

POSSIBLE EFFECTS OF THE PRACTICUM TEACHING ON PRE-
SERVICE TEACHERS' BELIEFS ABOUT ENGLISH LANGUAGE TEACHING
IN TURKEY

BY

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THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS

IN

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

YEDİTEPE UNIVERSITY

JULY, 2017

THESIS SUBMISSION and APPROVAL FORM



YEDİTEPE UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE

THESIS SUBMISSION and APPROVAL FORM

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Pre-service EFL Teachers' Beliefs about FLT in
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ACKNOWLEDGEMENTS

I am endlessly grateful to Dean of the Faculty of Education Prof. Ayşe S. Akyel at Yeditepe University, who has continuously supported and motivated me through this difficult task. I am very grateful to Assist.Prof. Evrim Eveyik Aydın whose suggestions and encouragement helped me throughout this study. I would like to express my appreciation to Assist. Prof. Zeynep Cumhuri Çamlıbel and Assist. Prof. Aysun Kunduracı for their interest and supportive guidance.

I would also like to thank Assist. Prof. Hakan Dilman and Assist. Prof. Nejat Töngür who allowed me to administer my questionnaires and collect data from their students at Maltepe University.

I am deeply thankful to my family for all their encouragement and guidance. Without their consistent support and understanding, it would not have been possible to complete this study.

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ABSTRACT

This study aims to investigate and compare the beliefs of English language pre-service teachers regarding English Language Teaching (ELT) before and after practicum teaching at two different foundation universities in Turkey.

Besides finding out how pre-service English teachers' beliefs were affected by their teaching experience during the practicum program, the present study also intends to determine the influence of variables such as gender, type of practicum school and gender of the cooperating English instructor on pre-service teachers' beliefs.

The participants of the study were 51 pre-service teachers from English Language Teaching Departments of two different foundation universities. During the study the participants started and finished their teaching practice in their practicum schools.

In this study, both quantitative and qualitative research methods were used. As a quantitative research tool, synthesis of three questionnaires; BALLI (Beliefs about language learning inventory) which is developed by Horwitz (1987), Lightbown and Spada's (1993) Foreign Language Learning 5 point likert scale questionnaire and Brown's (2009) Effective Foreign Language Teacher Questionnaire were used. Qualitative data was collected from pre-service teachers' assignments of overall reflection reports and self evaluation reports. The quantitative data gathered from pre-service teachers were analysed with SPSS v. 18 (Statistical Package for Social Studies). As for analyses, descriptive statistics, t-test, Mann-Whitney u-test and one way Analysis of Variance (ANOVA) were conducted.

The study hypothesized that teaching experience in practicum will have statistically significant effects on pre-service teachers' beliefs toward ELT. Additionally, it was hypothesized that there will be statistically significant differences between pre-service teachers' beliefs toward ELT in terms of variables such as gender, gender of cooperating English instructor and type of their practicum school. Nevertheless, data analysis revealed that no statistically significant differences exist between pre-service teachers' beliefs toward ELT before and after teaching experience in practicum. Likewise, no statistically significant differences were found between pre-service teachers' beliefs toward ELT based on variables such as gender, gender of cooperating English instructor and type of their practicum school.

Key words: Pre-service English teachers, beliefs, foreign language teaching, practicum programme, teaching practice, research methods.

KISA ÖZET

Bu çalışmanın amacı Türkiye’de iki farklı vakıf üniversitesinde İngilizce Öğretmenliği lisans programında eğitim gören öğretmen adaylarının uygulama eğitimindeki öğretmenlik deneyimi öncesinde ve sonrasında İngilizce öğretimi hakkındaki inançlarının incelenmesi ve karşılaştırılmasıdır.

Uygulama eğitimi boyunca öğretmenlik deneyiminin İngilizce öğretmenliği adaylarının inançlarını nasıl etkilediğinin araştırılmasının yanı sıra, bu çalışma aynı zamanda cinsiyet, uygulama okulu türü ve öğretim verdikleri ders saati gibi faktörlerin öğretmen adaylarının inançları üzerinde nasıl bir etkisi olduğunu da araştırmayı amaçlamaktadır.

Araştırmanın örneklem grubunu Yeditepe Üniversitesi ve Maltepe Üniversitesi İngilizce Öğretmenliği bölümü son sınıfında öğrenim gören 51 öğretmen adayı oluşturmaktadır. Çalışma boyunca öğretmen adayı katılımcılar, öğretmenlik uygulaması deneyimlerini uygulama okullarında başlayıp tamamlamışlardır.

Bu çalışmada, kantitatif ve kalitatif araştırma metodları birarada kullanılmıştır. Araştırmada kantitatif araştırma aracı olarak üç anketin; Horwitz (1987) tarafından geliştirilen BALLI ölçeği, Lightbown ve Spada’nın (1993) Yabancı Dil Öğrenme Ölçeği ve Brown’un (2009) Etkili Yabancı Dil Öğretmeni Anketi sentezinden oluşan uyarlanmış anket kullanılmıştır. Kalitatif araştırma datası, öğretmen adaylarının uygulama programı boyunca yazmış oldukları yansıtıcı yazılar, öz değerlendirme raporları ve arkadaş değerlendirme raporları kullanılarak elde edilmiştir.

Mevcut çalışmada, öğretmenlik uygulaması deneyiminin öğretmen adaylarının İngilizce öğretimine dair inançları üzerinde istatistiksel olarak anlamlı etkileri olacağı savlanmıştır. Ayrıca, öğretmen adaylarının İngilizce öğretimine dair görüşleri ve cinsiyetleri, yardımcı öğretmenlerinin cinsiyeti ve staj yaptıkları okulun türü gibi değişkenler arasında istatistiksel olarak anlamlı farklılıklar olacağı kuramlanmıştır. Data analizi sonucunda, öğretmenlik uygulaması öncesi ve sonrasında, öğretmen adaylarının İngilizce öğretimine dair inançlarında istatistiksel olarak anlamlı değişiklikler bulunmamıştır. Aynı şekilde, öğretmen adaylarının İngilizce öğretimine dair görüşleri ve cinsiyetleri, yardımcı öğretmenlerinin cinsiyeti ve staj yaptıkları okul türü istatistiksel olarak anlamlı farklılıklar elde edilmemiştir.

Anahtar kelimeler: İngilizce öğretmen adayları, inançlar, yabancı dil öğretimi, öğretmenlik uygulaması, öğretmenlik deneyimi, araştırma metodları

ABBREVIATIONS

<i>A</i>	Agree
<i>ANOVA</i>	Analysis of Variance
<i>BALLI</i>	Beliefs About Language Learning Inventory
<i>CHE</i>	Council of Higher Education
<i>CLT</i>	Communicative Language Teaching
<i>D</i>	Disagree
<i>EFL</i>	English as a Foreign Language
<i>ELL</i>	English Language Learning
<i>ELT</i>	English Language Teaching
<i>ESL</i>	English as a Second Language
<i>FLA</i>	Foreign Language Aptitude
<i>GTM</i>	Grammar Translation Method
<i>HLL</i>	How Languages are Learned
<i>HO</i>	Hypothesis
<i>LYS</i>	University Entrance Exam
<i>N</i>	Number of responses, Frequency, Count
<i>OECD</i>	The Organization for Economic Cooperation and Development
<i>p</i>	Significance Value
<i>PT</i>	Pre-service Teacher

<i>RQ</i>	Research Question
<i>SA</i>	Strongly Agree
<i>SD</i>	Strongly Disagree
<i>SPSS</i>	Statistical Package for Social Studies
<i>TALIS</i>	Teaching and Learning International Survey
<i>YÖK</i>	Turkish Higher Education Council



1. INTRODUCTION

1.1. Background of the Study

It is a fact that beliefs play an important role in our lives and our actions are mostly determined by our beliefs. Although, there are different descriptions of beliefs, most definitions of beliefs suggest that beliefs often regulate and control people's ideas and behavior. Borg's (2001) definition of belief is in accordance with this general idea of belief as he defines belief as "a proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior" (p.186). Relevantly, Brown and Cooney (1982) also define beliefs as something that determines behavior by stating that "beliefs are dispositions to actions and major determinants of behavior" (Brown&Cooney in 1982, in Pajares, 1992, p.313).

Beliefs have gained importance as a research subject in the branch of education only since 1970's. Previously, teachers' beliefs were not considered as significant rather their decisions were viewed as determinants of their classroom behaviour. Recently, researchers in the field of foreign language learning have found out that learners' beliefs towards language learning may have significant impact on the learners' expectations and their behaviours during the foreign language learning process. In a similar way, pre-service teachers' beliefs are also considered as factors that have effect on their teaching practices. In the recent past, many studies have been done which focus on pre-service teacher beliefs and the efficiency of teacher training or practicum programmes (Mattheoudakis, 2007; Peacock, 2001; Harrington and Hertel, 2000; Cabaroğlu&Roberts, 2000). In his longitudinal study, Mattheoudakis

(2007) explored effects of the practicum programme on pre-service EFL teachers' beliefs about learning and teaching. Similarly, Peacock (2001) also investigated the impact of a three year pre-service training programme on pre-service ESL teachers' beliefs. Cabaroğlu and Roberts (2000) examined pre-service teachers' beliefs towards English language learning through interviews at an EFL programme in a faculty of education in a Turkish state university. Nevertheless, there is limited number of research conducted within the scope of Turkish education settings that investigates the changes in pre-service teachers' beliefs toward ELT during the practicum programmes. The studies conducted in Turkish context explore change of pre-service teachers' belief on foreign language learning in relation to gender as in Tercanlioğlu's study (Tercanlioğlu, 2005) or in relation to their year of study and gender as in Erdem's study (Erdem, 2009). Although, both studies aim to investigate the change of pre-service teachers' beliefs, they do not consider the effect of the practicum programme on pre-service teacher beliefs and cannot be considered as long term studies since data is only collected once at the beginning of the term. The nature of pre-service teachers' belief change during a practicum course is explored in Debreli's study through interviews (Debreli, 2016). However, this study does not reveal any qualitative data since it is only based on qualitative research method. Additionally, participants are limited in number with only 12 interviewees.

As a matter of fact, practicum programmes are part of the academic curriculum which is very significant for pre-service teachers since they serve as the initial step to their teaching profession. In that sense, the effects of practicum programmes on pre-service teachers' beliefs should be studied thoroughly in order to obtain comprehensive data about them and to develop strategies to improve their

efficiency. Therefore, this study aims to explore the possible effects of the practicum programme on English pre-service teachers' beliefs towards English language teaching. The possible effects are assumed as changes in pre-service teachers' beliefs regarding ELT which comprises their beliefs toward foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, motivation and foreign language teaching.

1.2. Purpose of the study

The present study attempts to investigate and compare pre-service English language teachers' beliefs about English language teaching before and after their teaching experience in practicum programme, in terms of their gender, type of practicum school and gender of their cooperating instructor during their practicum. By comparing the results of pre-service teachers' answers to pre-questionnaire and post-questionnaire and their evaluation reports and overall reflection essays, the relationship between the pre-service teachers' beliefs before and after the practicum teaching will be examined. Moreover, the study also aims to explore if pre-service teachers' own experience of teaching affects his/her beliefs toward English language teaching practice.

1.3. Research Questions and Hypotheses

According to the purpose of the study, the following research questions and research hypotheses were generated:

Research Questions

RQ1: What are pre-service teachers' beliefs about ELT at the beginning of the teaching experience in practicum?

RQ2: What are pre-service teachers' beliefs about ELT after the teaching experience in practicum?

RQ3: Is there any change in pre-service teachers' beliefs about ELT after teaching experience in practicum?

RQ4: Do the variables such as gender, gender of the cooperating instructor and type of practicum school affect the Turkish pre-service teachers' beliefs about ELT?

Research Hypotheses

H01: The practicum teaching has considerable effect on pre-service teachers' beliefs about ELT.

H02: There will be differences between pre-service teachers' beliefs about ELT in terms of gender, type of practicum school and gender of cooperating English instructor.

1.4. Significance of the Study

In the present study, pre-service English teachers' beliefs toward English language teaching and possible effects on these beliefs during the teaching experience in practicum are explored. Although, there are many studies which investigated pre-service English teachers' beliefs, most of these studies were concerned with the relationship between the pre-service teachers' beliefs and foreign language learning. Tercanlioğlu's study which explored beliefs of pre-service English teachers at Atatürk University toward foreign language learning in terms of gender by using Horwitz's Beliefs About Language Learning Inventory (BALLI) scale (Tercanlioğlu, 2005). Another study which examined pre-service teachers' beliefs about foreign language learning via questionnaire based on BALLI is Palabıyık's study in which she studied pre-service teachers' beliefs toward foreign language learning in relation to their year

of study. Palabıyık conducted her study at Abant İzzat Baysal University with pre-service teachers who are in different years of the ELT programme and found out that motivation is the most important factor for pre-service teachers with regard to foreign language learning (Palabıyık, 2012).

Apart from these studies, there are a few theses in the literature which explores the relationship between pre-service teachers' beliefs toward English language teaching and their teaching experience in practicum schools. The master's thesis written by Osman Çeviktay in 2012 in the Institute of Educational Sciences, Istanbul, Marmara University, investigated Turkish pre-service teachers' beliefs about foreign language learning. Another thesis which aimed to explore the effect of the pre-service English teachers' beliefs and expectations about self and their own teaching on their teaching practice in practicum schools was written by Seymen in the Institute of Educational Sciences, Istanbul, Marmara University in 2010. Nevertheless, this study only focused on whether pre-service teachers' expectations about their 'self' and 'teaching role' are affected by their teaching experiences in practicum and did not consider the effects of teaching experience on pre-service teachers' beliefs toward ELT. Most of the research studies about pre-service teachers' beliefs are concerned with foreign language learning and do not consider the effects of practicum programmes on pre-service teachers' beliefs (Cabaroğlu&Roberts, 2000; Peacock, 2001; Tercanlıoğlu, 2005; Altan, 2006; Clark-Goff, 2008; Palabıyık, 2012; Özmen, 2012) However, as beliefs are formed through people's past experiences, practicum teaching experience of pre-service teachers may have significant effects on their beliefs toward ELT and their classroom practices in the future. Moreover, the number of the studies are conducted in the Turkish context in terms of the effects of practicum

teaching on pre-service teachers' beliefs are limited (Seymen, 2010; Çeviktay, 2012; Debreli, 2016). Therefore, a study on possible effects of practicum teaching experience on beliefs of pre-service teachers may yield significant results about the efficiency level of the practicum programmes in Turkey.

However, it has also been indicated that there is a relationship between pre-service English teachers' beliefs and foreign language teaching. It is a fact that beliefs of teachers have strong effect on their classroom practices. Nevertheless, which factors shape the beliefs of teachers and to what extend their previous experiences and background characteristics play role on their beliefs toward English language teaching (ELT) is still an issue to be studied further in the Turkish education context since the studies which investigate the effects of these variables are limited in number. Pre-service teachers' beliefs toward foreign language learning have been examined in terms of gender (Tercanlıoğlu, 2005; Erdem, 2009) and in terms of grades and high school graduation (Erdem, 2009). With the aim of exploring the effects of teaching experience in practicum on pre-service teachers' beliefs toward ELT, the researcher began exploring the effects of previous teaching experience on beliefs toward ELT by the spring semester of the academic term 2016-2017 in which students started their teaching experience of the practicum programme. The purpose was to understand the effects of teaching experience as well as their other background characteristics such as gender on pre-service teachers' beliefs about ELT. The only study which investigated the effects of teaching experience in practicum on pre-service teachers' beliefs toward foreign language learning in Turkish context was Çeviktay's study (Çeviktay, 2012). Moreover, pre-service teachers' beliefs were examined in two distinct education contexts; Yeditepe University and Maltepe University which distinguishes this study

from Çeviktay's study which is conducted in a single context only. In addition, this study followed mixed method design by using both quantitative and qualitative data. In that context, this study will make difference when compared with the other studies which use only a single research method (Tercanlıoğlu, 2005; Altan, 2006; Seymen, 2010; Palabıyık, 2012; Debreli, 2016). As a quantitative instrument, items from three questionnaires (BALLI, How Languages are Learned and Effective Foreign Language Teacher Questionnaire) were synthesized and used as pre and post- test.

The present study may also raise self-awareness among the pre-service teachers towards the problems they face interrelated to their classroom practices since teachers' beliefs are closely related with teaching strategies and classroom practices of teachers. This study may help pre-service teachers to improve their teaching and self-criticise themselves about their weaknesses before commencing teaching as their profession. Therefore, all of these unique aspects investigated in this study may make this thesis significant among the related Turkish literature.

1.5. Limitations of the study

This study has several limitations. One of the limitations is that the participants of the study were limited in number and the study reveals the pre-service teachers' beliefs toward foreign language learning from two educational institutions; Yeditepe University and Maltepe University. Therefore, it is not possible to generalize the results of the study to a larger context. The results could have higher external validity if the study had been conducted at further extended educational settings.

In addition to the limited number of participants, majority of the participants in this study are female. This is a result of more females attending ELT departments

when compared with males. Nevertheless, since gender is an independent variable that may affect the results of the study, the effects of gender on pre-service teachers' beliefs toward ELT were analysed through using nonparametric statistical tests.



2. LITERATURE REVIEW

2.1. THEORETICAL FRAMEWORK OF BELIEFS

2.1.1. Definition and Significance of Beliefs

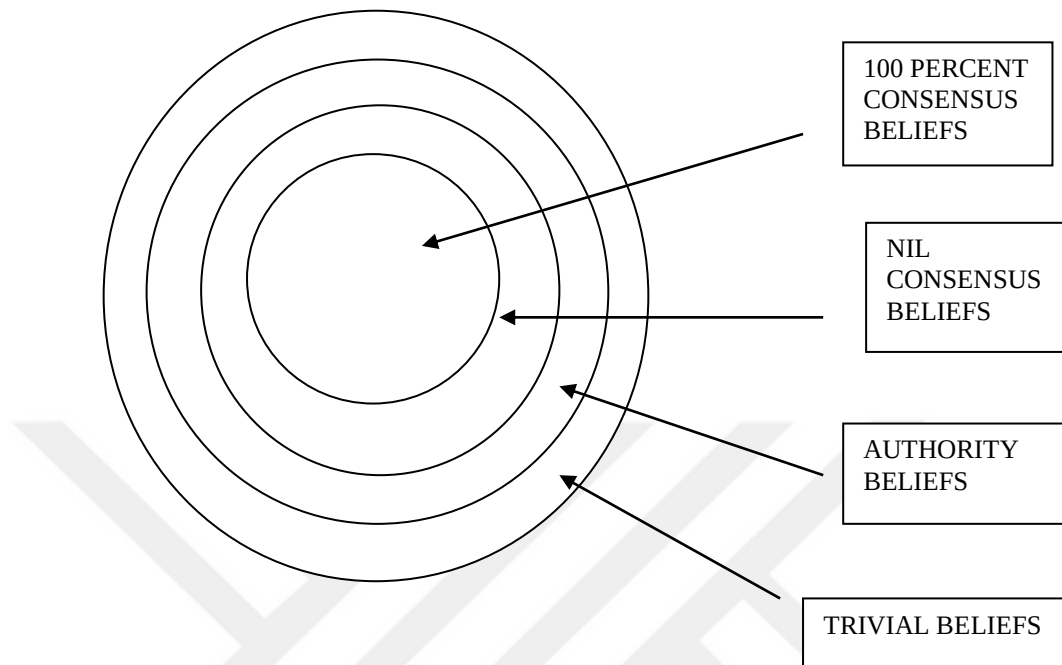
Most of the definitions suggest that there is a significant relationship between beliefs and behavior. Brown and Cooney (1982) consider beliefs and behavior closely related by suggesting that beliefs are dispositions to action and major determinants of behavior. Bandura examined beliefs by their effects on individual's ability to achieve a task which is referred as the self-efficacy. He concludes that people's belief regarding self-efficacy has a significant effect on their behavior. Individuals with beliefs of higher self-efficacy tend to be more successful at initiating behavior and achieving tasks (Bandura, 1994).

McDonough (1995) considers beliefs as underlying factors of behavior and he states that they form the basis of individual decisions. Nespor (1987) offers a similar definition by indicating that beliefs are closely connected to one's perspective and due to that affects one's actions. According to Nespor, properties of beliefs influence how individuals view tasks and problems. Hence, they have a great influence on problem solving skills and strategies. Moreover, Nespor identifies four characteristics of beliefs which are; existential presumption, alternativity, affective and evaluative loading, and episodic structure (Nespor, 1987). Existential presumptions are personal truths that are unquestionable. Everyone has existential presumptions and they are usually formed by personal experience or mere chance. According to Nespor, in some occasions, individuals may create an ideal or alternative that is different from the reality. This usually occurs because of individuals' experiences. Depending on their

experiences individuals are inclined to create an alternative that may differ from the reality. By affective and evaluative loading, Nespor refers to emotions, moods, and subjective views. Finally, beliefs are episodically structured which mean that personal experiences or cultural aspects may influence them.

On the basis of related literature, Pajares (1992) defines characteristics of beliefs by stating that they are concepts formed early in life and resistant to change. He also finds out that early formed beliefs are more difficult to change. Moreover, beliefs have strong influence on individuals' behavior. It is possible to observe beliefs effects on behavior by focusing on what people say, intend and do since it is not possible to directly observe them. There are many other studies which show that beliefs are deeply formed and difficult to change (Richards, Gallo, & Renandya, 2001). According to Richards, Gallo and Renandya (2001:50) beliefs of teachers are developed based upon their observation of their own teachers. Nisbett and Ross also suggest that beliefs of individuals are very difficult to alter even when they are proved to be inaccurate (Nisbett&Ross, 1980). Finally, Rokeach has categorized beliefs based on their sources. The Figure 1 below, show his classification of beliefs into four categories:

Figure 1: Classification of Beliefs



Source: M. Rokeach, Beliefs, Attitudes and Values, San Francisco; Jossey-Bass 1968 (Central Peripheral Model, pp. 1-13).

According to Rokeach, consensus beliefs which are represented as the bull's eye are deeply rooted and it is not possible to change them. They are “taken for granted” beliefs. Nil Consensus beliefs refer to beliefs that are not acceptable to others because their acceptability change from person to person. Authority beliefs are accepted by people because the authority holds these beliefs and in order to get the support of the authority, people accept these beliefs. Finally, trivial beliefs are in the last category which is related to some sort of authority but not strong as the authority beliefs (Rokeach, 1968).

In the recent past, beliefs have received considerable attention in the field of education especially in the second language learning. According to research, learners

of second language may bring their existing beliefs to the classroom environment therefore these beliefs may have an influence on their expectations and their learning behaviour. Horwitz suggests that beliefs of learners need to be studied since they may assist teachers' in organizing their lesson plans and establishing a suitable classroom environment for their students (Horwitz, 1985, 1987, and 1999).

2.1.2. Beliefs and Knowledge

Although "belief" is a familiar concept commonly used in many field of studies there is no definite meaning to it. Different definitions of the term "belief" have been offered by many scholars as it has been discussed previously. Nevertheless, these definitions have not brought a clear definition of the term "belief" since most of the researchers have chosen to define belief by using alternative terms. Some of these alternative terms include: "*axioms, culture, perspectives, social strategies, internal mental processes, rules of practice, practical principles, and constructs*" (Eisenhart et al., 1988). The usage of these alternative terms varies depending on the researchers' interests and perspectives. It has been found out that in many studies, belief and knowledge have been used interchangeably. Murphy and Mason (2006) have realized that researchers use these terms interchangeably or use only one of them in order to avoid differentiating between them. Nevertheless, it is necessary to separate these two terms in order to offer a well defined concept of "belief". Many researchers have tried to make a distinction between these two terms, however it has been difficult to clarify the origins of the terms therefore they suggested that they are different words meaning the same thing (Pajares, 1992). However, some scholars have identified some characteristics of belief that distinguish it from the term knowledge. In that sense, Nespor's definition of the "belief" makes contribution in distinguishing these two

terms. According to Nespor, beliefs depend on affective and evaluative components which distinguish them from knowledge. Beliefs are more related with feelings and moods when compared with knowledge. Unlike knowledge, beliefs may change based on person's perspectives, preferences and cultural sources. However, knowledge holds a more valid and acceptable characteristic. Beliefs do not require a general consensus unlike knowledge systems (Nespor, 1987). Calderhead distinguishes beliefs and knowledge by referring to beliefs as more subjective formations consist of assumptions, ideologies and emotional engagements while knowledge as more factual and informative concepts (Calderhead, 1996). Similarly, Woods also separates the terms "belief" and "knowledge" by stating that knowledge is commonly accepted facts which are demonstrable. However, belief is not comprised of common knowledge and is not demonstrable (Woods, 1996).

By using the notion of "truth condition", Richardson (1996) also distinguished knowledge from belief by stating that "knowledge must satisfy the truth condition, but beliefs do not require a truth condition." (Richardson, 1996, p.104). Knowledge has been defined in philosophy as having three conditions which differentiates it from the term belief. These conditions are referred as; the truth condition, the belief condition and the evidence condition (Armstrong, 1973; Price, 1969). According to Price (1967), the most distinguishing characteristic of belief that separates it from knowledge is that, regardless of its conclusive evidence, belief may still prove to be untrue unlike knowledge. Nevertheless, Leatham (2006) suggests that knowledge may also be viewed as an 'individual construct' as he supports his argument by saying:

Of all the things we believe, there are some things that we "just believe" and other things we "more than believe – we know." Those things we "more than

believe" we refer to as knowledge and those things we "just believe" we refer to as beliefs. Thus beliefs and knowledge can profitably be viewed as complementary subsets of the things we believe. (p. 92)

Rokeach refers to beliefs as a proposition which is transferred as "I believe that....." (Rokeach, 1968). According to Rokeach beliefs may be conscious or unconscious. In addition, he identifies three types of beliefs; descriptive, evaluative or prescriptive. Descriptive beliefs refer to giving general information about something. For example "It is sleeping time for the children", evaluative beliefs contain emotional and perceptual message such as "I hate studying chemistry" and prescriptive beliefs give information about the future behaviour "I need to work very hard for my project". Rokeach states that beliefs contain a cognitive component which represents knowledge. In that sense, Rokeach views knowledge as a component of belief.

Social constructivists have separated belief and knowledge by concluding that beliefs have more influence on behavior of individuals when compared to knowledge. Furthermore, they claim that beliefs are culturally formed and developed early in life. Unlike knowledge, they are resistant to change (Marion Williams et al., 1997). In that sense, teachers' beliefs should be the most important influencing factor on classroom practices of teachers. Pajares also suggests that teachers' beliefs are more influential than teachers' knowledge on the organization of teachers' lesson plans and the decisions made related to classroom practices. According to Pajares, teachers' beliefs are the most determining factor which affects teachers' behavior towards students (Pajares, 1992).

Despite the fact that these two terms are mostly used synonymously, there are many situations in which they may not be conceptualised in the same manner. It is significant to comprehend the differences between the two terms in order to understand and study beliefs thoroughly.

2.2. TEACHERS' BELIEF SYSTEMS

2.2.2. Definition and Importance of Teachers' Beliefs

The beliefs of teachers are very important since they have significant influence on teachers' classroom practices and their expectations. Many researchers; Clark&Peterson (1986), Cole(1989), Fenstermacher (1979, 1986), Nespor(1987), Pintrich(1990), Kagan(1992) , Borg (2003), Farrell& Kun (2008) and Lee (2008) suggest that beliefs hold great significance in understanding teacher thinking since they indicate the decisions of teachers that they make during their lives. Kagan considers teacher beliefs as an indicator of certain behavior of teachers in the classroom context (Kagan, 1992). Similarly, Clark and Peterson (1986) also suggest that behaviors of teachers are significantly influenced by teachers' thought processes. They also distinguish three basic types of teachers' thought processes; teachers' planning, teachers' interactive thoughts and decisions and teachers' theories and beliefs. Teachers' planning refers to the thought processes that teachers enter before their classroom interactions. Teachers' thought processes that they engage in after classroom interactions are represented as teachers' interactive thoughts and decisions (Clark&Peterson, 1986). In his study, Borg (2003) states that the effect of teachers' beliefs, in Borg's words "teacher cognition", on teachers' practices is two-sided. He suggests that there is a reciprocal interaction between teachers' cognition and their classroom practices

Marion Williams et al. (1997) state that teachers should act in a manner consistent with their beliefs in order to be effective; if there is inconsistency between their beliefs and their behavior then the learners will be confused.

In his study Fenstermacher, (2005) expresses that if teachers act consistent with their beliefs and thinking that means that they act in a constructivist manner. According to Fenstermacher, excellent teaching is equal to being constructivist that is teachers bringing forth their beliefs and experiences while teaching. In this context, it is very significant to study teachers' beliefs in order to understand their classroom practices and to understand if they are convenient for their classroom contexts. In accord with Fenstermacher, Marion Williams et al (1997) state that teachers should act in a manner consistent with their beliefs in order to be effective; if there is inconsistency between their beliefs and their behavior then the learners will be confused. Pajares (1992) states that teachers' beliefs have great influence on the teachers' lesson plans, their decisions and their classroom practices. Recent studies also establish that beliefs have great influence on practices of teachers in their classrooms.

