

# Effects of Learning Beliefs of Pre-Service Teachers at an English as a Foreign Language (Efl) Certificate Program on their Practice Teaching

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## Abstract

The purpose of the current study is to explore the effects of pre-service teachers' language learning beliefs on their practice teaching. Two randomly chosen pre-service teachers were recruited in the study (one male, one female). This research mainly adopted a qualitative approach using a structured interview, philosophy statements, field-notes during observations and the reflective journals of the participants. To explore their language learning beliefs and to determine the categories participants' interview transcriptions were open coded. Five main categories of language learning beliefs were identified in the end of the analysis; (1) ideal English learner, (2) ideal English teacher, (3) ideal English classroom, (4) difficulties in language learning process, (5) strategies of learners to overcome difficulties. The findings of the observation checklist and reflection papers written by the participants revealed some significant effects of the language learning beliefs of pre-service teachers on their practice teaching. Briefly, the results of the study revealed that both participants' teachings were greatly affected by their foreign language learning beliefs. However, it was also seen that some external factors created some divergences between the beliefs and practice teaching.

**Keywords:** *Language learning beliefs; pre-service teacher education; English language teaching; practice teaching; EFL certificate program*