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How do language teachers' beliefs inform their practices? An example from a Chinese EFL context

After teacher education programs and professional development, whether or not literacy or language teachers can fully implement what they have learned in their actual practice is a big issue that teacher educators need to ponder on. The study, in a Chinese English as a foreign language (EFL) context, aimed to understand whether language teachers' stated beliefs about how they teach English reading are consistent with their actual practices in classrooms. The findings of the study showed a complex belief system about reading and about the teaching of reading among these EFL teachers. Within the belief system, relationships between different beliefs were non-linear and unpredictable. The findings indicated a statistically significant but weak association between stated beliefs about reading and stated beliefs about teaching reading in a specific constructivist orientation. The study finally discussed the findings based on the three research questions and provided implications for EFL teachers and teacher team leaders.