Many studies have indicated that beliefs of teachers not only influence their perceptions and judgements but also have an effect on their behaviour in the classroom. The effects of beliefs concerning classroom management on teaching practices of an EFL teacher were explored by Eveyik Aydın, Kurt and Mede (2009). Classroom management is an important part of teaching and the participant teacher in the study also perceives it in a similar manner. In that sense, the study reveals important results about the relationship between the ELT beliefs and the actual classroom practices. There was a significant overlap between beliefs and classroom

practices of the EFL teacher according to the results of the study. The participating teacher was found to have interactionalist beliefs toward classroom management which had effect on her classroom management orientations. In accordance with her beliefs, she supported relaxed and cooperative learning. Johnson also found out that pre-service teachers' beliefs have an influence on their classroom practices when they commence their teaching profession. In his study he used Multidimensional Theoretical Orientation Profile to gather data about teachers' theoretical orientations. The results of this inventory revealed that teachers' theoretical beliefs about ELT determine their instructional practices (Johnson, 1992). Moreover it has been suggested that teachers' beliefs not only influence their practices but also how students approach learning (Altrichter, Posch and Somekh 1993, Patrick 2000, Prosser, Trigwell and Taylor 1994). In that sense, it is very crucial to study teachers' beliefs in order to provide a more effective classroom environment for students and provide them with a positive perspective towards learning. It is also important that teachers' beliefs and expectations are compatible with students' nature and background. For instance, in their study, Altrichter, Posch and Somekh (1993) found out that most of the teachers' expectations were not in accordance with their students' quality and educational level (Altrichter, Posch and Somekh, 1993). Therefore, these teachers revised their teaching and expectations and adapted their teaching style according to their students' needs and expectations. In this process, action research helped these teachers in building a more effective classroom environment for their learners and understanding their needs.

In spite of the many studies that have been accomplished in beliefs, they are found to be insufficient by some researchers in understanding teachers' beliefs.

Clark&Peterson (1986) and Nespor (1987) indicate that not much attention has been placed to teachers' beliefs about their roles, students, taught subjects and type of school they teach at (Pintrich, 1990, p.317). Additionally, Pajares states educational doctrine may gain advantages from more research which focuses on in-service and pre-service teachers' beliefs (Pajares, 1992).

2.2.3. Types of Teachers' Beliefs

Teachers' beliefs may differ from one to another depending on various factors. One of these factors has been indicated as the gender. As an example, Singer's study suggests that female and male teachers' beliefs may differ from each other (Singer, 1996). Bacon and Finnemann have also concluded that gender and foreign language learning beliefs are significantly related. They found out that there were significant differences between males and females in terms of motivation (Bacon&Finnemann, 1992). The previous research indicates that female teachers use student-oriented practices more when compared with their male colleagues. In addition, it has been reported that female teachers are more involved in co-operative activities in their classrooms. These differences of classroom practices across genders may signal the gender differences of teachers' beliefs. However, there are many other background factors which might be the reason of these differences. Some of these factors may include; type of training, level of education, professional development, subject taught, employment status and length of experience (Teaching and Learning International Survey, 2009).

Influence of the length of experience on teachers' beliefs has been studied by many researchers. One of these studies is Berliner's (1987) study in which he examined the differences between teachers with different length of experience. In his

study, he finds out that lesson plans prepared by novice teachers focused excessively on the linguistic content of the reading text. In their lesson plans, novice teachers have followed a standard methodological format which contains pre-reading, while-reading and post-reading activities. On the contrary, experienced teachers used variety of approaches in developing their lesson plans. Some of these approaches included dividing text into sections, anticipating the story from the titles and headings, small group discussions and writing different versions of conclusions of the story. Berliner determines that the experienced teachers focus on the social content unlike novice teachers who focus on the linguistic content (Berliner, 1987).

In accordance with Berliner's study, Livingston and Barko's (1989) study also supports the claim that differences exist between teachers with different length of experience. In their study, they found out that there were great differences between how expert and novice teachers approach the problems they encounter in their classroom and the strategies they develop in order to solve them. Novice teachers showed more time consuming, less efficient planning and less selective post lesson reflections when compared with expert teachers. In addition novice teachers' pedagogical reasoning skills are less developed (Livingston&Barko, 1989). Length of experience has a significant role in terms of development of teachers' beliefs toward teaching. As most of the research suggests, novice teachers tend to perceive teaching through direct instruction however experienced teachers use communicative language teaching methods more frequently (Peacock, 2001).

In addition, Calderhead (1996) categorizes teachers' beliefs in five basic areas; beliefs about learners and learning, beliefs about teaching, beliefs about subject, beliefs about learning to teach, beliefs about self and teaching role. Teachers' beliefs

about learners and learning have a great influence on their teaching style and classroom practices. Every teacher may hold different opinions about the way of learning a language; teachers' way of teaching may be influenced by these views toward learning. According to this, teachers' beliefs about teaching are interrelated with their beliefs about learning. Beliefs about teaching play an important role on teachers' organization of their teaching behaviour as well. Teachers may have different views toward language teaching and this may have a significant impact on their classroom practices and organization of their lesson. The subject taught is another factor which affects teaching practice of teachers. Besides, pedagogical knowledge regarding the subject is very influential on teachers' way of teaching. Teachers' belief of themselves is also important especially for the pre-service teachers since they have potential for change. Self - images of teachers have great effect on their teaching practices. Lastly, teachers' beliefs about professional development are very significant since it has an impact on their teaching profession. Teachers who perceive professional development as important are life-long learners and open to change. On account of Calderhead's categorization, Zheng also classifies pre-service teachers' beliefs into categories as namely; beliefs about EFL learners and EFL learning, beliefs about EFL teaching, beliefs about subject matter, beliefs about self and beliefs about professional development (Zheng, 2009).

All these categories are essential in understanding teachers' beliefs. Accordingly, teachers' belief is a very extensive concept which needs to be studied in further detail.

2.2.4. Studies on Pre-service Teacher Beliefs

Many research studies suggest that beliefs of pre-service teachers regarding teaching are closely related with the previous experiences they have experienced during their education as students. It is proven by research that teachers generate permanent beliefs concerning language teaching and learning. Additionally, they also form beliefs about role of the teachers, classroom environment, teaching strategies and methods and other subjects related to the process of teaching and learning (Borg, 2006; Mattheoudakis, 2007; Peacock, 1999).

The beliefs of pre-service teachers towards foreign language learning have been examined in Peacock's study. In his study, beliefs of pre-service teachers and teachers were compared in terms of language learning. As a data collection instrument, Horwitz's Beliefs About Language Learning Inventory (BALLI) was used. It was concluded that significant differences exist between the beliefs of student teachers and teachers related with vocabulary and grammar. In addition, some of the student teacher beliefs were found to be harmful on the process of language learning (Peacock, 1999). In her study Weinstein concluded that pre-service teachers' beliefs about teaching depend on their past experiences and their own perception of teacher roles. The differences between pre-service teachers' beliefs result from their self-perception of having positive teacher traits. Weinstein found out that pre-service teachers who believe that they possess positive traits as a teacher were more optimistic about teaching. In that sense, teacher education programmes were not very effective in changing beliefs of pre-service teachers (Weinstein, 1990).

There are many studies which investigate beliefs of English language pre-service teachers. Akyel (2005) in her leading study explored pre-service teachers'

perception regarding engagement in research during their practicum course. The subjects of the study were twenty-four EFL pre-service teachers who were taking the practicum course along with the research course. The findings of the study suggest that research engagement of pre-service teachers during their practicum was very beneficial in forming self-criticism on their teaching, becoming more reflective and objective. Moreover, research created awareness among pre-service teachers that teaching is an endless process which is about being interrogative and analytical for the benefit of the students (Akyel, 2005). Almarza's study examined four pre-service teachers studying in a foreign language teacher education programme. The study explored how pre-service teachers previous experiences as learners affect their learning the theoretical aspects of teaching in their teacher education programme. Accordingly, it was suggested that how individuals interpret the subjects of teaching during the teacher education programme depend extensively on their beliefs and assumptions. The pre-existing beliefs of pre-service teachers was found out to play an important role on their teaching practice however the role of the teacher education programme was rather limited (Almarza,1996). Clark-Goff explored pre-service teachers' pre-existing beliefs and post beliefs about English language teaching and learning after ESL coursework. According to research findings, it was found out that pre-service teachers bring their pre-existing beliefs to classroom environment and their education is largely influenced by these beliefs. In addition, pre-service teachers pre-existing beliefs also changed positively after the course work especially their beliefs towards native languages and their role in English language learning. Additionally, their beliefs towards teaching grammar also changed. Before the coursework pre-service teachers hold beliefs of direct correction of grammar errors

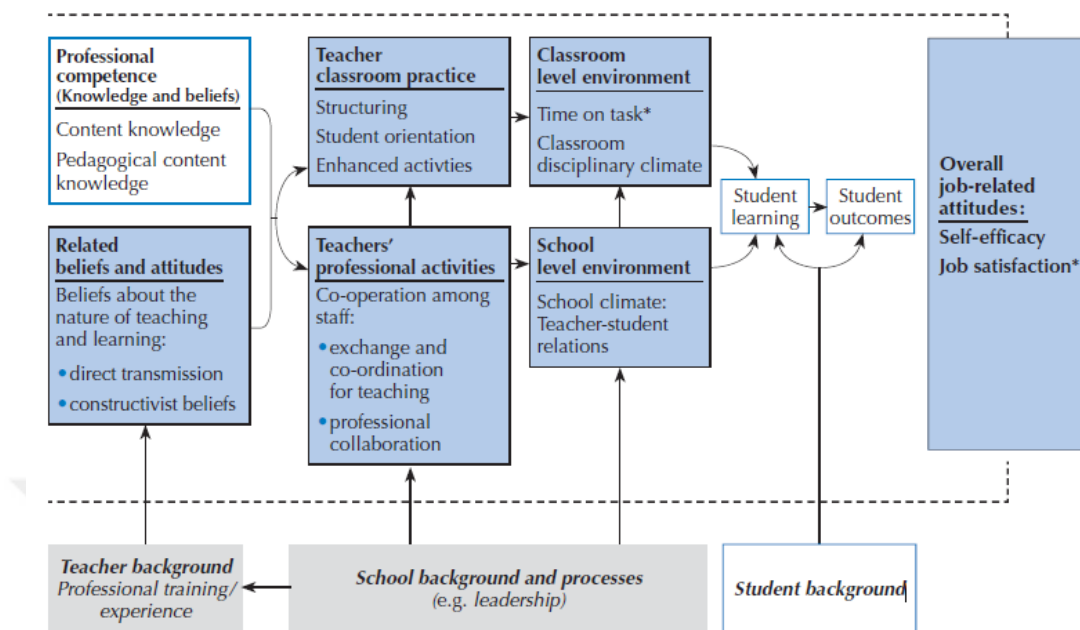
however their beliefs changed after the course (Clark-Goff, 2008). In his longitudinal study, Özmen also investigated the change in pre-service teachers' beliefs about language learning and teaching throughout their 4 year programme of ELT. As data collection method, mixed-method design was used that was consisted of a background questionnaire and interviews (Özmen, 2012).

2.3. LEARNING AND TEACHING

In the present study, it is assumed that beliefs about English Language Teaching are personal constructs which are closely related with the views about foreign language learning. One can infer the beliefs about ELT from the views toward the following issues; foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, motivation and foreign language teaching. In order to understand the beliefs about ELT, these named issues will be further explained. Moreover, supporting information will be given from the related literature to understand these issues thoroughly.

First of all, back ground knowledge about the nature of learning and teaching will be presented in order to understand how these issues refer to beliefs about ELT, thus how they influence the classroom practices of teachers and professional activities. Additionally, beliefs toward foreign language teaching and learning not only influence practices of teachers, they also have an impact of students' learning and their final levels of achievement. It is possible to make inferences from pre-service teachers' experiences and beliefs about language learning concerning their beliefs about foreign language teaching and learning. The Figure 2 below shows the factors which have an effect on students' learning and outcomes.

Figure 2: Framework for the analysis of teaching practices and beliefs



Source: *Creating Effective Teaching and Learning Environments*, OECD 2009, OECD Publishing. Copyright 2009 by the Organisation for Economic Co-operation and Development (OECD).

2.3.1. Nature of Learning

The concept of learning has gained importance especially in the recent years. Many research has been conducted in order to comprehend how people learn and how they differ in terms of learning. In addition, gaining knowledge about learning may assist schools in providing the best learning environments for the students. As a matter of fact, learning and teaching are interrelated. Therefore, a prospective teachers' beliefs and experiences about learning may have significant influence on their teaching in the future.

Dominance of the learning theories has changed throughout the history. Recently, socio-constructivist theories of learning has displaced behaviourist and cognitivist theories. According to socio-constructivist framework, learning is mainly

determined by the context which it takes place and is a process which is constructed through social interaction with other people. Socio-constructivist theory of learning is differentiated from other learning theories on the feature of learner being active. In addition, learners' background knowledge before they enter their classrooms is taken into account in designing lesson plans. By participating in discussions learners' have the opportunity to develop their background knowledge. In contrast to socio-constructivist theory, behaviorist theory views learner as passive who only responds to stimuli. In behaviorist framework, learners' prior knowledge and experiences are ignored. Learner acts according to the given stimuli without interrogating. Similar to socio-constructivist theory, cognitivist theory also view learner as active however the new knowledge is acquired through internal mental activities not external social interactions as in socio-constructivist theory. The learner creates meaning from his or her own experiences and knowledge (Jonassen, 1991b).

Overall, socio-constructivist theory, behaviorist theory and cognitivist theory are the three main learning theories. It is important to understand these theories as supporting knowledge in investigating language learning theories thoroughly.

2.3.1.1. Theories of Language Learning

In point of fact, language learning theories date back to the ancient times. The debate of nature versus nurture has been long on the agenda since Plato's era. Plato has supported the nature side since he believed that humans possess innate knowledge of language. In that sense, Chomsky's theory of Universal Grammar is similar to Plato's ideas. Universal Grammar theory suggests that there is a biological aspect of language thus all humans are able to develop language instinctively. Additionally, Chomskyian theorists argue that all languages have common structures and rules in

their core grammar which is acquired by children without an external stimulus (Dabrowska, 2015).

On the contrary, behaviorist theory of second language acquisition claim that there is no inherent side of learning a language. According to Skinner, who is the representative of the behaviourist theory, all language learning occurs through habit formation and this is achieved through reward system. In that sense, he perceives human learning similar to animal learning. Behaviourist theory of language learning view as behavior formation and behaviors are shaped through responses to external stimuli. However, if the target language is very different from the learner's first language the problem of first language transfer and interference may occur (Lu, 2010).

Krashen's theory of second language acquisition mainly focuses on the comprehensible input. According to this theory, language learning occurs when learners receive understandable messages and these messages should be above the learners' present level of language knowledge. Krashen's Comprehensible Input Theory consists of five main hypotheses; input hypothesis, acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis and affective filter hypothesis. As mentioned earlier, input hypothesis suggests that language input should be more advanced than the learners' current level of language in order for them to progress their language knowledge. In acquisition-learning hypothesis, Krashen makes a distinction between acquisition and learning by assuming acquisition as a subconscious and learning as conscious process. The monitor hypothesis explains how acquisition and learning are related. According to this hypothesis, acquisition initiates an utterance and the learning system monitors the

utterance by correcting it. The natural order hypothesis asserts that parts of a second language are acquired in a predictable order. For example, some grammatical structures such as yes-no questions are acquired earlier when compared to wh-questions in any language. The final hypothesis, which is named affective filter hypothesis, refers to learners' emotional moods which may hinder or support process of language acquisition.

2.3.2. Foreign Language Aptitude

It has been experienced that some individuals may be more talented in learning language when compared to others. This superiority over other individuals in learning a language refers to foreign language aptitude (FLA). FLA has been subject to research since the late 1950s. In 1959, Carroll and Sapon developed the Modern Language Aptitude Test (MLAT). Their initial purpose of developing this test was to assist the US Army in the process of finding and training people who would learn foreign languages easily (Stansfield, 1989). They designed this test based on this purpose. Nowadays, FLA is mainly used by schools to diagnose students with language learning disabilities. Nevertheless, since the 1970s the interest in the subject of foreign language aptitude has decreased.

As a matter of fact, the term “aptitude” is closely related to the term “ability”. It is important to distinguish between these concepts in order to understand the FLA thoroughly. Reber makes a distinction between the two terms by defining “ability” as “an individual’s potential to perform” on contrary “aptitude” as “an individual’s potential for performance”. In that sense, ability refers to an individual’s achievement at a present time whereas aptitude describes a potential for achievement that can emerge in the future with instruction (Reber, 1985).

According to Carroll and Sapon, foreign language ability consists of four components; phonetic coding ability, grammatical sensitivity, rote learning ability and inductive learning ability. Phonetic coding ability refers to the ability to code distinct sounds by forming associations with symbols. Grammatical sensitivity is the ability to recognize grammatical functions of words/phrases in sentences. Rote learning ability is the ability to form associations between words and meanings and inductive learning is the ability to infer rules of language structures (Rysiewicz, 2008).

2.3.3. Difficulty of Learning English

It is a fact that people find learning languages that are similar to their native language in terms of alphabet, grammar and idioms. There are many difficulties that English language learners encounter while learning English. One of these difficulties is grammar which is very important in communicating. Inaccurate use of grammar may cause misunderstandings of the messages that the speaker is trying to give. English language has a complex grammar structure. Hence, most of the English language learners find it challenging to understand the use of different grammatical structures such as tenses, prepositions and irregular verbs.

Another challenge that English language learners experience is the pronunciation. Many learners of English have difficulties in pronouncing specific sounds. In addition, it is not possible to guess the pronunciation of a word based on its spelling in English. This is a very common problem for speakers from languages with shallow orthographies such as Finnish, Italian and Turkish. In these languages there is one to one correspondence between sound and letters unlike the English deep orthography (McClung, 2012).

Vocabulary is another aspect that is found as problematic by learners of English language. One of the reasons for this is English language having a wide range of vocabulary which makes it complex to learn. Besides, English has many idioms and phrasal verbs that are usually are not comprehensible to English language learners. Additionally, English language contains slangs which are used very often in informal conversations. Learners of English language, usually find it difficult to understand the slangs since they are not familiar with them.

Overall, the most difficult aspects of English that learners find as challenging are examined and discussed. However, it is important to express that the level of the difficulty experienced by the learner depends and varies according to their native language, motivation aptitude and learning strategies. In this study, Turkish pre-service teachers' beliefs about difficulty of learning English will be investigated.

2.3.4. Learning and Communication Strategies

One of the most important reasons that explain why people are learning languages is to communicate. However, it is not always possible for learners to achieve good communication skills during the language learning process. Therefore, in order to overcome communication problems in the process of language learning communication strategies are frequently used by the learners. Some of these strategies are; paraphrasing, code-switching, inventing new words, non-verbal strategies such as using gesture and mimics, circumlocution and avoidance.

Communication strategies have been studied in many research. Bialystok suggests that communication strategies are often used in second language since the second language is less fluent when compared to the first language. According to Bialystok, communication strategies provide the speaker with variety of alternative

expressions for the target meaning (Bialystok, 1990). Dörnyei and Scott perceives communication strategies as devices of communication development. Additionally, they referred to communication strategies as behaviour of solving communication problems (Dörnyei&Scott, 1995). Similarly, Tarone defined communication strategies as problem solving mechanisms used by individuals when their current language structures are insufficient to express their ideas (Tarone, 1977).

According to Kasper and Faerch, communication strategies were behaviours that result from communication problems. Kasper and Faerch offered a model of speech production which constitutes a planning phase and a production phase. They suggested that learners facilitate by specific communication strategies if they experience a problem in their communication plan (Faerch& Kasper, 1983).

In sum, learning and communication strategies have been investigated and defined by many researchers. It can be inferred that the researchers have similar views regarding learning and communication strategies by suggesting that they are solutions to problems of communication and mostly applied in the second language.

2.3.5. Motivation

There are many different perspectives toward motivation on language learning. The first studies of motivation started with Gardner's Social Psychological Theory in 1960's. According to Gardner, motivation is combined of putting effort and goal of learning a language in addition to positive attitudes towards the language. Moreover, he asserts that there is a positive relationship between motivation and achievement as motivation increases achievement also increases (Gardner, 1985). In his socio-educational model Gardner defined two types of motivation; integrative motivation and instrumental motivation. Integrative motivation is the desire to

understand and to have conversation with the speakers of the target language. On the other hand, instrumental motivation refers to a goal of learning language because of functional reasons such as getting a more prestigious job or passing examinations (Gardner, 1985). However, there is no general agreement among the researchers whether integrative motivation or instrumental motivation has more influence on motivation.

During the 1990's, cognitive theories were emphasized in the field of motivation on language learning. Broad social psychological perspectives of language learning motivation models were replaced by more narrow perspectives which analyse motivation in specific education settings. Cognitive theories put emphasis on mental processes of learners which have significant influence on motivation levels. One of the most important studies of that era was the Self Determination Theory which investigates different types of motivation. Deci and Ryan used a designed scale, in order to distinguish learner's motivational orientation as intrinsic, extrinsic or amotivated. In that era, attribution theory also had an important effect on motivation studies on language learning. This theory suggests that past successes and failures play a significant role in the level of future motivation. Ushioda associated positive motivational thinking with two characteristics. The first one is related with attributing successes to internal factors while the second characteristic is attributing failures to temporary factors that may be overcome (Dörnyei, 2005).

Process oriented approach to motivation began with researchers focusing on the unstable character of motivation. With the development of cognitive approaches to motivation on language learning, the changes in motivation level of the learners were studied. The process model of motivation was developed by Dörnyei and Otto with

three stages which follow a chronological order. These stages were; the preactional stage, the actional stage and the postactional stage. In the preactional stage the motivation is generated while in actional stage, the motivation is maintained. Postactional stage involves received feedback during language learning process and reflection of the learner (Shalmani, 2014).

Dörnyei suggests that motivation is a significant incentive in the development of second language learning and maintenance of the longterm learning process (Dörnyei, 2005). Instructors, in accord with Dörnyei, believe that motivation is an important aspect that has a primary role on the language learning achievement. Additionally, many second language learning studies have displayed motivation as a fundamental component in the process of language learning (e.g., Dörnyei, 1990, 2000, 2001, 2009; Gardner, 1985; Gardner & Lambert, 1972; Norton Pierce, 1995).

Nevertheless, it is revealed that motivation is a complicated field to study with many different perspectives. Many researchers have attempted to define the concept of motivation on language learning throughout the years. In that sense, it is not possible to examine the motivation from a single dimension.

2.3.6. Foreign Language Teaching

Foreign language teaching is important in specifying teachers' beliefs since beliefs of teaching are influenced by the past experiences of teachers' teaching. Two types of teaching are determined by the TALIS which include direct transmission view of teaching and constructivist view of teaching (OECD, 2000). It is especially significant for prospective teachers to be informed about both of these teaching methods. Although, there are many differences between the two methods some teachers may choose to combine both of the methods.

Constructivist view of teaching refers to learner centered instruction. Learners are perceived as active participants during the lessons. In this teaching, social interaction takes place substantially. These interactions encourage students in constructing their own central role. According to this view, teachers should instruct, explain and provide tasks for students. The main purpose is to provide students with the most effective learning and continuously following their progress by giving them feedback. By using their experiences, learners understand and construct new knowledge. Another distinctive feature of constructivist view is the usage of authentic materials and tasks. These tasks help students to adopt a perception which is not limited to the classroom environment but also perception to be transferred to daily life. Therefore, students are able to carry their understandings of English to everyday life and practice English in daily conversations.

In contrast to constructivist view of teaching, in direct transmission view teacher has the central role. According to this view, teachers should instruct, explain and provide tasks for students. The main purpose is to provide students with the most effective learning and continuously following their progress by giving them feedback. Direct transmission view of teaching is student success oriented method of teaching. Therefore, it may achieve great success in a short period of time.

2.3.6.1. Theories of Language Teaching

It is essential to examine the language teaching theoretically since the present study's main concern is examination of pre-service teachers' beliefs toward English Language Teaching. There are many approaches of researchers regarding the concept of teaching. Krashen, distinguishes two theories of developing language ability; The Comprehension Hypothesis and The Skill-Building Hypothesis. According to the

Comprehension Hypothesis, language is acquired through comprehensible input. It states that people acquire language when they understand what they hear and read (Krashen, 2003). In this process, language acquisition is subconscious. However, this type of language acquisition may only take place, under some conditions. In Krashen's words "affective filter" needs to be down for language acquisition to occur. Affective filter refers to negative emotions of the learner which may inhibit acquiring a language. The Comprehension Hypothesis is supported by many researchers. As an example, Frank Smith and Kenneth Goodman have suggested that reading is learned by reading and by understanding the written messages (Smith, 2004, Goodman, 1979). Krashen states that almost all the language developments are examples of acquisition without learning which depend on comprehensible input. In addition, he claims that there is a positive correlation between the amount of reading and development in reading. Furthermore, he believes that amount of the comprehensible input received is closely related with the progress in language development (Krashen, 2003). Krashen opposes direct instruction by concluding that benefits of direct instruction of grammar is very limited. According to him, grammatical rules are learned consciously through direct instruction however application of these learned rules depend on certain conditions. He also argues that direct instruction of spelling is inefficient based on some research. As an example, Rice (1987) has found out that there is no relationship between the time allocated to study spelling and achievement of spelling. Recently, Wilde has also estimated the amount of time that takes to directly instruct each spelling word. He concludes that each word takes about twenty minutes. Hence, it is not logical to assume that every word is learned through direct

instruction when the huge amount of words a learner knows how to spell (Wilde, 1990).

There are some language teaching methods derived from the Comprehension Hypothesis Theory. One of these methods is the Communicative Language Teaching (CLT). CLT is a method of teaching which is based on the Comprehension Hypothesis Theory. It does not support the explicit instruction of grammar and suggests that languages are learned implicitly, that is by acquisition. According to CLT, comprehensible input is a required condition in order for acquisition to take place. It also focuses on the affective filter by stating that in order to learn a language, learners first need to be relaxed. CLT is a contemporary approach to language teaching which became prevalent in the 1980s and has been used extensively in language teaching recently (Richards & Rodgers, 2006). CLT supports the usage of real life materials such as realia, newspapers, magazines and visual resources. It puts significance on the meaning of the communication rather than the grammatical correctness of the conveyed messages. Usage of language and interaction is considered as extremely important in learning a language (Savignon, 1991).

Apart from the Comprehension Hypothesis Theory, there is another approach to language teaching which is the Skill-Building Hypothesis. This theory suggests that language is learned consciously through practicing rules. After a time, these consciously learned knowledge become automatic (Krashen, 2011). In contrast to Comprehension Hypothesis Theory which claims that reading is developed through reading, the Skill-Building Hypothesis proposes that reading is learned by consciously learning the rules of phonics. One of the teaching methods which is based on the Skill-Building Hypothesis is the Grammar Translation Method (GTM). GTM is a

teacher- centred traditional method of language teaching. It mainly focuses on grammar instruction and translation from native language to target language. As teaching material, GTM only uses the course book and considers literary language more significant than spoken language. In contrary to CLT, GTM does not focus on oral skills but rather written skills. In GTM, native language is used as medium of instruction. Memorization of rules is used as the teaching technique. Despite being an old method, GTM is still used commonly in many institutions all around the world (Natsir&Sanjaya, 2014).

Although, there are many discussions about the most effective approach to second language teaching, methods derived from the Comprehension Hypothesis Theory such as Communicative Language Teaching and Natural Approach have been nominated as more effective especially in the beginning phases of second language acquisition (Krashen, 1981).

In this study, the pre-service teachers' beliefs regarding the most effective methods of English language teaching will be examined.

2.4. TEACHER EDUCATION

2.4.1. Overview of the Teacher Education System in Turkey

History of the teacher education is a significant area to investigate since it helps one to understand the current system of teacher education and problems related to it. It is a fact that language teacher education in Turkey has undergone various changes throughout the history. Teacher training schools date back to the Ottoman era. The first teacher preparation schools were named Darülmüallimin which were established in 1848. However, foreign language teaching was a part of the religious

education and Arabic, German and French were the most popular languages at that time.

Many reforms were made in the educational context by the establishment of Turkish Republic in 1923. One of the most significant reforms was the enactment of the “Law on Unification of Education”. By the establishment of this law in 1924, all the educational institutions were brought under the control of Ministry of Education. This law empowered Ministry of Education to make decisions about the policy and administration (Seferoğlu, 1996).

Founder of the Turkish Republic, Atatürk put special emphasis on teachers as he perceived them as the most important figures of the new governing system. It is fact that teachers and teacher education gained importance during the Republican era. In that era , two types of teacher education schools were established in order to train new teachers. For rural areas village teacher schools and for urban areas primary teacher schools were designed. These two types of schools held different perspectives toward teacher education programmes since the needs of urban and rural areas were significantly different from each other. The “Village Institutes” established in 1940, were one of the most important educational enterprises which aimed to meet the needs of rural people. Due to the political changes in the country, “Village Institutes” were closed in 1952 and in 1973 “Basic Law for National Education”(Milli Eğitim Temel Kanunu) was established. This law required teachers to be educated in Higher Education Schools (Eğitim Yüksek Okulları). In 1981, by the unification of higher education, teacher education started to be implemented by the education faculties within the Council of Higher Education (CHE) system. Universities were recognized as autonomous institutions and completion of four years undergraduate education was

made obligatory for teacher education (CHE reports, 2007). It was compulsory for all teachers to graduate from education faculties with the decision taken in 1989. Moreover, the duration of the programmes of education faculties were increased from two to four years (Binbaşıoğlu, 1995; Gürsimsek et al. , 1997). With these reforms, education faculties have become the most important institutions for the training of new teachers.

