considered one of these ways, consequently contributing to student success. Building teacher self-efficacy, which strengthens teacher grit, can be another approach (Dobbins, 2016). Deliberate practice and training in real-world situations, particularly non-evaluative contexts, can also help teachers to build and enhance grit (Barber & Brown, 2019). Hence, by recognizing the factors that can make people grittier, investigators and academics can focus on specific programs and initiatives to boost the level of grit (Christopoulou et al., 2018).

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There is increasing evidence that students and schools are in the constant quest for dedicated teachers who can collaborate constantly with students despite the difficulties that lie ahead to meet student objectives (Robertson-Kraft & Duckworth, 2014). A high level of perseverance, one of the subcomponents of grit, influences teachers' self-efficacy in inspiring students and addressing their needs (Fabelico & Afalla, 2020). Excellence in the school context lies in the high performance of the teaching faculty, and this degree of excellence is built on a foundation of teacher grit. Furthermore, accountable teachers who are gritty are more willing to accept new ideas and to improve school and student performance, to overcome challenges tenaciously, to stay focused on their work interestingly, to complete the work they have begun, and to strive to achieve their objectives (Argon & Kaya, 2018). Therefore, grit can be considered a critical component of the teacher recruitment models and policies. Teachers who are grittier may be prioritized in recruitment policies, should educational quality be well catered for. What should be evaluated is the grit of candidates for teaching positions, since recruiting teachers who possess a high level of grit will directly contribute to success in school environments and student performance (e.g., Duckworth et al., 2009; Stronge & Hindeman, 2003).

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