Nevertheless, there are some problems related with teacher education programmes. Some of these problems are associated with the current political situation of the country. However, not all the problems originate from the country's political situation. First of all, excessive growth of the population has a great effect on educational policies of the country thus have an influence on the teacher education programmes. Turkey has a very young population therefore has problems in meeting educational resources. Political issues is another factor which significantly affects the educational system of the country. Governments had attempts to improve the educational system and solve problems related to it since 1950. Due to the political instability these attempts usually have not given results (Erkan, 1992). Another issue is the differences between the rural and urban areas of the country. On account of these differences, these two distinct areas have different educational needs. Besides, current programmes of teacher education do not take into account these differences because of the centralised curriculum.

In addition, pre-service teachers in Turkey have numerous problems. Some of these problems can be named as; overload of the weekly courses, lack of time and opportunities to try new methods, not given authority to prepare or modify the curriculum program according to the needs of the students, lack of class equipment or

extremely technological classes which exceed the teachers, lack of practical knowledge and communicational strategies (Tütüniş, 2012).

Curriculum programmes in Turkey have been subject to debate since the Western influence by the socio-economic changes in the 1960s. However, curriculum discussions have been limited to the quality and the quantity of the courses taught. Most debates were on the basis of curriculum of the Western countries. Moreover, curriculum of the teacher education programmes in Turkey were very similar to the Western countries' programmes (Binbaşoğlu, 1995). In order to improve the teacher education programmes in Turkey the Turkish Higher Education Council (YÖK) has made some attempts. One of the most important of these attempts was to increase the quality of the teacher education programmes. YÖK has indicated that the need of teachers has been neglected for many years in the past but rather academic preferences of the staff have been given importance. For this reason, YÖK has intended to develop the quality of the programmes. Another reform was made in the number of the subject teachers of the secondary schools. In spite of the surplus in secondary schools, there was shortage of pre-school and primary school teachers. Therefore, YÖK required institutions of teacher education programmes to put emphasis on pre-school and elementary level teacher education to increase the number of teachers of these levels. Teaching certificate courses were not found sufficient by the YÖK in terms of content and length. Hence, teaching certificate courses were replaced by non-thesis master's programmes of eighteen months. By this reform, all the secondary school teachers were required to have a master's degree. In the past, education faculties have not put significant emphasis on the teaching methodology and teaching practice. By redesigning the programme, YÖK has given

more importance to teaching experience and methodology. Moreover, new courses have been included to the curriculum such as classroom management, computer and instructional technology. Besides, YÖK has awarded a few doctoral scholarships to be used abroad in order to meet the shortage of academic staff in Education Faculties (YÖK, 1997; Şimşek & Yıldırım, 2001).

However, in order to improve the quality of the teacher education programmes, evaluations of the programmes should be conducted regularly. By implementing programme evaluations, the strengths and weaknesses of the programme could be identified.

2.4.2. English Language Teacher Education Programmes in Turkey

English Language teaching has gained importance all over the world with the increase of modernization. In Turkey, teaching and learning English has become essential by the establishment of the Republic. Turkey has mostly adapted Western education policies and traditions. However, usage of the knowledge from the Western world have not been succesful at all. In their study Erdiñ Çakıroğlu and Jale Çakıroğlu state that transformation of Western knowledge does not reflect the Turkish society's culture and knowledge (Çakıroğlu, E; Çakıroğlu, J, 2003).

Lack of practical knowledge of teachers is another important issue which is addressed in many related research and literature. The insufficiency of the practice teaching courses were observed by Altan(1992). He has revealed that all the English teacher education programmes had one teaching practice course except for one. Moreover, he has stated that the given hours for observation and teaching practice were not adequate.

Lack of opportunities for teaching practice has been mentioned in many research by the participants (Seferoğlu, 2006; Erozan, 2005; Coşkun&Daloğlu, 2010). Seferoğlu has conducted a research with English language pre-service teachers at Middle East Technical University. She has concluded that all the participants agreed that opportunities for micro-teaching and practice teaching were insufficient and the relationship between the course materials and practical application in real classrooms was weak. In addition the participants indicated that they would like to observe different teachers from different educational settings (Seferoğlu, 2006). By evaluating language improvement courses in an English language teaching programme, Erozan found out that the pre-service teachers demand for more micro-teaching and teaching practices during the programme. The participants also suggested usage of wider variety of authentic materials. It was concluded by the findings that the practice component of the courses should be improved (Erozan, 2005). In their study, Coşkun and Daloğlu (2010) evaluated an English Language Teacher Education Programme in a Turkish University and found out that pre-service teachers do not believe that courses offered in the programme are sufficient in terms of improving pedagogic knowledge. Additionally, pre-service teachers stated that they would like to have more practice-based courses that include teaching practices

With the purpose of examining if the current programmes of ELT education are sufficient in terms of needs and expectations of the English language pre-service teachers, Altıncı (2016) has examined ELT programmes of 15 different universities. Additionally, she explored the extent to which the ELT programmes were similar in those various universities. By conducting interviews with the pre-service teachers the researcher found out that teacher candidates felt that the practical

side of the programme was inadequate. In addition to this, they also suggested that speaking activities could be used more frequently in the classroom.

2.4.3. Comparison of the ELT Education in Turkey with Other Countries

Level of the English proficiency of a country may reveal important implications about the quality of the teacher education in that country. Education First (EF) is an international institution which tests the English proficiency of adults around the world. The institution determines adult learners' level of English proficiency by EF Standard English Test which evaluates English listening and reading skills. In 2016, five countries; the Netherlands, Denmark, Sweden, Norway and Finland have been determined as the most successful countries by English skills (EF EPI, 2016). In order to understand the reasons behind their success, ELT education of these countries will be examined in detail and compared to the foreign language education system of Turkey.

First of all, the examination process in Turkey is different from those countries'. In Turkey, the students take the Higher Education Examination (YGS) in order to enter a teacher education programme. However, in the other countries the process of student recruitment to teacher education programmes is rather very selective. To give an example, in Finland candidates enter an examination which includes three stages; book exam, interview and sample lessons (Yıldız, Başkan, Tok, 2013).

The language education system of these five countries is decentralized. On the contrary, in Turkey local level authorities have insignificant effect on the country's educational system in which the educational system is highly centralized. The whole management of the schools is authorized by the school principal in Turkey.

Recruitment of the school principal is also very different in when compared to these five countries. In Turkey, the Ministry of National Education selects the school principles. However, in the other countries degree of school management education is compulsory on recruiting school principles. Additionally, in Denmark schools are managed commonly by the principal and the school board (Gökçe&Celep, 2011).

Speaking practice is also frequently exercised during the courses in these successful countries in terms of English proficiency. Nevertheless, speaking activities are not commonly used in the language education programmes of Turkey. Based on the research results, most of the pre-service teachers in Turkey recommended having more speaking activities during the courses. Teaching practice is also given a lot of importance in these successful countries. As a requirement of pedagogical studies, the pre-service teachers have supervised teaching practices. Additionally, practice of teaching is also integrated with research and theory (Sahlberg, 2010).

Working conditions and value given to teaching profession are the other factors which have an impact on the success of these countries. Salaries of teachers' is an important factor in determining the prestige and the popularity of the profession. According to the OECD Reports, teachers' salaries in Turkey were comparatively very low when compared to the Netherlands, Denmark, Sweden, Norway and Finland (OECD, Teacher Salaries, 2013).

Besides, teaching profession is considerably respected in these countries especially in Finland. Finnish teachers have a great freedom in terms of their profession when compared to the teachers of other countries. For instance, teachers have the authority to decide on their teaching materials, teaching methods and

evaluation of the students. In addition, most of the teachers actively participate in professional development seminars (Helminen, 2013).

In a conclusion, it is to be understood that language education system of Turkey is different from the Netherlands, Denmark, Sweden, Norway and Finland in terms of educational structure, student recruitment, curriculum, working conditions, teachers' professional development and the prestige of teaching profession. It is perceived that countries with the highest level of English proficiency seem to provide more freedom in academic decision making processes. These specific features of language education which Turkey mostly lacks may be an explanation of the Turkey's current level of English language proficiency.

3. METHODOLOGY

The purpose of this study is to explore how pre-service teachers' beliefs about ELT are influenced by the practicum teaching experience. As a means of achieving this aim, following questions and hypotheses were constructed:

Research Questions

RQ 1: What are pre-service teachers' beliefs about ELT at the beginning of the teaching experience in practicum?

RQ 2: What are pre-service teachers' beliefs about ELT after the practicum studies?

RQ3: Is there any change in pre-service teachers' beliefs about ELT after teaching experience in practicum?

RQ 4: Do the variables such as gender, type of practicum school and gender of the cooperating English instructor affect the pre-service teachers' beliefs about ELT?

Research Hypotheses

H01: The practicum studies will have an effect on pre-service teachers' beliefs about ELT.

H02: There will be significant differences between pre-service teachers' beliefs about ELT in terms of gender, type of practicum school and gender of the cooperating English instructor.

This methodology chapter presents detailed information of the research context, participants, data collection instruments, procedure and data analysis processes.

3.1. CONTEXT AND SETTING

This study was conducted with pre-service teachers at English Language Teaching (ELT) departments of two different universities; Yeditepe University and Maltepe University. The study was conducted in the spring term of the academic year

2016-2017. The context of the ELT departments and practicum programmes of both universities is discussed in detail in the following parts.

3.1.1 Yeditepe University

Yeditepe University is an English medium foundation university which is located in Istanbul, Turkey. The ELT Department of Yeditepe University receives around 75 students each year depending on students' university entrance exam (LYS) scores. The department provides 4-year English Language Teaching (ELT) programme which includes courses that approach English language teaching methodologically and pedagogically. The programme also offers students teaching practice in selected schools as practicum programme. In this sense, the programme balances the theory and practice. In addition, variety of elective courses is offered throughout the programme that students are able to choose depending on their own interest areas.

3.1.2. Maltepe University

Maltepe University is a Turkish medium foundation university located in Istanbul, Turkey. Every year around 50 students are admitted by the ELT Department of Maltepe University depending on their university entrance exam scores. The department offers a 4-year programme with the aim of training non-native professional English language teachers. The programme also has the aim of raising consciousness among students towards syntax and concepts of English and introduces them the recent language teaching approaches. Moreover, living in a multilingual and multicultural world, another objective of this programme is to inform the students about other societies and cultures as well as their society. Throughout the programme, students have the opportunity to take elective courses such as Bilingualism, Language

and Society, Critical Reading, English Language Teaching for Specific Purposes and Functional Grammar.

3.1.3. Practicum at Yeditepe University

In their final year, students are required to take the practicum programme which lasts for two academic terms. In the fall academic term, students take the ‘School Experience’ course in which they are randomly assigned to one of the seven different practicum schools. At these practicum schools, pre-service teachers are also randomly assigned to different cooperating instructors and to different grade levels. Pre-service teachers are expected to observe their English classes of their cooperating instructors at their practicum schools. They do task-based observation with a focus on certain aspect of teaching every week during this course. In the second academic term, students take the ‘Teaching Practice’ course in which they are required to teach sessions at the same schools as they observed in the first academic term. The aim of this course is to enable pre-service teachers to synthesize their background knowledge and skills for effective implementation. During this course, pre-service teachers learn the skills which are required by the teaching profession such as making use of course contents and pedagogical knowledge for effective lesson planning, classroom management, interaction with students and peers. In addition, they develop and implement students’ assessment tools. As a requirement of this course, all the pre-service teachers teach three unofficial and three official lessons at their practicum schools. In addition, pre-service teachers submit portfolios and self evaluation reports, peer evaluation reports and overall reflection as an assignment of this course.

3.1.4. Practicum at Maltepe University

Students at Maltepe University are obliged to take the practicum course in their final year as well. The duration of the practicum is the same as Yeditepe University which consists of two academic terms. In a similar manner to Yeditepe University, in the first academic term pre-service teachers take the ‘School Experience’ course in which they observe classes and prepare course plans. They also have the opportunity to observe the uses of teaching methods, teaching aids, materials and in-class activities. In addition, they observe daily routines in a school environment, teachers’ daily routines, cooperation between school and parents. The aim of this course is to develop required skills for classroom management and instruction by observing classroom and school environments. In the second academic term, pre-service teachers take the ‘Teaching Practice’ course in which they start teaching sessions at the same schools as they observed during the ‘School Experience’ course. As a requirement of the ‘Teaching Practice’ course, pre-service teachers design and apply a daily plan for their classroom each week which includes the environment, materials and measurement tools. The plan is evaluated by the cooperating and pre-service teachers and modifications are made to the plans by using the evaluation results. They also prepare, apply and evaluate an intervention programme for challenging behaviours. Self evaluation and portfolios are prepared as an assignment of this course.

3.2. PARTICIPANTS

This study included 51 voluntary participants. All were English language pre-service teachers attending their final year at ELT departments of two different

foundation universities. All of the participants were informed about the content of the study.

The research was conducted during the spring term of the 2016-2017 academic year. The participant pre-service teachers were taking practicum course which continued for one academic year. In the first term of their practicum programme, pre-service teachers did task-based observation with a focus on a certain aspect of teaching every week. As a requirement of the second term of the practicum, students were assigned to the same schools as they observed in the first term in order to begin their teaching practice. The participants were mostly female. The distribution of participant pre-service teachers according to their gender is presented in the following table (Table 1).

Table 1: Distribution of the pre-service teachers according to gender

University	Female		Male		Total
	N	%	N	%	
Yeditepe	18	78%	5	22%	23
Maltepe	27	96%	1	4%	28
Total	45	88%	6	12%	51

As seen in Table 1, most of the participants were female (n: 45, 88%) while only 6 participants were male (12%) in general. In terms of universities, female participants from Maltepe University constituted most of the participants. However, in terms of males, the number was higher in Yeditepe University with 5 males while there was only one male participant from Maltepe University.

Gender has been addressed as a factor that influences pre-service teachers' beliefs' about ELT. It is a fact that cooperating English instructor may also have an effect on the beliefs of pre-service teachers. Therefore, gender of the cooperating

English instructor has also been asked to the participating pre-service teachers. In the following table, the distribution of the gender of cooperating English instructor is revealed.

Table 2: Distribution of gender of cooperating English instructors

University	Female		Male		Total
	N	%	N	%	
Yeditepe	19	83%	4	17%	23
Maltepe	22	79%	6	21%	28
Total	41	80%	10	20%	51

In terms of gender of the cooperating English instructor, it can be seen that majority of the cooperating English instructors (n: 41, 80%) are female while 10 instructors are male (12%). Additionally, both institutions showed balanced distribution according to the gender of the cooperating English instructors that most of the cooperating instructors are female in both universities (Yeditepe University: 83%, Maltepe University: 79%).

Table 3: Distribution of PTs according to type of practicum school

University	Kindergarten		Elementary School		Middle School		High School		Total
	N	%	N	%	N	%	N	%	
Yeditepe	1	4%	13	57%	6	26%	3	13%	23
Maltepe	1	4%	12	43%	3	11%	12	43%	28
Total	2	4%	25	49%	9	18%	15	29%	51

As displayed in Table 3, majority of the participants (n: 25, 49%) conducted their practicum at elementary school. 9 participants (18%) taught at middle school while 15 participants (29%) taught at high school. Only 2 pre-service teachers completed their practicum teaching at kindergarten. It can be seen that most of the

pre-service teachers were randomly assigned to elementary schools. The number of the participants assigned to kindergarten (n: 2, 4%) were the lowest.

3.3. DATA COLLECTION PROCEDURE

In this study, data were collected through both quantitative and qualitative research methods. As quantitative instrument, modified and synthesized version of three questionnaires; the BALLI (Beliefs About Language Learning Inventory), Lightbown&Spada's Foreign Language Learning Scale and Brown's Effective Foreign Language Teacher Questionnaire were administered at the beginning and at the end of the Spring term of the 2016-2017 academic year. Pre-service teachers' assignments of self evaluation reports and overall reflections which they submitted during the School Experience course (Fall Term) and Practice Teaching course (Spring Term) were used as qualitative instruments. In order to understand pre-service teachers' beliefs toward ELT before their teaching experience in practicum, their overall reflections toward school observation and self-evaluation reports reflecting their micro-teaching were examined. As a means of comparison, their self-evaluation reports which they submitted by the end of the spring term programme were examined and compared with the qualitative data from the first term of the practicum. Data were collected in the second term of the 2016-2017 academic year since teaching practice of the pre-service teachers started in the second academic term. The collection of the qualitative data took approximately 4 months; starting by February 2017 and ending by June 2017. The first phase of the study took place at the beginning of the Spring Term by administering the questionnaire to 4th year pre-service teachers of Yeditepe University and Maltepe University. By the end of the practicum programme, the same questionnaire was administered in order to explore

the change in the beliefs of pre-service teachers after their teaching experience. In Table 4 below, the dates of questionnaire administration in Phase 1 and Phase 2 are revealed.

Table 4: Dates of Questionnaire Administration

Phase	Yeditepe University	Maltepe University
Phase 1 (Before the Teaching Experience in Practicum)	20 th February 2017	23 th February 2017
Phase 2 (After the Teaching Experience in Practicum)	8 th May 2017	4 th May 2017

3.4. QUANTIATIVE DATA COLLECTION INSTRUMENT

As quantitative research instrument, synthesis of three questionnaires; BALLI (Beliefs About Language Learning Inventory) (for the original version see Appendix A), Lightbown&Spada's 10 item likert scale (for the original version see Appendix B) and Effective Foreign Language Teacher Questionnaire (for the original version see Appendix C) were administered.

The BALLI was developed by Horwitz who was the first to investigate beliefs of learners toward language learning in 1987. It consists of 34 items and examines beliefs of learners in five basic categories; Difficulty of Language Learning, Foreign Language Aptitude, Nature of Language Learning, Learning and Communication Strategies and Motivations and Expectations.

These same categories were used in the newly developed questionnaire however one extra category "Language Teaching" was added as a sixth category to the new formed questionnaire.

BALLI (Beliefs About Language Learning Inventory) is a questionnaire which is relevant to foreign language learners in the American context. Accordingly, slight modifications were made in order to use the BALLI for the pre-service English language teachers in the Turkish context. Table 5 below displays the changes that are made on the BALLI.

Table 5: Modified Versions of BALLI

ITEM	ORIGINAL VERSION	MODIFIED VERSION
3	<u>Americans</u> are good at learning foreign languages. 1)Strongly disagree 2)Disagree 3)Neither agree nor disagree 4)Agree 5)Strongly Agree	<u>People in Turkey</u> are good at learning foreign languages. 1)Strongly Disagree 2)Disagree 3)Agree 4)Strongly Agree
4	I have a special ability for learning <u>foreign languages</u> . 1)Strongly disagree 2)Disagree 3)Neither agree nor disagree 4)Agree 5)Strongly Agree	I have a special ability for learning <u>English</u> . 1)Strongly disagree 2)Disagree 3)Agree 4)Strongly Agree
7	If someone spent one hour a day learning a language, how long would it take them to speak the language very well. a)less than a year b)1-2 years c)3-5 years d)5-10years e) you can't learn a language in 1 hour a day.	I need less than a year to speak English fluently by studying English one hour a day. 1)Strongly Disagree 2)Disagree 3)Agree 4)Strongly Agree
12	The most important part of learning English is learning how to translate <u>from my native language</u> . 1)Strongly disagree 2)Disagree	The most important part of learning English is learning how to translate from <u>Turkish to English</u> . 1)Strongly Disagree 2)Disagree

	3)Neither agree nor disagree 3)Agree 4)Strongly Agree	3)Agree 4)Strongly Agree
16	It is important to practice with cassettes or tapes.	It is important to practice with <u>audio materials like MP3 players, cell phones, etc.</u>
22	<u>People in my country</u> feel that it is important to speak English. 1)Strongly disagree 2)Disagree 3)Neither agree nor disagree 3)Agree 4)Strongly Agree	<u>People in Turkey</u> feel that it is important to speak English. 1)Strongly Disagree 2)Disagree 3)Agree 4)Strongly Agree
24	I would like to have foreign friends.	I would like to have <u>native English speaking</u> friends.
26	Effective foreign language teacher should not use English in the foreign language classroom.	Effective foreign language teacher should use English <u>only</u> in the foreign language classroom.
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching the language and the culture rather than the textbook.	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching rather than the <u>course book</u> .
32	Teachers should correct students when they make grammatical errors.	Teachers should <u>immediately</u> correct students when they make grammatical errors.

Lightbown and Spada's questionnaire named "How Languages are Learned" (HLL) is designed to assess learners' conceptions about language acquisition. The questionnaire is developed in 1993 which consisted of 10 items.

"The Effective Foreign Language Teacher Questionnaire" which is developed by Brown in 2009 included 24 likert-scale question items with a 4 point scale. The

questionnaire is designed for both teachers and students in order to investigate their beliefs toward effective foreign language teaching. In this study, this questionnaire was used in order to explore pre-service teachers' beliefs toward English language teaching. Table 6 below displays the changes that are made on the Effective Foreign Language Teacher Questionnaire.

Table 6: Modified Version of the Effective Foreign Language Teacher Questionnaire

ITEM	ORIGINAL VERSION	MODIFIED VERSION
26	Effective foreign language teacher should not use English in the foreign language classroom	Effective foreign language teacher should <u>use English only</u> in the foreign language classroom.
29	Effective foreign language teacher should use predominantly real-life materials (e.g., music, pictures, food, clothing) in teaching <u>both</u> the language <u>and</u> the <u>culture</u> rather than the <u>textbook</u> .	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching rather than the <u>course book</u> .

The modified questionnaire included two parts. In the first part, background questions in concern with pre-service teachers' gender, gender of their cooperating instructor and type of their practicum school were included. The second part comprised 32 items in total which are placed into four-point scale with points ranging from 'strongly agree' to 'agree', 'disagree' and 'strongly disagree' (See Appendix F).

In order to ensure validity of this modified questionnaire, a pilot study was conducted with six pre-service teachers from the sample group in January of 2017. These participants were asked to respond to each questionnaire statement and share their ideas about their clarity afterwards. It generally took 10 minutes for each participant to complete the questionnaire. Based on their feedback and comments, it

was verified that wording and format of the statements are clear. Additionally, no confusion and discomfort was observed among the participants while they answered the questionnaire. As a result, no changes were made on the modified questionnaire.

The reliability coefficient for the modified version of the questionnaire was checked by using SPSS- Cronbach's Alpha reliability test. The table below displays the reliability statistics of the instrument in this study.

Table 7: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.622	0.648	32

The Cronbach's Alpha value was found to be 0.622 which may be considered as a reliable value (Nunnally, 1978) due to the heterogeneous nature of the statements in the BALLI, Lightbown&Spada's questionnaire and Effective Foreign Language Teacher questionnaire.

3.5. QUALITATIVE DATA COLLECTION INSTRUMENT

In this study, mixed method design was used in order to increase the validity. Both quantitative and qualitative research methods were employed as a means of triangulation. Qualitative data was collected from sixteen pre-service teachers through their assignments of self-evaluation reports and overall reflections which they submitted as an assignment in the fall term. In the spring term, their assignments of self-evaluation reports and overall reflections were examined in order to compare if their beliefs have changed throughout the practicum programme. Written reflections of pre-service teachers were used as a data collection tool throughout this study.

These reflections were examined on the basis of pre-service teachers' beliefs regarding ELT. The teaching practices pre-service teachers observed in their practicum schools and how they included their experiences into their understanding of teaching were analyzed.

3.5.1. Self Evaluation Reports

Pre-service teachers' self evaluation reports which are based on their micro-teaching experience and official teachings were inspected by the end of the first academic term in order to gain information about pre-service teachers' beliefs about ELT before their official teaching experience and after they completed their official teaching practices which is by the end of the second academic term. In the self-evaluation reports, pre-service teachers discussed their reflections from their own experience of observation and teaching. In addition, they stated the advantages they gained and the difficulties they encountered during the practicum course in their reports.

3.5.2. Overall Reflections

Overall reflections were written as an assignment at the end of the first term and at the end of the second term. In these written assignments, pre-service teachers reflected on their experience by making reference to the discussions and topics approached during the term. They also shared their experience and observation on classroom management, student-teacher rapport and their beliefs toward effective language teaching.

3.6. DATA ANALYSIS

The quantitative data collected through pre and post-questionnaire by the beginning and end of the spring term of 2016-2017 academic year were coded and entered into SPSS v.18 in order to obtain descriptive statistics. The data were interpreted through frequencies, percentages and standard deviations which displayed pre-service teachers' beliefs before and after teaching experience in practicum. In order to compare pre-service teachers' beliefs before and after teaching experience in practicum, t-test statistical procedure was used. Relationship between pre-service teachers' beliefs toward ELT in terms of pre-service teachers' gender and their cooperating instructor's gender were analysed by using Mann-Whitney u-test. One way analysis of variance (ANOVA) was conducted to investigate the relationship between pre-service teachers' beliefs toward ELT and type of their practicum school. The qualitative data was collected through reports of pre-service teachers by the end of fall term and by the beginning of spring term. The data were interpreted by using open coding strategy. When reading through pre-service teachers' statements, similar beliefs were grouped into specific categories. By the end of the analysis three main categories of pre-service teachers' beliefs were determined; effectiveness of using visual materials and realia for teaching, class management skills and improving teaching quality. Data sources and analysis for each research question are displayed in Table 8 below.

Table 8: Data sources and analysis for research questions

Research Questions	Data Collection	Data Analysis
	Method	
RQ 1: What are pre-service teachers' beliefs about ELT at the beginning of the practicum teaching?	Pre-questionnaire	Quantitative analysis of the pre-questionnaire by using descriptive statistics in SPSS.
	Self Evaluation Reports and Overall Reflections	Qualitative analysis of the pre-service teachers' through self evaluation reports and overall reflections.
RQ 2: What are pre-service teachers' beliefs about ELT after the practicum teaching?	Post-questionnaire	Quantitative analysis of the post-questionnaire by using descriptive statistics in SPSS in order to examine pre-service teachers' beliefs about ELT after teaching experience in practicum.
	Self Evaluation Reports and Overall Reflections	Qualitative analysis of the self evaluation reports and overall reflections.
RQ 3: Is there any change in pre-service teachers' beliefs about ELT after teaching experience in practicum?	Pre and Post questionnaires	Quantitative analysis of the pre-questionnaire and post-questionnaire results by SPSS using t-test.
RQ 4: Do the variables such as gender, gender of the cooperating English instructor and type of practicum school affect the Turkish pre-service teachers' beliefs about ELT?	Post-questionnaire	Quantitative analysis of the post-questionnaire results by SPSS using one way ANOVA and Mann-Whitney u-test.

4. RESULTS

In this chapter, the results of the data analysis of each research question are presented.

4.1. RESULTS OF THE QUANTIATIVE DATA

4.1.1. Research Question 1: What are pre-service teachers' beliefs about ELT at the beginning of the practicum studies?

In this part, a designed questionnaire with 32 question items in 6 categories are used with the aim of finding out about pre-service teachers' beliefs about foreign language teaching before teaching practice in practicum. The responses of the each question in the questionnaire were analysed by using SPSS v.18.

Table 9: Beliefs of PTs before teaching experience in practicum

Category	SA%	A%	D%	SD%	Mean	StDev
Foreign Language Aptitude	33.8%	32.8%	24.3%	9.2%	2.91	0.971
Difficulty of Language Learning	19.3%	32.7%	33.3%	14.7%	2.57	0.965
Nature of Language Learning	32.9%	30.2%	27.8%	9.0%	2.87	0.978
Learning and Communication Strategies	26.9%	47.5%	23.9%	1.6%	3.00	0.759
Motivation	72.1%	22.1%	4.4%	1.5%	3.65	0.638
Teaching a Foreign Language	32.4%	34.6%	17.0%	16.0%	2.84	1.051

As shown in Table 9, the category with the highest mean score is Motivation (Mean: 3.65) while the Difficulty of Language Learning has the lowest mean (Mean: 2.57). Each of the six categories with its given answers are presented in the below tables:

Table 10: Pre-service teachers' beliefs about Foreign Language Aptitude before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
1	It is easier for children than adults to learn a foreign language.	22 (43%)	22 (43%)	7 (14%)	0 (0%)	3.29	0.70	51
2	Some people have a special ability for learning foreign languages.	33 (65%)	14 (27%)	2 (4%)	2 (4%)	3.53	0.76	51
3	People in Turkey are good at learning foreign languages.	2 (4%)	6 (12%)	26 (52%)	16 (32%)	1.88	0.77	50
4	I have a special ability for learning English.	18 (35%)	25 (49%)	8 (16%)	0 (0%)	3.2	0.69	51
5	Women are better than men at learning foreign languages.	9 (18%)	14 (27%)	22 (43%)	6 (12%)	2.51	0.92	51
6	Everyone can learn to speak a foreign language.	19 (37%)	19 (37%)	9 (18%)	4 (8%)	3.04	0.94	51

Table 10 shows pre-service teachers' beliefs regarding Foreign Language Aptitude before teaching experience in practicum. As seen in the table, a significant number of the pre-service teachers (n: 22, 43%) strongly believe that children learn foreign languages more easily than adults. An equal number of the pre-service teachers (n: 22, 43%) agree with the idea that children have superiority over adults in learning a foreign language. In contrary, only about one fifth (n: 7, 14%) pre-service teachers disagree with the superiority of children over adults in learning a foreign language. More than half of the participants (n: 33, 65%) strongly agree that some people have a special ability that help them to learn foreign languages. 14 participants (27%) also agree with the idea that some people have a special ability in learning foreign languages. The remaining participants showed a balanced distribution by 2 participants (4%) disagreeing and 2 participants (4%) strongly disagreeing with the idea of some people having special ability in learning foreign languages. A high

percentage of participants (n:26, 52%) disagreed that people in Turkey are good at learning foreign languages, in addition, 16 participants (32%) strongly disagreed with the idea. While a great majority of the participants (n: 43, 84%) believed that they have a special ability to learn English, about one sixth of the participants (n: 8, 16%) did not believe in their ability to learn English. In spite of the high percentage of female participants, only 23 participants (45%) in total agreed with women's superiority over men in learning a foreign language while 22 participants (43%) disagreed and 6 participants (12%) strongly disagreed with the idea. 19 participants (37%) strongly believed that everyone can learn to speak a foreign language and an equal number of the participants (n: 19, 37%) believed everyone can learn to speak a foreign language. On the contrary, 13 participants (26%) disagreed with the idea that everyone can learn to speak a foreign language.

Table 11: Pre-service teachers' beliefs about the Difficulty of Language Learning before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
7	I need less than a year to speak English fluently by studying English one hour a day.	7 (14%)	19 (37%)	17 (33%)	8 (16%)	2.49	0.92	51
8	Speaking in English is easier than understanding the messages in English.	3 (6%)	6 (12%)	29 (57%)	13 (25%)	1.98	0.79	51
9	Reading is easier than speaking in English.	19 (40%)	24 (50%)	4 (8%)	1 (2%)	3.27	0.71	48

As shown in Table 11, majority of the participants (n: 26, 51%) agreed with the statement that they could be fluent in English in less than a year by studying it one hour a day while 25 participants (49%) disagreed. Significant percentage of the participants (n: 42, 82%) did not agree with the statement that speaking in English is

easier than understanding the messages in English. Again, a great majority of the participants (n: 43, 90%) considered reading easier than speaking in English.

Table 12: Pre-service teachers' beliefs about the Nature of Language Learning before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
10	It is best to learn English in an English speaking country.	39 (76%)	12 (24%)	0 (0%)	0 (0%)	3.76	0.43	51
11	The most important part of learning English is learning the grammar.	0 (0%)	6 (12%)	32 (63%)	13 (25%)	1.86	0.60	51
12	The most important part of learning English is learning how to translate from Turkish to English.	2 (4%)	10 (20%)	29 (57%)	10 (20%)	2.08	0.74	51
13	Most of the mistakes that second language learners make are due to interference from their first language.	13 (25%)	33 (65%)	5 (10%)	0 (0%)	3.16	0.58	51
14	The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	30 (59%)	16 (31%)	5 (10%)	0 (0%)	3.49	0.67	51

Table 12 shows pre-service teachers' beliefs related to the Nature of Language Learning before practicum teaching. It can be seen from the table that all the participants believed that it is best to learn English in an English speaking country with 39 participants (76%) strongly agreeing and 12 participants (24%) agreeing with the statement. High percentage of the participants (n:45, 88%) rejected the idea that the most important part of learning a foreign language is learning the grammar while only 6 participants (12%) believed in the primacy of grammar in learning English . The importance of translation from the native language to target language was disapproved by most of the participants (n: 39, 77%). Only 12 participants (24%)

believed in the importance of translation in learning English. A great majority of the participants (n:46, 90%) agreed that most of the mistakes that second language learners make are due to interference from their first language while only 5 participants (10%) disagreed with the statement. More than half of the participants (n: 28, 55%) believed that if the beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on. However, 23 participants (45%) did not consider error correction of students in English as important in order to provide them to speak accurate English. An extremely high percentage of the participants (n: 46, 90%) believed that the success of learning a language is related with starting to learn a language at an early age while only 5 participants (10%) disagreed.

Table 13: Pre-service teachers' beliefs about Learning and Communication Strategies before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
15	It is important to repeat and practice a lot.	46 (90%)	5 (10%)	0 (0%)	0 (0%)	3.90	0.30	51
16	It is important to practice with audio materials like MP3 players, cell phones, etc.	7 (14%)	30 (59%)	14 (27%)	0 (0%)	2.86	0.63	51
17	Languages are learned mainly through imitation.	4 (8%)	25 (49%)	21 (41%)	1 (2%)	2.63	0.66	51
18	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	2 (4%)	24 (48%)	20 (40%)	4 (8%)	2.48	0.71	50
19	Teachers should correct students when they make grammatical errors.	10 (20%)	31 (61%)	10 (20%)	0 (0%)	3.00	0.63	51
20	Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	13 (25%)	30 (59%)	8 (16%)	0 (0%)	3.10	0.61	51

Table 13 illustrates pre-service teachers' beliefs towards Learning and Communication Strategies before practicum teaching. As table shows, all the participant pre-service teachers' believed that it is important to repeat and practice a lot. 46 participants strongly agreed with this statement while 10 participants agreed. Majority of the participants (n: 37, 73%) believed that it is important to practice with audio materials like MP3 players, cell phones, etc. However, 14 participants (27%) disagreed with significance of practicing with audio materials. Significant percentage of the participants (n: 29, 57%), agreed with the belief statement that "Languages are learned mainly through imitation" while 22 participants (43%) disagreed. More than half of the participants (n: 25, 52%) believed that permitting students to make errors in English will cause difficulties for them to speak correctly afterwards. On the contrary, 24 participants (48%) rejected the idea of permitting students to make errors in English will cause difficulties for them to speak correctly later on.

Table 14: Pre-service teachers' beliefs about Motivation before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
21	The most important factor in second language acquisition is motivation.	35 (69%)	15 (29%)	1 (2%)	0 (0%)	3.67	0.52	51
22	People in Turkey feel that it is important to speak English.	24 (47%)	16 (31%)	8 (16%)	3 (6%)	3.2	0.92	51
23	If I learn English very well, I will have better opportunities for a good job.	43 (84%)	8 (16%)	0 (0%)	0 (0%)	3.84	0.37	51
24	I would like to have native English speaking friends.	45 (88%)	6 (12%)	0 (0%)	0 (0%)	3.88	0.33	51

Table 14 shows the beliefs of pre-service teachers about Motivation before teaching practice in practicum. Almost all the participants (n: 50, 98%) considered motivation as the most important factor in second language acquisition, only one

participant disagreed with this statement. A great majority of the participants (n: 40, 78%) agreed with the statement that people in Turkey feel that it is important to speak English while 11 participants (22%) disagreed. All the participants believed that if they learn English very well, they will have better opportunities for a good job. Again, all the participants stated that they would like to have native English speaking friends.

Table 15: Pre-service teachers' beliefs about Foreign Language Teaching before teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
25	Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	9 (18%)	18 (35%)	15 (29%)	9 (18%)	2.53	0.99	51
26	Effective foreign language teacher should use English only in the foreign language classroom.	3 (6%)	1 (2%)	11 (22%)	36 (71%)	1.43	0.81	51
27	Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	11 (22%)	32 (63%)	7 (14%)	1 (2%)	3.04	0.66	51
28	Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	19 (37%)	12 (24%)	15 (29%)	5 (10%)	2.88	1.03	51
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, clothing) in teaching rather than the course book.	46 (90%)	4 (8%)	0 (0%)	1 (2%)	3.86	0.49	51
30	Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	19 (37%)	25 (49%)	4 (8%)	3 (6%)	3.18	0.82	51
31	Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	12 (24%)	28 (55%)	9 (18%)	2 (4%)	2.98	0.76	51

32	Teachers should immediately correct students when they make grammatical errors.	13 (26%)	21 (42%)	8 (16%)	8 (16%)	2.78	1.02	50
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Table 15 illustrates pre-service teachers' beliefs regarding Foreign Language Teaching before teaching practice in practicum. More than half of the participants (n: 27, 53%) believe that effective foreign language teacher should not correct students immediately after they make a mistake in spelling while 24 participants (47%) rejected the efficiency of immediate correction of spelling in foreign language teaching. A very high percentage of participants (n: 47, 93%) believed that English should not be the only medium of instruction in the classroom while only 4 participants (8%) were in favour of use of only English in teaching. A very large proportion of the participants (n: 43, 85%) believed in the efficiency of teaching language by having students complete specific tasks while 8 participants (16%) disagreed. A significant percentage of the participants (n: 31, 61%) believed in the efficiency of urging students to speak in foreign language beginning the first day of class. However, 39% (n: 20) of the participants did not find it efficient. Almost all participants (n: 51, 98%) supported the use of real-life materials such as music, pictures and clothing while the primacy of real-life materials was rejected by only 1 participant. A great majority of the participants (n: 44, 86%) agreed with the effectiveness of grading students' on their ability to interact with classmates successfully in the foreign language. The efficiency of interaction with classmates in the target language was rejected by only 7 participants (14%). Significant percentage of the participants (n: 40, 79%) believed in the efficiency of grading based on groups

tasks. An equally high percentage of participants (n: 34, 78%) were in support of immediate correction of grammatical errors of students.

4.1.2. Research Question 2: What are pre-service teachers' beliefs about ELT after the practicum teaching?

In a similar manner to the research question 1, the same questionnaire as a post-test is used with the aim of finding out about pre-service teachers' beliefs about foreign language teaching before teaching practice in practicum. The responses of the each question in the questionnaire were analysed by using SPSS v.18.

Table 16: Beliefs of pre-service teachers after teaching experience in practicum

Category	SA%	A%	D%	SD%	Mean	StDev
Foreign Language Aptitude	25.7%	47.4%	22.4%	4.6%	2.94	0.814
Difficulty of Language Learning	14.0%	34.7%	42.0%	9.3%	2.53	0.849
Nature of Language Learning	25.9%	38.4%	23.5%	12.2%	2.78	0.967
Learning and Communication Strategies	32.8%	42.6%	17.7%	6.9%	3.01	0.885
Motivation	67.2%	28.4%	3.9%	0.5%	3.62	0.587
Teaching a Foreign Language	29.2%	46.2%	17.4%	7.1%	2.98	0.868

The category with the highest mean score was still Motivation (Mean: 3.62) after teaching experience in practicum. The Difficulty of Language Learning was found to be the category with the lowest mean (Mean: 2.53) in a similar manner to the

results of teaching experience before practicum teaching. Each six category with its given answers are presented in the below tables:

Table 17: Pre-service teachers' beliefs about Foreign Language Aptitude after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
1	It is easier for children than adults to learn a foreign language.	21 (41%)	24 (47%)	5 (10%)	1 (2%)	3.27	0.72	51
2	Some people have a special ability for learning foreign languages.	28 (55%)	19 (37%)	3 (6%)	1 (2%)	3.45	0.7	51
3	People in Turkey are good at learning foreign languages.	5 (10%)	18 (35%)	21 (41%)	7 (14%)	2.41	0.85	51
4	I have a special ability for learning English.	6 (12%)	37 (76%)	5 (10%)	1 (2%)	2.98	0.56	49
5	Women are better than men at learning foreign languages.	3 (6%)	22 (43%)	22 (43%)	4 (8%)	2.47	0.73	51
6	Everyone can learn to speak a foreign language.	15 (29%)	24 (47%)	12 (24%)	0 (0%)	3.06	0.73	51

Table 17 illustrates pre-service teachers' beliefs toward Foreign Language Aptitude after the teaching experience of the practicum. As seen in table, high percentage of pre-service teachers (n: 45, 88%) believed that children learn foreign languages easily when compared with adults. Similarly, a very high percentage of the participants (n: 47, 92%) believed that some people have a special ability for learning foreign languages. On the contrary, more than half of the participants (n: 28, 55%) disagreed with the statement that people in Turkey are good at learning foreign languages. Significant percentage of the pre-service teachers (n: 43, 88%) believed that they have a special ability for learning foreign languages. Nearly equal number of participants had opposite views against women being better at learning foreign languages when compared with men. 25 pre-service teachers (49%) agreed that women are better than men at learning foreign languages while 26 pre-service

teachers (51%) disagreed. Majority of the pre-service teachers (n: 39, 76%) believed that everyone can learn to speak a foreign language.

Table 18: Pre-service teachers' beliefs about Difficulty of Language Learning after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
7	I need less than a year to speak English fluently by studying English one hour a day.	5 (10%)	21 (42%)	22 (44%)	2 (4%)	2.58	0.73	50
8	Speaking in English is easier than understanding the messages in English.	1 (2%)	8 (16%)	30 (60%)	11 (22%)	1.98	0.68	50
9	Reading is easier than speaking in English.	15 (30%)	23 (46%)	11 (22%)	1 (2%)	3.04	0.78	50

As shown in Table 18, more than half of the participants (n: 26, 51%) believed that they need less than a year to speak English fluently by studying English one hour a day. Great majority of the pre-service teachers (n: 41, 82%) rejected the idea that speaking in English is easier than understanding the messages in English. However, significant percentage of the pre-service teachers (n: 38, 76%) believed that reading is easier than speaking in English.

Table 19: Pre-service teachers' beliefs about Nature of Language Learning after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
10	It is best to learn English in an English speaking country.	31 (61%)	19 (37%)	0 (0%)	1 (2%)	3.57	0.61	51
11	The most important part of learning a foreign language is learning the grammar.	3 (6%)	8 (16%)	26 (51%)	14 (27%)	2	0.82	51
12	The most important part of learning English is learning how to translate from Turkish to English.	2 (4%)	9 (18%)	25 (49%)	15 (29%)	1.96	0.8	51
13	Most of the mistakes that second language learners make are due to inference from their first language.	9 (18%)	35 (69%)	6 (12%)	1 (2%)	3.02	0.62	51
14	The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	21 (41%)	27 (53%)	3 (6%)	0 (0%)	3.35	0.59	51

As seen in Table 19, almost all the participants (n: 50, 98%) believed that it is best to learn English in an English speaking country. Majority of the pre-service teachers (n: 40, 78%) did not believe in the importance of learning grammar. With a similar percentage (n: 40, 78%) pre-service teachers did not believe in the importance of translation from native language to target language in learning English. Significant percentage of the participants (n: 44, 87%) believed that most of the mistakes that second language learners make are result of interference from their first language. A very high percentage of the participants (n: 48, 87%) believed that earlier students' are introduced to second language at schools the more successful they would be.

Table 20: Pre-service teachers' beliefs about Learning and Communication Strategies after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
15	It is important to repeat and practice a lot.	40 (78%)	9 (18%)	2 (4%)	0 (0%)	3.75	0.52	51
16	It is important to practice with audio materials like MP3 players, cell phones, etc.	38 (75%)	12 (24%)	1 (2%)	0 (0%)	3.73	0.49	51
17	Languages are learned mainly through imitation.	7 (14%)	30 (59%)	11 (22%)	3 (6%)	2.8	0.75	51
18	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	6 (12%)	24 (48%)	16 (32%)	4 (8%)	2.64	0.8	50
19	Teachers should correct students when they make grammatical errors.	5 (10%)	33 (65%)	8 (16%)	5 (10%)	2.75	0.77	51
20	Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	4 (8%)	22 (43%)	16 (31%)	9 (18%)	2.41	0.88	51

Table 20 illustrates pre-service teachers' beliefs toward Learning and Communication Strategies in Phase 2. It can be seen that a very high percentage of the participants (n: 49, 96%) believed in the importance of repetition and practice. Almost all the pre-service teachers (n: 50, 99%) believed in the importance of practice with audio materials like MP3 players and cell phones. Significant percentage of the pre-service teachers (n: 37, 73%) agreed with the statement that languages are learned mainly through imitation. Majority of the pre-service teachers (n: 30, 60%) believed that teachers should correct students when they make grammatical errors. More than half of the participants (n: 26, 51%) agreed that grammatical rules should be presented one at a time and students should practice examples of each one respectively.

Table 21: Pre-service teachers' beliefs about Motivation after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
21	The most important factor in second language acquisition is motivation.	32 (63%)	16 (31%)	3 (6%)	0 (0%)	3.57	0.61	51
22	People in Turkey feel that it is important to speak English.	25 (49%)	21 (41%)	4 (8%)	1 (2%)	3.37	0.72	51
23	If I learn English very well, I will have better opportunities for a good job.	41 (80%)	9 (18%)	1 (2%)	0 (0%)	3.78	0.46	51
24	I would like to have native English speaking friends.	39 (76%)	12 (24%)	0 (0%)	0 (0%)	3.76	0.43	51

As shown in Table 21, a very high percentage of the participants (n: 48, 94%) believed that motivation is the most important factor in second language acquisition. A great majority of the participants (n: 46, 90%) believed that people in Turkey attach importance to speaking in English. Almost all the participants (n: 50, 98%) believed that learning English very well, will provide them better opportunities for a good job. All the participants stated that they would like to have native English speaking friends.

Table 22: Pre-service teachers' beliefs about Foreign Language Teaching after teaching experience in practicum

No	Statement	SA	A	D	SD	Mean	StDev	N
25	Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	7 (14%)	28 (55%)	10 (20%)	6 (12%)	2.71	0.86	51
26	Effective foreign language teacher should use English only in the foreign language classroom.	13 (25%)	13 (25%)	18 (35%)	7 (14%)	2.63	1.02	51
27	Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	10 (20%)	34 (68%)	6 (12%)	0 (0%)	3.08	0.57	50
28	Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	17 (33%)	22 (43%)	9 (18%)	3 (6%)	3.04	0.87	51
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, clothing) in teaching rather than the course book.	35 (69%)	16 (31%)	0 (0%)	0 (0%)	3.69	0.47	51
30	Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	22 (43%)	25 (49%)	3 (6%)	1 (2%)	3.33	0.68	51
31	Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	12 (24%)	33 (65%)	4 (8%)	2 (4%)	3.08	0.69	51
32	Teachers should immediately correct students when they make grammatical errors.	3 (6%)	17 (33%)	21 (41%)	10 (20%)	2.25	0.84	51

Table 22 illustrates pre-service teachers' beliefs toward Foreign Language Teaching after teaching experience in practicum program. It can be seen that majority of the pre-service teachers (n: 69, 88%) did not support the immediate correction of mistakes in spelling. Majority of the participants (n: 44, 88%) believed in the efficiency of specific tasks in teaching language. Significant percentage of the participants (n: 39, 76%) believed in the requirement of speaking in the foreign language beginning the first day of class. All the pre-service teachers believed in the efficiency of using real-life materials in teaching. A very high percentage of the participants (n: 47, 92%) believed in the importance of assessment of ability to interact with classmates in the foreign language. Great majority of the participants (n: 45, 89%) believed in the significance of assessment of assigned group tasks. A high percentage of pre-service teachers (n: 31, 61%) did not support the immediate correction of grammatical errors.

4.1.3. Research Question 3: Is there any change in pre-service teachers' beliefs about ELT after teaching experience in practicum?

In order to answer third research question, the results of the pre- and post-questionnaires will be compared by using t-test statistical procedure in order to understand if statistically significant difference exists between pre-service teachers' beliefs before and after teaching experience in practicum.

Table 23: Difference between pre- and post-questionnaire scores based on categories

Category	Phase	SA&A%	SD&D%	Mean	StDev	p
Foreign Language Aptitude	1	67%	33%	2.91	.971	0.687
	2	73%	27%	2.94	.814	
Difficulty of Language Learning	1	52%	48%	2.57	.965	0.751
	2	49%	51%	2.53	.849	
Nature of Language Learning	1	63%	37%	2.87	.978	0.295
	2	64%	36%	2.78	.967	
Learning and Communication Strategies	1	74%	26%	3.00	.759	0.806
	2	75%	25%	3.01	.885	
Motivation	1	94%	6%	3.65	.638	0.687
	2	96%	4%	3.62	.587	
Foreign Language Teaching	1	67%	33%	2.84	1.044	0.054
	2	75%	25%	2.98	.868	

As seen in Table 23, no statistically significant differences exist in pre-service teachers beliefs in terms of categories before and after teaching experience in practicum. The category with the highest difference was found to be Foreign Language Teaching (Phase 1 Mean: 2.84 and Phase 2 Mean: 2.98, p: 0.054) while the lowest difference occurred in Learning and Communication Strategies (Phase 1 Mean: 3.00 and Phase 2 Mean: 3.01, p: 0.806).

Table 24: Comparison of pre-service teachers' beliefs toward Foreign Language Aptitude before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
1) It is easier for children than adults to learn a foreign language.	1	51	86%	14%	3.29	0.701	0.890
	2	51	88%	12%	3.27	0.723	
2) Some people have a special ability for learning foreign languages.	1	51	92%	8%	3.53	0.758	0.589
	2	51	92%	8%	3.45	0.702	
3) People in Turkey are good at learning foreign languages.	1	50	16%	84%	1.88	0.773	0.001
	2	51	45%	55%	2.41	0.853	
4) I have a special ability for learning English.	1	51	84%	16%	3.2	0.693	0.089
	2	49	88%	12%	2.98	0.559	
5) Women are better than men at learning foreign languages.	1	51	45%	55%	2.51	0.925	0.813
	2	51	49%	51%	2.47	0.731	
6) Everyone can learn to speak a foreign language.	1	51	75%	25%	3.04	0.937	0.907
	2	51	76%	24%	3.06	0.732	

Upon inspection of the results of t-test procedure (Table 24), it was found out that no statistically significant difference exists in terms of Foreign Language Aptitude except for the Statement 3. It can be seen that significance value (p) was lower than 0.05 (Question item 3: $p=0.001<0.05$) which indicates that statistically significant difference has occurred in pre-service teachers' beliefs toward "People in Turkey are good at learning foreign languages" with an increase of 29% in Phase 2. The mean value went up to 2.41 from 1.88.

Table 25: Comparison of pre-service teachers' beliefs toward Difficulty of Language Learning before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
7) I need less than a year to speak English fluently by studying English one hour a day.	1	51	51%	49%	2.49	0.925	0.590
	2	50	52%	48%	2.58	0.731	
8) Speaking in English is easier than understanding the messages in English.	1	51	18%	82%	1.98	0.787	0.998
	2	50	18%	82%	1.98	0.685	
9) Reading is easier than speaking in English.	1	48	90%	10%	3.27	0.707	0.129
	2	50	76%	24%	3.04	0.781	

As seen in Table 25, no statistically significant difference exists in terms of Difficulty of Language Learning as the significance value (p) was found to be higher than 0.05 in all the statements. (Question item 7: $p=0.590>0.05$; Question item 8: $p=0.998>0.05$; Question item 9: $p=0.129>0.05$).

Table 26: Comparison of pre-service teachers' beliefs toward Nature of Language Learning before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
10) It is best to learn English in an English speaking country.	1	51	100%	0%	3.76	0.428	0.063
	2	51	98%	2%	3.57	0.608	
11) The most important part of learning a foreign language is learning the grammar.	1	51	12%	88%	1.86	0.601	0.339
	2	51	22%	78%	2.00	0.825	
12) The most important part of learning English is learning how to translate from Turkish to English.	1	51	24%	76%	2.08	0.744	0.443
	2	51	22%	78%	1.96	0.799	
13) Most of the mistakes that second language learners make are due to interference from their first language.	1	51	90%	10%	3.16	0.579	0.249
	2	51	86%	14%	3.02	0.616	
14) The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	1	51	90%	10%	3.49	0.674	0.278
	2	51	94%	6%	3.35	0.594	

In the case of Nature of Language Learning (Table 26), pre-service teachers' beliefs did not display any statistically significant differences between Phase 1 and Phase 2. (Question item 10: $p=0.063>0.05$; Question item 11: $p=0.339>0.05$; Question item 12: $p=0.443>0.05$; Question item 13: $p=0.249>0.05$; Question item 14: $p=0.278>0.05$).

Table 27: Comparison of pre-service teachers' beliefs toward Learning and Communication Strategies before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
15) It is important to repeat and practice a lot.	1	51	100%	0%	3.9	0.300	0.066
	2	51	96%	4%	3.75	0.523	
16) It is important to practice with audio materials like MP3 players, cell phones etc.	1	51	73%	27%	2.86	0.633	0.000
	2	51	98%	2%	3.73	0.493	
17) Languages are learned mainly through imitation.	1	51	57%	43%	2.63	0.662	0.210
	2	51	73%	27%	2.8	0.749	
18) If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1	50	52%	48%	2.48	0.707	0.293
	2	50	60%	40%	2.64	0.802	
19) Teachers should correct students when they make grammatical errors.	1	51	80%	20%	3	0.632	0.071
	2	51	75%	25%	2.75	0.771	
20) Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	1	51	84%	16%	3.1	0.640	0.000
	2	51	51%	49%	2.41	0.876	

As seen in Table 27, statistically significant difference exists in two statements (Statement 16: $p=0.000<0.05$; Statement 20: $p=0.000<0.05$). Pre-service teachers' beliefs toward practice through audio materials like MP3 players and cell phones changed and the percentage of Strongly Agrees and Agrees increased by 25% as the mean value went up to 3.73 from 2.86. On the contrary, their beliefs toward presenting grammatical rules one at a time and students practicing examples of each one respectively also changed as the percentage of Strongly Agrees and Agrees decreased by 33%, mean value going down to 2.41 from 3.10.

Table 28: Comparison of pre-service teachers' beliefs toward Motivation before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
21) The most important factor in second language acquisition is motivation.	1	51	98%	2%	3.67	0.516	0.382
	2	51	94%	6%	3.57	0.608	
22) People in Turkey feel that it is important to speak English.	1	51	78%	22%	3.2	0.917	0.282
	2	51	90%	10%	3.37	0.720	
23) If I learn English very well, I will have better opportunities for a good job.	1	51	100%	0%	3.84	0.367	0.478
	2	51	98%	2%	3.78	0.461	
24) I would like to have native English speaking friends.	1	51	100%	0%	3.88	0.325	0.122
	2	51	100%	0%	3.76	0.428	

With regard to motivation, pre-service teachers' beliefs did not display any statistically significant differences between Phase 1 and Phase 2. (Question item 21: $p=0.382>0.05$; Question item 22: $p=0.282>0.05$; Question item 23: $p=0.478>0.05$; Question item 24: $p=0.122>0.05$).

Table 29: Comparison of pre-service teachers' beliefs toward Foreign Language Teaching before and after teaching experience in practicum

Statement	Phase	N	SA&A%	SD&D%	Mean	StDev	p
25) Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	1	51	53%	47%	2.53	0.987	0.337
	2	51	69%	31%	2.71	0.855	
26) Effective foreign language teacher should use English only in the foreign language classroom.	1	51	8%	92%	1.43	0.806	0.000
	2	51	51%	49%	2.63	1.019	
27) Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	1	51	84%	16%	3.04	0.662	0.740
	2	50	88%	12%	3.08	0.566	
28) Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	1	51	61%	39%	2.88	1.032	0.409
	2	51	76%	24%	3.04	0.871	
29) Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods ,clothing)in teaching the language and the culture rather than the course book.	1	51	98%	2%	3.86	0.491	0.066
	2	51	100%	0%	3.69	0.469	
30) Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	1	51	86%	14%	3.18	0.817	0.296
	2	51	92%	8%	3.33	0.683	
31) Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	1	51	78%	22%	2.98	0.761	0.497
	2	51	88%	12%	3.08	0.688	
32) Teachers should immediately correct students when they make grammatical errors.	1	51	68%	32%	2.78	1.006	0.005
	2	51	39%	61%	2.25	0.845	

As Table 29 displays, out of eight question items, statistically considerable differences exist in two statements (Statement 26: $p=0.000<0.05$; Statement 32: $p=0.005<0.05$). Pre-service teachers' beliefs toward efficiency of using English only

in the foreign language classroom have dramatically increased by 43% while their beliefs toward immediate correction of grammatical errors decreased by 29%.

4.1.4. Research Question 4: Do the variables such as gender, the type of practicum school and the gender of cooperating instructor affect pre-service teachers' beliefs about ELT?

The research question could also be constructed as follows: Is it possible to identify relationships between pre-service teachers' beliefs and other variables such as gender, the gender of their cooperating instructor and type of their practicum school? For the purpose of answering this research question, statistical calculations were achieved by using SPSS and the following results were yielded. Pre-service teachers' beliefs Phase 2 will be examined in terms of gender, gender of their cooperating English instructor and the type of practicum school they taught during the practicum.

4.1.4.1. Comparison of pre-service teachers' beliefs about ELT based on gender

In order to understand if there are any statistically significant differences between pre-service teachers' beliefs about ELT based on the variable of gender; Mann-Whitney u-test was conducted as the number of the male pre-service teachers was considerably lower than the female pre-service teachers.

Table 30: Differences between pre-service teachers' beliefs based on gender

Category	Gender	Mean	StDev	p
Foreign Language Aptitude	Female	2.94	.813	.953
	Male	2.94	.838	
Difficulty of Language Learning	Female	2.52	.842	.409
	Male	2.67	.907	
Nature of Language Learning	Female	2.76	.971	.386
	Male	2.93	.944	
Learning and Communication Strategies	Female	3.00	.908	.904
	Male	3.08	.692	
Motivation	Female	3.66	.563	.065
	Male	3.38	.711	
Foreign Language Teaching	Female	2.99	.862	.953
	Male	2.88	.914	

As shown in Table 30, no statistically significant difference exists between gender groups based on Foreign Language Aptitude ($p=0.953>0.05$), Difficulty of Language Learning ($p=0.409>0.05$), Nature of Language Learning ($p=0.386>0.05$), Learning and Communication Strategies ($p=0.904>0.05$), Motivation ($p=0.065>0.05$) and Teaching Foreign Language ($p=0.953>0.05$).

In the tables below, detailed u-test results for pre-service teachers' beliefs based on gender regarding Foreign Language Aptitude, Difficulty of Language Learning, Nature of Language Learning, Learning and Communication Strategies, Motivation and Foreign Language Teaching are provided.

Table 31: Pre-service teachers' beliefs of Foreign Language Aptitude based on gender

Statement	Gender	Mean	StDev	N	p
1) It is easier for children than adults to learn a foreign language.	Female	3.27	0.720	45	0.831
	Male	3.33	0.816	6	
2) Some people have a special ability for learning foreign languages.	Female	3.44	0.720	45	0.966
	Male	3.5	0.548	6	
3) People in Turkey are good at learning foreign languages.	Female	2.44	0.890	45	0.520
	Male	2.17	0.408	6	
4) I have a special ability for learning English.	Female	3	0.570	44	0.510
	Male	2.8	0.447	5	
5) Women are better than men at learning foreign languages.	Female	2.47	0.690	45	0.943
	Male	2.5	1.049	6	
6) Everyone can learn to speak a foreign language.	Female	3.02	0.720	45	0.366
	Male	3.33	0.816	6	

As can be seen from Table 31, no statistically significant differences exist between males and females in terms of Foreign Language Aptitude beliefs (Question item 1: $p=0.831>0.05$; Question item 2: $p=0.966>0.05$; Question item 3: $p=0.520>0.05$; Question item 4: $p=0.510>0.05$, Question item 5: $p=0.943>0.05$; Question item 6: $p=0.366>0.05$).

Table 32: Pre-service teachers' beliefs of Difficulty of Language Learning based on gender

Statement	Gender	Mean	StDev	N	p
7) I need less than a year to speak English fluently by studying English one hour a day.	Female	2.55	0.730	44	0.439
	Male	2.83	0.753	6	
8) Speaking in English is easier than understanding the messages in English.	Female	1.95	0.650	44	0.530
	Male	2.17	0.983	6	
9) Reading is easier than speaking in English.	Female	3.05	0.780	44	0.896
	Male	3.00	0.894	6	

As shown in Table 32, no statistically significant differences exist between pre-service teachers' beliefs toward Difficulty of Language Learning beliefs based on their gender (Question item 7: $p=0.439>0.05$; Question item 8: $p=0.530>0.05$; Question item 9: $p=0.896>0.05$).

Table 33: Pre-service teachers' beliefs of Nature of Language Learning based on gender

Statement	Gender	Mean	StDev	N	p
10) It is best to learn English in an English speaking country.	Female	3.56	0.620	45	0.787
	Male	3.67	0.516	6	
11) The most important part of learning a foreign language is learning the grammar.	Female	1.96	0.800	45	0.414
	Male	2.33	1.033	6	
12) The most important part of learning English is learning how to translate from Turkish to English.	Female	1.91	0.760	45	0.366
	Male	2.33	1.033	6	
13) Most of the mistakes that second language learners make are due to inference from their first language.	Female	3.04	0.600	45	0.483
	Male	2.83	0.753	6	
14) The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	Female	3.33	0.600	45	0.617
	Male	3.50	0.548	6	

As seen in Table 33, no statistically significant difference was found between pre-service teachers' beliefs toward Nature of Language Learning based on their gender (Question item 10: $p=0.787>0.05$; Question item 11: $p=0.414>0.05$; Question item 12: $p=0.366>0.05$; Question item 13: $p=0.483>0.05$; Question item 14: $p=0.617>0.05$).

Table 34: Pre-service teachers' beliefs of Learning and Communication Strategies based on gender

Statement	Gender	Mean	StDev	N	p
15) It is important to repeat and practice a lot.	Female	3.78	0.470	45	0.539
	Male	3.5	0.837	6	
16) It is important to practice with audio materials like MP3 players, cell phones, etc.	Female	3.73	0.500	45	0.765
	Male	3.67	0.516	6	
17) Languages are learned mainly through imitation.	Female	2.78	0.790	45	0.558
	Male	3.00	0.000	6	
18) If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	Female	2.64	0.810	44	0.942
	Male	2.67	0.816	6	
19) Teachers should correct students when they make grammatical errors.	Female	2.71	0.820	45	0.502
	Male	3.00	0.000	6	
20) Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	Female	2.38	0.890	45	0.597
	Male	2.67	0.816	6	

As can be seen from Table 34, statistically no significant difference was found in pre-service teachers' beliefs toward Learning and Communication Strategies based on their gender (Question item 15: $p=0.539>0.05$; Question item 16: $p=0.765>0.05$; Question item 17: $p=0.558>0.05$; Question item 18: $p=0.942>0.05$; Question item 19: $p=0.502>0.05$; Question item 20: $p=0.597>0.05$).

Table 35: Pre-service teachers' beliefs of Motivation based on gender

Statement	Gender	Mean	StDev	N	p
21) The most important factor in second language acquisition is motivation.	Female	3.6	0.580	45	0.483
	Male	3.33	0.816	6	
22) People in Turkey feel that it is important to speak English.	Female	3.42	0.720	45	0.151
	Male	3.00	0.632	6	
23) If I learn English very well, I will have better opportunities for a good job.	Female	3.82	0.390	45	0.483
	Male	3.50	0.837	6	
	Female	3.78	0.420	45	0.679
	Male	3.67	0.516	6	
24) I would like to have native English speaking friends.	Male	3.67	0.516	6	

As shown in Table 35, no statistically significant differences exist between pre-service teachers' beliefs regarding Motivation based on their gender (Question item 21: $p=0.483>0.05$; Question item 22: $p=0.151>0.05$; Question item 23: $p=0.483>0.05$; Question item 24: $p=0.679>0.05$).

Table 36: Pre-service teachers' beliefs of Foreign Language Teaching based on gender

Statement	Gender	Mean	StDev	N	p
25) Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	Female	2.64	0.860	45	0.220
	Male	3.17	0.753	6	
26) Effective foreign language teacher should use English only in the foreign language classroom.	Female	2.67	1.020	45	0.466
	Male	2.33	1.033	6	
27) Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	Female	3.14	0.510	44	0.143
	Male	2.67	0.816	6	
28) Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	Female	3.07	0.840	45	0.722
	Male	2.83	1.169	6	
29) Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, clothing) in teaching rather than the course book.	Female	3.67	0.480	45	0.52
	Male	3.83	0.408	6	
30) Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	Female	3.36	0.680	45	0.558
	Male	3.17	0.753	6	
31) Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	Female	3.18	0.610	45	0.087
	Male	2.33	0.816	6	
32) Teachers should immediately correct students when they make grammatical errors.	Female	2.20	0.840	45	0.294
	Male	2.67	0.816	6	

As can be seen from Table 36, no statistically significant differences exist between males and females in terms of their beliefs with respect to Foreign Language Teaching (Question item 25: $p=0.220>0.05$, Question item 26: $p=0.466>0.05$, Question item 27: $p=0.143>0.05$; Question item 28: $p=0.722>0.05$; Question item 29: $p=0.52>0.05$; Question item 30: $p=0.558>0.05$; Question item 31: $p=0.087>0.05$; Question item 32: $p=0.294>0.05$).

4.1.4.2 Comparison of pre-service teachers' beliefs about ELT based on gender of cooperating English instructor

In order to determine if statistically significant differences exist between pre-service teachers' beliefs about ELT based on the gender of their cooperating English instructor, Mann-Whitney U-test was conducted since there was a considerable gap in the number of male and female cooperating instructors.

Table 37: Differences between pre-service teachers' beliefs based on gender of cooperating English instructor

Category	Gender	Mean	StDev	p
Foreign Language Aptitude	Female	2.94	.804	.966
	Male	2.93	.861	
Difficulty of Language Learning	Female	2.55	.818	.652
	Male	2.47	.973	
Nature of Language Learning	Female	2.78	.949	.740
	Male	2.80	1.050	
Learning and Communication Strategies	Female	3.01	.887	.803
	Male	3.03	.882	
Motivation	Female	3.60	.582	.186
	Male	3.70	.608	
Teaching Foreign Language	Female	3.00	.849	.368

As shown in Table 37, no statistically significant difference exists in the pre-service teachers' beliefs based on the gender of the cooperating English instructor with regard to the categories of Language Aptitude ($p=0.966>0.05$), Difficulty of Language Learning ($p=0.652>0.05$), Nature of Language Learning ($p=0.740>0.05$), Learning and Communication Strategies ($p=0.803>0.05$), Motivation ($p=0.186>0.05$) and Teaching Foreign Language ($p=0.368>0.05$).

In the tables below, detailed u-test results for pre-service teachers' beliefs based on the gender of their cooperating instructor regarding Language Aptitude, Difficulty of Language Learning, Nature of Language Learning, Learning and Communication Strategies, Motivation and Teaching Foreign Language are provided in detail for each statement.

Table 38: Pre-service teachers' beliefs of Foreign Language Aptitude based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
1) It is easier for children than adults to learn a foreign language.	Female	3.24	0.734	41	0.548
	Male	3.40	0.699	10	
2) Some people have a special ability for learning foreign languages.	Female	3.54	0.596	41	0.180
	Male	3.10	0.994	10	
3) People in Turkey are good at learning foreign languages.	Female	2.29	0.844	41	0.272
	Male	2.90	0.738	10	
4) I have a special ability for learning English.	Female	3.00	0.513	39	0.510
	Male	2.90	0.738	10	
5) Women are better than men at learning foreign languages.	Female	2.54	0.674	41	0.174
	Male	2.20	0.919	10	
6) Everyone can learn to speak a foreign language.	Female	3.05	0.74	41	0.848
	Male	3.10	0.738	10	

As shown in Table 38, no statistically significant differences were found between the pre-service teachers' beliefs regarding Foreign Language Aptitude based on the gender of the cooperating English language instructors. (Question item 1:

$p=0.548>0.05$; Question item 2: $p=0.180>0.05$; Question item 3: $p=0.272>0.05$; Question item 4: $p=0.510>0.05$; Question item 5: $p=0.174>0.05$; Question item 6: $p=0.848>0.05$).

Table 39: Pre-service teachers' beliefs of Difficulty of Language Learning based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
7) I need less than a year to speak English fluently by studying English one hour a day.	Female	2.68	0.730	40	0.074
	Male	2.20	0.632	10	
8) Speaking in English is easier than understanding the messages in English.	Female	2.00	0.641	40	0.678
	Male	1.90	0.876	10	
9) Reading is easier than speaking in English.	Female	2.98	0.768	40	0.230
	Male	3.30	0.823	10	
10) It is best to learn English in an English speaking country.	Female	3.54	0.636	41	0.486
	Male	3.70	0.483	10	

As can be seen from Table 39, statistically significant differences were not found between pre-service teachers' beliefs with respect to Difficulty of Language Learning based on their cooperating instructor's gender (Question item 7: $p=.074>0.05$; Question item 8: $p=0.678>0.05$; Question item 9: $p=0.230>0.05$; Question item 10: $p=0.486>0.05$).

Table 40: Pre-service teachers' beliefs of Nature of Language Learning based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
11) The most important part of learning a foreign language is learning the grammar.	Female	2.02	0.790	41	0.51
	Male	1.90	0.994	10	
12) The most important part of learning English is learning how to translate from Turkish to English.	Female	1.98	0.79	41	0.817
	Male	1.90	0.876	10	
13) Most of the mistakes that second language learners make are due to inference from their first language.	Female	3.00	0.592	41	0.664
	Male	3.10	0.738	10	
14) The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	Female	3.34	0.617	41	0.872
	Male	3.40	0.516	10	

As seen in Table 40, no statistically significant differences were found between pre-service teachers' beliefs with regard to Nature of Language Learning based on the gender of their cooperating instructors (Question item 11: $p=0.51>0.05$; Question item 12: $p=0.817>0.05$; Question item 13: $p=0.664>0.05$; Question item 14: $p=0.872>0.05$).

Table 41: Pre-service teachers' beliefs of Learning and Communication Strategies based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
15) It is important to repeat and practice a lot.	Female	3.71	0.559	41	0.312
	Male	3.90	0.316	10	
16) It is important to practice with audio materials like MP3 players, cell phones, etc.	Female	3.71	0.512	41	0.638
	Male	3.80	0.422	10	
17) Languages are learned mainly through imitation.	Female	2.78	0.759	41	0.486
	Male	2.90	0.738	10	
18) If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	Female	2.65	0.802	40	0.896
	Male	2.60	0.843	10	
19) Teachers should correct students when they make grammatical errors.	Female	2.73	0.807	41	0.717
	Male	2.80	0.632	10	
20) Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	Female	2.46	0.897	41	0.391
	Male	2.20	0.789	10	

As can be seen from Table 41, no statistically significant differences exist between beliefs of pre-service teachers' based on their cooperating instructors' gender in terms of Learning and Communication Strategies (Question item 15: $p=0.312>0.05$; Question item 16: $p=0.638>0.05$; Question item 17: $p=0.486>0.05$; Question item 18: $p=0.896>0.05$; Question item 19: $p=0.717>0.05$; Question item 20: $p=0.391>0.05$).

Table 42: Pre-service teachers' beliefs of Motivation based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
21) The most important factor in second language acquisition is motivation.	Female	3.54	0.596	41	0.295
	Male	3.70	0.675	10	
22) People in Turkey feel that it is important to speak English.	Female	3.39	0.703	41	0.792
	Male	3.30	0.823	10	
23) If I learn English very well, I will have better opportunities for a good job.	Female	3.76	0.489	41	0.390
	Male	3.90	0.316	10	
24) I would like to have native English speaking friends.	Female	3.73	0.449	41	0.265
	Male	3.90	0.316	10	

As shown in Table 42, statistically significant differences were not found between pre-service teachers' beliefs with regard to Motivation based on the gender of their cooperating instructors (Question item 21: $p=0.395>0.05$; Question item 22: $p=0.792>0.05$; Question item 23: $p=0.390>0.05$; Question item 24: $p=0.265>0.05$).

Table 43: Pre-service teachers' beliefs of Foreign Language Teaching based on gender of cooperating English instructor

Statement	Gender	Mean	StDev	N	p
25) Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	Female	2.71	0.844	41	0.917
	Male	2.70	0.949	10	
26) Effective foreign language teacher should use English only in the foreign language classroom.	Female	2.73	1.025	41	0.135
	Male	2.20	0.919	10	
27) Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	Female	3.15	0.483	40	0.099
	Male	2.80	0.789	10	
28) Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	Female	3.02	0.821	41	0.612
	Male	3.10	1.101	10	
29) Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, clothing) in teaching rather than the course book.	Female	3.68	0.471	41	0.918
	Male	3.70	0.483	10	
30) Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	Female	3.34	0.693	41	0.791
	Male	3.30	0.675	10	
31) Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	Female	3.12	0.64	41	0.483
	Male	2.90	0.876	10	
32) Teachers should immediately correct students when they make grammatical errors.	Female	2.22	0.822	41	0.545
	Male	2.40	0.966	10	

As can be seen from Table 43, no statistically significant differences exist between pre-service teachers' beliefs toward Foreign Language Teaching based on the gender of their cooperating instructor. (Question item 25: $p=0.917>0.05$; Question item 26: $p=0.135>0.05$; Question item 27: $p=0.099>0.05$; Question item 28: $p=0.612>0.05$; Question item 29: $p=0.918<0.05$; Question item 30: $p=0.791>0.05$; Question item 31: $p=0.483>0.05$; Question item 32: $p=0.545>0.05$).

4.1.4.4. Comparison of pre-service teachers' beliefs about ELT based on type of practicum school

With the aim of understanding if statistically significant differences exist between pre-service teachers' beliefs toward ELT based on the grade levels of the students they taught, one way ANOVA was conducted.

Table 44: Comparison of pre-service teachers' beliefs based on type of practicum school

Category	Type	SA&A%	SD&D%	Mean	StDev	p
Foreign Language Aptitude	Kindergarten	67%	33%	2.75	.866	.646
	Elementary	73%	27%	2.98	.829	
	Middle	76%	24%	2.98	.687	
	High	72%	28%	2.88	.859	
Difficulty of Language Learning	Kindergarten	17%	83%	2.17	.408	.422
	Elementary	57%	43%	2.64	.969	
	Middle	44%	56%	2.48	.700	
	High	42%	58%	2.44	.755	
Nature of Language Learning	Kindergarten	50%	50%	2.60	.966	.659
	Elementary	63%	37%	2.75	.956	
	Middle	71%	29%	2.93	.780	
	High	64%	36%	2.76	1.089	
Learning and Communication Strategies	Kindergarten	83%	17%	3.08	.669	.845
	Elementary	77%	23%	3.03	.870	
	Middle	83%	17%	3.06	.795	
	High	67%	33%	2.94	.987	
Motivation	Kindergarten	75%	25%	3.50	.926	.068
	Elementary	99%	1%	3.72	.473	
	Middle	94%	6%	3.33	.586	
	High	93%	7%	3.65	.659	
Foreign Language Teaching	Kindergarten	69%	31%	2.75	.577	.639
	Elementary	77%	23%	3.02	.885	
	Middle	78%	22%	2.93	.775	
	High	73%	28%	2.97	.925	

As shown in Table 44, no statistically significant difference exists between pre-service teachers' beliefs based on the type of practicum school in terms of Foreign Language Aptitude ($p=0.646>0.05$), Difficulty of Language Learning ($p=0.422>0.05$), Nature of Language Learning ($p=0.659>0.05$), Learning and Communication Strategies ($p=0.845>0.05$), Motivation ($p=0.068>0.05$) and Foreign Language Teaching ($p=0.639>0.05$).

In the tables below, detailed one way ANOVA results for pre-service teachers' beliefs based on type of their practicum school regarding foreign language aptitude, difficulty of language learning, nature of language learning, learning and communication strategies, motivation and nature of language teaching are provided.

Table 45: Pre-service teachers' beliefs of Foreign Language Aptitude based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
1) It is easier for children than adults to learn a foreign language.	Kindergarten	100%	0%	3.00	0.00	2	.265
	Elementary	96%	4%	3.48	0.59	25	
	Middle	89%	11%	3.11	0.60	9	
	High	73%	27%	3.07	0.96	15	
2) Some people have a special ability for learning foreign languages.	Kindergarten	100%	0%	3.50	0.71	2	.886
	Elementary	88%	12%	3.52	0.82	25	
	Middle	100%	0%	3.44	0.53	9	
	High	93%	7%	3.33	0.62	15	
3) People in Turkey are good at learning foreign languages.	Kindergarten	50%	50%	2.50	0.71	2	.925
	Elementary	44%	56%	2.36	0.86	25	
	Middle	33%	67%	2.33	0.50	9	
	High	53%	47%	2.53	1.06	15	
4) I have a special ability for learning English.	Kindergarten	100%	0%	3.00	0.00	2	.467
	Elementary	83%	17%	2.87	0.63	23	
	Middle	100%	0%	3.22	0.44	9	
	High	87%	13%	3.00	0.53	15	
5) Women are better than men at learning foreign languages.	Kindergarten	0%	100%	1.50	0.71	2	.102
	Elementary	52%	48%	2.60	0.65	25	
	Middle	56%	44%	2.67	0.71	9	
	High	47%	53%	2.27	0.80	15	
6) Everyone can learn to speak a foreign language.	Kindergarten	50%	50%	3.00	1.41	2	.995
	Elementary	76%	24%	3.04	0.73	25	
	Middle	78%	22%	3.11	0.78	9	
	High	80%	20%	3.07	0.70	15	

As seen in Table 45, no statistically significant difference was found between the pre-service teachers' beliefs toward Foreign Language Aptitude with respect to the type of their practicum school (Question item 1: $p=0.265>0.05$; Question item 2: $p=0.886>0.05$; Question item 3: $p=0.925>0.05$; Question item 4: $p=0.467>0.05$; Question item 5: $p=0.102>0.05$; Question item 6: $p=0.995>0.05$).

Table 46: Pre-service teachers' beliefs of Difficulty of Language Learning based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
7) I need less than a year to speak English fluently by studying English one hour a day.	Kindergarten	0%	100%	2.00	0.00	2	.396
	Elementary	63%	38%	2.71	0.75	24	
	Middle	33%	67%	2.33	0.50	9	
	High	53%	47%	2.60	0.83	15	
8) Speaking in English is easier than understanding the messages in English.	Kindergarten	0%	100%	2.00	0.00	2	.717
	Elementary	25%	75%	1.92	0.78	24	
	Middle	22%	78%	2.22	0.83	9	
	High	7%	93%	1.93	0.46	15	
9) Reading is easier than speaking in English.	Kindergarten	50%	50%	2.50	0.71	2	.157
	Elementary	83%	17%	3.29	0.86	24	
	Middle	78%	22%	2.89	0.60	9	
	High	67%	33%	2.80	0.68	15	

As Table 46 shows, no statistically significant difference exists between pre-service teachers' beliefs with respect to Difficulty of Language Learning based on the type of their practicum school (Question item 7: $p=0.396>0.05$; Question item 8: $p=0.717>0.05$; Question item 9: $p=0.157>0.05$).

Table 47: Pre-service teachers' beliefs of Nature of Language Learning based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
10) It is best to learn English in an English speaking country.	Kindergarten	100%	0%	3.50	0.71	2	.491
	Elementary	96%	4%	3.44	0.71	25	
	Middle	100%	0%	3.67	0.50	9	
	High	100%	0%	3.73	0.46	15	
11) The most important part of learning a foreign language is learning the grammar.	Kindergarten	0%	100%	1.50	0.71	2	.106
	Elementary	24%	76%	2.08	0.86	25	
	Middle	33%	67%	2.44	0.73	9	
	High	13%	87%	1.67	0.72	15	
12) The most important part of learning English is learning how to translate from Turkish to English.	Kindergarten	0%	100%	2.00	0.00	2	.260
	Elementary	24%	76%	2.00	0.82	25	
	Middle	33%	67%	2.33	0.87	9	
	High	13%	87%	1.67	0.72	15	
13) Most of the mistakes that second language learners make are due to inference from their first language.	Kindergarten	50%	50%	2.50	0.71	2	.217
	Elementary	80%	20%	2.96	0.73	25	
	Middle	89%	11%	2.89	0.33	9	
	High	100%	0%	3.27	0.46	15	
14) The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	Kindergarten	100%	0%	3.50	0.71	2	.797
	Elementary	92%	8%	3.28	0.61	25	
	Middle	100%	0%	3.33	0.50	9	
	High	93%	7%	3.47	0.64	15	

As Table 47 displays, no statistically significant difference exists between pre-service teachers' beliefs toward Nature of Language Learning based on the type of their practicum school (Question item 10: $p=0.491>0.05$; Question item 11: $p=0.106>0.05$; Question item 12: $p=0.260>0.05$; Question item 13: $p=0.217>0.05$, Question item 14: $p=0.797>0.05$).

Table 48: Pre-service teachers' beliefs of Learning and Communication Strategies based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
15) It is important to repeat and practice a lot.	Kindergarten	100%	0%	3.50	0.71	2	.693
	Elementary	96%	4%	3.72	0.54	25	
	Middle	100%	0%	3.67	0.50	9	
	High	93%	7%	3.87	0.52	15	
16) It is important to practice with audio materials like MP3 players, cell phones, etc.	Kindergarten	100%	0%	4.00	0.00	2	.625
	Elementary	96%	4%	3.76	0.52	25	
	Middle	100%	0%	3.56	0.53	9	
	High	100%	0%	3.73	0.46	15	
17) Languages are learned mainly through imitation.	Kindergarten	100%	0%	3.00	0.00	2	.887
	Elementary	72%	28%	2.72	0.74	25	
	Middle	78%	22%	2.89	0.60	9	
	High	67%	33%	2.87	0.92	15	
18) If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	Kindergarten	50%	50%	2.50	0.71	2	.081
	Elementary	72%	28%	2.92	0.70	25	
	Middle	63%	38%	2.50	1.07	8	
	High	40%	60%	2.27	0.70	15	
19) Teachers should correct students when they make grammatical errors.	Kindergarten	100%	0%	3.00	0.00	2	.629
	Elementary	68%	32%	2.60	0.76	25	
	Middle	89%	11%	2.89	0.78	9	
	High	73%	27%	2.87	0.83	15	
20) Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	Kindergarten	50%	50%	2.50	0.71	2	.258
	Elementary	60%	40%	2.48	0.92	25	
	Middle	67%	33%	2.78	0.67	9	
	High	27%	73%	2.07	0.88	15	

As can be seen from Table 48, no statistically significant difference exists between the pre-service teachers' beliefs toward Learning and Communication Strategies based on the type of their practicum school (Question item 15: $p=0.693>0.05$; Question item 16: $p=0.625>0.05$; Question item 17: $p=0.887>0.05$; Question item 18: $p=0.081>0.05$; Question item 19: $p=0.629>0.05$; Question item 20: $p=0.258>0.05$).

Table 49: Pre-service teachers' beliefs of Motivation based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
21) The most important factor in second language acquisition is motivation.	Kindergarten	50%	50%	3.00	1.41	2	.061
	Elementary	100%	0%	3.76	0.44	25	
	Middle	100%	0%	3.22	0.44	9	
	High	87%	13%	3.53	0.74	15	
22) People in Turkey feel that it is important to speak English.	Kindergarten	50%	50%	3.00	1.41	2	.431
	Elementary	96%	4%	3.52	0.59	25	
	Middle	89%	11%	3.11	0.60	9	
	High	87%	13%	3.33	0.90	15	
23) If I learn English very well, I will have better opportunities for a good job.	Kindergarten	100%	0%	4.00	0.00	2	.088
	Elementary	100%	0%	3.88	0.33	25	
	Middle	89%	11%	3.44	0.73	9	
	High	100%	0%	3.80	0.41	15	
24) I would like to have native English speaking friends.	Kindergarten	100%	0%	4.00	0.00	2	.147
	Elementary	100%	0%	3.72	0.46	25	
	Middle	100%	0%	3.56	0.53	9	
	High	100%	0%	3.93	0.26	15	

As shown in Table 49, no statistically significant difference exists between the pre-service teachers' beliefs with regard to Motivation based on the type of their practicum school (Question item 21: $p=0.061>0.05$; Question item 22: $p=0.431>0.05$; Question item 23: $p=0.088>0.05$; Question item 24: $p=0.147>0.05$).

Table 50: Pre-service teachers' beliefs of Foreign Language Teaching based on type of practicum school

Statement	Type	SA&A%	SD&D%	Mean	StDev	N	p
25) Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	Kindergarten	100%	0%	3.00	0.00	2	.953
	Elementary	64%	36%	2.68	0.90	25	
	Middle	89%	11%	2.78	0.67	9	
	High	60%	40%	2.67	0.98	15	
26) Effective foreign language teacher should use English only in the foreign language classroom.	Kindergarten	50%	50%	2.50	0.71	2	.761
	Elementary	52%	48%	2.64	1.15	25	
	Middle	33%	67%	2.33	0.87	9	
	High	60%	40%	2.80	0.94	15	
27) Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	Kindergarten	50%	50%	2.50	0.71	2	.382
	Elementary	92%	8%	3.13	0.54	24	
	Middle	100%	0%	3.22	0.44	9	
	High	80%	20%	3.00	0.65	15	
28) Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	Kindergarten	50%	50%	2.50	0.71	2	.765
	Elementary	72%	28%	3.04	0.98	25	
	Middle	100%	0%	3.22	0.44	9	
	High	73%	27%	3.00	0.93	15	
29) Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, clothing) in teaching rather than the course book.	Kindergarten	100%	0%	3.50	0.71	2	.704
	Elementary	100%	0%	3.64	0.49	25	
	Middle	100%	0%	3.67	0.50	9	
	High	100%	0%	3.80	0.41	15	
30) Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	Kindergarten	100%	0%	3.00	0.00	2	.345
	Elementary	96%	4%	3.44	0.58	25	
	Middle	78%	22%	3.00	0.71	9	
	High	93%	7%	3.40	0.83	15	
31) Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	Kindergarten	100%	0%	3.00	0.00	2	.546
	Elementary	92%	8%	3.16	0.69	25	
	Middle	78%	22%	2.78	0.83	9	
	High	87%	13%	3.13	0.64	15	
32) Teachers should immediately correct students when they make grammatical errors.	Kindergarten	0%	100%	2.00	0.00	2	.322
	Elementary	48%	52%	2.40	0.87	25	
	Middle	44%	56%	2.44	0.88	9	
	High	27%	73%	1.93	0.80	15	

As Table 50 shows, no statistically significant difference was found between the pre-service teachers' beliefs based on the type of their practicum school with respect to Foreign Language Teaching. (Question item 25: $p=0.953>0.05$; Question item 26: $p=0.761>0.05$, Question item 27: $p=0.382>0.05$, Question item 28: $p=0.765>0.05$; Question item 29: $p=0.704>0.05$; Question item 30: $p=0.345>0.05$; Question item 31: $p=0.546>0.05$; Question item 32: $p=0.322>0.05$).

4.2. RESULTS OF THE QUALITATIVE DATA

Qualitative data was collected through self evaluation reports, overall reflections of pre-service teachers wrote as an assignment during their first term of their practicum programme. These reports were examined in order to detect pre-service teachers' beliefs towards English Language Teaching before they started their teaching practice in their practicum programme. By examining the pre-service teachers' self-evaluation reports and overall reflections, the first research question of the study which is: "What are pre-service teachers' beliefs about ELT at the beginning of the practicum teaching?" In order to answer the second research question "What are pre-service teachers' beliefs about ELT after the practicum teaching?" pre-service teachers' self evaluation reports and overall reflections were examined which they submitted during the second term of their practicum programme.

4.2.1. RQ 1: What are pre-service teachers' beliefs about ELT at the beginning of the practicum studies?

In order to understand pre-service teachers' beliefs about ELT some specific questions were determined by analysing their assignment reports which were mainly based on their classroom observations and micro teaching. The pre-service teachers' experiences on their micro teachings were very useful in specifying pre-service teachers' beliefs about ELT since beliefs are mainly developed by experience. The following tables illustrate these categories and their perceptions toward them.

4.2.1.1. *Pre-service teachers' beliefs about using realia, visual and audio materials for teaching*

It is a fact that today people are exposed to visual world more than ever. Visual materials have become part of teaching practices as well. Hence, use of visual

materials has become a focus point of teachers recently. In this section, pre-service teachers' beliefs toward using visual aids and realia in classroom practices is analysed through their reports.

According to many English language teachers using visual materials and realia makes the class more dynamic and enhances language teaching. Many researchers also support this idea. Mannan (2005) suggests that 'visual aids enable teacher to make learning more concrete, effective, interesting, inspirational, meaningful and vivid' (p.108). Canning-Wilson (2000) also indicates that using visual materials may help both the learner and the teacher by clarifying the message and making it more authentic. Konomi (2014) in her study state that visual materials such as pictures, posters, flashcards, objects and videos may assist young learners in their learning process. The results of the study also suggest that teachers consider using visual materials as effective and make teaching clear.

In order to understand pre-service teachers' beliefs toward using visual materials and realia before the teaching experience at practicum, pre-service teachers' reports are examined. Based on the pre-service teachers' statements from their reports, all the pre-service teachers found using visual materials and realia in their classrooms very useful and effective. However, only one pre-service teacher stated that he/she did not use any visual materials and it is not necessary to use them if the teacher is sufficiently qualified:

"I did not use any materials, I just used the board and my worksheet and I think if the teacher is qualified enough, just a board and a paper is enough for him or her." (PT C, Phase1).

Pre-service teachers have expressed that students learned better and showed more interest towards the subject when they used visual aids such as video, pictures or realia in their classroom practices.

"What is more, students mostly learn via visuals and realia. Whenever I used them, they were really good at forming a sentence by looking at them." (PT A, Phase 1).

"The most successful part of my teaching was the drawing part because they loved it and everybody wanted to show me what they draw." (PT D, Phase 1).

"I used a power point presentation, a video, a text and a worksheet. All of the students were into the visuals but they did not seem to enjoy the worksheet. If I did my teaching again, I would prepare a less mechanic vocabulary exercise to make them enjoy the activity." (PT K, Phase 1).

Using videos have been regarded as very beneficial and assisting learning of students by many researchers. Willmot et al (2012) suggest that using video in classroom practices may increase students' motivation, enhance learning experience, develop deeper learning of the subject and enhance communication skills. Pre-service teachers have also stated that using videos in their classroom practices helped them to keep students focused and made the lesson more effective:

"After talking about the movies, I opened the scene and we started to talk about the relative clauses used in the scene. They made some comments and had fun doing of that, because they concentrated on the topic with the help of the movie." (PT B, Phase 1)

"After that in pre-reading stage first, I started to watch video. They watched carefully and silently. This video attracted their attention." (PT F, Phase 1).

"Secondly, I continued with putting a video as I have decided with Tina teacher before because she advised me to go on with more joyful activity to keep their motivation high to attend the class. On the video, there were kids jumping and dancing with showing their body parts and saying the names of each part. Students singed and danced together while learning." (PT H, Phase 1).

"By using a video, I could get their attention; they liked it as I saw, because they were trying to guess the name of the animals before their names appeared on the screen. They were competitive, so they were trying to guess the name correctly before the rest of the class. In my opinion, using a video as a material was really helpful to both get and keep the students' attention and also teach vocabularies." (PT J, Phase 1).

"I have observed that the visual materials used in this group, especially video use, can be effective for students and can reinforce the learning process." (PT M, Phase 1).

Colourful materials such as pictures, cards and stickers were very helpful for pre-service teachers in attracting students' attention. According to pre-service teachers, using visual activities and realia facilitated students' learning and made the lesson more enjoyable.

"As materials I used small shaped colors and ask them the colors, pictures of big fruits that are in colors too, star stickers to encourage them in the class and videos that are related with colors and fruits. All these materials were handy and it both entertained and taught the 4 year olds the colors and fruits." (PT E, Phase 1).

"As a free activity, I prepared the feedback chart and some emoji for understand their reaction to me and the activity, I make them a group and I ask them one by one and they stick the emoji. All of them like the activity..." (PT G, Phase 1).

"After that I showed the pictures on the board and started to talk about his daily routines. I think that they liked the pictures because they looked at pictures carefully." (PT I, Phase 1).

"I learned that visual materials should be used to attract students' attention in the lectures." (PT N, Phase 1).

As can be seen from the statements of the pre-service teachers, they found using visual materials motivating, interesting and entertaining for students. Most of the students seem to like visual aids and are attracted by them. In addition, pre-service teachers considered visual aids such as pictures, stickers, emoji and videos as materials that enhance students' learning. By the help of these visual materials, students especially young learners learned vocabulary more easily.

Pre-service teachers also stated that by the help of games, songs and audio-visual materials such as films and animations students' attention is attracted and by using these materials learning is facilitated and encouraged.

"My school teacher made use of visual materials, videos, songs and game play during the lessons with the aim of children to learn English in an enjoyable fashion." (PT O, Phase 1).

"Students often get distracted by something else very quickly. To prevent this, I learned that many materials such as games, songs, short films, animations are used. By using these materials, the attention of the student is attracted and knowledge is conveyed to them by means of these tools unconsciously." (PT P, Phase 1).

In the following section, how pre-service teachers organized their class and what type of activities and methods they think make teaching more effective will be analysed depending on pre-service teachers' practicum reports.

4.2.1.2. Pre-service teachers' beliefs towards class management skills

Classroom management is regarded as an important factor in effective teaching especially among the novice teachers. Most of the beginning teachers evaluate their teaching in terms of controlling disruptive behaviour of their students and they are also anxious about not being able to maintain the discipline in the classroom. In this study, this is also reflected in pre-service teachers' statements:

“Even though I knew that I was prepared enough for teaching, I was afraid that I could not manage the class and not be able to prevent the chaos which frequently happens especially in the 1st grades.”(PT H, Phase 1).

Many studies also show that school principals also put excessive importance on the classroom management. They often evaluate teachers on their behaviour of controlling the classroom effectively and providing discipline (Brophy & McCaslin, 1992).

According to the most of the pre-service teachers, classroom management can be provided with student centered teaching practices. It can be seen that pre-service teachers mainly preferred communicative method and activities in order to involve the students in the lesson.

“I mostly used communicative method. I mostly wanted them to communicate with each other based on the topic and my activities were mostly based on communication as well. My lesson was student centered class so they were at the top of the learning process.” (PT A, Phase 1).

“I asked some questions and they were really enthusiastic about participating in the class. Additionally, I prepared worksheets and I want them to complete an exercise from these worksheets, I did not want them filling the gaps in the exercise quietly.

Because of this reason, I told them to ask me some questions as soon as they did not understand any part of the exercise and sharing the ideas with their partners. So I let them to complete the activity in an active way.” (PT B, Phase 1).

Based on the statements of PT A and PT B, communication skills of the students are regarded as very significant by them. Both of them tried to involve their students in the class as much as possible by asking them questions or doing group activities.

Furthermore, pre- service teachers also stated that especially young learners need classroom management exceedingly. Therefore, they used communicative activities in order to attract young learners’ attention:

“Classroom management is more difficult if you teach to young learners. I observed a kindergarten class in the last two weeks and, as they are too small to understand and obey what teachers says, she had hard time dealing with them. I saw that the only way to succeed in classroom management with young learners is to lower yourself into their level and make them do what you say by being calm.” (PT C, Phase 1).

“I did my best to keep my teaching concept as student-centred. Because if I didn’t do that since the students are very young they would get bored of just sitting and listening to me for 30 minutes. Besides, they wouldn’t even sit and listen to me for that long because they all affect each other and chat among each other all the time.” (PT E, Phase 1).

“My lesson was student centred; I tried to involve them in the lesson as much as I could. Some of the students did not understand the worksheet I gave to them and asked me questions over and over and I helped them.” (PT K, Phase 1).

“I learned that it was among the main objectives of a foreign language teacher to teach students how to express themselves, enhance speaking skills by employing

active learning and allowing students to speak more than the teacher.” (PT O, Phase 1).

As can be seen from the pre-service teachers’ statements, they mostly preferred student-centred teaching practices and they put focus on student participation in the class. They also stated that managing young learners is not easy which requires being clear while giving instructions and paying special attention to their interests. It could also be seen from the pre-service teachers’ statement that when they chose topics based on students’ interests, they were more willing to participate in the class:

“At first, it was hard to provide silence and have the control of the class, since there were twenty-one students. However, I could get the control and got the students’ attention in my warm-up stage. I started asking whether they like animals or not, or whether they have a pet or not. With this question, they started to raise their hands to contribute to the class, and they realized that it was a topic which was interesting for them.” (PT J, Phase 1).

According to PT P, in order to maintain a lesson based on students’ interests a teacher needs to know background of his/her students very well:

“Teacher should introduce a subject by relating it to the interests and personal experiences of the students to ensure their participation. One has to have extensive knowledge of the students’ age profile in order to achieve this.” (PT P, Phase 1).

In opposition to these pre-service teachers’ statements which support communicative methods and student-centered practices, some pre-service teachers believed that managing young learners is possible through being teacher-centered and strong levels of classroom management:

“If I am more dominant in the classroom, I believe that managing the students is not to be hard. I recognize that teaching young learners are not easy and they understand and feeling everything as my self-confidence.” (PT G, Phase 1).

“The young learners for instance, especially need strong levels of classroom management; otherwise a teacher cannot teach to them.” (PT L, Phase 1).

Pre-service teachers’ also suggested that using movies, stories and games as part of their teaching practices actually helped them to manage the class effectively and motivate students toward the lesson:

“I think my strength as a language teacher actually as a teacher is about classroom management. I understand that I can take the students under control even if they cause some problems in the class. I can motivate the students by teaching the course with movies, stories and games.” (PT D, Phase 1).

In addition to these practices, pre-service teachers also believed that teacher’s use of language, form of addressing, professional knowledge and experience is very important in building effective communication with students. According to pre-service teachers, a teacher should be humorous and motivating in order to encourage student participation.

“The language and form of addressing used by my school teacher was very soft, motivating and incentive. Even the uninterested students participated in the course.” (PT M, Phase 1).

“Teacher’s communication with the students was fabulous. He/she brought out very good interactive lessons through her/ his humour with students, mild nature, professional knowledge and experience.” (PT N, Phase 1).

4.2.1.3. Pre-service teachers' beliefs about improving teaching quality

In this part, pre-service teachers' statements with respect to improving teaching quality are displayed. The main purpose of the teacher practicum programme is to prepare pre-service teachers as qualified teachers in their own subject. In this part, the factors which are essential in qualified teaching will be examined from the perspective of pre-service teachers, based on their own reports. Most of the pre-service teachers believed that personal development is essential in improving teaching quality. They also stated that teaching requires lifelong learning and the education given at universities is not sufficient in becoming an effective teacher:

“Developing as a teacher is a lifetime process, as I said before, but being a good teacher can only be possible by observing everything about teaching, what affects students positively or negatively. Everyone can have different learning styles, so it is the teacher's responsibility to develop oneself accordingly.” (PT C, Phase 1).

“In my opinion, teaching is a profession that needs self-development all the time. However, in our schools in Turkey the case is the opposite. Once the teacher candidate graduate from universities and find jobs, they start to think they have learned everything and stop developing and that is why our schools cannot teach English for twelve years to students. Therefore, I will try to improve myself on my profession.” (PT K, Phase 1).

“I think that teaching is a profession which requires a continuous development. Therefore, it does not mean that after graduating from the English language teaching department of the university, you become an English teacher. I think that we should try hard to become real English teacher with lots of experiences.” (PT I, Phase 1).

In addition, one of the pre-service teachers thought that he/she did not have sufficient level of English language proficiency to begin teaching profession. Therefore, he/she will develop him or herself by studying at an English speaking country:

“I am aware that I am lacking in English therefore I think I will start my career after studying abroad in order to close this shortcoming. I know that I can improve my language by being exposed to language and having the opportunity to practice the language.” (PT O, Phase 1).

Intellectual development is also considered as significant by the pre-service teachers in order to assist students in every context. Mostly teachers are seen as role models by the students hence pre-service teachers find it important that they have intellectual knowledge to support students outside the classroom as well:

“For an English teacher, I should say that intellectual development is very essential to be able to answer the questions of their students in and out of the classroom, or to guide them in various topics” (PT P, Phase 1).

Many pre-service teachers also considered student-centered teaching as essential in improving teaching quality. According to them, classes should be student oriented rather than teacher oriented. They think that lessons should be interactional and students should feel comfortable in order to communicate. In this manner, students may learn more effectively and successfully:

“The classes that involved student participation made me see that the teacher actually wants the students to learn, participate and even make mistakes so that they would learn better by the correction of the teachers. In these kinds of classes the students were more eager to learn English and none of them were shy or feeling out.

The classes that are student centered were more exciting and could be even called the real successful learning environment” (PT E, Phase 1).

“It is important to see that students feel themselves free to share their opinions, don’t get shy to talk in front of everyone. Teachers should create a supportive environment with various games, activities and debates for students to feel them open to learn with attending the class not just listening to the teacher and taking notes. The lecture should not go on just as teacher oriented” (PT H, Phase 1).

According to pre-service teachers, focusing on students’ interests also improved the teaching quality. By following the trends and activities that students liked, they attracted students’ attention and lessons became more enjoyable for the students:

“Because of the fact that, I had prepared some activities in which students actively participated, I realized teachers should be using some strategies to teach such as the movies, teaching games, songs. When I did that, I saw how they could be enthusiastic about learning.” (PT B, Phase 1).

“I think the best way to develop myself as a teacher is following the current things that my students can like. For instance, the students of the fourth graders love some young singers and I noticed that if I try to teach by using these singers’ songs, they will love English.”(PT D, Phase 1).

In order to make lessons dynamic and interesting for the students, it is necessary that a teacher is able to apply different teaching methods and strategies. According to one of the pre-service teachers a teacher should always refresh him or herself by following the new trends in teaching.

“I learned that a teacher should be innovative and he/she should always use different methods and techniques.” (PT N, Phase 1).

Pre-service teachers believed that observation experience at practicum will prepare them to the real context of teaching and also they will be able to improve their teaching by observing real language classes:

“On the other side, it cannot be neglected the significance of some people on teaching a language teachers. They should take numerous responsibilities to teach productively. That is why they must be educated in a correct way. One of the most beneficial ways of preparing to be a language teacher is observation. Those who want to be a language teacher should definitely observe the real classes in the real schools.” (PT F, Phase 1).

Teaching experience was also regarded as significant in improving teaching quality. Pre-service teachers stated that they did not have much teaching experience and practicum needs to include more teaching practice. They believed that by gaining teaching experience their teaching will become more effective and their self-confidence will increase:

“Also, I believe as a teacher candidate, I should have more teaching experience during the practicum because I feel more self-confidence and become familiar to the classroom environment” (PT G, Phase 1).

“If we consider job of teaching as a lesson and if we have a lesson plan about this ‘teaching job’, I think this class, school experience, is the biggest and most important and effective warm up stage of all time.” (PT J, Phase 1).

“The limitation I have when I am teaching is definitely experience. This was the first time for me to actually teach to real students. Because teaching is more like an applied

occupation and this is why teaching develops through experience. Not only this but also knowing your students is very important. In the future, as I gain experience, I could become better with teaching and motivate my own students like Filiz teacher motivates her own class.” (PT L, Phase 1).

Voice management is another factor which is considered as important in effective teaching. Teachers may use their voice as an effective teaching tool if they control it wisely. One of the pre-service teachers stated that only limitation was his/her voice. He/she believed that speaking in a louder voice will improve his/her teaching quality: “The only limitation for me was my voice. I need to raise my voice.” (PT A, Phase 1).

With respect to improving teaching quality, pre-service teachers had different beliefs. Their statements were coded and categorized in Table 51 below:

Table 51: Coding and categorization of pre-service teachers’ statements

Codes	Categories	N
OEX	Observation experience	2
TEX	Teaching experience	3
PDV	Personal development	7
SCT	Student centered teaching	3
VM	Voice management/ Body language	1

Pre-service teachers nominated personal development as the most important category in qualified teaching. Following personal development, teaching experience and student centered teaching were also considered as significant in teaching quality. Three pre-service teachers stated that teaching experience is a very essential factor in teacher development. In their opinion, through experience teachers become more self-confident and familiar with their students’ needs. In that sense, pre-service teachers also believed that observation experience played an important role in qualified

teaching. This idea is consistent with Lortie's "the apprenticeship of observation" which describes pre-service teachers observing professional teachers as a part of their programme (Lortie, 1975).

Personal development was also entitled as a significant factor in becoming a well-qualified teacher. However, some pre-service teachers argued that most of the teachers do not put sufficient emphasis on professional development once they found job after graduation. Student centered teaching was also suggested as an important determinant in teaching quality. In order to provide student centered teaching environment, pre-service teachers expressed that they put special emphasis on student participation. They encouraged students to share their ideas by engaging them in supportive activities and discussions.

4.2.2. RQ 2: What are pre-service teachers' beliefs about ELT after the practicum teaching?

In order to gain knowledge about pre-service teachers' beliefs toward ELT after the practicum teaching, self-evaluation reports and overall reflections of pre-service teachers are examined in the context of pre-service teachers' beliefs toward using visual materials, class management skills and improving teaching quality in order to make comparison with the beliefs of pre-service teachers' toward ELT before the practicum teaching.

4.2.2.1. Pre-service teachers' beliefs about using realia, visual and audio materials for teaching

In this section, pre-service teachers' beliefs toward using realia, visual and audio materials after practicum teaching are examined. As previously stated, visual materials and realia provides more effective teaching and enhances learning.

According to Boztepe (2013), audio-visual materials such as videos are also important in giving students the opportunity to learn in a context which is similar to real experience.

In the present study, most of the pre-service teachers stated that using visual materials such as flashcards and pictures made the lesson more interesting and enjoyable for the students. By the help of these visual aids, students concentrated better on the subjects and participation increased. Also, they learned successfully while having fun:

“Then, I used flashcards to teach weather related vocabularies such as; rainy, sunny, and snowy. With the help of the flashcards, students liked the way I introduced the topic, and they genuinely had fun. When I shuffled the cards and asked them to say the weather on the card, the participation was really high.” (PT A, Phase 1).

“I explained them the logic of these nouns and after that, I showed them the flashcards because I did not want to do a mechanical lesson. They started participating more after I started showing the flashcards so I saw how important using visual aids are.” (PT C, Phase 1).

“After warming things up, she showed them some flashcards and wanted them to know how the weather is like in the photos. Using visuals was a great idea especially for young learners because they not only learned the vocabularies, but they also did it in a fun way.” (PT F, Phase 1).

“My topic was house and I tried to use visual aids in order to attract their attentions. My cooperative teacher told me that I should have reminded them the actions with flashcard which I agreed. I tried to use visuals because for that age seeing visuals are very significant way to learn.” (PT G, Phase 1).

It may also be seen that pre-service teachers preferred visual activities to traditional practices such as handout activities. Based on their statements, students also showed interest toward visual activities and actively participated:

“Moreover, for my official and unofficial lessons instead of handout activities, I prepared visual materials to take students attention. I can say that everyone liked the activities which I prepared and they were eager to participate” (PT H, Phase 1).

“Secondly, I used visual aids to get my students attention, and prevent them to get bored. It was a good idea to use flashcards and pictures because it really did help me to accomplish my goal. I could obviously get all of the students’ attention during the class time.” (PT J, Phase 1).

“I also had difficulty using the smart board. Because of this reason, for my next official, I had used a powerpoint presentation which included many colourful visual which caught my students’ attention.” (PT L, Phase 1).

The quality of the visual aids is also important in order to attract students’ attention and engage them in learning. One of the pre-service teachers stated that his/her lesson was not effective due to the unqualified pictures he/she used:

"The students had trouble doing those parts of the exercise as the pictures were not clear. That was the reason why it was not an effective lesson for me" (PT O, Phase 1).

According to Pourciau (2014), use of smart board in the classroom provides a context where learners may understand deep meaning of the objectives of the lesson. They may help teachers to explain the objectives and add meaning to the lesson. In addition, smart boards support the use of variety of teaching methods and strategies (Jones et al., 2011). In the present study, pre-service teachers also emphasized the

importance of using smart board in the classroom as they motivated the students and made the class more dynamic:

“I have observed that using smart board makes students more active because it is more visual.” (PT N, Phase 1).

“In particular, the use of smart board was extremely important in the classroom. I saw the importance of actively using visual materials and smart board” (PT P, Phase 1).

Realia is considered as efficient language items that help learners to acquire target language in a comprehensible and enjoyable manner. Krashen and Terrell (1995) suggest that realia is one of the most effective materials that provide an effective, enjoyable and long-lasting learning process for the students. Using realia is also regarded as significant by many pre-service teachers. When they used authentic materials, pre-service teachers realized that students enjoyed the lesson and learned more successfully:

“Then, to make sure that they remembered the prepositions I brought a box and a ball to the class. I told them when I put the ball somewhere near to the box they need to say where it is by using the prepositions of place. I think this was a good activity.” (PT D, Phase 1).

“It is known that using realia in classroom is significant for teaching. For this reason, I brought some materials like leaves and the students liked them so much. Then, I illustrated a clip about the topic ‘seasons’. The students really enjoyed while they were watching it.” (PT E, Phase 1).

“I think it is good to use realia in the classroom so I showed them some pictures of me. Then I started to show them some picture on the presentation and gave their

meanings. While I was showing the pictures, they told the meaning of the pictures so I was impressed that they knew all the words.” (PT I, Phase 1).

Visual activities and games are also regarded as attracting and motivating practices for the students. In order to hold the attention of students and provide active student participation, pre-service teachers used games as classroom practices frequently:

“After listening to the song, I played a game with them. I put the pictures and picked one of the students and wanted her or him to jump into the picture according to correct weather. For instance, as soon as I said sunny, they were supposed to jump into the picture which was about sunny. With that way, they had to chance to participate the class actively.” (PT B, Phase 1).

“Students are easily distracted and get bored. Thus, I did not put any worksheet activity. I tend to take their attention by playing games for revision and Powerpoint slides.” (PT K, Phase 1).

Audio- visual materials such as video and audio processing activities such as storytelling, role play and drama were also considered as significant in improving teaching quality:

“I learned the significance of using visual, auditory, tactile practices in lectures. I saw the importance of doing things like video watching, storytelling exercises, drama and role play.” (PT M, Phase 1).

As can be seen from the statements of the pre-service teachers, they still found the use of visual materials and realia effective after their practicum teaching experience. Through their teaching experiences during the practicum, they have found out that using visual materials such as video clips, flashcards and pictures attracted students’ attention and made their classroom practices more effective especially for

young learners. In addition, most of the pre-service teachers tried using realia about the topic they taught and stated that students were more interested in the topic when they used real-life materials. Besides, effectiveness of using visual materials as teaching practices, it was also mentioned by the pre-service teachers that the quality of visuals used in the classroom was also important. If the visual materials used by the teacher are not clear and compatible with students' level, then they will not be so effective.

4.2.2.2. Pre-service teachers' beliefs toward class management skills

As stated previously, classroom management is considered as a significant factor by many pre-service teachers. However, beliefs about effective classroom management may change from person to person since every teacher has their own type of management skills that work in their classroom. In this part, pre-service teachers' beliefs toward classroom management skills after their practicum teaching are examined.

Before teaching experience in practicum, most of the pre-service teachers believed that the effective classroom management can be achieved through student centered teaching practices. The effectiveness of student centered teaching strategies still seem to be supported by many pre-service teachers after their teaching experience:

“As for my thoughts, students should play an active role while learning, because it can be more helpful to keep in their mind what they learn.” (PT B, Phase 2).

Pre-service teachers also emphasized the importance of interaction between the teacher and the students. They thought that teachers should encourage students to express themselves by asking them questions and develop effective communication

skills in students. Based on their statements, effective teaching requires involving the students in the learning process:

“As a teacher, I think I should change the way I teach a bit. I realized that I always give my students instructions instead of interacting with them. I should work on it in my career and change this, I think.” (PT C, Phase 2).

“After I greet the students, I started to stick some cards to the board. I did two mistakes in this part because there was a total silence while I was doing it. However, I should have asked them how they feel today or anything that is related with the topic. Then, I understand that the silence was annoying and I had to start teaching immediately.” (PT D, Phase 2).

“I realized that it was important for teachers to constantly motivate students rather than constantly dealing with the course matter.” (PT N, Phase 2).

According to pre-service teachers, students’ attention could be attracted by interacting with them. They did not support the passive role of the students in the classroom. In addition, they believed that instructions should be as clear as possible in order to make it easy for students to follow:

“As my strengths, I believe that I had a deep bound with the students and that is why, I was able to take their attention on me and the activities which I have prepared for them. Moreover, I prepared effective classroom materials and kept the instructions clear and easy for the kids to understand.” (PT H, Phase 2).

“I think that the lesson did not include interaction between the teacher and the students that is why the students were bored” (PT I, Phase 2).

Pre-service teachers also stated that fostering relationship in the classroom was not very easy. Therefore, a teacher needs pay close attention to students’ needs and

use effective activities based on their interests in order to communicate effectively with the students:

“Moreover, I discovered interesting and effective teaching strategies and activities which help students to give attention and learn better and I am happy with the results.” (PT A, Phase 2).

“In my practicum experiences in general, I try to make students talk as much as possible, even when sometimes it is off topic. I tried to relate the material I have created to my students’ personal life as much as possible to make them feel more motivated toward the lesson. I tried to listen to what they are saying as much as possible.” (PT L, Phase 2).

“I tried to understand their world through the dialogues they had, and tried to learn about them. I tried to be in closer contact with them. I also observed that the teacher-student relationship was not easy.” (PT M, Phase 2).

“I understood that maintaining the discipline in the class at a certain level without exaggerating is a very important factor. In addition, in our department we were constantly talking about how to keep students active, attract them, motivate them and keep communication with them at a certain level. However, in a real school and class environment I learned that it was not so easy”. (PT O, Phase 2).

According to pre-service teachers, learners get distracted and bored very easily if they are not actively included in the learning process. When they lose their focus it becomes difficult to manage the classroom as in PT K’s statement:

“I cannot really say the students enjoyed the lesson. I showed them a video about the story; we read the story and then do worksheet activity about the story. The lesson

went monotonous and boring. The students were distracted and started to talk to each other and I had difficulties with managing them.” (PT K, Phase 2).

Therefore, an effective teacher needs to attract their attention by bringing positive energy to the classroom:

“First of all, I was ultra-calm. Especially for young learners’ lessons, every single teacher should be more active, energetic and positive so, he or she should catch the students’ attention easily.” (PT E, Phase 2).

Many pre-service teachers also stated the effectiveness of group work especially tasks that include interaction with the group mates. Pre-service teachers believed that by these tasks students are able to develop their communication skills:

“By discussion worksheets they talked with each other and enhanced their communicative skills. So, in my point of view it was a very communicative and effective lesson.” (PT F, Phase 2).

“Lastly, I asked them to be group of four and they conducted a project. I wanted to enhance their group and communicative skills. They were all engaged in project which was surprising for me because even laziest student was enthusiastic.” (PT G, Phase 2).

Considering pre-service teachers’ statements, students were more interested in the group tasks and the participation increased when they worked in groups. In addition, they used the target language more and enjoyed the tasks when they worked in groups:

“After that, I made students work in pairs and groups. In my opinion, it was a great idea because while they were working in groups, they had the chance to speak in English and also they could get help from each other. Besides, students love work in

groups, they do not get bored and also they could get help from each other. So, they really liked the activities and their motivation increased” (PT J, Phase 2).

"Students were more interested in group work and exercises that were fun. When the lessons were done in this way, students were more active and willing to use the target language.” (PT P, Phase 2).

In a similar manner to the pre-service teachers’ beliefs before official practicum teaching, majority of the pre-service teachers believed that by using student centered teaching practices; teachers may effectively manage a classroom.

Most of the pre-service teachers believed that students should be active participants in an effective class. It can be seen that they mostly preferred fun activities that would take students’ attention in order to motivate them. They also stated that students showed more interest toward group activities. Furthermore, these activities helped them to improve their language learning and use the target language actively.

4.2.2.3. Pre-service teachers’ beliefs about improving teaching quality

In this part, from pre-service teachers’ statements, which factors are regarded as important in qualified teaching by the pre-service teachers are examined. In a similar manner to pre-service teachers’ beliefs before teaching experience at practicum, most of the pre-service teachers considered personal development as an important factor in teaching quality as well:

“I saw how important and devoted teaching profession is and I discovered that I need to develop myself a lot.” (PT M, Phase 2).

“I believe being a teacher is a profession that can be best learned through practice and experience and I just started this road and I will do my best to learn it through time.” (PT C, Phase 2).

One of the pre-service teachers stated that qualified teacher should not be only knowledgeable on his/her own subject but should also have intellectual knowledge in order to be helpful for the students:

“Our self development is also beneficial to our students. Most of the teachers I knew at my internship school were multicultural, knowledgeable, equipped and experienced. I am lucky to be able to learn something from them thanks to the 'Teaching Practice' course. I hope I can apply these teachings and my own thoughts in my own teaching profession.” (PT P, Phase 2).

Experience was also regarded as significant by many pre-service teachers. They stated that development of teachers is an endless process and through experience one may always learn new things about effective teaching:

“I have learned a lot and I feel ready to deal with students in my career. I am sure there are a lot of more things to learn and thanks to the practicum experience I am looking forward to learning more and more.” (PT B, Phase 2).

According to pre-service teachers, having teaching experience also helps them to get to know their students better. As PT I states, the more they have teaching experience, the more they can understand their students' needs and assist them:

“However, I think that there should be more than one unofficial lesson because before our supervisor observes us, it is good to have lots of experiences in the classrooms in order to know the students' names, abilities, weaknesses and strengths.” (PT I, Phase 2).

From the statement of PT J, we may understand the importance of teaching experience on the development of pre-service teachers. PT J indicates that as the number of teaching experience increases, his/her self-confidence in teaching also increases:

“After every teaching, I saw my own development and growth by myself. In the first teachings, I was more nervous but as I got used to it, I got more relaxed and especially on my last official teaching, I was not nervous at all.” (PT J, Phase 2).

Students’ interests were also regarded as crucial by many pre-service teachers. Most of the pre-service teachers considered student centered teaching as efficient in teaching. According to them, an effective teacher should focus on if students are really learning and interested towards the lesson. They also believed that teachers should be interested in students’ needs outside the classroom as well:

“Students’ learning is not considered. The teachers lecture what they have been told to lecture and leave classrooms when the time is over. The learning happens through loads of homework. Thus I cannot say that what I saw was what I was taught at my university. However, if I look on the bright side; I can say that I have had a great experience on what I should not be doing when I start to teach.” (PT K, Phase 2).

"I learned that the teacher is not only responsible for lecturing but should be interested in the problems and situations of the students outside the class." (PT N, Phase 2).

"During the practicum we also participated in many different activities within the school. This reminded me that teachers were not only responsible for going to school and teaching in class. The social activities, ceremonies were very important in the

school where I was practicing and each teacher was assigned to these kinds of events. For this reason, solidarity among teachers was extremely important." (PT O, Phase 2).

Interestingly, the number of the pre-service teachers who considered voice management as an important factor in teaching quality increased from one to seven after teaching experience at practicum. Most of the pre-service teachers thought that their voice management was not very effective. They believed that voice is a very important tool in getting students' attention and controlling them.

"The first weakness that I have is my voice. I cannot use my voice effectively and I know that the teacher's voice is the best gun for students so I need to handle this problem." (PT A, Phase 2).

Most of the pre-service teachers believed that a loud voice would increase students' attention and participation. They also considered their voice as not very loud and ineffective:

"My pose was poor because I could not take the control entirely. In addition to this, I understood that I should raise my voice so as to be more dominant in a classroom" (PT E, Phase 2).

"Normally my voice is not a very loud one. Having a loud voice is important during teaching, especially when teaching young learners. It keeps them awake and active. A loud voice keeps the students alert and attentive most of the time." (PT F, Phase 2).

"Also, I realized that I am not very good at classroom management because of my voice. I am shy and I do not like talking very much so my voice does not affect students." (PT G, Phase 2).

"Voice management was another issue that I believe I have developed in a better condition. Personally, I do not have very quiet vice; however, there were times when I

had to raise my voice not order to not only give the students at the back to hear me but also to get students' attention.” (PT L, Phase 2).

A pre-service teacher also believed that voice management is very effective in achieving and maintaining discipline in the classroom:

“Only problem may be when I am speaking with the specific student, other students starting to create noise, but raising my volume up can be better in my future teachings.” (PT H, Phase 2).

Regarding improving teaching quality, pre-service teachers had different beliefs. Their statements were coded and categorized in Table 52 below:

Table 52: Coding and categorization of pre-service teachers' statements

Codes	Categories	N
VM	Voice management/Body language	6
TEX	Teaching experience	4
PDV	Personal development	3
SCT	Student centred teaching	3

It can be seen that most of the pre-service teachers had difficulties in voice management and they believed that if they are able to manage their voice effectively, they will be able to improve their teaching quality. In addition, experience in teaching was also considered as an important factor in effective teaching by pre-service teachers. Student-centred teaching is another factor that pre-service teachers attach importance. Furthermore, some of the pre-service teachers stated that teachers' responsibility is not only to lecture but they should be also interested in their students' problems and situations outside the classroom.

5. DISCUSSION AND IMPLICATIONS

In this part, the results of the study will be stated and discussed according to the each research question. In addition, implications for further research will be presented.

5.1. DISCUSSION

The main aim of this study was to compare the beliefs of English language pre-service teachers' beliefs about English language teaching before and after the practice teaching of the practicum programme in Turkey. The study was based on four research questions and the discussions of these research questions are presented below:

5.1.1. Discussion of Pre-service Teachers' Beliefs about English Language Teaching Before Practicum Teaching

In this section, pre-service teachers' beliefs toward ELT before the practicum teaching will be discussed. In this context, the first research question: "What are pre-service teachers' beliefs about ELT at the beginning of the practicum studies?" will be answered.

5.1.1.1. Pre-service teachers' beliefs toward foreign language aptitude

With regard to beliefs about the Foreign Language Aptitude, pre-service teachers mostly believed that (86%) children learn foreign languages easily when compared with adults. It can be inferred that they do not believe in language aptitude in terms of this statement because children acquire language informally through an automatic process. In children language aptitude is not distinguishable since all children learn a language through interaction. Nevertheless, great majority of the pre-service teachers (93%) believed that some people have a special ability for learning

foreign languages which indicates that most of the participants accepted foreign language aptitude. The finding of the belief: “It is easier for children to learn foreign languages than adults” is compatible with Tercanlioğlu’s (92%) and Palabıyık’s (97%) findings (Tercanlioğlu, 2005; Palabıyık, 2012). In addition, the percentage of the participants who believed that a special ability exists in some people for learning foreign languages is 85% in Tercanlioğlu (2005) and exactly the same finding (93%) in Palabıyık (2012). Despite this, only 16% of the pre-service teachers believed that people in Turkey are good at learning foreign languages. This result is also consistent with Çeviktay’s finding (11%) and Palabıyık’s finding (19%) (Çeviktay, 2012; Palabıyık, 2012). A high percentage of the pre-service teachers (84%) believed that they have a special ability for learning foreign languages in contrast to lower finding (58%) in Tercanlioğlu (2005) and 37% in Çeviktay (2012).

In an item related to gender, 45% of the pre-service teacher participants believed that women are better than men at learning foreign languages. This finding is compatible with Tercanlioğlu’s study in which 46% of the pre-service teachers believed that women are better at learning foreign languages when compared with men (Tercanlioğlu, 2005). However, the participants who believed that women are better than men at learning foreign languages were only 10% in Çeviktay’s study. This could be a result of Tercanlioğlu’s study involving nearly twice participants (118 participants) than Çeviktay’s study (62 participants). It can be concluded that majority of the participants did not believe in differences of foreign language aptitude in terms of gender. In the case for foreign language aptitude, participants believed in some people having special ability for learning foreign language as well as themselves having special ability. However, most of them did not believe that people in Turkey

have foreign language aptitude. The differences between participants who believed (45%) and did not believe (55%) in foreign language aptitude differences in terms of gender were not very significant.

5.1.1.2. Pre-service Teachers' beliefs toward difficulty of language learning

Regarding the Difficulty of Language Learning, majority of the participants (82%) believed that speaking in English is difficult than understanding the messages in English. However, the percentage of the participants who believed that understanding foreign language was easier than speaking in foreign language were lower in Palabıyık's (61%), Tercanlıoğlu's (41%) and Çeviktay's (67.2%) findings. It can be inferred that participants did not consider speaking as an easy skill to achieve that a great majority of the participants (82%) rated speaking as more difficult than understanding the messages in English.

This could be a result of pre-service teachers being accustomed to hearing messages in English during their undergraduate study but not being used to speak in English. Similarly, a very high percentage of the participants (90%) believed that reading in English is easier than to speak it. Nevertheless, this finding was found to be lower in other studies (43% in Tercanlıoğlu, 2005; 55% in Palabıyık, 2012; 54.1% in Çeviktay, 2012).

5.1.1.3. Pre-service teachers' beliefs toward nature of language learning

The present study showed that all the participants believed that it is best to learn English in an English speaking country. This finding is compatible with Tercanlıoğlu's (90%), Çeviktay's (96.8%) and Palabıyık's (94%) findings. This finding is also confirmed by pre-service teachers' reports in the first phase. For example:

“I am aware that I am lacking in English therefore I think I will start my career after studying abroad in order to close this shortcoming. I know that I can improve my language by being exposed to language and having the opportunity to practice language.” (PT O, Phase 1)

Majority of the participants (88%) did not believe in the significance of learning the grammar in learning English. Finding (88.5%) in Çeviktay (2012) seems to be consistent with this finding. However, the rate of the participants who did not believe in the primacy of learning grammar was higher than the 44% in Tercanlıoğlu (2005) and 46% in Palabıyık (2012). Most of the pre-service teachers (77%) also did not believe in the significance of translation from Turkish to English in learning English. This may result from the pre-service teachers’ associating the term “translation” with the Grammar-Translation Method (GTM). Throughout their undergraduate courses, they may have discussed that GTM is a traditional and inefficient method of teaching English. Hence, in their final year of study at ELT program, they may have internalized these discussions as in Çeviktay’s study (Çeviktay, 2012). This idea is also justified by the reports of pre-service teachers:

“The classes that involved student participation made me see that the teacher actually wants the students to learn, participate and even make mistakes so that they would learn better by the correction of the teachers. In these kinds of classes the students were more eager to learn English and none of them were shy or feeling out. The classes that are student centred were more exciting and could be even called the real successful learning environment.” (PT E, Phase 1).

“It is important to see that students feel themselves free to share their opinions, don’t get shy to talk in front of everyone. Teachers should create a supportive environment

with various games, activities and debates for students to feel them open to learn with attending the class not just listening to the teacher and taking notes. The lecture should not go on just as teacher oriented” (PT H, Phase 1).

It can be seen that, pre-service teachers mostly supported students’ participation in the classroom environment. They considered communicative methods of teaching as the most effective methods of language learning. Natsir and Sanjaya also reported that CLT is a globally adopted approach to language learning. They also stated that through CLT, learners learn language effectively by using it and being involved in the learning process (Natsir&Sanjaya, 2014).

Majority of the participants in the present study also did not believe in the primacy of translation in learning English. Only 24% of the pre-service teachers agreed with the idea that the most important part of learning English is learning how to translate from Turkish to English. Nevertheless, 44% of the participants endorsed this idea in Tercanlıoğlu (2005) and only 2% in Çeviktay (2012). This could be a result of associating translation with GTM hence considering it as ineffective.

5.1.1.4. Pre-service teachers’ beliefs toward learning and communication strategies

As for beliefs toward learning and communication strategies, a great majority of the participants (90%) believed that it is important to repeat and practice a lot. This finding is consistent with the finding (86%) in Tercanlıoğlu (2005), (95%) in Palabıyık (2012) and (96.7%) in Çeviktay (2012). It can be seen that the majority of the pre-service teachers believed in the significance of repetition and practice in learning English. In the present study, more than half of the participants (57%) believed that languages are learned mainly through imitation. However, the rate of the

participants who believed that imitation is good for learning languages was 43% in Akhtar (2011). More than half of the participants (52%) believed that permission to make errors in English for beginning students may cause difficulties for them to speak accurately in the future. This finding was consistent with the finding (54.1%) in Çeviktay (2012). Nevertheless, the percentage of the participants who believed permitting students to make errors will cause unrecoverable mistakes in the future was lower (43%) in Tercanlıoğlu (2005) and (43%) in Palabıyık (2012). Majority of the participants (81%) believed that students' grammatical mistakes should be corrected. This is compatible with the finding (80%) in Akhtar (2011) in which the participants believed in the necessity of correction of students' mistakes. Practice was also regarded as an important factor in learning English and high percentage of the participants (84%) believed that teachers should present grammatical rules one at a time. This finding was again consistent with the finding (80%) in Akhtar (2011).

5.1.1.5. Pre-service teachers' beliefs toward motivation

Regarding the pre-service teachers' beliefs toward motivation, almost all the participants (98%) believed that the most important factor in second language acquisition is motivation (Item 21). The finding for this statement was lower (80%) in Akhtar (2011). Majority of the participants (78%) believed that people in Turkey feel that it is important to speak English (Item 22). This finding seems to be lower in the other studies (74% in Tercanlıoğlu, 2005; 62% in Palabıyık, 2012; 86.9% in Çeviktay, 2012). The reason for this could be that the importance of being able to speak in English has increased over the past few years. In the present study, all the participants believed that learning English very well will provide better opportunities for a good job (Item 23). This finding seems to be compatible with the finding (94%) in

Palabıyık (2012) and (95.1%) in Çeviktay (2012). Nevertheless, the finding (87%) was lower in Tercanlıoğlu (2005). The percentage increase from the year 2005 to 2012 might be a result of English language becoming crucial and essential for all levels of work force throughout the world due to the globalization of English. These statements (Item 22 and Item 23) are also a reflection of Gardner's (1985) definition of "instrumental motivation" since pre-service teachers are motivated to learn English for functional reasons such as finding a better job. High percentage of findings of instrumental motivation statements justifies Horwitz's finding that Asian and Turkish heritage learners are instrumentally motivated when compared with American learners who have integrative motivation. According to Horwitz, these differences may arise from cultural and contextual differences (Horwitz, 1999).

All the participants stated that they would like to have native-English speaking friends. The finding (89%) in Palabıyık's study seems to be consistent with this finding (Palabıyık, 2012). However, the percentage is lower (75%) in Tercanlıoğlu (2005). This increase could be the result of the idea of having foreign friends having positive effects on language learning becoming widespread in the recent years.

5.1.1.6. Pre-service teachers' beliefs toward language teaching

With regard to pre-service teachers' beliefs toward language teaching more than half of the participants (53%, mean: 2.53) did not believe in the efficiency of immediate correction of mistakes in spelling. Majority of the participants also rejected immediate correction of spelling in Brown's study with a mean score of 3.02 (Brown, 2012). This indicates that pre-service teachers in both studies did not prefer direct correction which may indicate that they mostly approve CLT methods as effective teaching practices rather than GTM in which the main focus is the accuracy. In the

present study, a great majority of the participants (93%) believed that English should not be the only medium of instruction in the classroom. This finding was slightly different from finding in Brown's study. Most of the participants rejected the use of English in the foreign language classroom with a mean score of 2.36 in Brown (2012). It may be seen that pre-service teachers regarding the medium of instruction favoured native language while in the present study they approved both the native language and the target language. However, it may not be much accurate to make such an inference since the statements carry different meanings ("Effective foreign language teacher should use English only in the foreign language classroom" versus "Effective foreign language teacher not use English in the foreign language classroom"). Task based instruction was approved by the majority of the participants (85%, mean: 3.04) to grammar focused exercise in the present study. This finding also seems consistent with Brown's finding (mean score: 3.00) which shows that most of the participants considered specific task exercises as more effective than grammar-focused exercises. It may be revealed that pre-service teachers mostly did not prefer GTM as effective teaching method since they did not mostly prefer grammar-focused exercises. Most of the pre-service teachers (61%, mean: 2.88) did not agree with urging students to speak in the foreign language beginning the first day of class. This is again compatible with Brown's finding (mean score: 3.14). An inference that can be drawn from this finding is that pre-service teachers do not force students to speak in the target language rather they expect them to speak when they feel ready. This is mostly consistent with CLT and Natural Approach of Krashen which do not support early production in the target language (Krashen, 1983). Almost all the participants (98%, mean: 3.86) in the present study supported the use of authentic materials such as music, pictures and

clothing. The average score of the participants who approved authentic materials (mean score: 3.29) were also high in Brown (2012). This is again a characteristic of CLT, which uses real-life situations and real-life materials in classroom. Majority of the pre-service teachers (86%, mean: 3.18) also put significance to successful interaction in the target language with the classmates. Brown's study also showed compatible finding with mean score of 3.16 (Brown, 2012). It may be revealed that pre-service teachers attached importance to communication as an effective teaching and part of grading. Assigned group tasks were also considered as significant by most of the pre-service teachers (79%, mean: 2.98). This finding seems also consistent with a relatively mean score of 3.45 in Brown's finding. In both studies, pre-service teachers agreed on the task-based language teaching which is considered as a branch of CLT. In the present study, majority of the pre-service teachers (68%) did not support the immediate correction of grammatical errors. The finding in Akhtar's study (76%) showed a higher percentage in supporting correction of grammatical errors however this could be a result of the statement containing general correction of grammatical errors in Akhtar (2011). Based on this finding, it can be concluded that most of the pre-service teachers in this study approve CLT since it is a method of teaching that does not put much significance on the grammatical correctness of a sentence but rather the meaning of the communication. It may be seen that majority of the pre-service teachers also supported the communication in target language in the classroom.

5.1.2. Discussion of Pre-service Teachers' Beliefs about English Language Teaching After Practicum Teaching

In this section, pre-service teachers' beliefs toward ELT after the practicum teaching will be discussed. In this context, the second research question: "What are pre-service teachers' beliefs about ELT after the practicum studies?" will be answered.

5.1.2.1. Pre-service teachers' beliefs toward foreign language aptitude

Regarding pre-service teachers' beliefs toward foreign language aptitude, pre-service teachers by a majority believed that (88%) children learn foreign languages easily when compared with adults. This is compatible with the finding (80.6%) in Çeviktay's study (2012). It may be inferred that pre-service teachers are mostly in support of the Critical Period Hypothesis which claims that as people get older it will be more difficult for them to learn a language. As Lenneberg states that language acquisition should take place between the age two and puberty. He uses the term "lateralization" to state that after puberty brain is less flexible and it is most flexible in childhood (Lenneberg, 1967). A very high percentage of participants (92%) believed that some people have a special ability for learning foreign languages. This result was compatible with Palabıyık's finding (93%) However, in Çeviktay's study this was slightly lower with a percentage of 80.6%. In the present study, more than half of the participants (n: 23, 55%) did not believe that people in Turkey are good at learning foreign languages. The percentage of participants was slightly lower (48%) in Palabıyık's and Tercanlıoğlu's study (34%). However, this result was not compatible with Çeviktay's finding (17.7%). Great majority of the participants (88%) believed that they have a special ability for learning foreign languages. However, this result

was lower in other studies (58% in Tercanlioğlu, 65% in Palabıyık and 66.1% in Çeviktay). Majority of the participants (76%) believed that everyone can learn to speak a foreign language. This finding was compatible with Çeviktay's finding (80.6%). Nevertheless, the percentage of the participants who believed that it is possible for everyone to learn speaking in a foreign language was slightly lower in Tercanlioğlu's study (53%) and Palabıyık's study (62%). This could be a result of pre-service teachers observing progress of their students in speaking during the practicum. However, in studies of Tercanlioğlu and Palabıyık, participants did not have the opportunity to observe such a progress since they did not have practicum experience.

5.1.2.2. Pre-service teachers' beliefs toward difficulty of language learning

With regard to difficulty of language learning, more than half of the pre-service teachers (52%) believed that they need less than a year to speak English fluently by studying English one hour a day. However, the result for this statement was substantially lower in the other studies (%3 in Tercanlioğlu; %21 in Palabıyık; 19.7% in Çeviktay). Majority of the pre-service teachers (72%) believed that speaking in English is difficult than understanding the messages in English. The percentage of the participants who agreed with this statement were slightly lower in Palabıyık's study (62%), Çeviktay's study (64.3%) and substantially lower in Tercanlioğlu's study (41%). This could result from pre-service teachers hearing many messages in English during their teaching experience however not being accustomed to speak in English to that extent. A high percentage of the pre-service teachers (86%) believed that reading is easier than speaking in English. However, this finding was not

compatible with Tercanlioğlu's finding (43%), Palabıyık's finding (55%) and Çeviktay's finding (50.8%).

5.1.2.3. Pre-service teachers' beliefs toward nature of language learning

In the case of nature of language learning, almost all the pre-service teachers (98%) believed that it is best to learn English in an English speaking country. This finding is consistent with other studies (90% in Tercanlioğlu, 94% in Palabıyık and 93.5% in Çeviktay). Great majority of the pre-service teachers (78%) did not believe in the importance of learning grammar in learning a foreign language. However, this finding was substantially lower in Tercanlioğlu (27%) and moderately lower in Palabıyık (46%) and Çeviktay (56.4%). In a similar manner, most of the pre-service teachers (78%) did not believe in the significance of translation from native language to target language as well. This finding was slightly higher in Çeviktay (86.7%) while substantially lower in Tercanlioğlu (39%) and Palabıyık (41%). Significant percentage of the pre-service teachers (87%) believed that most of the mistakes that second language learners make are result of interference from their first language. A very high percentage of the pre-service teachers (94%) believed that if second language is introduced earlier at schools then children would be more successful. Nevertheless, this finding was substantially lower in Akhtar (63%).

5.1.2.4. Pre-service teachers' beliefs toward learning and communication strategies

With regard to learning and communication strategies, almost all the pre-service teachers (96%) believed that repetition and practice is very important in second language learning. This finding is consistent with Palabıyık (95%) and Çeviktay (93.4%). However, this result was slightly lower in Tercanlioğlu (86%).

Similarly, almost all the pre-service teachers (99%) believed in the importance of practicing with audio materials like MP3 players and cell phones. It could be inferred that pre-service teachers have experienced good results of using audio materials in class and concluded that practicing with them would be beneficial. Nevertheless, it would not be accurate to compare this result to other studies since this statement is modified from the original statement “It is important to practice with cassettes or tapes”. Great majority of the pre-service teachers (73%) believed that languages are learned mainly through imitation. The rate of the participants who believed that imitation is good for learning languages was 80% in Akhtar (2011). This could be a result of the fact that Akhtar’s study is conducted in the Pakistani context and the participants may have thought that imitation is an effective way to achieve good pronunciation which is a problematic issue for English learners in the Pakistani context. The same situation in Turkey could be explained by the cultural context of Turkey in which pronunciation is difficult to acquire hence imitation could be assumed as an effective way to learn a language. Reports of pre-service teachers in the current study also support the significance of pronunciation:

“In my teaching career, I will also work on students’ pronunciation. Unfortunately students in Turkey rarely have good pronunciation and that really upsets me. I want students to be able to speak English native-like” (PT C, Phase 2).

Majority of the pre-service teachers (60%) believed permitting beginning students to make errors in English will cause difficulties for them to speak correctly in the future. This finding was found to be lower in other studies (43% in Tercanlıoğlu; 43% in Palabıyık; 25.8% in Çeviktay). However, some of the pre-service teachers’

self-evaluation reports examined in this study showed different views against this statement:

“After all these are students, and they are kids, they have every single right to make mistakes. If one can’t make mistakes when he/she is a child...then when? My tolerance levels should always be higher. If I am giving second chances to adults, I should give third or fourth chances to my students” (PT G, Phase 2).

“For the pair work, they needed help again because they couldn’t communicate that well in English. Nevertheless, it was important for them to challenge themselves and attempt speaking despite their lack of vocabulary and higher grammar knowledge. For that reason, I tolerated their mistakes as long as the others did not copy the same mistakes” (PT L, Phase 2).

Therefore, it is not possible to reach a general conclusion about pre-service teachers’ beliefs about this statement. Significant percentage of the pre-service teachers believed that teachers should correct students when they make grammatical errors. This finding was slightly higher in Akhtar (87%). More than half of the pre-service teachers (51%) believed that teachers should present grammatical rules one at a time and students should practice each example respectively. In Akhtar’s study this finding showed a substantially higher percentage (89%). This shows that grammatical accuracy and grammar instruction is still considered very important especially in traditional countries like Pakistan. In addition, it may be seen that practice is regarded as a significant contribution in language learning.

5.1.2.5. Pre-service teachers’ beliefs toward motivation

In terms of motivation, a very high percentage of the pre-service teachers (94%) believed that most important factor in second language acquisition is

motivation. This finding was slightly lower in Akhtar (82%). Great majority of the pre-service teachers (90%) believed that people in Turkey feel that it is important to speak English. This is similar to the finding (85.5%) in Çeviktay and substantially higher than 74% in Tercanlioğlu and 62% in Palabıyık. Practicum teaching experience in the present study and Çeviktay's study may have resulted in pre-service teachers' believing that people in Turkey consider speaking English as important. By their experience of observation and teaching, pre-service teachers may have realized that students attach importance to speaking in English. However, participants in studies of Tercanlioğlu and Palabıyık did not have exposure to real classes therefore their beliefs may change after their practicum experience. Almost all the pre-service teachers (98%) believed learning English will provide them better opportunities for a good job. This finding seems to be consistent with other studies (87% in Tercanlioğlu; 94% in Palabıyık; 91.8% in Çeviktay). It may be inferred that pre-service teachers in Turkey have instrumental motivation regarding language learning. All the pre-service teachers stated that they would like to have native English speaking friends. This finding was slightly lower in Tercanlioğlu (75%) and Palabıyık (89%). In a similar manner, this again could be a result of instrumental motivation. The idea of having native English speaking friends would make improvements in language learning have become widespread recently.

5.1.2.6. Pre-service teachers' beliefs toward language teaching

Regarding language teaching, majority of the pre-service teachers (69%, mean: 2.71) did not believe in the efficiency of immediate correction of spelling. In Brown's study this belief was supported by relatively higher mean score of 3.02 (Brown, 2009). It was found that half of the pre-service teachers favoured use of

English as only medium of instruction in the present study. However, majority of the participants (mean: 2.36) in Brown's study rejected the use of English in foreign language classroom. Most of the pre-service teachers (88%, mean: 3.08) believed in the effectiveness of instruction by completion of specific tasks. This finding is compatible with Brown's finding (mean: 3.00). Requiring students to speak in the foreign language beginning the first day of class was supported by great majority of pre-service teachers (76%, mean: 3.04). Similarly, this belief was endorsed by mean score of 3.14 in Brown's study. Using real-life materials such as pictures, music and foods rather than the course book was found effective by all the pre-service teachers in this study. This idea is also corroborated by finding (mean: 3.29) in Brown's study. It can be inferred that real-life materials were found effective by the participants in both studies. The reason for this could be that using real-life materials in classroom promotes visual learning which is also indicated by pre-service teachers in their assignment reports. It can be seen that most of the pre-service teachers found using visual materials effective and useful:

"I have observed that the visual materials used in this group, especially video use, can be effective for students and can reinforce the learning process"(PT M, Phase 2).

"Students often get distracted by something else very quickly. To prevent this, I learned that many materials such as games, songs, short films, animations are used. By using these materials, the attention of the students' is attracted and knowledge is conveyed to them by means of these tools unconsciously" (PT P, Phase 2).

Almost all the pre-service teachers (92%, mean: 3.33) believed that assessment of interaction with classmates successfully in the target language is essential. Similar result was found in Brown's study with a slightly lower mean score

of 3.16 (Brown, 2009). Likewise, this result also reveals that CLT strategies are found effective by most of the pre-service teachers and student-centred teaching is followed by means of interaction and group activities. Majority of the pre-service teachers (61%) in the present study did not favour the immediate correction of grammatical mistakes of students. This finding is slightly higher in Akhtar's study (76%). Grammatical accuracy is not the focus point of CLT but rather GTM. Additionally, CLT does not support direct correction of grammatical errors of students but rather focuses on the meaning that is conveyed.

5.1.3. Comparison of Pre-service Teachers' Beliefs about English Language Teaching Before and After Practicum Teaching

In this section, pre-service teachers' beliefs toward ELT before and after practicum teaching will be compared. In this context, the third research question: "Is there any change in pre-service teachers' beliefs about ELT after teaching experience in practicum?" will be answered.

5.1.3.1. Comparison of pre-service teachers' beliefs about foreign language aptitude before and after practicum teaching

Regarding foreign language aptitude, great majority of the pre-service teachers (86%) believed that it is easier for children to learn a foreign language when compared with adults. After practicum teaching, there was only a slight increase (88%) in the percentage of holders of this belief. Almost all the participants (92%) believed that they have a special ability for learning foreign languages and there was no change in this percentage in the second phase. Before practicum teaching, most of the participants (84%) thought that people in Turkey are not good at learning foreign languages. This rate decreased to 55% after practicum teaching. It seemed that pre-

service teachers observed successful students or progress of students in English and changed their belief about foreign language aptitude of people in Turkey in a positive manner. Most pre-service teachers (84%) believed that they have a special ability for learning foreign languages and this rate increased by 4% in second phase. Similarly, pre-service teachers who taught women are better at learning foreign languages (45%) before practicum teaching increased by 4% after practicum teaching. Almost no change was observed between phases regarding pre-service teachers who believed that everyone can learn to speak a foreign language (75% and 76%, in sequence).

5.1.3.2. Comparison of pre-service teachers' beliefs about difficulty of language learning before and after practicum teaching

As for the beliefs about difficulty of language learning, there was not noteworthy change in pre-service teachers who believe that they can learn to speak English fluently by studying English one hour a day in less than a year (51% and 52%, in sequence). The percentage of the pre-service teachers who rejected the idea that speaking in English is easier than understanding the messages in English (82%) did not change after teaching experience in practicum. On the other hand, pre-service teachers who thought that reading is easier than speaking in English (90%) dropped to 76% after teaching experience. The reason for this decrease could be pre-service teachers observing students who have difficulties and lose their interest during reading activities. Moreover, students who seem very enjoyed and motivated toward communicative activities may have resulted in this change.

5.1.3.3. Comparison of pre-service teachers' beliefs toward nature of language learning before and after practicum teaching

With regard to pre-service teachers' beliefs toward nature of language learning, all the pre-service teachers believed that it is best to learn English in an English speaking country. There was only a very tiny decrease in the percentage of holders of this belief by (-2%) after practicum teaching. Great majority of the pre-service teachers (88%) did not believe in the significance of learning grammar in learning English. However, the percentage of the pre-service teachers who do not believe grammar is important in learning English dropped to 78% in the second phase. This rate was substantially higher when compared to Çeviktay's study (55.7% and 56%, in sequence). It seemed that most of the pre-service teachers supported the use of communicative language teaching which has become very widespread in the recent years. This could be also justified by the reports of pre-service teachers in which they endorsed communicative teaching techniques and found them more effective. For example:

"I tried to employ communicative approach in a sense to encourage students to take the lead while I guided them."(PT C, Phase 2).

"It was kind of traditional lesson and I should have improved the lesson by communicative approach. I should have prepared pair and group work activities. So, I was an unsuccessful lesson for me." (PT G, Phase 2).

Most of the pre-service teachers (76%) did not believe in the significance of translation from native language to target language in learning English as well. The percentage of the pre-service teachers who did not believe in the primacy of translation slightly increased (+ %2) in the second phase. This finding was found to

be higher in Çeviktay's study (88.55). However, this slight increase in the present study may stem from pre-service teachers realizing that using translation as a teaching practice do not work effectively in teaching English. In addition, rejecting translation in learning English may be the result of associating translation with GTM which pre-service teachers consider as ineffective and traditional. Almost all the pre-service teachers (90%) believed that most of the mistakes that second language learners make are due to interference from their first language. There was a very minor decrease by (-2%) after teaching experience in practicum. This could be a result of pre-service teachers experiencing not only mistakes of interference from first language but different kinds of mistakes that students make during the lessons. A very high percentage of the participants (90%) thought that introducing second language earlier in schools would provide more success in learning. The percentage of the holders of this belief slightly increased (+4%) in the second phase. It can be referred that pre-service teachers who had the opportunity to teach different age groups have concluded that younger students are more successful at learning English.

5.1.3.4. Comparison of pre-service teachers' beliefs toward learning and communication strategies before and after practicum teaching

The study showed that all the pre-service teachers believed that repetition and practice is important in learning English. After practicum teaching, this result did not change much only decreased to 96%. The reason for this decrease could be pre-service teachers finding and trying out different methods and strategies rather than mere repetition and practice. Before teaching experience, most of the pre-service teachers (73%) believed in the significance of practicing with audio materials like MP3 players and cell phones. There was a significant change (98%) in the percentage

of pre-service teachers who favoured the audio materials. This finding show that pre-service teachers have experienced favourable outcomes of using audio materials in their teaching practices hence supported practicing with audio materials in learning process.

Most of the pre-service teachers (57%) believed that languages are learned mainly through imitation and the percentage of the pre-service teachers increased to 73% in the second phase. More than half of the pre-service teachers (52%) thought that permitting students to make errors in English will cause difficulties for them to speak correctly in the future. Nevertheless, there was a slight increase (+8%) in the percentage of the supporters of this belief. This could be a result of pre-service teachers observing fossilized errors of their student during their teaching experience. Fossilization is a long process which includes signs such as “stabilization”. The difference between stabilization and fossilization is that stabilized errors are not permanent however fossilized errors are permanent and not possible to correct. Wang Cui-lian states that it is necessary to prevent stabilization before fossilization occurs (Wang Cui-lian, 2003). Significant percentage of the pre-service teachers (80%) believed that grammatical errors of students should be corrected. Nevertheless, there was a slight decrease by (-5%) after the practicum teaching. The reason for this decrease could be pre-service teachers’ rejecting grammar-focused view but rather supporting communicative methods and practices by not focusing on grammatical accuracy. Great majority of the pre-service teachers (84%) favoured presenting grammatical rules one at a time and practicing examples of each respectively before practicum teaching. However, this percentage dropped to 51% in the post-test. Likewise, pre-service teachers seem not to be endorsing direct grammar instruction

and classical memorization of these grammatical rules. It can be inferred that through practicum teaching, pre-service teachers lost their interest toward traditional GTM approach.

5.1.3.5. Comparison of pre-service teachers' beliefs toward motivation before and after practicum teaching

Pre-service teachers had strong beliefs regarding motivation. Almost all the pre-service teachers (98%) believed that motivation is the most important factor in second language acquisition. After practicum teaching, this percentage did not change much (98% and 94%, respectively). Before practicum teaching, majority of the pre-service teachers (78%) thought that people in Turkey consider speaking in English as important. This percentage increased to 90% after teaching experience in practicum. This could result from pre-service teachers witnessing very motivated students to speak in English during the classes. All the pre-service teachers believed that learning English very well, will provide them better opportunities for a good job. There was only a slight decrease (-2%) in the percentage of pre-service teachers after teaching practicum. All the pre-service teachers indicated that they would like to have native English speaking friends and no change was observed between the phases.

5.1.3.6. Comparison of pre-service teachers' beliefs toward language teaching before and after practicum teaching

The study revealed that more than half of the pre-service teachers (53%) did not believe in the efficiency of immediate correction of speaking. After practicum teaching, this result increased to 69%. This increase could be a result of pre-service teachers preferring to focus on meaning rather than focusing on accuracy. This is a characteristic of CLT methods and strategies and indicates that after the practicum

teaching pre-service teachers considered CLT method as more effective. A significantly considerable difference was observed in the number of pre-service teachers believing in the efficiency of using English only in the foreign language classroom. Before practicum teaching only 8% of the pre-service teachers thought that effective foreign language teacher should use English only in the foreign language classroom. However, this result increased to 51% by showing substantial increase after practicum teaching. It can be inferred that teaching experience in practicum had positive effect on pre-service teachers' beliefs toward using target language which is also a feature of CLT. This idea could also be seen in pre-service teachers' reports. Following are two examples:

"The more the courses are taught in English, the better the students will be. Because I learned that; especially those in preparatory classes do not speak English unless the teacher has forced them to speak English. When the course returns to Turkish, the lesson never progresses in English and the students do not use English because of this comfort" (PT M, Phase 2).

"In the preparatory classes, both English and Turkish languages were used. I do not think this is a right behavior. Of course students may say a word in Turkish when they do not understand it. However, I do not think that it is advantageous for students to speak Turkish continuously during the course." (PT O, Phase 2).

Majority of the pre-service teachers (84%) believed in the effectiveness of task-based instruction. Only a slight increase (+4) was observed after practicum teaching. Requiring students to speak in the target language beginning the first day of class was also supported by most of the pre-service teachers (61%). This percentage increased to 76% after teaching experience in practicum. This result shows that pre-

service teachers endorsing student participation and more student talking time rather than teacher talking time increased. Almost all the pre-service teachers (98%) found using real-life materials in teaching and after practicum teaching this belief was supported by all the pre-service teachers. CLT approach advocates the use of real-life materials such as realia, magazines and visual sources in the classroom. Therefore, it can be inferred that pre-service teachers mostly find using real-life materials effective as a means of building communicative activities. Pre-service teachers' reports also justify this idea. An example follows:

“First of all, it is undeniably true that using realia in classroom for teaching English language has really significant role, especially for young learners. They are generally visual learners and it is important to create a natural language classroom environment for learning.” (PT C, Phase 2).

Great majority of the pre-service teachers (86%) believed in the efficiency of assessment of interaction with classmates successfully in the target language. This percentage increased to 92% after practicum teaching. It seems that communication skills were considered as more important by pre-service teachers as a result of teaching experience. Assessment of group tasks was also regarded as effective by most of the pre-service teachers (78%). Following practicum teaching, this percentage increased to 88% which indicates that group tasks have become more significant. The reason for this could be pre-service teachers' observing efficiency and successful results of group tasks and activities. The percentage of pre-service teachers who believed that grammatical errors of students should be corrected immediately declined from 68% to 39% by showing a statistically significant change. This result has shown that immediate correction of mistakes were not considered as an effective way of

teaching and CLT strategies were found to be more effective by the majority of the pre-service teachers. In this context, it can be concluded that teaching experience in practicum had some effects on pre-service teachers' perspectives toward teaching methods and strategies. As a result of practicum teaching, pre-service teachers did not consider direct correction as an effective teaching strategy rather they seem to focus on communication skills and strategies. In addition, they seem to favour using the target language and encouraging students to speak in the classroom more often.

5.1.4. Identifying Relationship between Pre-service Teachers' Beliefs and Other Variables

In this section, whether a relationship exists between pre-service teachers' beliefs toward ELT and variables such as their gender, gender of their cooperating English instructor and type of their practicum school will be examined. In this context, the fourth research question: "Do the variables such as gender, gender of the cooperating instructor and type of practicum school affect the Turkish pre-service teachers' beliefs about ELT?" will be answered. The same question could be formulated with respect to the identification of the relationships between the pre-service teachers' beliefs and the other variables such as gender, type of practicum school.

5.1.4.1. Relationship between pre-service teachers' beliefs toward ELT and their gender

Based on the results of this study, it was found that no statistically significant difference exists in pre-service teachers' beliefs toward ELT in terms of gender. Therefore no relationship is identified between the pre-service teachers' beliefs and their gender.

5.1.4.2. Relationship between pre-service teachers' beliefs toward ELT and their cooperating English instructor's gender

The study revealed that statistically significant differences do not exist between pre-service teachers' beliefs toward ELT based on the gender of their cooperating English instructors. Therefore no relationship is identified between the pre-service teachers' beliefs and the gender of their cooperating English instructor.

5.1.4.4. Relationship between pre-service teachers' beliefs toward ELT and type of practicum school

Based on the results of this study, it was found that no statistically significant difference exists in pre-service teachers' beliefs toward ELT in terms of type of their practicum school. Therefore, no relationship is identified between the pre-service teachers' beliefs and the type of their practicum school.

5.2. IMPLICATIONS

On the basis of the findings of this study, it was found out that majority of the pre-service teachers did not support the direct correction of students. In addition, they put significance on communication rather than grammar instruction. Target language is not considered as the only medium of instruction by the pre-service teachers. This is compatible with CLT approach since CLT accepts the use of native language as well in specific situations when needed. The use of real-life materials in teaching is also concomitant with CLT. Motivation is also regarded as an important factor in second language acquisition by the pre-service teachers. However, this motivation seems to be based on functional reasons such as finding a better job therefore could be named as instrumental motivation. In fact, learners who are integratively motivated

rather than instrumentally motivated are found to be more successful and motivated by many researchers (Ellis, 1995; Gardner, 2001; Carrio-Pastor&Mestre, 2014; Norris-Holt, 2014). Therefore, in order to increase the integrative motivation of the learners, pre-service teachers may be provided with opportunities to become intimate with the native speakers and culture of the target language such as exchange programmes or international conferences during their undergraduate studies. In this manner, pre-service teachers' integrative motivation will reflect in their teaching practices in their future teaching career hence may motivate their students in an integrative manner. Nevertheless, a great majority of the pre-service teachers believed that repetition and practice is important in language learning which is not consistent with CLT and that could have a negative effect on their teaching practices if they instruct based on this idea. In contrary to CLT approach, many pre-service teachers believed that permitting students to make errors in English will cause difficulties for them to speak correctly in the future. This belief of pre-service teachers may discourage students to speak in the target language in classroom due to being corrected all the time. Pre-service teachers may hinder students' communication skills by overemphasizing on the accuracy of spoken English. Majority of the pre-service teachers did not believe in the primacy of learning grammar and translation in learning English. They seem to disapprove GTM in this context. Pre-service teachers are found to have strong beliefs in support of foreign language aptitude. However, affirmative approach to foreign language aptitude may discourage teachers' in trying new strategies and techniques that will work effectively for all the students. Internalizing the belief that children are better at learning foreign languages than adults may reduce the motivation of teachers who teach adult learners. Believing that

people in Turkey are not good at learning foreign languages may cause teachers to accept their students' failures in English language and not to make any progress to alter this situation. Pre-service teachers may be more effective in teaching if they could change this belief of foreign language aptitude through linguistic courses that show to what extent learners' achievement in learning language depend on their foreign language aptitude.



6. RECOMMENDATIONS FOR FUTURE RESEARCH

This study investigated how pre-service teachers' beliefs are affected by the teaching experience in practicum. A follow-up study may also be conducted with the same pre-service teachers in order to understand if their beliefs still stay the same or change when they enter the teaching workforce. In addition, the same study could be implemented in ELT programmes of other universities including state universities since conducting the study in different educational contexts would increase the external validity of the study.

It would be also beneficial for further research to investigate the effects of practicum experience in state schools on pre-service teachers' beliefs toward ELT since the current study only explored the effects of practicum experience in private schools.

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APPENDICES

APPENDIX A

QUESTIONNAIRE ITEMS FROM BELIEFS ABOUT LANGUAGE LEARNING

INVENTORY: ESL Student Version (Horwitz, 1987)

All the items in the survey uses rating scales, ranging from strongly disagree (1) to strongly agree (5), except items 4 and 15. There are five categories of beliefs about language learning that the inventory was designed to examine.

I. Foreign language aptitude

1. It is easier for children than adults to learn a foreign language.
2. Some people have a special ability for learning foreign languages.
6. People from my country are good at learning foreign languages.
10. It is easier for someone who already speaks a foreign language to learn another one.
11. People who are good at mathematics or science are not good at learning foreign languages.
16. I have a special ability for learning foreign languages.
19. Women are better than men at learning foreign languages.
30. People who speak more than one language are very intelligent.
33. Everyone can learn to speak a foreign language.

II. The difficulty of language learning

3. Some languages are easier to learn than others.
4. English is:
 - a) a very difficult language

- b) a difficult language
- c) a language of medium difficulty
- d) an easy language
- e) a very easy language

5. I believe that I will learn to speak English very well.

15. If someone spent one hour a day learning a language, how long would it take them to speak the language very well.

- a) less than a year
- b) 1-2 years
- c) 3-5 years
- d) 5-10 years
- e) you can't learn a language in 1 hour a day

25. It is easier to speak than understand a foreign language

34. It is easier to read and write English than to speak and understand it.

III. The nature of language learning

8. It is necessary to know about English-speaking cultures in order to speak English.

12. It is best to learn English in an English-speaking country.

17. The most important part of learning a foreign language is learning vocabulary words.

23. The most important part of learning a foreign language is learning the grammar.

27. Learning a foreign language is different than learning other academic subjects.

28. The most important part of learning English is learning how to translate from my native language.

IV. Learning and communication strategies

- 7. It is important to speak English with an excellent pronunciation.
- 9. You shouldn't say anything in English until you can say it correctly.
- 13. I enjoy practicing English with the Americans I meet.
- 14. It's O.K. to guess if you don't know a word in English.
- 18. It is important to repeat and practice a lot.
- 21. I feel timid speaking English with other people.
- 22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.
- 26. It is important to practice with cassettes or tapes.

V. Motivations

- 20. People in my country feel that it is important to speak English.
- 24. I would like to learn English so that I can get to know Americans better.
- 29. If I learn English very well, I will have better opportunities for a good job.
- 31. I want to learn to speak English well.
- 32. I would like to have American friends.

APPENDIX B**QUESTIONNAIRE ITEMS ON THE BELIEFS OF TEACHERS AND STUDENTS****REGARDING LANGUAGE LEARNING (Lightbown&Spada, 1993)**

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
(1) "Languages are learned mainly through imitation".	1	2	3	4	5
(2) "Teachers should correct students when they make grammatical errors.	1	2	3	4	5
(3) "Students with high IQs are good language learners".	1	2	3	4	5
(4) "The most important factor in second language acquisition is motivation".	1	2	3	4	5
(5) "The earlier a second language is introduced in schools, the greater the likelihood of success in learning".	1	2	3	4	5
(6) "Most of the mistakes that second language learners make are due to interference from their first language".	1	2	3	4	5
(7) "Teachers should present grammatical rules one at a time, and students should practice examples of each one before going onto another".	1	2	3	4	5
(8) "Students' errors should be corrected as soon as they are made in order to prevent the formation of bad habits".	1	2	3	4	5
(9) "Teachers should use materials that expose students only to those language structures that have already been taught".	1	2	3	4	5
(10) "When students are allowed to interact freely (for example in pair or group work), they learn each other's mistakes".	1	2	3	4	5

APPENDIX C

EFFECTIVE FOREIGN LANGUAGE TEACHER QUESTIONNAIRE

(Brown, 2009)

Instructions: Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching. Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study.

Thank you.

Effective foreign language teachers should:

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. frequently use computer-based technologies (Internet, CD-ROM, email) in teaching the language.	4	3	2	1
2. base at least some part of students' grades on completion of assigned group tasks.	4	3	2	1
3. devote as much time to the teaching of culture as to the teaching of language.	4	3	2	1
4. require students to use the language outside of class with other speakers of the language (e.g., Internet, email, clubs, community events, etc.).	4	3	2	1
5. not correct students immediately after they make a mistake in speaking.	4	3	2	1
6. allow students to respond to test questions in listening and reading via English rather than the foreign language.	4	3	2	1

	Strongly Agree	Agree	Disagree	Strongly Disagree
7. not use English in the foreign language classroom.	4	3	2	1
8. only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they are incorrect).	4	3	2	1
9. be as knowledgeable about the culture(s) of those who speak the language as the language itself.	4	3	2	1
10. not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.	4	3	2	1
11. teach the language primarily by having students complete specific tasks (e.g., finding out prices of rooms and rates at a hotel) rather than grammar-focused exercises.	4	3	2	1
12. have students respond to commands physically in the foreign language (e.g., "stand up," "pick up your book," etc.).	4	3	2	1
13. address errors by immediately providing explanations as to why students' responses are incorrect.	4	3	2	1
14. require students to speak in the foreign language beginning the first day of class.	4	3	2	1
15. not use predominantly small groups or pair work to complete activities in class.	4	3	2	1
16. mostly use activities that practice specific grammar points rather than activities whose goal is merely to exchange information.	4	3	2	1
17. ask students to begin speaking the foreign language only when they feel they are ready to.	4	3	2	1

	Strongly Agree	Agree	Disagree	Strongly Disagree
18. not present a particular grammar point without illustrating how the structure is used in a specific, real-world context.	4	3	2	1
19. speak the foreign language with native-like control of both grammar and accent.	4	3	2	1
20. teach grammar by giving examples of grammatical structures before explaining the grammar rules.	4	3	2	1
21. use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook.	4	3	2	1
22. not simplify or alter how they speak so that students can understand every word being said.	4	3	2	1
23. base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	4	3	2	1
24. use activities where students have to find out unknown information from classmates using the foreign language.	4	3	2	1

APPENDIX D

PRE-SERVICE TEACHERS' BELIEFS ABOUT ELT QUESTIONNAIRE

(Phase 1)

(ADAPTED FROM HORWITZ, 1987; LIGHTBOWN&SPADA, 1993; BROWN, 2009)

Dear participant;

The following questionnaire is prepared just to evaluate your beliefs on learning English. The data obtained from this questionnaire will not be used for any other purpose. We believe you will answer every question sincerely. We thank you in advance for your kind support in the research project.

Advisor: Yaşar KÜRÜM, PhD

Ayşenaz YEDEKÇİOĞLU

PART I

1. Your gender:
 - a. () Male
 - b. () Female
2. The average number of English classes you have observed weekly:
 - a. () 2
 - b. () 3
 - c. () 4
3. The gender of your cooperating English instructor:
 - a. () Male
 - b. () Female
4. The age of the students you teach during your practicum:
 - a. () 10 and younger
 - b. () 11-13
 - c. () 14-16
 - d. () 17 and older
5. The type of your practicum school:
 - a. () Kindergarten
 - b. () Elementary
 - c. () Middle
 - d. () High school

PART II

Please circle the number that best matches your choice.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	It is easier for children than adults to learn a foreign language.	4	3	2	1
2	Some people have a special ability for learning foreign languages.	4	3	2	1
3	People in Turkey are good at learning foreign languages.	4	3	2	1
4	I have a special ability for learning English.	4	3	2	1
5	Women are better than men at learning foreign languages.	4	3	2	1
6	Everyone can learn to speak a foreign language.	4	3	2	1
7	I need less than a year to speak English fluently by studying English one hour a day.	4	3	2	1
8	Speaking in English is easier than understanding the messages in English.	4	3	2	1
9	Reading is easier than speaking in English.	4	3	2	1
10	It is best to learn English in an English speaking country.	4	3	2	1
11	The most important part of learning English is learning the grammar.	4	3	2	1
12	The most important part of learning English is learning how to translate from Turkish to English.	4	3	2	1
13	Most of the mistakes that second language learners make are due to interference from their first language.	4	3	2	1
14	The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	4	3	2	1
15	It is important to repeat and practice a lot.	4	3	2	1
16	It is important to practice with audio materials like MP3 players, cell phones, etc.	4	3	2	1
17	Languages are learned mainly through imitation.	4	3	2	1

		Strongly Agree	Agree	Disagree	Strongly Disagree
18	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	4	3	2	1
19	Teachers should correct students when they make grammatical errors.	4	3	2	1
20	Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	4	3	2	1
21	The most important factor in second language acquisition is motivation.	4	3	2	1
22	People in Turkey feel that it is important to speak English.	4	3	2	1
23	If I learn English very well, I will have better opportunities for a good job.	4	3	2	1
24	I would like to have native English speaking friends.	4	3	2	1
25	Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	4	3	2	1
26	Effective foreign language teacher should use English only in the foreign language classroom.	4	3	2	1
27	Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	4	3	2	1
28	Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	4	3	2	1
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching rather than the course book.	4	3	2	1
30	Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	4	3	2	1
31	Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	4	3	2	1
32	Teachers should immediately correct students when they make grammatical errors.	4	3	2	1

APPENDIX E

PRE-SERVICE TEACHERS' BELIEFS ABOUT ELT QUESTIONNAIRE

(Phase 2)

(Adapted From Horwitz, 1987; Lightbown&Spada, 1993; Brown, 2009)

Dear participant;

The following questionnaire is prepared just to evaluate your beliefs on learning English. The data obtained from this questionnaire will not be used for any other purpose. We believe you will answer every question sincerely. We thank you in advance for your kind support in the research project.

Advisor: Yaşar KÜRÜM, PhD

Ayşenaz YEDEKÇİOĞLU

PART I

1. Your gender:
 - a. ☐ Male
 - b. ☐ Female
2. The average number of English classes you have taught weekly:
 - a. ☐ 1
 - b. ☐ 2
 - c. ☐ 3 or above
3. The gender of your cooperating English instructor:
 - a. ☐ Male
 - b. ☐ Female
4. The age of the students you teach during your practicum:
 - a. ☐ 10 and younger
 - b. ☐ 11-13
 - c. ☐ 14-16
 - d. ☐ 17 and older
5. The type of your practicum school:
 - a. ☐ Kindergarten
 - b. ☐ Elementary
 - c. ☐ Middle
 - d. ☐ High school

PART II

Please circle the number that best matches your choice.

		Strongly Agree	Agree	Disagree	Strongly Disagree
1	It is easier for children than adults to learn a foreign language.	4	3	2	1
2	Some people have a special ability for learning foreign languages.	4	3	2	1
3	People in Turkey are good at learning foreign languages.	4	3	2	1
4	I have a special ability for learning English.	4	3	2	1
5	Women are better than men at learning foreign languages.	4	3	2	1
6	Everyone can learn to speak a foreign language.	4	3	2	1
7	I need less than a year to speak English fluently by studying English one hour a day.	4	3	2	1
8	Speaking in English is easier than understanding the messages in English.	4	3	2	1
9	Reading is easier than speaking in English.	4	3	2	1
10	It is best to learn English in an English speaking country.	4	3	2	1
11	The most important part of learning English is learning the grammar.	4	3	2	1
12	The most important part of learning English is learning how to translate from Turkish to English.	4	3	2	1
13	Most of the mistakes that second language learners make are due to interference from their first language.	4	3	2	1
14	The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	4	3	2	1
15	It is important to repeat and practice a lot.	4	3	2	1
16	It is important to practice with audio materials like MP3 players, cell phones, etc.	4	3	2	1
17	Languages are learned mainly through imitation.	4	3	2	1

		Strongly Agree	Agree	Disagree	Strongly Disagree
18	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	4	3	2	1
19	Teachers should correct students when they make grammatical errors.	4	3	2	1
20	Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	4	3	2	1
21	The most important factor in second language acquisition is motivation.	4	3	2	1
22	People in Turkey feel that it is important to speak English.	4	3	2	1
23	If I learn English very well, I will have better opportunities for a good job.	4	3	2	1
24	I would like to have native English speaking friends.	4	3	2	1
25	Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	4	3	2	1
26	Effective foreign language teacher should use English only in the foreign language classroom.	4	3	2	1
27	Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	4	3	2	1
28	Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	4	3	2	1
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching rather than the course book.	4	3	2	1
30	Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	4	3	2	1
31	Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	4	3	2	1
32	Teachers should immediately correct students when they make grammatical errors.	4	3	2	1

APPENDIX F

PRE-SERVICE TEACHERS' BELIEFS ABOUT ELT QUESTIONNAIRE

(Research Version)

(Adapted From Horwitz, 1987; Lightbown&Spada, 1993; Brown, 2009)

Dear participant;

The following questionnaire is prepared just to evaluate your beliefs on learning English. The data obtained from this questionnaire will not be used for any other purpose. We believe you will answer every question sincerely. We thank you in advance for your kind support in the research project.

Advisor: Yaşar KÜRÜM, PhD

Ayşenaz YEDEKÇİOĞLU

PART I

1. Your gender:
 - a. ☐ Male
 - b. ☐ Female
2. The average number of English classes you have taught weekly:
 - a. ☐ 1
 - b. ☐ 2
 - c. ☐ 3 or above
3. The gender of your cooperating English instructor:
 - a. ☐ Male
 - b. ☐ Female
4. The age of the students you teach during your practicum:
 - a. ☐ 10 and younger
 - b. ☐ 11-13
 - c. ☐ 14-16
 - d. ☐ 17 and older
5. The type of your practicum school:
 - a. ☐ Kindergarten
 - b. ☐ Elementary
 - c. ☐ Middle
 - d. ☐ High school

PART II

Please circle the number that best matches your choice.

		Strongly Agree	Agree	Disagree	Strongly Disagree
Foreign Language Aptitude					
1	It is easier for children than adults to learn a foreign language.	4	3	2	1
2	Some people have a special ability for learning foreign languages.	4	3	2	1
3	People in Turkey are good at learning foreign languages.	4	3	2	1
4	I have a special ability for learning English.	4	3	2	1
5	Women are better than men at learning foreign languages.	4	3	2	1
6	Everyone can learn to speak a foreign language.	4	3	2	1
The Difficulty of Language Learning					
7	I need less than a year to speak English fluently by studying English one hour a day.	4	3	2	1
8	Speaking in English is easier than understanding the messages in English.	4	3	2	1
9	Reading is easier than speaking in English.	4	3	2	1
The Nature of Language Learning					
10	It is best to learn English in an English speaking country.	4	3	2	1
11	The most important part of learning English is learning the grammar.	4	3	2	1
12	The most important part of learning English is learning how to translate from Turkish to English.	4	3	2	1
13	Most of the mistakes that second language learners make are due to interference from their first language.	4	3	2	1
14	The earlier a second language is introduced in schools, the greater the likelihood of success in learning.	4	3	2	1

		Strongly Agree	Agree	Disagree	Strongly Disagree
Learning and Communication Strategies					
15	It is important to repeat and practice a lot.	4	3	2	1
16	It is important to practice with audio materials like MP3 players, cell phones, etc.	4	3	2	1
17	Languages are learned mainly through imitation.	4	3	2	1
18	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	4	3	2	1
19	Teachers should correct students when they make grammatical errors.	4	3	2	1
20	Teachers should present grammatical rules one at a time, and students should practice examples of each one before going to another.	4	3	2	1
Motivation					
21	The most important factor in second language acquisition is motivation.	4	3	2	1
22	People in Turkey feel that it is important to speak English.	4	3	2	1
23	If I learn English very well, I will have better opportunities for a good job.	4	3	2	1
24	I would like to have native English speaking friends.	4	3	2	1
Foreign Language Teaching					
25	Effective foreign language teacher should not correct students immediately after they make a mistake in spelling.	4	3	2	1
26	Effective foreign language teacher should use English only in the foreign language classroom.	4	3	2	1
27	Effective foreign language teacher should teach the language primarily by having students complete specific tasks.	4	3	2	1

		Strongly Agree	Agree	Disagree	Strongly Disagree
28	Effective foreign language teacher should require students to speak in the foreign language beginning the first day of class.	4	3	2	1
29	Effective foreign language teacher should use predominantly real-life materials (e.g. music, pictures, foods, and clothing) in teaching rather than the course book.	4	3	2	1
30	Effective foreign language teacher should base at least some part of students' grades on their ability to interact with classmates successfully in the foreign language.	4	3	2	1
31	Effective foreign language teacher should base at least some part of students' grades on completion of assigned group tasks.	4	3	2	1
32	Teachers should immediately correct students when they make grammatical errors.	4	3	2	1